

Update on AUSD Operations during the COVID-19 Pandemic

June 23, 2020

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AUSD Operations Update

Why is there no LCAP Update this year?

- Given the uncertainties caused by the COVID-19 pandemic and the impact California's response has had on a Local Educational Agency's (LEA's) ability to meaningfully engage with stakeholders, Executive Order N-56-20 was established. This Executive Order extended the deadline for adoption of the 2020–21 LCAP from July 1, 2020, to December 15, 2020.

What is the Operations Update?

- Executive Order N-56-20 requires that all LEAs complete a written report to explain the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency, the major impacts of such closures on students and families, and a description of how the LEA is meeting the needs of its unduplicated students.
- An LEA's local governing board or body approves the COVID-19 Operations Written Report, on or before July 1, 2020, in conjunction with the adoption of its budget.
- While the COVID-19 Operations Written Report does not need to be approved by the County Superintendent of Schools or the Superintendent of Public Instruction, the Written Report must be submitted in conjunction with the submission of the adopted annual budget.

2019-2020 LCAP Goals

1. Eliminate barriers to student success and maximize learning time
- 2a. Support all students in becoming college and work ready and demonstrating measured annual growth relative to their individual performance level(s)
- 2b. Support all English Learners (ELs) in becoming college and work ready and demonstrating measured annual growth relative to their individual performance level(s)
3. Support parents/guardian development as knowledgeable partners and effective advocates for student success
4. Ensure that all students have access to basic services

2019-2020 Operations Update

AUSD LCAP Goals 2019-2020:

- Eliminate barriers to student success and maximize learning time
- Support all students in becoming college and work ready
- Support all English Learners (ELs) in becoming college and work ready
- Support parents/guardian development as knowledgeable partners and effective advocates for student success
- Ensure that all students have access to basic service

Provide an overview explaining the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency and the major impacts of the closures on students and families.

This may include a general explanation of the changes made to the programs offered by the LEA while the following prompts will go into more detail describing efforts the LEA made to comply with the guidelines set forth in the initial [Governor's Executive Order \(EO\)](#) authorizing school closure.

Starting on April 6, 2020 our district moved towards a "Distance Learning Opportunities" to ensure all students could still have the opportunity to stay engaged and maintain skills while the state enacted Shelter-in-Place due to COVID-19. We designed a trauma informed Distance Learning Opportunities plan. Our plan was crafted using the following guidance:

- Teachers and principals work with students and families to provide access to meaningful standards aligned Distance Learning Opportunities.
- In order to create access to these Learning Opportunities, we must pay attention to providing students with devices and access to the internet.
- Access is defined as students have the technology, time and support they need to complete Learning Opportunities. This at minimum includes a working device and internet, support from a trusted adult, a physically and psychologically safe environment and minimal other family responsibilities (ie.caring for siblings). If students do not have access, we cannot hold them accountable to Distance Learning.
- Students have regular and meaningful connections with their teachers that are centered around Essential Standards.
- Students continue to keep their minds active through reading, writing, critical thinking, and enrichment.
- Students have opportunities to engage with their peers through Distance Learning.
- Students are able to review and maintain key grade level skills and standards for the school year through Distance Learning.
- Students receive meaningful feedback on their work.
- Students are supported to establish routines that support their social and emotional needs.
- Teachers, principals, and staff maintain clear communication with students and families.
- Students are provided with opportunities to practice reading, writing, and critical thinking skills.
- Student and staff well-being takes priority over assignments and behavioral compliance.
- Learning opportunities are tailored and differentiated to support the needs of students based upon Individual Education Plans and English Language Development needs.
- Distance Learning opportunities are designed to give students a sense of safety and hope.
- Distance Learning Synchronous Schedules are aligned and coordinated across the district and across the grade levels to increase access.

- Schedule of learning provides both Synchronous (Zoom and Google Classroom) and Asynchronous learning (Google Classrooms, online platforms that are standards and curriculum aligned, and videos of teacher instruction) with assignments based on developmental levels and World Health Organization recommendations for screen time.

Provide a description of **how the LEA is meeting the needs** of its English learners, foster youth, and low-income students.

Expanding on the first prompt, describe the efforts made to support the needs of each of the following groups: English Learners, foster youth, and low-income students.

Our primary goal during Distance Learning Opportunities is to ensure that students are able to access our online distance learning and are mentally well during this traumatic time.

