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/lrngcntntyatndncln-instructions.docx.

<table>
<thead>
<tr>
<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Antioch Unified School District</td>
<td>Christine Ibarra</td>
<td><a href="mailto:ChristineIbarra@antiochschools.net">ChristineIbarra@antiochschools.net</a></td>
</tr>
<tr>
<td></td>
<td>Associate Superintendent</td>
<td>925-779-7500</td>
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</tbody>
</table>

General Information

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

Immediately following school closures, the Antioch Unified School District’s (AUSD) identified the needs of the students and families within Antioch. Grab and Go meal distribution commenced at 3 locations across Antioch. K-12 digital resources were shared on the district’s website and paper packets were developed and made available for pickup at Grab and Go meal locations in an effort to maintain learning while state and government officials further assessed the impact of COVID-19 and longer-term decisions were made. Shortly thereafter, AUSD collected, imaged, and sanitized over 6000 laptops for distribution to students without a mobile device at home. The content and design of the district’s website was updated to serve as a resource hub for students, families, and staff by including easy to find, relevant, and essential resources necessary for accessing distance learning. Personal Protection Equipment was purchased, and Plexiglas structures were installed at work areas to allow AUSD staff to safely work with the public. AUSD connected with vendors to expand access to online resources and continues to work with union groups to negotiate the terms of changing work conditions due to COVID-19. Training modules
were made available to teachers, students, parents, and administrators to successfully engage in distance learning and remain connected and productive. Surveys and webinars were conducted across all stakeholder groups to determine successes and next steps, and to share plans and solicit feedback on the assorted options for learning we may face in the 2020-21 school year. As we prepared for the reopening of school, teachers and administrators have put in countless hours of preparation and practice to become more proficient in a virtual environment. Classified staff have also adapted their duties to meet the current demands of supporting Distance Learning and implementation of health and safety protocols. And finally, funding and expenditures have remained a focus throughout due to budget reductions, changes in funding streams, and adjusting expenditures to align with current demands, such as the increased need for technology resources.

Stakeholder Engagement

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

Planning in AUSD began with looking at student, parent, and teacher survey data and feedback from the spring distance learning experience. What we learned about the early challenges informed our school reopening plans. From there, elementary and secondary administrators and district administrators drafted preliminary ideas for three reopening options: hybrid, full distance, and full return. Those ideas were shared with represented groups of the Antioch Teachers Association. Questions were asked by teachers, and suggestions were shared and incorporated into the next phase of planning where feasible. The next step was to share plans and solicit feedback from our parent groups. Five webinars were held with English and Spanish speaking parents and parents with students in Special Education. Information on the webinars was shared via email, text, our district webpage, and Facebook. Information is also shared with parents via a text communication application that allows them to receive information and share feedback regardless of internet access. With input from parents, further refinements were made to the plans. At that time, the reopening plans were presented to the Board of Education and an extensive live webinar series was conducted with teachers, classified staff, parents, secondary students, and site administrators. Participants were able to ask questions and provide feedback throughout the webinars. The information collected not only further informed reopening plans, but also generated Frequently Asked Questions (FAQs) which were shared back out with stakeholder groups. Additionally, the webinars were recorded and posted to the district webpage for those who were unable to participate. With Governor Newsom's guidance for reopening, it was determined AUSD would open in full distance. Plans were then finalized, shared with the Board of Education in a follow-up staff presentation, and Memorandums of Understanding were signed with our bargaining units. Plans were then included in the Learning Continuity and Attendance Plan (LCP) and additional virtual meetings were held with all stakeholder groups: Parent Advisory Committee (PAC), District English Learner Advisory Committee (DELAC), teachers, local bargaining units, and administrators.

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

The Antioch Unified School District Board of Education is authorized to hold public meetings via teleconferencing and to make public meetings accessible telephonically or otherwise electronically to all members of the public seeking to observe and to address the local legislative body or state body consistent with the flexibility afforded by Executive Order N-29-20, published on March 18, 2020. During the
public hearing, the community can provide written comments regarding the LCP to be read aloud during the meeting. Video conferencing and webinars, in English and Spanish, have been the methods used to conduct virtual meetings with stakeholder groups. Although it does not replace face to face interactions, questioning strategies and the chat box were utilized to collect information and feedback equitably from stakeholders. In September, AUSD will gain access to virtual breakout rooms in Microsoft Teams. This will allow us to break into smaller groups for more focused conversations.

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

In reviewing the feedback shared by stakeholder groups, the following ideas, trends, and input emerged: the need for every student and teacher to have the technology and internet connection needed to engage in distance learning, and hard copies when needed; supports and training for all on technology; limit the number of learning management systems used to minimized confusion for students/families; social and emotional needs of students and available supports, including community building activities; safety measures for when students return for in-person learning; student engagement strategies and rigorous lessons; academic supports for struggling students; reasonable expectations and supports for students and families due to extenuating circumstances, particularly as it relates to student attendance and engagement; the importance of physical activity and sports; continued access to music instruction; and on-going communication with teachers, admin, students, and parents.

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

The dire need for technology and equitable access, including the need for limited learning management platforms, has had a tremendous impact on the development of the LCP. This also includes the need for ongoing training and support for students, teachers, and parents in the use of technology when teaching and learning virtually. The social and emotional needs of students prompted the immediate expansion of social emotional learning efforts, strategies, training, and support services.

Below, is more specific feedback from stakeholder groups:

Students

- Would like the option of distance learning the entire year
- Concerned about how the technology will work and prefer to have one digital platform
- More hands on teaching
- Like the schedule, longer hours for instruction, office hours, and advisory
- Regular and timely communications from teachers, especially on assignments and grades
- Would like standard method to turn in homework assignments
- Anxious about testing virtually, excessive homework, ability to learn everything required
- Tutoring and counseling supports
- Empathy for our situation – consider we’re at home and have multiple classes
- Clear guidelines and expectations for attendance
- Need for PE and sports

Parents/Community
- Safety protocols, social distancing, disinfecting practices, PPE/facemasks for students
- What happens if a student or staff member tests positive?
- What will recess or outdoor time look like?
- Need for physical and social interaction
- Access to laptops and the internet with limited virtual platforms
- Tech support available to students and families
- Live, engaging, daily instruction
- Return to grades
- Regular communication with teachers
- Access to monitoring student work and progress
- Access to counseling or mental health supports
- Access to academic support
- Other options for instruction (ie., independent study, homeschooling, remain in distance learning)
- Sports, extra-curricular activities, and PE in a virtual environment

Teachers
- Access to technology, applications, and equipment, such as document cameras
- Tech support
- Issuance of student textbooks and workbooks, and printed work when needed
- More detailed plans on K-12 music
- Maintaining elementary preps
- Balance of synchronous and asynchronous learning
- Valid virtual assessments and protocols
- Professional development opportunities during staff development days and throughout the year and access to training videos
- Attendance practices and supports for engaging students that are not logging in
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.]

