

Learning Continuity and Attendance Plan Template (2020–21)

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Anaheim Elementary School District	Dr. Christopher Downing Superintendent	cdowning@aesd.org 714-517-7510

General Information

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

The unprecedented COVID-19 pandemic has affected the entire Anaheim Elementary School District community and drastically altered the lives of our students, families, and staff. The unexpected closure of schools in March 2020 has impacted the physical, emotional, social, and the educational landscape of students. Students, their families, and staff have all been affected by higher levels of stress and trauma.

The closure of schools has impacted many students and families by challenging their ability to access basic services. The broader economic impacts of the pandemic, including increased unemployment, have exacerbated existing challenges such as food insecurity and access to technology/connectivity. Families and students have also been impacted by the physical separation from targeted supports and services that are typically provided in-person, including many services for English Learners, Foster Youth, Homeless Youth, and Students with Disabilities. The COVID-19 pandemic has also resulted in increased isolation and disconnection due to the physical and social separation from the classroom and school community. Curriculum pacing, traditional methods of instruction and assessments of student learning have also been disrupted.

Students, families, and staff have also had to take on new roles due to school closures. Parents, guardians, and caregivers – already important partners in the education of their students – have taken on increased responsibility as co-educators with students at home during distance learning. This has been challenging for those parents, guardians, and caregivers who are able to work at home and for those who are not. Many parents, guardians, and caregivers who are not able to work from home have had to balance the competing needs of caring for their children and maintaining their employment and income. Older students have also had to take on greater responsibility for younger siblings and/or relatives. This includes supporting the distance learning of those younger students, taking time away from their own learning. Staff have also faced tremendous challenges. Many AESD staff are also parents, guardians, or caregivers for school-aged children and are themselves balancing professional and personal responsibilities. The new roles AESD students, families, and staff have had to take on and the balancing of competing demands have added stress and trauma to an already challenging context.

AESD is the 5th largest elementary district in the state, serving approximately 16,000 students at twenty-four schools. The district's boundaries encompass most of the central portions of the City of Anaheim, an area that is demographically diverse in terms of race, ethnicity, culture, economic status, and language. AESD's 2019-20 student population was 85.4% Hispanic/Latino, 4.8% White, 4.3% Asian, 1.3% African American, 0.9% Multi-racial, 0.3% Native Hawaiian/Pacific Islander, 1.4% Filipino, and 0.1% American Indian/Alaska Native. Over 83% of students are identified as socioeconomically disadvantaged, including those students that are eligible for Free/Reduced Meals 81%, identified as Foster Youth 0.6%, and/or identified as Homeless Youth 10%. The student population also includes 51.2% English Learners and 9% Students with Disabilities. Many AESD students speak a primary language other than English, with more than 50 different languages represented and Spanish, Vietnamese, Arabic and Filipino among the most common. The impacts of the COVID-19 pandemic have been disproportionately large on students and families who

were already experiencing inequitable outcomes. These students include English Learners, Foster Youth, Homeless Youth, and Students with Disabilities. This disproportionate impact is resulting in the exacerbation of inequities during a time that is already historic in the levels of stress it is placing upon our collective community.

As the district has planned to "Reopen Schools"- in the physical and virtual space - addressing the learning loss that students experienced during spring and over the summer is a priority. This is especially critical for the student groups experiencing disproportionate impacts from the pandemic. Our School Reopening Plan will abide by all county public health orders to safely serve as many students as possible through in-person instruction. Because we recognize the evolving nature of this pandemic, all of our learning models will meet the needs of all students and mitigate learning loss, assuring that all students are given an equal opportunity to achieve. In presenting plans to the public and Board of Education, staff have noted that significant improvement was needed in instructional coherence and consistency. With the additional challenges that distance learning brings, the needs for coherence and consistency in instructional programs is even greater.

Stakeholder Engagement

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

AESD's stakeholder engagement regarding distance learning and planning for 2020-21 began in May 2020 and has continued throughout the development of this plan. Efforts have included School Reopening Advisory Committee meetings, surveys, meetings with the following parent and staff advisory groups: LCAP Committee, DAC/DELAC, PTA Council, Parent Leadership Institute, Curriculum Instruction and Assessment Leadership Team, Anaheim Elementary Educators Association (AEEA), and California State Employees Association (CSEA) a town hall event hosted by the Superintendent, solicitation of public comments on the draft, and meetings with stakeholder groups. The gathered input was used by staff to inform ongoing planning and is reflected throughout this document.

The district administered a survey to staff and families to obtain their feedback on distance learning, (survey window 5/18/2020-5/26/2020). This survey was made available in English and Spanish and administered via Google Forms. 2,150 parents/caregivers responded to the survey and 1,749 staff responded to the survey. A corresponding survey was also administered to students to seek their feedback on the distance learning experience. A total of 3,501 students in grades 4-6 responded to the survey. This represented approximately 50% of the 6,967 students in grades 4-6. Information from the surveys were incorporated into the AESD Reopening Guidelines and the Learning Continuity and Attendance Plan.

Throughout the month of June and in early July, the Superintendent held a series of meetings with key stakeholders via the School Reopening Advisory Committee. These sessions were held to solicit feedback on the district's draft reopening plans and initial thinking regarding distance learning for the 2020-21 school year. Each session included a brief overview of the district's vision for reopening schools, the guiding principles being used to inform planning, and the draft in-person and distance learning framework. Stakeholder groups were further engaged to solicit input on the preliminary Learning Continuity and Attendance Plan Draft. Specific sessions and meetings for the groups included:

- School Reopening Advisory Committee: May 19, May 26, June 2, July 15,
- LCAP Committee: May 28, August 26, September 16
- District English Learner Advisory Committee (DELAC): May 12, August 31,
- Parent Leadership Institute: April 30, August 27
- PTA Council: August 27
- Superintendent Virtual Town Hall August 4

On July 16, the Board of Education held a Special Board Meeting to discuss the latest COVID-19 data in Anaheim and the School Reopening Committee recommendation from the July 15, meeting. The purpose of the meeting was to review current COVID-19 cases in Anaheim as well as the health and safety, social and emotional learning, and state and county guidelines. The meeting included board members, AESD staff, Daniel M. Parker, PhD, Asst. Professor Public Health and Epidemiology at UCIrvine. Over 120 questions/comments were received in advance. Over 250 community members attended the event or watched it on the district's live broadcast. Simultaneous interpretation was provided within the Google Meet environment in Spanish. Brief presentations were provided by Daniel M. Parker, PhD, Asst. Professor Public Health and Epidemiology at UCIrvine regarding the current COVID-19 data in Anaheim and Dr. Downing, Superintendent, presented the recommendation from the School Reopening Advisory Committee. The board of education took action to open the 2020-2021 school year with all students in Distance Learning.

As the district has planned to Reopen Schools - in the physical and virtual space - addressing the learning loss that students experienced during spring and over the summer is a priority. This is especially critical for the student groups experiencing disproportionate impacts from the pandemic. Our Reopening Schools Guidelines will abide by all county public health orders to safely serve as many students as possible through in-person instruction. Because we recognize the evolving nature of this pandemic, all of our learning models will meet the needs of all students and mitigate learning loss, assuring that all students are given an equal opportunity to achieve. With the challenges that distance learning brings, the needs for coherence and consistency in instructional programs is imperative.

As part of its Reopening Schools plan, AESD has outlined ten specific expectations that parents/guardians, students, and the community should have for distance learning implementation:

1. Consistent, direct, live instruction for every student.--Access to daily direct live instruction for students.
2. Access and availability --Teacher availability to students outside of direct, live instruction.
3. Cohesion in learning and delivery--SeeSaw and Google Classroom are the learning management system to allow for cohesion in instruction and learning
4. Collaboration--Meaningful and structured collaboration between teachers, principals, and colleagues from grade levels to improve outcomes for students based on data and student need.

5. Professional development and supports for educators-- Professional development for all educators on strategies needed to deliver high-quality instruction and on the District's technology, Microsoft Teams, SeeSaw, and Google Classroom, that ensures students access to learning grounded in the essential standards

6. Appropriate support for students receiving Special Education--Ensure students with disabilities are included in all offerings of school education models by using the IEP process to customize educational opportunities and support when necessary.

