

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
Alameda Unified School District	Sara Stone Chief Academic Officer	sstone@alamedaunified.org (510) 337-7092

General Information

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

Alameda Unified School District (AUSD) serves the needs of some 9600 students from pre-school through high school. Those students reflect the diversity of our community and the San Francisco Bay Area region. In 2019-2020, the demographic breakdown was: 26% Asian, 29% white, 18% Hispanic, 7% Black/African American, and 12% of two or more races. About 30% of our students are low income and 13% are English Learners, and Approximately .5% are Foster Youth.

To serve this diverse community of learners, AUSD's nine elementary schools, four middle schools, and four high schools offer a wide range of educational opportunities, including neighborhood schools, STEAM programs, intervention services, arts integration, and newcomer classes for students who have recently arrived in this country. Our high schools have strong Career Technical Education programs, including Broadcast Journalism, Sports Medicine, Childcare, and Genomics, as well as a full array of Honors, AP, and Visual and Performing Arts classes. Our continuation program at Island High School supports students needing support to graduate; our magnet high school – the Alameda Science and Technology Institute – offers an Early College Program that provides students opportunities to earn college credits and/or an Associate of Arts degree while still enrolled in high school.

Some specific highlights from the 2019-20 Local Control Accountability Plan (LCAP):

- Continued expansion of the existing Multi-Tiered System of Supports (MTSS) program to provide more mental health and behavioral intervention support to sites and implement an academic universal screener/progress monitoring/intervention system.
- Increased capacity and systems for data-driven improvement. Implementation of an academic diagnostic/screening tool has increased the relevant data available to teachers for identifying student needs and providing them the appropriate interventions and supports.
- Strategic Planning within the Special Education Department: Continue to define a services delivery model for students with special needs that is facilitated by high quality teaching, supported through active engagement in the least restrictive learning environment, and monitored by multiple measures of student achievement.
- Ongoing implementation of the English Language Development program to support improved outcomes for English Learners in both fluency acquisition and mastery of core content. This remains a highlighted area within AUSD's LCAP. Language and Literacy staff

continue to work across departments to build capacity for a broader group of staff to support EL needs following significant staffing reductions in the spring of 2018.

- Expansion of Career Technical Education (CTE) pathways. 2019-20 edmark the opening of a new Biotechnology pathway, expansion/redesign of the Sports Medicine pathway, and deepening of the work within the Broadcast Journalism, Digital Filmmaking, and Marketing pathways. The work within CTE is a collaboration of AUSD staff, community members, industry, and city partners.
- Maintain forward progress in many areas parallel to the ongoing process of reprioritizing the budget to increase employee compensation.

In order to make progress towards our LCAP goals, we must:

- Eliminate barriers to student success and maximize learning time,
- Support all students in becoming college and work ready
- Support all English Learners in becoming college and work ready
- Support parent/guardian development as knowledgeable partners and effective advocates for student success.
- Ensure that all students have access to basic services

While Senate Bill 98, which was passed on June 29, 2020, removed the requirement for a 2020-21 Local Control Accountability Plan (LCAP) and instead has asked for this Learning Continuity and Attendance Plan (LCP), we continue to strive towards our LCAP goals, knowing that some shifts might be necessary due to the constraints of operating during a pandemic. In order to do this, we have some specific goals that we continue to work towards, even during COVID-19. Of course, COVID-19 has created some safety and logistical challenges that required us to make some shifts to how we implement our plans in service of these goals. We continue to plan for the following goals, making adjustments based on our current needs and state and county required pandemic responses:

- Improve student attendance including increase of basic attendance rate and decrease of chronic absenteeism
- Decrease class time missed as a result of discipline including reduction of both suspension and expulsion rates
- Improve completion rate including reduction of middle and high school drop-out rates and increase of high school graduation rate
- Improve student achievement on both statewide and local assessments
- Increase College and Career Readiness
- Improve English Learner Achievement
- Implement State Standards for English Learners
- Improve efforts to seek input from parents/guardians to support informed district/school targeted supports
- Improve parent/guardian participation in school, especially in the area of increasing access to college and career readiness resources
- Improve early educational opportunities for parents/guardians in which they develop strategies/skills for supporting their student(s) and serving as leaders in the school/district community.
- Maintenance of a highly qualified teaching staff
- Provision of adequate instructional materials
- Maintenance of a safe learning environment

The COVID-19 pandemic has had a profound impact across all levels of Alameda Unified School District. In March 2020, when a Shelter In Place was ordered, we rapidly transitioned to Distance Learning. This rapid shift brought an onslaught of challenges to students, families, educators and administrators. We recognize the profound impact that the closing of school buildings and moving into distance learning has had on our students, families, and staff, especially those who live in poverty, are second language learners, are in foster care, or have disabilities. While we maintain our work connected to our 2019-20 LCAP during the 2020-21 School year, we also have had to make some necessary adjustments and implement some new work in response to the COVID-19 pandemic. We have paid special attention to ensuring that our planning is trauma informed, understanding the deep social, emotional, and mental health challenges that have come with this pandemic. Achieving equity for our students has been, and remains, at the forefront of the district's work, and the pandemic has exacerbated existing injustices for students. Addressing these issues of access guided initial crisis response in the Spring, and as seen in this plan, continues to guide how students and families are supported. While the Spring focused on basic needs such as technology, nutrition, and supplies, the Fall will continue to build on this through a focus on priority standards, targeted instructional support, mental health support, and increased and intentional family and student outreach.

AUSD is starting the year in a distance learning model. We have two distinct programs that will be able to support the needs of students, families, and staff. We have a fully remote program that we opened to support any students, staff, and families who might be immunocompromised and who might need to remain in Distance Learning for the entire year. This is a program that will continue all year long, even if the County deems it safe for in person instruction. The other program is a Flexible program that will be able to flex between Distance and In-person learning. We are actively working towards getting students back into our school buildings as soon as it is safe to do so. We understand the immense burden that families are facing, juggling their own workloads and responsibilities along with managing student schedules and engagement. AUSD is committed to reopening school campuses when it is safe to do so, and continues to use local and state guidance, as well as stakeholder feedback to inform the reopening plan.

Stakeholder Engagement

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

AUSD engaged in a cycle of stakeholder feedback and decision making connected to continued instruction during the COVID-19 pandemic. This cycle included a Strategic planning team made up of the Superintendent, Chief Academic Officer, Chief Student Support Officer, and Data and Assessment Coordinator to work closely with a Task Force made up of representatives of staff and community to plan for and facilitate the surveys, Town Hall engagements, and Staff working groups to receive feedback and make recommendations to the School Board. Meetings were held weekly between March 13, the date of the close of campuses thru August 27th, the first day of school through this cycle of stakeholder engagement.

Strategic Planning Group:

- Superintendent
- Chief Academic Officer (CAO)
- Chief Student Services Officer (CSSO)

- Data and Assessment Coordinator

AUSD 2020-21 Redesign Task Force and Working Groups:

- Teachers
- Principals/Asst. Principals
- District Office staff
- Community partners
- Working Groups:
- District operations- facilities/cleaning
- Site operations
- Curriculum/Assessments
- Special Education
- ELD
- Technology
- Mental Health/SEL
- Remote Design
- Food Services
- Afterschool/Parent support
- Grading
- Attendance
- Enrollment
- Secondary Math/World Language
- Student/Staff Safety
- Student/Staff assignment/Negotiations

Stakeholder Engagement/Consultation:

- Alameda Education Association (AEA) and California School Employees Association (CSEA), (Union partners)
- Student Advisory
- Student Survey
- Parent Survey
- Academic Committee
- Community Advisory Committee (CAC)
- Parent Teacher Advisory Committee (PTAC)
- ASped
- District English Learner Advisory Committee (DELAC)
- After school and enrichment partners
- Town Halls

Board of Education:

- June: 9, 23
- July: 16, 17*, 22*
- August: 10*, 21*, 25
- September: 8, 22

* Special Meetings

Town Halls:

- 5/7/20 - Encinal Jr. & Sr. High School Parent/Guardian Town Hall
- 5/13, 5/14, 5/15 and 5/18 - Student Advisory for Graduating Seniors
- 5/14/20 - Lincoln Middle School Town Hall
- 5/21/20 - Wood Middle School Town Hall
- 5/28/20 - Alameda High School Town Hall
- 6/4/20 - Mental Health Town Hall
- 6/16/20 and 7/9/20 - Elementary Student Town Hall
- 6/17 and 7/23 - SpEd M/S Town Hall
- 6/18 and 7/30 - SpEd M/M Town Hall
- 6/22 and 8/13 - PTAC Town Hall
- 6/30/20 - WCDC Family Town Hall
- 8/4/20 - Athletics Town Hall
- 8/12/20 - Student Advisory
- 9/23/20 - PTAC Meeting
- 9/29/20 - CAC Meeting

We received feedback from our Parent Teacher Association Council (PTAC) on September 28, 2020 and have incorporated elements into this plan. The complete document is included as an attachment at the end of this LCP.

The District's response dated September 30, 2020 is also included as an attachment.

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

It has been extremely important to AUSD to be able to convene as many engagements as possible and to make them accessible to our community. We found that using Zoom and Facebook streaming (when possible) allowed for maximum engagement. All public meetings have been recorded and made public on our district website after the meetings.

Surveys (April and June) to elicit community input also preceded and proceeded these meetings. These surveys were delivered via the Student Information System when it was important to hear from all of our stakeholders so that we could account for participation. If we did not get complete participation staff called families to either share information or ask questions to elicit feedback.

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

We learned a great deal from our stakeholder engagement cycles. Mainly, we heard that for the 2020-21 School Year we need to:

1. Determine the priority grade level standards and skills that each grade level/content area need to focus on next year;
2. Deepen our vision and practice for Asynchronous and Synchronous Distance Learning including professional development, curriculum, assessment, differentiation based on student needs, and standards based grading; and
3. Communicate academic expectations with families and providing examples of the work to students so that they know what is expected of them

In addition to the above implications, we are also continuing to hold the Graduate Profile, our district community's vision for students, at the center of our thinking and planning. That coupled with some clear Core Values and Guiding principles (developed from what we heard from our staff, students, and families as well as our data), we know we must prioritize the work to deepen and clarify it. Our goals and focus practices for the 2020-21 school year are that:

- We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID: We use protocols and phrases to interrupt conversations and actions that perpetuate inequity;
- We keep equity and rigorous content at the forefront of all decisions on what and how to teach students: We use grade-level priority standards, texts, and tasks for all Tier 1 instruction;
- We maximize interaction and independence in students' blended learning experience: We design frequent student talk opportunities that support meaning-making, critical thinking, and academic language practice in service of grade-level standards; and
- We integrate social emotional and trauma-informed approach as the foundation for learning experiences: We build positive relationships with and among our students to create the conditions for learning.

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

In addition to County guidance, all of the Learning Continuity and Attendance plan was influenced by stakeholder input (as described above). We also used research and ideas from other districts on best practices for blended learning, engagement, culturally responsive and trauma informed practices to inform our plans. Every plan was also put through the lens of the following core values and priorities:

Core Value:

"We meet the needs of each learner."

Guiding Principles:

Our English Language Learner, Special Education, and Black students were disproportionately being under-served by our system before COVID19, and these gaps have widened since. Therefore, our plan must ensure we are targeting our strategies and resources towards these students.

Core Value:
"We develop the whole child."

Guiding Principles:
Our plan needs to include supports for trauma: SEL/trauma informed practices (including social skills) into teaching and counseling services. We will provide a safe and balanced environment (physically and mentally).

Core Value:
"Mastery of Essential Standards through flexibility of structures"

Guiding Principles:
Our plan will ensure students receive high quality experiences that focus on mastery of essential grade-level standards and skills. Flexible schedules will allow focus and more time on students who have not yet mastered the standards, blended learning is a tool that supports standards-based flexible structures. A Distance Learning base curriculum will support high quality, consistent grade-level experiences for students.

Core Value:
"We will support all students to embody the AUSD Graduate Profile"

Guiding Principles:
Our plan should include opportunities to develop students' ability to Seek Opportunities and Challenges of Learning and Working Effectively with Others. Therefore, in-person and synchronous distance learning time should maximize interactions. Asynchronous and non-in-person time should maximize student independence, motivation, and agency by designing experiences so they feel ownership of their learning that is not possible in classroom settings.

Core Value:
"Learning to read is key to students' academic success"

Guiding Principles:
Our plan will prioritize students who are learning to read

Core Value:
"Coherent Systems to Ensure Students are College & Career Ready"

Guiding Principles:
Our plan will prioritize ensuring rising Juniors and Seniors are college and career ready

Core Value:

“We will invest in our staff in order to realize our vision for students”

Guiding Principles:

Our plan will prioritize staff, student, and family physical and emotional safety and will include time for teachers to continuously improve their practice through collaboration, planning, and professional learning time.

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.]

We are prepared to provide both In-person and Distance Learning during the 2020-21 School Year. In order to prepare for this Flexible model, we have developed a Flexible instruction model which blends both in-person and virtual learning. The purpose of this program is to allow students to return to school as soon as it is safe. Content is delivered by the teacher synchronously, students practice skills and/or complete projects asynchronously using core district curriculum, zoom, and google classroom. In addition, we are working to determine how to support smaller groups of students who need more support and would benefit from in-person learning to come to sites in a “learning hub” model when safe. This must be in accordance with county and state mandates.

