

Extended COVID-19 Learning Plan

Version: Meets Legislative Requirements with Additional Recommendations

Reconfirmation Meeting

Required 30 Days After Initial Plan Approval and Every Month Thereafter

Agenda:

- Reconfirm how instruction is going to be delivered during the 20/21 school year
- Public comments from parents and/or guardians on the Extended Learning Plan
- Review weekly 2-way interaction rates

Reconfirmation Meeting for March 2021

Reconfirm instructional delivery method:

Our K-12 schools have returning to an in-seat, hybrid schedule option on February 18. Students who desired to stay in remote learning are afforded the opportunity. Our K-5 students have returned to an AM/PM schedule, 4 days per week with half of alphabet reporting in AM, other half in PM. Asynchronous work is assigned in half day student is not in-seat. Wednesdays are asynchronous for students. Staff has office hours, prep, and PLC time on Wednesdays. Students also receive additional supports, interventions on Wednesdays, in addition to intervention schedules on the 4 days of hybrid in-seat. Students choosing to stay remote are assigned an Avondale remote teacher to continue their studies remotely.

Our 6-8 students have returned to a MTU, THF all-day hybrid block schedule with half the alphabet attending all day on MTU and other half on THF. Wednesdays are asynchronous for students. Staff has office hours, prep, and PLC time on Wednesdays. Students also receive additional supports, interventions on Wednesdays, in addition to intervention schedules on the 4 days of hybrid in-seat.

Our 9-12 students have returned to a MTU, THF all day hybrid block schedule with half the alphabet attending all day on MTU and other half on THF. Wednesdays are asynchronous for students. Staff has office hours, prep, and PLC time on Wednesdays. Students also receive additional supports, interventions on Wednesdays, in addition to intervention schedules on the 4 days of hybrid in-seat. Students choosing to stay remote at the secondary level are participating via ZOOM with their peers in common instruction, providing equity of instruction between in-seat and remote students.

Our highest needs special education students have returned to face-to-face instruction attend the appropriate schedule listed above. In addition, selected programs/classrooms also hold in-seat sessions on Wednesdays. Student and staff

health and safety is addressed through continuing a cohort model that keeps students together for the entire school day, adhering to social distancing and mask wearing protocols.

Reconfirm how instruction will be delivered for each grade level:

Pre-Kindergarten: The Avondale School District Early Childhood preparedness plan can be found [here](#) .

Elementary (Grades K - 5): Elementary remote students have a defined daily schedule that spans the length of a traditional day with specific times for core subject instruction, activities, as well as art, gym, and music instruction remotely. In addition, there are times for teacher office hours, small group check-ins, asynchronous work time, daily class meetings to conduct SEL lessons and wellness checks. Our K-5 students have returned to an AM/PM schedule as of February 18th, 4 days per week with half of alphabet reporting in AM, other half in PM. Asynchronous work is assigned in half day student is not in-seat. Wednesdays are asynchronous for students. Staff will have office hours, prep, and PLC time on Wednesdays. Students also receive additional supports, interventions on Wednesdays. Students choosing to stay remote are assigned an Avondale remote teacher to continue their studies remotely.

Middle School (Grades 6 - 8): Middle School students have a defined daily schedule whereby they have a block schedule of remote coursework focusing on cores and select electives. Remote students log-in to each class period at the designated time in their schedule. Teachers provide for asynchronous and synchronous instruction within their assigned periods each day. Students also log-in to a daily advisory class for wellness checks and character/SEL education instruction. Our 6-8 students have returned to a MTU, THF all day hybrid block schedule with half the alphabet attending all day on MTU and other half on THF, which began February 18th. Wednesdays are asynchronous for students. Staff have office hours, prep, and PLC time on Wednesdays. Students also receive additional supports, interventions on Wednesdays. Students choosing to stay remote at the secondary level are participating via ZOOM with their peers in common instruction, providing equity of instruction between in-seat and remote students.