AUSD's commitment to re-opening schools safely and resuming in-person instruction will be done partnered with a commitment to students' academic success, mental health supports, stakeholder engagement opportunities in both English and Spanish, re-engagement in school routines, and family and community outreach and support. Once Contra Costa County is off of the monitoring list, we are committed to meeting with all bargaining units to revisit the current MOU and negotiate any areas that are necessary to allow for students to receive instruction on campuses. Special education students and English Language learners, along with our Foster Youth and Homeless Youth, will be prioritized in any type of return that is permissible. Beyond our unduplicated students, AUSD will utilize universal screeners within the first three weeks of instruction to identify students who are at greatest risk and have demonstrated significant learning loss. Students in grades TK-2nd grade will also be prioritized to return to campus if possible. District and site leadership have developed plans to ensure students will have access to high quality, rigorous first instruction. Ongoing formative assessment processes will be utilized to continually monitor student progress and areas of need which will initiate additional levels of academic, mental, and emotional supports for identified students.

When we have the ability to return students to any form of in-person, on campus learning environments as prioritized above, we will ensure the safety and health of students and staff continues to be our top priority. Whether we have a full return or hybrid return, we have outlined protocols and procedures for families and staff members and students will be assigned to cohorts to limit the exposure to other students and staff. Families will be asked to “Screen at Home” and take temperatures daily before sending their child to school. Mandatory face-masks will be required for children in second grade and older in accordance with county and state guidelines. All staff members will utilize face shields. All students and staff will be encouraged to wash/clean their hands regularly and personal hygiene protocols (hand-washing, sneezing/coughing into bend of arm, etc.) will be followed. Teachers will provide COVID-19 prevention and information lessons to students. Each school will have hand-washing stations with soap and/or hand sanitizer in addition to each classroom station. Classroom furniture will be arranged to minimize risk of exposure and adhere to physical distancing requirements. Schools will limit sharing of supplies between students and disinfect between uses if sharing is unavoidable. Where possible, student cohorts will be kept from mixing by staggering lunches, recesses, and other transition times as needed. AUSD will follow disinfection guidelines developed by Contra Costa County Public Health for classrooms, work-spaces, outdoor spaces, and playgrounds. Tissues will be available within each classroom. Sneeze guards will be provided to capture airborne droplets and sneeze particles, and confine the spread of germs between students and faculty. Any student displaying signs of sickness will be immediately referred to the school site wellness room for assessment. Each school will have a wellness room through which others do not regularly pass where symptomatic individuals can remain until they are able to go home.
### Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

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<tr>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
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<tr>
<td>Provide an effective curriculum for students to master California content standards including both digital and print media.</td>
<td>$717,000</td>
<td>No</td>
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<tr>
<td>Provide signage, handwashing stations, PPE, as well as sneezeguards and other social distancing equipment for school sites to adhere to state and county guidelines when in person learning can be provided on campuses.</td>
<td>$550,000</td>
<td>No</td>
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<tr>
<td>Continue Dual Immersion programming at two sites to create and foster bilingualism, bi-literacy, awareness of linguistic and cultural diversity, and high levels of academic achievement through instruction in two languages.</td>
<td>$1,750,000</td>
<td>Yes</td>
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<tr>
<td>Provide a temporary, alternative placement for students needing specialized academic and behavioral supports.</td>
<td>$354,000</td>
<td>Yes</td>
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<tr>
<td>Students will have equitable access to a well-rounded education through career and technical education courses, advanced placement (AP) offering, and various STEM programs, whether virtual or in-person.</td>
<td>$1,425,000</td>
<td>Yes</td>
</tr>
<tr>
<td>Develop school media centers for high needs students to develop literacy and research skills in preparation for college and career. The College and Career TOSA and Work Based Learning Coordinators will create a K-12 college and careers resource bank which teachers can access to incorporate college awareness, exploration, and preparation activities within the curriculum. They will also work with business, community and higher education partners to enhance STEAM-related instruction in specific academies and pathways.</td>
<td>$300,000</td>
<td>Yes</td>
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Distance Learning Program

Continuity of Instruction

[An 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.]

Antioch Unified School District is committed to providing continuity of instruction to students during the school year, whether via an in-person, distance, or blended learning environment. Input from teachers, students, families, staff, and community partners has informed the development of a comprehensive plan which addresses the necessary components of a multi-dimensional school program. As a result, AUSD schools are well-positioned to transition to a variety of settings that ensure equity and access to high quality curriculum and instructional practices. The academic and mental health safeguards and wraparound services provided to students on a regular basis are important elements of AUSD’s distance and in-person learning plans and allow students to maintain a network of support.

In the area of curriculum, Educational Services staff and Teachers on Special Assignment (TOSAs) have worked to ensure both print and digital access to core curriculum is available to the greatest extent possible for all students. Working in partnership with the Technology Department, AUSD has provided every AUSD student with a laptop if needed, and has transitioned to single sign on access to all digital curriculum for both students and staff in the myAUSD locker. This system will allow both teachers and students to easily access all digital resources, and student and staff accounts with ease. Because many families and teachers have requested both digital curriculum and print materials, a district wide distribution of print materials for home or school use was executed across all campuses K-12th grade, including all alternative sites. Furthermore, the identification and implementation of the universal platforms, Seesaw and Microsoft Teams online learning management systems, have been offered to teachers, families, and students in support of families with students across grade levels and school sites. AUSD teachers were provided laptops and video conferencing tools to support continuous instruction and interactions with students. In addition, teachers and students have access to many resources and programs applicable to in-person and remote settings, including, but not limited to, Odysseyware online courses, ConnectEd, and iReady. All middle school students will be given access to video resources and standards-aligned activities found in the Discovery Education Experience online platform. This resource has been made available free to middle school students through a partnership with the CCCOE and Genentech.