For those students, staff, and families who will not be able to return to on-campus instruction due to underlying health or other issues, we have also developed a fully Remote Program. This program will be primarily “asynchronous” (or independent) and done at the student’s own pace using an online curriculum. Teachers will work as “case managers” of students’ instruction and will work with students one to one or in small groups, and parents/guardians will work collaboratively with the teachers to support and coach their students.

Cleaning and safety: Note: We have based this on the most current County guidance as of the writing of this plan. All is subject to Labor Partner Negotiations.

Face shields/cloth coverings:

Cloth masks:

- Required for TK and up
- Required for all school staff
- Exceptions: unable to wear them due to special circumstances, such as a particular developmental or health diagnosis that would limit their ability to wear a face covering.

Face Shields:

- Permissible as a substitute for teachers and students unable to wear a face covering for reasons of age and special need
- Should be worn with cloth drape across the bottom tucked into shirt
- Can be worn to compliment a cloth face covering
- Will be available for staff

Temperature Screening:

- Students and families are required to self-screen at home or before entering the building.
- If self-screening is not completed at home, school staff may conduct on-site visual screenings (coughing and runny nose) and temperature screenings.
- No-contact thermometers have been purchased for all health clerks and all administrators in AUSD.
- Asymptomatic individuals or individuals with mild non-specific symptoms may not realize they are infected and may pass through screening.
- Self-screening is a must and may consider using a lower threshold temperature

Distancing:

- Where practical, desks will be placed six feet apart and arranged to minimize face-to-face contact
- Permissible to relax 6-feet recommendation if it ensures all/more students receive in-class instruction
- Face coverings and cohort stability are higher priorities if they allow for more practical utilization of physical spaces to provide in-person instruction.

Cohort Size:

- As practicable, students should remain in the same space and in groups as small and as consistent as possible.
- When it is not possible to remain in stable cohorts within the same space (e.g. secondary school), face coverings and limiting group gatherings are a higher priority.

How will we properly clean and disinfect our schools?

- Follow CDC & EPA Guidance for Cleaning & Disinfecting Facilities.
- Disinfect with EPA-registered List N solutions for use against Covid-19.
- Apply disinfectants with electrostatic sprayers as the new standard of infection control.
- Sufficient and capable staffing.
- Develop policies, educate, train staff on worker protection; cleaning and disinfection protocols, proper use of materials and equipment while complying with OSHA's standards.

Academic Goals and Priorities:

Paying attention to our 2019-20 LCAP Goals, and planning for ensuring that teaching and learning continues during this challenging time, we have developed the following set of goals and priorities for both our Flexible and Remote Learning options in order to mitigate learning loss for all students:

Student level goals (across content, aligned to Graduate Profile):

Students dialogue about equity issues and take action to interrupt inequity

- Participate in experiential learning such as investigations, inquiry, modeling thinking, and taking local action
- Read, think, talk, and write about complex texts every day
- Establish and maintain healthy and rewarding relationships with diverse individuals and groups

Teacher priority practices (across content)

Teachers use protocols and phrases to interrupt conversations and actions that perpetuate inequity

- Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction
- Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards
- Teachers build positive relationships with and among our students to create the conditions for learning

Leadership Practices

School Leadership engages with and builds the capacity of staff and students to dialogue about equity issues and take action to interrupt inequity

- School Leadership collaboratively monitors curricular implementation to ensure balance, rigor, and school-wide coherence aligned to state and district standards and school vision
- School Leadership collaboratively creates systems that support teachers to design student talk opportunities to support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards
- School Leadership collaborates with and builds capacity of individuals and teams to implement school systems that ensure strong relationships among students and between adults and students, and a sense of belonging for all students in service of the school's vision for learning

District Goals

- We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID
- We keep equity and rigorous content at the forefront of all decisions on what and how to teach students
- We maximize interaction and independence in students' blended learning experienceWe integrate social emotional and trauma-informed approaches as the foundation for learning experiences

Conditions for Adult Learning

- We learn by collaborating, planning, doing, and reflecting
- We have space to be vulnerable, self-reflective, and create meaning

- Collect and participate in the collection of data and feedback to receive and provide timely information and make informed decisions.

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

Description	Total Funds	Contributing
Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction: • Professional Development - 4 days of Learning Conference - \$1,131,335 • Other professional development \$50,188.12 • In-person materials \$379,564.58 • Online materials \$358,913.73 • Curriculum: • Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction: • Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards • Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards • Teachers build positive relationships with and among our students to create the conditions for learning	\$1,920,001	Yes
Assessment • Hourly Salaries & Contracts (Prgm 1081) \$79,035 • Coordinator of Data & Assessment \$174,168 • Testing Specialist \$69,867 • Database Specialist \$100,559	423,629.00	No
Cleaning and disinfecting supplies, personal protective equipment, and informational signage for schools over the summer in preparation for the possible opening in a hybrid school plan	750,000	Yes

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Our district's goal is to balance the complex variety of needs that students, families, and staff are currently confronting, including reducing the risk of COVID-19, reducing student learning loss and isolation, and supporting families to return to work. Our district's top priority for learning is to return to a standard school model, with all students in class five days per week. When the standard school model is not permissible by Departments of Public Health, the Flexible Model and the Remote Model described below will be in place. We will continue to work with our labor partners to develop a plan that is in accordance with County Departments of Public Health guidelines at the time of opening, and is built in collaboration with our union partners.

The health and safety of our students, staff, and families is of the utmost importance. When permitted to return in-person learning, on-campus school will look much different than previous years due to new health and safety measures. Our plan to reopen schools is based on current guidance from public health officials and state agencies and will be continually updated as the situation evolves. It is important to note that our District plans will focus sharply on academic instruction to enhance student performance and address learning loss.

Flexible model: Combination of teacher directed instruction and online learning; Teacher is planning and delivering content and instruction, Class time used for discussion and projects that synthesize information, Lessons/lectures through online videos students can access at their own time and pace, Choice in ways to practice and demonstrate understanding of skill/standard, Students pacing depends on mastery of skills/standards, Can be moved to a Full distance model if needed due to SIP.

Remote model: Online curriculum program is used to provide instruction to the student; Working closely with the teacher, the parent (or other responsible adult) serves as a "Learning Coach" to the child, helping to facilitate his or her progress and working to modify the pace and schedule as needed, Students work in a self-paced, asynchronous environment for most of the day, Teachers work as "case managers" who meet with students as needed to support learning, Synchronous time with teacher is used to answer questions, interact with other students, check in, do SEL activities.

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.]

When schools suddenly closed mid March last school year, our technology department and site staff quickly developed a plan to hand out chromebooks to all students who needed a device at home. We determined need through surveys, teacher input, and family outreach. In addition to providing chromebooks, we gathered information about who had a lack of internet and connectivity and began to hand out hot spots.

During the 2020-21 School Year, AUSD will continue to ensure access to devices and connectivity for all pupils to support distance learning whenever it occurs, including:

- Provide Chromebooks to all students. 1:1 for all grade levels (K-12).
- Provide remote access to labs or provide laptops for CTE/digital course students (Adobe).
- Explore internet access for students lacking fast internet. Coordinating with the Alameda Education Foundation and internet providers.
- Design technical support model for staff, students, and parents. Web site (self help and guidance) and access to tech requests.
- Purchase Zoom or Google Meet licenses.
- Provide alternative technology available if needed.

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 2019-20 LCAP names our goal of eliminating barriers to student success and maximize learning time. In order to do this we have been working to improve student attendance including increase of basic attendance rate and decrease of chronic absenteeism and decrease class time missed as a result of discipline including reduction of both suspension and expulsion rates. The challenges that we now face, due to COVID-19 and the need to have flexibility between Distance and In-person learning have made us create some new systems to track attendance and participation. Compulsory attendance means that all students are expected to participate in school, including the teacher's live daily online instruction and the completion of assignments given by the teacher. Both of these elements are expected parts of attending school and, to comply with state law, AUSD will implement a new attendance taking system that tracks both daily attendance in live instruction and each student's ongoing completion of school work. We also know that we must continue to work towards creating engaging, culturally responsive, and rigorous learning through both synchronous and asynchronous lessons so that our students are excited to participate.

Reporting Absences During Distance Learning

Daily participation and engagement in school is expected of all students. Students should follow their distance learning schedule. If a student will not be engaged in their daily scheduled learning, due to illness or otherwise, the district expects parents to call their school site attendance line, to report the absence. AUSD's communications system will still be used to contact parents for any student that is marked absent. Attendance staff will also continue to follow up with parents and guardians regarding any absences.

Weekly engagement

Weekly engagement is the extent to which a student is engaged in synchronous and asynchronous learning for the week. Within the schedule agreed upon between AUSD and AEA, teachers have flexibility around how to engage students in asynchronous and synchronous time. Per the state, teachers must ensure each student is engaged in at least the below total number of minutes (asynchronous AND synchronous):

TK/K (State Mandated Daily Minutes = 180)

(M/T/TH/F)

Synchronous = 90

Asynchronous = 150

Total = 240

(Wed)

Synchronous = 25

Asynchronous = 155

Total = 180

Grades 1-3 (State Mandated Daily Minutes = 230)

(M/T/TH/F)

Synchronous = 120

Asynchronous = 125

Total = 245

(Wed)

Synchronous = 30

Asynchronous = 200

Total = 230

Grades 4-5 (State Mandated Daily Minutes = 240)

(M/T/TH/F)

Synchronous = 150

Asynchronous = 95

Total = 245

(Wed)

Synchronous = 30

Asynchronous = 210

Total = 240

Grades 6-12 (State Mandated Daily Minutes = 240)

(M/T/TH/F)

Synchronous = 165

Asynchronous = 150

Total = 315

(Wed)

Synchronous = 30

Asynchronous = 210

Total = 240

How is weekly engagement data documented?

On Wednesday, the teacher will input data on the extent to which the student was engaged based on a scale of "0", "1", "2", "3", "4", or "5" for the week:

Weekly Engagement Score (Asynchronous & Synchronous student learning minutes for the week)

Grade K

0-179 mins = "0"

180-359 mins = "1"

360-539 mins = "2"

540-719 mins = "3"

720-899 mins = "4"

900+ mins = "5"

Grade 1-3

0-229 mins = "0"

230-459 mins = "1"

460-689 mins = "2"

690-919 mins = "3"

920-1149 mins = "4"

1,150+ mins = "5"

Grade 4-12

0-239 mins = "0"

240-479 mins = "1"

480-719 mins = "2"

720-959 mins = "3"

960-1199 mins = "4"

1,200+ mins = "5"

Daily Attendance

Each day (TK-5) and each class (6-12) teachers must record students present or absent in Aeries. There are various ways that students can demonstrate attendance:

- Live via web conferencing platform (i.e. Zoom, Google Meet)
- Online response form (i.e. Google Doc, Google Form)

- Blended learning platform login record
- Engagement (Participation) in an asynchronous assignment
- Email record of describing participation
- Phone/Voicemail record describing participation
- Attendance for asynchronous work is based on the student completing the assignment, not the grade value or how much time they spent on it.
- Students shall be marked absent if they do not engage in any synchronous or asynchronous class activity
- If a student submits assignments at any time during the day they are not absent

Daily Attendance Procedures Overview 2020-2021

- Daily attendance is required
- California Education Code section 4504 requires documentation of daily participation for each student, each school day, during distance learning.
- If a student is present during synchronous time, there is no need to confirm their asynchronous participation.

Introduction to the Procedures

Reporting Absences During Distance Learning

Daily participation and engagement in school is expected of all students. Students should follow their distance learning schedule. If a student will not be engaged in their daily scheduled learning, due to illness or otherwise, the district expects parents to call their school site attendance line, to report the absence. AUSD's communications system will still be used to contact parents for any student that is marked absent. Attendance staff will also continue to follow up with parents and guardians regarding any absences.

When students are in Distance Learning, there are two ways that a student can be considered present for the day or the period:

Step 1:

Synchronous Distance Learning

- The student attends the mandatory live session (i.e. zoom, etc.) that has been scheduled for the day or period. Students are expected to participate with a visual attendance check in. If there is a barrier to a visual check-in, participation with auditory or chat features can suffice for documenting synchronous attendance. For the purposes of taking attendance, any participation in the scheduled session counts as attending synchronously.
- If teachers notice that students are habitually late or leaving the live sessions early, the teacher should follow up with the student or parent, or inform attendance staff to assist with follow up.

Synchronous attendance is recorded by the teacher of record (classroom teacher) each school day in Aeries during their live meeting with students or directly after. Each period for secondary students.

An attendance code must be entered for each student:

A – Absent, missed Synchronous Distance Learning live session

P – Present, attended Synchronous Distance Learning live session

Step 2:

Asynchronous Distance Learning

- Students who are marked absent (A - missed Synchronous Distance Learning live session) for the day or period, an alternative attendance code may be used to mark the student present if the student attempts or completes independent activities on that attendance day.
- The student must complete an assignment or assessment that has the equivalent time value of the day or the period. Assigned activities should be chunked into daily work for this purpose.
- The teacher must verify that the student has completed the work during that attendance day by reviewing the work submitted by the student, or by engaging with the student or their parent/guardian to verify completion of the activity.
- If a student is unable to complete an activity, but the teacher is able to engage the student or their parent/guardian on that day to discuss and try to resolve the student's challenges, then the Asynchronous Distance Learning Present code may be used.

Teachers have one school week to go back and make an adjustment to document asynchronous attendance in lieu of an absence.

NOTE: Only a student marked 'A' absent should be updated.

