

LCFF Budget Overview for Parents

Received 12/14/20

Local Educational Agency (LEA) Name: Alpine UESD

CDS Code: 67967

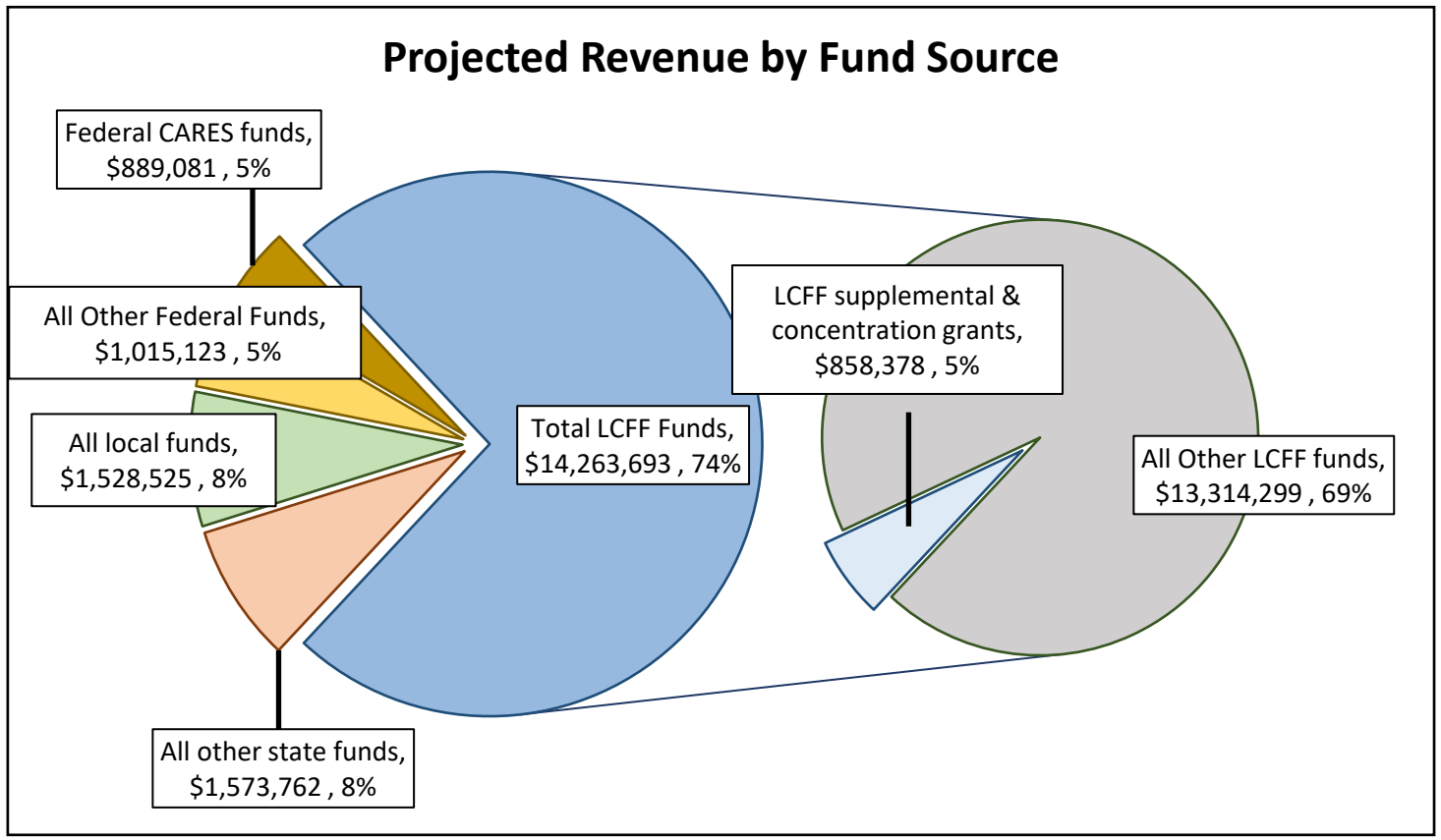
School Year: 2020-2021

LEA contact information: William Pickering II

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2020-2021 School Year

Projected Revenue by Fund Source

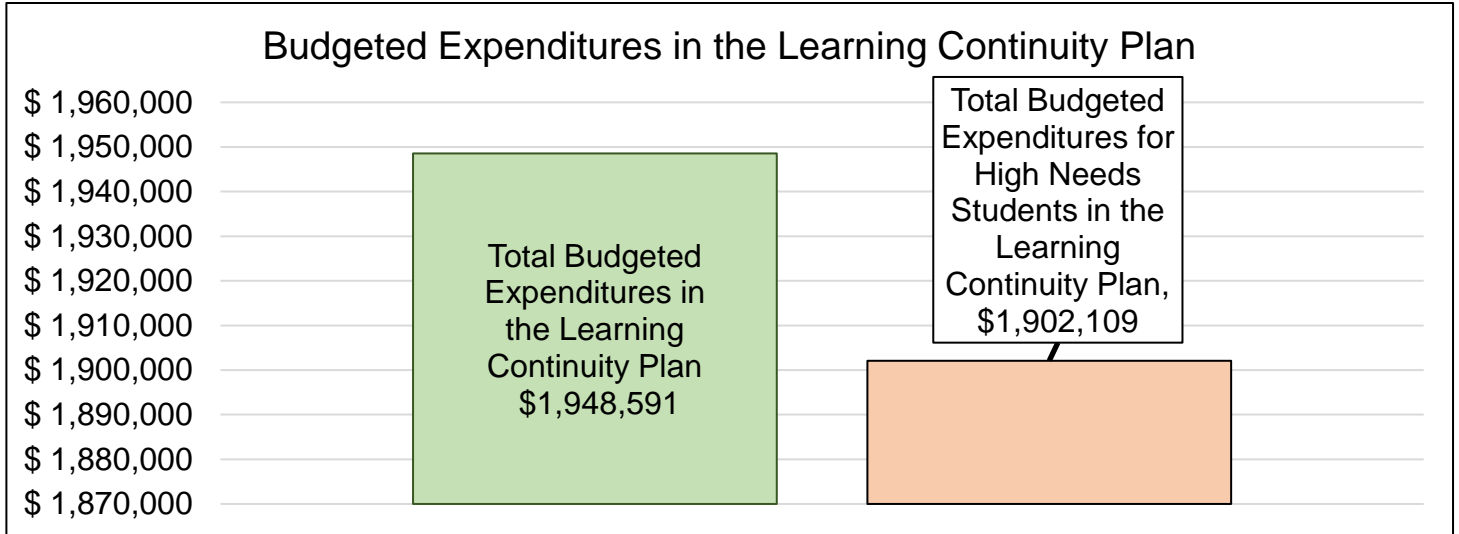


This chart shows the total general purpose revenue Alpine UESD expects to receive in the coming year from all sources.

The total revenue projected for Alpine UESD is \$19,270,183.98, of which \$14,263,693.00 is Local Control Funding Formula (LCFF) funds, \$1,573,762.00 is other state funds, \$1,528,524.98 is local funds, and \$1,904,204.00 is federal funds. Of the \$1,904,204.00 in federal funds, \$889,081.00 are federal CARES Act funds. Of the \$14,263,693.00 in LCFF Funds, \$858,378.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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For the 2020-21 school year school districts must work with parents, educators, students, and the community to develop a Learning Continuity and Attendance Plan (Learning Continuity Plan). The