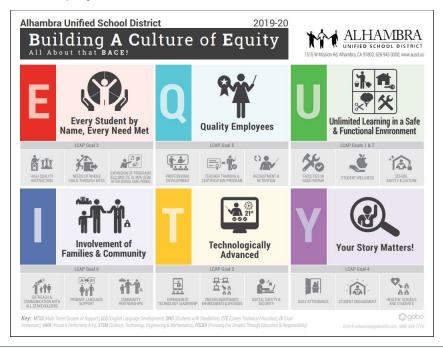# Learning Continuity and Attendance Plan (2020–21)

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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General Information

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

The impact of the COVID-19 pandemic on the Alhambra Unified School District (AUSD) community began on Friday, March 13, 2020 when our Board of Education held a special board meeting to physically close schools beginning Monday, March 16, 2020 in an abundance of caution, to protect students, families and staff from the spread of COVID-19. At that time, the District went into emergency Distance Learning and did not initially anticipate that AUSD would be in Distance Learning for the remainder of the 2019-20 school year. We continued to stay focused on our "BACE": **B**uilding **A** **C**ulture of **E**quity.

The District was planning over the summer to open the 2020-21 school year with options for families that would include the following choices: 1) Hybrid Model; 2) 100% Distance Learning; or 3) Independent Study. The Hybrid Model includes a combination of in-person and distance learning. The 100% Distance Learning Program is learning that occurs away from school that follows a daily/weekly schedule. The Independent Study Program accommodates families that are in need of a more flexible, adaptable distance learning schedule.

In AUSD, students' first day of school began on August 12, 2020 in 100% Distance Learning at all grade levels from Transitional Kindergarten through our Adult Transition Program for our Students with Disabilities. At that time, Los Angeles County was on the state "watch list" and prohibited from offering in-person instruction at school.

The schedules that were developed with stakeholder input are adaptable for both 100% Distance Learning as well as the Hybrid Model. The school schedule includes monitoring of attendance and participation, daily direct instruction which includes face-to-face live interaction and synchronous teaching and learning, office hours, opportunities for support/small group instruction/intervention, and accommodations to serve students with special needs. Students will continue in Distance Learning until in-person instruction is possible.

When all safety protocols are in place, the District will transition to targeted in-person support for students on campus. These specialized services will meet the needs of students who have experienced significant learning loss. AUSD will offer tutoring, opportunities for support/small group instruction/intervention along with specialized supports and assessments for students with special needs.

The AUSD Learning Continuity Plan (LCP) is a comprehensive approach to meeting students' academic and social emotional needs in both Distance Learning and the Hybrid Model. The LCP describes the recommended instructional program and services for students in Distance Learning, with assurances that when the Hybrid Model becomes available, students will continue to have full access to these resources.

The AUSD Board of Education considered these recommendations in a Public Hearing at a regularly scheduled board meeting on September 15, 2020. The Board took action and approved the Learning Continuity and Attendance Plan at the September 29, 2020 Board Meeting.

Stakeholder Engagement

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

The following meetings were held in order to solicit input from stakeholders on the Learning Continuity Plan (LCP).

Board of Education Meetings with Presentations on Reopening, Hybrid & Distance Learning and Learning Continuity Plan (LCP):

- July 21, 2020

- August 4, 2020

- August 25, 2020

- September 15, 2020 (Public Hearing)

Superintendent's Parent & Student Advisory Committee Meetings

(Student Advisory Committee met at 2:30 followed by the Parent Advisory Committee at 4:00.)

- July 16, 2020

District English Learner Advisory Committee (DELAC) Meetings with Presentations on the Learning Continuity Plan with Opportunities for Stakeholder Engagement & Input:

(These meetings were held at 5:00 p.m. prior to the LCAP PAC meeting.)

- August 24, 2020

- September 14, 2020

Local Control and Accountability Plan Parent Advisory Committee (LCAP PAC) Meetings with Presentations on the Learning Continuity Plan with Opportunities for Stakeholder Engagement & Input:

These meetings were held at 6:45 p.m. DELAC parents also attended the LCAP PAC meetings.)

- August 24, 2020

- September 14, 2020

Community Conversations:

(This is a series of ongoing meetings hosted by the Superintendent and the Board of Education to listen to families.)

- September 10, 2020

- September 24, 2020

Other Stakeholder Meetings:

- August 5, 2020 & September 4, 2020 - Principals Meetings

- September 8, 2020 - Alhambra Teachers Association (ATA) Representatives Council Meeting

- September 8, 2020 - Alhambra Parent Teacher Association (PTA) Council Meeting with PTA Presidents

- September 10, 2020 - California State Employees Association (CSEA) Meeting

- Every Monday in August - Cabinet including representation from elementary and secondary principals & Executive Cabinet

All meetings were held virtually through Zoom. Notifications were sent out using Blackboard Connect, our notification system, through email and recorded phone messages in the language of their choice (English, Cantonese, Mandarin, Spanish or Vietnamese). Stakeholders could participate by logging on to Zoom through their devices or via phone.

Participants at the meetings received information on the LCP and used the Zoom chat and/or the Q&A feature to ask questions and make suggestions. The Zoom hand raising feature was also utilized to allow participants to unmute and verbally ask questions. At the DELAC and PAC meetings, the polling feature of Zoom was utilized throughout the meeting to solicit stakeholder input. The Language Interpretation feature was also used by our translators to provide simultaneous translation in Spanish, Mandarin, Cantonese and Vietnamese. All of the DELAC and PAC presentations have been translated and are available on the District website under LCAP including a recording of the webinar. This includes questions and answers that are included in the minutes from each meeting. At the public hearing for the LCP at the Board Meeting on September 15, 2020, there were no public comments.

In general, the feedback from families mainly focused on clarification questions regarding information presented by District staff. This included schedules, support for English Learners (ELs) and special education students, school meals, technology and internet access, sports and safety protocols. The presentations included the daily schedule for elementary, middle and high school. They received information regarding the use of Zoom, Seesaw, Google Classroom and Remind as District platforms. At all grade levels, extended learning occurs after lunch and includes time for additional support, office hours and targeted small group instruction/interventions/enrichment. Parents were appreciative of the availability of this support during the school day. Not all parents were aware of these opportunities for students, especially our parents of English Learners.

Parents of special education students wanted to be assured that their child(ren) will have access to the services that are written in their Individualized Education Plan (IEP). Parents were informed that during Distance Learning, all services such as counseling, speech and language support, occupational therapy, etc. are being provided virtually. Parents with more specific questions about their child's services were asked to reach out to the school site and/or special education department staff.

The presentations reviewed sports and athletics California Interscholastic Federation (CIF) updates as well as the Los Angeles County Department of Public Health protocols for sports. Parents were informed that at this time, there are no athletes gathering on AUSD high school campuses for any team conditioning or practices.

Although students continue to participate in 100% Distance Learning, parents want to be assured that AUSD is preparing for students to be able to safely return to school. The Facilities staff provided information on cleaning protocols as well as safety measures being put into place at each school site. The Student and Employee Welfare staff also reviewed the social distancing protocols as well as the Personal Protective Equipment (PPE) that will be provided to students and staff.

Parents were reminded of the resources that are available on the AUSD website at Distance Learning Resources. These resources include Student Resources, Parent Resources, Modules for Distance Learning Platforms as well as Social Emotional and Behavioral Supports through our Gateway to Success Program. There is even a section on Unplugged Activities. During COVID-19, an AUSD Family Guide for Distance Learning has been developed and is available on the District website. This guide provides Alhambra Unified School District families with resources to ensure a smooth transition to our Distance Learning instructional model. It is AUSD's intent for students to be provided academic continuity that honors commitment to high quality learning during this time. This Guide is available in English, Cantonese, Mandarin and Vietnamese and is available at Distance Learning Resources.

 Another opportunity for stakeholders to provide the District with feedback was the Extended School Closure Impact Survey that was sent out electronically to all students, parents and staff at the end of the 2019-20 school year. Over 4,000 survey responses were received. Highlights of the survey are:

4,529 stakeholders participated in the survey:

- 66% parents;

- 22% staff;

- 12% students.

Biggest academic distance learning challenges were:

- staying engaged in learning;

- figuring out how to support my child's learning (parents);

- quality of online teaching;

- lack of guidance from teachers;

- lack of feedback from teachers.

Successes with distance learning were:

- child can work at own pace;

- parents more engaged with child's learning.

Comparison of distance to in-person learning results were:

- Distance learning is much worse/somewhat worse - 72%;

- Distance learning is much better/somewhat better - 13%;

- About the same - 15%.

For more detailed information on the survey analysis, click here: [Extended Closure Impact Survey Analysis](#)

A 2020-21 Education Enrollment Survey was emailed to all families before and during the beginning of the 2020-21 school year. There were 15,429 responses. Parents' responded to the following question:

If we are unable to return as normal next school year in the fall of 2020 and the only two options for your child were a hybrid model or full distance learning, which would you choose?

- Distance Learning - 56.6%

- Hybrid Learning - 43.4%

Stakeholder engagement has definitely increased since school closure during Distance Learning. District level meetings including board meetings had an average attendance of about 25 parents prior to the pandemic. During the pandemic, there were times when there were hundreds of parents, staff and community members in attendance during Zoom webinars. During one meeting, stakeholders were upset because they were not able to attend a meeting because we had reached our Zoom license capacity of 500. Since that time, we have increased our Zoom license capacity to be able to host over 1,000 participants. As our Superintendent has stated, "Our sleeping giant of parents has awoken!" Our parents are more than just attendees and do not hesitate to ask questions and give feedback. AUSD will continue to use virtual meetings through Zoom!