Priority Standards will be available and utilized for all core content areas in grades K-12th. Whether in distance learning or in-person instructional models, the Priority Standards will allow teachers to focus on the critical concepts for each grade, that when mastered, will prepare students for the next level of instruction or the next grade level.

One significant change for staff, students and families from the spring closure to the fall reopening is the use and support of one learning management system (LMS) at the TK-3rd grade level (Seesaw) and one at the 4th-12th grade level (Teams). Also the development and utilization of myLocker where staff and students will utilize single sign on for all the LMS, digital curriculum and supported learning applications and resources will be a system that is utilized in both distance learning and when we transition back to in-person learning. All communication, meetings and assignments, videos, assessments and grades will be accessed and tracked within these online systems. Parents and students will be able to obtain most everything they need to learn at school or at home from one log-in spot, although consumables and pencil paper activities will continue to be part of the program.
Parents of students participating in distance learning will continue to be our partners in the education process, but their role has taken on a new dimension. With student learning taking place in the home, parent engagement becomes increasingly more important. To help parents understand the expectations the school has for them during distance learning, a Parent Toolkit as well as various materials have been crafted in English and Spanish and distributed to families to explain what actions the parents can take to contribute to the distance learning program and the academic success of their child(ren). Training videos and written directions are also available for families on the district webpage, in English and Spanish. Additionally, for our Spanish-speaking families, AUSD will be offering parents the opportunity to continue with virtual CABLE-sponsored Parent Project workshops.

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.]

Through the procurement of 8,000 additional mobile devices (laptops), students and staff will have the necessary tools to engage in distance learning. These additional devices combined with the current inventory makes over 14,000 devices available for student use. All computers were cleaned and imaged to be checked out to students over the course of 2 and a half weeks. The laptop distribution this past spring was a strong indicator of the need for district laptops in the homes, which was followed up by surveys to families regarding device and internet access needs. The laptop pick-up schedule was shared with families through the district webpage, Facebook and individual school sites. Information on affordable internet was made available to parents via email and the district webpage in partnership with California Emerging Technology Fund. In addition, 850 wireless hotspot devices were made available for checkout for families without internet at their homes through a private donation. To request a hotspot, families can inform the district in writing or by filling out a form and priority will be given to homeless, foster, and economically disadvantaged students. The District Counselor and Homeless and Foster Youth Liaison also connected with individual families and delivered devices, when needed. Staffing for the Tech Help Desk has been expanded to address the higher demand for tech support from students, parents, and staff. Tech Support can be reached by calling the Tech Help Desk or submitting a Tech Support Ticket. Site administration and staff will be responsible for contacting parents of students unable to access class virtually to identify solutions so students can engage in learning.

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.]

AUSD has established an online electronic attendance process that all teachers will use to document student daily engagement and participation. Student engagement and participation will be recorded daily through the Aeries Student Information System. Teachers will monitor engagement and participation through synchronous and asynchronous activities, which will be recorded and certified through the Aeries grade book once available. For now, teachers will complete a weekly form to account for synchronous and asynchronous instructional minutes. Teachers will establish daily live contact with students using a variety of tools, including, but not limited to, in person meetings, phone calls, texts, and emails, as well as synchronous meetings using Microsoft Teams and video conferencing tools, the Remind app and other forms of virtual communication. Student engagement and participation will also be monitored using daily online course participation or verified daily assignment completion. Online instructional platforms such as Microsoft Teams, provide data documenting participation in synchronous learning activities. Evaluating the time value of distance learning assignments is the role of the credentialed teacher. Time value
will be measured via online participation in oral, written, and electronic assignments, and teachers will use priority standards as a guide to ensure adequate progression through grade level and/or content standards is occurring. Various protocols and guidelines have been developed to support student assessments in the distance learning environment.

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.]

AUSD is committed to providing ongoing support, guidance, and resources for teachers to maintain high-quality distance learning and/or in-person programs for students. Both voluntary, live training opportunities and mandatory staff development days have been dedicated to supporting administrators and teachers in the instructional platforms. To enhance teachers’ skills, in-depth training in the use of Seesaw and Microsoft learning management systems (LMS) were provided prior to school starting and will be ongoing throughout the year both in live and virtual 60 minute training sessions, as well as through pre-recorded webinars for review. Both Seesaw and Microsoft Teams afford teachers a means to provide instructional support, create class calendars, assign coursework, and deliver resources to students in a safe online environment. As an integral part of sharing blended classroom instruction, both learning management systems offer a user-friendly, content-focused design in a platform that cultivates interconnected, digital teaching and learning opportunities. Support for all learning management systems and communication tools is offered to both teachers and students to maximize the effectiveness of these resources. A Help Desk is available for troubleshooting and staff and families can submit Help Desk tickets, when needed. In addition to technology-based trainings, teachers have additional opportunities to further strengthen their skills and knowledge by participating in virtual conference-style staff development days that include offerings/sessions, such as:

- Discovery Education
- Student Engagement and Attendance Strategies
- Career Technical Education
- Restorative Practices
- Communication Strategies with Families
- Utilizing Digital Resources to Support Distance Learning Instruction
- English Language Learner Tools and Supports
- Special Education Tools and Supports
- Social Emotional Learning and Student Needs
- Digital Citizenship and Internet Safety

AUSD recognizes that in order to establish an effective school program, educators must be offered ongoing support, guidance, and the resources necessary to effectively engage with students, regardless of delivery method. To support teachers’ use of these programs, instructional tutorial webpages were developed with tutorials, resources, and best practices. Principals are also providing relevant professional learning resources to their teams, and TOSAs are offering group and individualized professional learning opportunities across the full range of educational resources. Staff at many of the sites have also volunteered to provide ongoing training and support to their colleagues on their campus and often across the district.
### Staff Roles and Responsibilities