Learning Continuity Plan replaces the Local Control and Accountability Plan (LCAP) for the 2020–21 school year and provides school districts with the opportunity to describe how they are planning to provide a high-quality education, social-emotional supports, and nutrition to their students during the COVID-19 pandemic.



This chart provides a quick summary of how much Alpine UESD plans to spend for planned actions and services in the Learning Continuity Plan for 2020-2021 and how much of the total is tied to increasing or improving services for high needs students.

Alpine UESD plans to spend \$19,341,355.00 for the 2020-2021 school year. Of that amount, \$1,948,591.00 is tied to actions/services in the Learning Continuity Plan and \$17,392,764.00 is not included in the Learning Continuity Plan. The budgeted expenditures that are not included in the Learning Continuity Plan will be used for the following:

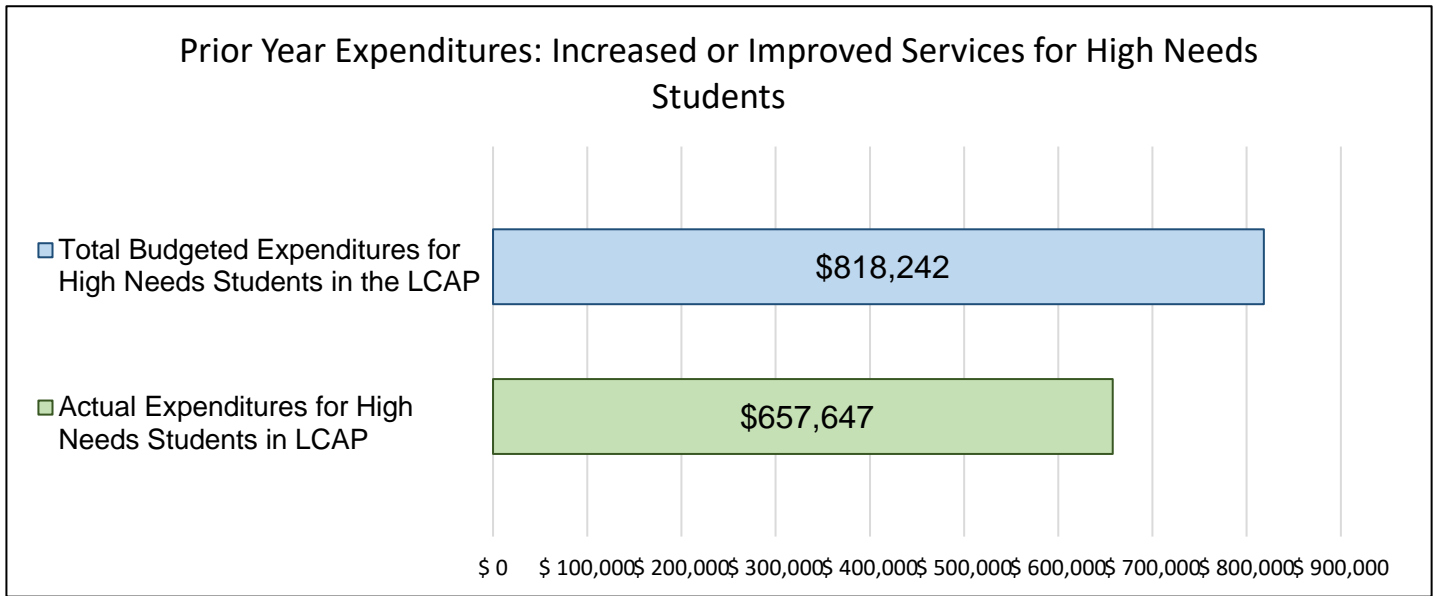
The salaries and benefits of our general and special education teachers, special education services, transportation program, maintenance and operations program, before and after school childcare program.