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

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The following components of the Learning Continuity and Attendance Plan were influenced by stakeholder input:

- The Wednesday schedule for TK-12th grade includes time for a focus on social and emotional learning, community building and connections in an effort to balance SEL and academics.

- Assessments at the beginning of the school year were postponed to September. This would allow students to adjust to their new distance learning classes.

- The schedules were developed to be adaptable for both distance and hybrid learning to allow for the ability to transition to either as needed by health orders and/or parent requests.

- The use of online platforms are universal across schools and the District.

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.]

In AUSD, students' first day of school began on August 12, 2020 in 100% Distance Learning. When the Los Angeles County Department of Public Health order allows for in-person instructional offerings and AUSD safety protocols are in place, the District will transition to offering classroom-based instruction and supports. Since school closure in Spring 2020, AUSD has polled stakeholders at various meetings on their preference of choice between Distance Learning and the Hybrid Model. The Extended School Closure Impact Survey results from June 2020 indicate that 56.6% selected Distance Learning over the Hybrid Model. At the LCAP Parent Advisory Committee (PAC) meeting on September 14, 2020, 65% chose Distance Learning and 35% selected the Hybrid Model. This is important data to keep in mind when planning for the transition to in-person instructional offerings.

As much as our stakeholders (students, parents, staff) recognize and value the importance of in-person instruction and social interaction, safety is clearly the top priority. As a result, AUSD recognizes the importance of a gradual transition to the implementation of the Hybrid Model. At this time, AUSD is exploring the opportunity to bring students back on campus through the use of learning pods that will provide targeted in-person support. These specialized services will target the needs of students who have experienced significant learning loss. AUSD will offer tutoring, opportunities for support/small group instruction/intervention along with specialized supports and assessments for students with special needs. This transition of starting with learning pods will allow each school site to work through all of the logistics and safety protocols for in-person instruction on a smaller scale before bringing all students back on campus.

The current Distance Learning schedules were developed to be adaptable for both Distance Learning and the Hybrid Model to allow for the ability to transition to and from each learning model as needed. The degree to which students are able to participate in in-person instruction and follow Los Angeles County DPH orders is the variable. In the Hybrid Model, K-5th grade classes will be self-contained and will remain in the same classroom. If there is any teaming between teachers, the teachers will move from class to class. In an effort to minimize contact among students, 6th-12th grade schedules reflect a block schedule where all classes are taken over the course of two days with half of the classes attended on Day 1 and the remaining classes attended on Day 2. In all grades, students will be cohorted into two groups: Group A and Group B. Group A will attend school physically on Mondays and Tuesdays and Group B will attend school on Thursdays and Fridays. Every effort will be made to keep family pods on the same schedule. This will require strategic scheduling and collaboration across elementary and high schools. Wednesdays will be deeper cleaning days for custodial staff to clean the classrooms for a new group of students. Instructionally, Wednesdays will be focused on school wide assemblies, recognitions and programs as well as a targeted day for social-emotional development and extended learning. Students that are physically on campus will attend class(es) until lunch. Lunch will be distributed through a Grab 'n Go option at all sites to minimize contact. Every afternoon will be extended learning time with opportunities for asynchronous learning as well as office hours and focused small group instruction.

These are sample schedules with time allotments that well-exceed the minimum number of instructional minutes as outlined in SB 98 and are more closely aligned with the pre-COVID-19 schedule.

K-5th Sample Schedule

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
PE 8:00- 8:25	**PE** 8:00- 8:25	Homeroom Check-in	**PE** 8:00- 8:25	**PE** 8:00- 8:25
Reading 8:25- 9:20	**Reading** 8:25-9:20	Schoolwide Events	**Reading** 8:25- 9:20	**Reading** 8:25-9:20
Writing 9:20-10:15	**Writing** 9:20- 10:15	Office Hours	**Writing** 9:20- 10:15	**Writing** 9:20-10:15
Break 10:15-10:35	**Break** 10:15-10:35		**Break** 10:15-10:35	**Break** 10:15-10:35
Math 10:35-11:30	**Math** 10:35-11:30		**Math** 10:35-11:30	**Math** 10:35-11:30
Social Science/Science 11:30- 12:20	**VAPA** 11:30-12:20		**Social Science/Science** 11:30-12:20	**VAPA** 11:30-12:20
Lunch 12:20-1:20	**Lunch** 12:20- 1:20	**Lunch** 12:20- 1:20	**Lunch** 12:20-1:20	**Lunch** 12:20-1:20
Extended Learning 1:20- 2:45	**Extended Learning** 1:20- 2:45		**Extended Learning** 1:20- 2:45	**Extended Learning** 1:20- 2:45

6th-8th Sample Block Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Period 1 - (60 min) **Support -** (30 mins) **8:00- 9:30**	**Period 2 -** (60 min) **Support -** (30 mins) **8:00- 9:30**	**Schoolwide Events**	**Period 1 -** (60 min) **Support -** (30 mins) **8:00- 9:30**	**Period 2 -** (60 min) **Support -** (30 mins) **8:00- 9:30**
Break 9:30- 9:50	**Break** 9:30- 9:50		**Break** 9:30- 9:50	**Break** 9:30- 9:50
Period 3 - (60 min) **Support -** (30 min) **9:50- 11:20**	**Period 4 -** (60 min) **Support -** (30 min) **9:50- 11:20**	**Intervention/Office Hours**	**Period 3 -** (60 min) **Support -** (30 min) **9:50- 11:20**	**Period 4 -** (60 min) **Support -** (30 min) **9:50- 11:20**
Period 5 - (60 min) **11:20- 12:20**	**Period 6-** (60 min) **11:20- 12:20**	**PD/Staff Meeting/ Collaboration**	**Period 5 -** (60 min) **11:20- 12:20**	**Period 6-** (60 min) **11:20- 12:20**
Lunch 12:20pm	**Lunch 12:20pm**	**Lunch 12:20 pm**	**Lunch 12:20pm**	**Lunch 12:20pm**
Extended Learning 1:20-2:45	**Extended Learning** 1:20-2:45		**Extended Learning** 1:20-2:45	**Extended Learning** 1:20-2:45

9th-12th Sample Block Schedule

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Period 7: 7:10am-8:10am Support: 8:10am-8:25am	**Period 0:** 7:10am-8:10am Support: 8:10am-8:25am		**Period 7:** 7:10am-8:10am Support: 8:10am-8:25am	**Period 0:** 7:10am-8:10am Support: 8:10am-8:25am
Period 1: 8:30am-9:30am Support: 9:30am-9:45am	**Period 2:** 8:30am-9:30am Support: 9:30am-9:45am	**Planning & Grading**: 8:30am-9:30am	**Period 1:** 8:30am-9:30am Support: 9:30am-9:45am	**Period 2:** 8:30am-9:30am Support: 9:30am-9:45am
Period 3: 9:50am-10:50am Support: 10:50am-11:05am	**Period 4**: 9:50am-10:50am Support: 10:50am-11:05am	**Collaboration:** 9:35am-10:35am	**Period 3:** 9:50am-10:50am Support: 10:50am-11:05am	**Period 4:** 9:50am-10:50am Support: 10:50am-11:05am
Period 5: 11:10am-12:10pm Support: 12:10pm - 12:25pm	**Period 6:** 11:10am-12:10pm Support: 12:10pm - 12:25pm	**Online Homeroom: (Rallies, Assemblies,etc)** 10:40am-11:40am	**Period 5:**11:10am-12:10pm Support: 12:10pm - 12:25pm	**Period 6:**11:10am-12:10pm Support: 12:10pm - 12:25pm
Lunch 12:25pm	**Lunch 12:25pm**	**Lunch 12:25pm**	**Lunch 12:25pm**	**Lunch 12:25pm**
1:25pm-3:30pm -Student- Extended Home Learning/ Resource for SPED	1:25pm-3:30pm -Student- Extended Home Learning/ Resource for SPED	1:25pm-3:30pm -Student- Extended Home Learning/ Resource for SPED	1:25pm-3:30pm -Student- Extended Home Learning/ Resource for SPED	1:25pm-3:30pm -Student- Extended Home Learning/ Resource for SPED

The following steps will be utilized to address learning loss during the after lunch extended learning time:

- Utilize formative assessments to determine each student's current instructional proficiency level
- Determine growth rates needed to catch up and set learning goals for the year that are ambitious but attainable
- Math subcommittees have created a plan that reviews essential standards that need to be reviewed from the previous year prior to moving into new content
- Provide targeted differentiated instruction or opportunities for individualized learning

Students with unique needs will receive targeted instruction based on identified needs Daily schedules will include embedded support time for all students, especially for special education and English learner students. Extended learning and office hours are available after school in order to provide additional instructional support for students in a one on one or small group setting.

