

Distance Learning Update: Update on Learning Continuity and Attendance Plan Including Student Progress in Remote, Flex, and Special Education Programs

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March 9, 2021

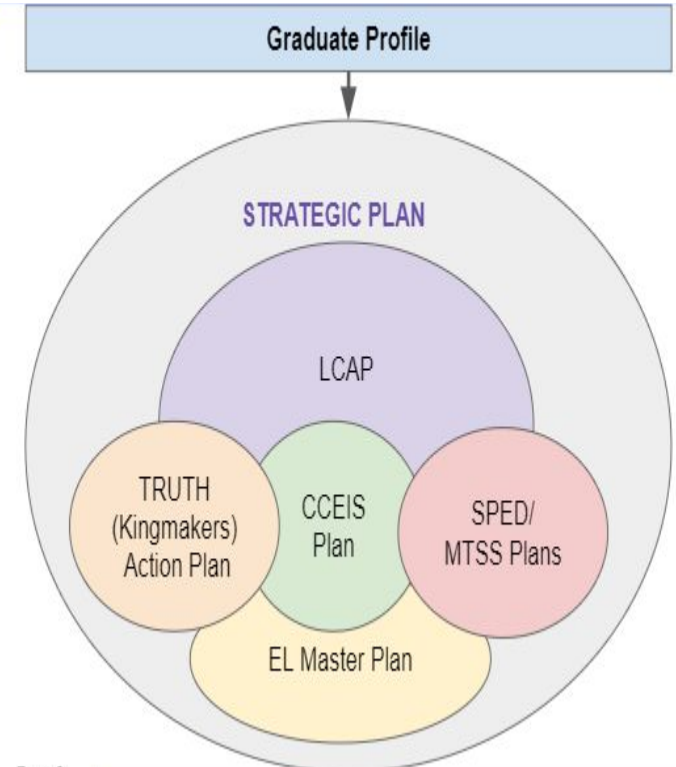
Goals for Tonight's Presentation

- Review how Strategic Planning connects School Site Plans, LCAP and other District plans
- Review the purpose of the Learning Continuity and Attendance Plan (LCP)
- Discuss the Local Control Accountability Plan (LCAP) and Review the purpose
- Review LCAP Timeline
- Review Engagement Process for crafting new LCAP
- Review current data and connection to LCP and LCAP

Alignment of Plans/Goals

- **School Plan for Student Achievement (SPSAs) and AUD's Graduate Profile** inform our Strategic Plan and LCAP and LCP. These inform other district wide plans. All plans lead to strong Tier 1 Instruction.
- **The Learning Continuity and Attendance Plan** (Learning Continuity Plan or **LCP**) describes how student learning continuity will be addressed during the COVID-19 crisis in the 2020–21 school year.
- **The Learning Continuity and Accountability Plan (LCAP)** is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities.
- **The LCAP** three year cycle ended last year and a new LCAP was meant to be drafted and approved in June 2020. Due to COVID 19, it was paused and instead LEAs crafted the **LCP**.

SPSA Alignment to Strategic Plan



Timeline

<i>Feb-April</i>	<ul style="list-style-type: none"> • Stakeholder Engagement on LCAP • Sites budgeting and SPSA crafting
<i>April</i>	• Submit Draft of Annual Update for 19-20 LCAP to ACOE
	• Submit Draft of LCAP to ACOE
<i>May</i>	<ul style="list-style-type: none"> • Review sessions with Alameda County Office of Education (ACOE) • Site SPSA Approval with SSC
<i>June</i>	<ul style="list-style-type: none"> • By June 30, hold 2 Board meetings: <ul style="list-style-type: none"> - Public Hearing June 8 - Adoption June 22 • Site SPSA due for Board Approval- June 8
<i>July</i>	• Submit Board approved LCAP within 5 days of Board Adoption and by July 1
<i>August</i>	• August 12 - ACOE issues clarifying questions to LEA
	• August 27 - District responds to clarifying questions
<i>September</i>	• September 15 - ACOE sends LCAP approval to Board of Education

2020-21 Data Dive and Community Engagement

Reviewing our data will help us to:

- Describe lessons learned in implementing different educational programs: in-person, distance learning, hybrid. How are the lessons learned affecting decisions being made for the 2021-24 LCAP?
- Highlight what is being done to support unduplicated pupils
- Substantive Differences for Increased and/or Improved Services

LCAP Engagement Requirements per the CDE

Who is this in AUSD?

- **Parent advisory committee** = Community Advisory Committee (CAC)
- **English learner parent advisory committee** = District English Language Learner Advisory Committee (DELAC)
- **Consult with pupils** = Student Advisory Committee (SAC)

AUSD Stakeholder Engagement Plan

Stakeholder Group	When	How	Who engages
CAC	3/3/21, 4/8/21	Meeting	Executive Management
DELAC	3/4/21	Meeting	Executive Management
SAC	March-TBD	Meeting and survey	Executive Management
Principals and Site Leaders (ILT)	3/24/21	Meeting and survey	Executive Management
CCEIS Team Focus Group	TBD	Meeting	Executive Management
AEA/CSEA members	Ongoing by April	Meeting and survey	CAC Rep and Principals