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

Teachers and instructional support staff have transitioned to distance learning, which encompasses the use of Learning Management Systems (LMS) to assist with the delivery of instruction, alternative methods of meeting with students such as Microsoft Teams and video conferencing tools, and training on the use of these systems. Instructional staff are spending more time reaching out to students to engage them in distance learning and making themselves available outside of their professional day to respond to students. AUSD already used learning management systems for some of the instructional delivery; however, COVID-19 prompted an immediate expansion of this delivery model, which required additional technology support for staff and students. Staff created curriculum content for the LMS and tutorials for students, teachers, and parents on how to access LMS curriculum and communication methods being used such as video conferencing tools. The Technology Department expanded the training and troubleshooting support provided to staff and students. To address the mental and physical health of students, AUSD secured a grant that funded 10 mental health clinicians to support students via telehealth across AUSD. The clinical team, along with School Counselors and our Restorative Practices TOSAs, are working to support the social and emotional well-being of students. AUSD's Coordinator of Health Services is working in collaboration with all departments, sites and administrative teams to provide support and protocols with COVID-19 student tracking and resources for students and their families. Many classified staff are supporting distance learning by working out of their job description to support technology and the distribution of laptops, supporting centralized online enrollment, reaching out to individual students and families to provide support. Staff will also assume responsibility for taking student temperatures and implementing site safety protocols related to COVID-19 when in-person instruction resumes.

### 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.]

AUSD is committed to supporting English learners (ELs) during distance learning by providing virtual tutoring that utilizes English Language Development (ELD) strategies to assist students with their academic needs. The delivery of instruction in full distance format will also include SDAIE strategies in all curricular areas being intentional to include: analyzing material from leveled points of view, activating prior knowledge, using visual and graphic organizers, and regular assessments. Modeling of scheme building will be done by all English Language Learner (ELL) teachers and representations will be infused in all virtual lessons. In addition to tutoring, designated ELD curriculum is available via Sharepoint to ensure accessibility by all teachers and students, and extensive online training is provided. Integrated ELD is offered across all subject areas and supported by the Director of Equity and the EL TOSA. Rosetta Stone accounts are also being offered to ELs to support English language development, as well as other languages. To ensure EL students are showing growth in the area of reading, regularly scheduled i-Ready assessments allow teachers to remotely monitor student progress and identify areas for improvement and further support. The ability to view i-Ready results online also provides the opportunity to verify the proper reclassification of EL students and guide the reclassification monitoring process. Staff also use remote access to student databases to track the academic progress of ELs and provide support. Bilingual aides will be available to pull small groups in the virtual setting for intensive assistance and follow up. In addition, parent check in will occur to provide support, assistance, answer questions, and follow up for low/no contact student participation. By shifting the monthly DELAC meetings to a virtual platform, AUSD has been able to continue supporting the families of EL students by informing them of resources available for their children. The EL team will also hold virtual parent meetings to support families with technology...
usage, share school information, and provide parent-requested trainings. Additionally, each school site will conduct virtual ELAC meetings during the 2020-21 school year to gather parent input. The feedback shared during these meetings will inform the support needed in each individual school as the school year progresses.

For students who are foster youth, the Foster Youth District Educational Counselor connects with each school team to ensure the foster youth in AUSD’s schools have what they need to be successful during remote learning, including connecting them to devices and hotspots as needed. The district’s Foster/Homeless Youth Liaison helps facilitate Foster/Homeless youth enrollment and provides school supplies as needed. The Foster/Homeless Youth Liaison will help resolve issues with distance learning and access to curriculum and instruction in a virtual environment. Foster and homeless youth in Special Education will be supported at IEP’s and with connection to their case manager. The liaison will assist with placement for new student enrollment and will reach out to students/families in need of support. Monthly Resource Family Classes will be utilized to remove barriers to accessing education. The district has increased outreach to these families specifically to connect them with resources to support remote learning, such as low-cost internet services, online tutorials for distance learning tools, and resources for basic needs. School staff also provide bilingual interpretation and translation to help families communicate with teachers and understand online classroom assignments and expectations for distance learning.

Providing distance learning to students with disabilities is critical as AUSD works to lessen learning regression, encourage academic growth, and create the routines and procedures that promote comfort and reassurance. AUSD Special Education teachers and related service providers will stay in constant communication with families. Communication will be offered in a variety of ways such as via phone calls, conferencing platforms, or email. Communication will help families assist their students learning outside of the school environment. Students with moderate to severe disabilities will receive personalized communication more frequently to assist families and their student(s). Two-in-one technology devices will be provided to all students with disabilities. Teachers will communicate with families on a how to use the tools, applications, and online curriculum. Special Education teachers along with service providers will be provided with professional development on all technology platforms, applications, and online curriculum so they are proficient and able to assist families and students. Teachers will provide curriculum packets to send home for those students who cannot access technology as a learning platform. Teachers will communicate weekly to check on students, parents, and provide additional support if needed.

AUSD’s career technical education (CTE) program is designed to help students develop academic and job-related skills to succeed in a high quality, high demand workforce. What was once viewed as a high school experience, is now growing at the middle and elementary school levels. Several elementary and middle schools in AUSD are participating with exploration and awareness programs that include student career surveys, research projects, guest speakers, field trips, and industry tours. Career technical education will be modified to suit distance and/or hybrid learning by using a virtual platform to deliver educational services for teachers and students. Teacher staff development activities, which include collaborative team planning, curriculum development, and personalized learning, will be held virtually using webinars at the state, regional or local levels. CTE instruction will consist of teacher-created lessons, research assignments, and instructional videos in virtual classroom settings. To provide work-based learning, students will engage in a virtual format for guest speakers, job shadows, mock interviews, and other events. AUSD aims to return students with unique needs to some form of in-person learning as soon as feasibly possible and in agreement with the local bargaining units.
Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

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<th>Description</th>
<th>Total Funds</th>
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<tr>
<td>Antioch teachers and administrators will participate in professional learning opportunities focusing on distance learning and engagement strategies utilizing various software applications to mitigate learning loss and promote student achievement.</td>
<td>$3,100,000</td>
<td>Yes</td>
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<tr>
<td>Implement after school programs at 9 school sites: Belshaw, Fremont, Kimball, Marsh, Mission, Turner, Antioch Middle, Park Middle, and Antioch High.</td>
<td>$1,165,815</td>
<td>Yes</td>
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<tr>
<td>Purchase and maintain equipment for staff and student use that includes projectors, laptops, software, and other digital tools to prepare students to meet the rigors of state standards and be prepared for 21st century careers during both distance learning and in-person learning.</td>
<td>$9,750,000</td>
<td>Yes</td>
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<td>Implement a virtual summer credit recovery program for high school students.</td>
<td>$143,000</td>
<td>Yes</td>
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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.]