Since safety is the top priority for our stakeholders, policies and procedures are essential for a safe re-opening. An AUSD COVID-19 Compliance Team has been formed and is responsible for establishing and enforcing all COVID-19 safety protocols and ensuring that staff and students receive education about COVID-19. Our designated liaison to DPH is also our Lead Compliance Member and is our Director of Student Employee Welfare (SEW). Additional team members of the AUSD COVID-19 Compliance Team include the staff from SEW, Human Resources and Health Services. Our procedures and protocol plan include steps that will be taken immediately upon notification of school officials that any member of the school community (faculty, staff, student or visitor) tests positive for, or has symptoms consistent with COVID-19. Our plan or protocol to initiate a School Exposure Management Plan is consistent with DPH guidance. All management, certificated, classified, students & families will follow standard operating procedures to mitigate risks of COVID-19 transmission to staff and students. AUSD has entered into a contract with **Qualtrics XM,** a company that facilitates a daily symptom screener and an informal contact tracing system. The Qualtrics daily symptom screener must be completed before employees and students enter the schools or District. Temperature checks will also be required.

Facilities Services is working closely with our AUSD COVID-19 Compliance Lead and SEW to ensure reopening protocols are in place for social distancing and infection control. Site assessments of each site have been completed by district teams that include Facilities Services and site administrators. As sites are exploring the return of targeted groups of learning pods, additional walkthroughs of campuses are occurring with the site staff that are returning. Ventilation seems to be a key area of concern. Ventilation maintenance is ongoing to ensure optimal equipment operation. Physical distancing measures are in progress.

New signage has been posted.

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

Description	Total Funds	Contributing
In-Person Instruction	$185,463,667	Yes

Distance Learning Program

Continuity of Instruction

The District developed an "AUSD Constitution of Distance Learning" that outlines various components of distance learning including instructional platforms, instructional delivery expectations, grading guidelines, schedules and assessments. Click Here

Schedules: The District has adopted and implemented a schedule that can meet the needs of students while they are in Distance Learning as well as for "in-person" instruction. The school schedule includes a daily articulated schedule, daily monitoring of attendance and participation, daily direct instruction, daily face-to-face synchronous instruction, daily live interaction, daily availability of office hours, opportunities for support/small group instruction/intervention, and accommodations to serve students with special needs. The District continues to maintain the "typical" number of required instructional minutes (rather than the minutes noted in SB 98) by embedding extended learning time into the daily schedule. All direct instruction occurs prior to the lunch period. The daily schedule for TK-5th grade students includes content area instruction with a focus on reading, writing, and math. Science and social studies instruction may stand alone or be integrated into ELA and math instruction. 6th-12th grades follow a block schedule with three periods of content instruction occurring prior to lunch. Following lunch, extended learning time is embedded into the schedule and is utilized to meet the individual needs of students through small group instruction.

Instructional Platforms: The District has identified instructional platforms and communication tools that will be used across the District and grade levels. In PreK-2nd grade, students and teachers will utilize Seesaw. Seesaw is a digital portfolio and parent communication platform. Seesaw allows students to demonstrate progress over time and build a complete record of learning. The teacher can provide on-going feedback and support based on the progress students are demonstrating. Parents can log-in regularly to monitor their child's progress and provide feedback. Students in 3rd-12th grade utilize Google Classroom as the instructional platform. Lessons, assignments, and assessments can be administered through Google Classroom. Teachers can also track student progress and provide personalized feedback. Direct, live instruction is provided to all students in PreK-12 through Zoom. The District has purchased Zoom Pro for every teacher so they have access to additional features. 100% of our teachers are utilizing Zoom for daily live interaction with students. Zoom allows teachers to work with students in small groups (breakout rooms) and check for understanding throughout the lesson. The district has also purchased Remind. Remind is a two way communication tool for teachers and parents. Teachers use Remind to make announcements, provide updates on instruction and/or connect with individual parents. Parents can also communicate directly with teachers. Distance learning digital guidelines have been developed by the District's Technology Committee for students, staff and parents. These guidelines include Zoom best practices for students, student netiquette guidelines, distance learning norms for parents, and tips for colleagues during distance learning. Teachers work with their class(es) to make sure all students have technology and internet access and know how to access the online tools and resources.

Instructional Delivery: The District developed instructional expectations for teachers in order to ensure that all students receive a quality education in the distance learning environment. Teachers are expected to provide students with daily direct instruction through synchronous instruction and live interactions. The structure of synchronous instruction and live interactions is determined by the teacher based on the lesson objective and learning goal. During the live interactions, students are encouraged to interact with peers and engage in discussions. The instructional period may also consist of asynchronous work time in order for students to practice the concepts or standards taught during live instruction. Asynchronous assignments should be completed during the instructional periods and additional "homework" should not be assigned to students. During the extended learning period, teachers will meet with small groups of students to provide intervention or enrichment and be available for students to ask additional questions or receive clarification on the lesson that was taught previously.

Instructional Content: Over the summer, various content area subcommittees were formed and worked to develop a structured and robust distance learning instructional program. The TK-8th grade subcommittees consisted of classroom teachers who volunteered their time to develop distance learning content for ELA, ELD, math and science. The ELA/ELD committee content development continued to focus on the balanced literacy model the district had previously adopted. The committee developed: 1) ELA Curriculum Calendar and Overview; 2) ELA Period Schedule and Overview; 3) Units of Study Focal Standards and Overview; 4) Combination Calendar and Overview; and 5) Literacy Assessment Calendar and Overview. The District also purchased virtual mini lessons from Teachers' College for each classroom teacher. The ELD committee developed an ELD toolkit that provides teachers with sample Designated ELD lessons as English Learners are expected to receive integrated and designated ELD instruction each day. Videos explaining how to utilize the various resources were created for teachers. Resources are available on the ELA/ELD Distance Learning Site. The math subcommittees consisted of teachers from TK-8th and 9th-12th grades. At both levels, the committees developed a pacing guide for each grade to focus distance learning on the essential standards of the grade. The committees also identified educational technology tools which could enhance the effectiveness of remote teaching. At the TK-8th grade levels, the committee developed grade-level exemplary lessons which highlight the use of those tools for engagement, checking for understanding, and giving feedback during synchronous and asynchronous learning. Live webinars were provided for teachers to engage in the content that was developed. The science subcommittee at the 6th-8th grade levels worked in collaboration with UCLA to develop a pacing plan for 6th-8th grade science teachers around an integrated model. Storylines that were developed in prior years were adapted in order to be implemented in a distance learning setting. The 9th-12th grade science subcommittee explored online resources and e-textbooks that could be used to support science instruction. Materials were purchased that align with a three course NGSS model for biology, chemistry. and physics. Environmental science materials were also purchased as the current textbook was not available in digital format. A group of 9th-12th grade PE department chairs worked together to adapt their program for a distance learning setting. This group utilized many of the resources that the Los Angeles County Office of Education (LACOE) developed and published for PE instruction as the model for the core program. The CTE and VAPA department chairs also worked together to develop and adapt resources for distance learning instruction. Both groups put together material kits for students to utilize at home. Other content area subcommittees were not formed because textbooks and materials were previously purchased to support instruction. At the elementary level, the district has purchased Mystery Science and Newsela to support science and social studies instruction in the distance learning setting. At the high school level, English, social science and world language have newer adoptions and materials/resources available digitally.

Grading Guidelines: Teachers are expected to provide students with regular and timely feedback on all assignments. Feedback can be provided via Seesaw or Google Classroom but weekly assignments and grades must be entered into PowerSchool on a weekly basis. Teachers are encouraged to allow for trends in the quality of student work. When a student finishes a grading period doing high quality work which requires skills acquired throughout the grading period, low grades at the beginning of the grading period need not diminish the appropriate evaluation of the student's achievement. Thereby, teachers should measure students' progress over time rather than a straight average (6th-12th) based on assignments when issuing final grades.

Assessments: Teachers are to administer formative assessments on a regular basis to monitor students' progress toward meeting standards and address learning loss. Beginning of the year universal screeners will be administered in ELA and Math, K-12th grades, in mid-September. These assessments include iRead Screener (K), Benchmark Assessment System (1-2), Reading Inventory (3-12), iReady Math Diagnostic (K-8), and Math Inventory (9-12). Teachers who wish to administer assessments prior to mid-September are encouraged to use other formative assessments such as checklists with goal setting, spelling inventories, emergent literacy assessments, reading and writing pre-and post assessments, AUSD Silent Reading Assessment, reading volume goals, reading and writing notebooks, unit charts as clear outcomes, Reading Portfolios, and/or Interim Assessment Blocks (IABs). All of these assessments are available through Illuminate and other programs the district has purchased. Teachers are encouraged to use the individualized student data provided through the assessments to determine each student's current instructional proficiency level and provide targeted differentiated instruction or opportunities for individualized learning during the instructional day and/or extended learning time.

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.]

Technology is an essential tool during distance learning. As a District, AUSD has been working towards the goal of 1:1 ratio for students to a device. Since school closure in March 2020, over 6,900 laptops/Chromebooks have been distributed through site distribution, district distribution as well as staff delivery to homes as needed. Walk up as well as drive thru processes were utilized for distribution. Tech support is available through the Tech Hotline as well as on Tech Wednesdays when staff and students can receive physically distanced in-person support which often resulted in swapping of technology. Additional devices have already been ordered for the 2020-21 school year in an effort to get as close as we can to a 1:1 student to device ratio.

Through the AUSD Educational Intent Survey, families that did not have internet access at home were identified. It was determined that there were approximately 500 students who would need access to hotspot devices in order to participate in Distance Learning. In March of 2020, TIS began planning and evaluating pricing options from a variety of cellular service providers. In July of 2020, the Board of Education approved the purchase of 500 T-Mobile Hotspots. In August of 2020, the District purchased an additional 150 Hotspots. The Hotspots have unlimited data and the service also includes a content filtering utility which makes the connection Children's Internet Protection Act (CIPA) compliant. Hotspots have been distributed at the District and site levels.

