

AUHSD Learning Continuity and Attendance Plan (2020–21)

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|-------------------------------------|--------------------------------|--|
| Acalanes Union High School District | John Nickerson, Superintendent | superintendent@auhdschools.org 925-280-3902 |

General Information

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

The COVID-19 pandemic has had profound impacts on the students, families, staff and general community of the Acalanes Union High School District. Given the challenges and adversity, the staff, students and parents have stepped up in extraordinary ways to best meet the needs of the students given the circumstances. District staff worked closely with the Contra Costa County Department of Public Health to determine school program and moved to a distance learning on March 13, which was followed with the County shelter-in-place order on March 16. The distance learning program initially launched on March 16 met short term needs and addressed the immediate concerns of access and equity to the educational program.

The 2020 summer was spent planning for the reopening of school for the 2020-2021 school year. Working groups (Learning, Wellness, Operations, Office Support and Governance) of key staff members were assembled to develop programs to best meet the needs of the students and community utilizing the guidelines and resources put out by public health officials, the Governor’s Office and the California Department of Education. Following the public health data and guidance, the District made the decision to open the school year in a distance learning format to begin the year. The California Department of Public Health subsequently made orders that all schools within counties on the State “watch list” must open in a distance learning format. Contra Costa County has been on the “watch list” of Tier 1 Purple in the new Blueprint for a Safer Economy epidemiology metric.

The summer planning framed their work around these priorities:

- Student and staff safety
- High quality education
- Social-emotional well-being
- Access and equity
- Support and intervention
- Minimize disruption to community

During the summer months, there was a strong call in the community for the schools to more adequately address and prioritize efforts for racial equity and racial justice within the District and to also prepare all students to be leaders for change in the greater community. The District responded with multiple forums as well as some immediate programming changes, which are anchored on the newly adopted [AUHSD Racial Equity Policy](#).

Feedback was solicited from all stakeholders through the spring, summer and into the school year to design systems to respond to student academic, social and emotional needs. The pandemic has brought unprecedented challenges to the AUHSD, but the response has been the design and

implementation of robust, supportive and flexible instructional program with an initial framework within distance learning. These efforts have been challenging, but they have also presented a unique opportunity to rethink our systems and program delivery in ways that will set a new foundation and bring dividends and new learning opportunities when we move beyond the COVID-19 crisis.

Stakeholder Engagement

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

Stakeholder engagement in the Acalanes Union High School District has been continual since the school closure via multiple avenues. Efforts for feedback have included focus groups, general forum and town hall meetings front-loaded with submitted questions, Thought Exchange activity, multiple surveys, parent leadership and committee meetings, targeted program input solicitation and very active involvement in Governing Board meetings. Input guided planning and program development and questions resulted in many documents for stakeholders ranging from guidelines for parents, students and teachers to multiple versions of FAQs to meet current needs. The following capture some opportunity for stakeholder feedback at the District level:

- Parent Surveys: 5/28, 6/1 (Thought Exchange), 7/17, 8/27
- Student Focus Groups: May
- Student Survey: 8/27
- Staff Survey
- Staff Focus Groups and Input Sessions: Ongoing
- Administrative Survey (Thought Exchange): May 25
- Parent and Student Question Solicitation: 8/7
- Parent Q & A Zoom Session: 8/11
- Parent Canvas Q & A Sessions: 9/10 and 9/15
- English Learner Parent and ELAC Support and LCP Input Session (multiple languages supported): 9/17
- Coordinating Council (parent leadership): 5/18, 6/10, 7/22, 9/21
- AUHSD Leadership Meetings: 6/8, 7/21, 7,22
- Governing Board Meetings: 3/27, 4/15, 5/6, 5/20, 6/3, 6/17, 7/14, 8/5, 9/2, 9/16
- Governing Board Study Session: 6/17
- Acalanes Education Association Meetings: Ongoing, typically twice weekly

- SEIU, Local 1021, Meetings: Weekly
- AUHSD Governing Board Public Hearing: 9/17
- Learning Continuity Plan posting on AUHSD website for written comment: 9/13 – 9/23

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

All AUHSD Governing Board public meeting and hearing since March 27, 2020, have been held pursuant to Executive Orders N-25-20 and N-29-20 issued by California Governor Gavin Newsom on March 12, 2020, and March 17, 2020, respectively. The District used the Zoom platform to facilitate the meeting. Members of the public were provided the link to the Zoom meetings, links for Board input, and links to participate in public comment.