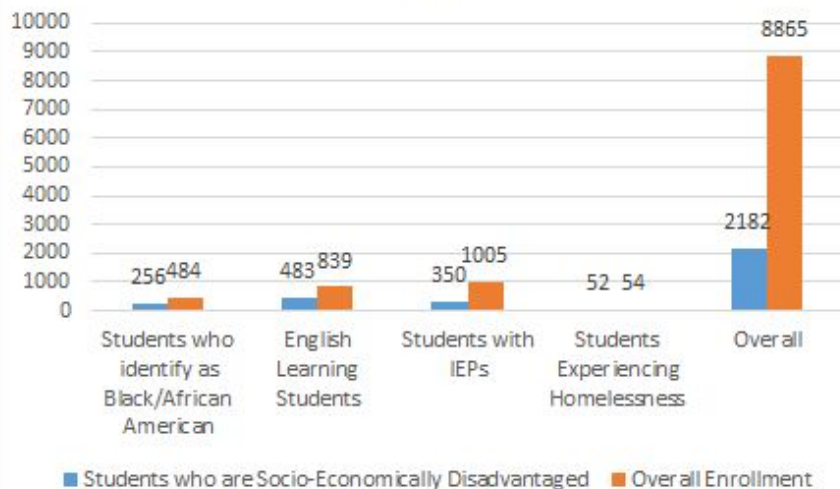
Stakeholder Group	When	How	Who engages
DEI	2/10/21, 4/7/21	Meeting and survey	CAC Rep
PTAC	3/24/21	Meeting and survey	CAC Rep
ASPED	TBD	Meeting and survey	CAC Rep
District wide ELAC	4/1/21	Meeting and survey	CAC Rep
Special Ed Steering Committee	3/24/21, 4/21/21	Meeting and survey	CAC Rep/Sped Management
SSC	Ongoing by April	Meeting/s	Principals

2020-21 Data Dive

- Demographics
- Engagement/Chronic Absences
- Academic Achievement and Proficiency:
 - STAR Literacy and Math
- Academic Achievement: Course Grades

Demographics

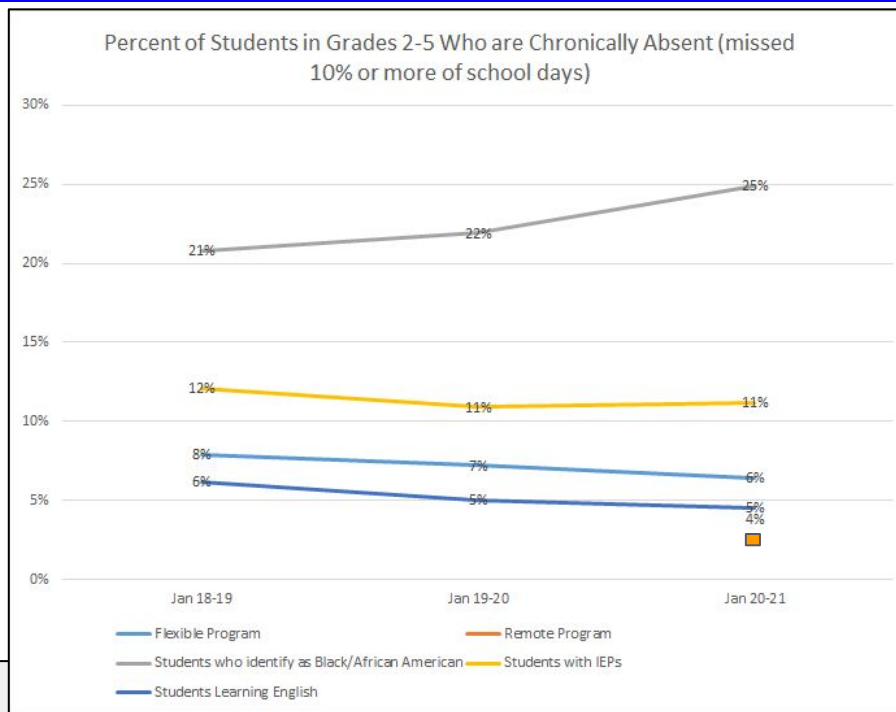
Focus Student Groups & Unduplicated Students



Student Group	Students who are Socio-Economically Disadvantaged	Overall Enrollment	% of Students who are Socio-Economically Disadvantaged	% of Overall Enrollment
Students who identify as Black/African American	256	484	53%	5%
English Learning Students	483	839	58%	9%
Students with IEPs	350	1005	35%	11%
Students Experiencing Homelessness	52	54	96%	1%
Overall	2182	8865	25%	100%

*Students in foster care not included to ensure anonymity n<30.

Engagement: Chronic Absence



Notes

- The definition of attendance has changed making comparisons problematic
- Students experiencing homelessness and in foster care not included to ensure anonymity n<30.

Engagement: Knock & Talks as of February 1

Elementary		
School	# Knock & Talks	# Unavailable
Bayfarm	0	0
Earhart	0	0
Otis	3	0
Edison	0	0
Maya Lin	2	0
Love	8	0
Paden	11	0
Franklin	2	1*
Ruby Bridges	7	0

Secondary		
School	# Knock & Talks	# Unavailable
Island	26	0
ASTI	0	0
Encinal	24	0
Alameda High	6	0
Wood	6	0
Lincoln	1	0
Remote	0	0