7. Targeted student support and intervention --Supports and instruction for small groups of students who need additional instructional and/or social and emotional attention.

8. Communication and feedback--Regular communication to students and parents on learning goals and student progress, consistent with the District's grading policies to maintain the home-to school connection

9. Assessments and accountability--Assessments during learning and throughout the school year that evaluate how students are progressing both in the moment and over time to address learning loss before and after the school closure.

10. Support for English Learners--Designated and integrated instruction in English language development including assessment of progress toward language proficiency and targeted support to access curriculum.

Providing these expectations to students and families represents one of AESD's efforts to empower stakeholders to hold the district accountable for providing consistent, high-quality instruction and other services that meet the academic, social, and emotional needs of students and families. The implementation of distance learning and design of robust modes of instruction during this pandemic have presented a unique opportunity to do things differently and create strategies that endure beyond the current crisis in order to improve student outcomes.

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

Stakeholders had options to participate remotely at multiple public meetings and the district's public hearing. Public comments submitted prior to the meeting are read aloud by staff and posted for viewing on the district website. The town hall event on August 4, was held through AESD YouTube stream. This included the opportunity for attendees to submit questions live through the 'Q&A' function. Meetings with key stakeholder groups were held via Google Meet, and were open to the public. Public attendees at meetings were able to listen to presentations and discussions and, at identified times, participate or provide public comment. As an example, public attendees at all district meetings are included within the Google Meet and can observe all presentations and discussions. A time is reserved at the end of the meeting for formal public comment and the chat feature is open for public contributions throughout. Chat comments are saved and included in the posted meeting notes. In a second example, the DELAC meeting enabled attendees to contribute to the chat, pose questions for the presenters, and engage in the larger discussion. All stakeholder meetings also featured simultaneous interpretation in Spanish. In every public meeting stakeholders are invited to participate via phone. AESD utilizes Parentlink for all district and school communication to families, this allows multiple modes of communication: landline, mobil, text, and email notifications.

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

Overall, the feedback that stakeholders provided included valuable insights, recommendations, and questions. These addressed experiences during the spring school closures, priorities for the district's return to distance learning and in-person instruction. Listed below are the key ideas that emerged across most or all of the stakeholder groups.

It is important to note that strong correlation exists between many of these items and the district's ten expectations for distance learning:

- Distance learning in the spring was not effective and needs to be much better in the fall. Critical aspects include live instruction, access to recorded lessons, access to teachers and staff, and communication of clear expectations on a regular basis.
- Distance Learning to include live video conferencing
- One size does not fit all – training, instruction, and communication all need to meet the individual and group needs of students, families, and staff.
- We need to focus on our most vulnerable students in our planning and implementation.
- Parents, guardians, and caregivers need much more support to effectively partner in the education of students at home. This includes clear guidance for what they should expect from distance learning, opportunities to engage in two-way dialogue regarding district planning and their own student's learning, and training, resources, and support to utilize technology and support learning at home.
- Training and accountability for staff are both critical. We need to reduce the amount of variation in program implementation and the instructional experience of students and families. Specific training for distance learning is needed.
- Relationship building, Social Emotional Learning (SEL), and mental health need to be prioritized along with physical health and safety.
- Provide support to students and families to address access and connectivity issues that impact their ability to engage in distance learning.
- Students should have the option to continue distance learning for the remainder of the year, even when some form of in-person instruction resumes.

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

Specific stakeholders have influenced multiple components of the district's Learning Continuity and Attendance Plan. These influences include a wealth of specific feedback on the draft plan as well as 'upstream' influences of stakeholder input on the district's various School Reopening Advisory Committee recommendations, upon which much of this plan is based.

Key takeaways from the parent/caregiver and student surveys administered in the spring included the need to provide (a) daily, live, synchronous instruction, (b) increased connection to staff and peers and sense of belonging at school, and (c) more resources for parents to

support their students' during distance learning including the use of technology. This input was reiterated across all the parent/community groups during multiple sessions and/or meetings and has influenced the following aspects of the district's plan:

- Development of clear expectations for daily, live instruction for all students every day. This includes the minimum number of minutes for both synchronous and asynchronous instruction for a total minimum number of instructional minutes per day.
- Development of Social Emotional Learning (SEL) lessons focused on universal themes that support connecting, belonging, and other aspects of social and emotional well-being. These lessons support the implementation of school wide practices as well as the daily integration of Social Emotional Learning into academic instruction.
- To support parents and caregivers in supporting their own students' learning, the distance learning plan includes specific expectations for weekly communication from teachers to students and families. This communication is intended to provide parents some of the key information and tools they need to support students in meeting goals. Teachers are also expected to be available to students and family members outside of instructional time. This includes maintaining open communication channels and identifying the times at which support is available.

The overarching themes emerging from the spring listening sessions also were impactful in informing the development of the Learning Continuity and Attendance Plan.

Specific themes and their impacts include:

- Parents/Guardians need clear expectations of what they should expect from distance learning.
- We need to focus on our most vulnerable students in our planning and implementation. Addressing Unfinished Learning After COVID-19 School Closures specifically calls out the disproportionate impact of school closures and distance learning on English Learners, students with disabilities, students with learning issues, economically disadvantaged students, foster children, and homeless youth. To accurately assess learning status and monitor growth, the district has developed an assessment calendar across grade levels for ELA and Math. To provide targeted support to students, synchronous small group and individual instruction have been included within those activities to take place within a teacher's weekly schedule.
- The section of this plan describing professional development to support distance learning outlines the expectation and opportunity for ongoing on demand support.
- Parents/guardians need training and resources to utilize technology and support student learning at home In response to consistent feedback that parents/guardians need more support and capacity building in these areas, resources were developed and implemented.

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.]

Providing as much in-person instruction as can safely be delivered is a priority of many stakeholders and acknowledged by the district as an important means of addressing learning loss. AESD is monitoring the COVID-19 cases in Anaheim where the daily new cases are three times higher than Orange County in general. Of particular concern is the high number of children 0-17 in Anaheim who have tested positive for COVID-19. Superintendent Downing is in regular contact with the Orange County Public Health Officer to determine when it would be safe to bring students back for in-person instruction. AESD plans to offer classroom-based instruction for ALL students who chose to return to in-person instruction. Whether in-person or in Distance Learning the AESD instructional plan begins with ensuring that our students are afforded Social Emotional Learning (SEL). SEL is taught first thing everyday in every classroom. In addition our school counseling team have developed an SEL Google Classroom for every site with resources to support the social and emotional wellbeing of students and staff. The plan is based upon utilizing evidence based intervention strategies and focuses on accelerating learning for all students. This is especially important for those groups of students who are disproportionately impacted by school closures. On Thursday, July 16 2020, the board of education, based on the Anaheim COVID-19 data, announced that the 2020-21 school year would begin with full distance learning. This decision was later affirmed by state guidance provided to schools by Governor Newsom on July 17, 2020.

This guidance details the conditions under which schools will be allowed to reopen, the requirements they will have to follow when bringing students back, and the conditions under which a school or district may have to return back to a full distance model after reopening. While current health conditions do not permit delivery of in-person instruction, the district has a plan for a blended learning model so it will be prepared to bring students back once it is safe to do so.

AESD will continue to align decision-making to public health guidance at the state, county, and local level. The information in this section is the district's current plan. It is important to note that this is based on the current public health context and will continue to be responsive to state and county guidance and the district's own monitoring of community conditions and needs.

Model of Instruction: When it is deemed safe to offer in-person instruction, students and families will be provided the option to choose their mode of instruction. To meet health, safety, and learning needs, AESD offered families enrollment in the Anaheim Elementary Online Academy a 100% distance learning school or a blended learning model (which is part in-person, and part distance) will be offered. Students engaging in the blended learning model would receive part of their instruction each week at their school site. During Blended Learning general education students in TK-6 grades would have 40% of their instruction synchronously/in person and 60% through asynchronous/distance learning. In addition, students in PK Special Day classes will attend in-person two days a week, and distance learning three days a week. Due to the smaller class size students in Special Day Classes in grades K-6 would attend in-person Monday-Thursday and participate in distance learning on Friday's.

