



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
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General Information

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

The Alvord community has risen up to collaboratively work together and face the challenges and uncertain effects of COVID-19. The school district resides in the City of Riverside, in Southwestern Riverside County. Its 4,329 cases, including 190 new cases as of August 17, represent a disproportionate amount of cases relative to its surrounding communities. With 81% of Alvord's ~18,000 students classified as Latinx, and 81% qualified as unduplicated students, including 598 identified homeless, Alvord serves a highly vulnerable population. Universal screening and early identification of food and housing insecurity, adverse living conditions, and Internet connectivity has provided district officials with reliable data to support its efforts to support students and their families. Multiple agencies, faith-based groups, and profit and non-profit organizations have worked together to serve our community. Within the organization, the district and its employee groups have worked collaboratively to meet the needs of its students by providing a choice of virtual or hybrid instruction as we prepare to pivot to in-person instruction. Adequate resources have been dedicated for safety purposes and all materials for a safe reopening are in the district's possession. Alvord Unified is dedicated to meeting the varying needs of our community and provide the supports needed for our students to persevere during this time of crisis.

At the time of the Public Hearing on September 10, 2002 concurrent with the CA Public Health Mandate, AUSD is scheduled for distance learning until Riverside County is removed from the Watch List. Included in the Learning Plan, stakeholders will see models of in-person hybrid and distance learning models and our efforts to support a continuity of learning for all student groups and community in the Alvord Unified School District.

Stakeholder Engagement

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

The COVID-19 pandemic impacted the entire Alvord Unified School District community. In an attempt to address the impact, AUSD has been focused on meaningful stakeholder engagement in various formats. We have worked towards establishing transparency since the health crisis began in March. In response to Governor Newsom's executive order N-29-20, our board meetings have been broadcast on YouTube. Since the crisis began, the board has held five regular and eight special board meetings where stakeholders were able to make public comments. All broadcast board meetings had simultaneous Spanish interpretation available for families who needed that support. In addition to the board meetings, our superintendent of schools delivered five community updates and three special podcasts to keep community members aware of the evolving situation and our response.

In May, our Schools Reopening Task Force was established to solicit feedback from all stakeholders on the safe reopening of schools. The Task Force was comprised of the following subcommittees: Communications and Public Information, Curriculum and Instruction, Business and Operations, Student Support, Personnel and Risk Management, Technology Support, Early Learning and Preschool Support, Policy and Governance. Sixty-four members were invited to participate in the Task Force. These members were parents, students, school administrators, district personnel, and bargaining units. Each subcommittee met at least twice to discuss 107 key assumptions about COVID-19, school closures, and their safe reopenings. Everything from hand washing, board policy, books, and food was considered. In culmination, the Task Force broadcast a Reopening Report via YouTube on June 29th, 2020.

Families, students, educators, and community members were provided an opportunity to share with the district their individual perspectives, needs, and feedback through the use of digital surveys. We received over 4,000 survey responses, representing over ¼ of our families. From this survey we learned what model of reopening families preferred, whether they needed access to food, childcare, or mental health services, how they connected to the internet, as well as personal needs that families expressed in narrative form. A Spanish translation of the survey was available to families who required that support. Spanish responses were analyzed by fully bilingual staff.

Stakeholders used the ThoughtExchange platform to give input on what Alvord should do to continue supporting them and to ensure that students, families, and educators were productive and connected while working remotely. In addition, a weekly electronic message was sent to all families and staff at 6pm on Sundays. In addition to being a medium for the superintendent to communicate updates, these messages

included contact information for different district personnel that families could reach out to for support. These communicated to stakeholders all changes, updates, dates, and resources on a consistent basis. The Sunday messages are electronically translatable into any language requested by the reader. Our focus was not only on providing information to the community, but also on hearing from them so stakeholders would often reply directly to the superintendent's messages.

Additionally, our social media accounts were regularly monitored. To this end, questions, comments, and private messages were answered and addressed, when appropriate, directly on the social media platform. When individual family issues were raised, families were contacted directly by phone or email to ensure that their voices and concerns were heard.

Stakeholders who do not have internet were kept apprised of updates and engaged with Alvord through mass all-calls and text messages. School administrators, counselors, teachers, clerical staff, and assistants were in continuous communication with families by phone, text, and in-person conversations. Communication channels were transformed and rearranged, but were never closed. These contacts provided details so that all families, regardless of internet accessibility, had access to key information. Families were also able to join virtual meetings even if they did not have internet access by calling in to the meetings and using their telephone to listen to, and address, the meeting.

All of these feedback streams were considered by our district when formulating action steps for stakeholder support as well as in development of the Learning Continuity and Attendance Plan. Responses informed the supports rendered to stakeholders and were instrumental in attuning the district to the challenges our community faces.

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

To participate in AUSD Board public hearings, stakeholders submitted public comments via email that were then read aloud to cabinet, board, superintendent, and all viewers. All public hearings were held virtually and live streamed on our district's YouTube page. After live streaming ended, videos of the meetings were made available for viewing at the leisure of the viewer, where viewers were able to post feedback in the form of comments.

To participate in providing input of the Learning Continuity and Attendance Plan, the the AUSD District English Language Advisory Committee and/or AUSD Parent Advisory Committees were provided an agenda 72 hours prior to each meeting. Parents attended the meeting virtually as they were available. Parent were able to provide input, comments, and questions via the live chat, email, and phone during the meeting and after the meeting.

The Learning Continuity and Attendance Plan was made available 72 hours prior to the scheduled public hearing. The AUSD community was able to email or call regarding the plan and/or provide public comment to be shared publicly. For those unable to provide virtual input, the Learning Continuity and Attendance plan was available at the front desk fo the district office for review and input. Members were permitted to read a single copy of the document and submit their input in writing. Single copies were used for members of the community to review the document. Public providing input in person were required to abide by all safety regulations of wearing face coverings and maintaining six foot distancing.

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

Stakeholders' feedback was solicited through a wide variety of channels. Alvord considered both the qualitative and quantitative forms of feedback that we gathered in the creation of the Learning Continuity and Attendance Plan. Additionally, the plan was shared with parents during DELAC and PAC meetings. In all areas of engagement, stakeholder response was rich and in-depth. Suggestions received covered a wide array of student, staff, and family needs and addressed these needs in thoughtful ways. Many of the suggestions and questions that stakeholders offered to the district are incorporated in the plan as an additional response to student needs. Stakeholder ideas, trends, and input emerged primarily around safety and academic supports.

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

The Alvord Unified School District Learning Continuity and Attendance Plan is a comprehensive result of input and feedback gathered through our stakeholder engagement process. In response to stakeholder feedback, Alvord's plan accounts for academic, mental, physical, and social-emotional support for our students, staff, and families. Specific supports that were influenced by the stakeholder feedback received include: virtual family engagement webinars, the purchasing and delivery of chromebooks and MiFi mobile hotspots to families who need them, a dedicated tech support line and email, daily attendance supports, synchronous and asynchronous instructions, targeted bilingual and special education assistants, teacher office hours, extensive staff professional development, the ability to pick up five-days worth of breakfast and lunch at a time, a variety of time windows for parents to pick up student meals at all sites, alternate communication and interaction platforms, both virtual and hybrid instructional options, student specific strategies to address learning loss, safety measures and visual screenings on campuses.

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.]

Upon return in the Fall of 2020, all students have two options to select upon returning. Families may elect to send their child back to school on a Hybrid schedule or via a virtual learning platform.

The hybrid schedule permits students to return to school two-days per week for a traditional school day. Three days per week, students engage in distance learning activities that are directed by their teacher(s). Student work and attendance is counted and documented. All elementary schools maintain their daily schedule two days a week offering students all the in-person offerings of a standard school day. This

includes, but is not limited to, direct support from Elementary Literacy Teachers (ELT), Physical Education, Visual and Performing Arts, Electives, and the Expanded Learning Program (at qualifying schools).

At the elementary level, Elementary Literacy Teachers use the first few weeks of school to analyze the data provided by all teachers on student literacy as measured by DIBELS, teacher measures, and/or iReady literacy diagnostic. Collaboratively, groups of students are developed to target specific skills which may have had a larger impact of learning loss during the 2019-2020 closures. Formative and Summative assessments are also built into the learning scope and sequence of the district.

At the secondary level, students followed a 2-hour, 4-day per week block schedule to maximize learning. Teachers identify learning loss through formative and diagnostic assessment (including iReady and/or MDTP Math diagnostic) for their specific grade level and/or content area. The secondary block schedules provides explicit time dedicated to support learning loss and/or enrichment. Formative and Summative assessments are also built into the learning scope and sequence of the district.

All students in Alvord Unified School District use Friday's to engage in rigorous learning activities that maintain academic integrity of the course. Teachers provide instruction throughout the week that guides students the opportunity for a culmination of learning to occur on Friday's. Friday's are also used at all levels for small group instruction, intervention, and specific teacher support with two-hours of teacher office hours where teachers are available for live interaction with all students.

The Expanded Learning (ExL) program in Alvord Unified School District will run four-days per week for 3-4 hours per day for 16 of AUSD's school sites (elementary and middle). The program provides academic (homework, tutoring, classwork) support and enrichment activities. Students are being provided access to staff to assist with academic needs at each grade level. Enrichment activities, such as visual and performing arts are also offered. Keeping students engaged in school by discovering new skills and interests is key during this time. This model will be used for the hybrid and full-distance schedules. Expanded Learning is staffed by Alvord Unified School District classified staff to facilitate and monitor the program. In addition, AUSD partners with Creative Brain in obtaining line staff, which specialize in content areas to support students at all grade levels and content areas.

As teachers and administrators learn what is needed to support the students experiencing the greatest learning loss, they will be encouraged to communicate this information to the site facilitator. Information can be submitted by grade level, by subject area or for specific students. This information will be used by the ExL staff to create tutoring sessions and to prep for assisting with homework/classwork.

In addition to instructional offerings, Alvord Unified School District is committed to personal safety for all students and staff. Before school, parents are asked to ensure their student is symptom free prior to coming to school or boarding the school bus. If a student displays the following symptoms, they are required to remain at home:

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache

- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

If their student is ill or has any of the symptoms listed above, the parent / guardian is asked to contact the school and follow the regular process for reporting an absence.

When students arrive they will wash their hands with hand sanitizer and have their temperature taken and checked for visible symptoms. Those that have a fever or other visible symptoms will be moved to a room dedicated to keep these students separate or health office until a parent or guardian can be contacted to pick up their student.

Students will practice safe social distancing of at least 6 feet while they are entering and exiting campus, moving between classes, and at lunch and recess. Students may remove their face covering or mask while they are eating lunch and maintain 6 feet of social distance. Students may also be able to remove their face covering or mask during outside activities provided they are able to maintain 6 feet of social distance. Students that show or mention symptoms after school has started will be referred to the health office and administration to keep safe until a parent or guardian can be contacted to pick up their student.

In the classroom, all students will wash their hands with hand sanitizer upon entering their classrooms. Each student will be provided a clear, plastic desk barrier for their desk or table. While working behind this barrier, the students may remove their mask or face covering. Desks will be placed to maximize social distancing.

All students, staff and visitors are required to wear face covering. If they arrive and do not have one, the site will provide a disposable mask. The district is providing employees the appropriate PPE that is required to perform their job function. Additionally, the district is making available PPE equipment for employees that are recommended.

Each classroom is equipped with a bottle of disinfectant and microfiber rag. This is something that is used to wipe down the touch points throughout the day. Each night the schools are disinfected with the Clorox 360 Electrostatic Disinfecting and Sanitizing System. The district contracts busing to an outside vendor. This vendor plans include disinfecting the buses after each route.

While academics and safety are essential to the in-person offerings for Alvord Unified School District, we are also focused on the social-emotional needs of our students and community. Each school has counselors assigned to the school site. The counselors will provide in-class presentations on general concepts of social-emotional learnings in response in the current climate. In addition, counselors are available for one-on-one and/or small group supports based on specific needs. Counselors are also available to the families, providing SEL supports in ensuring their student is able to access core curriculum. Finally, counselors may work in partnership with school administration to conduct home-visits to support SEL, academics, or attendance.