AUSD will be implementing California’s Multi-Tiered System of Support (MTSS) to support the potential learning loss due to COVID-19. AUSD is working in collaboration with the Contra Costa County Office of Education to provide training and guidance to support school sites in meeting the needs of each and every student. MTSS is an integrated and comprehensive framework that focuses on instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of the systems necessary for all students academic, behavioral, emotional, and social success.

To further address this, AUSD’s school programs are committed to offering enhanced assessments and interventions in the critical areas of Reading and Mathematics, which will support accelerated learning across all subject areas. The plan to address learning loss at the K-8th
grade level will include administering the end of the year formative assessments within the McMillan Mc Graw Hill curriculum as well as the expansion and standardization of the i-Ready program, which was first implemented in 2018-19. The i-Ready program is an adaptive comprehensive assessment given three times per school year and intervention program that provides data which empowers teachers with a deeper knowledge of each student’s needs in the area of math and reading. This will be essential for identifying learning loss and providing prescriptive intervention. As a web-based tool, i-Ready is accessible whether students are receiving in-person, distance learning, or blended instruction. The benefit of using an advanced diagnostic tool means data from the student assessment is transformed into meaningful, actionable insights that make differentiating instruction a reality for teachers. A suite of intuitive reports provide a common language through which both teachers and administrators can work toward the shared goal of student achievement. Through the use of the i-Ready reports, teachers are able to pinpoint students’ strengths and knowledge gaps at the sub-skill level; deliver individualized learning paths; offer targeted instructional recommendations; spot trends across student groups, and send valuable reports to parents and guardians to increase engagement. These baseline assessment scores will determine scope and sequence for the essential standards for curricular coverage for the first quarter/trimester.

For students in grades 9-12, teachers in ELA and math will utilize the CAASSP assessment system’s IABs to assess specific skills and target areas of need and focus for each student. In addition, teacher-created formative assessments will be administered on a regular basis to assess student learning. Assessments will include quizzes, tests, exit tickets along with authentic assessments based on a rubric for individual and group projects, presentations and other activities. Parents and/or guardians can view ELA and math achievement through the AERIES.net progress report. Students who demonstrate academic challenges can seek tutorial help through teacher virtual office hours and virtual advisories. Students can also seek additional academic support during virtual after school tutoring sessions and an online credit recovery program. Progress reports will distributed every nine weeks during the school year to inform parents and/or guardians about his/her child's academic status. This year, secondary schools are working with the Marzano Consulting Group in identifying priority standards in ELA and math. Our district is embarking on creating proficiency scales which measures student mastery in ELA and math. School sites strive to systematically implement the emerging assessment tool during the following school year.

AUSD is committed to utilizing the initial ELPAC and the optional summative ELPAC assessment this fall in addition to the assessments described above to assist in identifying learning loss in academic skills as well as language development skills for all English Language Learners. English Language learners will be prioritized in gaining access to in person instruction when county guidelines permit us in doing so.

Formative assessments will be ongoing and frequent and the frequency will be determined by teachers based upon pacing guides, student progress and data analysis to determine if reteaching and reassessment needs to reoccur. Diagnostic assessments/district benchmarks will be given three times a year (September, January and April) for all K-8 students in ELA, ELD and mathematics. Secondary assessments will be given quarterly.
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.]

A continuum of research-based, system-wide practices of data-based decision making leadership will be used to meet the academic, behavior and social emotional needs of all students. School staff are committed to the continuous improvement by creating a school leadership team or CARE Team (Children Accessing Resources in Education) that includes: administrators, teachers, para-professionals, specialized personnel and parents. This leadership or CARE team at each school site will utilize comprehensive and well functioning data systems to inform decisions regarding student needs and ensure implementation effectiveness that includes: universal screeners, including CHKS California Healthy Kids Survey for grades 5-12, as well as the SSIS SEL Social Emotional Learning Edition for TK-12, to determine which tiered level of support is needed. These assessment results will be utilized in conjunction with diagnostic assessment/tools, progress monitoring data to check student improvement, student outcome data (discipline, academic assessments, attendance, school climate surveys). School staff understands that academic, behavior, social-emotional instruction must be universally designed and function together to meet the needs of the whole child.

For students who are English learners, time away from the classroom can impact the language development skills they were building during daily in-person interactions with teachers and peers as they practice academic language. Teachers offer one-on-one counseling and goal-setting with individual students to mitigate lost learning and create a plan for completing missed coursework. Designated ELD curriculum is available via Sharepoint. Additional tutoring sessions with ELD teachers via virtual office hours are available for secondary students. The English Learner team will monitor students’ academic progress by reviewing transcripts and ensuring all secondary students are enrolled in a designated ELD class. EL students at the elementary level will receive a minimum of 30 minutes per day of designated ELD instruction by certificated teachers. The English Learner team will monitor students’ academic progress by reviewing transcripts and ensuring all secondary students are enrolled in a designated ELD class. EL students at the elementary level will receive a minimum of 30 minutes per day of designated ELD instruction by certificated teachers. The baseline ELPAC virtual assessment results will determine and identify cohorts of students requiring targeted MTSS interventions previously listed as well as offerings before or after school, small group intervention courses, online remediation software, as well as the Jump-Start summer intervention course.

Students who are low-income may have less familiarity with the use of technology outside of the classroom. To address this need, staff and online tutorials are available to guide students through the distance learning process and offer virtual presentations on how to use various learning platforms. Outreach to families also provides an opportunity to assess the needs of the family to determine appropriate resources. Often, a lack of food resources in the home can contribute to a decline in a student’s academic performance; therefore, families are provided information on food resources, including daily grab and go meals available at school sites.

