

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Alameda Community Learning Center	Michael McCaffrey Lead Facilitator (Principal)	michael.mccaffrey@alamedaclc.org 5109954300

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

COLLECT AND ANALYZE DATA TO DRIVE INSTRUCTION AND CURRICULUM ACCESS FOR LEARNERS.

ACLC values our democratic model and participation by all stakeholders in our community as well as data-based decision-making. As such, we will regularly collect, analyze, & respond to data from multiple stakeholder sources as well as academic data in order to increase program effectiveness and respond to community need.

This will happen in the instructional program via curriculum-embedded assessments as well as external, standards-aligned assessments like MAP & SBAC/CAASPP. We will use Staff Professional Development time to make meaning of, plan around, and respond to this data. We will continue to work with our staff in using formative assessments as well as summative assessments in determining instructional moves.

We will continue to use school-wide structures like our Leadership class and schoolwide events like “ConCon Day” (“Constitutional Convention Day”) as well as surveys of our staff, learners, and guardians to gather information about other aspects of ACLC’s programming, and use the ACLC Board as a vehicle to make meaning of and respond to this data.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 3: Parental Involvement (Engagement) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	1,2,3,4

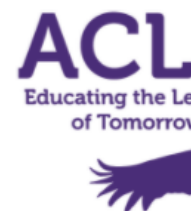
Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Tracking data exists in a useful warehouse tool for all staff and compliance bodies, including:</p> <ul style="list-style-type: none"> • State testing (CAASPP) • College going tests (SAT/ACT) • College Acceptance rates • Grade data • MAP Testing Data Map <p>19-20 100% Completion</p> <p>Baseline 100% Completion</p>	<p>Testing data is regularly made accessible to all staff via Box (formerly Dropbox) and Google Drive, and a Course Landing Page system for warehousing curriculum is in place, with summer stipends offered to facilitators to continue to update and refine this system with accurate and up to date information. Our counseling and administrative teams regularly share and update grade and attendance data for all learners, and this information can be found by any staff member on demand in Google Drive.</p>

Expected

Actual

Course Landing



Course Title
Facilitator(s)
Grade Level(s)

Medieval History
Daniel Cabrales
6 and 7

Course Overview

In this course, Learners will explore the history of Europe, Africa, the Americas, and the Middle East during the Medieval Period or the Middle Ages. We will do our best to understand the world we live in by investigating the sources of information and the lessons we will learn from our past. This course will help us better understand who we are and the legacy we will create with our actions. We will use our and supportive class community to make our learning useful today.

Course Goals
(3-5 skill and/or content goals for the year)

By the end of this course, Learners will be able to do the following...

1. Analyze and use sources to answer a historical question
2. Write a formal letter

Expected	Actual
<p>Metric/Indicator Professional development and meeting time for staff on accessing, analyzing, and using data to inform decision making is facilitated.</p> <p>Baseline An average of over two hours per month were devoted to professional development and meeting time for staff on accessing, analyzing, and using data to inform decision making is facilitated. Monthly time allotment ranged from 1.75 hours to 3 hours.</p>	<p>An average of over two hours per month were devoted to professional development and meeting time for staff on accessing, analyzing, and using data to inform decision making is facilitated. Monthly time allotment ranged from 1 hour to 3 hours.</p>
<p>Metric/Indicator 80% Completion- Learner data is effectively and regularly communicated to families of all subgroups.</p> <p>Baseline Progress reports, report cards, and testing scores were provided to families in 5 different mailings throughout the year. Struggling learners' families are emailed monthly and grade data is available continuously.</p> <p>95% of families reported finding the reporting at least somewhat helpful, and 60% reported finding the reporting both timely and helpful.</p>	<p>With the onset of the pandemic, we decided to do MAP (Measures of Academic Progress) 3x this school year (2020-21). For each of these assessments, we mailed home paper copies of the MAP assessment reports to each family, and facilitators for math, ELA, and science at each grade level reviewed data and implemented reteaching plans and reflection points in class with learners. We also shared the data digitally with facilitators and learners/families.</p> <p>During the Covid pandemic, the Lead Facilitator (aka Principal) began sending weekly updates to the entire ACLC community, including notices about when MAP was coming and when score results would arrive home. The administrative team also began hosting office hours twice a week via Zoom to interact with parents, learners, and staff around MAP and other topics.</p>
<p>Metric/Indicator Regular data analysis by subgroups for benchmark and state assessments, acceleration and remediation enrollments.</p> <p>Baseline During the 2019-20 school year, benchmark and CAASPP data as disaggregated and analyzed once each semester.</p>	<p>For the 2019-20 and 2020-21 school years, we were unable to examine CAASPP data due to the Covid pandemic. In its place, we used the MAP (Measures of Academic Progress) 2x last year (2019-20) and 3x this year (2020-21). To make this data analysis more robust in the absence of additional external assessments, for the 2020-21 year we employed an outside company, EdTech, to process our school's MAP data and create narrative and quantitative data via charts and graphs. Their team then gave an overview of the data, answered questions, and helped our staff get</p>

Expected	Actual
	a deeper understanding of the data for reteaching purposes and scope/sequence adjustments.