High School (Grades 9 - 12): High School students have a defined daily schedule whereby they also have a block schedule of remote coursework focusing on cores

and select electives. Students log-in to each class period at the designated time in their schedule. A purple day is hours 1, 3, 5, 7 and a gold day is hours 2, 4, 6, and 7. Teachers provide for asynchronous and synchronous instruction within their assigned periods each day. Students also log-in to a daily advisory class for wellness checks and character/SEL education instruction. Our 9-12 students have returned to a MTU, THF all day hybrid block schedule with half the alphabet attending all day on MTU and other half on THF, which began February 18th. Wednesdays are asynchronous for students. Staff have office hours, prep, and PLC time on Wednesdays. Students also receive additional supports, interventions on Wednesdays. Students choosing to stay remote at the secondary level are participating via ZOOM with their peers in common instruction, providing equity of instruction between in-seat and remote students

Reconfirm whether or not the district is offering higher levels of in-person instruction for English language learners, special education students, or other special populations:

Our highest needs special education students are receiving face-to-face instruction attending the appropriate schedule listed above. In addition, selected programs/classrooms also hold in-seat sessions on Wednesdays. Student and staff health and safety is addressed through continuing a cohort model that keeps students together for the entire school day, adhering to social distancing and mask wearing protocols. Avondale Schools continue to support early English Learners with a comprehensive screening process that we have adapted to virtual avenues to connect with all students. Service providers continue to provide English Learners support through in-seat and remote instruction in both direct and indirect circumstances. WIDA scores are reviewed and utilized to help inform appropriate supports. Our Pre-K programming continues in March with in-seat instruction, with low class sizes and frozen enrollment.

Document Public Comments:

Review Weekly 2-Way Interaction Rates (February)

February 2021	All Students
Week 1	94.10%
Week 2	94.59%
Week 3	93.25%

Week 4	96.6%
Week 5	

Two Way Interaction Rates by Building					
Avondale School District - School Year 20-21					
	9/1 to 9/4	9/7 to 9/11	9/14 to 9/18	9/21 to 9/25	9/28 to 10/2
Building	Week 1	Week 2	Week 3	Week 4	Week 5
Auburn	71.19%	75.69%	79.05%	79.52%	79.55%
Deerfield	94.48%	94.72%	96.49%	97.16%	97.40%
Graham	97.38%	97.64%	92.70%	95.87%	95.12%
Woodland	95.88%	94.59%	95.46%	94.52%	94.23%
GATE	99.44%	100.00%	99.89%	100.00%	99.89%
Meadows	80.68%	88.18%	93.64%	88.64%	87.27%
Middle School	98.37%	99.53%	99.05%	99.39%	99.60%
High School	94.42%	95.72%	96.44%	96.61%	96.31%
DCI	61.00%	61.00%	53.00%	72.00%	76.00%

Two Way Interaction Rates by Building					
Avondale School District - School Year 20-21					
	10/26 to 10/30	11/2 to 11/6	11/9 to 11/13	11/16 to 11/20	11/23 to 11/27
Building	Week 1	Week 2	Week 3	Week 4	Week 5
Auburn	76.94%	76.78%	76.38%	75.99%	76.69%
Deerfield	97.27%	96.32%	97.48%	97.14%	96.43%
Graham	92.02%	94.14%	92.45%	93.33%	91.47%
Woodland	93.76%	93.90%	94.46%	93.51%	94.20%
GATE	100.00%	100.00%	100.00%	100.00%	100.00%
Meadows	90.91%	82.95%	87.27%	86.36%	90.91%
Middle School	99.91%	99.42%	99.91%	99.31%	97.61%
High School	96.38%	96.48%	96.82%	95.95%	95.83%
DCI	85.00%	76.00%	78.00%	77.00%	66.00%

Two Way Interaction Rates by Building

Avondale School District - School Year 20-21

	11/30 to 12/4	12/7 to 12/10	12/14 to 12/18
Building	Week 1	Week 2	Week 3
Auburn	78.14%	80.73%	78.59%
Deerfield	95.99%	97.57%	96.18%
Graham	93.07%	93.78%	91.69%
Woodland	95.13%	94.88%	93.26%
GATE	100.00%	100.00%	100.00%
Meadows	96.19%	95.24%	95.24%
Middle School	99.54%	99.46%	98.82%
High School	97.24%	96.82%	95.38%
DCI	66.00%	72.00%	71.00%

Note: Auburn Elementary percentages include GSRP two way interaction rates. As GSRP only attends 4 days a week, the maximum rate would be 80% (4 out of 5 total week days). This will cause the total rate for Auburn to be lower than other buildings. Meadows percentages are based on our SKILL program.