Increased or Improved Services for High Needs Students in the Learning Continuity Plan for the 2020-2021 School Year

In 2020-2021, Alpine UESD is projecting it will receive \$858,378.00 based on the enrollment of foster youth, English learner, and low-income students. Alpine UESD must describe how it intends to increase or improve services for high needs students in the Learning Continuity Plan. Alpine UESD plans to spend \$1,902,109.00 towards meeting this requirement, as described in the Learning Continuity Plan.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2019-2020



This chart compares what Alpine UESD budgeted in the 2019-20 LCAP for actions and services that contributed to increasing or improving services for high needs students with what Alpine UESD actually spent on actions and services that contributed to increasing or improving services for high needs students in the 2019-20 school year.

In 2019-2020, Alpine UESD's LCAP budgeted \$818,242.00 for planned actions to increase or improve services for high needs students. Alpine UESD actually spent \$657,647.10 for actions to increase or improve services for high needs students in 2019-2020. The difference between the budgeted and actual expenditures of \$160,594.90 had the following impact on Alpine UESD's ability to increase or improve services for high needs students:

The planned actions included budget to hire numerous instructional aides to provide supplemental instructional services to the high need students. Unfortunately the District was only able to hire seven instructional aides mid-year and a few months later in March the schools were closed.

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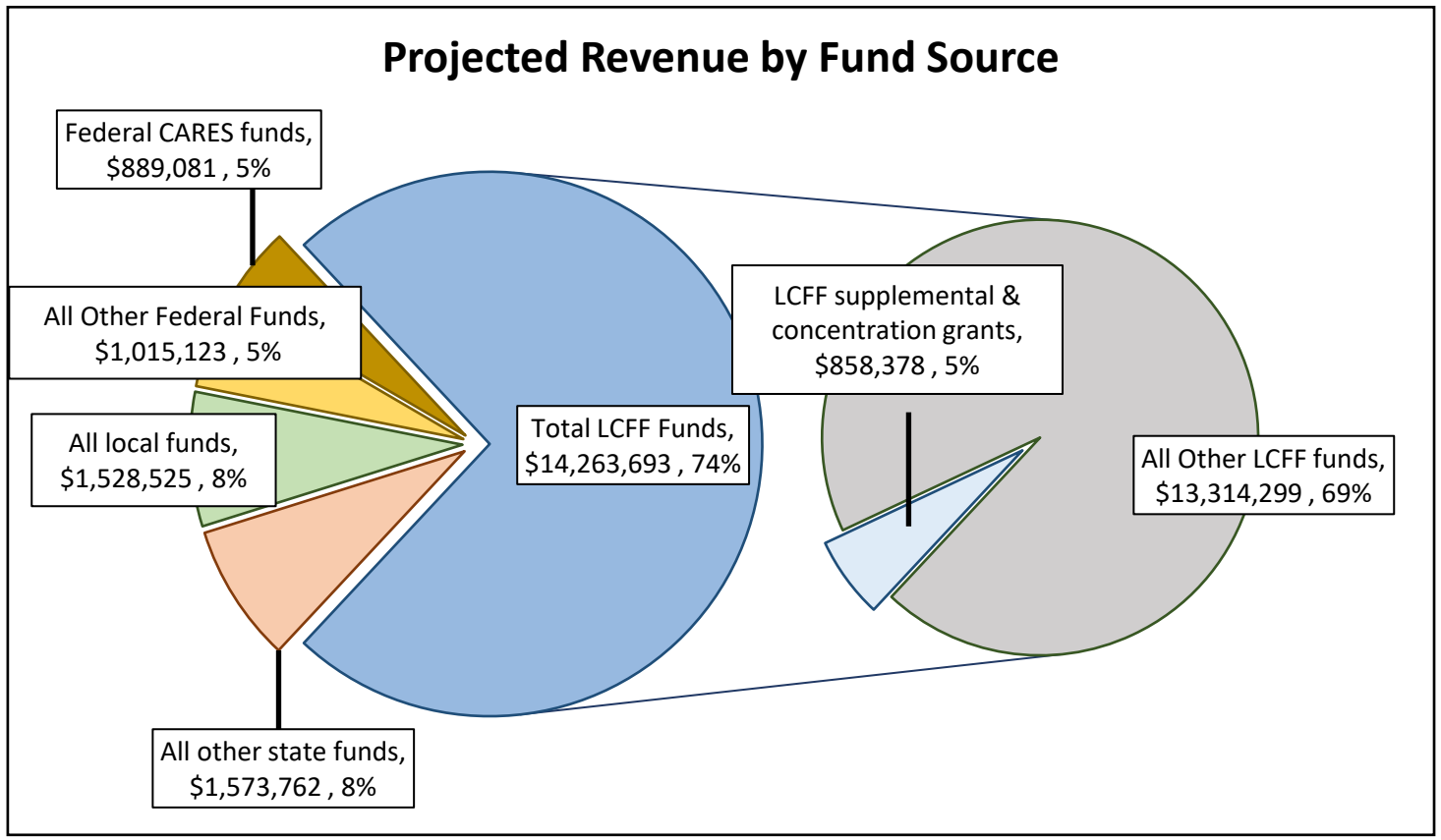
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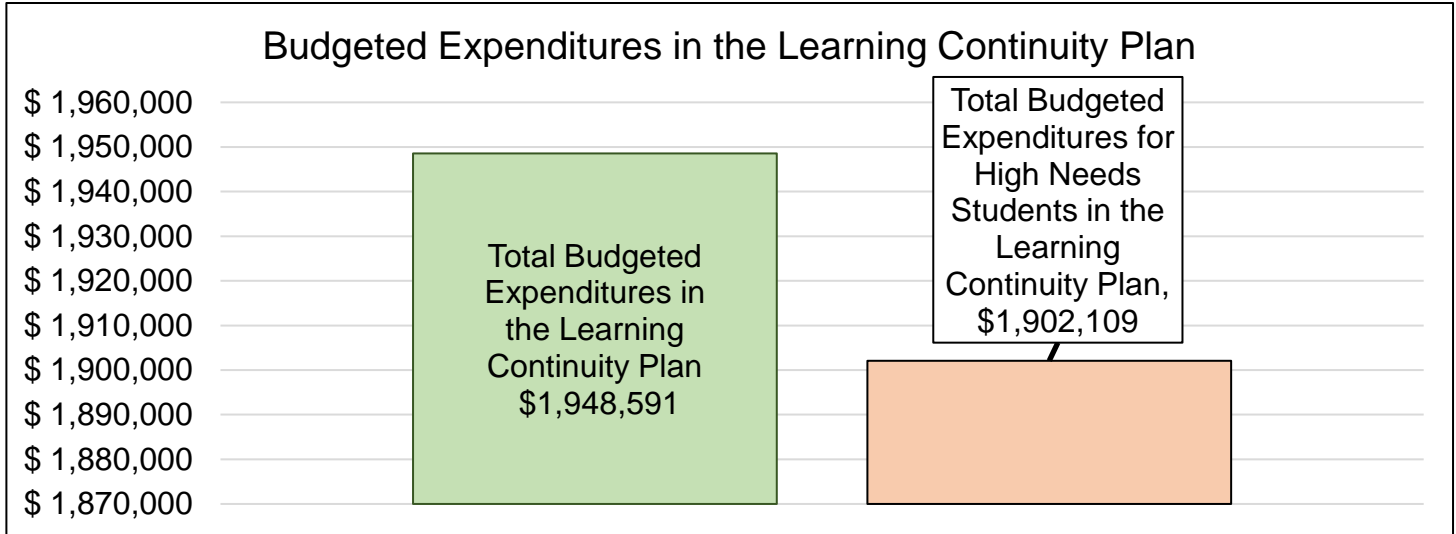