When students return to an in-person instructional program AESD will continue to focus on Essential Standards at each grade level and utilize evidence based intervention strategies to accelerate grade level learning for students who have experienced a significant learning loss over the closure of schools. In addition students who are at risk of learning loss will be provided with Core plus more instruction on days they are learning from home.

AESD Blended Learning will follow the cohort guidelines issued by the CDPH on August 25, 2020. A cohort is a stable group of no more than 14 children or youth and no more than two supervising adults in a supervised environment in which supervising adults and children stay together for all activities (e.g., meals, recreation, etc.), and avoid contact with people outside of their group in the setting. Cohorting helps to decrease opportunities for exposure or transmission, breaks the chain of transmission, reduces contact with shared surfaces, facilitates efficient contact tracing, and allows for targeted testing, quarantine, and/or isolation of a single cohort in the event of a positive case.

Additional Student Services and Supports

A related services schedule will be developed for each site. Determinations will be made as to which related services will be provided on days of in-school attendance and as to which students and related services are deemed appropriate for continued virtual delivery.

Most of the District's related service providers are able to provide their services in a virtual setting. However, some of the related services are more easily provided in person, including physical therapy, adapted physical education, orientation and mobility, etc. Services determined to be more appropriately provided on site will be scheduled for the days that the student(s) is scheduled on site as appropriate and practical given the health and safety needs resulting from the pandemic.

Key safety measures include:

Physical distancing: Everyone must practice physical distancing, keeping at least six feet away from other people at all times. This includes arrangement of desks within classrooms.

Face Coverings: Wearing a cloth face covering is required for all AESD staff, students, parents/guardians, and visitors unless it is not recommended by a physician or is inappropriate for the developmental level of the individual.

Ventilation and Air Flow: Sites will replace all HVAC filters throughout the year, an increase to the current practice of once per year. Sites will run HVAC fans continuously throughout the 24-hour cycle, including when windows and doors are open. Windows and doors will be kept open, if possible, to increase airflow.

Entrances and Exits: Parents/guardians will be encouraged to stay in cars when picking up/dropping off students and staggered start and end times will be considered. Visual cues, barriers, and signage will direct traffic flow, maintain distancing in any lines, and minimize interaction between families. Entry and exit points will be identified to limit close contact during high-traffic times.

Designated Sick Room: Sites will have a designated area for sick individuals where they can be isolated, assessed, and wait to be taken home.

Classrooms: Good hygiene will be modeled and reinforced. Materials/supplies sharing will be limited and activities that bring students close together will be modified.

Common Areas: Signage, cones, stanchions, and other visual cues will be used to direct traffic flow, encourage appropriate distancing practices, and help maintain cohorts.

Recess and Play spaces: Strategies for limiting the mixing of large groups will include recess cohorts, staggered playground use, and limiting activities where multiple classrooms interact. Playground equipment will not be utilized.

Proper disinfection procedures will be followed, with regular disinfection of high-touch areas throughout the day. Frequently touched surfaces include, but are not limited to door handles, light switches, sink handles, bathroom surfaces, tables, desks, and chairs. Staff will put inventory controls in place to order sufficient supplies including face coverings (individuals may use their own cloth face covering), face shields, hand sanitizer, disinfection materials, gloves, thermometers, and handwashing stations if sink access is insufficient.

Staff and students will be encouraged and provided instructions to self-screen for symptoms at home. Active screening, in which students and staff entering a site or bus are screened with a temperature check and review of signs/symptoms, will be implemented if deemed necessary.

Staff will work with Orange County Public Health to collect and track all illness-related information, support contact tracing, and coordinate a classroom, school, or district response as needed. As state and county public health guidelines evolve, specific activities may be allowed and the district will evaluate the viability of each.

The district will continue to communicate with parents/guardians and students regarding plans and to solicit their input regarding the method of instruction that best meets their needs. AESD recognizes that each of its students and families have different preferences for returning, and different criteria that will make them feel safe enough to do so.

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

Description	Total Funds	Contributing
PPE	170,000	No
Health Materials: Thermometers	24,000	No

Description	Total Funds	Contributing
Disinfecting Materials and Supplies	472,000	No
Visual Cues and Materials for Social Distancing	21,000	No
HVAC Filters	760,700	No
Handwashing Stations	19,600	No
Additional Instructional Materials: School Supplies kits for school and home, headphones for school and home, duplicate Core ELA materials,	437,000	Yes

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Distance Learning:

AESD has designed a Distance Learning plan based on the following:

1. Commitment to grade-level content and instructional rigor
2. Social Emotional Learning and Well-being
3. Focus on the depth of instruction, rather than pace

4. Identify and address gaps in learning through instruction.

Instruction:

To provide students access to the full curriculum in both distance and in-person learning, comprehensive Essential Standards have been identified in English Language Arts, Math, and Social Emotional Learning for each grade level PK-6. These provide teachers, administrators, and other instructional staff coherent and aligned guidance that includes:

- Overview of essential grade-level learning outcomes
- Instructional content and practice considerations
- Foundational skills to be systematically and explicitly taught with ample time for practice
- Formative assessments to guide instructional modifications based on student progress monitoring
- Examples of how Social Emotional Learning (SEL) can be integrated into academic instruction
- Essential clusters of standards aligned to curricular resources and district assessments

The Essential Standards documents are intended to guide teachers in identifying prioritized standards upon which to focus lesson planning and guiding them toward resources that can best support students in attaining mastery of those standards. This is one of the district's efforts to minimize the variation in program implementation across and within schools. As was the case before COVID-19, there will be students who have skills that far surpass their grade level and there must be tools to assess their learning needs and provide them appropriately challenging instruction.

Activities that are potentially allowable during distance learning include:

1:1 Assessments and Evaluations

English Language Proficiency Assessments for California (ELPAC) Administration

Emergency Health supports

Essential Standards: It is important to acknowledge that ALL learning standards are important and were included in state frameworks by design. In selecting essential clusters of standards, AESD is focusing on depth of instruction, rather than pace. The prioritization of key content will enable teachers to more effectively address learning gaps through patient and in-depth instruction, daily re-engaging students with prior knowledge and allowing unfinished learning to be concluded while also introducing new content. Curricular leaders will further articulate specific instructional priorities within the standard clusters. This articulation will provide clear guidance on what is important to teach within each grade level, where time and effort should be invested, and which areas should be taught primarily for awareness vs. deep understanding.

Synchronous and Asynchronous Instruction: Robust distance learning includes a combination of synchronous and asynchronous learning. AESD acknowledges that distance learning is challenging and does not envision students, teachers, and parents/guardians sitting in front of a screen all day long. The district's planned distance learning model is flexible and includes breaks, with a balance between synchronous and asynchronous learning and between whole class and small group support.

Daily, live instruction and interaction was a key area for improvement in the spring implementation of distance learning. During this time, asynchronous learning was the primary model. The AESD community has strongly voiced their desire to see their teachers provide students the full classroom experience, including peer-to-peer interaction, as much as possible. The requirement to provide daily, live instruction has been affirmed by Senate Bill 98. During distance learning, AESD will be offering consistent, daily, live instruction for every student.

In addition to whole-class, synchronous lessons, English Language Development (ELD) and additional differentiated supports will be provided synchronously. These instructional components are discussed further within the 'Support for Pupils with Unique Needs' section.

In addition to direct, live instruction every day for every student, a key expectation of the district's plan is teacher availability to students outside of that time. Access and availability is acknowledged as a key element enabling students to fully access the curriculum regardless of the mode of instruction. Whether at a distance or in-person, students - and family members - need consistent and reliable access to teacher support. This includes maintaining open communication channels and identified times at which support can be obtained.