Both devices and hotspots continue to be checked out as needed. These are essential tools for Distance Learning and has changed the teaching and learning environment for students and teachers.

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.]

Assessing student progress through live instruction and synchronous instruction: Teachers will meet with their students on a daily basis and provide live, synchronous instruction. During this time, instruction related to the standard(s) and targeted learning goal(s) will be provided through Zoom. Informal and formal assessments can be utilized and features within Zoom allow for teachers to check for understanding and form small groups based on needs or objectives. Teachers are required to record daily participation in PowerSchool along with attendance. Students who are in need of additional support or enrichment will be asked to participate in extended learning time. This small group instruction will focus on the individualized needs of students and assist them in meeting the standard or allow them to develop a deeper understanding of the content. Intervention staff may also be utilized during this time to provide targeted instruction.

Description of the district's plan to measure student participation and time value of work:

Addressing attendance and participation/value of work: The District will closely monitor attendance for all students. Teachers, support staff and school administrators will follow up with students who are absent from school. The District has established criteria for all schools to follow when taking and monitoring attendance. Students will be marked Tardy and Absent if they are late or absent from class. Even if a student signs in and participates but leaves early, the student should be marked present. The attendance office will follow up with the parent to determine if the student had a legitimate reason for absences or other "excused" absences. The School Counseling Office and support staff will work with teachers as needed and will implement steps to address excessive absences and tardies. School Counseling Office classified staff will make the initial contact with students missing more than 60 percent of the time in any given week. Support staff will determine the barrier(s) for learning and have the appropriate staff reach out to the family with support (i.e. connectivity or device challenges - Tech Support, classroom access/learning challenges - Teacher Support; social-emotional challenges - Counselor Support). The District will make sure students have access to the missed assignments regardless of the reason for absence/non-participation in an effort to ensure students do not develop gaps in their learning. If students are marked absent due to a lack of connectivity or access, assignments will be counted as part of the student's grade in the same way assignments are accepted and counted for excused absences. Student grades will not be negatively impacted because of a lack of connectivity or access.

The District has created a new attendance code for class time missed due to connectivity issues (CI). The purpose of this code is to inform the District of students who are having difficulty logging on to class platforms. It will allow the District to work with those families and students to determine if there are device or connectivity issues, if there is a need for additional training for the family or students who are having difficulty navigating classroom platforms, it is important to distinguish between those students who are trying to access materials and those who are making the choice not to participate. For the latter group, the District will work through a robust system of attendance tracking and supports that will be discussed later in this plan. Additional support and attention shall be given to Foster Youth and Homeless students through our DIstrict liaison. English Learners will receive additional support through the support of AUSD's School Community Coordinators who can communicate directly with families, provide translation for more in depth support, and help facilitate parent training and webinars.

The first tier of the re-engagement plan is focused on how the district will welcome students and parents and engage them to promote a culture of positive attendance. This includes raising the awareness of school personnel, parents, guardians, and caregivers of the effects of chronic absenteeism and other challenges on full participation in the educational program. The expectation to attend will be explicitly stated and emphasized through each school's Positive Behavioral Interventions and Supports) PBIS Matrix for positive expectations. Additionally, schools will provide programs of reward and recognition for students who are attending regularly. Families will be welcomed and encouraged through a series of parent webinars that are broadcast and archived in multiple languages.

The second tier of the plan ensures that students with attendance challenges are identified as early as possible to provide applicable support and interventions at the school. This early identification will be made possible through use of the AUSD Attendance Tracking Tool. Each week office staff will analyze student attendance through attendance in class as well as evidence of learning. Parents/guardians of students who miss at least 60 percent of weekly learning will be contacted by school staff to determine the challenges to learning and connect families with the appropriate resources to get students reconnected and ensure learning is taking place. Office staff will contact the appropriate school personnel and the families in order to provide necessary support. Students who are experiencing technology issues will be connected with either the site technology specialist or District Technology and Information Services Department. Students needing help with instructions for navigating class platforms or understanding materials will be connected with their teachers who have designated office hours and times to provide assistance. Finally, students whose families report they are dealing with issues such as anxiety, depression, grief and loss, etc. will be connected with school counselors for additional support either through small group or individual counseling and/or referrals to community partner mental health agencies. Students who are experiencing a multitude of issues may also be connected to the Student Study Team (SST) or multidisciplinary Student Attendance and Review Team (SART) designed to provide support and assistance. Foster and Homeless Youth have the additional support of the DIstrict liaison as well as partnership agencies and community resources.

The third tier serves students who have exhausted the resources of the school and are sent by referral to the School Attendance Review Board (SARB). AUSD's SARB is composed of a diverse group of experts who will link the family to any needed school district or community services and is recognized by the state of California as a model SARB. The SARB will also identify and respond to grade level or student subgroup patterns of chronic absenteeism and will evaluate the effectiveness of strategies implemented to reduce chronic absenteeism rates. The SARB panel will work with an additional goal of understanding the impact of COVID-19, racial justice, and natural disasters on the student and the family. SARB will work collectively to develop a support plan that will address the needs of the family and student in order to reconnect them with learning.

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.]

General Education: Five district-wide professional development days are embedded into the 2020-2021 school year. Three professional development days were calendared prior to the first day of school (August 6, 7, 10) with additional days scheduled for October 30 and February 22. A Menu of Options for Professional Development was designed for August 6 and October 30. Teachers are able to participate in district-developed technology professional development (PD) or participate in webinars/trainings of their choice. Elementary general and special education teachers were required to participate in PD related to the content and program developed by the various subcommittees. All teachers were expected to complete an accountability form to verify the PD hours they completed. Site administrators have access to the form and will verify that all teachers completed their hours. August 7 and 10 were site-based professional development days. Site administrators worked with their leadership teams to develop the content for these days and prepare teachers for the implementation of distance learning. The PD topics for February 22 will be developed at a later date. Outside of the five district-wide professional development days, content specific PD will occur over the course of the year. At the elementary level, teachers will participate in NGSS PD with UCLA. Teachers have worked with UCLA over the past three years to develop storylines related to NGSS. The focus for this year's PD will be on adapting the storylines for distance learning science instruction. Elementary teachers will also participate in iReady, Khan Academy and site based PD. At the secondary level, science teachers will attend PD and learn how to implement the new science curriculum and resources that were purchased to support distance learning instruction. Select teachers will also attend Khan Academy training in order to learn how to effectively utilize the program.

Special Education: Resource Specialists (Learning Center Teachers) attended the Language Live and Transmath implementation training. All special education service providers participated in the Individual Instructional Plans (IIP) training which gave an overview of identifying how each special education student will be supported and serviced during COVID-19 school closures. This training provided guidelines on the effective completion of student Individual Instructional Plans (IIP). A series of ELD/Special Ed training videos will also be made available for special education teachers and support staff to access. These videos will provide information on supporting ELD special education students during designated and integrated ELD as well as developing ELD appropriate IEP goals and supports. Special education teachers are also participating in Zoom Tutorial, SeeSaw Tutorial, and Google Meets Tutorial. These trainings allows teachers to become equipped with the different platforms to be used during distance learning. In addition, special education teachers participated in a Learning Center Collaboration best practices training. This training provided the opportunity to review methods of effective collaboration and what that looks like during school closures. Finally, all AUSD teachers have access to the AUSD Collaboration Expectations During COVID-19 School Closures Webinar. This webinar focuses on how to support students of all abilities during distance learning. It reviews effective collaboration strategies between general and special education teachers. It also defines expectations and best practices to keep in mind during school closures.

Instructional Aides, Orthopedic Instructional Aides, Behavior Intervention Aides, Speech and Language Pathology Assistants:
Support staff participated in universal precautions during Covid-19. This training was facilitated by the District's lead nurse and involved a review of medical related best practices and yearly training. Paraeducators also participated in Zoom Tutorial, SeeSaw Tutorial, and Google Meets Tutorial. This training allows for paraeducators to become equipped with the different platforms to be used during distance learning so that they may support students as directed by teachers. Paraeducators also participated in Learning Center Collaboration best practices training. This training provided the opportunity to review methods of effective collaboration and what that looks like during school closures. Finally, all AUSD staff has access to the AUSD Collaboration Expectations During COVID-19 School Closures Webinar which focuses on how to support students of all abilities during distance learning. Paraeducators also received the opportunity to review effective collaboration strategies for collaborating with special and general education teachers.

All District Counselors and Intervention: PD includes Suicide Prevention Ongoing Resilience Training (SPORT2), Social Emotional Learning, school counseling semester themes, SB98 attendance monitoring, telehealth best practices, and review of counseling programs.