*Family moved

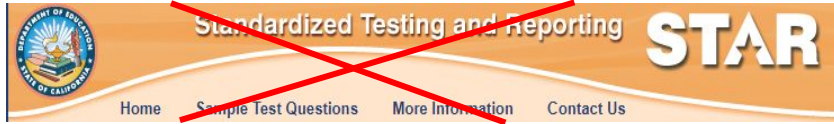
Star Background



RENAISSANCE
Star Assessments®



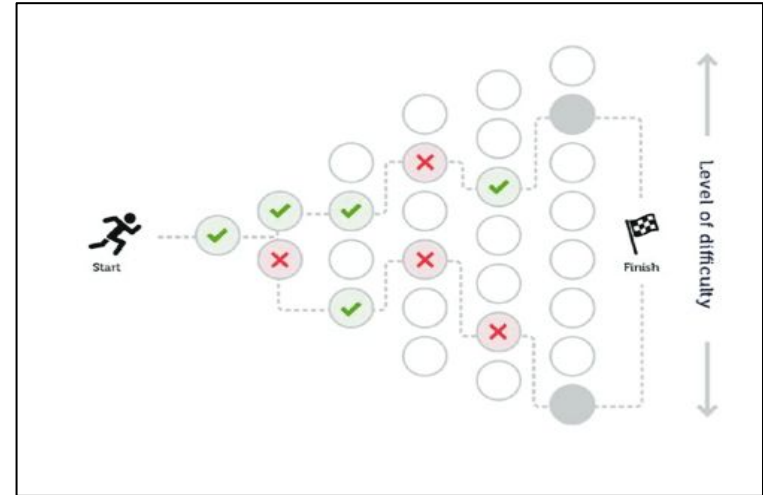
National Center on Response to Intervention
www.rti4success.org



National Center on
INTENSIVE INTERVENTION

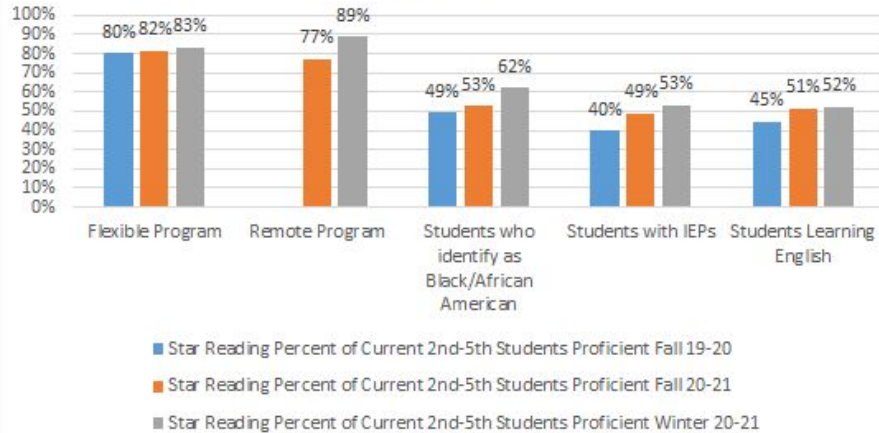
at American Institutes for Research ■

[Star Assessments](#) are short tests that provide teachers with learning data in Reading or Math. They are computer adaptive, which means they adjust to each answer the student provides. This helps teachers get the best data to help your child in the shortest amount of testing time (about one-third of the time other tests take). AND, students can take the assessment up to every 2 weeks to monitor progress.

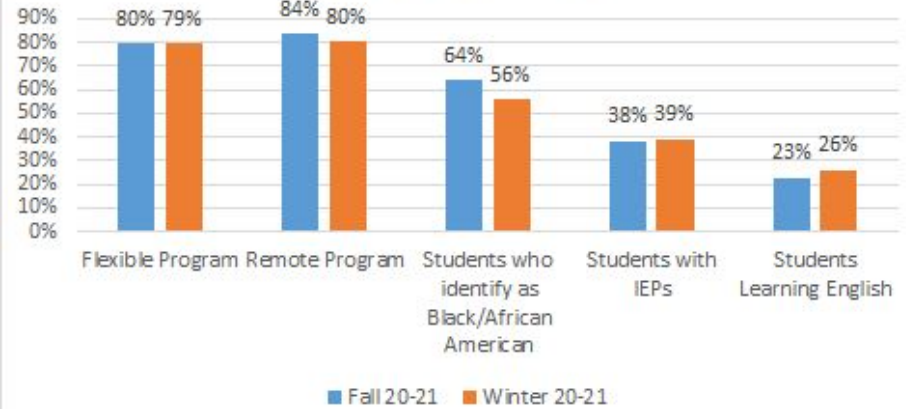


Academic Achievement: Star Reading Proficiency

Star Reading Percent of Current 2nd-5th Students Proficient



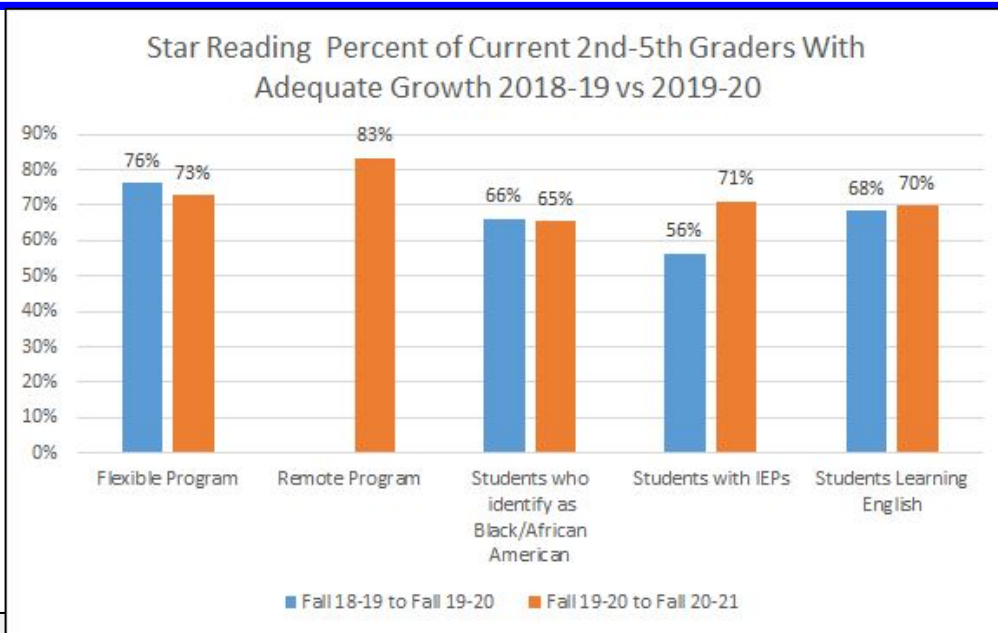
Star Reading Percent of Current 6th-12th Students Proficient