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

Feedback from stakeholder groups has been ongoing and continuous since March 13. Some of the more recent feedback from the recent months are captured below:

Student Feedback

Recurring or key themes:

- 31% believe current distance learning is effective or highly effective
- Students believe there is too much screen time and synchronous work
- Most students want to be back on campus
- 34% believe the work is engaging or highly engaging
- Most students can easily navigate Canvas LMS
- Students have interest in “optional” academy

Staff Feedback

Recurring or key themes:

- Health and safety must be a priority
- 54% believe current distance learning is effective or highly effective
- Adjusting to distance learning format, new LMS, high expectations, new assessment practices, and racial equity curriculum has been challenging
- Staff report working “harder than ever” with hours far exceeding in-person instruction preparation
- 54% believe students are engaged or highly engaged
- 32% of staff believe Canvas is easy to navigate and implement
- Most staff have serious health and safety concerns with working with small in-person cohorts

Parent Feedback

Recurring or key themes:

- Most parents want students to return to campus as soon as safely possible
- Student connection and emotional well-being is a major parent concern
- 52% believe current distance learning is effective or highly effective
- About half the parents believe the amount of synchronous and asynchronous assignments are appropriate
- There has been a persistent interest in letter grading assessment practices expressed
- Having one portal for managing curriculum - LMS
- Many parents have expressed challenges navigating and supporting student in Canvas LMS
- Coordinate schedules with partner TK-8 districts

Acalanes Education Association Feedback

Recurring or key themes:

- Health and safety of employees
- Certificated staff workload
- Need for professional development and training time
- Need to ongoing support with new delivery platforms
- Safety and security in Zoom online platform
- Staff childcare
- Medical and other COVID leave options

SEIU, Local 1021, Feedback

Recurring or key themes:

- Health and safety of employees
- Personal protective equipment
- Training opportunities
- Parity between employees in terms of work expectations
- Staff childcare
- Medical and other COVID leave options
- Job security

Coordinating Council Feedback

Recurring or key themes:

- Safe return of students to campus
- Maintaining full academic and extracurricular options for students

- Student connection and wellness
- Bringing small cohorts of students to campus whenever possible (clubs, sports, academic support)
- Communication and clarity regarding opening of school

English Learner and Parent Feedback

Recurring or key themes:

- Additional support required for navigating Canvas
- Greater clarity (and translations) in communication
- Increased support and intervention for academic progress

Public Hearing and Web Posting Feedback

No feedback received

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

All aspects of the Learning Continuity and Attendance Plan have been influenced by stakeholder input.

The In-Person Instructional Offerings planning has been influenced significantly and initially by May/June surveys and focus groups followed by design within the planning work groups. The hybrid blended learning model was designed with the input in mind to maintain high academic opportunities while allowing for student connection. By reducing student density in each day by over half and providing PPE, disinfection and requiring hygiene, health and safety concerns are addressed. The structure of the schedule allows for a blend of synchronous and asynchronous instruction as well as time for staff to collaborate, receive training and plan for learning activities. Stakeholder feedback continues to drive the planning for bring small cohorts on campus safely for the most at risk students with the goal to bring more and more students on campus within the CDPH guidelines to support student connection and wellbeing.

Initial stakeholder input on the spring distance learning program, feedback through the summer months following the decision to initiate the year with distance learning, and the recent surveys and opportunities for input have driven the distance learning planning, professional development needs, and adjustments to planning and structures of support. The decisions around the LMS, Canvas, and many other online instructional support systems, were driven by stakeholder input. The schedule was determined by stakeholder input. The synchronous/asynchronous division in learning activity was developed and continues to be addressed following stakeholder input. Weekly

support and professional development for teachers is driven by teacher interest and need. The support structures and strategies provided (TOSAs, Academy, targeted intervention) have been driven by teacher, student, administrator and parent interest for additional support structures to address learning loss and lack of engagement. Student and school needs for safe implementation of distance learning have resulted in adjustment of the roles and responsibility of many staff.