Instructional Minutes: Students will receive a minimum of 240 minutes of instruction and student support per day, which shall include both scheduled synchronous 150 minutes and asynchronous activities 90 minutes. These 240 minutes shall not include teacher planning, office hours, required professional development, or other faculty, department, and grade-level meetings.

Common Online Learning Management System (LMS) A key decision supporting symmetry and cohesion in the district's teaching and learning was the identification of SeeSaw and Google Classroom as the designated Learning Management System (LMS). In combination with aligned use of the scope and sequence documents, staff and schools will be able to maintain continuity of instruction through distance learning and across any transitions into or out of in-person learning. The use of an LMS will maintain continuity of course assignments and resources so that teachers and students will be able to sustain momentum through any physical transition.

To support parents in their role as coeducators, the district has developed a 'Distance Learning and Community Resources website' providing a host of resources for families as they prepare for and begin Distance Learning.

Resources include:

- Comprehensive Distance Learning Supports for Families/Students
- Distance Learning Tutorials: Links to video tutorials, including Microsoft Teams for Parents, a Guide to Google Classroom and SeeSaw
- Daily Schedule and Grab and Go Meal times
- Technology Help
- Food Resources

- Mental Health
- COVID-19 testing
- Copies of physical textbooks will be distributed to all school students. In addition all current curriculums have online versions that can be accessed digitally.

Note: The terms ‘synchronous learning’ and ‘asynchronous learning’ are used throughout this document.

Following are AESD’s definitions of these terms:

Synchronous Learning: Synchronous learning is any type of learning that takes place in real time where a group of students is engaging in learning simultaneously and through live instruction and interaction.

- Most resembles a real classroom.
- Learners can ask questions and receive feedback simultaneously
- Allows for collaboration between students
- Teachers can provide immediate feedback, assessment, and make adjustments as needed
- Synchronous learning can occur using computer interaction through Google Classroom or live video.

Asynchronous Learning: Asynchronous learning occurs separately and without real-time interaction.

- Directly aligned to live learning and instruction
- Feedback and opportunities for questions come later
- Students can absorb content at their own pace
- Provides opportunities for students to develop questions and reflections on learning
- Allows for more flexibility in scheduling
- Asynchronous learning can occur through classwork, videos, group work, or with other support from a teacher.

The curriculum and resources can be found in the Professional Development section of this plan.

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.]

AESD has made available and distributed 16,300 Chromebooks to students and over 4,750 hot spots to families in need of connectivity. Additional hot spots were ordered and are available based on attendance and engagement data collected from the schools. Every student has access to a device, and should a device not function, families are able to visit the school same day and receive a functioning device. Additional programs were purchased in the pursuit of providing improved engagement for students. Premium versions of Seesaw, Screencastify, and other digital programs allow teachers to provide the best analog for in-person instruction for both synchronous

and asynchronous formats of learning. Each school has a School Attendance Review Team with up to 8 members that review the Students Attendance and Engagment logs daily. In the event a student does not log on for synchronous learning the team reaches out to families to problem solve concerns. In the event the student needs a device or access to the internet they are provided with those items. Each school has an inventory of Chromebooks available to easily exchange any non-working techonlogy. In addition our McKinney Vento team and our Foster Youth Coordinator has worked directly with any student who may be homeless and/or Foster Youth to provide them with access to devices and or connectivity.

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.]

AESD teachers use a tracking log to document students' daily engagement in live synchronous instruction as well as weekly participation in asynchronous work assignments. On a weekly basis teachers assess students' level of work completion based on the total number of asynchronous assignments assigned in a week and document this in their tracking log. Each school has a School Attendance Review Team that reviews teacher tracking logs and through the LMS (SeeSaw or Google Classroom) on a daily basis to identify students who do not engage daily in live instruction. Each AESD school has a referral system in which teachers refer students to their School Attendance Review Team when students are completing less than 60% of assigned asynchronous assignments. Once students are identified as in need of support with increasing their engagement and participation, School Attendance Review Teams utilize a needs assessment when outreaching to students and families that provides a whole child approach to providing support and creating individualized interventions. School Attendance Review Teams will also utilize the district's School Attendance Review Board when students are not showing improvement in engagement and participation after all school level supports and interventions have been exhausted.

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.]

AESD will provide professional development opportunities (through Google Meets) and resources that support staff in implementing the distance learning program described in this plan. These will include, but are not limited to, opportunities and resources to implement Microsoft Teams, SeeSaw, Google Classroom, and the district assessments. Sessions were provided before school started and will continue weekly until Octobe 2020. Certificated staff will be compensated \$50.00 for attending each session.

Programs

Teams - 2x This is a unique opportunity to have your questions answered regarding Microsoft Teams, Whiteboard and OneNote. It will be an open forum style setting. We will address current practices in all three platforms.

Unique Learning Systems (Mod-Severe SDC) - 2x Learn about the curriculum used in our Moderate to Severe Special Day Classes (SDC) such as our LHS, SH, MH, and OI SDC classrooms. Learn about the interactive features, materials and resources, and how students engage with the curriculum through individualized student view.

ScreenCastify Unlimited Learn how to navigate the ScreenCastify Unlimited platform. Topics will include the new available tools including editing, zooming, and animated gifs.

Seesaw Navigate the Seesaw website and discover where different features and resources can be found. Learn about the variety of tools available for student interaction using Seesaw. Explore how to create activities, access student work, and leave constructive feedback for your students.

ST Math ST Math has been revamped to no longer require Flash. Teachers will learn how to navigate the new platform, assign objectives, and interpret data.

Pear Deck Learn how to build Pear Deck presentations from Google Slides or pre-created templates as you maximize student learning and check for understanding. Explore how to easily access student responses in order to provide feedback and gauge student participation. Discover how to change your content from being teacher driven to student paced, allowing for your scholars to learn at their own speed.

Benchmark - 2x Learn how to customize the Benchmark ebooks for use in a distance learning environment by adding pages, embedding videos, and annotating pages for the students. Explore how students can annotate their books and leave notes for you.

My Math for Distance Learning 3.0 Teachers will have an opportunity to revisit the digital tools available in connectED to use with distance learning. This training will also review Integrated ELD resources and using One Note to create synchronous lessons for students.

Lexia Learn how to navigate the website and use the information in Lexia to plan literacy instruction for your students. Explore the class table, a variety of reports, and additional teaching resources to make the most out of the data provided by Lexia and improve your students literacy skills.

Istation - 2x Learn how to best utilize the platform to inform student progress, provide feedback and use reports to form student groups. Explore the Teacher Dashboard and resources to provide students a digital learning experience Provide instructional time through small-group and collaborative instruction.

Renaissance Learning Explore the new Renaissance Learning platform. We will discuss how to generate reports in STAR, set goals in Accelerated Reader, and navigate the new myOn site.

Discovery Explore the different resources available to you and your students through Discovery Education. Learn how to access, build, create, and share content with your class. Enhance your teaching with Discovery Education's videos, documents, virtual labs, studio boards, and more.

Code Campus - 2x Explore how to incorporate Code Campus into your synchronous and asynchronous instruction. We will review lessons, strategies, and the Scratch platform. This curriculum is highly engaging and motivating for students and works to enhance your math instruction.

Rosetta Stone Foundations Learn how Rosetta Stone Foundations is structured, and explore how to access and analyze reports so that you can better guide your students into maximizing their learning.

Second Step Explore our Social Emotional Learning (SEL) curriculum components and how to make them fit within your distance learning schedule. We will navigate the online resources available to you at www.secondstep.org and how to best utilize them when planning and delivering your lessons.

Common Sense Education- 2x This is a review of the Common Sense Education curriculum. Learn how easy it is to become a Common Sense Educator by completing just a few simple steps. This curriculum works well in both asynchronous and synchronous settings as we inspire positive online interactions for all our students.

GATE Differentiation Engage in simple, yet dynamic ways to apply the GATE standards of acceleration, depth, complexity, and novelty to essential standards in synchronous and asynchronous settings.

Assesments

Star: Remote Administration Learn about options for administering Star remotely, parent resources, student resources, and critical reports for planning instruction and responding to students' needs.