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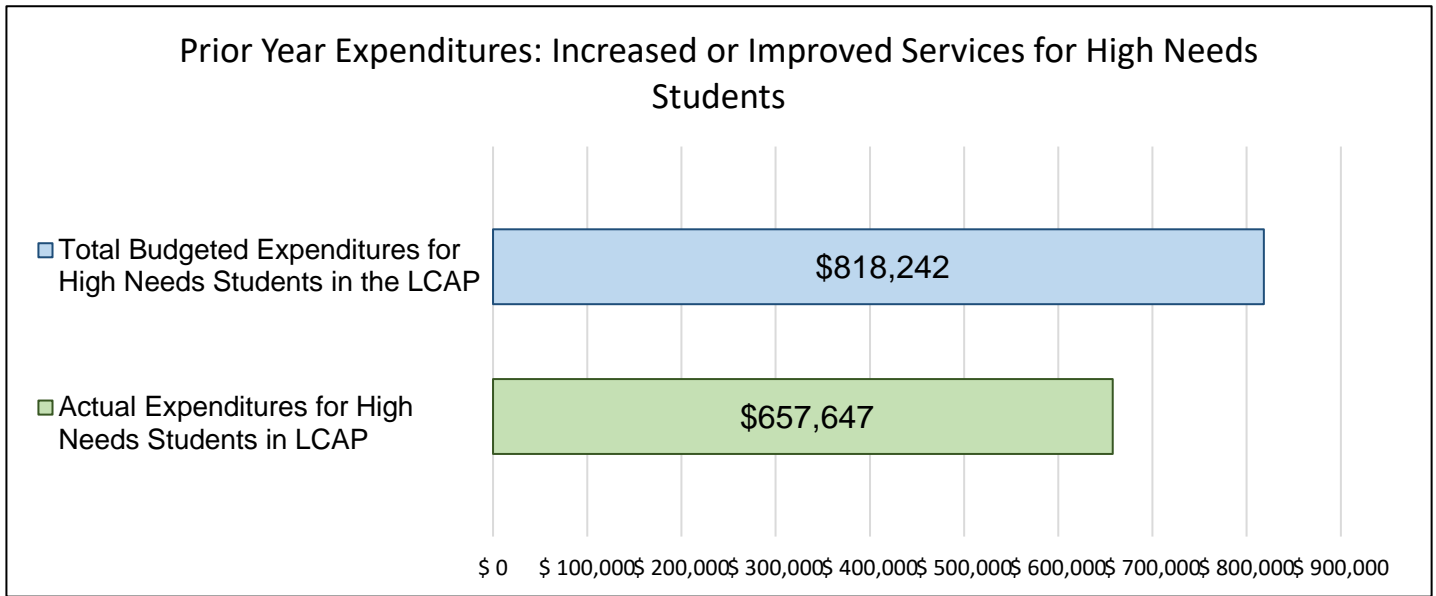
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AUSD Learning Continuity and Attendance Plan (2020–21)

Revised 11.5.20

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Alpine Union School District	Dr. Rich Newman, Superintendent	rnewman@alpineschools.net

General Information

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

Alpine Union School District (AUSD) is an integral part of the Alpine community. Since the beginning of the COVID-19 pandemic, Alpine has worked in collaboration with the community to ensure that every child receives the support necessary to succeed during these challenging times. The district realizes that supporting the success of students sometimes also means supporting families in need. To that end AUSD has maintained a food distribution program, expanded access to technology, and provided social and emotional support to students, families and staff.