The Pupil Learning Loss section of the plan was influenced by the recommendation to provide additional resources for students who may have experienced learning loss in the spring or other students with exceptional needs. Key teachers, administrators and some parents provided input to drive the planning, strategy and response to the needs.

Mental Health and Social and Emotional Wellbeing planning was strongly influenced by parent and student input. Staff input supported the other stakeholder input. Lack of student connection and mental health was a top concern among parents. Additionally, many students, alumni and parents were actively advocating for improved efforts to address school climate and inclusion, particularly for students of color, and to address racial equity in the District. District staff worked with many active groups of stakeholders to develop programming within the Wellness Centers, focus within school planning, and new curriculum for all students to address these needs. A new stable cohort structure was developed for weekly (at times, more frequent) social emotional lessons on identity, race, inclusion and other topics identified in student and staff discussion groups and surveys. The Wellness Centers developed new strategies to reach out to students and has increased their services this year. Student response so far has been positive. Also, the Wellness Centers have developed a parent education webinar series in response to parent interest.

The Pupil Engagement & Outreach section of the plan was influenced by administration tracking data and patterns in students and developing efficient systems to track students and effectively reach out and reengage students. The Canvas LMS and Grade Guardian will be instrumental in the effective systems. To date, student attendance and engagement have been exceptionally high.

Our School Nutrition systems have been well developed and modified for the convenience of our stakeholders, both in our District and the greater community including our TK-8 partner districts for which we provide food services. When the need is expressed for food delivery, staff work to deliver food.

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.]

The California Department of Public Health issued an updated system of epidemiological metrics on September 1, [Blueprint for a Safer Economy](#), which determines whether a school district can open for in person instruction for all students.

When the Contra Costa County data as reported by the State indicate schools may reopen, the AUHSD Board will determine whether the systems are in place that will enable a safe return to in-person instruction. When the District opens for broad in-person instruction, it will implement a hybrid model that reduces student density in half and allows students to learn in-person while maintaining physical distance. While half the students are at schools, half will be at home engaging in asynchronous learning. Students may toggle back to distance learning if necessary for health and safety.

The embedded academy within the schedule will provide a structure for targeted support to address learning loss. Mondays will be designated as an asynchronous distance learning day for all students and also provide time for additional support for targeted groups such as special education students, English learners, foster youth or other students with needs. This school day structure will align with SB 98 requirements including daily attendance. Special education services will be implemented according to the student’s IEP.

In addition to the academic support provided through academy and special Monday support, our Wellness Centers and counseling offices will provide programming to support the social-emotional wellbeing of students.

Small groups of targeted students (stable cohorts of no more than 14 students) will be invited to campus (consistent with CDPH guidelines) for in-person instruction when the school is not open for all students. Schools will start with students with disabilities, English learners, and in-person support for at-risk and high-need students.

Assessment data will be used to identify students who have experienced significant learning loss. Identified students will be offered intervention and small group instruction through our embedded academy. Students will be identified for ongoing support in the event of the need for another school closure and will continue small group intervention through video conference meetings. Our plan for progress monitoring and communicating student progress to students and their parent/guardian includes providing regular student feedback through our learning management system every 2 to 3 weeks.

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

| Description | Total Funds | Contributing |
|---|-------------|--------------|
| <p><u>Health and Safety Measures</u></p> <p>In order to provide increased health and safety measures, the District has purchased additional PPE (including standard and specialized face coverings and Plexiglas barriers), additional disinfecting and cleaning supplies and equipment, equipment and supplies to support good hygiene (including hand sanitizer stations), medical equipment (such as thermometers), school signage, and additional custodial training and hours.</p> | \$200,000 | N |
| <p><u>Supporting Most Vulnerable Students</u></p> <p>In order to offer support to our most vulnerable students, related services as noted in IEPs and to avoid learning loss may be provided to contracted services.</p> | \$350,000 | N |

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.]