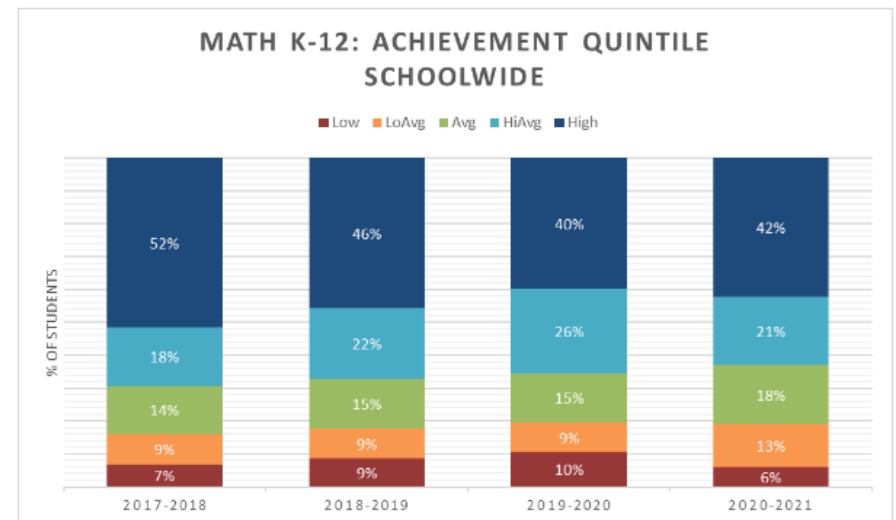
Expected

Actual

Alameda Community Learning Center (A

FALL QUINTILE PERFORMANCE ACROSS YEARS: ALL STUDENTS

NWEA MAP Fall Schoolwide performance at ACLC is strong in both Reading and Math, with students performing at or above grade level in the 84th percentile based on their NWEA MAP score. Since the percentile cannot be placed into each of five quintile brackets – Low, LoAvg, Avg, HiAvg, and High. This Fall performance is strong in both Reading and Math, with students performing at or above grade level in the 84th percentile. In Math, 80% or more have scored Avg or above every year over the past five years. In Reading, 85% or more have scored Avg or above every year over the past five years. At ACLC, 2020-21 is the first year 90% of students have scored Avg or above in both Reading and Math.



PERCENTAGE OF STUDENTS		
	2017-2018	2018-2019
Math K-12	84%	80%
Reading	85%	80%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Acceleration and remediation data disaggregated and discussed by MTSS team once per year.	1000-1999: Certificated Personnel Salaries Certificated personnel salaries, Classified personnel salaries, Materials \$ 24,608	1000-1999: Certificated Personnel Salaries Certificated personnel salaries, Classified personnel salaries, Materials \$ 26,744
Eight hours per semester allotted for analysis and decision making in group meetings and individual coaching sessions.	1000-1999: Certificated Personnel Salaries Certificated Personnel Salaries, Classified Personnel Salaries, Professional Development, Computers, Educational Software \$ 73,002	1000-1999: Certificated Personnel Salaries Certificated Personnel Salaries, Classified Personnel Salaries, Professional Development, Computers, Educational Software \$ 73,789
Reports run from different data sources are warehoused in one common, easily accessible location.	1000-2915, 4000 series, 5000 series Certificated personnel salaries, Classified personnel salaries, Materials \$93,401	1000-2915, 4000 series, 5000 series Certificated Personnel Salaries , Classified Salary, Educational Software \$67,545
Data will be available in a common Drive location to facilitators prior to the start of school.	1000-2915, 4000 series, 5000 series Certificated personnel salaries, Classified personnel salaries, Materials and supplies, Instructional, Contracts \$18,121	1000-2915, 4000 series, 5000 series Certificated personnel salaries, Classified personnel salaries, Materials and supplies, Instructional, Contracts \$67,545
Communicate grade and other performance data to all families at least eight times per year.	1000-2915, 4000 series, 5000 series Certificated personnel salaries, Classified personnel salaries, Materials and supplies, Instructional, Contracts \$331,105	1000-2915, 4000 series, 5000 series Certificated Personnel Salaries, Classified Salaries, Books, Supplies, Materials, Contracts \$54,569
Survey families on their understanding of assessment data and its importance.	1000-2915, 4000 series, 5000 series Certificated Personnel Salaries, Classified Personnel Salaries, Professional Development, Computers, Educational Software \$12,315	1000-2915, 4000 series, 5000 series Certificated Personnel Salaries, Classified Salary, Instructional Materials, Educational Software, Computers \$10,785