In order to do this, we knew that we needed to be able to collect data to help us understand our students's needs so that we could tailor our Distance Learning Opportunities for our students, especially those who are English Language Learners, Foster Youth, and come from Low Income homes. In order to collect this data we crafted a weekly Student Engagement Survey. The data collected from these surveys gave us information about student wellness, student access, and student needs. We continued to hold Coordination of Services meetings, using this data to create differentiated plans of support for our students. In addition to the coordination of services, we continued to have the following in place for our students through Distance Learning.

- English Language Learners: Designated ELD was scheduled through small group Zoom interactions using our adopted ELD curriculum. We paid special attention to using this time to give students time to practice language and literacy skills. Integrated ELD continued to be a part of Synchronous Distance Learning. All parent communication documents and surveys were translated into the home languages of our students. Professional development and collaboration time continued to be held with the support of our ELD coaches and coordinator to create a new understanding of delivering ELD in a Distance Learning model. Asynchronous online ELD platforms were prioritized as we brought new platforms into our district. Best Practices in ELD were encouraged in the design of Distance Learning:

ELD Best Practices for Distance Learning

Modeling	Model the thinking, Model the language, Model that mistakes are good. They help us learn.
Use visual clues	Include schema building, images, gestures, and color-coding.
Provide relevant background knowledge and context	Use Essential Questions. Connect new ideas to things students already know. Review in a short designated ELD ZOOM meet before Whole Group ZOOM.
Emphasize <u>oral language</u> even in virtual spaces	Practice academic vocabulary and fluency with <u>Chants</u> and songs. Create opportunities for students to speak orally via chat rooms, echo responses, choral responses, etc.
Build context through relatable experiences	Provide academic language through relatable experiences: Compare/Contrast (how are you the same and different from your friend?) before comparing/contrasting characters in a

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	story.
Choose vocabulary, gestures, and visuals carefully	Select carefully (content specific and <u>Tier II</u> (across content)), Focus on the language that is most central to the thinking.
Chunking information	Intentionally break information into smaller parts. In distance learning, it can look like, "Pause the video here and write down one thing you have already learned about germination." Go here to learn more.

Foster Youth:

- Youth who live in Low-income homes: Access was our primary consideration as we planned for Distance Learning Opportunities. We spent the first weeks of school building closures to coordinate handing out 2000 chromebooks to students, beginning with our students who qualify for free or reduced lunch. We continued to determine student needs via our student wellness survey, phone calls home, and home visit wellness checks. Through a family survey we learned that as a result of our efforts by April 98% of our families reported that they had a device to access distance learning opportunities for their child/ren.
- While in-class instruction is suspended due to COVID-19, AUSD served meals to all youth up to the age of 18.
- Starting March 23, AUSD provided several meals at a time **two days per week**. On Tuesdays and Fridays, food was served at Alameda Point Collaborative, Wood Middle School, and Earhart Elementary from 11 am to 1 pm.

Provide a description of the steps that have been taken by the LEA to continue delivering high-quality distance learning opportunities.

*Explanation: Provide additional details describing how the LEA complied with the [Governor's Executive Order](#) to provide distance learning during school closure. Distance learning is defined as when the student and the instructor are in two different locations. **Instructional methods vary depending on the needs of the student. Possible methods include a combination of technology, online instruction, televised instruction, independent study packets, onsite meetings for a limited number of students, consistent with social distancing requirements. Plans for how to allow teachers to engage with one another to calibrate on offerings for students, exchange of effective practices, or adjusting approaches to ensure engagement with students (zoom meetings?).***

You can find more information about distance learning here: <https://www.cde.ca.gov/ls/he/hn/distancelearning.asp>.

AUSD Distance Learning Opportunities reflected a review of standards taught prior to in-class instruction suspension and exposure to other standards through a combination of Zoom class check-ins (Synchronous) and access to self-paced online platforms, projects, and other assignment offerings (Asynchronous). The focus was on using this time as an opportunity to deepen learning, to engage students in reading, writing, critical thinking, and inquiry. We determined our approach based on best practices based on developmental levels and recommended Screen Time limits from the World Health Organization.