The Homeless and Foster Youth District Counselor supports our homeless students by making sure they have access to a free, appropriate public education by providing tutoring, transportation, technology needed to access their education, and school supplies. We also provide resources/referrals where they can get clothing, food, and health services. We make sure that we enroll students in a timely manner by obtaining necessary records. Foster and homeless students are also able to talk with counselors for social and emotional support.

Students with disabilities can experience regression if instruction is not consistent and comprehensive. During the most recent school closure, school teams did not have sufficient time to plan or implement comprehensive distance learning plans. As a result, some students
may have experienced regression of some skills. To address this learning loss, general education and Special Education teams work collaboratively to ensure learning gaps are identified and filled and IEP goals are monitored. Students with mental health concerns can receive tele-health services by a mental health clinician, school counselor or school psychologist depending on the level of support needed. Academic concerns may be addressed using various online remedial programs such as iReady instructional lessons through MyPath or teacher assigned lessons. Students experiencing homelessness, who are already affected by learning loss at a higher rate than their peers who are permanently housed, are at increased risk during distance learning. Factors that contribute to learning loss for these students include irregular attendance, communication barriers, and lack of internet access.

**Effectiveness of Implemented Pupil Learning Loss Strategies**

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

The implementation of learning loss assessment strategies is a necessary step in addressing the needs of students. However, the use of any strategy or program will only serve the needs of the students with a prescriptive and consistent system in place to measure their effectiveness. To that end, AUSD is committed to the following protocol and process:

1. Districtwide iReady diagnostic assessment windows (three times a year) for students in K-8 in ELA and mathematics.
2. Secondary access to Illuminate Education to support assessments, data collection, and teacher collaboration in grades 9-12.
3. Professional time set aside to review, assess, and plan, using student work, assessment data, priority standards, and proficiency scales.
4. Ongoing teacher-based formative assessment and analysis of individual student work and progress towards mastery of proficiency scales will provide evidence that any learning loss a student may have experienced has been or is being addressed.

The most visible aspect of learning loss can be seen in the area of academic achievement, but there are other equally important aspects of learning loss that will be monitored. The social/emotional, behavioral and mental health aspects of learning loss will also be monitored and measured. A teacher’s relationship with the student and the frequent (daily) communication makes that teacher uniquely qualified to notice the more subtle aspects of learning loss such as motivation, engagement, or participation. Students will also complete social and emotional surveys so teachers and support staff can address the needs of the students and teachers will monitor students for signs and symptoms of emotional distress and behavioral changes that could signal mental health issues.

The school leadership team or CARE Team will meet regularly, virtually and/or in-person, to discuss specific student needs. School staff can check-in with students individually or during classroom walkthroughs, whether virtually or in-person. School staff will collaborate regularly to analyze data, monitor progress, and measure program effectiveness.

Students with disabilities are consistently assessed for learning loss using a variety of standardized, formative, and informal assessments as part of their IEP process. The IEP reviews progress on goals and objectives based on specific reporting periods outlined in the student’s IEP. These data-driven practices will continue to be implemented to determine the type of learning loss, strategies needed to address the learning loss, and the effectiveness of the intervention on the learning loss. Adjustments and modifications will be made based on the individual needs of the student and documented in the student’s IEP.
### Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

<table>
<thead>
<tr>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support English Learners with academic interventions focusing on accelerating progress towards English language proficiency.</td>
<td>$197,000</td>
<td>Yes</td>
</tr>
<tr>
<td>Support homeless and foster youth and their families to access academic supports and counseling services.</td>
<td>$184,000</td>
<td>Yes</td>
</tr>
<tr>
<td>Elementary students needing additional support and intervention in reading and mathematics will have access to digital curriculum and supplementary instruction under the guidance of a credentialed teacher during the school day.</td>
<td>$905,000</td>
<td>Yes</td>
</tr>
<tr>
<td>School sites will use allocated funds to meet the needs of their learners as outlined in their individual School Plans for Student Achievement.</td>
<td>$1,100,000</td>
<td>Yes</td>
</tr>
<tr>
<td>Enhance and expand instructional and counseling programs for students identified as needing special education services which includes specialized training for staff.</td>
<td>$4,250,000</td>
<td>Yes</td>
</tr>
<tr>
<td>Provide an assessment system and support a cycle of inquiry to monitor high needs student progress and identify needed changes to instruction.</td>
<td>$81,000</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### Mental Health and Social and Emotional Well-Being
AUSD will continue to provide a learning environment to help students understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Our Mental Health, School Counseling teams, Restorative Practices TOSAs, and a Trauma Informed Practices consultant will provide training and support to all general education and specialized teaching and support staff on how to integrate restorative circles, trauma informed practices, social and emotional learning, and mental health into daily lessons to the greatest extent possible. AUSD has increased services through a Covid 19 Recovery grant. Antioch Unified School District has received a grant for $250,000 over a five-year period. On top of the $250,000, ten full time licensed mental health professionals (Transitional Coaches) will be funded through the School-Based Healthcare Solutions Network, Inc. Ten school sites were selected based on the grant criteria including percentages of free and reduced lunch, monthly attendance averages, chronic absenteeism, discipline and suspension rates. The purpose of the grant and the transitional coaches is to promote a collaborative and integrated approach amongst the education and healthcare community to ensure students succeed academically, socially, and emotionally while confined to home learning mandates during the nation’s current national emergency. Licensed mental health professionals will be funded to coordinate behavioral health services utilizing Telehealth technology and academic coordination activities with school administration in collaboration with Antioch Unified School District personnel.

- Tier I – Universal Interventions: Building relationships and community; Mental Health and Social Emotional Wellness trainings for teachers and staff; Restorative Circles; Trauma Informed Practices; Linkage and connections to school and community supports
- Tier II – Targeted Interventions: Group Interventions including Coping with Stress, Healthy Relationships, Motivation Decision-Making, etc.; Short-Term Individual Counseling focused on a targeted goal – Anger Management, Healthy Relationships, Grief & Loss, etc.; Linkage and connections to school and community supports
- Tier III – Intensive Interventions: Individual Counseling including Risk & Safety Assessments; Linkage and connections to school and community supports; access to mental health clinicians and supports

The School Counselors will continue gathering feedback from the students in the upcoming weeks. A Student Wellness Survey is under construction and will be available all year in order to provide an open-ended opportunity for students to receive additional support. Topic areas covered will be academic planning, connectedness at school, coping with stress, and questions to determine basic needs the student and their families may have. Data will be analyzed in the fall and spring. The School Counselors also created a website with resources and tools available for students to access. AUSD will continue to reach out to students and staff to develop trainings and services to address mental health needs so that students are able to thrive at school and in their jobs. A full time mental health clinician will be at both comprehensive high schools. We will have an interagency agreement with Contra Costa Health Services to allow Lincoln clinicians at Park Middle School. An outside grant-funded, consultant will continue her contract with Antioch Unified School District to train sites in Trauma Informed Practices. Additionally, AUSD’s identified CSI schools will receive training through CCCOE on MTSS during the 2020-2021 school year.