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Two hours allotted annually for professional development on data-driven instruction.	1000-2915, 4000 series, 5000 series Certificated personnel salaries, Classified personnel salaries, Materials and supplies, Instructional, Contracts \$17,315	1000-2915, 4000 series, 5000 series Certificated personnel salaries, Classified personnel salaries, Materials and supplies, Instructional, Contracts \$67,545
Testing data disaggregated and discussed four times annually.	1000-2915, 4000 series, 5000 series Certificated Personnel Salaries, Classified Salary, Instructional Materials, Educational Software, Computers \$ 31,608	1000-2915, 4000 series, 5000 series Certificated Personnel Salaries, Classified Salary, Books, materials and supplies, Professional Development \$ 22,238

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

As you can see, in most cases our projected expenses aligned fairly closely with our actual expenses. Below are a list of the projected expenses that did not align closing with the actual expenses, and an explanation of why this is the case:

Planned Action/Service #1. Testing data disaggregated and discussed four times annually.

Explanation: This year, instead of analyzing benchmark data 4 times annually, we moved to an examination of the MAP (Measured of Academic Progress) test on 3 occasions. By enlisting the support of EdTech to create narrative and graph data, we reduced the time spent by the administrative team to pull these reports and reduced the overall time our staff spent on data analysis from 4 sessions to 3.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes:

This year, we surveyed our parents, learners, and staff at least twice, and given the reality of the ongoing Covid pandemic, parents were surveyed multiple times throughout this constantly changing year. From participation in our hybrid model to attendance at graduation, we have been openly communicating with and soliciting feedback from our community. Our School Culture Committee analyzed the results and shared recommendations with administration. We made progress with our Course Landing Pages and curriculum warehousing to prevent learning loss associated with teacher turnover, and this summer we are offering stipends to facilitators who wish to continue this work and update their scope/sequences moving into next year. Our examination and analysis of

our MAP data via our partnership with EdTech elevated our ability to make sense of MAP testing data and better respond to learner needs. Our consistent high scores across our school reflect our success.

Challenges:

Reaching out to and engaging all learners and families during this Covid pandemic has been challenging. The reality is that some learners and families seem to have disappeared from our school despite email, phone, text, and even home contact. As a result, getting these learners and families engaged in our school has been unsuccessful, and we don't have a clear picture of what they did or did not learn this year.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	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 community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol.	\$3,000	\$3,500	No
HVAC filters: Sites will replace HVAC filters 2-3 times per year as recommended rather than once a year as has been past practice.	\$22,898	\$16,000	No
Plexiglass to provide barriers when close contact is likely and does not allow for physical distancing of 6 feet such as the front desk.	\$5,800	\$2,000	Yes
Individual Supplies: Additional supplies to limit the number of individuals using shared objects.	\$5,000	\$5,400	No
Custodians: Maintain staffing at site so that, in addition to standard maintenance and cleaning, facilities are routinely disinfected in high-touch areas.	\$52,978	\$56,000	Yes
Health Materials: Additional Thermometers to screen student temperature and additional supplies to respond to students who display any signs of illness.	\$200	\$200	No
Disinfecting Materials: Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks.	\$1,000	\$1,000	No
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	\$500	\$500	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
points. Visuals will also reinforce face covering and hand washing protocols.			
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.	\$5,815	\$58,784	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.	\$9,925	\$13,258	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

The need for purchasing or HVACs was less than anticipated due to using other funds from last fiscal year. We spent much more on collaboration time. Collaboration time was needed to ensure seamless instructional strategies across grades and subjects to support in-person learning.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Successes:

1. Camp Success

After analyzing attendance and grade data from March of 2020 - June 2020 while our learners were in Distance Learning after the onset of Covid, we identified approximately 70 learners (out of 360) who had significant negative attendance or GPA changes as a

result of the switch to distance learning. We personally invited all of these learners to attend Camp Success - our in-person learning opportunity on campus beginning August 2020 - via letter, email, auto-dialer, and personalized phone calls. As our time in distance learning progressed, we slowly increased attendance and participation in Camp Success through weekly discussion of learners who were struggling and continued personalized invitations to attend. For learners who attended Camp Success, GPAs and attendance went up significantly (though results were varied). Learners self reported that camp helped them re-engage in school and families of these learners reported that learners were happier with a connection to peers and adults on campus as a result of Camp Success.