Two Way Interaction Rates by Building

Avondale School District - School Year 20-21

	1/4 to 1/8	1/11 to 1/15	1/18 to 1/22	1/25 to 1/29
Building	Week 1	Week 2	Week 3	Week 4
Auburn	79.30%	80.35%	78.88%	81.50%
Deerfield	95.44%	96.61%	96.82%	96.87%

Graham	93.62%	93.94%	93.23%	95.12%
Woodland	94.74%	95.31%	95.25%	95.05%
GATE	100.00%	100.00%	100.00%	100.00%
Meadows	90.53%	87.37%	89.47%	88.42%
Middle School	98.70%	99.65%	99.28%	99.91%
High School	95.75%	95.53%	95.96%	97.10%
DCI	67.00%	68.00%	76.00%	76.00%

Two Way Interaction Rates by Building				
Avondale School District - School Year 20-21				
	2/1 to 2/5	2/8 to 2/12	2/15 to 2/19	2/22 to 2/26
Building	Week 1	Week 2	Week 3	Week 4
Auburn	77.44%	78.53%	78.20%	85.38%
Deerfield	96.93%	96.41%	95.92%	96.95%
Graham	93.03%	94.10%	93.03%	96.87%
Woodland	93.92%	93.73%	95.10%	94.85%
GATE	100.00%	100.00%	100.00%	100.00%
Meadows	89.47%	89.47%	86.84%	96.49%
Middle School	99.88%	99.52%	96.31%	99.18%
High School	95.58%	96.85%	94.79%	98.78%
DCI	78.00%	84.00%	79.00%	

Note: Auburn Elementary percentages include GSRP two way interaction rates. As GSRP only attends 4 days a week, the maximum rate would be 80% (4 out of 5 total week days). This will cause the total rate for Auburn to be lower than other buildings. Meadows percentages are based on our SKILL program. DCI reports from Wednesday to Tuesday, so Week 4 data is not yet completed.

Review Weekly 2-Way Interaction Rates for Auburn Elementary School

February	All Students	100% Remote*	Not 100% Remote*
Week 1	77.44%		
Week 2	78.53%		
Week 3	78.20%		

Week 4	85.38%		
Week 5	0.00%		

Review Weekly 2-Way Interaction Rates for Deerfield Elementary School

February	All Students	100% Remote*	Not 100% Remote*
Week 1	96.93%		
Week 2	96.41%		
Week 3	95.92%		
Week 4	96.95%		
Week 5	0.00%		

Review Weekly 2-Way Interaction Rates for Graham Elementary School

February	All Students	100% Remote*	Not 100% Remote*
Week 1	93.03%		
Week 2	94.10%		
Week 3	93.03%		
Week 4	96.87%		
Week 5	0.00%		

Review Weekly 2-Way Interaction Rates for Woodland Elementary School

February	All Students	100% Remote*	Not 100% Remote*
Week 1	93.92%		
Week 2	93.73%		
Week 3	95.10%		
Week 4	94.85%		
Week 5	0.00%		

Review Weekly 2-Way Interaction Rates for GATE Magnet School

February	All Students	100% Remote*	Not 100% Remote*
Week 1	100.00%		
Week 2	100.00%		
Week 3	100.00%		
Week 4	100.00%		
Week 5	0.00%		

Review Weekly 2-Way Interaction Rates for Meadows School

February	All Students	100% Remote*	Not 100% Remote*
Week 1	89.47%		
Week 2	89.47%		
Week 3	86.84%		
Week 4	96.49%		
Week 5	0.00%		

Review Weekly 2-Way Interaction Rates for Avondale Middle School

February	All Students	100% Remote*	Not 100% Remote*
Week 1	99.88%		
Week 2	99.52%		
Week 3	96.31%		
Week 4	99.18%		
Week 5	0.00%		

Review Weekly 2-Way Interaction Rates for Avondale High School

February	All Students	100% Remote*	Not 100% Remote*
Week 1	95.58%		

Week 2	96.85%		
Week 3	94.79%		
Week 4	98.78%		
Week 5	0.00%		

Review Weekly 2-Way Interaction Rates for Diploma & Career Institute

February	All Students	100% Remote*	Not 100% Remote*
Week 1	78.00%		
Week 2	84.00%		
Week 3	79.00%		
Week 4	0.00%		
Week 5	0.00%		

*Recommended, but not required by legislation, to report on Remote/Not Remote and by building or grade span

Post to transparency link on website and provide to CEPI

Note: As of 9/30/20, the process for submitting to CEPI has not yet been identify