COVID-19 Employee Safety Practices

The reopening of schools requires implementation of a number of measures to ensure safety of students and staff on any campus. As such, at the start of the school year all employees were mandated to participate in a Safer at Work/Qualtrics Training. Over ten training sessions were scheduled and facilitated in a joint effort by the Student Employee Welfare and Human Resources Divisions for all employees throughout the District (Management, Certificated and Classified). The training reviewed protocols regarding screening systems, methods to ensure physical distancing, face covering mandates, and hand washing hygiene. Topics from the Safer At Work training included Safe at Work practices, Qualtrics Symptom screener access and training, temperature screener protocols, procedures for employees who may have been exposed to COVID-19 or who exhibit symptoms, facilities cleanliness/disinfection information, and human resource protocols. AUSD developed and implemented an extensive comprehensive *School Exposure Management Plan* consistent with DPH guidance and orders. Employees were informed of ongoing updates with plans to support the minimization of the spread of the virus. Training specifically reviewed and addressed the use of symptom screeners and where screeners are conducted before employees and students enter the workspace/school site. The symptom screener can be done remotely before the employee/student leaves home or in person upon arrival at the school site. The Temperature Screener is done at the school entrance with a no-touch thermometer by another employee. As part of our daily practices, all employees must fill out the Qualtrics daily symptom screener and have their temperature taken before entering any District buildings.

Nurses and Health Office Assistants: All Health Services employees attended the Safer at Work/Qualtrics training. The training was scheduled and facilitated as a joint effort by the Student Employee Welfare and Human Resources Divisions to provide training for our health services employees of the new protocols to slow the spread of the virus. As stated earlier in this section, the training was attended by all employees throughout the District (Management, Certificated and Classified).The training reviewed protocols regarding screening systems, methods to ensure physical distancing, face covering mandates, and hand washing hygiene.

Topics from the Safer At Work training include Safe at Work practices, Qualtrics Symptom Screener, Temperature Screener protocols, Procedures for employees who may have been exposed to COVID-19 or who exhibit symptoms, Facilities Information, and Human Resources protocols. AUSD developed and implemented an extensive comprehensive *School Exposure Management Plan* consistent with DPH guidance and orders. Employees were informed of ongoing updates with plans to support the minimization of the spread. Training specifically reviewed and addressed the use of symptom screeners where screeners are conducted before employees and students enter the workspace/school site. The symptom screener can be done remotely before the employee/students leave home or in person upon arrival at the school site. The Temperature Screener is done at the school entrance with a no-touch thermometer.

Staff Roles and Responsibilities

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

The County of Los Angeles Department of Public Health Order requires all schools to implement Reopening Protocols for K-12 Schools to prevent the spread of the COVID-19 virus in the educational setting. In conjunction with the Department of Public Health's staged approach, supported by science and public health expertise, schools serving K-12 students must impose employee and student safety and infection control protocols. As such Alhambra Unified School District identified their COVID-19 Containment, Response and Control Plan that describes its comprehensive approach in the prevention and containment of COVID on the school campuses. The designated COVID Compliance Team is responsible for establishing and enforcing all COVID -19 safety protocols and ensuring staff and students receive education about COVID-19. The team consists of seven members: Assistant Superintendents of both Student Employee Welfare and Human Resources, Directors from Student Employee Welfare, Human Resources and Facilities, and the Lead Nurse. One of the Directors from the Student Employee Welfare Division is designated as the liaison to DPH in the event of an outbreak on a campus. The designated liaison works with the District Office and the school sites to ensure that workplace protocols and practices protect both employees and students; physical distancing, infection control, communication with employees, students and families of students and the public ensure equitable access to the public school. The liaison works with the school site/campus administration to address immediate separation of a case from the school community to self isolate at home while the notification occurs at the school site. The liaison works with the site to make arrangements to isolate the student/employee until the person can return home. The designated liaison reports directly to DPH (3 or more cases within 14 days).

In an effort to focus instructional support at the site, the following changes have been made to the role of instructional specialists (IS). Instructional specialists have taken on one of the following:

- 6.5 instructional specialists are focused on 100% coaching and supporting of teachers. They are coaching at two elementary sites.

- 5.5 instructional specialists are lab classroom practitioners and are teaching in a classroom setting. They are partnering and collaborating with other teachers to create instructional experiences that integrate all areas of the curriculum to positively impact student learning.

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.]

Special Education: The District will provide a written, Individualized Instructional Plan (IIP) that implements each student's individualized education program (IEP), to the extent possible, during the COVID-19 response. Each student's case carrier will contact the student's parent to discuss the instructional plan and answer any questions the parent may have. This plan will only be in place during the COVID-19 crisis, and while the District is unable to have students in school on a daily basis. Once the case carrier has spoken to each parent about the IIP, if parents would like to schedule an IEP team meeting to further discuss this plan, one will be set up. Additionally, IEP meetings will also address the IIP, should the District be mandated to move into Distance Learning in the future.

Special education teacher schedules allow for targeted individual and small group instruction in the afternoon and midweek. Teachers will pull students identified as needing additional interventions to help support their participation and success within students' instructional setting.Students who require instruction beyond an online platform will be provided with appropriate materials and support that targets each of their individual learning needs. Additional materials will include manipulatives and supplemental work aligned to support students classroom instruction. For those students whose disability does not allow for successful participation in Distance Learning, alternate means of participation will be implemented. This can include; phone consultation, printed materials delivered to families, in person instruction, in-home support by NPA vendors.

Foster Youth: The District will ensure foster youth are connected with the LEA Foster Youth Liaison. AUSD will minimize barriers to enrollment by providing an online enrollment system with the availability of support staff to assist families through the online enrollment process; access to connectivity and technology through the District's Technology Services department and/or iFoster; ensure that basic needs are met; and contact parent/caregiver to offer support and link to resources (e.g., mental health services, social/support groups on campus or within the community). The Foster Youth Liaison will follow up with foster youth who are no longer enrolled or attending (confirm enrollment elsewhere, transfer records, wellness checks). The District will ensure that all foster youth have access to technology in order to access daily instruction. Staff will evaluate newly enrolled foster students in 11th or 12th grade to determine if they qualify for graduation exemption (AB 167/216). Support staff will conduct check-in meetings with students to assess for basic needs--food, housing, transportation, emotional wellbeing. The district will connect foster youth to a counselor and to other campus supports. The District staff will contact the student's social worker if the student has low or no participation in distance learning, this may warrant a child welfare check by DCFS. The District's school schedule includes monitoring of attendance and participation, daily direct instruction which includes face-to-face live interaction and synchronous instruction, office hours, opportunities for support/small group instruction/intervention, and accommodations to serve students with special needs. The District will work to identify foster care students who need additional supports and link them to resources in the District or in the community. Additionally, AUSD has created a resource guide for support providers which has been shared with all administrators, counselors, school psychologists, and school nurses. The guide provides resources to multiple supports including specific supports for Foster Youth.

Homeless Students:

The District will ensure homeless youth are connected with the LEA Homeless Youth Liaison. The District recognizes that there is a heightened need to screen all families, who enroll or complete changes to their residential information, to determine their residential status and if they qualify for services under McKinney-Vento. As a result, additional training was provided to School Community Coordinators who conduct the initial screenings and determine which families should be referred to our Homeless Youth Liaison. The training included reviewing populations that are sheltered, unsheltered, doubled-up and living in motels/hotels due to loss of housing stemming from financial issues or economic hardship. The training also looked closely at our Student Residency/Questionnaire/Affidavit which includes support supports and services to be considered (clothing, transportation, school supplies, after school childcare, counseling and/or free lunch program. AUSD will minimize barriers to enrollment by providing an online enrollment system with the availability of support staff to assist families through the online enrollment process; access to connectivity and technology through the District's Technology Services department; ensure that basic needs are met, evaluate newly enrolled students experiencing homelessness in 11th or 12th grade to determine if they qualify for graduation exemption (AB1806);contact parent/caregiver to offer support and link to resources (e.g., mental health services, social/support groups on campus or within the community); ensure all LEA staff are trained – requirement of ESSA; and conduct check-in meetings with students to assess for basic needs--food, housing, transportation, emotional wellbeing. In addition our Homeless Youth Liaison and DIrector of Student Employee Welfare will attend training offered by the Los Angeles County Office of Education. AUSD has developed a protocol to reach out to families of students who were not present for or missed a majority of distance learning from March 13 through the close of the school year to help verify their enrollment for 2020-21, assess the barriers for learning and provide support in areas included but not limited to connectivity, academic, and/or social emotional. The District has developed the same protocol to work with students missing 60 percent of weekly instruction with the additional support of working with our Homeless Youth Liaison. In order to provide students with school supplies, those identified as homeless were offered a backpack with a gift card at the start of the year along with school materials selected for their grade level. The backpack and materials were distributed via a drive through food distribution and supply event. Additionally, AUSD has created a resource guide for support providers which has been shared with all administrators, counselors, school psychologists, and school nurses. The guide provides resources to multiple supports including specific supports for Homeless Youth.

English Learners: The distance learning/hybrid schedule was developed to include daily opportunities for English learners to receive instruction specifically tailored to language acquisition. Specific integrated and designated lessons as well as an ELD toolkit have been developed for K-8 teachers to utilize within each content area. ELs, LTELs, and ARTELs receive small group targeted designated ELD instruction for 30 minutes during the day. Otherwise, integrated ELD instruction is provided throughout each instructional period. At the secondary level, ELs are placed in classes based on their language acquisition levels and teachers are able to target instruction and provide the necessary support for students based on their needs. Extended learning time also affords students with opportunities for small group instruction.

Actions Related to the Distance Learning Program

Description	Total Funds	Contributing
The District provides support to address pupil learning loss including assessment of pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.	$170,234,199	Yes

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.]