2. Hybrid Instruction

From the outset of the Covid pandemic, our goal was to safely re-open school in partnership with our teacher's union, NAU, our parents and families, students, and the ACLC and CLCS boards. On April 5th, 2021, after a long process, we were able to open in a hybrid model where learners who opted in could be on campus 2 full days a week and Zoom into classes the other 3.

3. Labor Partners:

In order to ensure that we were meeting our legal and ethical requirements to provide a safe working environment for our staff, we worked with our labor partners via sometimes weekly meetings for the better part of a year, starting when the Covid pandemic began. This process informed and was informed by the ACLC and CLCS boards as well as local health and safety guidelines, and resulted in a hybrid model that was instructionally sound and deemed safe by our teacher's union.

Challenges:

1. Constantly Changing Guidelines

City, County, and State guidelines changed often during the course of the Covid pandemic, and 7th-12th grade in-person learning was often earmarked to start later than K-6th. As soon as it was deemed safe by the county to open in-person services, ACLC implemented their plan for a staggered start, beginning on April 5th, 2021.

2. Infrastructure Upgrades

In order to make our school safe for in-person instruction for staff and learners, we needed to invest significant time and financial resources into our school - both to meet health and safety guidelines and to ensure quality instruction for learners at home and in the building.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Devices: Chromebooks made available for all students who need a device to access distance learning at home	\$4,214	\$100,000	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.	\$11,925	\$13,258	No
Curriculum: ACLC recently purchased Lexia and IXL online licenses to support ELL students as well as any students identified as struggling.	\$30,100	\$8,266	No
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.	\$9,815	\$88,176	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.	\$2,000	\$5,127	No
Upgrading the Science Curriculum Licensing: ACLC upgraded their current science curriculum licensing to provide the curriculum all virtual.	\$21,000	\$16,656	No
Supply bags: ACLC purchased supplies for students to pick up.	\$140.19	\$140	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Fiscal support for teacher internet: ACLC provided funds to the union to support teachers who need help with the cost of internet.	\$2,400	\$2,400	No
Crisis Service Manager: Hired a Crisis Service Manager to support all aspects of COVID including communications with stakeholders, safety logistics, etc.	\$16,252	\$9,454	No
Tents for Camp: ACLC purchased tents to provide students with coverage while camp is outside.	\$1,000	\$1,000	No
Camp Success Camp Coordinator: Plan, Coordinate, and oversee all aspects of "Camp Success" including outreach to disengaged students and families through various means.	\$20,400	\$16,648	No
Camp Success Camp Counselors: Provide support for students who have been identified as disengaged and or academically struggling	\$57,698	\$20,196	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

More learners opted to not attend camp as first anticipated. This caused there to be less need for two camp counselors. With this, we found that there was a greater need for technology. This led to spending more on Chromebooks than initially anticipated. The Crisis Service Manager started one month later than initially budgeted for so the cost was lower. Distance Learning

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction Successes:

1. Attendance

While distance learning has been challenging, through a daily focus on attendance by our Distance Learning Engagement Coordinator, we have averaged a daily attendance rate of 93% thus far this year. The daily work of attendance includes all facilitators taking attendance for live Zooms and in-person instruction, daily auto-dialers to learners who are marked absent, a daily certification process by the School Manager and/or Office Manager to check for inconsistencies in attendance and to update attendance for families who contact any staff members, and daily contact via text, call, email, or sometimes in-person visits between our Distance Learning Engagement Coordinator and learners/families who have repeated attendance issues. Attendance is also a weekly topic at

our Multi-Tiered Systems of Support (MTSS) meetings, with the Distance Learning Engagement Coordinator pulling reports and sharing out weekly and monthly trends and actions around attendance.

2. MAP (Measures of Academic Progress) Testing

MAP testing for ELA and Math: MAP testing is ongoing. Through evaluation of the data, facilitators have been able to adjust their lessons and curriculum to meet the needs of the learners. MAP testing also helps in the analysis of how effective the distance learning program has been.