ADEPT: Remote Administration Learn about options for administering ADEPT remotely, parent resources, student resources, and critical reports for planning instruction and responding to students' needs.

IABs: Remote Administration Learn about options for administering IABs remotely, parent resources, student resources, and critical reports for planning instruction and responding to students' needs.

CCPST: Remote Administration Learn about options for administering CCPST remotely, parent resources, student resources, and critical reports for planning instruction and responding to students' needs.

Kindergarten Math Assessments: Learn about options for administering K Math Assessments remotely, parent resources, student resources, and critical reports for planning instruction and responding to students' needs.

In addition AESD has a cadre of certificated Digital Learning Coaches assigned to schools to provide individual and on-going support in the moment. Each school site has a Technology Assistant to support first level technical support for staff and families, if the issue requires a higher level of support there are Technology Support Technicians to assist.

Staff Roles and Responsibilities

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

COVID-19 and the resulting transition to a distance learning model have significantly impacted the roles and responsibilities of staff across the district. In some cases, new roles and responsibilities are still being defined (or refined) and will continue to evolve as the district prepares to reopen sites for in-person instruction. Following are some of the key changes to roles and responsibilities of staff, organized by area.

Attendance and Engagement

Within distance learning and blended models, teachers will be responsible for monitoring attendance and engagement using multiple measures. While in-person, a student's attendance is determined solely by their presence or absence during the assigned date/class. In distance learning, teachers will monitor student submission of assignments, presence within the learning management system (Google Classroom), attendance at live, synchronous instruction, and other forms of contact determined at the site. They will also be responsible for maintaining a weekly record documenting a student's synchronous and/or asynchronous engagement each day.

Attendance staff will be continuing all of their core functions, though specific roles within these functions are adapted to the distance learning context. They will follow-up with teachers who are not documenting attendance/engagement, support any new attendance coding/entry specific to distance learning, and engage in outreach/intervention to connect students and families with resources. A key new responsibility of attendance staff will be contacting families regarding absences.

Special Education

All staff supporting students with disabilities will continue performing their broad responsibilities, with modifications to reflect the distance context.

Modifications include:

Behavior Intervention Assistants will be available to sites for consultation on behavioral strategies that can be implemented in a virtual learning model. In anticipation of a higher need for consultation for sites and families during COVID, the distribution of staff efforts across sites may be flexed to target support to the identified challenges that are identified.

Resource Specialists will support a range of distance learning-related actions. They will focus their efforts on supporting the assessment process, monitoring student progress, and coordinating related services during scheduled asynchronous learning so students receive “Core” plus more.

Instructional Aides: Instructional Aides will be more systematically used to support individual students than they were in the spring. Aides that are assigned to classrooms and aides that are assigned to individual students will assist students during distance learning and help the teacher manage instruction. In accordance with the student’s IEP, instructional aides will provide support in virtual breakout rooms and, as appropriate, during targeted synchronous instruction.

Health and Safety Protocols

The roles and responsibilities outlined within this section are from AESD's Reopening Schools Plan. This plan was developed using recommendations from the OrangeCounty Office of Education (OCDE), Orange County Public Health, California School Nurses

Organization, California Department of Health, California Department of Education (CDE), and the Centers for Disease Control (CDC).

Broad responsibilities applicable to all staff include:

- Immediately isolate any individuals who have symptoms of illness to prevent possible transmission of disease.
- Collect and track illness-related information
- Follow all Health Insurance Portability and Accountability Act (HIPAA) to maintain required confidentiality regarding communicable diseases.
- Immediately contact HR and district COVID-19 Coordinator if notified of any students, staff, or family member with a diagnosis or exposure to COVID-19.
- Actively model and support all required public health measures.

School Site Administrators

- Ensure all students and staff have access to the materials, training, and tools to engage effectively in distance learning.
- Be available to support teachers, students, and families during the school day.
- Monitor teaching and learning virtually to provide feedback and support to teachers to improve student learning. Support teachers, Resource specialists, and other instructional staff to implement district programs.
- Engage in collaborative time with teachers virtually and facilitate regular virtual staff meetings.
- Ensure that support staff, co-teachers, and classified staff can work as co-teachers in Teams, SeeSaw, and Google Classroom as needed.

Counselors

Counselors will build upon the structures that have been put in place over the past few years to support a range of student needs within the distance learning and in-person contexts. Counselors will leverage Google Classroom to streamline communication with students. In order to make themselves more available to students and families, counselors will communicate a description of the services that they will provide over the course of the year. They will post their virtual and/or in-person office hours to ensure parents/guardians and students are aware of their availability.

Health and Safety responsibilities emerging as a result of COVID that are specific to types of staff are outlined below:

- Pupil Services and Risk Management Staff: Consult with Orange County Public Health to verify all information. Provide guidance to school sites regarding cleaning and disinfecting. Coordinate district level response to any confirmed diagnoses or exposures to COVID.
- Administrators: Designate staff liaison(s) to be responsible for responding to COVID-19 concerns. Ensure staff are providing students with appropriate distance learning opportunities and accurately tracking attendance/engagement. Reinforce stay at home requirements.
- Office Staff: Encourage electronic communications wherever possible. Reinforce stay at home requirements. Work with school nurse to follow protocols that lower the risk of infectious students being on campus.
- Operations/Custodial Staff: Maintain a stock of personal protective equipment to ensure readiness - order additional supplies as needed. Routine disinfecting of all high-touch areas on a daily basis. Contact operations department if a large-scale disinfecting/cleaning is required.
- Teachers: Reinforce and follow all required health precautions with students including physical distancing, maximum occupancy, regular handwashing, individual supplies, and disinfecting procedures. Followed procedures for sick students or students reporting that they do not feel well.
- School Nurses: Follow Orange County Public Health guidelines to support contact tracing. Provide training to staff on any new procedures required by the health department as a result of contact tracing.
- Bus Drivers/Transportation Staff: Ensure adequate space for physical distancing at bus stops and school loading and unloading zones. For active screening, the driver or aide must screen each rider for symptoms prior to boarding the bus. Mark or block seats that must be left vacant to ensure physical distancing. Ensure good ventilation and open/partially open windows. Thoroughly clean and disinfect buses daily and after transporting any individual who is exhibiting symptoms of COVID-19.

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.]

With (89%) percent of our students underserved, (unduplicated) the Anaheim Elementary School District takes the following student groups into consideration when planning for instruction and support.

English Learners: All English learners are developing their English through the use of Rosetta Stone Foundations, an ELD program that provides immediate, corrective

feedback on language use in the domains of speaking, listening, reading, and writing.

Foster Youth: AESD's Foster Youth Liaison will coordinate with Social Services and school administrators to ensure Foster Youth are provided with the technology support needed to engage in distance learning specifically for students with a placement change that occurs during the school year. The district's liaison collaborates with Social Workers to ensure immediate enrollment of foster youth upon their placement in a home within AESD boundaries. AESD's Foster Youth Mentoring program nurtures connections and positive relationships between Foster Youth and caring adults on school campuses and nurtures and develops the interests and strengths of youth. Foster Youth Mentors will continue to connect with their Foster Youth mentees via live synchronous interactions.

Low-income students

All students were provided with a Chromebook (either on the day of dismissal, or at various pick-up dates). Any families needing assistance with internet access were provided with a hot spot. To date, we have given out 4,750 hot spots and over 16,300 Chromebooks.

English Learners

English Learners will receive both integrated and designated English Language Development (ELD) instruction during distance and in-person learning. For Integrated ELD, English Learners will receive regular instruction during core coursework. These short, more frequent lessons are provided to support English Learners with the language of the core lesson. AESD will offer an Emergent Bilingual Academy afterschool for students in grades 4th-6th identified by the state last year as At-Risk or LTEL.

Students with Disabilities

AESD staff are implementing the full continuum of special education services, and staff are working to support students and families in addressing challenges and supporting access to instruction and services.