Notes:

- Remote Program had few students assessed in the beginning of the year, so smaller sample size
- Not all 6th-12th graders took the reading assessment at the beginning of the year so smaller sample size
- Students experiencing homelessness and in foster care not included to ensure anonymity (n<30)

Academic Achievement: Star Reading Growth

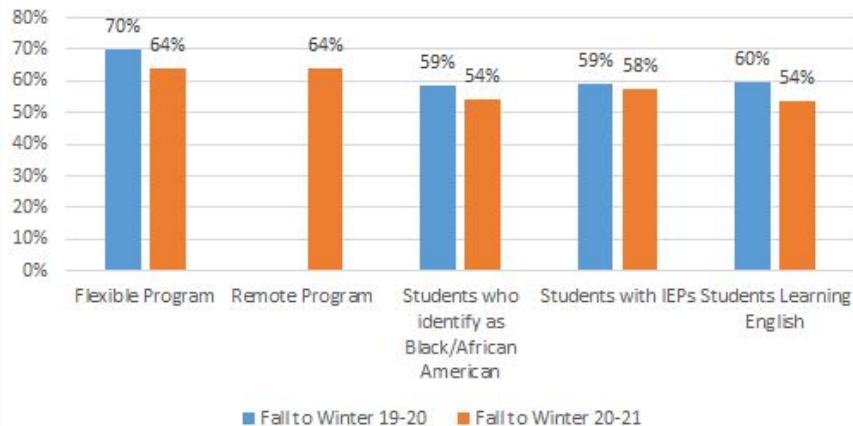


Notes:

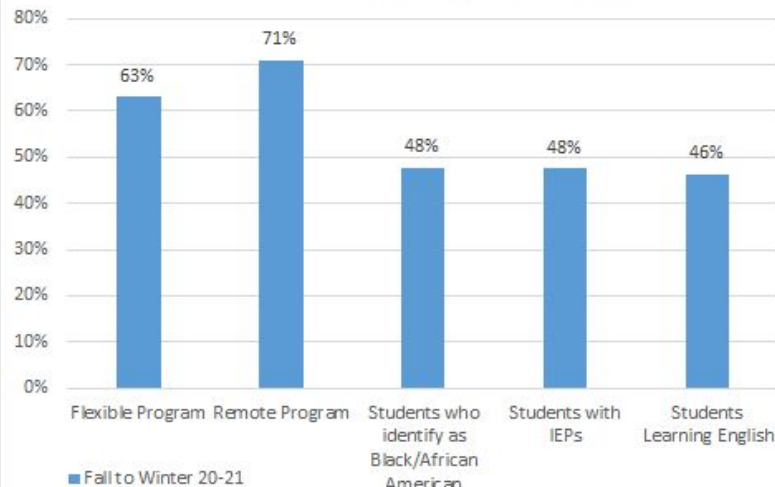
- Percent of students with adequate growth last year compared to the year before year, providing data for the spring interruption
- Remote Program had few students assessed in the beginning of the year so smaller sample size
- 6th-12th grade students have never taken it before this year so no data to compare for last year and year before
- Students experiencing homelessness and foster care not included to ensure anonymity (n<30)

Academic Achievement: Star Reading Growth, *cont...*

Star Reading Percent of Current 2nd-5th Graders With Adequate Growth Fall to Winter 2019-20 vs 2020-21



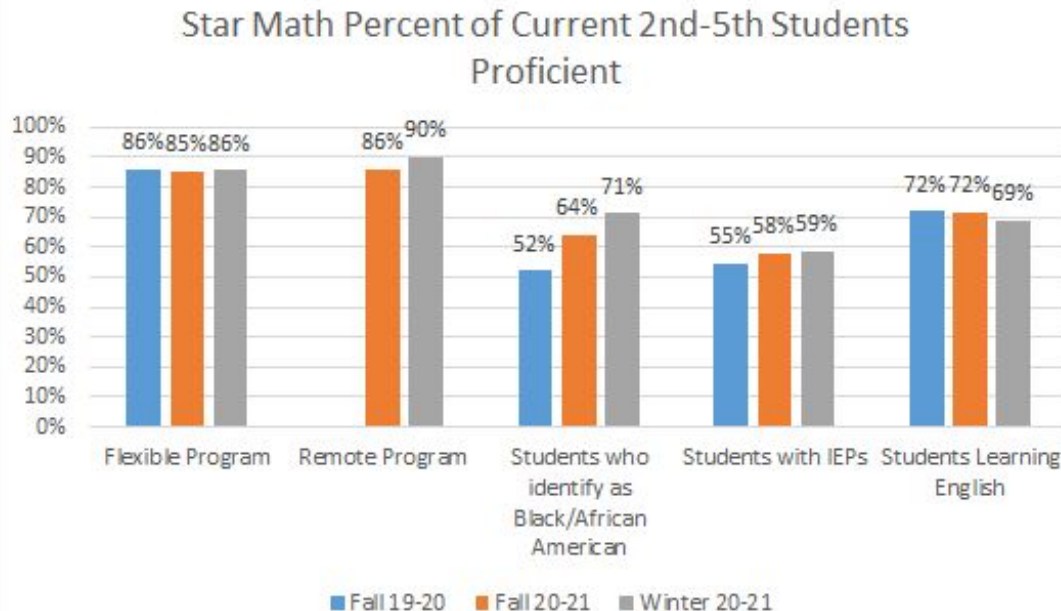
Star Reading Percent of Current 6th-12th Graders With Adequate Growth