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

Description	Total Funds	Contributing
Safe School and Instructional Environments <ul style="list-style-type: none">• items related to providing safe and sanitized instructional environment• Clorox 360 machines• plexiglass barriers for students and teachers/office space• PPE	\$11,000,000	No

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.]

Alvord Unified School District recognizes the imperative process of ensuring a continuity of learning for all students. Through distance learning in Spring 2020, students interacted with their teachers through an online presence using computer and communication-based technology, as well as delivering instruction and check-in time with their teacher. Alvord Unified School District used the lessons learned from the Spring to develop a structured distance learning platform for students Pre-K - 12th grade.

Distance learning includes video and/or audio instruction in which the primary mode of communication between the student and instructor is on-line interaction, video, telecourses, or other instruction that relies on communicative technology. This may also include the use of print materials incorporating assignments that were subject to written or oral feedback. Since the closures on March 16, 2020, families are provided multiple opportunities to pick up learning materials from their school sites, while maintaining the orders of social distancing.

If students are enrolled in Virtual Learning or the district is in full-distance learning for all students, academic studies are accessed through an on-line platform (i.e. Google Classroom). Students are assigned to certificated teachers and meet with them daily. A daily schedule was adopted by the Board of Education on July 9, 2020 and collaboratively developed through a Memo of Understanding with the Alvord Educators Association (signed July 15, 2020). The daily schedule aligned to the instructional minutes as described in SB 98, including access to daily live interaction between teacher and students everyday.

At the elementary level, Elementary Literacy Teachers will use the first month of school to analyze the data provided by all teachers on student literacy as measured by DIBELS, teacher measures, and/or iReady literacy diagnostic. Collaboratively, groups of students are developed to target specific skills which may have had a larger impact of learning loss during the 2019-2020 closures. Classroom teachers and Elementary Literacy Teachers worked in partnership to identify the most at-risk needs and develop groups to support the specific skills in a virtual setting.

At the secondary level, students follow a 2-hour, 4-day per week block schedule to maximize learning. Teachers identify learning loss through formative and diagnostic assessment (including iReady and/or MDTP Math diagnostic) for their specific grade level and/or content area. The secondary block schedules provided explicit time dedicated to support learning loss and/or enrichment.

All students in Alvord Unified School District use Friday's to engage in rigorous learning activities that maintain academic integrity of the course. Teachers provide instruction throughout the week that guide students the opportunity for a culmination of learning to occur on Friday's. Friday's are also used at all levels for small group instruction, intervention, and specific teacher support with two-hours of teacher office hours where teachers are available for live interaction with all students.

Maintaining the integrity of all courses and programs, Alvord Unified School District follows the pacing and rigor of standards-based curriculum at all levels. All students are able to access grade level learning through instruction and assessment by their teacher. Grade levels and content area teachers work collaboratively during provided teacher collaboration time to identify the essential standards of learning in all areas. The standards are aligned to formative assessments to measure progress. Elementary Literacy Teachers are assigned to school in the Alvord Unified School District to identify learning gaps and provide virtual supports throughout the day.

The Expanded Learning (ExL) program in Alvord Unified School District runs four-days per week for 3-4 hours per day for 16 of AUSD's elementary and middle school sites. One of the programs main focuses is to provide academic support virtually. Teachers and administrators from funded school sites will be able to submit information to the program facilitator on grade level or specific subject area specific needs weekly. This information is used by the ExL staff to create tutoring sessions and to prep for assisting with homework/classwork. Ongoing communication between the school day teachers and administrators, ExL program staff and families is encouraged in order to best support AUSD students.

AUSD is prepared for the inevitable transition from distance learning to in-person instruction. In preparation, AUSD will begin by offering a hybrid model for in-person instruction. This model will ease students back into a structure of in-person instruction by attending in-person for two days per week, blended with synchronous and asynchronous learning opportunities.

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.]

To ensure that all families had access to devices and internet connectivity, a survey on family home internet access was administered and sent via superintendent messages, social media accounts, school and district websites, and site communication methods. Blackboard

Telephone all calls, text messages and personal conversations were also utilized to ensure that families not connected to these platforms were aware that this survey was available for them to complete. Per the survey results, the district purchased enough devices to ensure that each student would have a personal device. Families and students who were not engaging with the school or teacher received phone calls from school personnel to ensure that they had devices and connectivity. These methods of ascertaining the connectivity of the AUSD community were conducted at the closures of Spring 2020 and again in the Fall of 2020 to prepare for the school year.

Schools and District coordinated computer distribution appointments and days for families to pick up computers if they needed one, or more, for their child(ren). The Family Engagement Office provided multiple live and recorded trainings for families to learn more about the uses of Google Apps for Education, specifically Google classroom. These sessions were presented by a classroom teacher and Coordinator of Family Engagement.

Alvord Unified School has purchased additional Chromebook and student MiFi devices to ensure accessibility and access to all students. The district has also provided all teachers with the devices needed to support distance learning. The District has purchased G-Suite enterprise to ensure both teacher and students have a dynamic platform in place to provide the proper resources to enhance distance learning.

Alvord Unified School District wants to ensure the community is supported in accessing the virtual platform. If students or families are having difficulties, they are encouraged to begin with their teacher and school site. In the event additional support is needed, 951-509-5180 may be contacted for more specific technological supports.

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.]

Participation and engagement equals attendance. In the current landscape, this means students are virtually engaged through participating in live teaching sessions and/or turning in assignments. Instructional minutes are aligned to the requirements of SB 98 to include both synchronous and asynchronous pupil participation. Teachers take attendance daily (elementary) and by period (secondary) via the district adopted Student Information System. Daily, site administration and staff review the engagement patterns to identify students absent and verify their attendance. All attempts will be made to reach the families not engaging in the learning to identify supports needed for student(s) to access the live interaction. Students habitually not participating in learning interactions are considered absent and will be supported via the Attendance MTSS Plan and SART/SARB processes (see attached).

The Alvord Unified School District Student Services office provides training to sites to bolster their School Attendance Review Team (SART) processes. This includes, but is not limited to, establishing connections with families and providing numerous site based interventions prior to sending a family through the School Attendance Review Board process.

Alvord Unified School District is focused on a continuous school improvement framework focused on identifying student needs and the actions, services, and programs that will address those needs to increase student achievement of our low performing students. To support this focus, we will utilize Low Performing Students Block Grant funding of the goal in providing specific tutoring and support in the area of

Language Arts and Mathematics. Each school site in Alvord Unified School District has a certificated teacher who monitors student progress of those identified by this grant. The monitoring includes assignment check-in's, attendance, and tutoring.

Regardless of model, Transitional Kindergarten-12th grade students were assessed within the first month of school to measure their Language Arts and Mathematics levels of learning. This data supports all staff with a quantitative measure to provide the appropriate and unique teaching and learning practices for all students. Alvord Unified School District and school sites will utilize the developed Multi-Tier System of Support Framework to design a comprehensive plan of intervention and enrichment for all students.

To measure time value of pupil work, teachers will be engaged with students during the required instructional minutes. Time value is determined by the completion of teachers assigned tasks, assessments, and projects via Google Class or other digital platforms as determined by the teacher. Completed work is obtained via Google Docs and/or scanned submitted work. For our students with special needs. AUSD special education teachers and paraprofessionals maintain regular and frequent contact with each student. Student will be monitored to measure adequate progress within in their distance or virtual learning classes. Parents are updated on a regular basis as to student progress towards their IEP goals. As described above, attendance will be verified by period or day. Sites will follow the Attendance MTSS for those student that are not participating in either synchronous or asynchronous instruction. Please see attached Attendance MTSS Matrix.

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.]

Alvord Unified School District hosted a two-day virtual professional development open to all certificated and instructional classified staff. The #AlvordStillStrong Educational Summit provided learning options in the area of safety and instructional practices to support our distance learning and hybrid programs. The professional development was designed and delivered by current Alvord teachers. Staff will use the lessons learned to design multiple sessions to all Alvord USD teachers in the areas of technological tools, special education supports, and building virtual communities. In addition, all teachers were able to view a safety video developed in collaboration with Alvord Unified School District Administrative Services and Risk Management office. The video includes the safety measures implemented in response to the COVID-19 pandemic and how to ensure the safety of all employees. This event was live, however, all sessions were also recorded and/or had resrouces postedon the Alvord USD web-page for reference throughout the school year.

In addition to the two offered professional development days, teachers will engage in a maximum of two-hours of professional development developed with specific site needs prior to the opening of school. This may include site specific systems and structures in a distance learning model and how to transition to the hybrid model once it was safe to do so. Staff will continue with one hour per month of site specific professional learning and professional development opportunities planned throughout the school year.

Identifying student needs, Alvord Unified School District purchased a district license for iReady to support in the areas of literacy and mathematics. iReady provides a diagnostic tool to measure students mastery in the areas of literacy and numeracy. In addition, it includes

instructional support specific to student needs. All elementary teachers, secondary ELA/Math teachers, support teachers, instructional coaches, and school leaders will be trained on how to administer the diagnostic and use the results to match the instructional program.

Alvord Unified School District will survey the staff on additional technological support needs as the year evolves and use resources to provide appropriate training to staff. In the Spring of 2002, many of the site Instructional Coaches went through the Google Level One Certification to obtain a deeper knowledge of the G-Suite features. Instructional Coaches will use this to provide continued support to their sites. Lastly, AUSD will continue to partner with RCOE and Gear Up on professional development specific to mathematical strategies and pedagogy to enhance the teaching and learning experiences aligned to the state math standards.

Staff Roles and Responsibilities

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

The impact of COVID-19 has been immense for the entire Alvord community. While we have maintained a deep focus on providing an impactful learning opportunity for our students during the closures, summer, and currently in the new school year, new roles and responsibilities have risen in response.

The largest impact has been with new safety measures implemented at all district facilities. The facilities department has installed plexi-glass barriers in all school offices, traded out paper towel holders for no-touch holders, installed hand sanitizer stations in all classrooms and office spaces, installed fillable water bottle stations, and removed half of school desks from each classroom. Site classified, certificated, and management staff are now engaged in health related services they have not done in the past. This includes daily temperature checks, monitoring of social distancing, and implementation and monitoring of appropriate Personal Protective Equipment (PPE). These new roles have also resulted in a fiscal impact for the district with the purchase of new safety measures and additional hours of staff for monitoring purposes.

Classroom teachers and staff are engaged in more intentional visual screening and monitoring of safe practices within the classroom and on school grounds. This includes monitoring of students not congregating in groups, use of face coverings for all students in Grades 3 and up, while encouraging the same for students less than Grade 3.

All teaching and support staff are being forced to teach in a new virtual landscape. This has required an immense amount of professional development for all. In addition, instructional coaches have added to their repertoire instructional technology supports, in addition to content pedagogy. Site instructional coaches work collaboratively with their staff to identify, align, and deliver rigorous instruction virtually, while maintaining high levels of engagement for all students.

Supports for Pupils with Unique Needs

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

English Learners

School closures have and will continue to have an impact on learning for all students and in particular students learning grade level content while developing their English proficiency (English learners). Instruction for English learners, in all learning models (distance learning, physical attendance, or a blended model) will continue to focus on developing fluent English proficiency as rapidly and effectively as possible while providing access to grade level standards.

English learners will receive social emotional support in a language they are most comfortable when available. Focusing on working through high stress situations will allow students to balance their health and learning goals. The use of bilingual site staff as well as district resources (Interpreters, Community Worker and EL Support staff) will allow for timely and accessible assistance to our ELs and their parents/guardians. Our work in Alvord will center around the CA English Learner Roadmap Policy and in this area in particular Principle One: Assets-Oriented and Needs-Responsive Schools, Principle Three: System Conditions That Support Effectiveness and Principle Four: Alignment and Articulation Within and Across Systems. Site bilingual staff and the English Learner Support Services staff will work together with school counselors, instructional staff, administrators, and other district departments to coordinate assistance that is congruent with our community.

