

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>.

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General Information

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

The unprecedented COVID-19 pandemic has affected the entire Alameda City Unified School District community and drastically altered the lives of our students, families, and staff. The unexpected closure of schools in March 2020 has impacted the physical, emotional, social, and educational needs of our students and caused high levels of stress and trauma to them and their families. The closure of schools has impacted many students and families by challenging their ability to access basic services. The broader economic impacts of the pandemic, including increased unemployment, have increased existing challenges such as food insecurity and access to technology/connectivity. Families and students have also been impacted by the physical separation from targeted supports and services that are typically provided in-person, including many services for English Learners, Foster Youth, Homeless Youth, and Students with Disabilities. The COVID-19 pandemic has also resulted in increased isolation and disconnection due to the physical and social separation from the classroom and school community. Curriculum pacing, traditional methods of instruction, and assessments of student learning have also been disrupted.

Stakeholder Engagement

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

ACLCLC efforts to solicit stakeholder feedback to inform the school's 'return to in-service instruction' plan began in June and has continued throughout the development process. ACLCLC's phased planning process toward the reopening of schools explicitly identified research, survey, and data collection as the first and foundational phase of planning. Engaging in outreach and surveying stakeholders has provided and

continues to provide staff valuable input to inform the planning in academics, attendance & engagement, and culture & climate. As the 2019-20 academic year came to a close, ACLC administered a survey to families to gain their feedback on distance learning. This survey was made available in multiple languages to ensure that as much data as possible was collected.

In addition to survey data, ACLC has gathered anecdotal data through listening to their families experiences of distance learning. These stories have helped shape decisions for the 2020-2021 distance learning program by highlighting the gaps that arose in the spring, when schools had to transition to distance learning.

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

Meetings with stakeholders have been held via Zoom, enabling remote participation by members and, where applicable, members of the public. All surveys were administered virtually, through survey links that could be accessed via a computer, tablet, or mobile device. This helped ensure equitable access for families who have limited access to technology.

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

Meetings with stakeholders have been held via Zoom, enabling remote participation by members and, where applicable, members of the public. All surveys were administered virtually, through survey links that could be accessed via a computer, tablet, or mobile device. This helped ensure equitable access for families who have limited access to technology.

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

Overall, parent/caregiver responses data showed the following:

- (a) the need for more live, synchronous instruction
- (b) the need for increased connection to staff and peers and sense of belonging at school,
- (c) more resources for parents to support their students learning and use of technology.

ACLC surveyed students in grades 6-12. Similarly to the parent/caregiver data, the student data showed the following:

- (a) the need for more live, synchronous instruction
- (b) the need for increased connection to staff and peers and sense of belonging at school
- (c) students would like to be back in school as soon as possible

ACLC also surveyed their own staff. The survey data showed the following:

- (a) the need for more support with virtual instruction,
- (b) the need for a clear definition of what “daily participation” is

The anecdotal data gathered, highlighted gaps that arose when school transitioned to distance learning. These gaps included access to technology, parental/guardian comfortability with technology, lack of in-home support for students with special needs or IEP's, as well as gaps in the socioemotional interactions and support that students and families were accustomed to experiencing through school. The anecdotal data is aligned with the qualitative data collected.

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.]

While current health conditions do not permit delivery of in-person instruction, the school is continuing to plan blended learning models so it will be prepared to bring students back once it is safe to do so. ACLC will continue to align decision-making to public health experts at the state and county level and to orders and guidance provided by Governor Newsom. Currently, ACLC has identified three different “checkpoints” to evaluate if it is time to return to classroom based instruction. If the health conditions have improved and it has been cleared by the county, the transition to classroom based instruction will follow the preplanned timeline and process, which includes informing all stakeholders and allowing transition space so the instruction flow is not interrupted for teachers, students, and families. The transition to classroom based instruction will start upon a natural break in the year-round school calendar recently adopted by ACLC.

The waiver allowing for in person “camps” for students who have been identified as being disengaged, homeless, and or who have IEPs, has allowed for ACLC to support students with the highest need. This “Camp Success” will provide the students with a learning environment that is supportive and designed to help with engagement in the virtual instruction. Students will be targeted to attend this camp using certain IEP criteria, attendance records, and teacher recommendations. The goal of “Camp Success” is to ensure that these students are staying on grade level or as close to grade level as possible so that the transition back to classroom instruction will feel seamless.