Full curricula which are standards-aligned will be implemented in both distance learning and in-person learning modes for all students. Our [2020-2021 School Reopening Guidance](#) explicitly states that all courses will follow state curriculum frameworks, state adopted standards and the AUHSD Governing Board approved Courses of Study. Staff will be provided with support, professional development and training to make adjustments in the instructional practices in the delivery method of the standards based curriculum.

Our Learning Management System, Canvas, will be used for both distance and in-person learning. Canvas, as well as other adaptable learning platforms, will be utilized to deploy the curriculum, assist in the management of the distance learning curriculum workflow and ensure consistency amongst courses in the district.

Teacher leaders will provide assistance during the development of distance learning instructional practices, curriculum development, as well as the development of benchmark assessments across the course alike subjects.

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.]

In order to determine which students require devices and/or connectivity to be able to access distance learning, the Acalanes Union High School District surveyed families around their needs via school site summer registration forms. From these surveys we determined that less than 100 internet connection hotspots were requested and approximately 900 families indicated needing a device to access school work remotely. Families who indicated needing assistance with internet access were individually contacted by site staff to better ascertain their needs. From these individual contacts, it was determined that less than 25 families did not have high speed internet access at home.

In response to the data and changing needs since the start of the school year, AUHSD has provided more than 2,000 Chromebooks, 30 laptops, and 11 hotspots to families. The district utilized existing inventory to provide devices to families. An additional 20 hotspots were purchased in anticipation of future needs. Students and families were able to receive devices during school site orientation days, as well on an ongoing basis by contacting their school's tech support, school administrators, or office staff. Site administrators will utilize participation in online learning to further determine which students and families may need assistance accessing online instruction.

If a student's device requires technical service, or if a student's access to a device and/or connectivity changes midyear, we have put a protocol in place to communicate their support needs to the LEA. Families can contact their school site directly via email or phone call. Contact information can be found on

each school website as well as the district website at www.acalanes.k12.ca.us/Page/3381. Students or families are also able to go to their school site and access support from one of two technicians, in addition to receiving support virtually via Zoom.

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.]

The Acalanes Union High School District will use the following strategies to track and monitor student progress through live contacts and synchronous and asynchronous instructional minutes.

Daily attendance will be taken during synchronous lessons. Teachers will report student attendance in synchronous instruction in the Aeries student information system. In addition to the daily synchronous attendance a weekly engagement log will be maintained by examining student participation in the synchronous and asynchronous instruction via Canvas learning management system. AUHSD staff has developed a re engagement protocol to address students who demonstrate lack of regular attendance in synchronous classes or demonstrate lack of engagement in asynchronous instruction.

All AUHSD teachers will ensure that the students engage in the minimum of 240 of instructional minutes that will be met through a combination of synchronous and asynchronous instruction. The AUHSD distance learning bell schedule was adjusted to ensure the required instructional minutes. The time value will be evaluated through lesson plans and student assignments and will be monitored through the Canvas platform.

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.]

The Acalanes Union High School District has provided and will continue to provide high quality, rigorous professional development to ensure positive, equitable outcomes for all learners.

To ensure an implementation of a successful distance learning instructional model, AUHSD provided multiple days of professional development and training prior to the start of the school year. AUHSD certificated staff were provided four days of Summer Institute where teachers engaged in professional development solely focused on best practices and pedagogy for distance learning as well as specific technical training related to the uses of technology necessary to implement distance learning. In addition to the four days of Summer Institute, all staff attended two professional development days at the school sites with the same focus as Summer Institute. To provide teachers with additional preparation time for the development of distance learning curriculum, the first week of school was altered and staff was provided for a large part of each day of the first week of school (four days) to develop the curriculum.

Continuous professional development is offered on a weekly basis every Monday. Staff has been surveyed after the start of the school year to gain an understanding of the needs for ongoing training and professional development. Professional development sessions focused on distance learning pedagogy and technical skills are being offered each Monday. Additionally, teachers are offered one-on-one support meetings for technical support with the

Educational Technology staff. Teachers on Special Assignment (TOSA) are available at each school site with the focus on implementation of distance learning.

Staff members requesting technical assistance and assistants with online platforms have access to technology support and they access it through the virtual technology help desk available at each school site. Staff members requesting assistance with distance learning instructional practices obtain help from the Educational Services department or their designated TOSA.