To support English learners in their development of English language proficiency and their attainment of rigorous grade-level academic standards, Alvord will continue to focus on Principle Two: Intellectual Quality of Instruction and Meaningful Access. Intellectual quality of instruction and meaningful access will be provided to all English learners through a comprehensive program of designated and integrated English language development (ELD) instruction targeted to their proficiency level, and evidence based academic instruction in a language acquisition program. In addition, bilingual assistants, primary language material, and supplemental resources and services will be maximized to support ELs in attaining their learning goals.

Supplemental materials and resources:

IPads or other electronic devices are provided to students new to the English language (priority is given to Immigrant students) to ensure access to language development software, internet access for educational use, and academic texts

- Language development software – Rosetta Stone and Duo lingo
- Access – internet, Google Translate
- Academic Texts – Teacher Created Materials Interactive Readers in Science and Social Studies content
- Imagine Reading (4-8) or Math (4-12) licenses provided to At Risk LTEL or Long Term English Learners (LTEL) based on identified need in the respective content area
- Imagine Language and Literacy (K-3) for ELs demonstrating a need in either language development or literacy

Exceptional Needs

Instruction and Assessment Supports: To further support the district's students with exceptional needs, the special education department has engaged companies with distance learning platforms that are HIPAA and FERPA compliant. Special education teachers and related services providers will be trained to provide specialized instruction and therapy on the platforms. Supplemental curriculum resources will also be provided for SAI teachers and service providers for remote instruction in the areas of ELA, Math and SEL. There will be continued use of the alternate curriculum for Mod/severe classrooms in all grade levels via remote learning. Provision of grade level packets sent home for students in addition to virtual platforms used for instruction if preferable for student and/or parent. Special education staff will ensure that they inform instructional teams of student IEP goals, services, and key student information during PLC and collaboration between SAI teachers, gen. ed teachers and service providers. Teams will collaboratively develop and share lessons/activities available in their google classrooms. Accessibility support such as manipulative and soft assistive technology will be made available to students that have this need in their IEPs. Designated lesson times for on-line small group and/or individual sessions will be embedded into weekly schedules. A two day virtual summit for general education, paraprofessionals, and special education staff was held August 3 and 4 to support virtual instruction and enhance student engagement. Alvord has provided all students and staff with individual technology for coordinated access to materials, lessons, video presentations, etc. (Wonders/Wondersworks intervention; supplemental instruction during teacher office hours and after interactive periods within the teacher contract day all serve to support students with exceptional needs. Direct support/help to parents and students on how to use technology and digital platforms. District paraprofessionals will be trained on the use of technology, student engagement techniques, and utilization of virtual platforms to support instructional practices.

Gifted and Talented Education (GATE) identification continued at the conclusion of the 2019-2020 school year. Students were identified and families were notified of the results. Students identified as GATE will continue to receive the academic support from their classroom teacher(s) as identified by their classification. AUSD will focus in 2020-2021 on how to identify "giftedness" in multiple areas beyond academic measures.

Foster Care

At the end of the 2019-2020 school year, there were 96 foster students enrolled in AUSD. Those students received support from the school site as well as the district office. Some of those supports included counselor check-ins and counseling support as needed; access to school supplies; a district issued laptop and wi-fi; food pantries; and a college visit with access to academic support as they transition from high school to college.

In response to the COVID-19 pandemic and for the 2020-2021 school year, the district and school sites have implemented additional supports for our foster care students:

- Early Identification of these students during the registration process.
- Connection to these students and families to make sure they have all necessary resources to be successful in a digital learning format to help lower the digital divide.
- Ensure that students know how to access the Google format
- Periodic check-ins with students from the District's Coordinator of Mental Health to assess student needs

Homelessness

At the end of the 2019-2020 school year, there were 492 homeless students enrolled in AUSD. Those students received supports from the school site as well as the district office. Some of those supports included counselor check-ins and counseling support as needed; offer of alternative graduation requirements (AB 216); access to school supplies; a district issued laptop and wi-fi; food pantries; bus passes, as needed, for student and/or parent; and gas cards, as needed, for parents to get their child to school.

In response to the COVID-19 pandemic and for the 2020-2021 school year, the district and school sites have implemented additional supports for our homeless students:

- Early Identification of these students during the registration process.
- Connection to these students and families to make sure they have all necessary resources to be successful in a digital learning format to help lower the digital divide.
- Ensure that students know how to access the Google format
- Periodic check-ins with students from the District's Coordinator of Mental Health to assess student needs

Learning Centers

AUSD will be working collaboratively with the City and County of Riverside to identify facilities open to students experiencing homelessness and/or foster youth. These facilities will be staffed with an agency hired by AUSD to supervise and support learning. Students will report to the facility with their personal or district provided laptop and mifi (as applicable). The facilities will be open from 8 a.m. - 3 p.m.. AUSD will provide delivery of lunch and breakfast from our Child Nutrition Services. AUSD will provide cleaning supplies and consumable materials to ensure a clean and safe facilities being used by the AUSD students.

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

Description	Total Funds	Contributing
Technology (hardware) to support distance learning	\$5,000,000	Yes
Professional Development (Certificated and Classified) to support distance learning	\$650,000	No
New teachers to support general and special education virtual and hybrid schedules	\$900,000	Yes
Software to support instructional tools	\$700,000	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.]

Alvord Unified School District will be utilizing two new digital assessment and learning platforms to address learning loss as a result of Covid19 school closures. Both programs offer diagnostic assessments which are standards based and adaptive. Teachers are able to identify grade level gaps occurring with individual students in both reading and math. Students will take an initial diagnostic and then two subsequent diagnostics for the purpose of progress monitoring, program effectiveness, and lesson planning. The two programs are listed below:

The i-Ready digital assessment and instructional platform will offer valuable diagnostic, progress monitoring, and standards mastery data to support student learning loss and gaps as well as strengths. Students will take diagnostic assessments in both math and language arts at the beginning, middle, and end of school year. Based on this data, students will be individually placed in an academically appropriate learning level in both math and language arts. The student will interact with the learning platform while the teacher can monitor progress and adjust levels as necessary. Progress will be monitored with subsequent checks for understanding as well as content mastery assessments. The Language Arts diagnostic will provide a lexile and content mastery score for each student. The Math diagnostic will provide quantile and content mastery scores for each student. Teachers can use these scores to determine both progress and continuing gaps to be addressed with students.

The Moby Max digital platform addresses all core subject areas including Language Arts, Math, Science, and Social Studies. This platform includes diagnostic assessment and progress monitoring checks as well as a comprehensive interactive and adaptive standards based curriculum. Teachers have the ability to monitor both progress and learning gaps in order to offer individualized intervention strategies. The program features an interactive engagement piece in which all students and teacher can connect live in real time while being in different locations.

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.]

In our collective pursuit of equity and access, Alvord recognizes and honors our students' diverse strengths and needs. Our Multi-Tiered System of Supports (MTSS) is the framework that fosters a culture where all students thrive. Our Multi-Tiered Systems of Supports includes a theory of action stating,

- If we create systems designed to ensure student achievement,
- If we develop differentiated supports matched to students' strengths and challenges,
- If we commit to aligning resources to need,

Then, we will craft a collective culture that implements an MTSS framework where all students thrive.

To further support learning loss in the area of literacy, 13 elementary schools have a literacy teacher. This literacy teacher provides small group instruction of literacy for students who are one or more grade levels behind in literacy. In addition, teachers provide in-class interventions and support during the school day.

The special education department is laser focused on identifying and providing instructional supports to address learning loss. Assessment locations and materials to conduct in-person assessments with proper PPE will be set up at designated district sites. Staff and students will be outfitted with the required technology and assessments for testing. Adaptive tools for accessibility support will be available for all students. District will provide computer and internet access and multiple means of school to home communication such as Aeries parent portal, communication apps (e.g., Remind, Class Dojo, etc.) Teaching staff and related services providers will address learning loss using a variety of interventions. Standards based materials from district adoptions, paraprofessionals will also support remediation by utilizing platform options such as breakout rooms to provide more individualized instruction, staff will also remediate using synchronous and asynchronous options to address learning loss. Staff will also provide supplemental assignments focused on areas of learning loss.

To support English learners in their development of English language proficiency and their attainment of rigorous grade-level academic standards, Alvord will continue to focus on Principle Two: Intellectual Quality of Instruction and Meaningful Access. Intellectual quality of instruction and meaningful access will be provided to all English learners through a comprehensive program of designated and integrated English language development (ELD) instruction targeted to their proficiency level, and evidence based academic instruction in a language acquisition program. In addition, bilingual assistants, primary language material, and supplemental resources and services, TK-12, will be maximized to support ELs in attaining their learning goals. Guidance will be provided to staff on technological features to support timely access to instruction such as Google Translate extension, closed captions, and simultaneous interpreting, for the digital platforms that enable this feature. Administrators, teachers, counselors, and bilingual assistants, K-12, will connect with English learners and families to make sure they have all necessary resources to be successful in a digital learning format in a language they understand. Key to addressing learning loss for English learners is the effective and resourceful use of available curriculum, aligned to ELA and ELD standards including built in scaffolds at each language proficiency level: Wonders (K-5 ELA/ELD), Maravillas (K-5 SLA/ELD for DLI), and StudySync 6-8 ELA/ELD and 9-12 ELD). Additional supplementation may be needed that may include Imagine Learning Language and Literacy for TK-2, Imagine Reading and Math 3-8, Imagine Math 9-12, and Rosetta Stone language learning 3-12.

In response to the COVID-19 pandemic and for the 2020-2021 school year, the district and school sites have implemented additional supports for our foster care and homeless students:

Early Identification of these students during the registration process.

- Connection to these students and families to make sure they have all necessary resources to be successful in a digital learning format to help lower the digital divide.

- Ensure that students know how to access the Google format
- Periodic check-ins with students from the District's Coordinator of Mental Health to assess student needs

Alvord Unified School District teachers will concurrently apply rigorous and challenging assignments aligned to the state mandated instructional minutes. These minutes will include opportunities for synchronous and asynchronous learning in all content areas, including English Language Development, Physical Education, and Music. Teachers will differentiate, reteach, remediate, and offer intervention as deemed appropriate to reach all students. All students will be held to the required instructional minutes to virtually address academic gaps.

English language development continues to be the cornerstone of our language programs for English learners. To assess any potential learning loss in English language development, instructional staff will continue to utilize teacher created language development assessments as well as curricular embedded language development assessments within Wonders (K-5 ELA/ELD), Maravillas (K-5 SLA/ELD for DLI), and StudySync 6-8 ELA/ELD and 9-12 ELD). Additionally, the use of i-Ready will offer diagnostic, progress monitoring, and standards ELA/ELD mastery data to inform student learning loss.

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.]

Alvord Unified School District will be utilizing two new digital assessment and learning platforms to address learning loss as a result of Covid19 school closures. Both programs offer diagnostic assessments which are standards based and adaptive. Teachers are able to identify grade level gaps occurring with individual students in both reading and math. Students will take an initial diagnostic and then two subsequent diagnostics for the purpose of progress monitoring, program effectiveness, and lesson planning. The two programs are listed below:

The i-Ready digital assessment and instructional platform will offer valuable diagnostic, progress monitoring, and standards mastery data to support student learning loss and gaps as well as strengths. Students will take diagnostic assessments in both math and language arts at the beginning, middle, and end of school year. Based on this data, students will be individually placed in an academically appropriate learning level in both math and language arts. The student will interact with the learning platform while the teacher can monitor progress and adjust levels as necessary. Progress will be monitored with subsequent checks for understanding as well as content mastery assessments. The Language Arts diagnostic will provide a lexile and content mastery score for each student. The Math diagnostic will provide quantile and content mastery scores for each student. Teachers can use these scores to determine both progress and continuing gaps to be addressed with students.

The Moby Max digital platform addresses all core subject areas including Language Arts, Math, Science, and Social Studies. This platform includes diagnostic assessment and progress monitoring checks as well as a comprehensive interactive and adaptive standards based curriculum. Teachers have the ability to monitor both progress and learning gaps in order to offer individualized intervention strategies. The program features an interactive engagement piece in which all students and teacher can connect live in real time while being in different locations.