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

Description	Total Funds	Contributing
Personal Protective Equipment: Face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and family entering schools sites and staff working in the		Yes

Description	Total Funds	Contributing
community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol.		
HVAC filters: Sites will replace HVAC filters 2-3 times per year as recommended rather than once a year as has been past practice.		Yes
Plexiglass to provide barriers when close contact is likely and does not allow for physical distancing of 6 feet such as the front desk.		Yes
Individual Supplies: Additional supplies to limit the number of individuals using shared objects.		Yes
Custodians: Maintain staffing at site so that, in addition to standard maintenance and cleaning, facilities are routinely disinfected in high-touch areas.		Yes
Health Materials: Additional Thermometers to screen student temperature and additional supplies to respond to students who display any signs of illness.		Yes
Disinfecting Materials: Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks.		Yes
Signage, Posters, and Floor Decals: Visual cues throughout school sites to maximize social distancing. Cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing protocols.		Yes
Camp Success Camp Counselors: Provide support for students who have been identified as disengaged and or academically struggling		Yes

Description	Total Funds	Contributing
Camp Success Camp Coordinator: Plan, Coordinate, and oversee all aspects of “Camp Success” including outreach to disengaged students and families through various means.		Yes

Distance Learning Program

Continuity of Instruction

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

ACLC’s current Distance Learning program is designed to be more engaging than the Distance Learning opportunities offered this spring and will also include more rigorous and grade-specific coursework and more formal assessments, as well as social and emotional learning experiences and enrichment opportunities. To ensure continuity of instruction and to ensure pupils have access to full curriculum ACLC developed the below guiding principles:

1. Commitment to grade-level content and instructional rigor
2. Focus on the depth of instruction, rather than pace
3. Prioritize content and learning
4. Maintain the inclusion of each and every learner
5. Identify and address gaps in learning through instruction. Monitor students’ progress on grade level appropriate assessments and adjust supports based on student results

Some action steps/activities developed from the principles above to help ensure continuity are:

1. Learners will engage with ACLC’s revised DL program with their facilitators and peers. This will include mandatory Zoom lessons each day in the morning and independent time in the afternoons to work alone or with peers

2. ACLC has two ELD teachers, one for middle school, and one for high school. They each continue to work directly with students on the Zoom platform and deliver instruction tailored for existing small groups as well as provide resources and scaffolds via our Distance Learning spreadsheet. Also, these teachers and our interventionist, who speaks fluent Spanish, have been using an online platform called Lexia that provides personalized instruction, support in practice in the areas of word study, comprehension, and grammar.

3. ACLC has repurposed our intervention and office teams to communicate directly with families, hold “Learners of Concern” meetings to identify specific needs of our target groups, provide tutoring, and engage in 1:1 check-ins. All of our teachers hold live Zooms and host office hours for additional support. Our college counselor has also reached out to provide services, resources, and counseling.

4. One Lead of ACLC Support Team and Outreach and network Truancy Officer has been tasked with reaching out to our foster youth and our low-income families to make sure they have food, shelter, and clothing as well as if they are able to connect to school. We have found that most families have necessities but we understand the importance of weekly follow up to provide emotional support. Supplies for many have started to run low so we are keeping a close eye through communication with our families in need. Staff and administrators have made home visits when communication has lapsed or discontinued.

5. ACLC has begun to implement Map testing for ELA and Math. This data will support the pacing of lessons, one on one tutor support, as well as help identify which learners will be targeted for “Camp Success”.

6. ACLC has implemented more planning time for teachers to intentionally and collaboratively work on the scope of sequencing students, to allow for more participation in PD as well as work together across subjects. The PD for teachers increased from the traditional three to four days, to six days.

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.]

ACLC offered both pick-up and drop-off options for students to get Chromebooks, and ordered Wi-Fi hotspots to ensure that all students had access to needed technology at home. Through a combination of our Distance Learning spreadsheet, repurposing professional development time for staff, communication home from administration, and a concerted effort to get all families needed technologies.

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.]