Staff Roles and Responsibilities

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

The Acalanes Union High School District Schools have responded to the COVID-19 pandemic with very different structures to support a safe environment for students and staff and have implemented distance learning systems to utilize as necessitated by public health conditions. Given the redesign of many systems and the wildly different school and general experience for our students and families, many roles and responsibilities of staff members have been revised to meet the needs of our school communities. All staff must adjust their routines and actions to incorporate best safety precautions around physical distancing, face coverings and other protective equipment, and hygiene and disinfecting practices.

New responsibilities for administrators include:

- Preparing school campuses for lower student density, physical distancing and general safety procedures;
- Facilitating staff training on physical distancing and general safety procedures;
- Monitoring personnel to ensure adherence to physical distancing and safety procedures;
- Providing training and support to staff for the distance learning environment and the new learning management system, Canvas;
- Developing a master schedule to suit distance learning and the unique requirements of the blended low student density schedule;
- Ensuring equitable access to at-home technology;
- Daily family outreach to determine and address barriers to student engagement in the virtual classroom;
- Conducting meetings with colleagues, staff, families and community members through video conferencing platforms (Zoom);
- Managing systems for safe use of video conferencing platform;
- Implementing social-emotional curricular programming and support.

New responsibilities for teachers in the distance learning classroom environment include:

- Using online platforms and programs not previously used;
- Developing synchronous and asynchronous instructional plans appropriate for a distance learning environment;
- Communicating access procedures for instruction and resources to parents and students;
- Engaging and motivating students in a virtual classroom environment;
- Posting all assignments and providing feedback on progress through a learning management system, Canvas;
- Conducting meetings with colleagues and families through video conferencing platforms.

Many support staff members will adjust their roles and responsibilities in the distance learning:

- Counselors, nurses, librarians, psychologists and wellness coordinators will deliver many of their services through online platforms such as Zoom;
- Psychologists and special education teachers will implement educational testing with new safety protocols;

- District and school office staff will be trained in and implement new procedures and protocols to limit student, staff and parent traffic and to maintain a safe environment.

Additionally, the traditional role of some SEIU Local 1021 employees may be adjusted for the employees to perform duties not currently contained within their current job description in order to support meeting the academic and social emotional needs of students.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

English learners will continue to receive standards based instruction and will receive designated and integrated ELD instruction with the goal of achieving English proficiency. Distance learning curriculum for English Language Development (ELD) was developed prior to the start of the school year to ensure that the curriculum is robust and customized for this instructional model. In addition to the locally developed curriculum, additional online curricula were acquired to provide English learners with a more robust curricular support during the distance learning model.

English learners were grouped in cohorts with their ELD teachers with whom they meet with each Monday so that the teacher can provide them with additional support in navigating the distance learning model. Students who are struggling are asked to attend support periods (Academy) to receive targeted intervention based on the area of need. Staffing was expanded to increase English Learner Instructional Assistant who can provide small group support during class time as well as a certificated staff liaison to English learners who will closely monitor the progress of all English learners during distance learning.

To mitigate learning loss and prevent additional learning loss for Pupils with Unique Needs, the District will utilize benchmark and individual goal assessments, in addition to ongoing formative assessments to monitor student progress, including end of unit assessments, math benchmark assessments, and teacher-created formative assessments.

The Foster and Homeless Youth Services programs will provide school supplies to foster and homeless students in need. A consistent process supported by our academic counselors and Homeless Liaison (Associate Superintendent of Administrative Services) will be used to identify student needs and address barriers to education.