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

Description	Total Funds	Contributing
Software to use for instructional tools and diagnostic assessments (iReady, Moby Max, Imagine Learning Reading/Math)	\$202,000	Yes
Elementary Literacy Teachers	\$1,097,012	Yes
Nutrition <ul style="list-style-type: none">Food handler certificationStaffing during non-school daysExtra costs of meals during school closures	\$2,000,000	No

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.]

For best assess and monitor the mental health and social and emotional well being of our school community, Alvord Unified Unified School District will develop and ask families and/or students to complete a survey to better identify specific supports needed.

During the first two weeks of school, counselors will create and present workshops for students to address the trauma and effects of COVID. In collaboration with McKinley center, the mental health coordinator offered a trauma informed workshop to parents. Counselors and school sites work collaboratively with the mental health coordinator to address, and respond to, each site's student population's specific needs. To this end, community resources and referrals are accessed, as needed, for student, family and staff supports beyond what the district can provide with the continued partnership with Care Solace, McKinley Center, and the Wylie center as outside resources for those students and families that require more individual follow-up, as well as referral to our Mental Health Coordinator.

All sites will provide a staff development to all staff regarding suicide, crisis protocol, and mental health issue warning signs. In collaboration with RCOE and Community Now our teachers will receive a trauma informed professional development which also includes culturally

responsive techniques. AUSD staff will continue to have monthly staff meetings at each site to address their needs and supports. They have also been provided with self-care resources. Additionally, our district sites continue partnerships with Riverside University Health Systems to continue student-led campaigns regarding awareness of mental health well-being. Counselors work with school staff to address change in behavior or progress for students to ensure that the social and emotional well-being of all stakeholders is continuously and consistently supported. AUSD counselors provide free individual and group counseling virtually and in person to support students struggling with social emotional concerns that affect their ability to access their education. Parents, guardians, and staff can access weekly virtual hours where they can speak to a counselor or mental health clinician via McKinley Center and Care Solace to receive support and address concerns.

Students' attendance is monitored through AERIES and are assigned a specific district email that flags key words or phrases and notifies administration. Counselors work collaboratively with the site administration as well as participate during the SART/SARB process to discuss any academic or social-emotional concerns that may be addressed. When families and students are in need, counselors then provide resources when meeting with families, and also through follow-up contacts. If alternative placement for learning is needed, counselors work with students, parents, and the school site to ensure that students are enrolled in a timely manner.

AUSD staff is encouraged to consider the social and emotional responses of students and their families; consider the language and communication needs of the students and families; and consider the safety and physical need of students and families.

AUSD schools will continue to connect with parents and students, use curriculum across all grades addressing social and emotional well-being, provide encouragement and celebrate milestones, and develop a school wide program to maintain, sustain, and expand a sense of community to reduce isolation.

AUSD will continue to provide mental health support for all stakeholders, conduct home visits, offer mental health support for parents through our specified mental health partners.

AUSD parents will continue to have access to our mental health and community resources through our Student Services website, counselor corners, individual school websites, and our mental health coordinators office.

Pupil 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.]

In our collective pursuit of equity and access, Alvord recognizes and honors our students' diverse strengths and needs. Our Multi-Tiered System of Supports (MTSS) is the framework that fosters a culture where all students thrive. Our Multi-Tiered Systems of Supports includes a theory of action stating,

- If we create systems designed to ensure student achievement,
- If we develop differentiated supports matched to students' strengths and challenges,
- If we commit to aligning resources to need,

Then, we will craft a collective culture that implements an MTSS framework where all students thrive.

Under SB 98, the LEA shall document daily participation for each pupil, in whole or in part, for which, distance learning is provided. A pupil who does not participate in distance learning on a school day shall be documented as absent for that school day. Daily participation may include, but is not limited to, evidence of participation in online activities; completion of regular assignments; completion of assessment; and contacts between employees of the local education agency and pupils or parents or guardians. Ed Code 43504 requires the District to intervene with tiered interventions for all students who are marked as "not engaged", for more than three days in a week, (grades TK-6) and more than three periods per week (grades 7-12).

For 2020-2021, all distance learning instruction will be considered synchronous instruction and students are expected to be present and participate in all distance learning opportunities including, but not limited to, live online instruction; class assignments; assessments; and teachers lead office hours for additional assistance. Students that fail to attend this synchronous online instruction will be considered absent.

Tiered Reengagement / Interventions

Students not participating in distance and/or virtual learning will be identified by site administration and attendance staff based on the daily attendance reports. Sites will utilize attendance clerks, administration, Bilingual Instructional Assistants (BIA's), counselors, and additional available support staff to contact the parent and/or guardians of those students not connecting with the distance and/or virtual learning platforms. Communication will be done via Black Board, phone calls, and emails to the parents/guardians. Students not engaging in distance and/or virtual learning will begin the re-engagement process that is outlined in the Attendance MTSS Matrix. Please see attached document. Additionally, at the district level our Parent Outreach Coordinator, Mental Health Coordinator, and English Learner Community Worker are working diligently to monitor our Homeless and Foster Youth and our English Learning Learner populations that historically face barriers when it comes to connecting to school.

- Those students missing one synchronous interaction per week will be subject to Universal Tier I interventions which will include a Blackboard contact (phone, email, and text) or personal phone call home from the office staff. Communication to students and families will be provided in either English or Spanish. Documentation of all contacts will be placed in AERIES.

- Students missing two or more synchronous interactions per week will be subject to Tier I interventions which include contact from a site administrator along with a Blackboard contact (phone, email, and text) or personal phone call home from the office staff. Communication to students and families will be provided in either English or Spanish. Documentation of all contacts will be placed in AERIES.
- Students missing three or more synchronous interactions per week will be subject to Tier II interventions which will include contact from a site administrator along with a Blackboard contact (phone, email, and text) or personal phone call home from the office staff. Communication to students and families will be provided in either English or Spanish. Additionally, site staff will set up a School Attendance Review Team (SART) meeting to discuss interventions and reengagement strategies with the student, family, and supporting staff members. The SART team will document all interventions, as well as, place the student on a SART contract that will be revisited periodically by the site to check for effectiveness and improvements with student attendance. The SART contract will be sent to the Student Services office and kept on file for review and monitoring. If contact with family cannot be made, a social distance home visit will need to take place in order to make contact with the family to determine the cause of the lack of connection to school.
- Students missing five or more synchronous interactions per week will be subject to Tier III interventions which includes a referral to the School Attendance Review Board (SARB). Prior to the SARB meeting, the site must prove that all efforts have been exhausted in regards to improving the student's attendance. Efforts include, but are not limited to, Blackboard contacts; administrator contacts; SART meetings; SART progress reviews and modifications; and social distance home visits.

Strengthening Site (SART Process Professional Development)

Professional development opportunities will include training to site attendance leads on how to strengthen their SART meetings and the SART process. School sites will designate an administrator to be an "Attendance Lead", who in turn, will create a school site "Attendance Team." The team will address the issue of students who are not engaging with school. Attendance teams will be made up of various school site personnel and will meet/contact families of students who are not connecting/attending school. Interventions will be put into place to assist in supporting the student to be successful at school. Failure to connect to school with the added supports will lead to more intensive measures from the district level via the SARB process.

Parent Workshops

In collaboration with the IT Department and Family Engagement office, Alvord proactively has developed and facilitated parent Professional Development opportunities to address the digital divide. Before the academic year started, live, interactive, virtual workshops were offered to parents so that they can learn to navigate the online learning platforms used by teachers. The objective was to equip parents with the skills necessary to support students at home and to gather the tools that will be needed to keep students accountable; to learn how to find and submit assignments; and to create a home environment that is conducive to learning. Parents were taught how to determine if their child was turning in assignments and how to receive weekly updates from the learning platform in order to ensure child engagement.

To support families who do not speak English, these workshops were provided simultaneously through a Spanish interpreter. For working parents who were not able to attend the live training sessions, the workshops were recorded and made accessible on the Family Engagement Office's YouTube page.

To ensure students are prepared for distance learning and to help eliminate the digital divide, students who do not have an electronic device or laptop have been given the opportunity to borrow a laptop from the district and/or obtain a mobile internet hotspot. Teachers will regularly report to school site administration which students are not keeping regular connection with the school. Administration, counselors, and/or clerical staff will call each family to find out why the student is not connecting and participating. The district will assist families by making sure that the student's needs are being met to the extent possible by the school/district.

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.]

Student nutrition is available to all students on a daily basis, regardless of instructional program selected. This will apply for students in full distance, hybrid, and virtual models of service. Meals are available at any school site to all families.

In-person Instruction

Breakfast and lunch meals will be provided daily to students at all school site campuses during the scheduled lunch time for each school. Temperatures will be taken as students enter campus and face coverings are required to be worn, unless actively eating. Students will be encouraged and required to physically distance to the extent possible based on physical space and weather conditions.

Distance Learning

Students will come to school to pick up meals on a daily basis. Meals will be available to all students and families at 21 of our 23 school sites. Students will be required to show a student ID or have their student number in order to receive a meal as all meals can only be provided to students enrolled in the school district. Families can pick up meals as long as they have their student ID at the time of pick up. Temperatures will be taken for everyone entering campus. Face coverings are required to be worn. Additionally, starting Friday, August 21, five meal pickup will be available in the morning for one hour at each Middle and High School.

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

Section	Description	Total Funds	Contributing
Pupil Engagement and Outreach	Learning Community Centers will be developed to support most vulnerable students to access a safe learning environment	\$500,000	Yes
Stakeholder Engagement	Coordinator of Family Engagement will work directly with families to provide supports in accessing learning.	\$137,287	Yes
Mental Health and Social and Emotional Well-Being	Coordinator, Mental Health Services will work with homeless, low-income, and foster youth to provide mental health services.	\$149,284	Yes
Mental Health and Social and Emotional Well-Being	Director, Equity and Access supports all elements of equity and access for the Alvord community.	\$153,116	Yes
Mental Health and Social and Emotional Well-Being	Elementary Counselors assigned to specific sites will provide supports with academics, trauma informed practices, and technological safety.	\$1,939,897	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
28.79%	\$43,029,869

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.]

At the on-set of COVID-19 closures, Alvord Unified School District surveyed all families to identify needs and resources. This data supported the districts next steps in ensuring appropriate resources were provided while maintaining the guidance of the county public health department. Low-income families were made a priority in ensuring proper technology with access and connectivity to maintain a continuity of instruction for all.

During the Spring of 2020, a new position, Coordinator of Mental Health was established. This person was able to make personal contact with all homeless and foster youth families to provide resources available these families.

In the Fall of 2021, Alvord Unified School District continues to work collaboratively with city and county officials to ensure this population is provided a learning center to access learning with supervised staff.

Summer virtual learning occurred for all Kindergarten - 12th grade students in the areas of Language Arts and Mathematics. English Learners were supported in the summer academy with differentiated instruction to meet their learning needs. The English Learners Department has allocated additional funds to for Rosetta Stone and Imagine Learning-Espanol to enhance language acquisition.

These actions are determined effective in meeting the needs of Foster Youth, English Learners, and Low-Income students by maintaining close and personal contact with the families and students. The AUSD staff focuses on creating relationships with families to support the specific needs and learning loss of all students. AUSD works proactively in identifying the needs of all students and the community to address all students success.

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

Alvord Unified School District is a diverse community focused on ensuring successful opportunities for all. While this plan addresses many of the actions developed to support the foster youth, English Learners, and low-income students in response to COVID-19, AUSD is still focused on using the apportionment of \$43,029,869 to enhance their learning opportunities. Alvord Unified School District provides comprehensive selections of learning for our students. This includes, but is not limited to,

- Visual and Performing Arts
- Sports
- Clubs
- Mental health supports
- Family engagement
- Advanced Placement/International Baccalaureate/Honors
- MTSS approach towards learning
- Technology
- Intervention supports
- Instructional coaching
- College and career readiness
- Dual Enrollment
- School safety
- Translation supports.
- Learning Centers

Alvord Unified School District maintains their promise to the community that "All Students will Realize their Unlimited Potential" and is made up of a staff to ensure this promise is delivered.