When schools closed in the Spring, and through the summer, AUSD provided Grab and Go meals with breakfast and lunch for any school-aged child. This practice will continue whenever the district is operating through Distance Learning. In addition, the district has built infrastructure to support the technology needs of students and families through the distribution of Chromebooks and the set-up of free Wi-Fi access for parents and community members at each school site. This will be an on-going need and expense. A broad range of digital resources were posted online for students and families. Social and emotional outreach to Alpine Union School District (AUSD) students and families began immediately and will be enhanced in the 2020-21 school year. Using information from staff and parent surveys, Alpine will design academic and social-emotional learning strategies that meet the expressed needs of the Alpine community, including daily lessons for all students.

AUSD understands that the school closures created major challenges for parents and families, especially if the adults in the household are also working from home or are essential workers who must leave home to provide services during the pandemic. With those time constraints for families in mind, the district is planning for options that will provide safe and healthy extended day settings for students. The options include Extended Student Services (ESS) childcare programs, and Learning Pods that will meet both childcare and learning needs of students.

The Alpine Union School District (AUSD) has analyzed the impacts COVID-19 has had on its community and developed a plan to address every student's learning needs as well as the impact on families. District staff created a Reopening Schools Plan, as well as

an AUSD Safe Schools Parent and Student Reopening Guidebook. These documents are available on the school website to help parents plan for the coming year.

Whether providing meals, technology, or academic and emotional support, AUSD keeps the needs of the community at the heart of all planning. The district strives to gather input and respond to community feedback, acting as a hub for resources and information. As families navigate the changes brought about by the pandemic the district will continue to serve the students, staff, families and community as a partner on the path to a safe and healthy future.

AUSD remains committed to having students return to campus for face-to-face learning when safe and possible.

Stakeholder Engagement

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

The Alpine Union School District believes that collaboration and consultation with all stakeholders improves outcomes for the whole community. Throughout the pandemic, the district has been maintaining open channels of communications with community members, parents, pupils, teachers, principals, administrators, other school personnel, and local bargaining units.

- Three surveys, conducted in May, June, and July, solicited recommendations and comments regarding what worked and what didn't during Spring's Distance Learning, and opportunities to share ideas for improvements in the 2020-21 school year.
- The District posted the draft Learning Continuity Plan (LCP) on its website and invited feedback regarding specific actions, and the opportunity to submit written comments.
- The LCP plan was presented to the Parent Advisory Committee (PAC) and EL PAC separately for review and comment; and the superintendent will respond to comments in writing. PAC date: September 3, 2020; EL PAC date: September 3, 2020
- The LCP was presented at a Public Hearing of the School Board for review and comment on September 1, 2020
- The LCP will be presented to the School Board for adoption on: September 9, 2020

Translation will be available as needed. Public meetings will be held virtually due to COVID-19 restrictions and in compliance with Executive Order N 29-20.

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

Advance notice regarding meetings, including time, agenda and teleconferencing information, will be done in a variety of ways, including notices on the district and school websites and social media platforms.

When possible, meetings will be held using platforms that are accessible via phones, tablets and/or computers, and may include social networking platforms to expand availability.

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

Feedback from Stakeholder Groups included the following themes:

Parents/families – food insecurity and access to nutritious meals, along with internet access were the two major areas noted; parents also appreciated the resources and referrals available

Students – student concerns mirrored their parents to some extent, and the students also wanted to be able to interact with their friends and teachers

Staff – staff members need continued support with distance learning, and want to ensure safe conditions for a return to in-person instruction.

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

Parents shared the need for reliable internet access, and continued access to nutritious meals. As a result, the district has worked with the SDCOE to develop a plan of action to support families. AUSD will be providing wireless hot spots to support students, and will continue providing meals for students.

Staff has received training on distance learning, and new resources continue to be developed.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

AUSD believes that connecting students and helping them develop strong peer relationships is critical to their development. Students need the opportunity to learn and grow from each other, make mistakes, try new things, and be present with peers in a safe and healthy learning environment. Because each student is unique, they are also best served when working directly with a teacher, getting immediate support and help when needed. If the rules and regulations permit schools to operate in person, AUSD believes it is our moral imperative, when safe and possible, to provide the option for students to return to school and learn in classrooms with teachers.

Our reopening plan for schools is designed to adapt to changing public health conditions and easily transition to face-to-face learning, distance learning, or a hybrid model.

There will be three phases to reopening our schools.

Phase One - Distance Learning: Due to the public health order and Governor Newsom's announcement, AUSD will begin the school year with distance learning.

Phase Two - Hybrid Model: When students are able to return to face-to-face instruction, AUSD will implement an A/B Day hybrid model as a transition to being fully back on campus. Under this model, students will attend school in person two days a week (Monday and Tuesday or Thursday and Friday) and participate in three days of distance learning. The district will ensure that siblings are placed on the same schedule. The Hybrid model schedules cohorts of students so that only 1/2 of all students are on campus at one time.

Phase Three - Full Return to School: A return to face-to-face instruction, with students being on campus Tuesday through Friday. Students will participate in Distance Learning on Monday. Students will retain their pre-existing schedules. Daily rigorous and engaging instruction will be provided by the teachers to meet the needs of the students.

Parents and Students will also have the option of Independent Study and Home School where the parent is the primary teacher and the district provides the curriculum.