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

| Description | Total Funds | Contributing |
|---|-------------|--------------|
| <p><u>Distance Learning Universal Platform</u></p> <p>The District acquired Canvas as a Learning Management System (LMS) and integrated Grade Guardian for improved monitoring of student engagement and achievement. The LMS enabled much more powerful distance learning opportunities and will support student access and achievement when in-person learning is allowed.</p> <p>Teacher leaders met throughout the summer months to develop template courses within Canvas and training and professional development programming for all teachers.</p> <p>Zoom was acquired for the use of all staff to connect with students and others within the organization.</p> | \$200,000 | N |
| <p><u>Teacher Support</u></p> <p>Teachers on special assignment (TOSAs) were identified and given a release period to support peers for success with distance learning and other curricular changes to support all students, TOSAs were specifically assigned to support distance learning, Mathematics, English Language Arts and Social Studies at each school.</p> | \$400,000 | N |
| <p><u>Technology Support</u></p> <p>Devices and “hot-spot” connectivity were provided to all students with the need.</p> | \$100,000 | N |
| <p><u>Professional Development</u></p> <p>Expanded professional development opportunities were developed and delivered to support teachers in delivery of distance learning, Canvas LMS, assessment practices, student connection, racial equity teaching, and trauma-informed instruction. PD was offered through summer institute, staff development days and staff development time embedded within the school day.</p> | \$325,000 | N |
| <p><u>Supplemental Instructional Materials</u></p> <p>Additional online instruction materials, services and resources were purchased to support teachers and students in distance learning.</p> | \$100,000 | N |

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.]

AUHSD teachers will administer locally developed common assessments in English language arts, English language development (ELD) and Mathematics to assess student knowledge level based on the identified essential standards. Locally developed common assessments will be administered through the Illuminate data system and the data will be reviewed and evaluated across the district in the course alike teams. The common assessments have been developed in prior years therefore the 2020-2021 data may be compared to prior student achievement to evaluate student progress and any potential learning loss. In addition to the locally developed common assessments, AUHSD staff may utilize diagnostic assessments for literacy such as Common Lit or state provided interim assessments.

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.]

There is an understanding that school closures may have impacted student learning. This has been referred to as the COVID-19 slide. To address the COVID-19 slide the Acalanes Union High School District has and will continue to implement the following strategies and actions to address learning and accelerate learning progress:

- Course alike teams have been asked to identify essential standards for each course to evaluate student understanding of the essential standards.
- Department and course alike collaborative time has been provided to the teams to work on the development of the curriculum, assessment and intervention strategies based on the essential standards.
- Teachers on Special Assignment and the Department Chairs provide support to the staff relating to identification of essential standards, assessment development and identification of intervention strategies.
- Intervention time is provided to the students during the academy periods. Students are identified based on the assessments aligned to the essential standards.
- Students identified for additional support are provided one-on-one and small group targeted instruction by the teacher.

Additionally, AUHSD strategies and actions are differentiated to support the diverse academic needs of our students:

English Learners:

- English Language Development (ELD) teachers developed ELD curriculum specific for distance learning to support English learners.
- Additional ELD online curriculum was purchased to support English learners and provide them proficiency practice

Low Income Pupils:

- Ensure access to curriculum and technology
- Provide social emotional support through the Wellness centers

Foster/Homeless Youth:

- Ensure access to curriculum and technology
- Provide social emotional support through the Wellness centers

Pupils with exceptional needs:

- Ensure access to appropriate general education classes with designated accommodations according to the Individualized Education Plan (IEP).
- Students will engage in small group instruction sessions under the supervision of a credentialed special education teacher, as specified by the IEP.
- The general education teacher and the special education teacher will work collaboratively in order to design instructional supports that will assist our students with exceptional needs with access to the core curriculum.
- IEP teams will review the goals for all students with a disability, and work together to ensure that our students are receiving the appropriate supports to assist them with their learning.
- Students will receive Related Services as specified by the IEP

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.]

The implementation of pupil learning loss strategies is a necessary step in addressing the needs of students. Student data is essential in understanding the effectiveness of implemented learning loss strategies. For data to lead to meaningful change in student outcomes, teachers and administrators need designated collaboration time to analyze data, identify shifts and changes in instruction to meet student needs, implement intervention strategies, and assess the effectiveness of instructional strategies. ([Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools](#))

The Acalanes Union High School District is committed to the following protocols and processes to monitor the effectiveness of implemented pupil learning loss interventions and has created significant opportunity for teacher collaboration in order to provide the time for planning, common assessments, data review, and intervention design. Further, the embedded academy time in the schedule will provide opportunity for students to receive targeted support during the school day. Teachers will administer baseline, diagnostic, formative, and summative assessments. Administrative staff and teachers will continually monitor assessment data in order to inform next steps of instruction and intervention to support students who may have experienced learning loss due to school closure. Department data teams will review student performance data during collaboration time within the schedule in order to determine progress towards essential standards.