Distrito Escolar Unificado Alvord

COVID- 19 Plan de asistencia escolar MTSS

NIVEL	CAUSA	PERSONAL RESPONSABLE
NIVEL I - GENERAL	¿Qué causa una revisión general? <ul style="list-style-type: none"> 1 falta de interacción por semana Debe incluir múltiples llamadas telefónicas, textos y correos electrónicos 	Secretaria de asistencia escolar, personal de la oficina
NIVEL I - PERSONALIZADO	¿Qué causa una revisión preventiva más estricta? <ul style="list-style-type: none"> 2 faltas de interacción por semana Debe incluir múltiples llamadas telefónicas, textos y correos electrónicos Debe incluir una llamada a las personas listadas en la tarjeta de emergencia 	Secretarias de asistencia escolar, personal de la oficina, personal de administración escolar
NIVEL II – INTERVENCIÓN INICIAL 1^{er} aviso de SART generado y enviado por correo a casa al faltar a 3 interacciones	¿Qué causa mayor apoyo personalizado continuo o comunicación? <ul style="list-style-type: none"> 3+ faltas de interacción por semana o 5 en un mes Debe incluir múltiples llamadas telefónicas, textos y correos electrónicos Debe incluir una llamada a las personas listadas en la tarjeta de emergencia Debe incluir una visita al hogar guardando distanciamiento social 	Personal de administración escolar; consejero; coordinador de salud mental en el Distrito; encargado del caso (alumnos de Educación Especial); Oficial de Recursos (revisión de bienestar)
NIVEL III – APOYO INTENSIVO 2^{do} aviso de SART generado y enviado por correo a casa al faltar a 5 interacciones 3^{er} aviso de SART generado y enviado por correo a casa al faltar a 7 interacciones	¿Qué causa apoyo intensivo? <ul style="list-style-type: none"> 5 faltas de interacción por semana o 12+ en un mes Debe incluir múltiples llamadas telefónicas, textos y correos electrónicos Debe incluir una llamada a las personas listadas en la tarjeta de emergencia Debe incluir una visita al hogar guardando distanciamiento social 	Administrador de servicios estudiantiles; coordinador de salud mental en el Distrito; equipo de intervención escolar (es decir personal de administración, consejero, maestro del alumno); Oficial de Recursos (revisión de bienestar)

NIVEL I - GENERAL

(1 falta de interacción por semana)

NIVEL II - PERSONALIZADO

(2 faltas de interacción por semana)

NIVEL II - INTERVENCIÓN INICIAL

(3+ faltas de interacción por semana o 5 faltas de interacción al mes)

NIVEL III -APOYO INTENSIVO

=5 faltas por semana

=12+ faltas al mes

Definición de “interacción” para aprendizaje a distancia:

El alumno ingresa y se verifica visualmente su presencia

Definición de “interacción” para aprendizaje híbrido:

Participación del alumno/trabajo entregado



Alvord Unified School District

COVID- 19 Attendance MTSS Plan

TIERS	TRIGGERS	STAFF RESPONSIBLE
TIER I - UNIVERSAL	What triggers a universal check in? <ul style="list-style-type: none"> 1 missed interaction per week. Must include multiple phone calls, text, and emails 	Attendance Clerk, Office Staff
TIER I - PERSONALIZED	What triggers a more preventative check in? <ul style="list-style-type: none"> 2 missed interactions per week. Must include multiple phone calls, texts, and emails. Should include a call to those listed on emergency card 	Attendance Clerks, Office Staff, School Site Administration
TIER II - EARLY INTERVENTION SART Letter 1 Generated and Mailed Home @ 3 Missed Interactions	What triggers a more on-going personalized support or outreach? <ul style="list-style-type: none"> 3+ missed interactions per week or 5 in a month Must include multiple phone calls, texts, and emails Should include a call to those listed on emergency card Should include a socially distance home visit 	School Site Administration; Counselor; District Mental Health Coordinator; Case Carrier (Special Education Students); School Resource Officer (Welfare Check)
TIER III – INTENSIVE SUPPORT SART Letter 2 Generated and Mailed Home @ 5 Missed Interactions SART Letter 3 Generated and Mailed Home @ 7 Missed Interactions	What triggers an intensive support? <ul style="list-style-type: none"> 5 missed interactions in a week or 12+ in a month Must include multiple phone calls, texts, and emails Should include a call to those listed on emergency card Should include a socially distance home visit 	Student Services Administrator; District Mental Health Coordinator; School Site Intervention Team (i.e., School Administration, Counselor, Student's Teacher); School Resource Office (Welfare Check)

TIER I - UNIVERSAL
(1 missed interaction per week)

TIER II - PERSONALIZED
(2 missed interactions per week)

TIER II - EARLY INTERVENTION
(3+ missed interactions in a week or 5 missed interactions in a month)

TIER III - INTENSIVE SUPPORT
=5 missed a week
=12+ missed in a month

Definition of an "Interaction" for Distance Learning:
Student Log In and Visual Verification of Student

Definition of an "Interaction" for Hybrid Learning:
Student Participation/Work Turned In





Alvord Unified School District DISTRICT ENGLISH LEARNERS ADVISORY COMMITTEE

**August 18th, 2020
VIRTUAL “ZOOM” MEETING
1:00 p.m. – 3:00 p.m.**

Virtual Meeting online at:

<https://zoom.us/j/96529098495?pwd=cVRBRUUwYTV3Uzdkeno5Y0JMejdvQT09>

To participate by phone, dial: 1-669-900-6833

Meeting ID: 965 2909 8495

Password: 448588

MINUTES

I. Introductory Procedures

1. Call to Order: The meeting was called to order at 1:21 p.m.
2. Pledge of Allegiance: Lead by Mr. Alejandro Cisneros
3. A quorum was not established. The following schools were represented:
Elementary: Foothill, La Granada, McAuliffe, Myra Linn, Promenade, Stokoe, Twinhill, Valley View
Middle and High Schools: Arizona, Villegas, Hillcrest

II. Action Items

1. Agenda
 - a. Approval of Minutes of Meeting from 1/21/2020*
A quorum was not established. Minutes were not approved.
 - b. Approval of Minutes of Meeting from 2/18/2020*
A quorum was not established. Minutes were not approved.
 - c. Approval of Minutes of Meeting from 4/30/2020*
A quorum was not established. Minutes were not approved.
 - d. Approval of Minutes of Meeting from 5/26/2020*
A quorum was not established. Minutes were not approved.

III. Discussion/Information/Training

1. Learning Continuity and Attendance Plan Input – Mr. Alejandro Cisneros and Dr. Emily Devor
Mr. Cisneros and Dr. Devor provided an overview of Trailer Bill SB 98 regarding California’s accountability system for the 2020-2021 school year. This bill establishes Education Code 43509 and the Learning Continuity and Attendance Plan requirement which must be adopted by September 30, 2020 by all California LEA’s and Stakeholder feedback must be considered. Stakeholder engagement has been conducted through Thought exchange, social media, surveys, virtual meetings, etc. DELAC members were asked for their input on the development of the Alvord Learning Continuity and Attendance Plan and in particular on the plan for English learners under Pupils With Unique Needs and Pupil Learning Loss. Members had the opportunity to provide input during the meeting, in the Zoom chat, by emailing Mr. Alejandro Cisneros or by mail. Input provided during the meeting included primary language supports during distance learning and to continue providing English Language Development.
2. Family Engagement – Alejandro Cisneros

Mr. Alejandro Cisneros introduced himself as the Coordinator of Family Engagement and provided his contact information.

3. Overview of DELAC Purpose – Ms. Martha Martinez

Ms. Martinez welcomed all DELAC members and guests and briefly explained the purpose of DELAC. DELAC Bylaws and roles and responsibilities will be explained at the next meeting.

4. Reclassification Criteria and Process – Mrs. Erin Askier and Ms. Martha Martinez

Mrs. Askier and Ms. Martinez gave an overview of reclassification criteria and the changes in response to the COVID-19 school closure. They informed parents that the California Department of Education has provided reclassification guidance for criteria 1 and 4. For criterion 1 Language Assessment, for students who completed testing in 2019-2020, districts will use the results from the 2019-2020 Summative ELPAC to determine reclassification eligibility. For students who did not complete testing in the spring of 2019-2020, an optional fall Summative ELPAC window will be open between August 20 and October 30, 2020. Districts may use the results of the optional fall summative ELPAC to meet criterion 1 eligibility for reclassification. For Criterion 4 Assessment of Basic Skills, districts may use most recent local assessments or the Smarter Balanced Summative English language arts assessments. In Alvord, PELI, DIBELS, and PSAT scores are available from 2019-2020 however, CAASPP scores are not available due to school closures. Districts may use 2018-2019 CAASPP scores when CAASPP 2019-2020 or locally determined scores are not available. I-Ready (which is a comprehensive Reading and Math diagnostic and learning platform) will be administered to students K-12 three times per year and teachers will use results from this diagnostic to develop appropriate and scaffolded lessons for their students. I-Ready will be added as another measure for reclassification under Assessment of Basic Skills. DELAC members were given an opportunity to provide input and ask questions during the meeting and through the chat feature. Feedback included:

- My son's school used i-Ready last year.
- Excellent, please continue to provide programs/materials like i-Ready to help our children.
- Will parents receive training on i-Ready?
- It is nice because the teacher can check student participation.
- I have a friend who told me she helped her child with the test and I explained to her that it is best for him to do the test by himself so that the teacher can help him in his level.

IV. Hearing Session

This item is placed on the Agenda so that members of the audience have an opportunity to speak regarding subjects or concerns that do not appear on the Agenda. The Chair reserves the right to limit speaking time to three minutes. Government Code Section 54954.2 and Education Code 35145.5 prohibit the Committee from discussing or acting upon matters not on the Agenda.

V. Adjournment

1. Next meeting: 9/15/2020
2. Adjournment: Meeting was closed at 3:10 p.m. by Mrs. Bianca Rangel



**Distrito Escolar Unificado Alvord
COMITÉ CONSEJERO DEL DISTRITO PARA
ALUMNOS APRENDIENDO INGLÉS**

**18 de agosto de 2020
JUNTA VIRTUAL POR “ZOOM”
1:00 p.m. – 3:00 p.m.**

Junta virtual en línea en:

<https://zoom.us/j/96529098495?pwd=cVRBRUUwYTV3Uzdkeno5Y0JMejdvQT09>

Para participar por teléfono, llame al: 1-669-900-6833

ID de la junta: 965 2909 8495

Contraseña de la junta: 448588

MINUTA

I. Procedimientos de Introducción

1. Llamar orden: La junta se llamó al orden a la 1:21 p.m.
2. Saludo a la Bandera: Guiado por el Sr. Alejandro Cisneros.
3. No se estableció el quórum. Las siguientes escuelas estuvieron representadas:
Primarias: Foothill, La Granada, McAuliffe, Myra Linn, Promenade, Stokoe, Twinhill, Valley View
Intermedias y Secundarias: Arizona, Villegas, Hillcrest

II. Asuntos de Acción

1. Agenda
 - a. Aprobación de la Minuta de la junta del 1/21/2020*
No se estableció el quórum. La minuta no fue aprobada.
 - b. Aprobación de la Minuta de la junta del 2/18/2020*
No se estableció el quórum. La minuta no fue aprobada.
 - c. Aprobación de la Minuta de la junta del 4/30/2020*
No se estableció el quórum. La minuta no fue aprobada.
 - d. Aprobación de la Minuta de la junta de 5/26/2020*
No se estableció el quórum. La minuta no fue aprobada.

III. Diálogo/Información/Capacitación

1. Recomendaciones para el Plan Continuidad de Aprendizaje y Asistencia Escolar – Sr. Alejandro Cisneros y Dra. Emily Devor
El Sr. Cisneros y la Dra. Devor proporcionaron una descripción general del Proyecto de Ley SB 98 con respecto al sistema de responsabilidad de California para el año escolar 2020-2021. Este proyecto de ley establece el Código de Educación 43509 y el requisito del Plan de Continuidad de Aprendizaje y Asistencia Escolar, que debe ser adoptado antes del 30 de septiembre de 2020 por todas las LEAs de California y se deben tomar en cuenta todas sugerencias de las partes interesadas. La participación de las partes interesadas se realizó a través del Intercambio de Ideas (*Thought Exchange*), redes sociales, encuestas, juntas virtuales, etc. Se solicitó a los miembros de DELAC su opinión sobre el desarrollo del Plan de Continuidad de Aprendizaje y Asistencia Escolar de Alvord y, en particular, sobre el plan para alumnos aprendiendo inglés, estudiantes con necesidades únicas y pérdida de aprendizaje de los alumnos. Los miembros tuvieron la oportunidad de hacer sugerencias durante la junta, en el chat de Zoom, enviando un correo electrónico al Sr. Alejandro Cisneros o por correo

tradicional. Las sugerencias que se proporcionaron durante la junta incluyeron apoyos en el idioma natal durante el aprendizaje a distancia y continuar proporcionando Desarrollo del Idioma Inglés.