The fifth guiding principle in ACLC’s plan states the commitment to identify and address gaps in learning through instruction and to monitor students’ progress on grade level appropriate assessments and adjust supports based on student results. To achieve this, teachers and instructional staff will engage in consistent formative assessment and modification of instruction based on analysis of student progress and learning needs.

Synchronous instructional minutes delivered during distance learning will be scheduled in strategic chunks and include whole-class, small group, and independent activities. Consistent and effective formative assessment practices will enable staff to best utilize these minutes to meet collective and individual student needs. One example of such practices is the building into lessons of frequent 'Checks for Understanding.' This might be a series of short comprehension questions following a reading or a practice question following a math lecture segment. These brief, informal opportunities are embedded into lessons and provide teachers a real-time assessment of collective and individual student understanding of a specific concept or skill. This information in turn allows a teacher to determine whether additional practice or reteaching is needed before moving forward with the lesson. It also allows for identification of specific students' needs and supports differentiation of instruction. Also important to assessing pupil progress are the periodic assessments administered at the beginning of the year and at specific checkpoints throughout. These 'diagnostic screeners' allow teachers to conduct more detailed analysis of individual student progress on identified learning standards. The results can inform lesson and unit design as well as connection of students to specific supports. Where a student demonstrates significant gaps in a specific skill or cluster of skills, additional and targeted support can be provided. This might include differentiation of instruction during live or synchronous instructional minutes and/or provision of tiered intervention support through small group or individual opportunities.

ACLCL will measure participation and time value of pupil work by tracking instructional minutes (asynchronous and synchronous), attendance records, distance learning excel sheet, and through the Distance Engagement Coordinator check-ins with students.

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.]

ACLCL gave teachers training in using Zoom software and in creating and uploading teaching videos to share with students. ACLCL created a Distance Learning Google Spreadsheet with a tab for each teacher and additional resources for counseling and mental health, extension activities, and intervention activities. Staff were given time to link relevant materials to the spreadsheet.

Ongoing professional learning throughout the year to support achievement of school goals within the School Plan for Student Achievement (SPSA) and use of improvement science to improve outcomes for all students.

Administration provided staff resources to help support Distance Learning instruction via professional development around Distance Learning Best Practices, and also provided time in smaller staff groups to share methods and successes. ACLCL teachers have continued to collaborate to plan together and take time to respond to family feedback. In addition to 1:1 check-ins with administration and every teacher, ACLCL re-assigned the instructional coach to support teachers who were clearly struggling with preparing DL lessons.

ACLCL has implemented more planning time for teachers to intentionally and collaboratively work on the scope of sequencing students, to allow for more participation in PD as well as work together across subjects. The PD for teachers increased from the traditional three to four days, to six days.

Staff Roles and Responsibilities

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

As a response to COVID and virtual instruction ACLC has developed or adapted the following roles:

New Roles:

Crisis Service Manager: Crisis Service manager will coordinate and support all aspects of COVID, including but not limited to onsite safety logistics, communications with the larger ACLC community, developing a virtual attendance policy, support school with the return to in person instruction plan.

Distance Learning Engagement Coordinator: Distance Learning Engagement Coordinator, will be working closely with the “Camp Success” Coordinator and the MTSS teams to make sure that the best is being done to engage every single family in the distance learning plan. This position will attend the Monday/Friday intervention meetings and work as a case manager for learners with multiple absences, learners who are failing multiple subjects, and our homeless families to support 100% of families and learners to be engaged at ACLC.

Camp Success Coordinator: Camp Coordinator will coordinate all aspects of camp 4 days/week. The Camp Coordinator will hire and train Camp Counselors to support about 60 of the most struggling learners by creating a safe and supportive Distance Learning environment on campus 2 days/week and by providing enrichment activities to these learners to keep them engaged with school.

Camp Success Counselors- Camp counselors will provide support in academics for up to 10 students. Camp counselors will also provide enrichment activities for the students after they have completed their work.

Intervention and office teams: ACLC has repurposed our intervention and office teams to communicate directly with families, hold “Learners of Concern” meetings to identify specific needs of our target groups, provide tutoring, and engage in 1:1 check-ins. All of our teachers hold live Zooms and host office hours for additional support. The college counselor has also reached out to provide services, resources, and counseling.