Notes:

- Percent of students with adequate growth Fall to Winter of this year compared to last year
- Remote Program had few students assessed in the beginning of the year
- Not all 6th-12th graders took the reading assessment at the beginning of the year so smaller sample size; 6th-12th grade students have never taken it before this year so no comparison year
- Students experiencing homelessness and foster care not included to ensure anonymity (n<30)

Academic Achievement: Star Math Proficiency

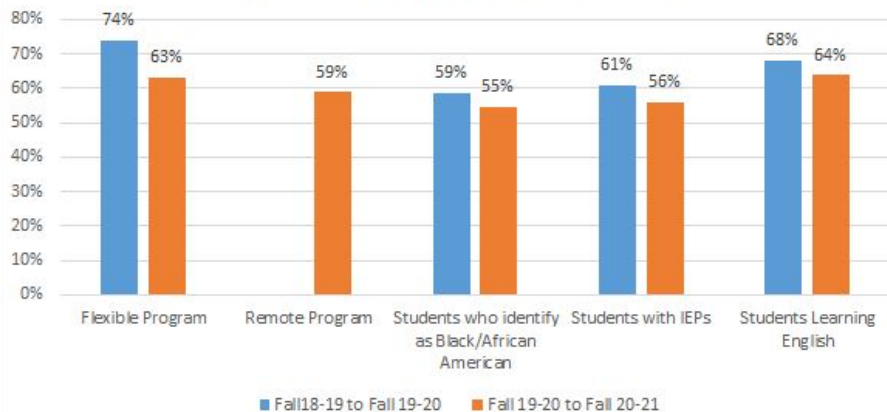


Notes:

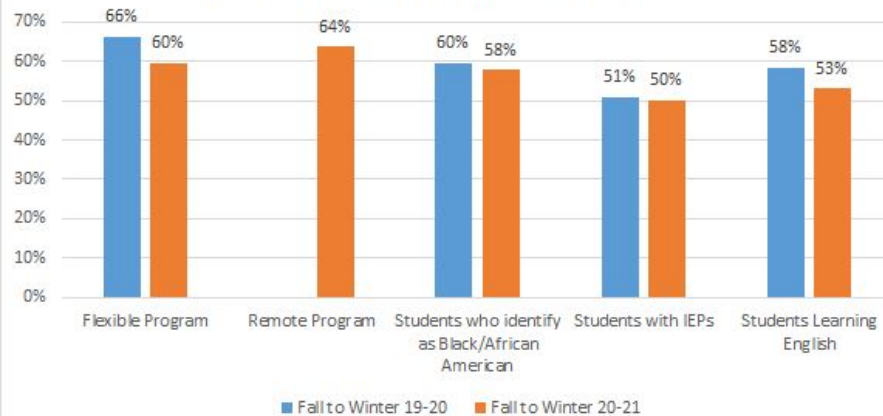
- Remote Program had few students assessed in the beginning of the year so small sample size
- 6th-12th does not administer the Star Math Assessment
- Students experiencing homelessness and foster care not included to ensure anonymity (n<30)

Academic Achievement: Star Math Growth

Star Math Percent of Current 2nd-5th Graders With Adequate Growth 2018-19 vs 2019-20



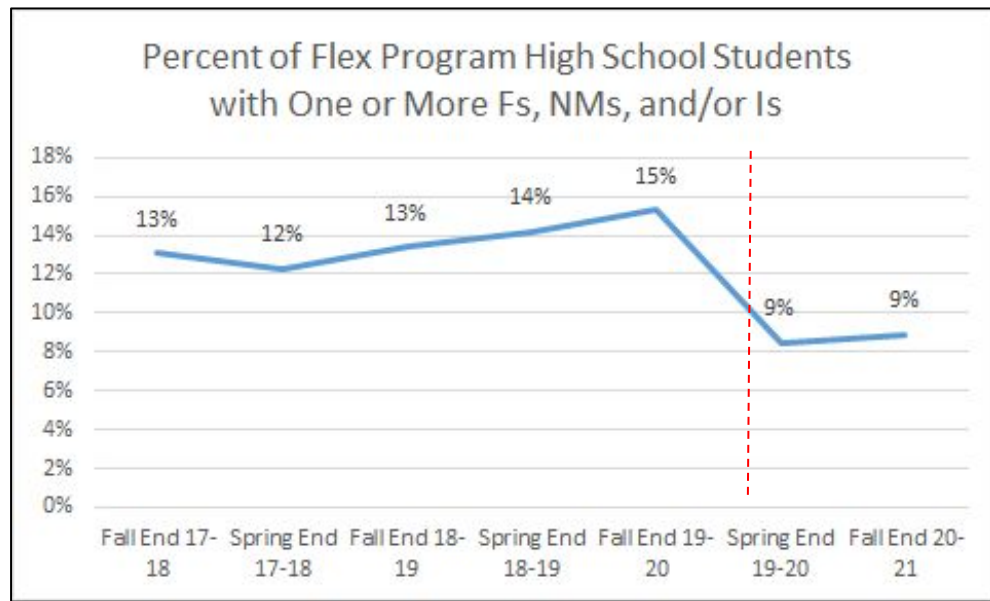
Star Math Percent of Current 2nd-5th Graders With Adequate Growth Fall to Winter 2019-20 vs 2020-21