2. Participación Familiar – Sr. Alejandro Cisneros

El Sr. Alejandro Cisneros se presentó como Coordinador de Participación Familiar y proporcionó su información de contacto.

3. Descripción General del Propósito de DELAC – Sra. Martha Martinez

La Sra. Martinez dio la bienvenida a todos los miembros de DELAC e invitados y brevemente explicó el propósito de DELAC. En la próxima junta, se explicarán los reglamentos, funciones y responsabilidades de DELAC.

4. Criterio y Proceso de Reclasificación – Sra. Erin Askier y Sra. Martha Martinez

La Sra. Askier y la Sra. Martínez proporcionaron una descripción general de los criterios y cambios de la reclasificación en respuesta al cierre escolar por COVID-19. Informaron a los padres de familia que el Departamento de Educación de California ha proporcionado una guía de reclasificación para los criterios 1 y 4. Para el criterio 1 Evaluación del Idioma, para los estudiantes que completaron los exámenes en el 2019-2020, los distritos usarán los resultados del ELPAC acumulativo de 2019-2020 para determinar la elegibilidad para la reclasificación. Para los estudiantes que no completaron los exámenes en la primavera de 2019-2020, se abrirá un período opcional de ELPAC acumulativo de otoño del 20 de agosto al 30 de octubre 2020. Los distritos pueden usar los resultados del ELPAC acumulativo opcional del otoño para cumplir con el criterio 1 de elegibilidad para la reclasificación. Para Criterio 4 Evaluación de las Habilidades Básicas, los distritos pueden usar las evaluaciones locales más recientes o las evaluaciones de *Smarter Balanced Summative* de Artes del Lenguaje en Inglés. En Alvord, las puntuaciones de PELI, DIBELS y PSAT están disponibles desde 2019-2020, sin embargo, las puntuaciones de CAASPP no lo están debido al cierre escolar. Los distritos pueden usar las puntuaciones de CAASPP 2018-2019 cuando el CAASPP 2019-2020 o las puntuaciones determinadas localmente no estén disponibles. *I-Ready* (que es una plataforma integral de diagnóstico y aprendizaje de Lectura y Matemáticas) se administrará tres veces al año a los alumnos de K-12 y los maestros usarán los resultados de este diagnóstico para desarrollar lecciones apropiadas y progresivas para sus alumnos. *I-Ready* se agregará como otra medida para la reclasificación para la evaluación de habilidades básicas. A los miembros de DELAC se les dio la oportunidad de proporcionar sugerencias y hacer preguntas durante la junta a través de la opción del chat. Los comentarios incluyeron:

- La escuela de mi hijo usó *i-Ready* el año pasado.
- Excelente, por favor continúen proporcionando programas/materiales como *i-Ready* para ayudar a nuestros hijos.
- ¿Recibirán los padres capacitación en *i-Ready*?
- Es bueno porque el maestro puede verificar la participación de los alumnos.
- Tengo una amiga que me dijo que le ayudó a su hijo con el examen y le expliqué que es mejor que él lo haga solo para que el maestro le pueda ayudar en su nivel.

IV. Sesión de Audiencia

Este asunto se coloca en la Agenda para dar a los miembros de la audiencia la oportunidad de opinar sobre los asuntos o preocupaciones que no aparecen en la Agenda. La Presidencia reserva el derecho de limitar el tiempo del parlante a tres minutos. El Código Gubernamental Sección 54954.2 y el Código de Educación 35145.5 prohíben que el Comité discuta o tome acción sobre asuntos no colocados en la Agenda.

V. Clausura

1. Próxima junta: 9/15/2020

2. Clausura: La Sra. Bianca Rangel clausuró la junta a las 3:10 p.m.

-Se proveerá interpretación en español

*indica un asunto de acción

Alvord Unified School District

COVID ERA Online Progressive Discipline MTSS

Alvord Unified School District Distance Learning Program is designed to give students an engaging online learning experience that includes clear expectations and learning outcomes. These expectations will include online and offline learning activities. The work for each content area can be found in Google Classroom or other learning platform your child(ren)'s teacher is using. Tools such as instructional videos; live and recorded sessions; online resource; etc., may be used. It is important that students understand their responsibility as learners to engage in their classrooms each day. In addition, they are responsible for the same rules and regulations as outlined in California Education Codes; Alvord Unified School District Board Policies and Administrative Regulations; the Alvord Unified School District Annual Notification of the Rights and Responsibilities of Parents/Guardians; and school site handbooks.

TIERS	TRIGGERS	RESPONSE
TIER I GENERAL BEHAVIOR ISSUE (No Administrator Needed)	What constitutes a general behavior under distance learning? <ul style="list-style-type: none"> • General disruption of class (including but not limited to repeated interruptions, use of inappropriate language, and misuse of the chat feature) • Failure to follow digital citizenship rules 	<ul style="list-style-type: none"> • Mute student's mic (if possible) • Remind student of digital expectations • Individual Student Meeting (phone call) • Contact parent • Document in AERIES interventions page
TIER II BEHAVIOR ISSUE (Removal from Class by a Teacher as Outlined in California Education Code §48900.1)	What constitutes a behavior issue under distance learning that would warrant a teacher class suspension? <ul style="list-style-type: none"> • Continued disruptions of class (including but not limited to excessive interruptions, habitual use of profanity, habitual misuse of the chat feature) 	<ul style="list-style-type: none"> • Mute student's mic (if possible) • Remind student of digital expectations • Contact Administrator • Individual Student Meeting (phone call) • Contact parent • Document in AERIES interventions page • Disable Google Meet for 2 days' suspension Student still has access to course content via Google Class • Teacher still needs to mark student as present in AERIES
TIER III BEHAVIOR ISSUE (Administrator Needed for Suspension)	What constitutes a suspendable offense under distance learning? <ul style="list-style-type: none"> • Violations of California Education Code §48900 	<ul style="list-style-type: none"> • Mute student's mic (if possible) • Remind student of digital expectations • Contact Administrator • Contact parent • Suspend Student • Document in AERIES • Disable Google Meet for days' suspension Student still has access to course content via Google Class • Student will be marked as suspended in AERIES

Alvord Unified School District
COVID ERA Online Progressive Discipline MTSS

Online Classroom Management Reminders

- ***Students are in school, even though they are learning from home. Education Codes, District policies, and school rules all apply.***
 - Please enforce these rules, including dress code. You are free to give warnings, but we definitely want to enforce things such as appropriate attire, no hats, no vulgar messages, etc.
 - Be as private as possible when giving warnings or corrections.
 - If a student posts something in the class chat that is vulgar or rude, has an inappropriate background or work area, shows inappropriate pictures, etc., screen shot if you can or print the chat so we have a record of what happened.
- **Normal disruptive behavior**
 - Excess talking, and sending chats instead of working are a classroom disruption and most appropriately warrant a parent contact from the teacher on the first time or two. If you continue to have disruptive behavior from a specific student, reach out to site administration
 - **Document everything!** We want to help and details are important, including pictures and screen shots.
- **If a student violates major school rules**
 - Disruptive to the point you cannot teach, or is behaving in a way that would merit an immediate eject from class, you need to let site administration know right away.
 - You are to follow the same process that you would for a referral or ejection from class.
 - Give warnings and document interventions. **Document everything!**
 - If the behavior continues and warrants an ejection from class, or if the student does something so egregious they need an immediate ejection, remove them from your classroom meeting and contact administration immediately.
 - **Example:** Students break a big school rule, you remove them from the class, give the rest of the kids a task to stay busy for a few minutes, mute yourself and turn off your camera for a moment, then email or call administration for assistance.
 - As soon as possible, send administration the details, basically a referral. Write up all the details so administration can document.
 - Call the parents during your prep time, just like with a regular campus referral, to explain the behavior.
 - Administration will also call home to follow-up
- **Virtual Learning Issues**
 - Teacher reports issue to their site principal
 - Site principal takes initial reports and contacts student's "home school"
 - Student's "home school" administration follows up with appropriate discipline, contacting of parents, and communicates with virtual teacher or administration of virtual teacher as to the outcomes.
 - **Document** and enter everything in AERIES

Distrito Escolar Unificado de Alvord

COVID ERA Disciplina progresiva en línea MTSS

El aprendizaje a distancia de Alvord está diseñado para dar a los alumnos una experiencia de instrucción interesante que incluya expectativas claras y resultados de aprovechamiento. Estas expectativas incluirán actividades de aprendizaje dentro y fuera de Internet. El trabajo para cada materia pueden encontrarlo en Google Classroom o en la plataforma de instrucción que usen los maestros de sus hijos. Pueden usarse herramientas tales como videos de instrucción, sesiones grabadas y en vivo, recursos en línea, etc. Es importante que los alumnos comprendan su responsabilidad como estudiantes para participar todos los días en su salón de clase. Además, son responsables por las mismas normas tal y como se describen en los Códigos de Educación de California, Políticas de la Mesa Directiva del Distrito Escolar Unificado Alvord y Regulaciones Administrativas, Notificación Anual de Derechos y Responsabilidades del Distrito Escolar Unificado Alvord para Padres/Tutores y manuales escolares.

NIVELES	RAZONES	RESPUESTA
NIVEL I PROBLEMA DE CONDUCTA EN GENERAL (No es necesario un administrador)	¿Qué constituye una conducta general en aprendizaje a distancia? <ul style="list-style-type: none"> • Interrupción general en clase (incluyendo entre otros, repetidas interrupciones, uso de lenguaje inapropiado y mal uso de la función de <i>chat</i>) • Desobedecer las reglas de civismo digital 	<ul style="list-style-type: none"> • Apagar el micrófono del alumno (es posible) • Recordar al alumno las expectativas digitales • Junta individual con el alumno (por teléfono) • Contactar a los padres • Documentar en la página de intervenciones de AERIES
NIVEL II PROBLEMA DE CONDUCTA (El maestro removerá al alumno tal y como se especifica en el Código de Educación de California §48900.1)	¿Que constituye un problema de conducta en el programa de aprendizaje a distancia que pueda resultar en suspensión de la clase del maestro? <ul style="list-style-type: none"> • Repetidas interrupciones en clase (incluyendo, entre otros, interrupciones excesivas, uso habitual de malas palabras y mal uso de la función de <i>chat</i>) 	<ul style="list-style-type: none"> • Apagar el micrófono del alumno (es posible) • Recordar al alumno las expectativas digitales • Contactar a un administrador • Junta individual con el alumno (por teléfono) • Contactar a los padres • Documentar en la página de intervenciones de AERIES • Deshabilitar Google Meet para una suspensión de 2 días El estudiante tendrá acceso al contenido del curso a través de Google Class • El maestro necesita marcar al alumno presente en AERIES
NIVEL III PROBLEMA DE CONDUCTA (Administrador necesario para suspensión)	¿Qué ocasiona un suspensión del programa de aprendizaje a distancia? <ul style="list-style-type: none"> • Incumplimiento del Código de Educación de California §48900 	<ul style="list-style-type: none"> • Apagar el micrófono del alumno (es posible) • Recordar al alumno las expectativas digitales • Contactar a un administrador • Contactar a los padres • Suspensión del alumno • Documentar en AERIES • Deshabilitar Google Meet en días de suspensión El estudiante tendrá acceso al contenido del curso a través de Google Class • El alumno se marcará suspendido en AERIES

Distrito Escolar Unificado de Alvord

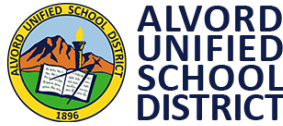
COVID ERA Disciplina progresiva en línea MTSS

Recordatorios sobre el control del salón de clases virtual

- **Los alumnos están en la escuela, aunque estén aprendiendo desde casa. Se aplican todos los códigos de educación, políticas del Distrito y reglas escolares.**
 - Por favor, haga cumplir estas reglas, incluyendo el código de vestuario. Puede dar advertencias, pero definitivamente quiero que haga cumplir normas tales como vestimenta apropiada, no usar sombreros, ni mensajes vulgares, etc.
 - Al dar advertencias o correcciones, hágalo en privado en la medida de lo posible.
 - Si los alumnos publican algo vulgar o grosero en la conversación de la clase, tienen áreas de trabajo o fondos inapropiados, muestran imágenes inapropiadas, etc., tome una captura de pantalla o imprima la conversación si es posible para tener un registro de lo que pasó.
- **Comportamiento disruptivo normal**
 - Platicar en exceso y enviar mensajes en lugar de trabajar son interrupciones a la clase y en la primera o segunda ocasión, el maestro debe contactar a los padres. Si continúa teniendo comportamientos disruptivos de un alumno en específico, comuníquese con la administración de la escuela.
 - **¡Documente todo!** Queremos ayudar y los detalles son importantes, incluyendo imágenes y capturas de pantalla.
- **Si un alumno infringe las principales reglas escolares:**

Debe informar de inmediato a la administración de la escuela si interrumpe hasta el punto que no le permite impartir clase o se comporta de una manera que amerita remoción inmediata de la clase.