L – Asynchronous Learning Present

When using the Asynchronous Present attendance code, the teacher of record must add a note when recording the student's attendance that specifies what type of engagement occurred:

- Time Value of Assignment (TVA)
- specify the online system where work was submitted or the type of assignment completed
- Student or Parent/Guardian Engagement (SPE)
- specify the nature of the communication - email, individual zoom, call, etc. with an explanation of how the teacher engaged the student in order to complete the assignment.

Weekly Attendance

Teachers must attest that attendance has been accurately captured in Aeries each week by reviewing their electronic attendance record each Wednesday for the prior week's activities.

At this time, all students who are still marked with a 'A' and have not met the Asynchronous Distance Learning requirement will have their record updated to:

K – Missed Synchronous and Asynchronous Distance Learning requirements.

RECORDING ATTENDANCE - EACH DAY/PERIOD

1. Synchronous Distance Learning Daily mandatory meeting.

Login to Aeries. In the left navigation tree choose ? Attendance

2. Check the appropriate attendance code next to the student's name to record Synchronous DL:

Synchronous Attendance codes:

P - Synchronous DL Present

A - Absent

Z - Tardy

Students who miss 30 minutes or more of the day's scheduled live meeting should be marked with a "Z".. Please discuss expectations around the importance of attendance with your students. If necessary, arrange a separate meeting with the student and/or parent/guardian if the student makes this a habit.

3. Asynchronous Distance Learning Daily Follow up:

For any student who was absent from Synchronous Learning, check to see if they met the Asynchronous work requirements and update attendance accordingly:

Asynchronous Attendance codes:

L – Asynchronous DL work completed

K – Asynchronous DL work attempted but not completed

4. Teachers must enter notes / remarks / comments for students who are being marked present with an asynchronous code. The note should be entered in the field next to the attendance code, and can be brief.

Samples:

TVA: 75 Minute Edgenuity assignment “Working with Molecules”

Student Contact: Met with student to review the “Working with Molecules” assignment

Parent Contact: Met with p/g to review the “Working with Molecules” assignment

For students who are absent from Synchronous meetings, are not attempting Asynchronous work and who you are not able to contact. Please leave the A – absence code and add a note in attendance. Sample:

UNC – unable to make contact. ParentSquare message, no response. No work completed.

VERIFYING ATTENDANCE AND ENGAGEMENT - EACH WEEK

1. Teachers will run the Weekly Attendance Report by Class each week to verify student attendance and engagement.

Teachers may see attendance codes the attendance staff have entered. Check the attendance notes or attendance log to see if there are questions about what is entered. Contact school sites attendance staff if there are any questions.

Attendance procedures for when there is a substitute teacher:

Substitute teachers should be provided with the teacher’s class roster and a copy of our attendance procedures. They should note attendance on the roster and submit it via email to the school site attendance personnel.

Grading

On June 8th 2020, the California Department of Education (CDE) issued general guidelines regarding reopening school’s during COVID19 and for the 2020-2021 school year. The considerations below are primarily adapted from this document’s guidance on grading. The CDE may further delineate grading requirements in the near future. The district will be moving to standards-based grading, which is in large part due to the urgency, especially in these times, for students to accelerate their learning towards the priority standards for each course.

During the 2020-2021 school year, our school and students will still be heavily impacted by the effects of the global pandemic. While accountability measures such as grading will return this school year, we still have students caring for siblings, parents who have lost jobs and are worried about meeting their family's basic needs, and worst case scenario, people getting sick. Even when families have their basic needs met, many are reporting increased anxiety and stress which will affect learning. While we are committed to ensuring one-to-one internet and devices for all families, we know that many people will still have slow internet or do not have a private quiet place to work in their homes. The world has shifted. We must be flexible and caring for all involved as we consider how to assess and provide fair feedback for students.

As we enter into this new reality, blended learning with a focus on standards must be at the heart of all we do, including assessment. This is a time to be creative with students, learn what interests them, and find new ways to make education relevant, engaging, fun, and meaningful. In addition, we need to communicate clearly and effectively with families and students about what students have completed as well as mastered. We must also ensure that we are clear and transparent on the priority standards for our course and how students will demonstrate mastery.

Standards-Based Grading helps reflect back to students (and their families) the degree to which they are mastering the Standards via assignments. In Elementary (TK-5) this was already in practice prior to COVID. In Secondary, we will use the following during COVID.

Grading Guidance

- Grading should be based on a student's progress toward mastery of standards. When letter grades are given they should correlate to the following:
- A Mastery - The student demonstrates an in-depth understanding of the priority grade level standard(s) by consistently completing advanced applications of the material
- B Proficiency - The student has mastered the complex, targeted knowledge for most/all priority grade level standards for the class
- C Meets Standard - The student understands the foundational material that supports the targeted learning, but is still working to master the complex material for priority grade level standards for the class
- D/Not Yet - Even with assistance from the teacher, the student does not yet understand the priority standards. A "NM" will be given for missing work until the end of the semester if mastery is not achieved.

School sites may need to discuss percentage breakdowns as they correlate to grades.

- Grading for English Learners should also take into account their progress towards the ELD standards. If a student is not yet meeting a content standard but making progress to the next level of ELD proficiency they may still receive a passing grade.
- Assessment for students with IEPs must be appropriately modified and accommodated.
- Grades should be recorded and communicated through Aeries. Narrative grading should be used when possible.
- All grades must have standards-aligned evidence as the basis of the grade in order to ensure clear communication with students and families who have questions or need additional support in understanding their progress towards mastery and grades.
- The lowest cumulative grade a student can receive for each term will be a C for Middle School and a D for High School (all students not meeting the requirements for these grades will receive a "No Pass" if no work was turned in or "Not Yet" mark if they have shown no evidence of mastery in the work turned in).

- All students will have the opportunity to revise and resubmit work to show mastery towards literacy standards by the end of the course.

AUSD is in a rapidly changing educational environment and the administration will hone and refine the district's response to the pandemic as circumstances change and new information becomes available. Key variables that will influence decisions about grading practices include, but are not limited to, length of school closure; new guidelines from the CDE; new policy from the Governing Board; decisions made by colleges and universities; and changing health and safety conditions in the community.

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 2019-20 LCAP names that we must eliminate barriers to student success and maximize learning time, support all students in becoming college and work ready, and support all English Learners in becoming college and work ready. We knew that in order to continue growth in these areas, we would have to support our teachers and staff to learn new skills to use during Distance Learning.

Teachers, Paraprofessionals, and other staff began the year receiving professional learning through a 4 day August Learning Conference. It was structured to model best practices in Blended Learning. Teachers and other staff participated in new learning connected to using online platforms and learning management systems, focusing on priority standards, and strong trauma informed engagement practices so that they build skill and understanding of Blended Learning and Distance Learning practices. The conference learning took place through direct synchronous instruction, cross-site collaboration, grade level/content level collaboration, site level discussions, individual preparation time, and self-paced asynchronous learning.

Teachers will have collaboration/professional development time every Wednesday. This time will be utilized for completing their educational activities and trainings within the categories of student instruction (in-person or virtual), district organized professional development, teacher prep time, and common planning time to meet student outcomes as determined by district priority standards, LCAP, SPSA, and WASC goals.

Monthly collaboration/professional development schedule

Week 1: Site Level Collaboration

Week 2: Home (Cross-Site) Collaboration

Week 3: Site Level Professional Development

Week 4: Community of Practice- Anti-racist educators

Week 5 (if necessary): Unit Member directed Collaboration

Paraprofessional Training: A Learning Conference was also held for Paraprofessionals before school began to assist with their support of students in distance learning. Training curricula called Master Teacher and Behavior University have also been purchased to assist with professional growth throughout the school year. Education Specialists will guide paraprofessionals in the supports that they provide. For Moderate Severe (M/S), students, paraprofessionals will participate in classroom meetings with the teacher and related services staff to plan

supports for students based on student progress data. Finally, training will continue to be provided for M/S paraprofessionals in Applied Behavioral Analysis practices.

Staff Roles and Responsibilities

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

With the Covid-19 pandemic and school closures, all site staff, as well as district staff, have had to change the way they do their job in order to respond to the uniqueness of needs during this unprecedented time. In March 2020, all schools and district offices in Alameda Unified School District, as well as many districts in the state, were abruptly closed. Teachers and other school staff had to respond instantly because every passing school day students were at risk for learning loss. Teachers and staff did respond and adapt to this uncharted territory with new roles and responsibilities in nearly all aspects of their job. Specifically, with the creation of two distinct programs, the Remote Program and the Flexible program, staff have had to adapt to changes in how we support our students, staff, and families. We continue to adapt, and roles and responsibilities continue to evolve as we proceed through this school year. Some of the new staff roles and responsibilities during the time of COVID-19 are reflected below.

Remote Program:

Remote Principal:

- Ensure all staff have the ability to provide remote learning access
- Ensure all families have access to remote learning opportunities
- Facilitate coordination between Remote School staff and Home School staff

Remote teachers:

- Act as teachers who case manage students' courses and also provide academic support providers to assist them in achieving success with the online curriculum.
- Meet with students individually or in small groups to provide tutorials necessary for students to successfully complete the online curriculum.
- Communicate regularly with both the Learning Coach (family member) and students to support students' success.
- Communicate regularly with "home school" point of contact to inform them of student progress.
- Build relationships with families to support all students in their academic successes.
- Students will have interaction with teachers on a daily basis along with progress meetings, parent/teacher workshops, emails and other contact with the teachers.
- Review student data and coordinate small group instruction based on need.

Specialists:

- Elementary Media/Library, PE, and Music who had provided enrichment during teacher preparation time to students pre-COVID were moved into classroom teaching positions to accommodate our Remote program.

Staff new to AUSD during COVID-19:

- All onboarding and professional learning was done virtually and focused on the use of our systems and technology.

Flexible Program:

Teachers and Classroom Instruction: In the Flexible model, learning, engagement is much more difficult. Teachers will need to develop new strategies to capture students' attention and keep it. The lessons will need to be short but more focused. Teachers will be required to contact students and/or parents/guardians as a part of their duty day to re-engage and/or offer clarity. Teachers will be required to provide extra support for students who have experienced or are at risk for learning loss. Teachers now have blocks of time to arrange strategy groups of students who need this additional support. Rather than posting the daily schedule on the white board, teachers will post on the learning management system, and track the value of time for their assignments. Teachers will need to navigate situations with parents in the room either asking them to get more involved or to give their child more independence. Teachers will need to modify events such as back to school night, moving to an online method. All materials and assignments will need to be modified for access in these new models.

CTE pathway teachers have received materials and technical support to help them to adapt their courses to be able to provide high-quality instruction for students enrolled in the Flexible program.

Special Education Teachers: SpEd Teachers will need to work with their students in a new way. When students can not connect in person with their teachers, it is harder for teachers to build relationships and trust. This will be even harder for some of our students with special needs. Online conferencing platforms can be off putting for many students, and some will refuse. Special Education teachers will have to be masterful communicators and strengthen their skills to increase student participation and engagement.

Principals: Communication and outreach will become a major part of the principal's job. In distance learning principals will need to monitor attendance in a school wide system differently. The principal will need to set up a system for tracking participation school wide, and school specific strategies for re-engaging students. Principals will now be required to communicate weekly with the parent community and differentiate messaging across multiple platforms. They need to ensure that all students have access to the technology needed for DL/hybrid learning. They will need to supervise teachers by attending online conferencing sessions and offer feedback. They will monitor learning management systems, and assessments. They will change staff meetings to an online platform and provide opportunities for teachers to maintain positive relationships with each other.

Site Office Staff: School Administrative Assistants or attendance staff will continue to monitor attendance and respond, but this will also change to adapt for distance/hybrid learning. Reminders to teachers to document, new coding procedures, and outreach will change. Attendance is now multi-faceted, joining a Zoom session alone will not suffice. When a student is ill, staff will have to proceed according to the Alameda County guidance. Parents will have limited access to the school, so all registration procedures have been changed to online.

Custodial: During distance learning the custodial staff roles and responsibilities will be more focused on disinfecting staff used areas, keeping an inventory of masks, gloves, and disinfectants for use by staff who are on site. Staff will work on preparations for opening in a hybrid model

including relocating desks and chairs. They will be responsible for modeling the social distancing, mask wearing, and representing the current health safety requirements.

School Psychologists: School Psychologists will gather and analyze available assessment data in order to provide guidance on determination of special education eligibility if possible taking into consideration shelter in place and social distancing. They will complete assessments to the extent possible within the mandated IDEA timelines. In addition, they are supporting case managers and students with socio-emotional support.

Nutrition Services Staff: Some staff worked over the summer at central locations providing meals for our students. This school year, while in distance learning, instead of working out of their usual sites preparing breakfast and lunch for students, they are stationed at centralized locations distributing grab and go meals to all AUSD students.

District Nurse: Responsible for collaborating with state and local health departments to update emergency operations plans for all sites.

District Administrators: Many District administrators including and staff worked beyond their work calendar in order to create plans for distance learning including professional development plans, technology plans, and plans for assessment. Their jobs continue to focus on providing support for teachers instructing in a distance learning environment.

District Office Staff: Staff are able to continue supporting the schools by working from home with some opportunities to work from the District Office as permitted.

Both Flexible and Remote:

Attendance and Participation Tracking: Teachers will be responsible for monitoring attendance in a whole new way. Attendance is no longer a simple operation as it was in the past with “present,” “absent,” or “tardy.” Attendance now is defined by student participation by logging onto online sessions, completion of assignments, completion of assessments, and parent/guardian and/or student contact. Teachers will be required to keep systems for tracking daily participation and will be required to input this data into Illuminate weekly.