Specifics include the following:

- IEP teams are consulting with families in the development of plans and implementation of interventions to support independence and engagement with distance learning in the home environment.
- Special education teams will be leading the development of plans and intervention strategies related to classroom engagement and re-integration for any students that require it.
- Special education teams are working to develop behavioral interventions and/or plans to address compliance with necessary safety requirements (mask wearing, social distancing, overall safety while on campus, etc.) for all students.
- School psychologists and school counselors will provide ongoing mental health support and/or social emotional support for any students who need additional support in managing emotions and/or behaviors related to distance learning, learning challenges, COVID anxiety, social interaction with peers during return to school.
- Provide all Low incidence services to students per their IEP as well as collaboration and direct consultation to parents and staff. Assistive technology support, accommodations, modifications and professional development will be provided to parents, students and staff as needed.
- Provide Parent/caregiver training by School Psychologists and School Counselors in behavior management, balancing supporting their student's school work with other responsibilities, creating functional work spaces for their students to use.
- Provide consultation to students, staff and parents on use of alternative learning materials for students who cannot access technology due to disability and/or lack of access.

Homeless Youth

Distance Learning supports specific to Homeless Youth will include:

- Coordination & communication with shelters and homeless agencies to engage students and expand awareness of AESD Homeless Services.
- Contact with parents/students to assess needs including access to devices and connectivity. Provide technology as needed.
- Communication with schools/teachers & parents/students to locate 'missing' students or students who are not engaged in distance learning, and identification of special needs or services
- Coordination with parents/students & schools as necessary for optional delivery of assignment materials and school supplies.
- Provision of community resource information for parents/students, such as shelter, housing, food, clothing, health, COVID resources, etc. Referral of parents/students to appropriate community agencies and/or district departments/services when educational, health, or welfare needs are identified.

Foster Youth

Distance Learning supports specific to Foster Youth will include:

- Case management to support all eligible foster youth
- Weekly and/or bi-weekly check-ins with students and foster parents via phone, Microsoft Teams, and e-mail.
- Monitoring of attendance/engagement and communication with teachers and administrators when needed.
- Referrals to both district and community agencies for additional support/resources as needed.
- Online tutoring services will be offered to eligible foster youth.

Gifted and Talented Education (GATE)

Google classroom, and the online environment in general, allows for the differentiation of content, process, and product for gifted and advanced learners. Virtual instruction allows for flexible grouping, curriculum compacting, and assignment of targeted enrichment.

- During the 2020-21 school year students in grades 2-6 will continue to be screened to determine whether they might require gifted education services.
- Students who are already identified will continue to receive gifted education services according to the GATE service plans in place at their school site.

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

Description	Total Funds	Contributing
Devices and Connectivity- for students including Foster Youth , EL Emergent Bilingual, or Low Income, Students with Special Needs, Pre-School studnets and employees supporting Distance Learning.	6,945,607	Yes
Additional Technology for TK/K and Students with Disabilities (touch screens)	1,973,500	Yes
Additional Technology for PreSchool (touch screens)	256,000	Yes
Foster Youth Supports tutoring and mentoring	180,000	Yes
Multilingual Literacy Supports--Descubre digital for Spanish Language Development iStation Digital for partner language support Rosetta Stone for English Language Development/Korean Language Developement/Spanish Language Development. Rosetta Stone English for Emergent Blignual	203,000	Yes
Professional Development	718,900	Yes

Description	Total Funds	Contributing
Child Care/Expanded Learning Programs- Daily Child Care between 7:00-5:30 provided by Anaheim YMCA/ASES includes meals.	150,000	Yes
Instructional Material-- additinal Core material for at home and in school learning	100,000	Yes
Digital Programs to support Distance Learning--SeeSaw, Screencastify, Accelerated Reading, STAR Reading, STAR Math, MyOn digital library, ST Math for PK, PKSDC,	600,000	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.]

Within the first first three weeks of instruction, ALL students are assessed in the areas of English language arts and mathematics and all emergent bilinguals are assessed in the area of English language development to screen for learning loss. After six weeks of instruction, students with low performance on one or more of the screeners are diagnosed with additional assessments in the areas of ELA, ELD, and/or Math. These additional assessments are referred to as our Action Plan Criteria. Students meeting the criteria for receiving an Action Plan in the areas of ELA, ELD, and/or Math will receive intervention and progress monitoring at regular intervals throughout the school year until individualized learning goals are met. While interventions are delivered by certificated individuals, the Action Plans are developed collaboratively by groups of educators working together through the Problem Solving Process including Problem Identification, Problem Analysis, Plan Implementation, and Progress Monitoring. All the steps of the Problem Solving Process are documented in our SMART system, so the information stays with a student whether they matriculate to another class, grade, or school within our district and is accessible to relevant grade level and school level personnel.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

All students in TK-2 will receive additional Tier 1 remediation in emergent literacy skills from a Teacher of Special Assignment as indicated necessary by the Star Early Learning assessment. Students requiring intervention will meet synchronously in small groups to address skill deficits in the areas of ELA, Math, ELD, and Social Emotional Learning as determined by diagnostic assessments in these areas.

English Language Learners, Low-Income, Foster Youth, Pupils with Exceptional Needs, and Homeless Youth:

Emergent Bilingual Students-In addition to synchronous instruction in ELD, students will asynchronously participate in Rosetta Stone to receive targeted instruction in Speaking, Listening, Reading, and Writing.

Emergent Bilingual, Low Income, Foster Youth, Special Needs, and Homeless: Small group preview/review will be provided to all students Emergent Bilingual, Low Income and Homeless Youth will be supported in accelerating vocabulary. Foster Youth will be provided 1:1 Tutoring and Mentoring,

Intervention within day during a students asynchronous instructional time in order to provide "Core" plus more: Differentiation based upon data collected through Universal Screeners for the following: Emergent Bilingual, Low Income, Foster Youth, Special Needs, and Homeless

Intensive intervention after the instructional day in Math for students in 1st-6th grade and in Language Development for Emergent Bilingual studnets 4th-6th grade

All materials and strategies utilized are evidence based and available digitally.

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 effectiveness of the services and supports provided to address learning loss will be measured by the ongoing assessments of student progress. This will include the Universal Screeners for Math and ELA administered throughout the 2020-21 school year. Based upon the results of assessments for students (individual and overall), teachers and school sites will be able to assess the impact of the small group and individual supports being provided. Where practices demonstrate evidence of success, they can be replicated and scaled to positively impact a broader range of students. Where evidence of success is lacking, staff can engage in continuous improvement efforts to adjust their approach toward addressing learning loss.

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

Description	Total Funds	Contributing
Additional Compensation for tutoring outside the instructional day	100,000	Yes
Digital Instructional Materials Rosetta Stone English, Read Naturally Live	155,000	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.]

Universal Supports:

All AESD teachers will engage students in daily social and emotional learning activities. Teachers will utilize the Second Step curriculum to teach our students crucial skills including, but not limited to: Skills for Learning, Empathy, Emotion Management and Problem Solving. In addition to our core curriculum, our staff may provide activities/lessons through resources such as Calm Classroom and Restorative Practices to help manage strong emotions and develop a caring, inclusive classroom community. Teachers will also implement Character Development weeks each trimester to provide lessons on strengthening resiliency and building skills regarding citizenship, responsibility and respect. Our Behavior Support Team (BST) members (School Psychologist, School Counselor, Nurse, Behavioral Health Aide (BHA), Behavioral Intervention Assistant (BIA), and Administration) will also be pushing into classrooms to provide guidance lessons to reach all students. Guidance lessons include Zones of Regulation, conflict resolution, and many other topics focusing on social emotional skill

development. In coordination with the site BST, schools are participating in our 21 Days of Kindness challenge highlighted by daily activities to promote kindness towards ourselves and others.

To be proactive in identifying students who may need targeted support teachers will also utilize a universal screener to identify students in need of more support based on their internalizing and externalizing behaviors exhibited during distance learning. Each AESD site also has a School Attendance Review Team (SART) who provide outreach and support to students showing low levels of engagement and participation in distance learning. The SART conducts assessments to identify students and families who may have experienced a traumatic event in order to provide referrals for the BST or other community mental health resources.

Targeted Support:

School site BSTs will coordinate and support students, staff and families based on identified needs. Based on data, our BSTs will support students through various interventions like Check in-Check out and small group social skills sessions.