 - Debe seguir el mismo proceso que seguiría para una remisión o remoción de clase.
 - Dé advertencias y documente las intervenciones. **¡Documente todo!**
 - Si el comportamiento continúa y amerita remoción de la clase o si el alumno hace algo muy grave que necesita una remoción inmediata, sáquelo de su salón de clases y contacte de inmediato a la administración.
 - **Ejemplo:** el alumno infringe una regla escolar importante, remuévalo de la clase, proporcione al resto de los alumnos una actividad para mantenerlos ocupados durante algunos minutos, ponga su micrófono en silencio y apague su cámara por unos minutos y envíe un correo electrónico o llame a la administración para obtener ayuda.
 - Tan pronto como sea posible, envíe los detalles a la administración, básicamente una remisión. Escriba todos los detalles para que la administración pueda documentarlo.
 - En su tiempo de preparación de clases, llame a los padres para explicar el comportamiento del alumno, igual que en las remisiones escolares.
 - La administración también llamará a casa para dar seguimiento.
- **Problemas de disciplina durante el aprendizaje virtual**
 - El maestro informa el problema al director escolar.
 - El director escolar contacta a la "escuela de residencia" del alumno sobre los informes iniciales.
 - La administración de la "escuela de residencia" del alumno otorga una consecuencia disciplinaria, se comunica con los padres y el maestro virtual o la administración del mismo para informar los resultados.
 - **Documente** e ingrese todo en ARIES



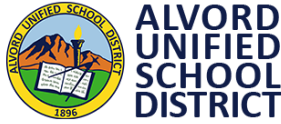
Elementary Distance Learning

FULL TIME Elementary ALL distance learning Model

TK/K: 180 minutes 1st-5th: 240 minutes

Designed with an 8:30 a.m. - 4:00 p.m. contract day, contract day will vary by site

TK/Kindergarten Monday - Thursday		1st - 5th Grade Monday - Thursday		TK/Kindergarten - 5th Grade Friday	
8:30 - 9:00	Teacher Prep	8:30 - 9:00	Teacher Prep	8:30-9:30	Staff mtg, PD, PLC
9:00 -9:15	Teacher Recording	9:00 -9:15	Teacher Recording	9:30-11:30	Office Hours for student support
9:15 - 9:45	Core Instruction	9:15 -10:15	Core Instruction	11:30-12:30	lunch
9:45 - 10:45	Brain Break/Recess	10:15-10:30	Brain Break/Recess	12:30-4:00	Prep/Collab
10:45-11:15	Core Instruction	10:30-11:00	Teacher Office Hours		
11:15-11:30	Creative Play	11:00-12:00	Core Instruction		
11:30-12:30	Core Instruction	12:00-12:45	Lunch		
12:30 - 1:30	Teacher Office Hours	12:45- 1:30	Small Group instruction Music (1-2 grade levels/day)		
1:30-4:00	Teacher Prep	1:30- 3:00	Teacher Office Hours		
180 minutes TK/Kinder		3:00-4:00	Teacher Prep		
		Various times	Physical Education (daily-staggered times throughout the day by grade level)		

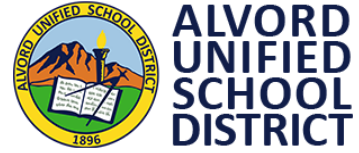


Elementary Distance Learning

FULL TIME Elementary ALL distance learning Model-Pre School

PK: 180 minute program 90 minute Instruction

Pre-School VIRTUAL/DISTANCE Monday - Thursday	
8:30 - 9:00	Teacher Prep
9:00 - 9:15	Teacher Recording
9:15 - 9:45	Core Instruction
9:45 - 10:00	Brain Break/Recess
10:00-11:00	Core Instruction
11:00-11:30	Teacher Office Hours
11:30-12:15	Lunch
<p>Live interaction with teacher/student</p> <p>30 minutes office hours 90 minutes instruction</p> <p>PM would follow same schedule with time adjusted based on PM hours</p>	



Secondary Instructional Day Models

Block Schedule Total Distance Model- 240 minutes

Block scheduling, 3 periods a day, student support time at end of the day

Fridays- students get additional support during office hours, address tier 2 and tier 3 student needs.

Please follow designated office hours schedule to avoid conflicts.

80 minute blocks= 60 minutes interactive instruction, block organized at the discretion of the teacher

Time	Monday-online	Tuesday-online	Wednesday-online	Thursday-online	Friday- Online
7:30-8:50	Period 1	Period 4	Period 1	Period 4	Office hours
9:05-10:25	Period 2	Period 5	Period 2	Period 5	8:30-9:30-SS/CTE
10:40-12:00	Period 3	Period 6	Period 3	Period 6	9:30-10:30-Math/VAPA
12:00-1:00	Lunch	Lunch	Lunch	Lunch	10:30-11:30-ELA/PE 11:30-12:30 Science/Lote
1:00-2:00	Office Hour	Office Hour	Office Hour	Office Hour	
2:00-2:30	Prep	Prep	Prep	Prep	



Elementary Distance Learning

Support Staff-ELT's

Designed with a 8:30 a.m. - 4:00 p.m. contract day

ELT's		1st - 5th Grade Monday - Thursday		TK/Kindergarten - 5th Grade Friday	
8:30 - 9:00	Teacher Prep	8:30 - 9:00	Teacher Prep	8:30-9:30	Communications, Staff mtg, etc
9:00-9:15	Teacher Recording (Student read aloud to support literacy)	9:00 - 9:15	Teacher Recording	9:30-11:30	Office Hours for student support
9:15-10:15	ELT's push-in or pull-out for support (communicate with teachers)	9:15 - 10:15	Core Instruction	11:30-12:30	lunch
10:15-10:30	Brain Break	10:15-10:30	Brain Break/Recess	12:30-4:00	Prep/Collab
10:30-11:00	ELT's small group instruction	10:30-11:00	Teacher Office Hours	Expectations: <ul style="list-style-type: none">Identify students at-promise who need additional supports with early literacyWork in small groups with at-promise students in grades 1st - 5th gradeWork virtually or in your work space on campusCommunicate directly with teachers to provide supports with push-in/out supportDIBELS is not required - iReady diagnostic will be required 3x per yearPD on iReady is upcoming	
11:00-12:00	ELT's push-in or pull-out for support (communicate with teachers)	11:00-12:00	Core Instruction		
12:00-12:45	Lunch	12:00-12:45	Lunch		
12:45-1:30	ELT's small group instruction	12:45- 1:30	Small Group instruction Music (1-2 grade levels/day)		
1:30-3:00	Student assessment and data analysis	1:30- 3:00	Teacher Office Hours		
3:00-4:00	Teacher Prep	3:00-4:00	Teacher Prep		
Live interaction with teacher/student Teacher Push-in/Push out support					



Elementary Distance Learning

Support Staff-Music

Designed with a 8:30 a.m. - 4:00 p.m. contract day

Music		1st - 5th Grade Monday - Thursday		TK/Kindergarten - 5th Grade Friday	
8:30 - 9:00	Teacher Prep	8:30 - 9:00	Teacher Prep	8:30-9:30	Communications, Staff mtg, etc
9:00-9:15	Teacher Recording (Video posting weekly regarding Music lessons taught throughout the week)	9:00 -9:15	Teacher Recording	9:30-11:30	5th grade by school site Friday-school (45 minutes) Open music for all students
9:15-10:15	Available to parents and teachers for support in music education.	9:15 -10:15	Core Instruction	11:30-12:30	lunch
10:15-10:30	Brain Break	10:15-10:30	Brain Break/Recess	12:30-4:00	Prep/Collab
10:30-11:00	Monday-1st grade Tuesday-2nd grade Wednesday-3rd grade Thursday-4th grade	10:30-11:00	Teacher Office Hours	Expectations: <ul style="list-style-type: none">30 minutes of music Grades 1-4/week30 minutes of music Grade 5: 45 minutes of musicWork virtually or in your work space on campusCommunicate directly with teachers to provide supportsEach Music teacher will be assigned 3-4 schools	
11:00-12:00	Available to parents and teachers for support in music education	11:00-12:00	Core Instruction		
12:00-12:45	Lunch	12:00-12:45	Lunch		
12:45-3:00	5th grade by school site Monday-school Tuesday-school Wednesday-school Thursday-school	12:45- 1:30	Small Group instruction Music (1-2 grade levels/day)		
		1:30- 3:00	Teacher Office Hours		
3:00-4:00	Teacher Prep	3:00-4:00	Teacher Prep		
<div>Live interaction with teacher/student</div> <div>Live interaction to provide support to teachers and/or community</div>					

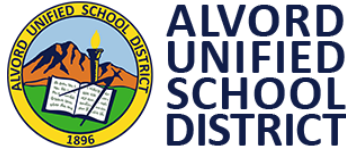


Elementary Distance Learning

Support Staff-Physical Education

Designed with a 8:30 a.m. - 4:00 p.m. contract day

Physical Education		1st - 5th Grade Monday - Thursday		TK/Kindergarten - 5th Grade Friday	
8:30 - 9:15	Teacher Prep	8:30 - 9:00	Teacher Prep	8:30-9:30	Communications, Staff mtg, etc
9:00 - 9:15	Teacher Recording (Video posting weekly regarding PE lessons taught throughout the week)	9:00 - 9:15	Teacher Recording	9:30-11:30	Open PE for all students Live Interaction with students to promote Physical Activity
9:15-10:15	Available to parents and teachers for support in physical education	9:15 -10:15	Core Instruction	11:30-12:30	lunch
10:15-10:30	Brain Break	10:15-10:30	Brain Break/Recess	12:30-4:00	Prep/Collab
10:30-11:00	PE with classes Monday - Thursday	10:30-11:00	Teacher Office Hours	Expectations: <ul style="list-style-type: none">30 minutes of PE for all classes 1st - 5th per weekWork virtually or in your work space on campusCommunicate directly with teachers and principal on scheduleAll teachers have classroom code from PE teacher to post communications with all studentsProvide teachers resources on incorporating vigorous activity and healthy habits daily.	
11:00-12:00	Available to parents and teachers for support in physical education	11:00-12:00	Core Instruction		
12:00-12:45	Lunch	12:00-12:45	Lunch		
12:45-3:00	PE with classes Monday - Thursday	12:45- 1:30	Small Group instruction Music (1-2 grade levels/day)		
		1:30- 3:00	Teacher Office Hours		
3:00-4:00	Teacher Prep	3:00-4:00	Teacher Prep		
<div>Live interaction with teacher/student</div> <div>Live interaction to provide support to teachers and/or community</div>					