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

| Description | Total Funds | Contributing |
|---|-------------|--------------|
| <u>Intervention Specialist</u> Teachers on Special Assignment (TOSAs) were identified and given a release period at each school to support teachers to evaluate and address learning loss. | \$125,000 | N |
| <u>Literacy Support</u> The Literacy class provided targeted support for learning loss | \$25,000 | N |

| Description | Total Funds | Contributing |
|---|-------------|--------------|
| <p><u>Summer Support</u></p> <p>A special distance learning summer school program was developed through a new learning platform to support student learning loss. A special in-person cohort within the program was developed to support English Learners.</p> | \$175,000 | Y |
| <p><u>English Learner Support</u></p> <p>English learner supplemental support resources including an instructional assistant, teacher release period, instructional materials and professional services are designed to address learning loss within the English learner population.</p> | \$70,000 | Y |
| <p><u>Professional Development</u></p> <p>Expanded professional development opportunities were developed and delivered to support teachers in assessment practices and intervention. PD was offered through summer institute, staff development days and staff development time embedded within the school day.</p> | \$325,000 | N |

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.]

In addition to the staff development and training related to distance learning and our new learning management system, the Acalanes Union High School District provided staff development through Summer Institute and Staff Development Days prior to the start of school on trauma-informed practices and the racial equity curriculum to be implemented to all students. The staff development will continue on Mondays with targeted support in these areas. In addition, the District will train staff later this fall with restorative practices that will help build community and virtual spaces for students to talk about difficult issues.

Every Monday there is a 45 min cohort academy class with a small group of students. The 45 minutes is devoted to implementing social emotional lessons on identity, race, inclusion and other topics identified in student and staff discussion groups and surveys. Wellness staff, outside providers, and community agencies are all working to help provide discussion topics and curriculum topics for students.

The AUHSD Wellness Centers at each site have been developing plans for targeted and general outreach to students to provide support for individuals and groups. They are also developing activities to increase engagement in the Center programs and connection with school and peers. The Centers will conduct surveys and respond to student interest and needs. The wellness centers collect informational data when parents or students contact the center in order to provide appropriate support, monitor students who need intensive intervention, and inform future programming and practice. The Wellness Centers are hosting a parent education series on the last Wednesday of each month to provide support for parents and families. The series will include topics such as “parenting teens during the pandemic,” “managing adolescent stress and anxiety,” and “equity and social responsibility.”

School counselors, in addition to duties related to guidance, scheduling, college advising and participating in IEP and 504 meetings also hold intervention meetings with students who are disconnecting from learning and need support. They will play an important role in monitoring engagement with distance learning and reaching out to parents and students who are struggling with attendance, family stress, and social isolation.

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.]

The Acalanes Union High School District has developed procedures and assigned responsibilities for a tiered re-engagement strategies for students who are absent or not engaged in learning. AUHSD re engagement protocol includes:

Attendance Re Engagement Strategies

- All parents will be required to update their contact information (phone and email) at the start of the year to verify up to date contact information.
- Parents of students marked absent will receive a daily contact via the school's autodialer informing the parent of the student's absence.
- Bi-weekly reports will be generated and students demonstrating 60% absence over the course of the 2 week period will receive a personalized notification of the excessive absence ((email or phone call)
 - Students who have been contacted and do not improve their absence rate or repeat it, will be referred to the Wellness Center or the SRT process (as determined by the Associate Principal)

Weekly Re Engagement Strategies

- Teachers will be provided with the weekly engagement report and will contact the students who have not engaged in learning.
- Students who continue to demonstrate lack of engagement will be asked to attend specific Academy Support courses by the teacher.
- All parents are asked to create Canvas "observer" accounts to be able to monitor and stay notified of their student progress.
- Parents of the students demonstrating lack of engagement will be notified of the progress or lack of progress via Canvas.