Adapting roles:

Teachers: Engage with families on an ongoing basis, including events that may be different under distance learning circumstances, such as Back to School Night held in a virtual manner. Teachers will also collaborate with other grade level or department teachers and administrators to develop and administer regular common formative assessments.

School Site Administrators: Site Administrators will help ensure all students and staff have access to the materials, training, and tools to engage effectively in distance learning. They will publish times available to support teachers, students, and families during the school day. In addition, they will monitor teaching and learning virtually to provide feedback and support to teachers to improve student learning and engage

in collaborative time with teachers virtually and facilitate regular virtual staff meetings. Set up and run a Google Classroom for teachers – use this to share information. Invite Instructional Assistant Superintendent (IAS) and training specialists to this classroom. Ensure that support staff, co-teachers, and paraprofessionals can work as co-teachers in Google Classroom. For Secondary: Organize office hours/synchronous learning so that times at which teachers are available to students/families are not all at the same time by subject area.

Academic intervention Aid: The Academic intervention Aid will spend 20 hours a week supporting the BYU remote learning program and struggling students with one on one check in and tutoring, etc.

Counselor: The Counselor for ACLC will be adapting his or her role from solely mental health support to case managing for BYU remote learning program, which will include tracking attendance, tracking student progress and student engagement.

College and Career Readiness Coach: The College and Career Readiness Coach will work 8 hours a week and will support students with college and career readiness in a virtual world.

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.]

The fourth guiding principle in ACLC's plan is to maintain the inclusion of each and every learner. From this principle, ACLC has implemented the following:

1. ACLC has two ELD teachers, one for middle school, and one for high school. They each continue to work directly with students on the Zoom platform and deliver instruction tailored for existing small groups as well as provide resources and scaffolds via our Distance Learning spreadsheet. Also, these teachers and our interventionist, who speaks fluent Spanish, have been using an online platform called Lexia that provides personalized instruction, support in practice in the areas of word study, comprehension, and grammar.
2. The waiver allowing for in person "camps" for students who have been identified as being disengaged, homeless, and or who have IEPs, has allowed for ACLC to support students with the highest need. This "Camp Success" will provide the students with a learning environment that is supportive and designed to help with engagement in the virtual instruction. Students will be targeted to attend this camp using certain IEP criteria, attendance records, and teacher recommendations. The goal of "Camp Success" is to ensure that these students are staying on grade level or as close to grade level as possible so that the transition back to classroom instruction will feel seamless.
3. In person assessments. ACLC has designated two psychologists to provide in-person assessments for students who have been identified as special needs, etc. These assessments will allow for the proper instructional supports as well as any other services needed.

4. ACLC has hired a Distance Engagement Coordinator. This Coordinator will work with the McKinney-Vento families to provide case management and connection to resources. These families are certified through the lunch program, informal conversations and tracked in powerschool.

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

Description	Total Funds	Contributing
Devices: Chromebooks made available for all students who need a device to access distance learning at home		Yes
Distance Learning Engagement Coordinator: Distance Learning Engagement Coordinator, will be working closely with the “Camp Success” Coordinator and the MTSS teams to make sure that the best is being done to engage every single family in the distance learning plan. This position will attend the Monday/Friday intervention meetings and work as a case manager for learners with multiple absences, learners who are failing multiple subjects, and our homeless families to support 100% of families and learners to be engaged at ACLC.		Yes
Curriculum: ACLC recently purchased Lexia and IXL online licenses to support ELL students as well as any students identified as struggling.		Yes
Collaboration Time: Continue weekly hour of time for teachers to collaborate with peers on approaches to improving student achievement. While in distance learning and/or a hybrid model, collaboration further focused on assessing and addressing learning loss and responding to identified needs of students, particularly those who are most vulnerable to disproportionate impacts as a result of COVID.		Yes
Special Education Instructional Assistants and Psychologists: Continue providing appropriate staffing for both position types and adapt delivery of services and supports to distance learning context.		Yes

Description	Total Funds	Contributing
Upgrading the Science Curriculum Licensing: ACLC upgraded their current science curriculum licensing to provide the curriculum all virtual.		Yes
Supply bags: ACLC purchased supplies for students to pick up.		Yes
Fiscal support for teacher internet: ACLC provided funds to the union to support teachers who need help with the cost of internet.		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.]