Teaching and Learning Department:

The Teaching and Learning department made some position shifts that were not specifically related to COVID-19 but in order to align better with the needs of our sites. While the changes were not based in a response to COVID-19, these positions, as with all in our district, had to adapt to the shifts and needs of our schools sites during COVID-19.

The TK-12 Language and Literacy Coordinator specifically focused on English Language Development and organizing our programming for our English Language Learners, this position supports academic language development across content TK-12. This position is paying special attention to supporting school sites with the needs of our English Language Learners during Distance Learning and working with the Instructional Coaches to develop plans to support individual students needs.

The TK-12 STEAM Coordinator focuses on Science, Technology, Engineering, Arts, and Mathematics instruction across the district.

Language and Literacy Coaches work closely with school sites to analyze curricular resources connected to our AUSD priority standards, and plan for how to teach these units and lessons in the context of blended and flipped learning, backwards plan Structured Discourse from Language Objectives, develop a capacity for self-study and continuous improvement through reflection on instruction and student data, with a focus on ELLs, students w/ disabilities, and black students.

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.]

Eliminating barriers to student success and maximize learning time and ensuring that all students have access to basic services continue to be our goals. School closures and social isolation have affected all students, but particularly those who are experiencing homelessness, living in foster care, have Individualized Education plans, or are English Language Learners. In order to address this disproportionate impact, we have worked to support our students in the following ways:

Foster Youth:

Improve our communication connected to the needs of our students in Foster care. This includes: Immediate enrollment; district/school connection and communication with County case manager; high school guidance and communication around AB 167/216 grad requirements.

AUSD's Foster Youth Liaison collaborates with Alameda County child welfare social workers, Alameda County Probation officers, Alameda County courts, and East Bay Children Law Office in order to minimize school placement changes, provide needed supports, and improve educational outcomes for Foster Youth. All Foster Youth are ensured immediate enrollment, regardless of the availability of required documents (ex. Immunization records, birth certificates, transcripts, etc.). AUSD's Foster Youth Liaison also provides training to district enrollment staff, site office staff, Intervention Leads and school counselors. Training topics include information on specific education laws that are specific to foster youth, when and how to notify the Foster Youth Liaison when there are concerns, and policies around graduation requirements outlined in AB 167 / AB 216.

McKinney Vento Homeless Youth:

Continue to provide differentiated support for our students experiencing homelessness: AUSD's McKinney Vento Liaison works closely with and provides training to enrollment staff, office staff, intervention leads, and school counselors to identify students who are experiencing homelessness and provide them extra support. If the youth is enrolling in the district, they are enrolled immediately regardless of being able to provide required documentation (ex. immunization records, birth certificates, transcripts, etc.). When a youth is identified as qualifying for McKinney Vento services, the liaison conducts an intake with the family. Needs are identified and resources are provided. All McKinney Vento youth are provided with AC Transit bus passes for transportation when the district is able to provide in-person instruction and backpacks filled with school supplies. Additionally, all McKinney Vento youth are enrolled in the Free and Reduced Lunch program.

McKinney Vento families are given referrals to: Alameda Food Bank for food access; Alameda Family Services Family Support Center for case management and assistance in enrolling in CalFresh, MediCal, and other assistance programs; Homeless Action Center for legal assistance; All Good Living Foundation for shoes, clothing, toiletries, and hot food delivery from local restaurants; Dine and Connect information about the faith based organization that host dinner and information for homeless; Safe Parking and Day Center information where homeless families can do laundry, charge their phones, watch TV, and have a safe place to park at night and be supported by Village of Love social services; and City of Alameda Homeless Hotline for additional resources that are provided by the City of Alameda. Intervention Leads at each school site do a weekly data review on their McKinney Vento youth to ensure attendance, engagement, and school success. High school counselors meet with their McKinney Vento families to discuss and review eligibility for reduced credit requirement graduation per AB 1806.

Immediate enrollment; transportation (via bus passes); enrollment into Free-Reduced Lunch program; Backpack and School supplies at the beginning of the school year and at the midpoint of school year (after winter break); referrals to social service and health agencies that address specific needs; Holiday toy drive recipients; secondary school counseling regarding AB 1806.

Pupils with Exceptional Needs:

Create an Individualized Education Aligned Plan to be followed during Distance Learning for students with IEPs. The District has planned to provide Student's operative IEP to the greatest extent practicable, through a combination of in-person and distance learning in the "Flexible Model" or distance only learning in the "Remote Model". As indicated in the contingency "IEP Aligned Plan" with components required by Senate Bill 98, the following information regarding services are delineated: access to the general curriculum, specialized academic instruction ("SAI") based on areas of need, related services, accommodations and modifications, supplementary aids and services, transition services (e.g., in effect when Student is 16 years of age or older or younger if deemed appropriate by the IEP team), and extended school year services where appropriate, to be implemented during an emergency. Please be aware that the educational placement and services made available during the time frame of "emergency conditions" are not stay-put, and upon termination of the emergency Student's stay-put IEP is the most recent IEP with parental consent. Please note that some distance learning or related services will involve small and large group learning, meaning other students might be involved in the same instructional or related services activities. Educators and service providers will communicate schedules with individual parents based upon the students' IEP.

Additional Summer Instruction: In the summer, any student with an IEP in AUSD can access additional instruction to address learning loss and assist with recovery. Small group sessions for academics as well as social emotional learning and mental health were provided 4 afternoons per week by District Education Specialists and a Board Certified Behavior Analyst, following Extended School Year in the morning. The Adaptive Physical Education teacher enhanced wellness sessions with online movement games that students and families participated in. Over 40 students requested the program. In the summer, research-based curriculum for online Lexia reading intervention was piloted and received well by staff and parents. The Lexia program was purchased and will be extended to all Mild/Moderate Education Specialists during the 2020-2021 school year. Teachers were trained in a session held during the August Learning Summit held for staff for 4 days before students returned to distance learning.

Additional Fall Instruction: Similar plans are being made to provide students with IEPs across the district additional instruction to support learning loss. This opportunity will be announced soon after the school year begins.

Research-based Curriculum: The special education team reviewed various online instructional curricula to determine programs that would best support learning loss during COVID, including those programs previously used augmented with new programs.

New and continuing curricula include:

- Fountas and Pinnell leveled literacy for Mild Moderate K-5 level
- Language Live! Literacy intervention for Mild Moderate grades 5 -12
- Lexia Core 5 for Mild Moderate K-5
- Lexia Power Up Literacy for Mild Moderate 6-12
- Moby Max for ELA and Math for grades 6-12 for CEC, Practical and Functional classes
- Number Worlds for Mild Moderate K-5
- IMSE Orton Gillingham Structured Literacy for K-12
- ST Supplemental Math support for grades K-8
- Trans Math Intervention for for 6-12
- Touch Math for Moderate/ Severe programs
- Unique Learning System for Moderate/Severe programs

Assessment and Evaluation: Assessment is critical to determine students' learning needs following a period of Shelter-in-Place last Spring. Individual students' current levels of performance for instructional planning will inform IAP Aligned "Contingency" plans. Assessment efforts include: (1) Training of teachers in STAR benchmark assessment system; (2) development of a plan for addressing assessments due last Spring and coming due in order to inform instruction and annual or triennial IEPs. Temporary NPA Psychologists were hired to complete assessments in the interim until assessments can be completed.

IEP Aligned Plans (IAP): Contingency plans as defined by SB 98 to address student needs for instruction and related services that align with the IEP are being completed by Education Specialists to define services during the time of the pandemic emergency. The plans also establish a means for monitoring student progress during distance education.

Individual Education Plan (IEP): Initial, annual and triennial IEP meetings will continue as prescribed by the Individuals with Disabilities Education Act (IDEA), to provide students an offer of FAPE when schools return to typical times, while also providing an opportunity to discuss emergency plans per Senate Bill 98.

English Language Learners

Our LCAP names that we will support all English Learners in becoming college and work ready. Our vision for English Language Learner (ELL) success certainly includes mastery of Academic Language skills. But the ultimate goal for ELLs is

joyful and fulfilling participation in the community and the world. It is precisely by working towards this goal in our schools and communities that ELLs will have the most powerful opportunities to use, develop and master rich and complex language.

English language learners have been disproportionately impacted during distance learning by losing English language exposure at school and interactive experiences with peers that assist with English language development. We will be intentional in giving English learners opportunities for additional support.

Teachers will continue to deliver Designated English Language Development, except that what they do will now need to be done in a virtual classroom. Time blocks are embedded in our Distance Learning plan so that elementary teachers will be able to pull students into small groups for Designated ELD instruction, and our secondary ELD teachers will continue to have class periods for Designated ELD instruction. The times for instruction do not interfere with ELL students' access to Tier 1 instruction. We will continue to use our adopted ELD instructional curriculum and materials as well as supplemental resources provided to all students, such as Raz, with access to leveled texts and reading records, and myON (similar), as well as Imagine Language & Literacy, a tech-enabled, adaptive program for all our ELL students in the Remote Program and our Newcomer students in the Flexible Program. This additional purchase was prioritized for our Remote Program students because the Remote Program is more self-paced and independent, and want to make sure students have additional opportunities to practice and demonstrate their Speaking and Listening skills. Newcomer students were also prioritized given their need for additional supports.

Teaching & Learning coaches will support general education teachers with integrating EL strategies into their instruction and providing added supports and scaffolds for English learners in order to support the development of Academic Language skills. This year, we've narrowed our EL strategies to our district-wide "Daily High-Impact Language Practices," for which we will provide initial training and ongoing support. Middle and high school teachers will also continue to use Constructing Meaning strategies modified for online learning.

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

Description	Total Funds	Contributing
In-person materials \$379,564.58 Online materials \$358,913.73 Curriculum: Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction: Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards Teachers build positive relationships with and among our students to create the conditions for learning	\$738,478	Yes
Professional Development - Professional Development - 4 days of Learning Conference - \$1,131,335 - Other professional development \$50,188.12	\$1,181,523	Yes

Description	Total Funds	Contributing
Assessment - Hourly Salaries & contracts (Prgm 1081) \$79,035 - Coordinator of Data & Assessment \$174,168 - Testing Specialist \$69,867 - Database Specialist \$100,559	423,629	No
Pay Working groups for summer work to plan for 2020-21	\$25,000	No
Purchase a variety of online subscriptions to support distance learning programs including learning management systems and video conferencing platforms - Online Subscriptions - Zoom Software \$25,000	\$25,000	No
Purchase Chromebooks for students to access Distance Learning	\$424,447	Yes
Purchase Hot Spots for families who do not have access to Internet Over 100 Hot spots were provided, but there was no monetary cost to the District	0.00	
Remote Program online platform	\$65,000	No

Pupil Learning Loss

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

During the 2019-20 school year, students participated in Distance Learning for the last three months of school. During that time, we observed variance in participation rates. As we begin the 2020-21 school year, it is important to determine how COVID-19, distance learning, and participation rates affected the academic mastery of our students. AUSD intends to administer the Star Reading K-12 and STAR Mathematics Assessments K-5, and the Mathematics Diagnostics Testing Project (MDTP) 6-12. Currently, three administrations are

scheduled: Fall, Winter, Spring. The Fall administration will function as the baseline to both observe growth during the 2020-21 distance learning program and ascertain potential opportunity gaps created by the pandemic. Data from Fall will be disaggregated into student groups, grade levels, and school sites. Site leaders and teachers will have access to individual student scores to plan interventions. Scores will be compared to previous average scores for the Fall administration of the Star assessment and MDTP for students who took them at that time. For students who have Individual Education Plans (IEPs), individual learning loss will be assessed based upon assessments, accommodations, and/or modifications articulated in the Individual Education Plans (IEPs).

Eliminating barriers to student success and maximize learning time and ensuring that all students have access to basic services continue to be our goals. School closures and social isolation have affected all students, but particularly those who are experiencing homelessness, living in foster care, have Individualized Education plans, or are English Language Learners. In addition, our LCAP names that we will increase capacity and systems for data-driven improvement. In order to continue to do this we must implement an academic diagnostic/screening tool so that we can increase the relevant data available to teachers for identifying student needs and providing them the appropriate interventions and supports. With this data available, learning loss will be addressed in both our remote learning program and our flexible learning program models with built in time for teachers to hold equity based small group sessions to focus on accelerated learning, targeting populations of students who are experiencing learning loss, and are not performing up to standards. These small group times are specifically targeted for students with unique needs. In the next session our systems and strategies are described in more detail.

In order to support addressing learning loss, we have identified the following priorities and goals for our teachers:

- Deepen our understanding and familiarity with the standards for our grade level and/or content area and their relationship to students' previous and future learning. What do we want all students to be able to do?
- Assess students to determine where they are in relationship to meeting the grade-level priority standards and regularly check on student progress. How will we know if they have learned it?
- Proactively plan scaffolding in each unit/lesson according to the learning objective, target standards, and your students' needs. How will we respond when some students haven't learned it?

We are assessing learning loss through:

- Diagnostic, Formative and Summative assessments
- Math: MDTP - The Critical Level for each topic is what MDTP considers to be the minimum number of correct responses for a student to show adequate preparation in that topic, and STAR Renaissance Math in 1-5
- English Language Arts: Writing samples, STAR Renaissance, Fountas and Pinnell (TK-2)
- English Language Development: Recent ELPAC Scores, Writing samples, SOLOM, and STAR Renaissance

In TK-5, we developed the Equitable Start schedule to allow teachers to get to know their students, families, and assess students' specific needs in order to inform their instructional planning. Teachers will use information from these meetings to create specific Tier 2 and 3 small group learning experiences.