Notes:

- Percent of students with adequate growth last year compared to the year before on left providing data on the spring interruption; percent of students with adequate growth fall to winter last year compared to this year on the right for data around this year's distance learning
- Remote Program had few students assessed in the beginning of the year so smaller sample size
- 6th-12th does not administer the Star Math Assessment
- Students experiencing homelessness and foster care not included to ensure anonymity (n<30)

Academic Achievement: Students Course Grades

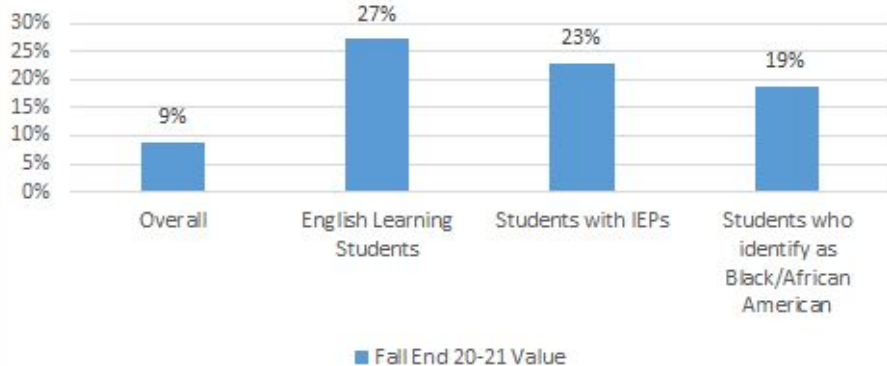


Remote Program

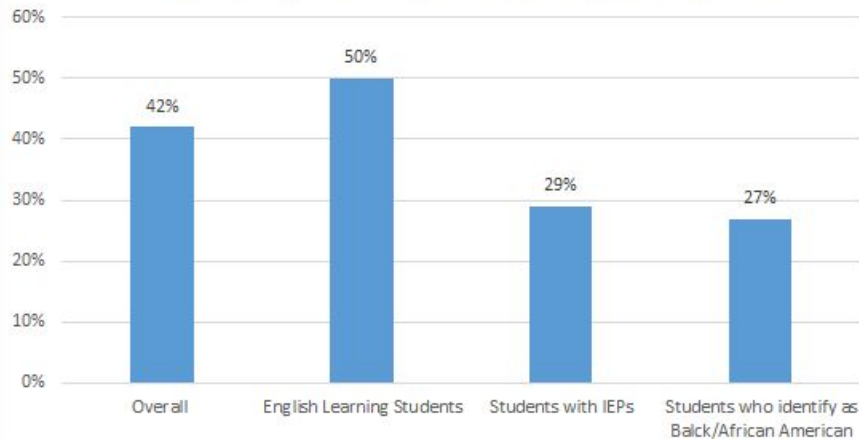
- 42% (66/163 students) have one or more NM or I
- 280 Remote High School courses incomplete, as of 3/2, 106 had converted to final grades (174 still remain)
- 5% (5) of which were NMs, and 2% (2) were Ds. Students and Teachers have until 3/12 to improve their grade

Academic Achievement: Students Course Grades, *cont...*

Percent of Flex Program High School Students with One or More NMs, and/or Is by Focus Student Groups

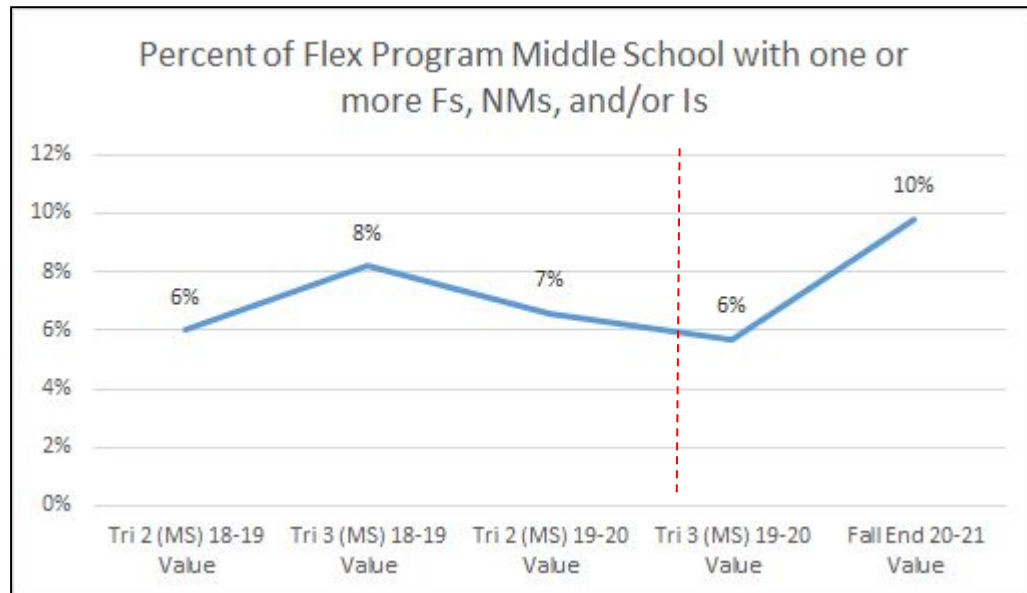


Percent of Remote Program High School Students with One or More NMs, and/or Is by Focus Student Groups



*Students experiencing homelessness and foster care not included to ensure anonymity (n<30).