The fifth guiding principle in the ACLCs plan is to Identify and address gaps in learning through monitoring students’ progress on grade level appropriate assessments and adjust supports based on student results. Specifically, families and students should expect assessments during learning and throughout the school year that evaluate how students are progressing both in the moment and over time to address learning loss before and after the school closure. The scope and sequence documents developed for English Language Arts (ELA) and mathematics include specific guidance for administration of assessments over the course of the 2020-21 school year. These benchmarks will be used as one key means of assessing learning loss, along with the daily formative assessment conducted by teachers during live instruction and asynchronous activities. Over the course of the year, regular benchmark assessments in both ELA and Math will allow teachers and schools to continue monitoring student learning status, including the rate at which students are making up for any learning loss.

ACLC has begun to implement Map testing for ELA and Math. This data will support the pacing of lessons, one on one tutor support, as well as help identify which learners will be targeted for “Camp Success”. In addition, Lexia has embedded assessments that will help track student progress so that teachers can implement proactive learning strategies to lessen learning loss.

It is important to reiterate that assessment of students’ learning status will begin the first day of school and continue each day. The formative data being gathered by teachers throughout instruction is a critical component to understanding what learning loss has occurred and each student’s individual learning needs.

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.]

The primary means of addressing learning loss and accelerating learning for pupils will be the tiered instruction delivered through synchronous instructional time. At Tier 1, all students will receive standards-aligned instruction focused on priority standard clusters. This will allow for depth of instructional focus on the key skills and concepts that are most critical for the respective grade level/content area. Tier 2 supports will be provided primarily through synchronous, small-group instruction that is targeted to identified student needs. As teachers assess learning loss and their students' individual and collective learning needs, they will not only adapt Tier 1 instruction, but also schedule small group sessions to provide additional support. Similarly, students who require even more intensive (Tier 3) support will be provided 1 on 1 instruction through individual sessions. Both the small group and individual sessions will take a 'just in time' rather than 'just in case' approach. This entails the focusing of small group and individual sessions on the key prerequisite skills that students need to successfully master the content rather than broad reviews of large chunks of information for the whole class. For example, one or more students who are having difficulty adding fractions of different denominators might need to first know how to add with the same denominator and/or find the lowest common denominator. A teacher, upon identifying the gap, might arrange a small group session with other students who have the same learning need or an individual session. These sessions would allow the teacher to provide more individualized attention to the student and support them in mastering the prerequisite skills so that they can fully participate in the lessons that are occurring for the whole class.

Effectiveness of Implemented Pupil Learning Loss Strategies

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

The effectiveness of the services and supports provided to address learning loss will be measured by the ongoing assessments of student progress. This will include the interim/benchmark assessments for Math and ELA administered at 3-4 points over the course of the 2020-21 school year.

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

Description	Total Funds	Contributing
Camp Success Coordinator: Camp Coordinator will coordinate all aspects of camp 4 days/week. The Camp Coordinator will hire and train Camp Counselors to support about 60 of the most struggling learners by creating a safe and supportive Distance Learning environment on campus 2 days/week and by providing enrichment activities to these learners to keep them engaged with school.		Yes

Description	Total Funds	Contributing
<p>Collaboration Time: Continue weekly hour of time for teachers to collaborate with peers on approaches to improving student achievement. While in distance learning and/or a hybrid model, collaboration further focused on assessing and addressing learning loss and responding to identified needs of students, particularly those who are most vulnerable to disproportionate impacts as a result of COVID.</p>		Yes
<p>Special Education Instructional Assistants and Psychologists: Continue providing appropriate staffing for both position types and adapt delivery of services and supports to distance learning context.</p>		Yes
<p>Homeless Services: Maintain existing staffing and supports specific to Homeless Youth. Expand efforts to provide access to devices and connectivity, particularly during any transitions between living situations.</p>		Yes
<p>Purchase of specialized curriculum (i.e. Lexia, IXL). This curriculum directly supports ELL and struggling students.</p>		Yes