ELEMENTARY Approach

Each week students were provided with a daily 20 minute Zoom meeting with their teacher, as well as small group zoom sessions at other times in the day. Students were provided with a "flexible schedule" Distance Learning Opportunities that were approximately: PK-1 → 1 hour total; Grades

2-3 → 1.5-2 hours total; Grades 4-5 → 2-3 hours total over the course of a day. Teachers were asked to consider a balance of digital and non-digital activities using our vetted online learning resources and our adopted curriculum. Students were asked to spend each day doing asynchronous tasks which included independent reading time. Teachers posted the asynchronous tasks on Google Classroom and were also encouraged to record themselves doing lessons to support asynchronous learning. Teachers also held daily office hours to check in with students who were struggling or needed extra time with their teacher. Teachers were available to families via Office Hours and email if they had questions or needed support.

SECONDARY Approach

- Students had a 35 Minute Zoom Check in for each class weekly.
- Students had an Advisory period once a week.
- The weekly meetings were not the primary platform for learning during this distance learning time.
- During the 35 minute "Check-in" students were provided via Google Classroom with work that could be done using a more "flexible schedule" where students worked at their own pace in the morning hours and "after school" hours. Distance Learning Opportunities should not have taken more than 100 minutes per week per class. Teachers were asked to consider a balance of digital and non-digital activities and expect that learning does not need to be completed in one sitting. Teachers were also asked to consider that not all students had access to devices throughout the entire day and that all Asynchronous learning should have opportunities that do not require a device. Teachers used Daily Office hours to check in with students who were struggling and scheduled other small group sessions to differentiate support to students.
- Teachers were asked to consider the following as they planned:
 - Authentic, real world, student-driven capstone projects
 - New digital ways for kids to interact with one another and have authentic discourse and share their thinking
 - Different modalities of learning and presenting learning: journaling, art, music, social media
 - Opportunities for self reflection, autonomy, co-created goals, self directed accountability and authentic feedback

In addition to the above:

- During Distance Learning, a Weekly Student Engagement Survey was administered. The purpose of the survey was to continuously monitor students' well-being both academically and social-emotionally. Teachers received student engagement survey data each week and used the data to determine next steps in delivering high-quality distance learning opportunities based on student responses. School site leadership also received access to the results of the Weekly Student Survey by teachers, to provide in their capacity, differentiated support to teachers to provide high-quality distance learning.

Grading during Distance Learning:

Elementary:

Students will not be graded during the Distance Learning Opportunity phase. Instead, they will receive an end-of-year report card that reflects the year up until March 13th and feedback comments that reflect the Distance Learning Opportunity phase between April 6 and May 29.

Middle School:

- The lowest grade a student can receive for the 3rd trimester will be their reported grade for the 2nd trimester. This time is being considered a "hold harmless" period for all students.
- To increase their 3rd trimester grade, a student may complete make-up work that was due during the 2nd trimester, engage in distance learning opportunities provided by their teacher, or complete other work the teacher has assigned individually to that student.

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- All students will be provided an opportunity to learn and improve their grades.
- Students will be given engaging distance learning opportunities and will receive meaningful feedback on them during 3rd trimester.
- Teachers will maintain an "informational" Aeries Gradebook for the 3rd trimester. This gradebook will indicate Pass/No Mark so that students and families can monitor student engagement and teacher feedback. This gradebook will not be the way we create the trimester transcript grades or determine credit.
- Teachers will provide feedback on the DLOs during the 3rd trimester via Google Classroom or Aeries comments.

High School:

- The lowest grade a student can receive for the 2nd semester is their reported grade for the 3rd quarter. The 4th quarter is a "hold harmless" period for all students.
- To increase their 2nd semester grade, a student may complete missing/late 3rd quarter work, turn in distance learning opportunities, or complete other work the teacher assigns individually to that student.
- All students will be provided an opportunity to learn and improve their grades.
- Teachers will use Google Classroom as the platform for communicating with students about Distance Learning Opportunities (DLO). Students will be given engaging distance learning opportunities and will receive meaningful feedback on them during the 4th quarter.
- Teachers will maintain an "informational" Aeries Gradebook for the 4th quarter. This gradebook will indicate Pass/No Mark so that students and families can monitor student engagement and teacher feedback. This gradebook will not be the way we create the semester transcript grades or determine credit.
- Teachers will provide feedback on the DLOs during the 4th quarter, via Google Classroom and/or Aeries comments.