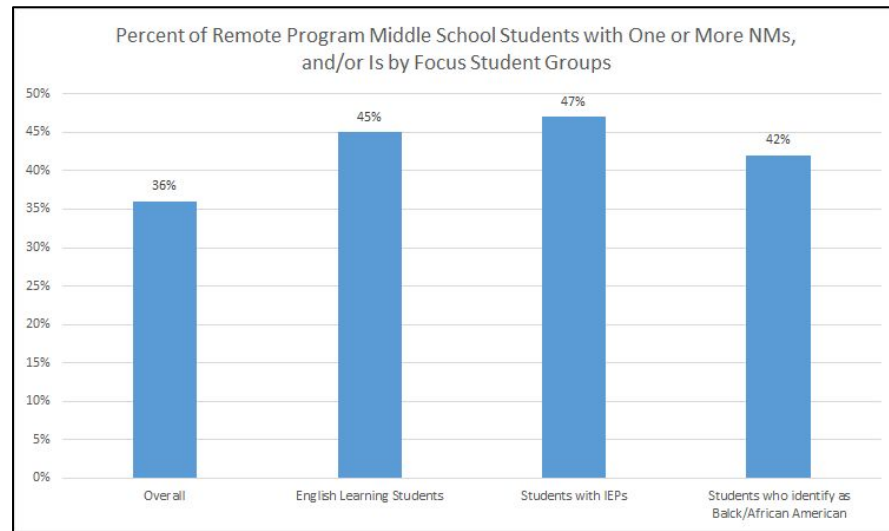
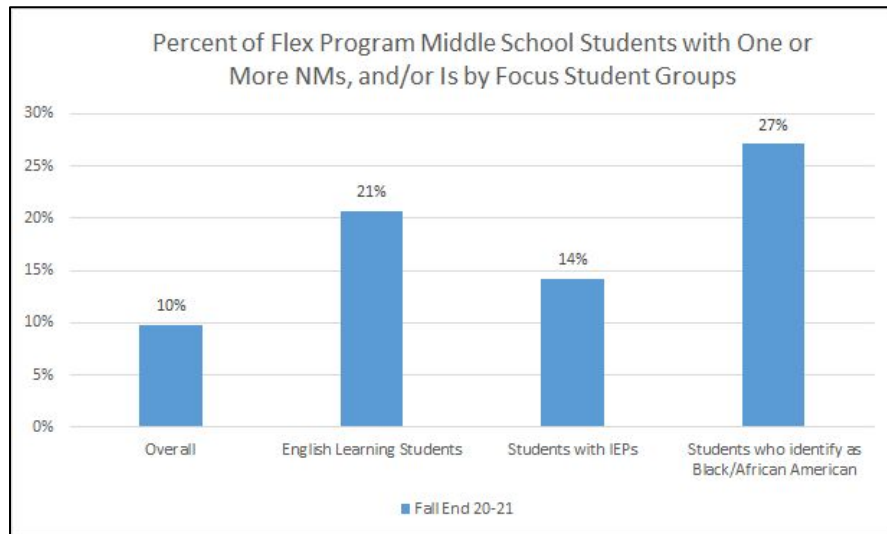
Academic Achievement: Students Course Grades, *cont...*



Remote Program:

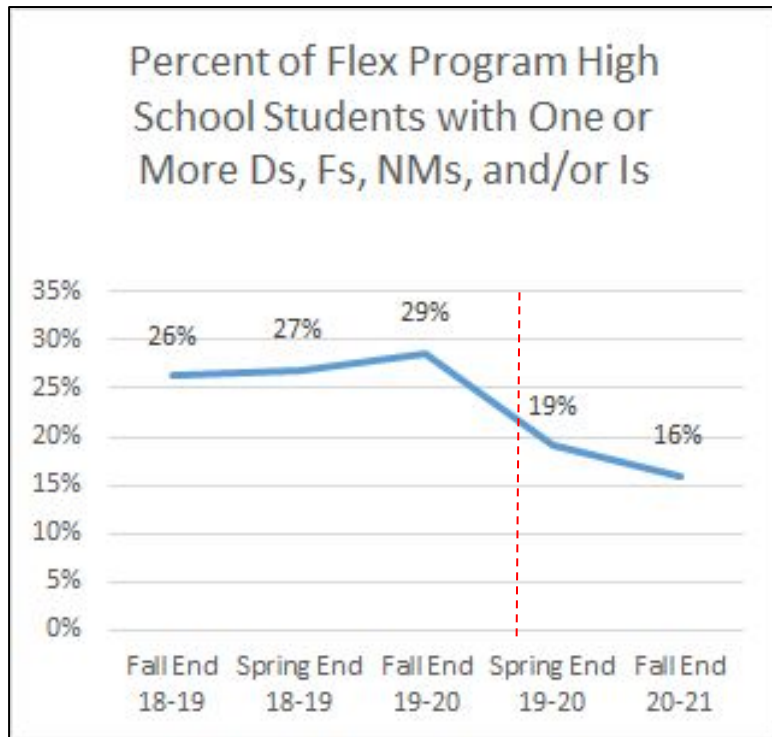
- 36% (66/185 students) have one or more NM or I
- 203 Remote Middle School courses incomplete, as of 3/2, 84 had converted to final grades (119 still remain)
- 12% (10) of which were NMs, and 1% (1) were Ds. Students and Teachers have until 3/12 to improve their grade