Academic growth varies across the academic year and generally declines from the last day of school through the summer, with steeper declines in mathematics than in reading. Preliminary COVID data estimates students returned in fall with roughly 30% of learning loss in reading relative to a typical school year. In mathematics, students are likely to show a 50% loss of learning. To address and measure the learning loss of all students, universal screeners will be administered in ELA and Math, K-12 grade, in mid-September. These assessments include iRead Screener (K), Benchmark Assessment System (1-2), Reading Inventory (3-12), iReady Math Diagnostic (K-8), and Math Inventory (9-12). iRead is a digital program designed to give children individualized experiences that will ensure they master the alphabet, phonemic awareness, phonics, and fluency, while building vocabulary and comprehension. The Benchmark Assessment System determines student's independent and instructional reading levels. Teachers are able to observe student reading behaviors one-on-one, engage in comprehension conversations that go beyond retelling, and make informed decisions that connect assessment to instruction. The Reading Inventory is a computer-adaptive reading assessment program that provides immediate, actionable data on students' reading levels and growth over time. The Reading Inventory helps educators forecast students' trajectories to grade-level proficiency. iReady Math Diagnostic is an adaptive assessment that offers a complete picture of student performance toward mastering grade level standards. Math Inventory identifies students' proficiency with mathematical concepts and skills.

The classroom teachers will utilize these assessments to determine each student's current instructional proficiency level. Based on this individualized data, the teacher will determine the growth rate each student needs to demonstrate to become proficient in grade level standards and set learning goals for the year that are ambitious but attainable. Teachers will target and differentiate instruction based on students' needs. Small group and one on one instruction will be provided during the instructional day and extended learning time. Students who are in need of targeted interventions based on assessment data will be placed in an intervention program (Leveled Literacy Intervention or iReady Math). Intervention services are provided by the classroom teacher or intervention specialists 4-5 days each week.

To assist teachers in determining growth rates and planning meaningful instruction, especially in the area of math, a distance learning math pacing guide and sequencing map was created by the distance learning math subcommittee. At each level, K-8 and 9-12, the subcommittees identified essential standards from the previous year as well as the essential standards for the current school year. A pacing guide was developed which allows for students to receive the standards based instruction they did not receive last school year while being instructed in this year's standards. At the K-8 grade level, teachers utilize the workshop model for reading. The workshop model provides students with grade level, standards based instruction while allowing students to access the standards with books that are aligned to their instructional reading level. The District purchased a catalog of workshop lessons developed by Columbia University's Teachers' College. These lessons provide all students with access to high quality lessons that can consistently be implemented throughout every classroom in the district and reduces the variations that are often seen in the development and delivery of workshop mini lessons. Moreover, the lessons allow teachers to more consistently follow the pacing guide which ensures that students are being taught all the standards.

[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.]

Special Education: The District will continue to support special education students through the implementation/adoption of *LanguageLive!* and *Transmath*. *LanguageLive!* supports struggling students by integrating research based reading and writing teaching strategies that are led through live instruction as well as through peer-to-peer interactions. Students are able to continue their learning through an interactive digital platform that allows for multiple learning entry points determined by each student's individual need. Similarly, *Transmath* serves as a math intervention program that provides students with the opportunity to develop and strengthen their mathematical foundational skills by meeting them at their instructional level and preparing them to build the confidence and mastery of math concepts. The program provides opportunity for students to engage in in-depth foundational skills activities allowing them to accelerate their understanding.

In addition, the district plans to adopt and implement the *Sonday System* program which uses the *Orton-Gillingham* (*OG*) approach. The *OG* approach involves effective methods and strategies for reading remediation by utilizing a multi-sensory approach.

When appropriate students needing additional intervention will also have access to Fountas & Pinnell, *Leveled Intervention* (*LLI*). *LLI*, is an intensive intervention that provides close reading activities that engages students in reading activities through the use of leveled libraries. Close reading activities deepen and help expand student comprehension while also increasing students engagement while working in small groups.

Special education teachers will target students who demonstrate significant learning loss and provide them with additional intervention during extended learning time. Instructional aides will continue to provide support to students while in the general education setting as needed and as determined by IEP teams, to prevent further loss of learning.

English Learners: The District maintains its commitment to provide English learners with a comprehensive and robust educational program especially in a distance learning setting. During the instructional day, ELs received designated and integrated ELD instruction. Designated instruction is provided by the teacher in small groups across the various content areas. Teachers also embed integrated ELD strategies into their content instruction. Often, GLAD strategies are used to provide students with access to content. GLAD strategies are used at the TK-12 grade level and allow Els to make meaning of the text through the use of realia, visuals, and/or movement. ELs are encouraged to engage in peer conversations with the support of sentence frames and EOs as models. Teachers implementing GLAD collaborate with our GLAD trained Lab Classroom teachers to build units and discuss instructional strategies that best support students. In addition to using standardized (SBAC and ELPAC) and formative assessments, teachers also utilize a progress monitoring tool as a way to measure ELs English language acquisition. The tool focuses on designated and integrated ELD standards and provides teachers with a roadmap for designing lessons that ensure students are progressing through the standards in order to meet English proficiency. At the middle school level, ELs and LTELs participate in electives that are language based and are thereby afforded additional opportunities to practice reading, writing, listening and speaking in English. At the secondary level, immigrant students are enrolled in a double block of Sheltered English Immersion (SEI). The first block provides them with access to the core curriculum while the second period supplements instruction by targeting specific skills. During the 2020-2021 school year, individual EL goal setting meetings will be held. Teachers and site administrators will meet with EL students to analyze current progress and set goals that move the student toward English proficiency. With the addition of extended learning time, ELs participate in small group instruction after the instructional day. During this time, ELs may receive targeted intervention, the re-teaching of a lesson, assistance with asynchronous work or enrichments, depending on the needs of students.

Foster Care:

A designated foster care Foster Youth Liaison provides oversight for the entire District in order to ensure their needs are being met. The District will ensure the effectiveness of the following strategies to meet the needs of foster youth by monitoring data collected from a variety of data sources; Student Information Systems, CalPads, Dashboard, and regular meetings with school site personnel. To ensure academic success, the District will ensure that all foster youth have access to technological equipment in order to access daily instruction. Staff will evaluate newly enrolled foster students in 11th or 12th grade to determine if they qualify for graduation exemption (AB 167/216). Staff will contact the caregiver to offer support and link to resources (e.g., mental health services, social/support groups on campus or within the community). Support staff will conduct check-in meetings with students to assess for basic needs--food, housing, transportation, emotional wellbeing. To support students social emotional well-being, if necessary, the district will connect foster youth to a counselor and to other campus supports. The District will work with the educational rights holder and/or foster parent and student's social worker if the student has low or no participation in Distance Learning. iFoster has been a resource for the District as additional resources to provide connectivity devices to foster youth. Students are encouraged to fill out the Free and Reduced lunch application in order to become eligible to receive daily breakfast, lunch and supper. Foster Care students are referred to the LACOE Foster Youth Services Coordinating Program (FYSCP), which helps connect students in foster care that need additional academic support with tutoring resources. The District's school schedule includes monitoring of attendance and participation, daily direct instruction which includes face-to-face live interaction and synchronous instruction, office hours, opportunities for support/small group instruction/intervention, and accommodations to serve students with special needs. The District will identify foster youth who need additional supports and link them to resources in the District or in the community.

Low Income: Students who qualify for the National School Lunch Program are able to participate in a variety of core and supplemental programs during and after the school day. The classroom teachers will utilize standardized and formative assessments to determine each student's current instructional proficiency level. Based on this individualized data, the teacher will determine the growth rate each student needs to demonstrate to become proficient in grade level standards and set learning goals for the year that are ambitious but attainable. Teachers will target and differentiate instruction based on students' needs. The District's adopted balanced literacy model provides students with a core reading and writing program that is structured around a workshop model. The workshop model provides all students with access to grade level standards regardless of their individual reading and writing proficiency level. Students have access to "just right books" that are used to demonstrate mastery of the grade level standard(s). Teachers explicitly teach strategies to students and support students' application of the standards/strategies through targeted small group work and conferring. The workshop model allows for teachers to continuously assess students and adapt instruction to meet individual needs. Students who are in need of additional support, are placed in Leveled Literacy Intervention (LLI) groups. LLI provides daily, intensive, small-group instruction and focuses on deepening and expanding students' comprehension with close reading experiences, increasing reading volume by engaging students in large amounts of successful daily reading of leveled books, and monitoring student progress on a daily basis. In addition to reading intervention, iReady Math has been purchased to supplement the core math program (K-8) and provide students who need additional support in math instruction. *i-Ready Math* is an online program that provides students with differentiated instruction and supports them on their individual paths to success. Students gain experience to the standards through concrete examples and engaging lessons. Teachers are able to monitor students' progress and help them prepare for standards-based assessments. Intervention services are provided by the classroom teacher or intervention specialists 4-5 days each week.

At-Promise: For our students who are at the high school level and are at-promise of graduation, but are credit deficient, AUSD has initiated a Tier III Credit Recovery program that is located at the comprehensive school sites. The Beyond On-Line Learning Developing (BOLD) Scholars Academy is designed for students who would typically be sent to a continuation school within a District. Students in the BOLD Scholars Academy will have 2 sections of on-line learning through Acellus that will allow them to make up missed classes at an accelerated pace as well as a period that provides support and development in the area of academics, social-emotional development, and career choice. In addition, students will maintain access to all programs offered at the comprehensive school site.