Professional Development:

Teachers and staff were supported to understand the technology tools and platforms in a variety of ways as we began our Distance Learning opportunities. We provided both self paced and "in-person" over zoom trainings. Teachers learned how to put together and use Google Classrooms and Zoom to conduct Distance Learning opportunities. Teachers were also given the opportunity to learn in a self-paced way via webinars and online trainings on other platforms and resources. Teacher TECH tutorials are located in AUSD's Clever Portal under TECH Training in Teacher Resources, accessible only to those in AUSD. Daily Tech Support Office Hours for staff were held as well. In June, after Distance Learning ended, a 6 day Teacher Learning Conference was held to support staff to build common understanding on best practices in Blended Learning, plan for standards based instruction in a blended learning model with attention to the social/emotional needs of our students, trauma informed practices, and with intention to maximizing interactions and supporting independence in our students.

Provide a description of the steps that have been taken by the LEA to **provide school meals** while maintaining social distancing practices.

Provide additional details describing how the LEA complied with the [Governor's Executive Order](#) to provide meals to students during school closure. A response to this prompt may include how meals were provided, how often meals were disbursed, and locations within the LEAs boundaries.

For complete information on meals being distributed during COVID-19 school closures, please visit <https://www.cde.ca.gov/ls/he/hn/schoolmeals.asp>.

School meals:

- **How Meals were provided:** Meals were and continue to be prepared in grab and go bags. Since we are only serving 2 days per week, each grab and go bag provides multiple days' worth of meals. On Tuesday, each bag consists of 3 breakfasts and 3 lunches, on Friday each bag consists of 4 breakfasts and 4 lunches. Meals are free of charge for any child 18 years of age or younger. Meals are not to be consumed on site. Food Service employees wear gloves and masks when handing out meals. When families approach to pick up meals, they are left on a table at least 6 feet away or put directly into the vehicle.
- **How often meals were provided:** Meals were and continue to be provided 2 days per week, Tuesdays and Fridays, from 11am-1pm. Starting Tuesday 6/9 meals will be provided from 11am-12pm.
- **Locations meals were and continue to be provided:** Alameda Point Collaborative, Earhart Elementary, Wood Middle School

Provide a description of the steps that have been taken by the LEA to arrange for supervision of students during ordinary school hours.

Provide additional details describing how the LEA complied with the [Governor's Executive Order](#) to arrange for supervision of students during school closure, to the extent practicable. This may include partnerships with private or public agencies to provide supervision. If you were unable to arrange supervision, consider describing circumstances why you were unable to provide the service. LEAs may wish to include an overview of their planning to onboard students back to school.

Additional Information can be found in CDE's guidance document: [Child Care and Student Supervision \(DOCX; Added 17-Mar-2020\)](#)

Additional resources for Early Learning and Care Programs: [COVID-19 Guidance for Early Learning and Care Programs](#)

- Onsite Supervision- No
- If no supervision assistance provided, why:
Our District spent March 16-May 29 focused on Distance Learning. We were unable to provide child care during this time. That said, we did, using our COST process, support families through finding whatever assistance was possible given the County and State guidance. We also crafted a resources page on our website to ensure that all options and information on support offered were available to families.

Additional Resources:

[COVID-19 Operations Written Report Guidance \(CDE\)](#)
[LCAP Executive Order FAQ Webpage](#)

Some Highlights from the Operations Update

Starting on April 6, 2020 our district moved towards “Distance Learning Opportunities” to ensure all students could still have the opportunity to stay engaged and maintain skills while the state enacted Shelter-in-Place due to COVID-19. We designed a trauma informed Distance Learning Opportunities plan in which we did the following:

- Teachers and principals work with students and families to provide access to meaningful standards aligned Distance Learning Opportunities.
- In order to create access* to these Learning Opportunities, we worked to provide students with devices and access to the internet. We provided a total of approximately 2,200 devices to students and 90 Hot Spots.
- Meals were provided 2 days per week to any student in need.
- Designated ELD was scheduled through small group Zoom interactions using our adopted ELD curriculum. We paid special attention to using this time to give students time to practice language and literacy skills. Integrated ELD continued to be a part of Synchronous Distance Learning.
- All parent communication documents and surveys were translated into the home languages of our students.
- We continued to determine student needs via our student wellness survey, phone calls home, and home visit wellness checks.

*Note: Access is defined as students have the technology, time and support they need to complete Learning Opportunities. This at minimum includes a working device and internet, support from a trusted adult, a physically and psychologically safe environment and minimal other family responsibilities (i.e., caring for siblings). If students do not have access, we cannot hold them accountable to Distance Learning.

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Questions?