Additional Re Engagement Strategies

- Teachers will increase the reporting of grades through Canvas (2-3 weeks as published)
- Grade Guardian software (integrated within Canvas) will be utilized to monitor student progress in all courses and their engagement.
- Students demonstrating lack of progress, earning low grades and not engaging will be "tagged" by teachers to attend Academy classes.
 - Students may attend Academy even when not tagged by teachers.
- Students who continue to struggle, may be referred to the SRT for review and further support recommendations.

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.]

The AUHSD Food Services Team will prepare and serve nutritious “grab-and-go” breakfast and lunch meals to students at each school during distance learning, and starting Tuesday, September 8, “grab-and-go” breakfast & lunch meals will be available, at no charge, to all children 18 years and younger - no identification is required. More information regarding the program can be found [here](#). Meals will be available on school days between 7:30am and 1:30pm. The District is offering “grab-and-go” breakfast and lunch meals to partner TK-8 districts Lafayette SD, Moraga SD, Orinda USD, and Canyon ED.

During In-Person Instruction, prepackaged “grab-and-go” breakfast and lunches will be available daily. On in-person learning days, students can have lunch in outdoor spaces whenever possible while practicing physical distancing and personal hygiene. All payments will be made through a cashless credit system. Students can now have their student ID cards scanned when paying for meals or dictate their number instead of manually typing in pins on a keypad. This eliminates the shared touch surface of a keypad.

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

| Section | Description | Total Funds | Contributing |
|------------------|--|-------------|--------------|
| School Nutrition | The District has maintained a strong commitment to robust food services throughout the school closure in order to serve community children 18 years and younger. The District provided support for its students and the students of 4 partner TK-8 districts within its attendance area. | \$500,000 | N |

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 |
|--|--|
| 1.48% | \$766,449 |

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.]

The following programs, structures and services are provided districtwide to all students, but have a particular intention to meet the needs of foster youth, English learners, and low-income students:

School Day and Academy Schedule

Maintaining the targeted academy period within the school day has been a critical piece to support all learners, but particularly our unduplicated students. The period allows for staff to provide focused learning support to small groups or social emotional support. The addition of the Cohort academy on Mondays will provide a structure to support the social-emotional development of all students.

Professional Development

The investment in additional time and opportunity for all teachers to engage in professional learning and collaboration will be critical for all students to successfully access and engage in our distance learning program, especially our unduplicated students. Teachers have devoted significant hours (and will continue to do so within the Monday schedule) to collaborate and learn successful practices for engagement and academic achievement in an online classroom. Learning the tools of Canvas and other online platforms (such as Zoom and curricular programs) is essential for the success of all students. Utilizing best practices with pre-learning, formative and summative assessments will be critical for identifying and addressing learning loss. Professional development opportunities will continue to support teachers in these efforts through online strategies and tools, such as Illuminate. Lastly, professional development and collaboration around social-emotional learning and trauma informed practices will be critical for all teachers and staff...and for the experience of ALL students.

Canvas LMS and Grade Guardian

The adoption of Canvas as a Learning Management System has been critical for the District. It has allowed teachers to manage classrooms through one platform (rather than a combination of many platforms like was done in the spring). And Grade Guardian integration into Canvas will enable teachers, administrators and counselors to effectively track achievement and engagement and proactively intervene and support ALL students in need.

Wellness Center Support

The Wellness Center on each campus provides social-emotional and wellness support for all students.

1:1 Devices and Connectivity

The program to provide computing devices and “hot-spot” connectivity to all students has been successful and has provided critical support for unduplicated students.

Teachers on Special Assignment

The additional of TOSAs to support all students, with a focus on unduplicated students, will be critical for student support and teacher support to support and engage students.

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

In addition to the services provided to all students, the District also provides additional supports to foster youth, English learners, and low-income students, which increases the services provided to our unduplicated students.

There has been an expansion of resources for English learner students including the use of a release period for English learner support, an instructional assistant, instructional materials, professional development and professional consulting services. Services will be provided to English learners as one of the first groups to be offered small cohort in-person learning

Low-income students were provided with computing devices and connectivity (“hot-spots”) to support their learning. Students also receive food services and food delivery when needed.

Foster Youth and Homeless receive support and coordinated services through the program liaison.