3. Shifting Professional Development (PD) Scope & Sequence

Given the focus on distance and now on hybrid learning, we dramatically shifted our PD plan for the year to allow more collaboration and research of best practices. While this has meant a decrease in some of our regular structures (like department time), the increased focus on distance and hybrid learning best practices, sharing, and collaboration, has allowed us to better support our teachers and therefore our learners during these times. We have focused on Social and Emotional Learning (SEL) practices, guided by our school counselor, and this focus has resulted in survey results indicating that we are supporting our learners both academically and emotionally.

Continuity of Instruction Challenges:

1. Learners of Concern

Though the data has shown that for the most part, ACLC students are maintaining their academic success, there are learners of concern that have been disengaged since the start of distance learning, and continuing now in our hybrid model. This disengagement is quite simply that a small subset of learners are not attending their classes - whether via Zoom or in person. These are the learners that have received personal invitations to Camp Success numerous times, and often have daily touch-points with the Distance Learning Engagement Coordinator. When these learners don't attend class, they cannot be successful, and these learners are often not turning in any assignments, so they are obviously getting failing grades.

Access to Devices and Connectivity Successes:

1. One to One Technology for All

All learners have been provided with Chromebooks and, those that needed it, have been provided with wireless internet (wi-fi) hotspots. Learners have been able to access their Zoom meetings, meet with teachers via office hours, and complete their assignments. In our survey, we found that more than 97% of families had the technology they needed for their learner to be successful in the distance learning and hybrid models. We gave almost 50% of our families at least one Chromebook.

Access to Devices and Connectivity Challenges:

1. Reaching All Families

Given that we rely on email and phone communication with our families, when our information is out-of-date or families have a status change in their contact information, we are unable to reach them. In these cases, we reach out to all the contacts we have in our Student Information System (PowerSchool) to try to re-establish contact. In these cases, though we have the technology to offer, we are unable to establish if the family does in fact need technology support.

Pupil Participation and Progress Successes:

1. MAP (Measures of Academic Progress) Testing

MAP testing for ELA and Math: MAP testing is ongoing. Through evaluation of the data, facilitators have been able to adjust their lessons and curriculum to meet the needs of the learners. MAP testing also helps in the analysis of how effective the distance learning program has been.

2. Informal Assessments

Informal opportunities for assessment are embedded into lessons and provide facilitators a real-time assessment of collective and individual student understanding of a specific concept or skill. This information in turn allows a facilitator 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.

3. Instructional Minutes

ACLC is on target for meeting the required instructional minutes both through asynchronous and synchronous work.

Pupil Participation and Progress Challenges:

1. Learners of Concern

Though the data has shown that for the most part, ACLC students are maintaining their academic success, there are learners of concern that have been disengaged since the start of distance learning, and continuing now in our hybrid model. This disengagement is quite simply that a small subset of learners are not attending their classes - whether via Zoom or in person. These are the learners that have received personal invitations to Camp Success numerous times, and often have daily touch-points with the Distance Learning Engagement Coordinator. When these learners don't attend class, they cannot be successful, and these learners are often not turning in any assignments, so they are obviously getting failing grades.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	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.	\$20,400	\$16,648	No
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.	\$4,000	\$73,480	Yes
BYU: online programming for credit recovery	\$5,000	\$6500	No
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.	\$6,000	\$5,529	Yes
Purchase of specialized curriculum (i.e. Lexia, IXL). This curriculum directly supports ELL and struggling students.	\$7,200	\$8,266	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Camp Success was reduced from 4 days a week to 2 days a week due to less learners being enrolled. There was more funds dedicated to facilitator collaboration time.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Pupil Learning Loss Successes:

1. MAP (Measures of Academic Progress) Testing

MAP testing for ELA and Math: MAP testing is ongoing. Through evaluation of the data, facilitators have been able to adjust their lessons and curriculum to meet the needs of the learners. MAP testing also helps in the analysis of how effective the distance learning program has been.

2. Informal Assessment

Informal opportunities for assessment are embedded into lessons and provide facilitators a real-time assessment of collective and individual student understanding of a specific concept or skill. This information in turn allows a facilitator 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.