Homeless students: With the uncertainty created by situations of unstable housing, AUSD has recognized the need to create a stable, structured and a predictable learning environment for our students experiencing homelessness. For this reason, AUSD has focused distance learning using a limited number of platforms for delivery of instruction and a schedule has been created with the expectation of daily check-ins and built-in, structured time for teacher support, development of SEL based curriculum, and activities for campus engagement. AUSD has worked to establish a positive relationship with the student and family by providing an immediate connection with site school community coordinators and AUSD's district liaison. Additionally, at TK-8, back-to-school nights were held prior to the start of the school year in order to make early connections and remove barriers to learning. AUSD is also working to enhance relationships with families through a parent webinar series. AUSD understands that students experiencing homelessness may be embarrassed or ashamed of their circumstances and as result, behaviors may manifest out of these emotions. AUSD has taken the steps to ensure teachers, counselors, and administrators know who the students are on their campus experiencing homelessnes. Additionally, AUSD site counselors may deliver Tier II social-emotional support through structured SEL lessons as well as making referrals to outside agencies. While AUSD has established an expectation for

students to appear on video for distance learning, teachers and site administration has also been reminded that not all students should be required to appear on video, in particular those with unstable housing or those who may be doubled up with another family(ies).   Staff are encouraged to consider what supplies they are requesting students to use or have when completing projects or homework. Staff are encouraged to think through homework assignments and consider that parents may not be able to assist students with homework. Teachers should encourage creativity in completion of assignments and allow for students to have some control over their learning. (ie Providing choice, menu of options, alternative means to demonstrate attainment of learning standards.) If students need supplies, schools should provide such materials to students.

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 District will implement a variety of practices and procedures to measure the effectiveness of implemented learning loss strategies.

Technology: As all students participate in a 100% distance learning program, the District will ensure that all students have access to the internet and a Chromebook. Teachers keep a daily record of students' attendance and participation in each lesson. If a student is absent from class for more than 3 days, the teacher reaches out to the student to determine the reason. If technology is the barrier, the teacher records that the student has connectivity issues on the attendance record and makes a request for the district to provide the student with a device or hot spot. A tech support hotline has been established for parents and students should they need support with utilizing the technology. The school sites and district continuously support students and parents with the application of technology through a variety of workshops and training.

Classroom Visits: Teachers are required to provide students with live, direct instruction on a daily basis. Each teacher has provided his/her site administrator with the links to Seesaw, Google Classroom and Zoom. Administrators visit classrooms on a daily basis. Administrators are encouraged to give teachers feedback and support as needed. At the K-8 level, Cognitive Coaches and Lab Classroom teachers work with individual teachers to discuss instructional practices, prepare lesson plans, and/or provide examples of model lessons. At the K-2 level, a Professional Learning Community has been established to support teachers with implementing a balanced literacy model specifically targeted for emergent readers.

Schedules: The daily schedule allows for teachers to provide support for small groups of students throughout the day. Extended learning time, provides time within the day for targeted support. Each teacher has provided the site administrator with a schedule of the groups they will meet with to target learning loss.

Progress Monitoring: A district-wide assessment calendar has been developed for the 2020-2021 school year. All students will take formal, standardized assessment in Reading, Writing and Math three times during the year. The initial assessment will provide teachers with baseline data indicating each student's current level of proficiency. Individual goals and objectives will be developed to target students and going, consistent intervention will be provided. The mid and end of year assessments will provide a measure of progress toward meeting grade level standards. In addition, teachers will use formative assessments to monitor student progress on a regular basis. Adjustments to instructional objectives and small group formation will be made accordingly.

Intervention: Leveled Literacy Intervention (LLI) and iReady Math Intervention are programs that include embedded daily assessments. In LLI, the intervention teacher conducts a running record with students on a daily basis. This record provides ongoing data that measures students' reading progress, specially indicating the types of errors a student makes when reading a passage. Instruction is adjusted based on the data gathered from the running record. Formal running records occur every 6-8 weeks for all students in the intervention program. Adjustments to the small groups are made to better meet the needs of students. iReady Math records the daily progress of students. Within the online program, adjustments are made to the students' learning path. The program also generates reports for teachers that provide

teachers with individualized progress reports. Small groups are formed for intervention along with a list of the standards, skills or concepts the specific students need to review. New groups are formed on a weekly basis based on need.

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

Description	Total Funds	Contributing
Federal and general funds that will be used for intervention specialists, extra-duty and instructional supplies and materials to address the learning loss.	$11,563,126	Yes

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.]

Monitor and Support Student Mental Health: The District has designated a counselor at each site, known as a "Gateway Counselor," whose main responsibility is to coordinate with the entire staff a system to identify students who need resources for mental health and social and emotional well-being support. The Gateway Counselor will follow up with referrals and connect students and families to resources to address trauma and other impacts of COVID-19. School site counselors will provide Tier 1 Social Emotional Learning lessons to designated classrooms and groups of students. Additionally, Tier 2 services will be provided to students who need more intensive support than a Tier 1 intervention. Once students are referred to a Tier 1, Tier 2, or Tier 3 service, their participation and followup is monitored.

A team of counselors and staff, who were trained in Trauma Informed Schools, will provide training to all counselors, school psychologists, and nurses in the fall of 2020 on best practices schools should have in place to best meet the needs of students who are trauma exposed.

Resources provided to address the impacts of COVID: The District has established procedures and protocols that includes steps that will be taken immediately upon notification of school officials that any member of the school community (faculty, staff, student or visitor) tests positive for, or has symptoms consistent with COVID-19. The plan addresses: immediate separation of the case from the school community to self-isolate at home if notification occurs while the individual is on-site; allows for temporary on-site isolation of the case if arrangements are needed for the person's return to their home; and digital links to DPH resources listed as follows: COVID-19 Testing , For questions regarding the results of your COVID-19 test, and FAQ COVID-19. These fact-sheets and other informational materials are designed to support those identified with a positive case and are provided to faculty, staff, student or visitor. Materials address regulations governing self isolation and links to sites with additional resources. In addition, , materials specific to the mental health needs and coping strategies for those who have been exposed or who have tested positive for COVID 19 are provided through a live website link to DPH: COVID-19: Coping With Stress. These links are listed in a resources page that is emailed to the faculty, staff, student or visitor.

COVID-19 District Management: The School District has delegated a District office employee as the Designated Liaison to DPH (Lead Compliance Member), whose main responsibility is to oversee and implement the Los Angeles County Department of Public Health order as it applies to schools. Additionally, the Lead Compliance Member has continued to provide professional development to staff, students, and

families on Safe at School orders. The Lead Compliance Member will also provide referrals to staff, students, and family members for county medical resources and mental health referrals as needed.

Monitor and Support Staff Mental Health: AUSD recognizes that staff members are under the same pressures during the pandemic as as our students and their families. It is also recognized, that unless the adults leading classes and working with students are in a healthy place emotionally, that they will not be able to deliver the quality of instruction that is needed by our students. The District office, Student Employee Welfare Department, will facilitate staff wellness webinars designed to address trauma and other impacts of COVID-19 for the school community. Topics include: Work Life Balance: Taking control of your workload, Self-Care Strategies, and Developing Staff SEL. According to the Collaborative for Academic, Social, and Emotional, Learning (CASEL), social-emotional learning (SEL) is "the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions." Self- awareness and self-management will be two areas for developing staff SEL. Teachers who are able to regulate their emotions enjoy greater job satisfaction and personal accomplishment. As a result teachers are able to better serve their students emotionally and as a result student academic and behavioral outcomes are improved. The District will also launch a staff wellness page to provide a variety of strategies and resources to assist staff with addressing trauma and anxiety while providing strategies and resources for promoting wellness and self-care. AUSD's Student-Employee Welfare Department will coordinate with the Human Resources Department as well as with the Alhambra Teachers Association and CSEA Unions, to monitor staff wellness and develop additional topics to support staff mental health.

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 is not engaging in instruction and is at risk of learning loss.]

Engagement & Outreach: To engage our parents and students, the Student and Employee Welfare Department will be providing monthly online webinars. Topics include: *Maintaining Family Well-Being During COVID-19, Preparing for Your Child's Successful Return to School, Positive Behavioral Interventions and Supports (PBIS) at Home, Building Social Emotional Health in Your Child, Tobacco Use Prevention Education (TUPE), Suicide Prevention, Getting off to a Good Start for 2021, Defeating Bullying with Kindness, Digital Citizenship & Internet Safety, and Supporting Your Child's Academic and Social Emotional Development in Summer Time.* Translation for webinars will be provided in Cantonese, Mandarin, Spanish, and Vietnamese. AUSD's Student Employee Welfare Department maintains the Gateway to Success Website (https://www.ausdgateway.com/) where a Family Resource page provides information on local resources as well as provides tips and strategies for success in Distance Learning. In addition, all monthly webinars are posted on the website along with additional information and resources parents may use to support their children. To assist families who speak a primary language that is other than English, sites have School Community Coordinators (SSCs) who build relationships with families and engage them with campus and district resources. Our SSCs also provide support and connectivity with our families experiencing homelessness.

Special Education Parent Webinars: A series of specialized Special Education Webinars will be presented by Education Specialists and providers. The series of webinars will provide opportunities for Special Education staff and families to engage in meaningful conversations specific to the different needs of our students. These webinars will take place throughout the school year, hence encouraging multiple opportunities for parents to participate and engage in these workshops. General Overview Topics will include, behavior strategies to support students while participating in virtual learning, developing child's language skills (SLP), Occupational Therapy activities for home engagement, coping strategies within the general education classroom setting and Learning Center.