We will also be using the following to ensure that we are remaining up to date on which students are not able to access learning during Distance Learning

- Weekly engagement review

- Connections with parents and families to learn of student needs
- Teacher created assessments

English Language Learners will receive Designated ELD for 30 minutes a day and Integrated ELD through daily content

Based on the needs of students, teachers will work with students in small groups or one to one to provide Tier 2 and Tier 3 supports based on skills or standards mastery needs.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

Learning loss will be addressed in both our Remote and Flexible learning models For both our remote learning program and flexible learning program models grades TK-12, time will be embedded in the schedule forwith built in time for teachers to hold equity based Tier 2 and Tier 3 small group sessions to focus on accelerated learning, targeting populations of students who are experiencing learning loss, and are not performing up to standards. These small group times are specifically targeted for students with unique needs. This time is for the purpose of providing additional support to students who most need it. Teachers will track student progress and review during Wednesday professional learning time. Staff will have structured collaboration time to engage in improvement cycles including reviewing student assessments, planning instructional shifts and strategies based on data, establishing clear outcome goals, debriefing lessons as a team, and reflecting on their practice. All of this will be done electronically, using a video conferencing platform if in the distance learning model.

In addition, sites will track achievement data and meet in Coordination of Services Teams (COST) to coordinate potential services for students performing below grade level standards. COST can consist-- Academic services include small group targeted instruction consisting of strategically placed students. These small groups of students will be assessed to determine growth in six week cycles. If a student is not making progress, COST will collaborate to regroup students and try different researched based interventions and strategies. The COST collaborates and coordinates with a focused eye on not only students performing below grade level, but also our most vulnerable students including low socio-economic students, English learners, foster youth and homeless students. The team looks at the whole child and works to offer interventions that are focused not only on academic growth, but on emotional well being as well.

We know that the burden of school changes has fallen disproportionately on students with greater needs and they will undoubtedly need more focus and attention. Based on Distance Learning in the spring, families reported experiencing anxiety about learning loss in their students with disabilities, difficulty keeping their students engaged in the virtual environment, worry about their students' social-emotional state, and frustration with not being able to receive some in-person services detailed in their IEPs. In addition school closures upended many students' Individualized Education Plans (IEP). In AUSD, our Special Education Department is working proactively to respond to the Covid-19 pandemic and what it means to provide continuity of learning during this time of distance learning. For special education students in AUSD, the IEP team will use the Individual students' current levels of performance for instructional planning will inform IAP Aligned "Contingency" plans for each student with an IEP. The IAP does not change the district's offer of a Free and Appropriate Public Education (FAPE) to students. These "Contingency" plans as defined by SB 98 to address student needs for instruction and related services that align

with the IEP are being completed by Education Specialists to define services during the time of the pandemic emergency. The plans also establish a means for monitoring student progress during distance education.

In order to support addressing learning loss, we have identified the following priorities and goals for our teachers:

- Deepen our understanding and familiarity with the standards for our grade level and/or content area and their relationship to students' previous and future learning. What do we want all students to be able to do?
- Assess students to determine where they are in relationship to meeting the grade-level priority standards and regularly check on student progress. How will we know if they have learned it?
- Proactively plan scaffolding in each unit/lesson according to the learning objective, target standards, and your students' needs. How will we respond when some students haven't learned it?

We are assessing learning loss through:

- Diagnostic, Formative and Summative assessments
- Math: Math Diagnostic Testing Project-MDTP- The Critical Level for each topic is what MDTP considers to be the minimum number of correct responses for a student to show adequate preparation in that topic, and STAR Renaissance Math in 1-5
- English Language Arts: Writing samples, STAR Renaissance, Fountas and Pinnell (TK-2)
- English Language Development: Recent ELPAC Scores, Writing samples, SOLOM, and STAR Renaissance

We will also be using the following to ensure that we are remaining up to date on which students are not able to access learning during Distance Learning:

- Weekly engagement review
- Connections with parents and families to learn of student needs
- Teacher created assessments

Assessments will be administered on an ongoing basis, The scores will be compared to projected growth rates to determine learning growth. Additionally, report card grades and district benchmark tests will be analyzed to determine student mastery of grade level standards.

Kingmakers program:

Kingmakers of Oakland (KOO) provides Khepera Curriculum consulting to Chief Academic Officer. Khepera Curriculum consulting will support the implementation of the "Mastering Our Cultural Identity: African American Male Image" course at four AUSD school sites. Chief Academic Officer will participate in the KOO Learning Collaborative - Strategic Planning and implementation with Cross Functional, Intergenerational Team to address the systems, structures, conditions and culture that leads to improved educational outcomes for African American Male (AAM) students from Pre-K to 12th grade.

Summer programming

High School Credit Recovery:

Credit Recovery is an independent study course that gives students the time and support to complete course work required to receive a passing grade in a course needed for graduation or college eligibility. Credit Recovery can be accomplished through an accredited online learning platform. Select courses also meet the University of California's "a-g" requirements. High School students can take self-paced courses through the online platform that make up credit deficiencies for high school graduation. Students may work online at their own pace throughout the semester and must check in frequently with their summer program instructor (a credentialed AUSD teacher) in order to take exams and receive credits for each course. Credits earned will be posted on the student's AUSD transcript.

Elementary Summer School (TK-5):

Our Title 1/ELD summer program serves 200 students and is geared towards supporting English Language Learners and students who receive Free or Reduced lunch. Traditionally 4 weeks long, students receive reading instruction using Leveled Literacy Intervention, Math support through small group instruction, and ST Math and English Language development through integrated content.

Special Education Recovery:

1. We must address recovery per SB 98. The STAR assessment is being utilized to measure student regression areas and/or progress areas.
2. Additional Instruction was piloted in the summer months and went well per staff and parent interviews. Research-based online curriculum was applied (e.g. Multi-Sensory Reading through Lexia). Students were instructed in small groups (up to 4 students) in the areas of English Language Arts, Mathematics, and Social Skills. Any parent could sign up their student.
3. Fall Additional Instruction will be offered soon to any student with an IEP. Once STAR benchmark results are in, we will also reach out to any student for which regression is evident or suspected and not yet participating in the Fall Additional Instruction.
4. Additionally, we are now researching if we can offer "Learning Hubs" or in-person instruction with precautions to Moderate/Severe students. This is being explored at this time with Cabinet and the SELPA.

These opportunities are important to provide in order to respond to demands for compensatory time that have come or may come from the Spring Shelter-in-Place period. If a demand is made, parents could then be invited to join Additional Instruction Sessions and/or "Learning Hubs" if learning hubs are deemed safe.

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.]

As discussed in the previous sections, the Star Reading and Math as well as MDTP assessments will be administered three times throughout the year. The scores will be compared to projected growth rates to determine learning growth. Additionally, report card grades and district benchmark tests will be analyzed to determine student mastery of grade level standards.

In addition, Coordination of Services Team (COST) consisting of site specialists which may include the Intervention Lead, Instructional Coach, the Principal, Counselor, ELD Teacher, Special Education Teacher(s), School Psychologist, and Attendance Specialist, and Alameda Family Services Clinician, will track achievement data based on STAR Reading and Math, other formative and benchmark assessments, and social-emotional and behavioral data as reported by the team.

The COST coordinates academic services for students performing below grade level standards in literacy and/or math. Academic services include small group targeted instruction by the classroom teacher or a specialist teacher. These small groups of students will have ongoing assessment to determine growth in six week cycles. If a student is not making progress, the COST will collaborate to regroup students and try different interventions and strategies. The COST collaborates and coordinates with a focused eye on not only students' academic achievement level, but also on their social-emotional wellbeing. The Team also focuses on our most vulnerable students including immigrant students, low socio-economic students, foster youth, and homeless students. The team looks at the whole child and works to offer interventions that are focused not only on academic growth, but on emotional well being as well through counseling services, social groups, and focused behavioral and social-emotional interventions.

District Leadership and School Site Leadership teams engage in Cycles of Inquiry throughout the year, using multiple forms of data from the above assessments and observations to determine which strategies and systems are working well and which need to be augmented to better support our students, plan for the use of these strategies, implement the strategies, review through progress monitoring, and adjust as needed.

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

Description	Total Funds	Contributing
Tier 2 and 3 in-person materials (Institute For Multi-Sensory Education(Orton-Gillingham), Lexia, McGraw-Hill Education, Inc. (Number Worlds), Mind Research Institute (ST Math), MN-Dept of Employ & Econ Dv-StSvcs for the Blind-Comm Center (Braille Chemistry), n2y, Oshkosh Correctional Inst. (Braille Math Algebra 2), Read Naturally (Signs for Sounds), Teachers Pay Teachers, Voyager Sopris Learning (Language! Live/TransMath)	\$20,003	No
Tier 2 and 3 online materials (Institute For Multi-Sensory Education(Orton-Gillingham), Lexia, McGraw-Hill Education, Inc. (Number Worlds), Mind Research Institute (ST Math), MN-Dept of Employ & Econ Dv-StSvcs for the Blind-Comm Center (Braille Chemistry), n2y, Oshkosh Correctional Inst. (Braille Math Algebra 2), Read Naturally (Signs for Sounds), Teachers Pay Teachers, Voyager Sopris Learning (Language! Live/TransMath)	\$291,071	No
Mind Research Institute (ST Math) Professional Development	\$22,500	No
Summer School	148,751	No

Description	Total Funds	Contributing
Credit Recovery	73,406	No
MTSS (Program 1073)	1,206,950	No
Instructional Coaches (Program 1079)	970,664	No
John Jones III - Professional Development \$300 Kingmakers of Oakland (National Equity Project) - Professional Development \$46,250 - Virtual Khepera Curriculum \$50,000	\$99,050	No

Mental Health and Social and Emotional Well-Being

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

School closures and social isolation have affected all students, but particularly those living in poverty. Adding to the damage to their learning, a mental health crisis may be emerging as students have lost access to services that were offered by schools. In this new school year, teachers will face a pressing issue of how to help students recover and stay on track throughout the year even as their lives are likely to continue to be disrupted by Covid-19. To assess and strategize with students and family, the following structures are set up in our distance learning program.

Social and Emotional Learning:

School site's Coordination of Services Team (COST) consisting of site specialists which may include the Intervention Lead, Instructional Coach, the Principal, Counselor, ELD Teacher, Special Education Teacher(s), School Psychologist, and attendance Specialist, and Alameda Family Services Clinician, will track achievement data based on STAR Reading and Math, other formative and benchmark assessments, and social-emotional and behavioral data as reported by the team.

Teachers follow the predetermined protocol for referring students to COST, including logging all pre-referral interventions into AERIES. Intervention Leads will utilize the COST Data Tracker to monitor student referrals and progress through the COST process.

Attendance Monitoring (per SB 98):

- AUSD Tiered Attendance and Re-Engagement

Tools for Assessing Student Basic Needs:

- Monthly needs survey for students (two surveys developed - one for elementary and one for secondary)
- Monthly needs survey for families assessing food, housing, internet, mental health
- Monthly Family Survey: <https://docs.google.com/forms/d/1nbnDRN-nb4fOXVF26krQBps5kp4c84C3C92W43hwLuQ/edit>

If a student or family indicates via the monthly survey that they are lacking food, housing, internet or indicate a need for mental health services, they are referred to COST for coordination of services with outside agencies and case management.

Indicators That Mandate an Immediate COST Referral:

- Suspected abuse, neglect or domestic violence (This also necessitates a call to CPS)
- Self harm behavior
- Suicidal ideation (follow AUSD suicide prevention policy)
- Academic Need (Below 10th percentile in STAR)

During Wednesday Site level professional learning, in addition to a focus on using priority standards, professional development will focus on Restorative Practices, Trauma informed instruction, building relationships, and Social and Emotional Learning.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Weekly engagement is the extent to which a student is engaged in synchronous and asynchronous learning for the week. Within the schedule agreed upon between AUSD and AEA, teachers have flexibility around how to engage students in asynchronous and synchronous time. Per the state, teachers must ensure each student is engaged in at least the below total number of minutes (asynchronous AND synchronous):

TK/K (State Mandated Daily Minutes = 180)

(M/T/TH/F)

Synchronous = 90

Asynchronous = 150

Total = 240

(Wed)
Synchronous = 25
Asynchronous = 155
Total = 180

Grades 1-3 (State Mandated Daily Minutes = 230)
(M/T/TH/F)
Synchronous = 120
Asynchronous = 125
Total = 245

(Wed)
Synchronous = 30
Asynchronous = 200
Total = 230

Grades 4-5 (State Mandated Daily Minutes = 240)
(M/T/TH/F)
Synchronous = 150
Asynchronous = 95
Total = 245

(Wed)
Synchronous = 30
Asynchronous = 210
Total = 240

Grades 6-12 (State Mandated Daily Minutes = 240)
(M/T/TH/F)
Synchronous = 165
Asynchronous = 150
Total = 315

(Wed)
Synchronous = 30
Asynchronous = 210
Total = 240

After teachers have made the primary calls and attempts to reach students who students are identified who are not meeting the compulsory education requirements and are unable to reach them, students will be referred to the site Intervention Leader and/or Family Liaison so that they are able to follow-up, attempt contact via phone or home visit, and then refer to COST.