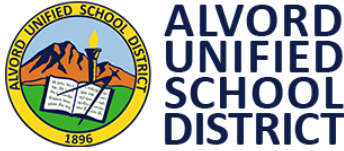


Elementary Distance Learning PROPOSAL

2 days/week Hybrid Model

Teacher work day: Contract day by site (Monday - Friday)

Monday - Friday (no students on-site Friday)			
Cohort A	<u>Monday and Wednesday</u>	Cohort B	<u>Tuesday and Thursday</u>
	On Campus (includes one session of PE/grades 1-5) Students follow the daily schedule of the school site.		On Campus (includes one session of PE/grades 1-5) Students follow the daily schedule of the school site.
	<u>Tuesday and Thursday</u>		<u>Monday and Wednesday</u>
	Virtual (Virtual music/grade level) Distance learning activities provided by the teacher on on-campus days. Teacher maintains Google Classroom		Virtual (Virtual music/grade level) Distance learning activities provided by the teacher on on-campus days. Teacher maintain Google Classroom
Friday			
8:00 -9:00- communication (staff meeting, etc.) 9:00- 11:00 Office hours for student support 11:00-12:00 lunch 12:00-3:00 prep/collab			

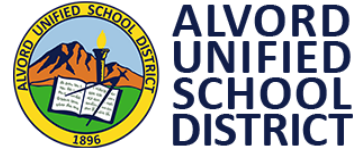


Elementary Pre-schol

2 days/week Hybrid Model

Teacher work day: Contract day by site (Monday - Friday)

Monday - Friday (no students on-site Wednesday)			
Track A AM Students	<u>Monday and Wednesday</u>	Track B PM Students	<u>Tuesday and Thursday</u>
	On Campus Students follow the daily schedule of the school site. <u>Tuesday and Thursday</u> Virtual learning for AM students/Track A Distance learning activities provided by the teacher on on-campus days. Teacher maintains Google Classroom		On Campus Students follow the daily schedule of the school site. <u>Monday and Wednesday</u> Virtual learning for PM students/Track B Distance learning activities provided by the teacher on on-campus days. Teacher maintain Google Classroom
Friday			
8 a.m. - 9 a.m. Staff Communications (meetings, PD, etc.) 9:00 a.m. - 11:00 a.m. Office Hours for student support 11:00 a.m. - 12:00 p.m. Lunch 12:00 p.m. - 3:00 p.m. Prep/collab			



Secondary Instructional Day Models

Hours will vary depending on school site contract day.

Hybrid Model- Students split into A/B cohorts, approx. 50% of student each day

Students on site 2 days a week- Distance Learning 3 days a week

Teachers on site 4 days a week (can work from home on Friday)

Block Schedule- 3 periods a day, 2 hour blocks

Fridays- Tier 2 and 3 students get additional support during office hours

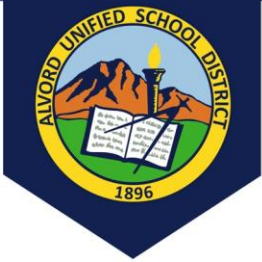
Distance learning content shall be a robust extension of in-class instruction.

Distance Learning content should equal 3 hours of instruction/assignments, per week.

Time	Monday- Cohort A	Tuesday- Cohort B	Wednesday- Cohort A	Thursday- Cohort B	Friday- all online office hours
7:30-9:30	Period 1 – 50% of students	Period 1- 50% of students	Period 4- 50% of students	Period 4- 50% of students	8:30-9:30- SS/CTE/AVID
9:40-11:40	Period 2- 50% of students	Period 2- 50% of students	Period 5- 50% of students	Period 5- 50% of students	9:30-10:30- Math/VAPA
11:40-12:20	Lunch	Lunch	Lunch	Lunch	10:30-11:30- ELA/PE
12:30-2:30	Period 3- 50% of students	Period 3- 50% of students	Period 6- 50% of students	Period 6- 50% of students	11:30-12:30 Science/LOTE



**ALVORD
UNIFIED
SCHOOL
DISTRICT**



ALVORD UNIFIED SCHOOL DISTRICT

9 KPC Parkway Corona, CA 92879 | P: (951) 509-5000 | F: (951) 509-6070

Family Engagement Office

District Parent Advisory Committee (PAC)

Wednesday, August 26th, 2020 | 5:00 - 6:00 p.m.

Virtual Zoom Meeting 934 4792 7966

Minutes

I. Opening Business

Alejandro Cisneros, Coordinator of Family Engagement, called the meeting to order at 5:04 p.m. and welcomed all attendees.

The Pledge of Allegiance was recited.

Staff in attendance were introduced:

- Alejandro Cisneros (Coordinator, Family Engagement)
- Emily Devor (Director III, Elementary Education)
- Erik Ramirez (Assistant Principal, Villegas Middle School)
- Nayeli Martinez (Assistant Principal, Arizona Middle School)
- Dawn Elliott (Assistant Principal, Foothill/Arlanza Elementary Schools)
- Tania Cabeza (Principal, La Sierra High School)
- Mary McAllister-Parsons (Principal, Twinhill Elementary Schools)
- Patricia Avirde (Interpretation)

Roll was called and quorum was established with 14 parents and 11 sites in attendance.

Elementary Schools:

Peter Palumbo (Terrace)
Chalet Kukahiko (Lake Hills)
Rudy Medina (Promenade)
Bryn Pellegrino (RMK)
Corrine Stanford (Lake Hills)
Quinn Hickman (Orrenmaa)
Esther hernandez (Myra Linn)
Shanna Kuckenbecker (Twinhill)

Middle Schools:

Jacque Clark (Loma Vista)
Imelda Valencia (Loma Vista)
Blanca Viveros (Arizona)

High Schools:

Yesenia Aguilar (Hillcrest)
Antonia Ruiz (Norte Vista High)
Theresa Gooder (La Sierra)
Susana Garcia (Hillcrest)



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II. New Business:

A. Parent Advisory Committee Purpose:

1. Alejandro Cisneros relayed that the PAC's purpose is advising the District's Board of Education and the Superintendent about programs and services that support student growth and academic achievement as described in Alvord's Local Control and Accountability Plan, the Consolidated Application, and the Learning Continuity and Attendance Plan.

B. Learning Continuity and Attendance Plan Input:

- Dr. Emily Devor shared the goals for this PAC session was to provide an overview of Trailer Bill 98 regarding California's accountability for the 2020-2021 school year and to gather input from stakeholders on the development of the 2020-2021 Alvord Learning Continuity and Attendance Plan.
- Dr. Emily Devor shared that Senate Bill 98 establishes Education Code 53509 and the Learning Continuity and Attendance Plan requirement for the 2020-2021 school year, which must be adopted by the Board of Education by September 30th, 2020. Part of this adoption is to gather and consider stakeholder feedback, which includes this Parent Advisory Group. Dr. Devor shared a continuum of the process of stakeholder engagement and Learning Continuity and Attendance Plan approval. Dr. Devor shared that input was received via the surveys completed by staff, students, and community members. Dr. Devor and Mr. Cisneros shared that the plan will go to public hearing on September 10, 2020 and adopted by the board on September 24, 2020.
- Mr. Alejandro Cisneros shared the actions that the district has taken to ensure that stakeholders are engaged, are able to provide feedback and connect with schools and the district. Engagement options have included, but are not limited to, Thought Exchange, all-calls, site-based contacts, virtual meetings, YouTube pages, surveys, Re-Opening Task Force, and social media.
- Mr. Alejandro Cisneros placed participants and staff facilitators into Zoom breakout rooms to discuss pre-assigned sections of the Learning Continuity and Attendance Plan for 10 minutes. Bryn Pellegrino, Parent, requested to be in the Pupils with Unique Needs group.
- Upon their return, the following feedback was provided by each Zoom breakout room group. PAC members could provide input and feedback to all sections of the plan, not just the section for the breakout room they participated in:
 - Online and Classroom Instructional Offerings
Spokesperson: Shanna Kuchenbecker, Parent
 - Instructional offerings for distance learning include expanded learning, certificated teachers teaching students,
 - Consider another platform besides Aeries or Google Classroom
 - Provide training on Cyber Security/Cyber safety courses for students and for parents.
 - IT/tech support
 - Teacher office hours are well liked and parents find them to be a useful tool to provide students with additional help.



○ Access to Devices, Pupil Participation and Progress

Spokesperson: Rudy Medina

- Chrome books are well stocked, hot spots have been made available. One suggestion was to have a tech support team or resource telephone number that families can reach out to when needed as teachers are having to act as IT at times. G Suite or Google Classroom seems to be running smoothly.
- MTSS framework, SART and SARB, the SST process and differentiated instruction for student growth is appreciated by parents. Suggestions to increase engagement could be kudos, celebrations, and other rewards for perfect attendance. Teachers are doing a good job of holding students accountable. The group suggested putting together resource or understanding for dual households to be allotted flexibility in turning in assignments.
- Blanca Viveros, Parent, commented that a lot of students have been saying they are having internet issues, but the issue is they may be waking up late. What happens in regards to attendance when there is an actual connectivity issue? Dr. Devor explained that synchronous (live interactive teaching) and asynchronous learning are included in the plan. In case of connectivity emergencies teachers can rely on these asynchronous learning plans to still meet students' needs.
- Bryn Pellegrino, Parent, inquired about support for families who don't have home supervision support learning. Dr. Devor informed parents that the district is working closely with the city and county for possible sites that will be opened for families in these situations. Susana Garcia, Parent, mentioned a similar challenge with her daughter. Bryn Pellegrino, Parent, mentioned that RCOE students still do not have Chromebooks and it is the district's responsibility.

○ PD, Staff Roles/Responsibilities, and Nutrition

Spokesperson: Corrie Stanford, Parent

- Professional Development has made it a smooth process for staff as perceived by members of the committee. Parents did share that there are challenges with some parents being able to get the lunches. Dr. Devor reminded parents that parents can do a bulk pick up on Fridays at any middle school or high school. Susana Garcia mentioned she would like to see other options for parents that work from 8-5. Bryn Pellegrino, Parent, suggested that 5-day meal pick-up also be offered at elementary sites. Dr. Devor explained that all students can visit any secondary site, which are strategically placed throughout attendance boundaries, for 5-meal pick up on Fridays, during two different time windows. Mr. Cisneros explained that elementary sites are still offering daily lunch and breakfast. Dr. Devor mentioned that the community has really come together



and that by reaching out to the principal, families may be able to network and help one another.

- Pupil Learning Loss and Strategies

Spokesperson: Erik Ramirez, Staff

- Main questions included how the bilingual assistants are working with students and what ELPAC may look like at this time. ELPAC is difficult in comparison to the CELDT test. The group also discussed the supplemental materials for both ELLs and students in special education.

- Mental Health, SEL Well Being, and Pupils with Unique Needs

Spokesperson: Bryn Pellegrino, Parent

- What uniform way can all the schools get involved in mental health needs? We need more uniform and interactive ways to get involved other than Zoom or the computer. In addition to figuring out ways to continue to provide counseling services to the students. Is Google Classroom from the counselors really meeting the students' needs? How is the district supporting students with unique needs? Chalet Kukahiko, Parent, asked what is needed for students with unique or special needs to be able to be in physical class? Dr. Devor reiterated that we have to follow the guidance from the Public Health Department. Bryn Pellegrino, Parent, asked what the district is doing for compensatory time for students with IEPs since they have been regressing for 6 months. Dr. Devor shared that the special education teachers and department have been working with students and aligning the standards for students specific needs. Bryn Pellegrino, Parent, and Ms. Susana Garica, Parent, disagreed that this was happening.

PAC members and guests were informed that they can provide further feedback and input on the plan via email to alejandro.cisneros@alvordschools.org and by post mail to Alejandro Cisneros, 9 KPC Parkway, Corona, CA 92879.

III. Hearing Session and Public Comments

No public comment was gathered as there were no guests in attendance.

IV. Adjournment

The meeting adjourned at **6:23 p.m.**

Members were invited to attend Alvord board of meetings on Thursday, September 10th, and Thursday, September 24th for the public hearing and adoption of the district's Learning Continuity and Attendance Plan.



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