3. Multi-Tiered Systems of Support (MTSS)

In Tier 1, all students received standards-aligned instruction focused on priority standards through the use of research-backed curriculum. This allowed 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 provided primarily through synchronous, small-group instruction that is targeted to identify learners needs. As facilitators assessed learning loss and their students' individual and collective learning needs, they adapted not only Tier 1 instruction, but also scheduled small group sessions to provide additional support. Similarly, learners who require even more intensive (Tier 3) support were provided 1 on 1 instruction through individual sessions during office hours, in 1:1 time with our counselor for learners with 504 plans, and through case management by the Special Education department when relevant.

Pupil Learning Loss Challenges:

1. Learners of Concern

Though the data has shown that for the most part, ACLC students are maintaining their academic success, there are learners of concern that have been disengaged since the start of distance learning, and continuing now in our hybrid model. This disengagement is quite simply that a small subset of learners are not attending their classes - whether via Zoom or in person. These are the learners that have received personal invitations to Camp Success numerous times, and often have daily touch-points with the Distance Learning Engagement Coordinator. When these learners don't attend class, they cannot be successful, and these learners are often not turning in any assignments, so they are obviously getting failing grades.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Mental Health and Social and Emotional Well-Being Successes:

1. Social and Emotional Learning (SEL) Principles

Our counselor taught our teacher team the use of SEL principles in each lesson, including a warm welcome, engaging practices, and an optimistic closure. These practices have boosted the teachers' virtual lessons tremendously. Learners seem engaged in the lesson, and genuinely happy to be attending class. We have revisited these principles in staff development meetings with teachers consistently, and before any transitions in teaching or learning (like the switch from distance learning only to hybrid).

2. Mental Health Formal and Informal Surveys:

When we started distance learning, we had daily check-ins for ALL learners, and our support team read each and every response and directed our counselor towards learners of concern. As we settled in to distance learning and discovered which learners were struggling, our counselor set up regular meetings with those learners, many of whom continue to meet with her. We also enacted a more formal survey, using research-based SEL questions from Panorama Education, that teachers at each grade level gave in distance learning courses to capture input from each and every learner. Our counseling and support team again combed through responses (with point values assigned to worrisome responses) and reached out to all relevant learners. Families and learners overwhelmingly reported feeling supported by ACLC.

Mental Health and Social and Emotional Well-Being Challenges:

1. Mental Health Support for Anxiety, Depression

This year, we've had 4 learners enter residential treatment facilities for mental health reasons - anxiety, depression, and isolation as a result of the Covid pandemic being the chief causes. In these instances, we did our best to support the families and learners before, during, and after their stays in these facilities, and ensured that learners were not punished academically for missing school. It continues to be a challenge to support learners' mental health at this time.

2. Learners of Concern

Though the data has shown that for the most part, ACLC students are maintaining their academic success, there are learners of concern that have been disengaged since the start of distance learning, and continuing now in our hybrid model. This disengagement is quite simply that a small subset of learners are not attending their classes - whether via Zoom or in person. These are the learners that have received personal invitations to Camp Success numerous times, and often have daily touch-points with the Distance Learning Engagement Coordinator. When these learners don't attend class, they cannot be successful, and these learners are often not turning in any assignments, so they are obviously getting failing grades.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Pupil and Family Engagement and Outreach Successes:

1. Mental Health Formal and Informal Surveys:

When we started distance learning, we had daily check-ins for ALL learners, and our support team read each and every response and directed our counselor towards learners of concern. As we settled into distance learning and discovered which learners were struggling, our counselor set up regular meetings with those learners, many of whom continue to meet with her. We also enacted a more formal survey, using research-based SEL questions from Panorama Education, that teachers at each grade level gave in distance learning courses to capture input from each and every learner. Our counseling and support team again combed through responses (with point values assigned to worrisome responses) and reached out to all relevant learners. Families and learners overwhelmingly reported feeling supported by ACLC.

2. Weekly Messages, Hybrid Information Nights, Surveys & Follow-Up, and Resources

Since the pandemic began, the Lead Facilitator (principal) has been sending weekly updates to the community. These updates have contained information from city, county, and state officials as well as updates around the Covid pandemic and the school's plans around distance and hybrid learning. As we moved closer to being allowed to open in hybrid mode, the Lead Facilitator hosted several information sessions via Zoom and shared the recorded Zoom and slide deck with all families and learners to help families and learners make informed decisions about continuing distance learning or switching to hybrid learning. We also shared formal surveys asking learners and families to choose hybrid or distance learning, and followed up personally with phone calls for every single family in the school to ensure we had informed decision-making by every family and learner in our school.