Tiered engagement for Students who are Absent: The District will closely monitor attendance for all students and implement the following tiered approaches:

Tier 1: The District will reach out to students and parents in a friendly and welcoming manner in an effort to build a collaborative relationship to address the importance of attendance. Support staff will educate students and parents on the negative impacts of chronic absenteeism as it pertains to learning loss, grades, and person to person connectivity.

The District requires teachers to take daily attendance. Teachers, support staff or school administrators will follow up with students who are absent from school. The District has established criteria for all schools to follow when taking and monitoring attendance. Students will be marked Tardy and Absent if they are late or absent from class. If a student signs in and participates but leaves early, the student should be marked present, teacher should take note of this and determine if this a pattern. If a pattern, address with student/parent. The attendance office will follow up with the parent to determine if the student had a legitimate reason for the absence, or other "excused" absence and will

change code accordingly. The District sends out a Blackboard Connect call daily when students are tardy or absent from class. This message is translated into the parent's home language.

Tier 2: Staff will identify challenges the student may be experiences that are preventing the student to fully participate in the educational program. The School Counseling Office and/or support staff will work with teachers as needed and will implement steps to address excessive absences and tardies. Office clerical and support staff will make the initial contact with students missing more than 60 percent of school in a given week. Support staff will determine the barrier(s) for learning and have the appropriate staff reach out to the family with support (i.e. Connectivity or device challenges - Tech Support, Classroom access/learning challenges- Teacher Support; Social-Emotional challenges - Counselor Support). School Site Coordinators will assist with parent/student communication when the home language is not English.

Tier 3: For students who do not respond to a Tier 1 or Tier 2 response, the site administration and District will follow up with student absences by making home calls, sending truancy letters, scheduling a School Attendance Review Team (SART) and if needed, School Attendance Review Board (SARB). School Site Coordinators will assist with home calls, SART, and SARB, with parent/student communication when the home language is not English. The SARB is composed of a diverse group of experts with varying levels of expertise, who will link the family to any needed school district or community services.

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 Food & Nutrition Services Department will continue to operate the National School Lunch Program (NSLP), School Breakfast Program (SBP), Child and Adult Care Food Program (CACFP) under USDA and CDE regulations and guidance. Appropriate waivers will be utilized to better serve the school community. Student meal eligibility is based on the federal income guideline, categorical application, and/or direct certification.

Per USDA press release on August 31, 2020 and under CDE guidance, the Seamless Summer Options (SSO) program is being implemented from September 1, 2020 through December 31, 2020. SSO permits the district to offer a free meal to all community members 18 and under, regardless of eligibility status or whether the child is enrolled in the Alhambra Unified School District.

Appropriate safety precautions are taken to ensure student and staff safety.

100% Distance Learning

A variety of service models are being used while schools are currently in 100% distance learning. Each of the 13 elementary elementary schools and three comprehensive high schools offer curbside pickup service for enrolled students and/or eligible community members depending on the program in operation. Satellite or alternative pickup locations are offered off campus to provide easy access to families for picking up meals in the San Gabriel High School attendance area. Home deliveries are being offered based on needs.

Hybrid (in-person + distance learning)

Meals will be provided based on the block schedule of the school. A variety of delivery options will be available based on the need of the school which include:

Cafeteria service before dismissal: Student meals will be provided in the cafeteria before dismissal.

Classroom deliveries before dismissal: Meals will be delivered to classrooms before dismissal.

Give, Grab & Go: Grab and Go meals will be served at designated locations on campus before dismissal.

100% In-Person

Pre-COVID cafeteria service will be resumed to provide meals to all students.

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being; and Family Outreach	Support mental health, social and emotional well-being, Pupil and Family Outreach.	$3,937,481	Yes
Food and Nutrition Services	Under the SSO program, meals are offered to children 18 and under regardless of eligibility status at school sites curbside pickup during DL. Variety of delivery options will be available for in-person or hybrid: 1. Cafeteria or classroom service before dismissal 2. Give, Grab, and Go. Under NSLP Student meal eligibility is determined based on the federal income guideline, categorical application, and/or direct certification. Additional support from Noon Duty Aides and Security Personnel to assist with packing and meal distribution.	$8,329,996	Yes

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
20.39%	$ 28,202,370

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.]

Foster Youth: A designated foster care Foster Youth Liaison provides oversight for the entire District in order to ensure their needs are being met. The District will ensure the effectiveness of the following strategies to meet the needs of foster youth by monitoring data collected from a variety of data sources including Student Information Systems, CalPads, Dashboard, and regular meetings with school site personnel. To monitor foster youth, the Foster Youth Liaison will follow up with foster youth who are no longer enrolled or attending (confirm enrollment elsewhere, transfer records, wellness checks). To ensure academic success, the District will check in with all foster youth to make sure they have devices and internet through the use of hotspots to access daily instruction. Staff will evaluate newly enrolled foster students in 11th or 12th grade to determine if they qualify for graduation exemption (AB 167/216). Staff will contact the caregiver to offer support and link to resources (e.g., mental health services, social/support groups on campus or within the community). Support staff will conduct check-in meetings with students to assess for basic needs such as food, housing, transportation and emotional well-being. To support students' social emotional well-being, if necessary, the District will connect foster youth to a counselor and to other campus supports. The District will work with the educational rights holder and/or foster parent and student's social worker if the student has low or no participation in Distance Learning. iFoster has been a resource for the District as additional resources to provide connectivity devices to foster youth. Students are encouraged to fill out the Free and Reduced lunch application in order to become eligible to receive daily breakfast, lunch and supper.

Low Income: The District has a defined process at school sites to identify low-income students. Low income students are a priority when it comes to issuing technology such as chromebooks and connectivity devices. To support academic success, the District will ensure that all families have devices and internet connectivity to access daily instruction. Staff will contact the parent/guardian to offer support and link to resources (e.g.,free & reduced lunch, social services agencies, food banks, mental health services, social/support groups on campus or within the community). Support staff will conduct check-in meetings with students to assess for basic needs including food, housing, transportation and emotional well-being. When the District is allowed to bring students back onto campus for small cohort tutoring and academic support, students who are identified as needing extra support will be targeted for in person instruction. Students are encouraged to fill out the Free and Reduced lunch application in order to become eligible to receive daily breakfast, lunch and supper.

English Learners: The district is committed to the following outcomes for English Learners: 1) reclassify all English learners to English proficiency within the six-year expectation; 2) assist all English Learners in performing successfully across all content areas; 3) support secondary English Learners in meeting the demands of the UC a-g requirements and accessing higher education. Each year, ELs are required to take the ELPAC assessment which provides the District and teachers with a snapshot of the student's English language proficiency level. At the K-8 level, students are placed in the general education setting and receive designated and integrated instruction based on their language proficiency level. Small heterogeneous and homogeneous groups are developed based on language needs and/or content accessibility. In 9th-12th grades, students are placed in Sheltered English Immersion classes based on their language proficiency levels. Students are assigned to a content teacher that utilizes SDAIE strategies to ensure students have access to the curriculum. All teachers use the District's Progress Monitoring Tool (PMT) to measure and document students' progress towards becoming Fluent English Proficient (FEP). Students that do not demonstrate continuous growth and progress are supported through small group instruction during extended learning time.

The section below outlines the actions and services that support students who are low income, English Learners, and/or foster youth. These actions and services augment the basic services provided to our unduplicated pupil groups and are principally directed at increasing or improving their educational experience. Schoolwide/districtwide implementation increases the effectiveness and accountability of the actions/services provided to the unduplicated pupil groups.

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

- Increase parent engagement and involvement of unduplicated pupils (foster youth, English earners and low-income students) at virtual online meetings, workshops and webinars through focused outreach and the use of Zoom features such as Language Interpretation for translators in Cantonese, Mandarin, Spanish and Vietnamese and polling features.
- Utilize consultants to support the development of units in Spanish and Mandarin for the expanded Dual Immersion programs that are aligned with standards and Distance Learning.
- Work with high school administrators to adjust the master schedule for second semester to include an English Language Development (ELD) Instructional Specialist at each comprehensive high school to support the progress of English learners and Reclassified Fluent English Proficient RFEP) students.
- Increase outreach to our unduplicated families to ensure continued access to technology and reliable internet.
- Hire an additional district Technology and Information Services TIS) Instructional Specialist that will be assigned to Educational Services to support the increased need for support in a Distance Learning and/or Hybrid Model environment.
- Utilize the after lunch extended learning time that is built in to the daily schedule at all grade levels to provide additional supports to students in individualized and/or small group settings within the school day.
- Research and purchase additional online resources to support both Distance Learning and Hybrid Model teaching.
- Provide "home learning kits" to unduplicated pupils to provide them with the needed resources including headphones and do-it-yourself (DIY) green screens.

- Provide professional development and collaboration opportunities for staff to mitigate learning loss and support the academic progress of students in a Distance Learning or Hybrid Model environment.
- Provide coaching at every elementary school site through a reorganization of instructional specialists as 100% coaches.
- Redesign the district instructional specialists' position to a lab classroom practitioner who is teaching in a Distance Learning setting and providing collaboration opportunities.
- Hire a District Public Information Officer (PIO) who will focus on increased and timely communication and engagement with our stakeholders.