Professional development for staff will be provided during 3 contracted staff development days as well as through voluntary training experiences and offerings after contract hours with specific attention on the implementation of Advisory check-ins, community circles, and proper communication protocols for students who are struggling with their social-emotional mindset.
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.]

AUSD’s learning community is prepared to ensure students engage in learning and achieve at the highest levels possible. Laptops were provided to students and hotspots are available to those who need them. Communication with students and families has increased via Aeries, letters mailed home, emails, the Remind App, district and school webpages, Seesaw and Microsoft Teams. AUSD is prepared to support students who are not engaged or absent from Distance Learning. Many things contribute to regular attendance and engagement, such as building strong connections and relationships with students, incorporating interest-based projects, high leverage engagement strategies, empowering students to own their own learning, and providing meaningful feedback, to name a few.

Engagement and participation will be tracked using the Aeries Student Information System. Weekly engagement logs and levels of participation will be recorded by teachers starting with a form until the setup is completes the Aeries grade book. When Aeries data surfaces students not engaging/participating in synchronous or asynchronous learning, sites will begin the process of outreach. The following resources will be utilized:

Tier I Universal Intervention  Sites will utilize teachers, counselors, administrators, and support staff including the bilingual office assistant to reach out to families and students to learn why the student is not engaged in lessons or not participating in activities. Initially, staff will provide support to families/students having difficulty accessing various platforms, log-in issues, etc.

Tier II Targeted Intervention  Sites will utilize teachers, counselors and administrators to seek groups of students who continue to not participate or engage in distance learning. Sites who have implemented Site CARE Teams will use this team to support re-engagement. Outside resources may be brought in to reach out to families. Sites will begin utilizing virtual School Attendance Review Team meetings with families and monitor future attendance.

Tier III Intensive Intervention  Letters will be sent to families outlining the School Attendance Review Board (SARB) procedures and consequences of truancy. Cases may be referred to court for further assistance and support. The District CARE Team will be utilized as a support for re-engagement. Various resources are spread to several school sites within AUSD: grant-funded Transitional Coaches will support re-engagement at 10 school sites; Proposition 47 grant-funded liaisons will be used to support re-engagement by working directly
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.]

From September 1, 2020, to December 31, 2020, all children 18 years and under may pick up FREE breakfast, lunch, snacks, and supper from any of our 12 feeding sites thanks to the Summer Feeding waiver extension from the US Department of Agriculture. Children do not have to be enrolled in AUSD to participate. Parents and guardians may pick up meals for their children.

Starting on January 1, 2021, AUSD will return to charging breakfast and lunch. Parents/guardians have been informed of these changes. Students enrolled at one of the eight (8) Community Eligibility Provision (CEP) Sites receive free meals regardless of eligibility status. Students will receive either a blue, green or orange “Meal Pick Up Instructions” flyer from their school. The flyer must be presented in order to obtain a breakfast and/or lunch for enrolled AUSD students. A picture of the flyer on a cell phone or Student ID card are also acceptable if flyers were left at home. For families with multiple students attending different AUSD schools, parents/guardians only need to visit one site to obtain meals for all students. Parents need to present all flyers for students for whom they are picking up meals. Students do not need to be present.

The adjustments to meals served in the 2020-2021 school year are as follows:
1) All food will need to be fully wrapped, either by the Central Kitchen or purchased individually-wrapped.
2) There will be only 1 option of meals for grades K-12 unless they have special dietary needs. Grades 6-12 will receive additional sides, i.e. chips, fruit, vegetables, depending on their grade groupings.
3) Salad bars are gone and replaced with packaged fruit and vegetables.
4) No a la cart snack sales until a system is in place for breakfast and lunch distribution.
5) All meals unitized. Bags will contain all of the food components.

During Distance Learning, Grab-and-Go meals are available for curbside pick-up Monday through Friday, 10 a.m.-12 p.m. at 12 school sites throughout the district.

Plans for an eventual hybrid or full return are under development, but the preliminary plans include:
1) Hybrid or Full Opening: Students take home a Grab and Go meal bag as they leave school for the day (lunch same day and breakfast for tomorrow).
2) Hybrid or Full Opening: Students go to the cafeteria, 6’ apart and get hot lunch which is unitized and return to their classrooms or eat outside. At the same time, students can pick up a bag with cold breakfast for the following day.

3) Hybrid or Full Opening: Meals in the classroom. 1 student from each classroom picks up the cart with meals to bring to their class. Meals are bagged to include lunch the same day to eat in their classroom and take home a separate bag with breakfast the next day. Carts are returned to the cafeteria to sanitize and use the next day.

4) Another option for breakfast is to have students pick up breakfast on their way into class and eat in their classrooms.

5) Grab-and-Go curbside pickup available at limited sites for students that are distance learning.