Family Engagement and Training:

In order to have quality and high impact Family Engagement we must ensure the following:

- Multiple channels for accessible communication and feedback
- Staff are trained on Family Engagement
- Common priorities are developed to support students needs (prioritizing in-person and asynchronous learning for students with highest needs)

August Family Learning Conference (via Zoom, Facebook Streaming, and videos) to help parents/guardians support their children academically, socially, and emotionally during the coming school year. Our goals:

- Overview of the Flexible and Remote Learning Programs
- Help parents/guardians learn how best to support their children during distance and remote learning
- Teach parents/guardians to use various educational technology programs
- Show parents/guardians how best to stay connected with AUSD and their school sites

Continued family learning opportunities for supporting student engagement:

- Education Services: Primary and Secondary Parent Presentations on Grade Level Standards
- Collaboration with PTAs, ELACs, Equity and Inclusion Committees to pivot into inclusive and equitable practices; including sharing of islandwide asynchronous learning opportunities
- Family and Community Liaisons supporting Title 1 and multilingual communities to navigate Flexible/Remote learning times. Including School Smarts in English, Spanish, Chinese, Arabic, Vietnamese). New Mongolian language affinity group starting!
- Capacity Development for site level School Site Council (SSC) Leadership and DELAC
- CAC (LCAP) leveraging community leaders to support our journey through this pandemic.

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.]

When the school year starts in distance learning, breakfast and lunch meals will continue to be available for purchase at full price, reduced price, or free, depending on eligibility. (We are still waiting to hear from USDA if they will extend its current waiver to allow free meals during the regular school year to all regardless of eligibility).

Meals will be available for curbside Grab-N-Go pick-up Tuesdays and Fridays 11am-12pm at the following locations beginning Friday, August 28:

- Academy of Alameda, 401 Pacific Ave
- Earhart Elementary, 400 Packet Landing Road
- Encinal High, 210 Central Ave
- Lincoln Middle, 1250 Fernside Blvd
- Love Elementary, 2025 Santa Clara Ave
- Paden Elementary, 444 Central Ave
- Ruby Elementary, 351 Jack London Ave
- Wood Middle, 420 Grand Street

Families will be provided multiple days' worth of meals at a time. Parents or guardians may pick up meals for their children and can pick up from any of the following sites listed above regardless of which school your child attends.

Alameda Unified School District understands that the COVID-19 pandemic has brought hardship for many families in Alameda schools. Your child(ren) may qualify for free meals or for reduced price meals for the 2020-21 school year. Applications are now open, and you can access them online at [MySchoolApps.com](https://www.myschoolapps.com) or on Alameda Unified School District's website's Meal Applications page. For support, please contact our Food and Nutrition Services Office at 510-337-7079 or email us at nutrition@alamedaunified.org.

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

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	(Res 3327/6512)	2,643,143	No
Stakeholder Engagement	Stakeholder Engagement (Zoom, School Smart, translation) • Zoom \$25,000 • School Smart \$33,000 • Translation \$12,976	\$70,976	No

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
6.33%	\$4,902,917

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.]

Teacher Professional Development: \$292,103
 After-School Programs: \$90,885
 EL Sections: \$443,075
 Elementary VP (Ruby/Love): \$276,648
 Equity & Inclusion: \$35,000
 In Lieu of Title I: \$181,293
 Indirect Cost: \$321,179
 Innovative Programs: \$257,071
 Instructional Coaches: \$732,953
 McKinney Vento Set-Aside: \$15,447
 MTSS: \$1,238,626
 School Smart: \$33,000
 Site Discretionary Funds: \$324,114
 Student Services - Coordinator: \$158,283
 Summer School: \$75,111
 T&L - Coordinator (Steam/Lang/Comp/Data): \$312,082
 Teen Parenting Program @ Island: \$141,490

 Grand Total \$4,928,360

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

The three-year Local Control and Accountability Plan describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs. Enacted along with California's Local Control Funding Formula (LCFF) regulations, the LCAP includes the requirement that districts outline their use of LCFF Supplemental and Concentration grant funding. These funds must be used primarily to serve unduplicated students. Unduplicated students are those students that are Socioeconomically Disadvantaged or English Learners. As a district with less than 55% unduplicated students, AUSD does not receive Concentration grant funding. AUSD does receive supplemental grant funding. This funding is used for centralized actions/services as well as distributed to sites for site-based unduplicated student supports.

AUSD allocates a significant portion of its LCFF Supplemental funding to school sites on a per-unduplicated pupil basis. The remaining LCFF Supplemental funds are retained at the central office level and used to enact broader actions/services such as supplemental resources for English Learners and provide specific services to school sites via targeted funding. This targeted funding includes actions/services such as the restoration of afterschool programming at selected sites with high unduplicated populations.

Regardless of the program (Flexible or Remote), we know resources including time are scarce. Focusing our district will allow us to deepen our support and practices to ensure we make the most of our time with students.

During the 2020-21 School Year, our Academic Guidance has a specific focus on the following:

- We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID: We use protocols and phrases to interrupt conversations and actions that perpetuate inequity
- We keep equity and rigorous content at the forefront of all decisions on what and how to teach students: We use grade-level priority standards, texts, and tasks for all Tier 1 instruction
- We maximize interaction and independence in students' blended learning experience: We design frequent student talk opportunities that support meaning-making, critical thinking, and academic language practice in service of grade-level standards
- We integrate social emotional and trauma-informed approaches as the foundation for learning experiences: We build positive relationships with and among our students to create the conditions for learning

We have an intentional focus on creating access for our students, specifically our foster youth, English learners, and low-income students. We know that if we are focused on student talk, equity and rigor, we will be able to create successful outcomes for our students.

STAR Renaissance Assessment System: - Star Early Literacy, Star Math and Star Reading were purchased for all elementary and middle schools and MyOn access to online reading materials from Renaissance Learning - assessments to be given on multiple occasions throughout the school year. Prior to the 2020-2021 school year our district had purchased Renaissance Star Reading and Math for middle school, Star reading for 4th and 5th grade, and some star early literacy, reading and math licenses for a couple of schools that "opted in" for giving it to 1st-3rd graders. Due to school closures in March and moving into distance learning without a clear learning plan for students, we know that there will be learning loss for many students, and most pronounced for our unduplicated students. Racial and socio-economic achievement gaps will most likely widen because of disparities in access to computers, home internet connections and direct instruction from

teachers. In order to measure this learning loss, our district will need a reliable assessment tool and plan for consistent assessment. This school year we have increased licenses to include the capacity to assess all students, K-8, in early literacy and/or reading, and math. This will increase services for elementary students.

Fountas and Pinnell leveled books: Online materials and resources were purchased to support students who need extra support in reading. Our literacy coaches and RTI teachers pull small groups to provide reading intervention. This support staff use data to inform which students need the extra support and isolate the focus of the intervention based on need. Interventions are provided in six week cycles with a pre and post assessment. Grouping and exit decisions are determined using data. A majority of the students in our intervention groups are students who are included in our district sub groups of Black/African American students, low socio-economic students, English learners, foster youth and homeless students, though all students in need of this targeted academic support benefit from this system.

Curriculum and Supports for students with IEPs are meant to support students at their individual learning level and are adaptive to their needs. For instance, both ISME Orton Gillingham and Lexia use a multi-sensory approach to support struggling readers. Among these curricula are:

- Fountas and Pinnell leveled literacy for Mild Moderate K-5 level
- Language Live! Literacy intervention for Mild Moderate grades 5 -12
- Lexia Core 5 for Mild Moderate K-5
- Lexia Power Up Literacy for Mild Moderate 6-12
- Moby Max for ELA and Math for grades 6-12 for CEC, Practical and Functional classes
- Number Worlds for Mild Moderate K-5
- IMSE Orton Gillingham Structured Literacy for K-12
- ST Supplemental Math support for grades K-8
- Trans Math Intervention for for 6-12
- Touch Math for Moderate/ Severe programs
- Unique Learning System for Moderate/Severe programs

BrainPop EL (Flexible) and Imagine Learning (Remote): Our designated ELD curriculum allows students to explore language in playful ways so they gain lots of ways to express themselves in speaking and writing. When delivering ELD in distance learning it will be more difficult for students to show their understanding because of the less personal platform of video conferencing. In addition students will have significantly less opportunities to experience the realia and visuals used to teach ELD in this model. In response to the need for supplemental ELD support due to this changed method of teaching, our district purchased BrainPop EL and Imagine Learning as an extra support. These programs are comprehensive English language learning programs for students of all ages. The programs feature short, animated movies as well as games, quizzes, and interactive features. It encompasses the four main language skills: listening, speaking, reading, and writing. This extra support will give EL students extra time for engaging in English learning activities.

Alameda Island Kids (AIK) Program for Title 1 Elementary Students:

We have been able to partner with the AIK childcare program to provide 8-4 child care support to 28 of our most in need students from our three Elementary sites that receive Title 1 funding. During this childcare program students are given support with their synchronous and asynchronous learning, provided with enrichment, and provided with meals.

September 27, 2020

Pasquale Scuderi, AUSD Superintendent

AUSD Board of Education

Members: Mia Bonta, President

Jennifer Williams, Vice President Gary
Lym, Clerk Gray Davis, Trustee Ardella
Daily, Trustee Gray Davis, Trustee Will
Lau, Student Board Member Brian Lin,
Student Board Member Henry Mills,
Student Board Member

Cc: Sara Stone, Chief Academic Officer
Beth Aney, Alameda PTA Council President
Judith Klinger, AEA President DELAC and
CAC members

RE: AUSD Learning Continuity and Attendance Plan

Dear Superintendent Scuderi, President Bonta and Members of the AUSD Board of
Education:

Thank you for providing ASPED Families with the opportunity to provide written feedback for the district's Learning Continuity and Attendance Plan (LCP) on how Covid-19 and school site closure has impacted over 1,000 students with disabilities currently enrolled in Alameda Unified public schools. We have included many direct quotes from families to help humanize the loss and frustration experienced by many of our students with disabilities. It is our deepest and most profound wish that our education leaders and community recognize the sacrifice families have made during these emergency conditions and respectfully ask for solutions to the problems identified in this letter.

This letter is broken into five parts. The parts included are:

1. Covid-19 impact for academic year 2019-2020
2. Covid-19 impact for academic year 2020-2021
3. Comments related to assessments for learning loss
4. Comments related to interventions for learning loss
5. General comments related to the Learning Continuity and Attendance Plan

COVID-19 impact for academic year 2019-2020 The LCP as currently drafted does not adequately describe the full impact on students with disabilities during the 2019-20 school year. During school site closure and spring distance learning, Alameda Unified suspended all special education IEP services, postponed IEP meetings that were previously scheduled, suspended progress monitoring of all IEP goals and suspended assessments used to requalify/qualify students for special education. In addition to postponing already scheduled IEP meetings, AUSD failed to follow 30-day timelines when parents requested IEP meetings to discuss the suspension of special education services and their concerns about the obstacles related to accessing the

District's new distance learning program. Once IEP meetings resumed, the District would not honor requests by parents to discuss their concerns about accessing distance learning in IEP meetings during the 2019-2020 academic year. This decision by the district, denied communication and collaboration afforded by the IDEA to parents/caregivers and students with disabilities.

The impact of these unilateral decisions made by the District vary from student to student and family to family. However, there are several consistent themes conveyed by families during this time period. There are as follows:

1. Failure to provide services as specified in IEPs (even virtually), led to regression in behavior, social and emotional and academic skills while attempting to access distance learning as observed by parents and caregivers. 2. Frustration, fear and sadness for parents who found themselves having to fill school-based staff responsibilities (ex. speech and language pathologist, physical therapist, special education teacher, occupational therapist and paraprofessional) while simultaneously working full-time. 3. Worry and anxiety for the future academic, social and emotional, and behavior trajectory of their student including transitions from prek to elementary, elementary to middle school, middle school to high school, and high school to transition services. 4. Feelings of hopelessness when the District suspended primary communication and collaboration avenues (scheduling IEP meetings) to have parents' concerns heard and addressed. 5. Feelings of frustration from parents of students with disabilities grades Prek - 2nd grade and the expectation to access distance learning through chromebooks when keyboards and the delivery of learning through zoom and other websites aren't developmentally appropriate. 6. Students with classic autism, high anxiety and related attention and behavior needs were unable to maintain attention during Zoom meetings, follow teacher directed whole class instruction independently or with virtual support from a paraprofessional, and complete the assigned activities even with modifications by the special education teacher in the home environment.

The District supplanted services with "tailored supports" but these "tailored supports" were not IEP services delivered virtually. Instead, these "tailored supports" included:

- Office hours by service providers and case managers where no instruction or interventions were provided.
- Unspecified accommodations for students that were designed without discussion or consent from parents and outside the purview of IEP teams and IEP meetings.
- Supplanted evidenced-based and district approved curriculum (such as Transmath and Language Live) for students placed in Intensive Academic classrooms with non-evidenced-based and inappropriate online curriculum such as Moby Max.

"I felt pretty much abandoned last spring. My 2nd grader got zero speech and OT time once distance learning went into effect. Our speech therapist uploaded a bunch of stuff to google classroom basically shifting the responsibility of implementing the "therapy" to parents.

While special education services resumed this fall, all of it is in virtual small groups and not all that helpful. The time spent with a special education teacher has been significantly reduced compared to the SDC class had my student been able to remain with his classmates. Based on our own family circumstances we applied and accepted the remote program in order to reduce the risk to Covid-19. Unfortunately there isn't an equivalent virtual SDC classroom for my student to get the level of individualized support he needs.

I sometimes feel overwhelmed."