Intensive Support:

BST members will work individually with students who need the most support. These individual sessions provide our students with a safe, productive environment where they can learn invaluable social emotional skills to better get along with others and benefit from their educational program. If it is determined by the BST that a student requires more intensive mental health support, our BHA will lead the family through completing a referral for therapy through our partner, Western Youth Services (WYS). The BHA will act as a site liaison to case coordinate between Western Youth Services and school personnel to ensure the support is consistent for the student.

Support for Staff:

AESD's Educational Services division has created a bank of resources for our staff around self care and mental health and well being. Some of the resources available to our staff are:

Personal Wellness open ended groups run by WYS personnel. Staff can drop in to a group session with a focus on reducing anxiety and general wellness.

Self Care grab and go resources:

Mindfulness and self compassion exercises and lessons

Music and art relaxation resources

Guided Meditation resources

Second Step Adult Resilience modules--Self Care, Caring for Each Other & Student Care

Brain/Movement break ideas to keep minds fresh

At home self care resources

If staff need more intensive support, they are encouraged to utilize our district's Employee Assistance Program which provides many confidential and professional assessment and referral services. Some of the resources available to our staff through this program include:

Unlimited Telephonic Clinical Assessment and Referral

Up to 3 Sessions of Professional Assessment for Employees and Family Members

Unlimited Education Referrals and Resources

Unlimited Referrals and Resources for any Personal Service

Unlimited Community-based Resource Referrals

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

All AESD schools have developed School Attendance Review Teams (SART) that are led by the school's vice principal and include office staff, attendance liaisons, Family and Community Engagement Specialists and other support staff; multiple members of each SART are Spanish speaking and can communicate with parents or guardians who are Spanish speaking. When students are identified as needing outreach, the SART utilizes the district's tiered intervention and support plan. AESD has bilingual staff members to provide outreach in languages other than English.

Key Components:

Contact

Being able to contact parents and stay in constant communication is very important. Communications will be conducted mostly via email and automated phone calls as schools will not be able to have as many in person meetings, conferences, cafecitos, etc. or allow too many parents to be on campus. If students have not been engaging in their distance learning we must be able to contact parents immediately to resolve the problem. To ensure we have current contact information for caregivers we will:

Ask parents for current contact information each interaction we have with them.

Identify students/parents who are difficult to stay in contact with and reach out to them as often as possible to ask for current contact information and their preferred mode of communication when their contact information has changed and not been updated with the school.

Connectivity:

Students must have a Chromebook or personal device (laptop or PC) AND be able to connect to the internet. If students do not have a working Chromebook or wifi at home they must be connected with appropriate personnel immediately. A needs assessment has been developed that you can use when speaking with parents to determine what technology needs they may have and who to refer parents/students to for support.

Engagement:

If a student is engaged in their distance learning it means they are logging on to their Microsoft Teams for live virtual instruction each week day and are engaging with their teachers and classmates. Teachers will monitor student engagement to prompts during live instruction via written, verbal, physical or gestural responses. Teachers will be keeping track of their students' daily engagement and may reach out to you

if they have concerns that one of their students has not been responding to their daily engagement activities. This needs assessment can be used to help identify what some underlying causes may be to the students lack of engagement.

Participation/Work Completion:

Some students may seem to be engaged and not have other needs but are not completing and/or turning in much work to their teacher. This could be due to a lack of motivation or because the student needs extra academic support because they are not able to do the work independently. Typically, these students will need to be referred to the Behavior Support Team or will need some academic intervention to support their learning. If the student has an IEP, please ensure engagement concerns are communicated to the student's IEP team. If participation or work completion is the only problem, Attendance Liaisons will not need to intervene, however the teacher may refer the student to SST or BST for additional support. However, if the student is also not engaged, the Attendance Liaison should complete the needs assessment to determine if there are some other referrals or resources needed to support the student.

Attendance/Engagement Outreach Procedures

Vice Principal Responsibility:

- Daily, check teacher tracking logs to identify students/families who need follow up
- Weekly, coordinate with Attendance Liaisons (AL), FACES, Office Staff, IAs etc. to determine which students/families each staff will follow up on.
- During follow up, conduct Needs Assessment

Teacher Responsibility:

- Use this Teacher Tracking Log to track attendance and engagement
- Daily, take attendance of students logged on to Microsoft Teams for Live Instruction within 30 minutes of instruction starting, and then at any point thereafter during live instruction that a student logs on.
- Daily, track engagement during live instruction as evidenced by verbal, written, gestural, or physical responses to prompts during live instruction.

Office Staff Responsibility:

- Daily after 30 minutes of live instruction has began check teacher tracking logs to check for students who are not logged on to Microsoft Teams
- Make phone calls to available numbers to encourage families to log on as soon as possible
- Send TeleParent messages/emails to parents to notify them that the student is not logged on for live instruction.

Tier 1:

- Calls to notify and verify absences with parents

- Monthly Attendance Push Letters provided in parents' corresponding language comparing their child's attendance rates to that of an average AESD student.
- Calls to parents for immediate technology and connectivity support or to identify other barriers to regular engagement and participation -Positive relationship building
- Providing clear communication regarding instructional minutes and developmentally appropriate student expectations
- Training and tools parents may utilize for supporting student access to synchronous and asynchronous instruction during distance learning

Tier 2:

- Staff utilize the district's Needs Assessment to identify specific areas for support and provide referrals for a wide range of potential barriers such as technology and connectivity, student behavior, academic concerns, food insecurity, unstable housing, and mental health and wellness.
- Referrals to school site resources such as behavior support from the behavior support team, academic support from Teachers on Special Assignment, or referrals to community/district resources such as Western Youth Services for mental health support, the community's food programs for food insecurity, and the district's McKinney Vento program for resources related to unstable housing.
- SARTs hold formal SART meetings with parents to discuss needs, referrals made, and create an agreement between the SART and parent/caregiver to improve engagement and participation.

Tier 3:

- Referrals to SARB
- Intensive case management or coordination of outside agencies providing support by either a Behavior Support Team member or the Child Welfare and Attendance Coordinator.

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.]

Food Services will provide breakfast and lunch service at all AESD schools whether students are attending in-person instruction or distance learning, or both. For distance learners, meal service will be curbside. For students attending in person instruction, meals will be served in designated serving areas.

In addition, Food Services will provide meal service via bus routes in select areas of the District to maximize outreach to families. Families who receive meals curbside and at bus stops will be provided with 6 days of meals, including a meal that is meant to be consumed on Saturday.

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

Section	Description	Total Funds	Contributing
School Nutrition	Nutrition Services and Supplies	50,036	No
Mental Health and Social and Emotional Well-Being	<p>Positive Behavior Intervention and Supports (PBIS) and Social Emotional Learning (SEL)</p> <p>The district's SEL and PBIS team are leading multiple efforts to attend to the mental health and social emotional well-being of students, families, and staff. This includes the integration of SEL into instruction and addressing the traumatic impacts of COVID, school closures, and the systemic racism and violence in our nation, state, and community. Professional learning is being provided to increase</p> <p>connectedness/belonging and address trauma – both within the remote context.</p>	6,900,000	Yes

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	<p>Nurses</p> <p>Nurses will play key roles in the district's efforts to educate community about COVID, support contact tracing, and engage in direct outreach to students and families. The current public health crisis has come with a host of other economic and social impacts. These staff will not only maintain existing staffing and supports to provide critical health information, referrals, and support, but lead the district's efforts to proactively identify physical and mental health needs and provide or connect students and families to the appropriate services and resources. Nurses and Health Clerks</p>	2,400,000	Yes
Pupil Engagement and Outreach	<p>District Parent Resources</p> <p>Family and Community Engagement staff have partnered and are continuing to work closely with the Attendance and Engagement Office to conduct outreach to make contact with 'unreachable ' students. They are also actively developing and implementing a range of parent capacity-building workshops and making available a host of resources to support Distance Learning.</p>	1,053,060	Yes
Distance Learning Program	<p>Technology materials and services for staff to work remotely</p> <p>Includes computers and headsets to enable staff to support implementation of district programs remotely.</p>	9,000,000	Yes

Section	Description	Total Funds	Contributing
In-Person Instructional Offerings	Mitigation of COVID-19 and Operational Support Additional staff time in the form of overtime hours, temporary staff, and substitute staff to mitigate the impacts of COVID-19 at sites and district facilities. This action supported efforts in Maintenance and Facilities, Technology Services, Health Services, and school sites.	386,000	No
In-Person Instructional Offerings	Additional Classroom Teachers and Teacher's on Special Assignment to support class size for social distancing and learning loss mitigation.	950,000	Yes
Pupil Engagement and Outreach	School Attendance Review Team-Attendace Clerks	510,500	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
35.17%%	\$44,957,890

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.]