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

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>Recruit and retain highly qualified staff who reflect the diversity of the Antioch community.</td>
<td>$57,500</td>
<td>Yes</td>
</tr>
<tr>
<td>N/A</td>
<td>Provide a fully accredited Teacher Induction program.</td>
<td>$138,000</td>
<td>No</td>
</tr>
<tr>
<td>Distance Learning Program (Pupil Participation and Progress)</td>
<td>Continue the African American Achievement Initiative including Manhood development courses at middle and high schools.</td>
<td>$200,000</td>
<td>Yes</td>
</tr>
<tr>
<td>Pupil Engagement and Outreach</td>
<td>Hire and retain vice principals to assist with parental involvement, student engagement, student achievement and attendance with an emphasis on supporting students who are low income, foster or homeless youth, English Learners, African American, and other high- needs student groups</td>
<td>$3,500,000</td>
<td>Yes</td>
</tr>
<tr>
<td>Section</td>
<td>Description</td>
<td>Total Funds</td>
<td>Contributing</td>
</tr>
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<td>--------------------------------------------------</td>
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</tr>
<tr>
<td>N/A</td>
<td>Implement a visual and performing arts program K-12 to provide a well-rounded education.</td>
<td>1,400,000</td>
<td>No</td>
</tr>
<tr>
<td>Mental Health and Social and Emotional Well-Being</td>
<td>School safety staff will ensure students can learn in a positive and inclusive school community and all members feel safe and respected.</td>
<td>$975,000</td>
<td>No</td>
</tr>
<tr>
<td>Mental Health and Social and Emotional Well-Being</td>
<td>Implement social and emotional learning programs that promote student academic achievement, social and emotional learning, physical well-being, and college, career, and civic life readiness.</td>
<td>$3,885,000</td>
<td>Yes</td>
</tr>
<tr>
<td>Pupil Engagement and Outreach</td>
<td>Seek parent and community involvement to connect with parents on their child's educational progress and needs, to assist with decision-making, and to increase access to services.</td>
<td>$870,000</td>
<td>Yes</td>
</tr>
<tr>
<td>Distance Learning Program (Supports for Pupils with Unique Needs)</td>
<td>Increase the number of students who will meet the eligibility standards to receive a seal of bi-literacy on their high school diplomas.</td>
<td>$5,000</td>
<td>Yes</td>
</tr>
<tr>
<td>Distance Learning Program (Supports for Pupils with Unique Needs)</td>
<td>Implement AVID program to increase college and career readiness for students.</td>
<td>$120,000</td>
<td>Yes</td>
</tr>
<tr>
<td>Distance Learning Program (Continuity of Instruction)</td>
<td>Provide college and career counseling at secondary schools.</td>
<td>$160,000</td>
<td>Yes</td>
</tr>
<tr>
<td>In-Person Instructional Offerings</td>
<td>Improve student learning environments focusing on safe and collaborative spaces.</td>
<td>$1,340,000</td>
<td>No</td>
</tr>
</tbody>
</table>
### Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

<table>
<thead>
<tr>
<th>Percentage to Increase or Improve Services</th>
<th>Total Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students</td>
<td>$721,815</td>
</tr>
</tbody>
</table>

#### 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.

Staff identified five key components to address the needs of English Learners, foster, homeless, and socially economically disadvantaged students to prevent learning loss. These components are access to technology, digital curriculum, two-way communication tools, counseling services, and professional development for teachers.

With the specific needs of our foster youth, English Learners, and low-income students at the forefront, teachers will have access to effective digital and printed curriculum for students to master state standards, learning management systems as the digital vehicle for teaching and learning, and will utilize various district assessments and state provided Interim Benchmark Assessments for each of their content areas. During department or grade level PLC time, teachers will review data and will set reteach expectations to ensure the success of all students emphasizing high need student groups. Students needing additional support will receive high leverage instructional strategies, scaffolding, and be provided intensive support by trained staff. AUSD will offer students interventions and scheduled teacher-hosted office hours dedicated to providing students additional time for reteach and/or reassessments from any point throughout the semester.

Students in need of specialized academic or behavioral supports will have access to additional resources, instructional and counseling programs, and/or a temporary alternative placement, as appropriate, which provides direct services to our highest needs students.
Student safety, health, and well-being are a priority. Having the safety equipment, protocols, and staff in place when students return will provide the necessary safe and healthy learning environment. Additional social emotional resources, programs, and staff have also been secured to address the social and emotional well-being of our students, and in some cases families. This will be particularly supportive of our high needs students.

Ongoing professional development and training will be available to teachers and parents in the areas of technology, social emotional learning and support strategies, supporting struggling students and addressing learning loss, to name a few. Our high needs students and families may require additional training in these areas.

With the current pandemic, AUSD recognizes how extremely important it is for every student to have access to technology to create equity in educational environments. Providing devices and access is paramount to alleviating the social economic gap. AUSD purchased an additional 8,000 laptops for student use allowing all students needing a device to receive one. Through a partnership with a private donor, acquired 185 hot spots for students who lacked the bandwidth and/or internet access necessary for distance learning. When returning to school, students will keep these devices in their possession and will continue to be utilized in both distance and in the hybrid learning environments. This ensures students will not have to share resources, creating a safer environment for in person instruction. Socioeconomically disadvantaged families will have access to technology that they might not otherwise have, and can engage in school even from a distance. This supports digital access and equity for all students.

AUSD purchased multiple educational and curriculum based online licenses that contribute to providing opportunities for students to utilize technology for in-class learning. These licenses will provide a gateway for safer peer-to-peer and teacher-to-peer interactions and will help minimize the touch points on commonly used materials and surfaces. Several of the licenses were selected to support families who are identified as Foster youth, EL's, and low-income students. For example, Rosetta Stone is geared specifically to meeting the needs of English Language Learners and the Khepera curriculum is used to empower African American male students. Another example, Smart Music allows for students to continue to receive music instruction in grades K-12 during distance learning. Instruments were checked out to ensure foster youth and low-income students could continue to access our robust music program during the distance learning model.

AUSD has strengthened its partnership with the AVID program, which is designed to help students who may lack resources and support to achieve academic success in rigorous courses. This program prioritizes the enrollment of foster youth, English learners and low-income students to learn study skills, organizational strategies, and provide tutoring opportunities for students who are struggling. Furthermore, counselors, work based learning coordinators, and the College and Career teacher on special assignment are in place to work with students and staff to expand the opportunities of our high need students to best prepare them for college and career. High school students who are deficient in credits for graduation have access to a virtual credit recovery program. The district counselor and homeless/foster your liaison monitors homeless and foster high school students to support them in remaining on track to graduate.
Schools receive site funds to address the specific needs of the English Learners at their sites.

Efforts to recruit and retain staff who reflect the diversity of the students remains a priority for AUSD and the greater school community. Providing a fully accredited Teacher Induction program contributes to this effort.

After school programs, whether virtual or in-person, will be available at 9 sites with high levels of low income families.