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

To effectively support the social and emotional well-being of students and staff during the school year, SEL lessons focused on universal themes have been developed to supplement existing SEL work and complement the academic curriculum. Themes include collaboration, confidence, gratitude, perseverance, perspective-taking, and more. Resources supporting universal practices across the year include guidance for implementing school wide mindfulness practices, guidance for weekly community circles, a teacher sample schedule for each month, and guidance for daily integration of SEL based upon the district’s three signature practices. The three signature practices include:

1. Opening of each class with a welcoming/inclusion activity
 - (a) Includes all voices
 - (b) Supports new learning ahead
 - (c) Can be related to an academic content area or be non-academic

2. Engaging Activities:
 - (a) Anchor thinking and learning throughout the experience
 - (b) Individual and collective engagement and learning are supported
 - (c) Balance of interactive and reflective experiences to meet the needs of all participants

3. Ending each class with an optimistic closure
 - (a) Highlights individual and shared understanding of the importance of the work
 - (b) Provides a sense of accomplishment and supports forward-thinking
 - (c) Engages group in reflection, helps identify next steps, and/or makes connections

In addition to the steps above ACLC has done the following:

GiveThx - ACLC has purchased a social media program for its students to share gratitude as well as give positive feedback to each other. Counseling- will continue on a one on one basis, small groups around certain topics. Counseling will be offered returning students, and students that have family's expressed concerns. Teachers can also refer students to counseling who seem to be in crisis. All students will be offered journaling opportunities throughout the day.

For staff, ACLC belongs to the EAP (Employee Assistance Program). This program provides mental health services to ACLC staff free of charge. Staff can access this service anonymously and or with support of their direct supervisor. In addition to EAP, ACLC's Lead Facilitator is making time in each staff meeting to provide the "human connection" that is being missed while in distance learning. ACLC's Executive Director and COO are currently working with a team to design and implement activities outside of the normal work environment to support staffs mental health.

Pupil and Family Engagement and Outreach

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

The COVID-19 pandemic has presented numerous challenges to the effective monitoring of attendance and engagement. During the spring school closures, the ACLC learned new best practices as a result of the efforts of teachers, administrators, and staff. A significant change made to the ACLC's strategy for measuring engagement and informing outreach and tiered re-engagement is the expansion of the ACLC's definition of student engagement and monitoring methods. In the spring, engagement was limited to physical actions such as logging in to a software platform, being present at a virtual meeting, or sending an e-mail. Moving forward, student engagement will be defined as students actively engaging in virtual learning as demonstrated by attendance, work completed, and the quality of work done.

The first tier of the re-engagement plan involves ACLC welcoming students and parents and engaging them to promote a culture of attendance. This includes raising the awareness of school personnel, parents, guardians, caregivers of the effects of chronic absenteeism and other challenges to full participation in the educational program. This will also include ACLC creating a clear and consistent definition and understanding of what "daily participation" means in a virtual world.

The second tier of the plan ensures that students with attendance problems are identified as early as possible to provide applicable support and interventions at the school. This will include accurately tracking attendance through Powerschool as well as checking with teachers about their students' attendance in virtual classrooms as well as work turned in.

The third tier serves students who have exhausted the resources of the first two tiers and have been referred to the school attendance review board (SARB). The SARB is composed of a diverse group of experts who will link the family to any needed ACLC or community services. The SARB will also identify and respond to grade level or student subgroup patterns of chronic absenteeism and will evaluate the effectiveness of strategies implemented to reduce chronic absenteeism rates.

As with all communications that go out to families, ACLC will ensure that notices, phone calls, and or any communication, is in the parents home language to ensure full understanding.

The core expectations for each stakeholder group for attendance/engagement are:

Students and families: Attend/engage daily with their teacher and report absences for ANY school day to the school.

Teachers: Document attendance/engagement every school day for each scheduled class period, regardless of the instructional model.

Attendance Staff: Monitor attendance/engagement, work with teachers and families, and provide tiered interventions when necessary.

Administrators: Ensure that attendance/engagement is being documented as required, work with teachers and families, and provide tiered interventions when necessary with the support of the Distance Learning Engagement Coordinator.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

Alameda Community Learning Center contracts with Alameda Unified School District Food Service. Communication about how and where to get meals was sent out to all families regarding this and phone calls have been made if families have not responded to contact messages. Meals continue to be available to families in a 'grab-and-go' style three days a week. Two meals are provided at each pick up. Additionally, families received communication for free food pick up, three days a week, at the local community college provided by Eat. Learn. Play. and World Central Kitchen.