Parent of a SpEd 3rd grader in Remote Program

COVID-19 impact for academic year 2020-2021 The LCP as currently drafted also does not adequately describe the impact or potential impact of COVID-19 for the 2020-21 school year. The District has resumed IEP meetings and some related services and is monitoring progress towards IEP goals however, assessments related to requalifying and qualifying for special education have not fully resumed. In addition, the District's two models for distance learning (flexible and remote) have not virtually replicated mild/moderate or moderate/severe SDC classes that existed during on-site instruction. Based on these decisions made by the District, students with disabilities and their families have expressed the following concerns and observations:

1. There is a growing backlog of evaluations for special education. Families and students caught in this backlog have concerns about appropriate placement, services, goals, accommodations and supports their student needs in order to receive a free and appropriate public education (FAPE) with meaningful benefit. Without reliable special education evaluations, IEP teams cannot create meaningful IEPs for students who qualify. The longer this problem persists, the more students with disabilities risk being denied a FAPE. 2. Students with disabilities once placed in mild to moderate classes like Academic Strategies classes for math and ELA in HS and MS prior to Covid-19, have been placed in general education classes without the necessary support to complete assignments. 3. Elementary aged students with disabilities that were once placed in mild to moderate SDC classes during on-site instruction are placed in general education virtual classrooms in the remote program led by general education teachers. 4. Many students with disabilities continue to be unable to access all aspects of distance learning and virtual special education services including those with classic autism, physical impairments that require hands-on support provided by physical therapists and paraprofessionals, high anxiety, and attention related disabilities. 5. Parents and caregivers are observing that as part of the District's new

"IEP-aligned plans" their students with disabilities are receiving fewer services and in larger groups than during on-site instruction (i.e. 20 minutes of speech with 5 other students in a small group during distance learning vs. 30 minutes of speech with 2 to 3 other students during on-site instruction; or 40 minutes once per week, vs. 20 minutes twice per week).

"After 6 months of loss of meaningful speech, occupational therapy, and educational services, our family is looking to move out of state. The expectations of remote learning are unreasonable for mature elementary students, much less preschool 3 and 4 yr olds with special needs. The effects are devastating on behavior, with regressions commonplace. There is no way to work AND effectively assist a preschooler in virtual special education preschool. I don't even have childcare to be able to access the office hours for the therapists."

Parent of PreK

Student

3. Comments related to learning loss and STAR assessments The Learning Continuity and Attendance Plan (LCP) relies heavily on STAR data to quantify learning loss. This is not sufficient for a variety of reasons but the most important reason is that STAR data collected and going forward is typically compared to other STAR data from across the country. If every student is being impacted by COVID, then the entire data set is "lowered" for lack of better language. Because of this phenomenon, learning loss will likely be harder to quantify and identify with this type of assessment. We don't want to compare our current levels of student achievement to what's happening in other districts and communities across the country, especially for our students with disabilities. If the District collects STAR data and compares it to past data collected on the same

student, this might be useful in determining learning loss for our general education students, but not necessarily for our students with disabilities. STAR testing was not specifically designed with students with disabilities in mind but it is marketed and applied to students with disabilities regardless. Measuring learning loss for students with disabilities requires additional data, including:

1. Attendance, including time spent learning independently. This presents a challenge since many parents and caregivers are reporting that neither synchronous remote learning via “zoom” nor asynchronous independent learning time are accessible to their students. 2. Data from student IEPs, including comparing original baselines or last recorded progress information for IEP academic goals from the 2019-20 school year with baselines/progress data collected fall

2020-2021. If there is a regression in this data, then there should be intervention programs/practices put in place to help these students. 3. The intensive academic intervention curriculum (Transmath and Language Live), provides placement and progress monitoring assessments. This data should be collected and analyzed when determining learning loss. 4. The district has used the San Diego Quick and CORE reading assessments to determine baselines for students in reading. These should be named and considered as part of identifying learning loss. 5. There may be other assessments used district wide specifically for special education and if so, they should be named in the LCP.

On page 28 of the LCP under section “Special Education Recovery” it states that “Fall Additional Instruction will be offered soon to any student with an IEP. Once STAR benchmark results are in, we will also reach out to any student for which regression is evident or suspected and not yet participating in the Fall Additional Instruction.”

- Will instruction be offered for all academic classes or just math and reading?
- What staff will deliver the instruction?
- “Soon” is not specific enough. Please include a date when students will be identified and when instruction will start.
- What time of day will this instruction be delivered? How often will this instruction be delivered during the week?
- What is the duration for each session?
- Will this instruction be delivered 1 to 1 or in small group or both?
- How will parents know if this instruction is helping the student? What data will be collected and shared with IEP teams and how often will this data be collected?

“As a parent with 4 children we had no issues with school until our youngest with special needs started attending school. She is only 6 years old. We find the school team unsupportive. Our 6 year old has regressed due to SIP. AUSD only provides minimal support. The whole distance learning experience has been damaging. Our child cries and is so frustrated. We asked for a paraprofessional and were denied. We had to hire a tutor privately and other therapy in addition to an advocate. We receive less than 1 day notice of special education sessions. Our child needs advanced notice. This happens repeatedly.”

Parent of 4 children, 1st grader receiving special education services

4. Comments related to interventions for learning loss and increasing engagement during distance learning

We support Learning Hubs that provide in-person on-campus supports for students with disabilities unable to access distance learning in the home environment. Many of our most impacted students with disabilities are unable to access distance learning in its current format. 2. We support after class one-to-one tutoring especially in math for students currently not meeting pre-Algebra and Algebra requirements.

3. We support one-to-one tutoring for students with dyslexia to supplement the explicit, systematic, multi-sensory instruction (Structured Literacy) they receive during specialized academic interventions. 4. We support partnering with Non Public Agencies (NPAs) to provide in-home services when virtual services have been attempted and failure to engage the student has been observed repeatedly and persistently. 5. We notice that the LCP describes current practices and policies in place to support struggling students through MTSS. However, we anticipate an increase in the number of struggling students and an increase in the severity of the academic achievement gaps. It's unclear in the LCP if the District intends to use the funds to increase the scale of this program or the interventions available. If so, please provide the details that recognize the projected increase in the number of struggling students in tiers 2 and tiers 3.

“My son is a Sophomore at AHS and has auditory/slow processing disability. When the SIP happened his case manager/academic strategies teacher took a leave of absence and he didn't receive any support. This fall they forgot to put him in Academic Strategies and there hasn't been any support for him either. We are basically on our own. He is struggling with accessing and completing assignments. There is no support whatsoever.”

Parent of High School

Student

5. General comments related to the Learning Continuity and Attendance Plan

1. We are very concerned about the lack of specific details related to homeless and foster youth and the support they will be given to reduce chronic absenteeism and suspension rates. This specific population was underserved prior to Covid-19 as determined by the 2018 and 2019 CDE student group reports. In addition, homeless and foster youth need increased interventions for English Language Arts and Mathematics as determined by the same CDE reports. The District needs to name roles, funding, practices and programs that will address these long standing issues.

2. We are concerned about the increase in absences and the number of students dropping out of school during school closures. The LCP provides a detailed explanation of how the District intends to track and document absences however, it does not provide sufficient details on the policies, practices and programs designed to engage students with chronic absences and students who are dropping out. Students with disabilities fail to graduate at much higher rates than the general population. 3. Some families have reported that their case managers have not provided them with “IEP-aligned contingency plans” as specified in the District's communications. Sadly, some students have been attending distance learning for five weeks without a clear understanding of how their IEPs are being implemented. A few families in the remote learning program have reported not knowing who their student's case manager is. The reality shared by some families is

inconsistent with what's being described in the LCP. 4. On page 36, there are no specific details about how staff roles funded through

the LCP are defined and allocated based on ELL, foster youth, and low-income students. This includes the \$732,953 allocated for Instructional Coaches, \$158,283 for the Student Services coordinator and the Teaching and Learning coordinator for \$312,082. Did these roles exist prior to Covid-19? If so, how have these roles changed in order to meet the needs of our ELL, foster youth, low-income students with disabilities in this moment? 5. On page 36, there are site discretionary funds equal to \$324,114 without

explanation of how these funds will be spent in such a way that will effectively meet the needs of ELL, foster youth and low-income students with disabilities. 6. We request that a link to this letter be included in the final LCP.

We welcome communication and collaboration with the district and the board in order to meet the urgent and long-term needs of our students. We want to recognize and elevate the voices in our special education community as they advocate for dignity and respect during this time of distance learning. We stand as allies with English Language Learners with and without disability and refer to their letter for specific feedback.

Thank you for your consideration,
Heather Clapp Padgett and Christine Strena, Co-Chairs ASPED Families

September 30, 2020

Dear Members of PTAC,

Thank you for sharing your feedback on the 2020-21 Learning Continuity and Attendance Plan (LCP). We appreciate the time you took to provide such a detailed analysis.

The Learning Continuity Plan is not meant to be a substitute for the Local Control Accountability Plan (LCAP), which explicitly describes our program and budget for unduplicated students. Rather, the LCP is a snapshot of how our district responded - and continues to respond - to the pandemic. This does include how we plan to mitigate the impact of the pandemic on our students who meet the unduplicated criteria (Foster Youth, English Language Learners, and students who qualify for free or reduced lunch) as well as our students who have Individualized Education plans. While we plan to continue to focus on and respond to the needs of our most vulnerable students, full explication of those efforts is best saved for the next iteration of our LCAP.

Since March, we have worked hard to hold multiple types of engagements with our stakeholders to receive feedback on the best way to respond to the pandemic and support students learning during the 2020-21 School Year. We took this feedback and used it in all of our planning, including in crafting the Learning Continuity and Attendance Plan. While we believe that we engaged multiple stakeholders in this process, we do know that there are important ideas and feedback that must be incorporated into the final LCP.

Upon reviewing the PTAC sponsored feedback, we found there were some elements that absolutely can be incorporated into this year's LCP, other elements that should be addressed in our next full Local Control and Accountability Plan (LCAP), and some that will be better addressed specifically by AUSD's Special Education Department, as detailed below.

We have heard your concerns about ensuring that we are painting an accurate portrait of the impact of the pandemic on our students, specifically our students with special needs. We understand the specific and intense burden born by our students with disabilities under distance learning. We have listened carefully to the feedback provided by our families of students with special needs and done our best to respond to that feedback and alter our instructional programs as best we can under current health orders. We do not believe the LCP is the place to detail all of the dissatisfactions stated by these families, but we have added language that we hope captures the difficulties those families have experienced.

As detailed in the Prior Written Notice on [September 2, 2020](#), the District plans to provide students' operative IEP to the greatest extent practicable, whether the student is in the flexible or remote learning program, through students' emergency plans, called "IEP Aligned Plans". The IEP Aligned Plans delineate student needs and services during emergency times as required by Senate Bill 98. Parent input into the IEP Aligned Plan is welcomed through contact with their student's case manager. For concerns regarding access to any aspect of distance learning and virtual services and supports, parents should contact their child's case manager as soon as possible. Assessments for each student with a disability will be determined by their IEP. Both assessments and IEPs are currently underway. Additionally, instructional programming has been based on individual students' IEPs as written in the IEP Aligned Plans. We are pleased to hear that you support the idea of learning hubs. We believe that these

hubs will be able to address many of the concerns parents of students with special needs who are served in our Mod/Severe program have expressed.

In addition to addressing the above, we have added more detail to the LCP based on community feedback. We have added more to the section on mitigating pupil learning loss for our homeless and Foster youth. We have added more detailed descriptions of how we are supporting our English Language Leaders and which online programs we are using to support their learning of Academic Language. In addition, we added details on how the Teaching & Learning program was re-structured last spring. Granted, that re -structuring was planned before the pandemic began, but we are including information on how the roles and responsibilities changed due to the impact of COVID-19.

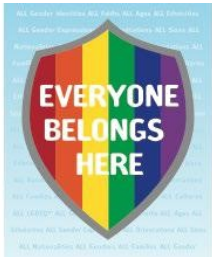
We plan to attach your feedback as well as our response to the LCP. We also plan to continue to hold engagements with our stakeholders this year to progress monitor our Learning Continuity Attendance Plan as well as re-start our Strategic Planning process. While we do not yet have clarity on next steps with the Local Control Accountability Plan, we know that our strategic planning must be directly connected to our overall plan for using our LCFF funds.

- Community Advisory Committee (CAC) meetings to review, monitor, and advise on Learning Continuity and Attendance Plan (9/29/20, 12/1/20, 2/2/21, 4/6/21, 6/1/21)
- District English Learner Advisory Committee (DELAC) meetings to review, monitor, and advise on the Learning Continuity and Attendance Plan (10/29/20, 1/7/21, 3/4/21, 5/6/21)

Specific engagement dates connected to our Strategic Planning will be announced soon.

Thank you for your continued engagement, partnership and feedback.