There are several actions that are both (a) being implemented districtwide and (b) increasing or improving services for unduplicated students.

These actions include:

Devices and Connectivity

The provision of devices and connectivity access is being applied across the entire district, but is primarily intended to provide access for low-income students who may not have full access at home. The district purchased and distributed computers to any student in need and will continue to distribute devices to incoming Transitional Kindergarten, Kindergarten students, new students at grades PK-6, and any continuing students who still need a device. Targeted outreach is occurring through Homeless Youth services in partnership with the School Attendance Review Team to make contact with 'unreachable students' and determine technology needs. On a case-by-case basis, Wi-Fi hotspots are being provided.

Curriculum Coordinators and Training Specialists

The coordinators and training specialists within the Education Services Division provide a range of professional development, including coaching, and help chart the instructional course of the district. Their recent work has been focused in a number of areas that are specifically targeted at supporting the needs of unduplicated students. Having focused in the previous years on implementation of the ELA/ELD framework through the recent Language Arts adoption. This is a critical and synergistic effort with the work of Integrated and Designated ELD as well as differentiated instruction for students with disabilities and other learning needs. As distance learning continues for the 2020-21 school year. The Curriculum Specialists, coaches and Digital Learning Coaches will be key leaders in this effort.

Positive Behavioral Interventions and Support (PBIS) and Social Emotional Learning (SEL)

These actions are jointly focused on providing both students and staff the training, skills, and tools they need to establish and maintain a positive school climate and culture. They are also intended to develop each individual's social and emotional capacity to be successful in college, career, and life. While a positive school culture and climate are important for all students, they are particularly important for unduplicated pupils and other groups who have historically and continue to experience disproportionate discipline and other unhealthy

impacts of a negative school climate and culture. Foster Youth and Homeless youth in particular experience higher rates of discipline and lower attendance. English Learners and Low Income students are also more likely to be impacted by negative school culture and climate. These programs, while continuing their previous work, will adapt their range of supports for staff and students during distance learning. As the survey results discussed in this plan showed, connectedness during distance learning is challenging and many reported feeling less of a sense of belonging to their class or school. The PBIS and SEL programs will be critical elements in communicating and teaching best practices for integrating SEL into daily instruction and establishing clear classroom and school wide supports to build positive culture and climate.

Nurses

This action, in non-pandemic times, represents another of the district's efforts to provide resources to the AESD community based on the needs of the most vulnerable, including unduplicated students. In particular for those students who are low income, Foster Youth, and

Homeless Youth who may not always have regular access to health services, including counseling and mental health services, this action is a critical support. Providing preventative health services and rapidly responding when needs are identified increases the ability of more students to attend school more often. With attendance playing a critical role in academic success, this action is viewed as a direct support of student success in the classroom and beyond. During the time of school closures, the staff within this action will play a critical role in addressing the impact of trauma caused during the pandemic or exacerbated by the conditions of school closure. As mentioned throughout, the impacts and trauma of COVID are landing disproportionately on specific student groups, including unduplicated students.

The District Parent Resources Team implements a range of engagement opportunities including the Parent Leadership Institute meetings and Parent Workshops. These opportunities, while open to all, are intended to engage those who have historically been less connected to school and/or those students who stand to benefit most from further empowering their parents/guardians. The programs provide parents/guardians the skills and encouragement to take on leadership roles within their school community, engage in peer coaching, and participate in district level leadership opportunities. This is intended to increase the amount of representation among leadership bodies of parents of English Learners, Foster Youth, Homeless Youth, and Low-Income students. The workshops and other resources provided by the Parent Resource Team establish a safe and welcoming space for parents to connect with peers and staff who are invested in elevating their voice and authentic participation in improving school and district outcomes. During school closures, the Parent Resource team has additionally partnered with the school site to engage students and families who have been 'unreachable' or are otherwise unengaged. This work has included outreach by phone and, when necessary, direct home visits to make contact, assess needs and provide support.

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

The actions and services described in this plan that have previously been provided and continue to be provided as an increase or improvement to unduplicated students include:

- Foster Youth Services
- Multilingual Literacy Learning
- Homeless Services
- Curriculum Specialists, Instructional Coaches, Digital Learning Coaches, and Coordinators
- Counselors
- Positive Behavioral Interventions and Supports (PBIS) and Social Emotional Learning (SEL)
- Nurses
- District Parent Resource Team

- Expanded Learning Programs

Of the actions described within this plan, several are services that are provided only or primarily to unduplicated students and their families. These include Foster Youth Services (serving Foster Youth), the Multilingual Literacy Learning (serving Emergent Bilingual Learners), Homeless Services (serving Homeless Youth).

Actions described in this plan that may be available to a broader audience but are primarily directed towards unduplicated pupils to increase services include:

- Expanded Learning Programs: The programs are focused at sites with the highest student needs and enrollment in programs exceeds district percentages for socioeconomically disadvantaged students and English Learners.
- Computers and Additional Technology to Support Distance Learning: This action was implemented to ensure that all students have a dedicated device with which to access distance learning. While all students are eligible to access a device, the action was principally directed towards students who did not already have a device and would not be able to obtain a device on their own. Similarly, the provision of additional technology, including hotspots on an as-needed basis, is being principally directed toward families and students who are not able to obtain this without support.

Actions described in this plan that are funded by multiple resources and have components with a particular focus on increasing and improving services for unduplicated pupils include:

- Curriculum Coordinators, Specialists Instructional Coaches and Digital Learning Coaches: This team includes staff that focus jointly on English Language Development (ELD) and English Language Arts (ELA). These staff, while serving all schools and students, also have the stated responsibility to serve EnglishLearners as a primary part of their position. The Educations Services team as a whole also direct efforts to sites that have a demonstrated need, including those needs relevant to unduplicated student groups.

- District Parent Resource Team: The District Parent Resource Team, while open to parents and guardians from all schools, focuses its efforts in particular towards those families that can benefit most from increased connection to school and capacity building to support their students' learning. Among these are the four student groups that make up the unduplicated student category.

Actions described in the plan that represent an increase in services above and beyond the level that would be provided otherwise, with the increase intended to primarily benefit unduplicated students, include:

- Counselors: A base level of counselor staffing is provided by Local Control Funding Formula (LCFF) Base funding. The remainder is funded by LCFF Supplemental and Concentration Grant funds, with the goal of the action being to increase access to counseling for students that need it most. This includes all unduplicated students, who are more likely to be the first in their family to attend college and frequently have higher needs for counseling based on their context.
- Nurses: Provide critical support that is of particular importance in a district with high percentages of low income families such as AESD. Youth in low-income communities suffer a higher than average rate of chronic disease and often have challenges accessing health care. Increased nursing, while available to all, are primarily intended to meet the needs of youth that experience greater health challenges and have higher exposure to trauma. This includes the multiple groups within the unduplicated student umbrella.

Other actions and services that continue to be provided as an increase or improvement to unduplicated students include:

- District Librarians Media Assistants
- Early Childhood Education: Contribution to State Preschool Programs
- Strategic Class Size Reduction and Restructure of the Teacher Salary Schedule
- Visual and Performing Arts Opportunities
- School Psychologists
- Advanced Learning (GATE)
- School site funds to be allocated through the School Plan for Student Achievement (SPSA)