Pupil and Family Engagement and Outreach Challenges:

1. Engagement Strategies

Despite a variety of communication styles and strategies (weekly messages, auto-dialers, text messages, phone calls, and Zoom meetings), there subset of learners and families who are disconnected and not aware of what's going on at school remains.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

School Nutrition Successes:

1. Coordination with AUSD around Nutrition

Since our charter operates within Alameda Unified School District (AUSD), we have worked closely with them to share information with our own families around nutrition services, including boxed meals and multi-day meal packs available for families. Our continuous collaboration with AUSD has ensured that our families have free access to nutrition during the Covid pandemic.

2. Grab & Go Lunches

A success with school nutrition is adding a grab and go lunch for the learners who attended Camp Success and who now attend hybrid instruction 2 days/week. These learners were able to access a nutritious lunch each day camp was in session and now that we are in hybrid instruction. These families and learners are not charged for the meals and the meals are available to any student who wishes to take one - no passwords or identification needed. This supports learners and families who might be undocumented or who may have previously been unwilling to take advantage of nutrition support.

School Nutrition Challenges:

1. Engagement Strategies

Despite a variety of communication styles and strategies (weekly messages, auto-dialers, text messages, phone calls, and Zoom meetings), there subset of learners and families who are disconnected and not aware of what's going on at school remains.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	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.	\$15,000	\$8,839	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.	\$3,000	\$1,225	Yes
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.	\$4,000	\$5,303	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

As we've worked to include and engage our learners during the Covid pandemic both in distance learning and in person via our newly established hybrid model, we've learned some lessons that will inform our 2021-24 LCAP. In short, here are the lessons learned and how they impact our LCAP moving forward...

1. We need to continue to have it be the daily focus of a staff member to focus on attendance and engagement with and AT school. This means daily running of reports and communication via phone, text, email, and home visits with learners, families, and ACLC staff. We are creating a new position under our goal around effective interventions called the "Family and Learner Liaison" to continue this work (currently being staffed as "Distance Learning Engagement Coordinator."
2. We saw that our learners who don't speak English as a first language struggled more than others to engage in distance learning effectively, and under our goal around effective interventions, we know we need to staff a position to better support this small, but growing population at our school. We are increasing our intervention position to full time and are hiring a ½ time ESL Coordinator who will provide direct service as well as review, design, and implement programming and structures to better support these learners and the staff who support them at our school.
3. We saw that communication was crucial, and gathering / responding to data from our learners, families, and staff helped us be responsive in a chaotic environment. We will continue with our goal around data collection and analysis to regularly engage our stakeholders via formal and informal surveys and weekly updates/messages.
4. Our learners applying to college and getting ready for careers were not served as well as we would have liked. We have increased our college counseling hours from 8 to 20 hours/week next year (currently graduating 58 seniors, only 35 next year as current junior class is very small) to support our middle school learners with the college basics and help the high school learners with everything college related - including the applications themselves. We are also seeking to expand opportunities for our learners to learn more about careers via an expanded internship program as a result of our college and career counseling staffing increase.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Moving forward, we will continue to assess and address pupil learning loss. Some (but not all) examples of this are mentioned above, and also included here...

1. MAP testing: We will continue to use MAP testing with all learners at least twice a year (three times if no SBAC/CAASPP that year) and have our facilitators engage in data analysis and re-teaching in response to the data. In addition to re-teaching purposes, curriculum scope/sequences are adjusted by our facilitators based on this data, and we will assign learners needed interventions based on this data (in combination with other data sources like grades and attendance).
2. Benchmarks: We require 3 yearly benchmarks in each course, and this data will be used similarly to MAP, above.
3. Curriculum Adoption for math and English Language Arts: We recognize that in order to serve our students best, providing high quality curriculum with appropriate scaffolds and supports is crucial. To that end, we are in the process of researching new math and English Language Arts curriculums to adopt. We will likely use the new ELA curriculum starting in 2021-22 (next school year) and the math might be one year behind. Our Curriculum Committee and boards will approve these decisions.