Health and Safety Precautions for face-to-face instruction include:

- Screening for students and staff for fever or symptoms
- Staggered schedules to manage the safe flow of students and staff
- Clear plastic dividers for every student desk and plastic barriers where face-to-face interaction with the public takes place
- Staff and students will be trained on proper hand hygiene, including hand washing and use of hand sanitizer (which will be available)
- Face coverings will be used in compliance with public health guidelines. Face masks will be provided to students when needed, and face masks or shields will be provided to staff.
- Social distancing will be maintained within the classroom

- Custodial staff will clean regularly and will have access to electrostatic cleaners

All three phases will include academic instruction that is culturally responsive and based on California State Standards, with appropriately credentialed and assigned teachers. A system of assessment and monitoring, with support for students with differing abilities, will promote the achievement of grade level standards by all students. Student attendance will be required and monitored in all phases.

Students with unique needs will continue to receive the appropriate services to meet their needs. English Learners will be assessed and placed in appropriate classes and will receive both Designated and Integrated ELD. Students with IEPs will continue to be monitored to ensure their IEPs are being met in the best way possible in a socially distanced space.

Actions Related to In-Person Instructional Offerings

Description	Total Funds	Contributing
Basic Services – Foundation for success including appropriately credentialed and assigned teachers, access to standards based instructional materials for each student, and PD related to teaching the standards.	\$26,000 S&C	Y
Supplemental Services – such as personnel, training and materials for In-Person Instructional Offerings to provide Tier 1 intervention and enrichment services for all students. (possibly districtwide services). This would include – additional curricular materials or assessments such as Lexia and Math	\$318,829 LLMF	Y

Transformations; additional Social/Emotional Learning staff to include a psychologist, counselor and social worker	\$182,213 S&C	Y
Targeted support (Tier 2) for English Learners, Low Income and Foster Youth/Homeless Students not achieving at grade level, such as: Classroom Aides for targeted intervention in class	\$35,732 Title 1	N
Maintaining a safe and healthy environment: Purchase of Personal Protective Equipment for students and staff, additional cleaning and sanitizing supplies; additional time for staff for cleaning; thermometers and physical barriers or other necessary equipment to keep students and staff safe.	\$246,158 LLMF \$4,515 S&C	Y

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.]

When AUSD closed schools in the spring and launched Distance Learning, the goal was to provide flexibility as the District, community, and families learned how to navigate the COVID-19 crisis. For the fall, the goal has changed. AUSD will provide a learning situation that mimics, as closely as possible, the typical school schedule. Teachers will be covering the same content and students will be graded and attendance will be required. Distance learning must be rigorous and include daily, live interaction with teachers and other students. Schools must ensure all students have access to devices and internet access.

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Parents and Students will also have the option of Independent Study and Home School where the parent is the primary teacher and the District provides the curriculum.

Students participating in Distance Learning will receive daily “virtual classroom learning” from their homes. The teacher will provide instruction via rigorous live and recorded lessons, offline learning, rich learning opportunities for students to collaborate online, small groups and 1:1 support. Students will be following a virtual bell schedule and will be encouraged to dress appropriately for school. A school/family agreement will be shared that outlines expectations.

No matter what the format, all learning will be standards based and use District adopted curriculum and content. Lessons will be designed to be reasonable and meaningful to promote student engagement. Google classrooms will be used by teachers in all learning scenarios. The district aims to maintain or improve the 90+% attendance rate achieved since distance learning began.

The transition to other delivery models and formats, to meet the needs of all students and families, will require additional planning and resources, and will include input from staff and parents as much as possible. The district has already surveyed staff and parents about distance learning and used that information in the creation of the AUSD Reopening Schools Plan.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

The District will provide Chromebooks and Wi-Fi hotspots for students who need them, including Native American students. 750 new devices were purchased in preparation for the 2020-21 year. WiFi is accessible in the parking lot at BOES, CELC, JMMS, and SHES and staff are looking at other ways to support students and families who need internet access. SDCOE is helping to find solutions to the need for equitable internet access across the district. Tech support will be available to families, and parents will have the option of buying inexpensive insurance for the Chromebooks.

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.]

Students will be required to check in daily. During the Spring Distance Learning the district had a 90% check-in rate. For the coming year, teachers will be checking student attendance, engagement, and whether the student is meeting expectations for progress. Through live contacts and interactions, completion of assignments, formative assessment and synchronous instructional time the schools will monitor student progress, participation and the time value of student work. Certificated and experienced teachers will be able to evaluate student progress.

Students who are not checking in, or who seem to be struggling academically, will be targeted for support through a multi-tiered system of instructional and attendance support strategies, leading to re-engagement in school. This system will include teachers, instructional support staff, counselors, social worker, administrators and family outreach as needed. The team will identify barriers to attendance and/or learning progress and respond appropriately.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

AUSD believes it is imperative that our teachers continue to learn and grow as they are asked to implement Distance Learning. Over the course of the year teachers will attend workshops on Distance Learning and Co-teaching. These workshops will be provided in collaboration with the San Diego County Office of Education, and the University of California San Diego. This high quality training offers college credit for teachers. Teachers will also continue to receive support from a three year collaboration with UCSD focusing on lesson planning, unit planning and co-teaching in math. .

In the two days before school starts, teachers will be engaged in a range of professional development and teacher collaboration to prepare for the launch of distance learning.

Following the start of school there will be weekly, required, Professional Development on Distance Learning, technology tools, assessments, and other topics to enrich the Virtual Learning environment.