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

Section	Description	Total Funds	Contributing
N/A	Counselor: The Counselor for ACLC will be adapting his or her role from solely mental health support to case managing for BYU remote learning program, which will include tracking attendance, tracking student progress and student engagement.		Yes
N/A	School Psychologists: Maintain existing staffing and supports to assess, screen, and identify learning disabilities and to recommend appropriate interventions/modifications for students.		Yes

Section	Description	Total Funds	Contributing
N/A	Distance Learning Engagement Coordinator: Distance Learning Engagement Coordinator, will be working closely with the “Camp Success” Coordinator and the MTSS teams to make sure that the best is being done to engage every single family in the distance learning plan. This position will attend the Monday/Friday intervention meetings and work as a case manager for learners with multiple absences, learners who are failing multiple subjects, and our homeless families to support 100% of families and learners to be engaged at ACLC.		Yes
N/A	GiveThx: (SEL):A social media platform that allows for students to give shout outs to each other for certain criteria and categorizes .		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
5.8%	

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

There are several actions that are contributing to the increased/improved requirement that are being implemented across ACLC. These actions in turn are divided into those that already exist within the previous Local Control and Accountability Plan (LCAP) and those that are unique to the school closure/distance learning context. Two actions related to device and connectivity access are being applied across the entire school, and are primarily intended to provide access for low-income students who may not have full access at home. ACLC purchased and distributed chromebooks to any student in need and will continue to distribute devices to existing students and new students entering at 6th grade. Targeted outreach is occurring to make contact with 'unreachable students' and determine technology needs. On a case-by-case basis, Wi-Fi hotspots are being provided.

Besides providing access to technology, ACLC will continue to emphasize and expand on the PBIS strategies and SEL offerings. While a positive school culture and climate are important for all students, they are particularly important for unduplicated pupils and other groups who have historically and continue to experience disproportionate discipline and other unhealthy impacts of a negative school climate and culture. Foster Youth and Homeless youth in particular experience higher rates of discipline and lower attendance. English Learners and Low Income students are also more likely to be impacted by negative school culture and climate. These programs, while continuing their previous work, will adapt their range of supports for staff and students during distance learning. As the survey results discussed in this plan showed, connectedness during distance learning is challenging and many reported feeling less of a sense of belonging to their class or school. The PBIS and SEL programs will be critical elements in communicating and teaching best practices for integrating SEL into daily instruction and establishing clear classroom and school wide supports to build positive culture and climate.

Distance Learning Engagement Coordinator: Distance Learning Engagement Coordinator, will be working closely with the "Camp Success" Coordinator and the MTSS teams to make sure that the best is being done to engage every single family in the distance learning plan. This position will attend the Monday/Friday intervention meetings and work as a case manager for learners with multiple absences, learners who are failing multiple subjects, and our homeless families to support 100% of families and learners to be engaged at ACLC.

Academic intervention Aid: The Academic intervention Aid will spend 20 hours a week supporting the BYU remote learning program and struggling students with one on one check in and tutoring, etc.

The waiver allowing for in person "camps" for students who have been identified as being disengaged, homeless, and or who have IEPs, has allowed for ACLC to support students with the highest need. This "Camp Success" will provide the students with a learning environment that is supportive and designed to help with engagement in the virtual instruction. Students will be targeted to attend this camp using certain IEP criteria, attendance records, and teacher recommendations. The goal of "Camp Success" is to ensure that these students are staying on grade level or as close to grade level as possible so that the transition back to classroom instruction will feel seamless.

Psychologists play a critical role in the early identification of learning needs and referral to appropriate supports. This is crucial in normal years, when the most vulnerable student groups are often at risk of falling further behind without the appropriate and early assessment of need and support provision. During school closures and distance learning, the role of psychologists remains critical as many students will have, layered upon their existing learning gaps, additional learning loss. Being able to appropriately assess individual student needs and

connect them to appropriate supports is a key component of the district's plan to address learning loss and accelerate growth for unduplicated students and other vulnerable student groups.

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

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Curriculum: ACLC recently purchased Lexia and IXL online licenses to support ELL students as well as any students identified as struggling.

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