Academic Achievement: Students Course Grades, *cont...*

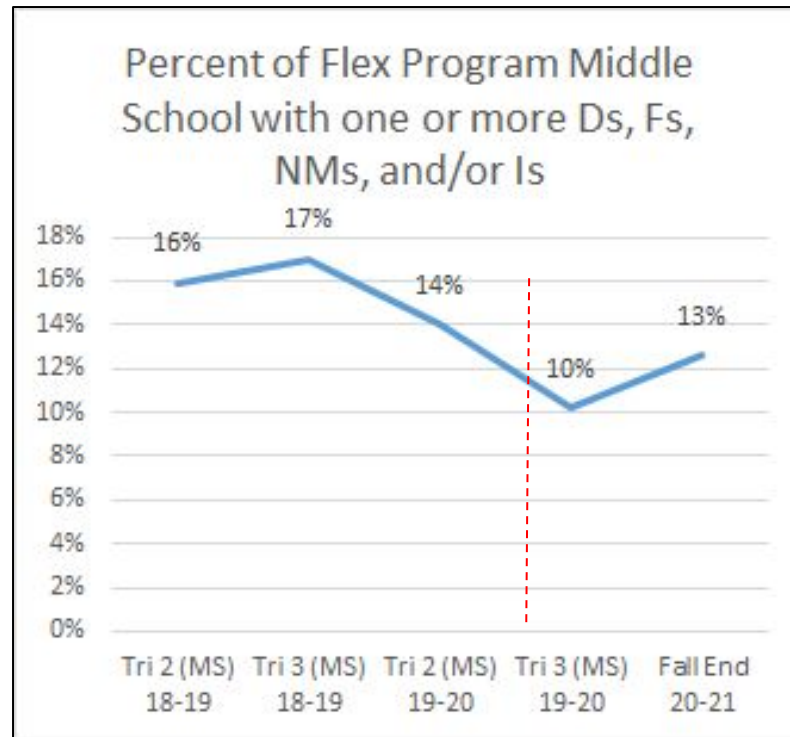


*Students experiencing homelessness and foster care not included to ensure anonymity (n<15).

Is Change in Policy Causing Increase in Ds?



Remote Program: 9 High School students have Ds



Remote Program: 1 Middle School student has a D

Qualitative Data Next Steps

- Remote School Student Survey to see if we have made improvements and continue refining our work
- Distance Learning Survey of Families (Flex and Remote) to continue to learn and refine our work in April

Mitigating Learning Loss and Planning for Acceleration

- **Expanding Summer School and Summer Learning**
 - TK-5 Academic and Enrichment program
 - Middle School Math and Literacy Boost
 - Credit Recovery program for High School students
 - ELD and Newcomer program
 - Expansion of ESY and Learning Recovery Plan for IEP Learners
- **Extending instructional day/week in 2021-22**
 - After school Academic support and enrichment
 - Exploring a Saturday school program
- **Expanding Dual Enrollment programming with COA and Peralta Colleges**
- **Continued Online Platforms to accelerate and target interventions**
- **Continued Additional Instruction for IEP Learners**

Next Steps

- Engage Stakeholders to reflect upon the 2019-20 Local Control and Accountability Plan, 2020-21 Learning Continuity Plan, and the Goals and Actions for the upcoming 2021-2024 LCAP
- Continue to review data and root cause analysis on student needs
- Continue to plan for mitigating Learning Loss and Acceleration
- Continue to plan for learning recovery for IEP learners

Board Discussion

Learning Continuity and Attendance Plan (LCP)

Purpose:

The Learning Continuity and Attendance Plan (Learning Continuity Plan) is a key part of the overall budget package for K-12 that seeks to address funding stability for schools while providing information at the local educational agency (LEA) level for how student learning continuity will be addressed during the COVID-19 crisis in the 2020–21 school year. The provisions for the plan were approved by the Governor and Legislature in June in SB 98 and can be found in EC Section 43509.

Sections:

- Continuity of learning:
 - In-person
 - Distance
- Participation and progress
- Addressing pupil learning loss
- Mental health and social and emotional well-being
- Pupil and family engagement and outreach
- School nutrition
- Additional actions to implement LCP
- Increased or improved services for Foster/ELLs/low income students

Local Control Accountability Plan (LCAP)

Purpose:

The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs.

LCAP Includes:

- *Annual Update*
- *Plan Summary*
- *Goals and Actions*
- *Stakeholder Engagement*
- *Budget Overview for Parents*
- *Increased or Improved Services*
- *Expenditure Tables*

Engagement Requirements

Learning Continuity Plan/Local Control Accountability Plan

- **Parent advisory committee** - as used in California *Education Code (EC)* sections 52063 and 52069, shall be composed of a majority of parents, as defined in subdivision (e), of pupils and include parents of pupils to whom one or more of the definitions in *EC* Section 42238.01 apply. A governing board of a school district or a county superintendent of schools shall not be required to establish a new parent advisory committee if a previously established committee meets these requirements, including any committee established to meet the requirements of the federal No Child Left Behind Act of 2001 (Public Law 107-110) pursuant to Section 1112 of Subpart 1 of Part A of Title I of that act.
- **English learner parent advisory committee** - as used in *EC* sections 52063 and 52069 for those school districts or schools and programs operated by county superintendents of schools whose enrollment includes at least 15 percent English learners and at least 50 pupils who are English learners, shall be composed of a majority of parents, as defined in subdivision (e), of pupils to whom the definition in *EC* Section 42238.01(c) applies. A governing board of a school district or a county superintendent of schools shall not be required to establish a new English learner parent advisory committee if a previously established committee meets these requirements.
- **Consult with pupils** - as used in *EC* sections 52060, 52066, and 47606.5, means a process to enable pupils, including unduplicated pupils and other numerically significant pupil subgroups, to review and comment on the development of the LCAP. This process may include surveys of pupils, forums with pupils, pupil advisory committees, or meetings with pupil government bodies or other groups representing pupils.