Staff Roles and Responsibilities

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

All staff have been required to adjust to new parameters and expectations as the district responds to the COVID-19 pandemic and its effects on the Alpine community. Teachers have changed how they deliver instruction, and have needed support and professional development to build high quality virtual learning environments. This is a change that will require on-going training in order to meet the needs of all students.

Alpine believes in the value and positive impact of positive relationships with students. This is another area where teachers will need support and training to figure out ways to engage and build relationships with students in a virtual space. Using Zones of Regulation is a good technique to help students identify and monitor their emotions. Using those techniques in a virtual environment requires adjusting activities and strategies for responses.

Social and emotional learning support specialists (such as counselors, psychologists, and social workers) have also needed to redesign the options in their toolkits to support staff, students and families as they navigate the stress and fear brought on by the pandemic, and to do so effectively in a virtual environment. Weekly social emotional lessons will take place with all students. Sanford Harmony curriculum will be used across the TK-5 continuum.

Staff involved in food service, transportation, maintenance and custodial operations have all had to adjust their daily schedules and methods of working to meet new requirements.

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.]

While planning for the implementation of Distance Learning AUSD maintained its focus on meeting the needs of its most at-risk students. Supports for the social emotional needs of the students who are Socioeconomically Disadvantaged, English Learners, or Foster Youth will continue during this time with resources posted on the website for families and personal contact with students by teachers, administrators, aides, district psychologist, middle school counselor and social worker. All staff are working together to integrate positive behavior support, social-emotional learning and response to intervention strategies in the new working environment. Maintaining existing relationships, and building new ones, is the key to building a positive school climate that promotes success.

For English Learners (EL) both Designated and Integrated ELD strategies continue, with support from the English Learner Specialist, aides and teachers. Staff continue to revise and improve the distance learning curriculum and methods to meet EL student needs, and these revisions will continue into the future as everyone learns and adapts to this new way of doing things. Strategies for student interactions include individual, whole class and small group. Small group interactions can be based on identified language acquisition needs. The curriculum will be supported by Wonders, and Dual Language students will use Maravillas. These materials provide a rich bilingual/bicultural curriculum that supports cognitive and linguistic development.

Academically at-risk students, which data indicates may include a higher percentage of students who are low income, foster or homeless, will benefit from the additional support of instructional aides and classes designed with time for small group instruction based on identified need.

Students in foster care, or those experiencing homelessness receive additional support and resources if needed. Devices and internet access are available for them. Additional needs such as food, health care and emotional support will be monitored through home visits and responded to with either assistance from the district or referrals to outside agencies.

Students with IEPs will continue to be monitored to ensure their IEPs are being met in the best way possible during Distance Learning. Parents will continue to be included in conversations about the best way to meet student needs, both academically and social/emotional needs.

The systemic use of Multi-Tiered Systems of Support will provide the monitoring and responses to student progress that will give all students the extra support they need to be successful.

Actions Related to the Distance Learning Program

Description	Total Funds	Contributing
Continuity of Instruction/Distance Learning Additional curricular materials or assessments such as social studies curriculum, Lexia and Math Transformations; additional Social/Emotional Learning staff to include a psychologist, counselor and social worker	\$325,005 LLMF \$182,213 S&C	Y
Access to Devices and Connectivity: Purchases of Chromebooks, Macbooks, document cams, and internet hot spots; tech support and training time for staff; staff availability to support students and families with distance learning.	\$125,825 S&C \$146,542 LLMF	Y
Distance Learning Professional Development – staff time, and training costs	\$25,000 S&C	Y
Supports for Students with Unique Needs: EL Language Specialist, Social Workers, Instructional Aides	\$183,842 S&C	Y

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.]

August 20 and 21 were student assessment days. Teachers completed virtual academic assessments of students. Since teachers were not able to meet in person with students, it was essential to begin the year with as much knowledge as possible on each child's academic level. Assessments used included MAPS, District Reading and Writing Assessments, End of Course Math exams, and Quinview (MS). In addition, formative and interim assessments from adopted curricular materials such as Wonders and Marvillas could be used to measure student status across the curricular areas and be used as a baseline throughout the year to help measure growth.

As part of monitoring and measuring learning status, AUSD will continue to monitor basic metrics such as Access to a Broad Course of Study, Implementation of Standards, Access to Standards Based Instructional Materials, Chronic Absenteeism, and Appropriately Credentialed and Assigned teachers – all of which affect the quality of student learning and their preparation to move forward along their academic path.

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.]

AUSD is developing lesson plans and unit plans that will include desired outcomes for students that will be utilized regularly. The results will help teachers determine Tier 1 interventions such as small group instruction and differentiation strategies. Students that continue to be at-risk academically will benefit from Tier 2 MTSS responses, determined by whether the students are learning in an in-person environment or virtually. English Learner students will be referred for intervention recommendations. Teachers will identify priority standards to ensure that students have the skills needed for success.

For English Learners (EL) both Designated and Integrated ELD strategies continue, with support from the English Learner Specialist, aides and teachers. Staff continue to revise and improve the distance learning curriculum and methods to meet EL student needs, and these revisions will continue into the future as everyone learns and adapts to this new way of doing things. Strategies for student interactions include individual, whole class and small group. Small group interactions can be based on identified language acquisition needs. The curriculum will be supported by Wonders, and Dual Language students will use Maravillas. These materials provide a rich bilingual/bicultural curriculum that supports cognitive and linguistic development.

Academically at-risk students, which data indicates may include a higher percentage of students who are low income, foster or homeless, will benefit from the additional support of instructional aides and classes designed with time for small group instruction based on identified need.