Pasquale Scuderi



Daily Attendance and Engagement	
TIER ONE	
Daily attendance is collected and monitored regularly for all students	
Attendance Need	Intervention
Student is absent two days with no contact from guardian clearing the absence	Attendance clerk calls home and documents the call in the attendance monitoring log. Daily absence call automatically generated (robo-call).
Student has unexcused absences three days, with no contact from guardian clearing the absence	- Attendance clerk calls home, documents call in attendance monitoring log; - Teacher uses Parent Square to contact guardian.
Student is absent for four days, with no contact from guardian	- Attendance clerk calls home, documents call in attendance monitoring log; - Teacher uses Parent Square to contact guardian again. - Wednesday teacher (advisory teacher/home group teacher) calls other contacts on the student's record (including emergency contacts) and documents these attempts
TIER TWO	
Student is absent for five days with no contact from guardian	- Teacher submits COST referral through AERIES and continues daily outreach to guardian through Parent Square - Teacher will present all documented outreach to the COST team for review

- [Sample Script for Teachers Calling Parents/Guardians and Emergency Contacts](#)

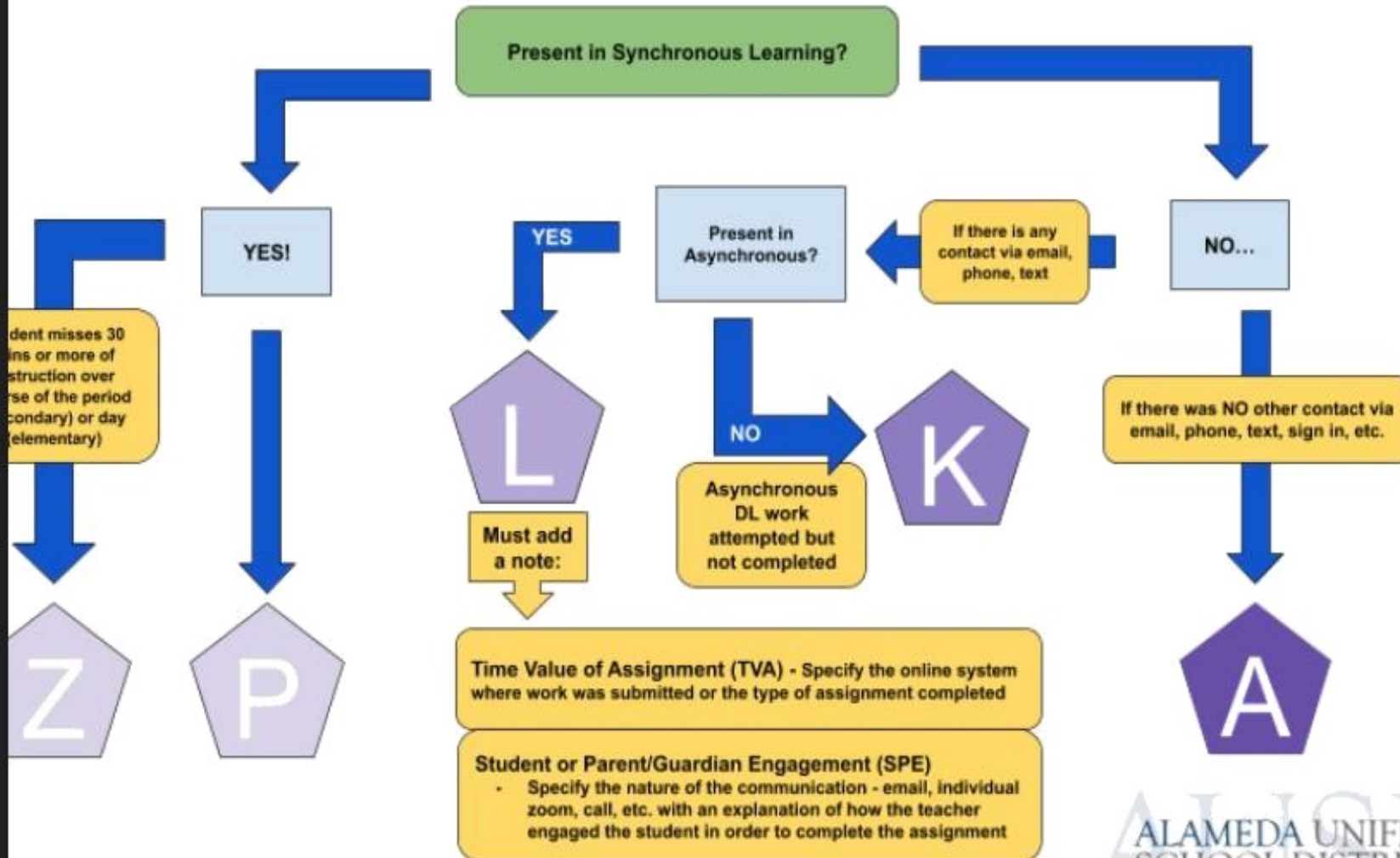
Attendance Need	Intervention
Student is absent for six days with no contact from guardian (this marks the second week of absence)	• COST Team will assign the student a case manager who will take over daily student/guardian outreach and documentation • A “Knock and Talk” will be initiated by school site Knock and Talk protocols
TIER THREE	
Student is absent for eight days with no contact from guardian (via phone, email, Knock and Talk, etc)	• COST team will request Child Welfare and Attendance Specialist to conduct a Wellness Check (20-21 Tiered Re-Engagement Wellness Check)

District Office	Intervention
Chronic Absence letters	(attach letter schedule here)
CWA Home Visits	CWA responds to COST team with results of Home Visit

Student level goals (across content, aligned to Graduate Profile)	Students dialogue about equity issues and take action to interrupt inequity		
	Participate in experiential learning such as investigations, inquiry, modeling thinking, and taking local action	Read, think, talk, and write about complex texts every day	Establish and maintain healthy and rewarding relationships with diverse individuals and groups
Teacher priority practices (across content)	Teachers use protocols and phrases to interrupt conversations and actions that perpetuate inequity		
	Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction	Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	Teachers build positive relationships with and among our students to create the conditions for learning
Leadership Practices	School Leadership engages with and builds the capacity of staff and students to dialogue about equity issues and take action to interrupt inequity		
	School Leadership collaboratively monitors curricular implementation to ensure balance, rigor, and school-wide coherence aligned to state and district standards and school vision	School Leadership collaboratively creates systems that support teachers to design student talk opportunities to support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	School Leadership collaborates with and builds capacity of individuals and teams to implement school systems that ensure strong relationships among students and between adults and students, and a sense of belonging for all students in service of the school's vision for learning
District Goals	We are an actively anti-racist teaching and learning organization that empowers each and every student to make progress towards college and career during and post-COVID		
	We keep equity and rigorous content at the forefront of all decisions on what and how to teach students	We maximize interaction and independence in students' blended learning experience	We integrate social emotional and trauma-informed approaches as the foundation for learning experiences
Conditions for Adult Learning	We learn by collaborating, planning, doing, and reflecting	We have space to be vulnerable, self-reflective, and create meaning	Collect and participate in the collection of data and feedback to receive and provide timely information and make informed decisions.

Attendance Flow Chart

Mark the letter in the pentagon based on the flow chart.

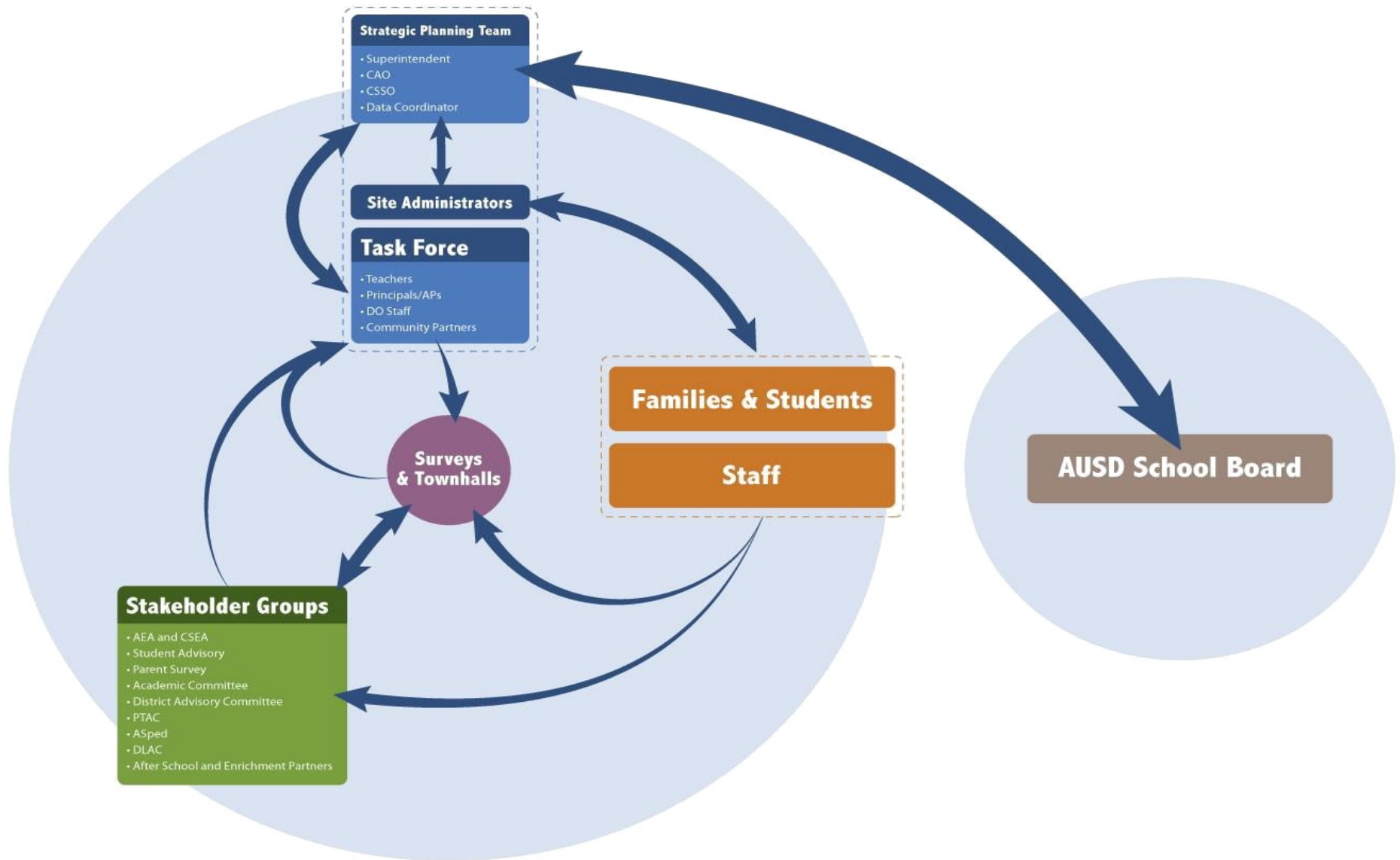


Core Value	Guiding Principles
"We meet the needs of each learner."	<i>Our English Language Learner, Special Education, and Black students were disproportionately being under-served by our system before COVID19, and these gaps have widened since. Therefore, our plan must ensure we are targeting our strategies and resources towards these students.</i>
"We develop the whole child."	<i>Our plan needs to include supports for trauma: SEL/trauma informed practices (including social skills) into teaching and counseling services. We will provide a safe and balanced environment (physically and mentally).</i>
"Mastery of Essential Standards through flexibility of structures"	<i>Our plan will ensure students receive high quality experiences that focus on mastery of essential grade-level standards and skills. Flexible schedules will allow focus and more time on students who have not yet mastered the standards, blended learning is a tool that supports standards-based flexible structures. A Distance Learning base curriculum will support high quality, consistent grade-level experiences for students.</i>
"We will support all students to embody the AUSD Graduate Profile"	<i>Our plan should include opportunities to develop students' ability to Seek Opportunities and Challenges of Learning and Working Effectively with Others. Therefore, in-person and synchronous distance learning time should maximize interactions. Asynchronous and non-in-person time should maximize student independence, motivation, and agency by designing experiences so they feel ownership of their learning that is not possible in classroom settings.</i>
"Learning to read is key to students' academic success"	<i>Our plan will prioritize students who are learning to read</i>
"Coherent Systems to Ensure Students are College & Career Ready"	<i>Our plan will prioritize ensuring rising Juniors and Seniors are college and career ready</i>
"We will invest in our staff in order to realize our vision for students"	<i>Our plan will prioritize staff, student, and family physical and emotional safety and will include time for teachers to continuously improve their practice through collaboration, planning, and professional learning time.</i>

AUSD Daily Student Distance Learning Minute MINIMUMS

	TK/K		1-3		4-5		6-12	
	M, T, Th, F	W	M, T, Th, F	W	M, T, Th, F	W	M, T, Th, F	W
Synchronous	90	25	120	30	150	30	165	30
Asynchronous	150	155	125	200	95	210	150	210
Total	240	180	245	230	245	240	315	240
State Mandated Daily Minutes	180		230		240		240	

AUSD 20-21 Feedback Loop Design



Strategic Planning Group	AUSD 2020-21 Redesign Task Force and Working Groups:	Stakeholder Engagement/Consultation	Board of Education
● Superintendent ● CAO ● CSSO ● Data Coordinator	● Teachers ● Principals/APs ● District Office staff ● Community partners ● Working Groups: - District operations-facilities/cleaning - Site operations - Curriculum/Assessments - Special Education - ELD - Technology - Mental Health/SEL - Remote Design - Food Services - Afterschool/Parent support - Grading - Attendance - Enrollment - Secondary Math/World Language - Student/Staff Safety - Student/Staff assignment/Negotiations	● AEA and CSEA (Union partners) ● Student Advisory ● Student Survey ● Parent Survey ● Academic Committee ● District Advisory Committee ● PTAC (Parent, Teacher group) ● <u>ASped</u> ● DELAC ● After school and enrichment partners ● Town Halls	June 9 June 23 July 17 July 22 August 5 August 25

Grade	Weekly Engagement Score (Asynchronous & Synchronous student learning minutes for the week)					
	"0"	"1"	"2"	"3"	"4"	"5"
K	0-179 mins	180-359 mins	360-539 mins	540-719 mins	720-899 mins	900+ mins
1-3	0-229 mins	230-459 mins	460-689 mins	690-919 mins	920-1149 mins	1,150+ mins
4-12	0-239 mins	240-479 mins	480-719 mins	720-959 mins	960-1199 mins	1,200+ mins