4. Daily Attendance/Engagement Focus: We need to continue to have it be the daily focus of a staff member to focus on attendance and engagement with and AT school. This means daily running of reports and communication via phone, text, email, and home visits with learners, families, and ACLC staff. We are creating a new position under our goal around effective interventions called the “Family and Learner Liaison” to continue this work (currently being staffed as “Distance Learning Engagement Coordinator.”
5. Support of English Language Learners: We saw that our learners who don’t speak English as a first language struggled more than others to engage in distance learning effectively, and under our goal around effective interventions, we know we need to staff a position to better support this small, but growing population at our school. We are increasing our intervention position to full time and are hiring a ½ time ESL Coordinator who will provide direct service as well as review, design, and implement programming and structures to better support these learners and the staff who support them at our school.
6. Learners with IEPs: Providing case management and direct supports for learners with disabilities was challenging during distance learning and in our limited hybrid model. The return to “normal” in-person instruction that we are planning will greatly assist with this. In the meantime, we are working on a plan to make up any compensatory minutes through the end of this school year (and into the summer and next year if needed). We continue to struggle to find qualified substitutes and paraprofessionals in the world of special education, and we have bumped our pay rates for these positions to be well above the Bay Area market average/norm for public charters. Additionally, we have added (and will keep) a focus on UDL (Universal Design for Learning) as a professional development thread that our special education department leads with our staff on a regular basis.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Our reflection on and analysis of student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-24 LCAP in important ways, all of which are highlighted in previous sections, but will be repeated here for clarity's sake...

1. We need to continue to have it be the daily focus of a staff member to focus on attendance and engagement with and AT school. This means daily running of reports and communication via phone, text, email, and home visits with learners, families, and ACLC staff. We are creating a new position under our goal around effective interventions called the "Family and Learner Liaison" to continue this work (currently being staffed as "Distance Learning Engagement Coordinator."
2. We saw that our learners who don't speak English as a first language struggled more than others to engage in distance learning effectively, and under our goal around effective interventions, we know we need to staff a position to better support this small, but growing population at our school. We are increasing our intervention position to full time and are hiring a ½ time ESL Coordinator who will provide direct service as well as review, design, and implement programming and structures to better support these learners and the staff who support them at our school.
3. We saw that communication was crucial, and gathering / responding to data from our learners, families, and staff helped us be responsive in a chaotic environment. We will continue with our goal around data collection and analysis to regularly engage our stakeholders via formal and informal surveys and weekly updates/messages.
4. Our learners applying to college and getting ready for careers were not served as well as we would have liked. We have increased our college counseling hours from 8 to 20 hours/week next year (currently graduating 58 seniors, only 35 next year as current junior class is very small) to support our middle school learners with the college basics and help the high school learners with everything college related - including the applications themselves. We are also seeking to expand opportunities for our learners to learn more about careers via an expanded internship program as a result of our college and career counseling staffing increase.
5. MAP testing: We will continue to use MAP testing with all learners at least twice a year (three times if no SBAC/CAASPP that year) and have our facilitators engage in data analysis and re-teaching in response to the data. In addition to re-teaching purposes, curriculum scope/sequences are adjusted by our facilitators based on this data, and we will assign learners needed interventions based on this data (in combination with other data sources like grades and attendance).
6. Benchmarks: We require 3 yearly benchmarks in each course, and this data will be used similarly to MAP, above.
7. Curriculum Adoption for math and English Language Arts: We recognize that in order to serve our students best, providing a high quality curriculum with appropriate scaffolds and supports is crucial. To that end, we are in the process of researching new math and English Language Arts curriculums to adopt. We will likely use the new ELA curriculum starting in 2021-22 (next school year) and the math might be one year behind. Our Curriculum Committee and boards will approve these decisions.
8. Daily Attendance/Engagement Focus: We need to continue to have it be the daily focus of a staff member to focus on attendance and engagement with and AT school. This means daily running of reports and communication via phone, text, email, and home visits

with learners, families, and ACLC staff. We are creating a new position under our goal around effective interventions called the “Family and Learner Liaison” to continue this work (currently being staffed as “Distance Learning Engagement Coordinator.”

9. Support of English Language Learners: We saw that our learners who don’t speak English as a first language struggled more than others to engage in distance learning effectively, and under our goal around effective interventions, we know we need to staff a position to better support this small, but growing population at our school. We are increasing our intervention position to full time and are hiring a full time ELD Coordinator who will provide direct service as well as review, design, and implement programming and structures to better support these learners and the staff who support them at our school.

10. Learners with IEPs: Providing case management and direct supports for learners with disabilities was challenging during distance learning and in our limited hybrid model. The return to “normal” in-person instruction that we are planning will greatly assist with this. In the meantime, we are working on a plan to make up any compensatory minutes through the end of this school year (and into the summer and next year if needed). We continue to struggle to find qualified substitutes and paraprofessionals in the world of special education, and we have bumped our pay rates for these positions to be well above the Bay Area market average/norm for public charters. Additionally, we have added (and will keep) a focus on UDL (Universal Design for Learning) as a professional development thread that our special education department leads with our staff on a regular basis.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for 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

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

