

Learning Continuity and Attendance Plan Template (2020–21)

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

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General Information

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

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.

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.

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. 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
- 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

* 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

[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:

For both our Flexible and Remote Learning options, we have developed the following Goals and Priorities 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 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.

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

Description	Total Funds	Contributing
<p>Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction:</p> <ul style="list-style-type: none"> • 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

Description	Total Funds	Contributing
Assessment <ul style="list-style-type: none"> 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.]

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.

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.]

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.]

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.

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.

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.]

Foster Youth:

Immediate enrollment; district/school connection and communication with County case manager; high school guidance and communication around AB 167/216 grad requirements.

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:

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

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. 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

Description	Total Funds	Contributing
Professional Development <ul style="list-style-type: none"> Professional Development - 4 days of Learning Conference - \$1,131,335 Other professional development \$50,188.12 	\$1,181,523	Yes
Assessment <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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.]

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.]

During the 2019-20 school year, students participated in Distance Learning for the last three months of school. Based on our Weekly Engagement reports and stakeholder feedback, we determined that students became less and less engaged as time continued. While we had a high rate of participation, students did not feel committed to turning in assignments that were called “learning opportunities” and were ungraded. 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 and Mathematics Assessments in TK-5 and Star Reading and the Math Diagnostic Testing Project (MDTP) in 6-12 as well as other assessments throughout the year. From this assessment we will be able to identify student needs in literacy and math and address learning loss.

Learning loss will be addressed in both our Remote and Flexible learning models with 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.

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,	\$20,003	No

Description	Total Funds	Contributing
Oshkosh Correctional Inst. (Braille Math Algebra 2), Read Naturally (Signs for Sounds), Teachers Pay Teachers, Voyager Sopris Learning (Language! Live/TransMath)		
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
Credit Recovery	73,406	No
MTSS (Program 1073)	1,206,950	No
Instructional Coaches (Program 1079)	970,664	No
<p>John Jones III</p> <ul style="list-style-type: none"> Professional Development \$300 <p>Kingmakers of Oakland (National Equity Project)</p> <ul style="list-style-type: none"> 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.]

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) <ul style="list-style-type: none"> • 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.]

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.