Students in foster care, or those experiencing homelessness receive additional support and resources if needed. Devices and internet access are available for them. Additional needs such as food, health care and emotional support will be monitored through home visits and responded to with either assistance from the district or referrals to outside agencies.

Students with IEPs will continue to be monitored to ensure their IEPs are being met in the best way possible during Distance Learning. Parents will continue to be included in conversations about the best way to meet student needs, both academically and social/emotional needs.

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.]

Benchmarks and targets will be determined, and students monitored for attainment. This school year will begin with two days of assessments so teachers start the year with baseline information on each student, rather than wait weeks to get to know students and their learning needs. Additional digital curriculum is being purchased to support students across the TK- 8 grade level continuum.

Actions to Address Pupil Learning Loss

Description	Total Funds	Contributing
Purchase of curriculum, additional assessment tools, or time spent developing interim and benchmark assessments to monitor and report on Pupil Learning Loss. MAP teacher assessments	\$89,757 S&C	Y

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.]

During difficult times, the priority for creating an effective learning environment is to first focus on student and family safety and well-being. Only when students feel safe will they be able to successfully tackle learning. AUSD has a mental health team consisting of a counselor, social worker, Coordinator of Student Services, and Assistant Superintendent of Student Services. Together they will be coordinating a Districtwide plan to support students and staff to address trauma and other impacts of COVID-19 and the new learning and working environment. Maintaining existing relationships, and building new ones, is the key to building a positive school climate that promotes success.

Schools will be offering services to transition back to campus as seamlessly as possible. Now more than ever, families and school staff will need to work together to remain flexible and collaborative in assessing individual student needs. Resources and strategies will include:

- Daily social and emotional lessons across all grade levels
- Coordinated responses led by counselor, social worker, coordinator of student services and Assistant Superintendent of Student Services across the district
- COVID-19 training for all students in hygiene and prevention
- Guidance for Youth in Transition and Foster Care
- On campus/virtual 504 meetings, counseling and referral services
- On campus/virtual special education services and IEP meetings
- Guidance for students who are English Language Learner
- Teacher office hours for additional support and services
- Interns from SDSU and Point Loma colleges provide additional support
- Dr. B (Adverse Childhood Experiences) and Optum are available supports
- Trauma Informed Practices training for staff, including a class called Mental Health 101
- Web page with resources for parents and community
- Care Solace – parents can get help and support
- Homeless Liaison will work with students from families experiencing homelessness

While planning for the implementation of distance learning AUSD acknowledges the unique needs of its most at-risk students. Supports for the social emotional needs of the students who are Socioeconomically Disadvantaged, English Learners, or Foster Youth will continue during this time with resources posted on the website for families and personal contact with students by teachers, administrators, aides, district psychologist, middle school counselor and social worker. Bilingual services and staff are available as needed. AUSD is working with the Alpine community to identify additional resources and supports to meet needs as they arise

Pupil and Family Engagement and Outreach

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

During the Spring school closures AUSD experienced a 90% rate of students logging on and checking in to class. For this school year, AUSD will carefully monitor attendance, in all learning formats, and check-in individually with students who are not attending. Check-ins may include home visits by the principal.

Students who are not checking in, or who seem to be struggling academically, will be targeted for support through a multi-tiered system of instructional and attendance support strategies, leading to re-engagement in school. This system will include teachers, instructional support staff, counselors, social worker, administrators and family outreach as needed. The team will identify barriers to attendance and/or learning progress and respond appropriately based on student need.

The district will engage in frequent two way communication with families to determine if there are elements of the school reopening process that are problematic for any student or groups of students in order to quickly address and improve processes. Additionally, AUSD purchased a new communications system, which included an App to ensure messages are more easily accessible for parents, students and staff.

Ultimately AUSD believes that it is the relationships that are built between staff, students and family that will determine whether students return and stay engaged with their education.

Translation is available as needed.

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.]

Throughout the spring shut down and the summer, meals were distributed in a Grab and Go style via the Seamless Summer Feeding Option (SSFO) with all meals consumed offsite. As long as the district is engaged in distance learning, bagged meals (breakfast and lunch) for curbside pick-up will be available at Joan MacQueen Middle School in a contact-free manner. Social distancing practices are followed by all meal distribution personnel by wearing masks, gloves, and staying six feet apart. In addition, a drive through pick up line was established with meals placed on tables for families to pick up resulting in a low or no-contact pick-up system.

When students are on campus, safe student meals will be maintained through proper sanitation, staggered meal times, cashless transactions and contact free meal services on site.

The availability of meals is communicated as widely as possible: Communication strategies included: email blasts, social media messages/posts, personal phone calls, automated phone calls, and website announcements.

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Funds	Contributing
Mental Health and Social/Emotional Well Being	Cost associated with implementing the programs mentioned above in a Distance Learning Setting to include cost of materials, staff time, and training to implement	\$35,360 S&C	Y
Pupil and Family Engagement and Outreach	Costs associated with monitoring, communicating and responding to students who are not engaging with the academic learning.	\$10,850 S&C	Y
School Nutrition	Additional costs associated with providing food during times of distance learning, including staff time and food costs.	\$10,750 CNS	N

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
6.73%	\$30,849

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.]

AUSD will provide supplemental services and resources to English Learners, Low Income and Foster Students. These services and resources will be designed based on the identified needs of each group of students. Metrics have been identified and outlined for each goal to ensure accountability. The use of supplemental funding is principally directed toward unduplicated students and that the actions and services outlined are the most effective use of funds.

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

Parents requested mental health support and where possible delivery of food. AUSD has increased its outreach to families, including home visits, food delivery and video meetings with families to help address the concerns raised.