

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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General Information

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

The unprecedented COVID-19 pandemic has impacted our school community and dramatically affected and altered the lives of our students, families and staff. The closure of schools has negatively impacted the emotional, physical, social and educational environment. Closure of our schools has resulted in families being challenged in access to basic services, and conducive school environments that are not meeting the standards that allow students to learn effectively. Families, students and staff have all been affected with higher levels of anxiety and stress due to lack of resources, inability to support their children academically during distance learning, and financial hardships due to massive layoffs due to the pandemic.

Staff and faculty are now faced with surmountable challenges however we continue to ensure in spite of these unpredictable changes that our students are supported instructional continuity in a remote learning environment by focusing coursework on new learning, as opposed to review and reinforcement. Providing and leveraging the technology needed and resources available and support resources. This includes providing a variety of support resources in order for instruction and material to be available to all students, including our special education population, students with 504 plans, English Language Learners, students with social emotional needs, and students who are in need of technology access.

We empathize with our school community who have been impacted by COVID-19 pandemic and want to reiterate that the safety of the AIPHS community is our No. 1 priority. AIPHS continues to be committed to providing high-quality learning experiences for all of our students during school closures. The plan provides opportunities for students to acquire the knowledge and skills needed to succeed at the next grade level/subsequent course, while building in flexibility to accommodate the unique circumstances of every student.

Stakeholder Engagement

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

The LEA held several parent, teacher, and student engagements to inform them of COVID-19 related school reopenings, new programming for the 20-21 academic school year, and efforts made by the LEA to keep students safe. Surveys were sent to teachers inquiring of their willingness to teach virtually from their classrooms in the fall. Additionally, parents were sent surveys regarding their preferences to hold

in-person learning for their students and their accessibility to technology. Parents also participated in a LCAP Advisory Council meeting to discuss distance learning concerns and areas of compromise for in-person learning.

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

Participants were provided the opportunity to participate in COVID-19 related school reopening Zoom meetings via computer or by phone. Cantonese and Spanish translators also formed breakout rooms to translate all presented materials into their designated language.

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

Based upon stakeholder family feedback, most families were comfortable with sending their students to school, provided that the LEA provided the appropriate PPE for students and maintained social distancing that was consistent with State and County guidance. Students and families both supported AIMS HS's Hybrid learning model, in which 10-12 students per first period class were assigned to attend school on a 3-day rotating basis. It goes without saying that students are overwhelmingly in favor of returning to school at the earliest possible convenience. During the LCAP Advisory Council meeting, parents also expressed a desire for a compromise to allow in-person options for student learning.

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

Parents that requested that their child “opt-out” of in-person instruction were provided information on how to do so, provided that the student was made fully aware of their responsibility to attend all courses virtually and complete all assignments as normal. Parents also requested the possibility to keep their reusable masks, rather than have them washed at the school site. Lastly, some parents requested preferences to use their own N95 or KN95 masks to wear, rather than the school's issued masks.

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.]

Under current county and state guidelines, the LEA is prohibited from offering in-person classroom-based instruction until Alameda county reaches a threshold of low COVID-19 cases. For these reasons, the LEA has prohibited in person instruction on campus for the first Semester. The determination to hold in person classroom instruction may change, pending an update in state, county, and charter authorizer guidance. Nevertheless, the LEA has purchased reusable face masks and face shields, plexiglass barriers, increased custodial support, no-touch temperature check kiosks, social distancing signage, to prepare for in-person learning.

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

Description	Total Funds	Contributing
Student Chromebooks, computer refresh, internet hotspot purchases, and ongoing internet services in 2020-21 school year	\$15,000	[Y/N]
Classroom technology upgrades - TV, TV Cart, ChromeCast, Projectors	\$25,000	[Y/N]
Teachers and substitute teachers	\$1,700,000	[Y/N]
Academic Deans/Instructional Coaches	\$120,000	[Y/N]
Professional development for teachers, lead teacher, classified support staff, and administrators	\$30,000	[Y/N]
Services for English learners ELD support and development	\$175,000	[Y/N]
Stakeholder engagement - Resources assigned for parent engagement distance meetings and webinar workshops - PowerSchool - Student information system and ParentSquare and Ringcentral	\$65,000	[Y/N]
Schoology, Illuminate, ALEKS, Quill, Scholastic Reading Inventory, GoGuardian, - Educational Platforms	\$20,000	[Y/N]
Intervention Aides, attendance clerks, support staff	\$690,000	[Y/N]
The school has prepared for possible in-person learning by purchasing cleaning supplies, and protection materials (including plexiglass, and PPE).	\$100,000	[Y/N]

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.]

Courses offered with distance learning are identical to those offered with in-person instruction at AIMS High School. Teachers submit a course syllabus and pacing guide for each course as commitment to adherence to the course frameworks and state standards. Weekly lesson plans are submitted by each teacher, and these are compared for congruence to the pacing guides. AP courses are available to all students and the curriculum taught follows the AP College Board course and exam descriptions. The length of each class and the length of the school day are the same with distance learning as with in-person instruction, with the same number of instructional minutes provided to students.

Access to Devices and Connectivity

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

The LEA has selected two online platforms for distance learning, Schoology and Zoom, with Schoology the primary platform and Zoom the secondary platform. Teachers have been trained in the use of both. All students have been provided with a Chromebook, and where needed,

hotspots have been provided to students. GoGuardian has been installed on Chromebooks which assures teachers that students remain on task without access to other online sites. Students are required to have their cameras on so that teachers can be assured they are involved in the lessons. During certain times in the lessons, students are assigned to breakout rooms for discussion and/or collaboration, for which teachers assign and monitor activities.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Students will receive an average of 20-22 hours of synchronous instructional minutes per week. Assessment of pupil progress can be conducted in a number of ways at AIMS. All teachers submit weekly lesson plans and have assessment grades uploaded to PowerSchool weekly, as a means to ensuring that students' learning progress is taught and documented. Lesson plans are monitored and feedback and suggestions are given on a regular, on-going basis to teachers, with particular focus on students' participation and engagement in class activities through the incorporation of various methods and strategies of differentiation to support student learning. Progress reports are also sent out every three weeks, with teachers' comments and suggestions listed for those students who need support and assistance with their learning. Report cards are sent home every nine weeks. There are also two scheduled days during the school year, one per semester, where school is closed for students, so that teacher/ parent conferences can be held. Tutoring is provided two to three times a week for students who are having difficulties in class, and they are also expected to attend weekly Academic Saturday School until their grades improve. All staff hold office hours and are available to meet with parents or to conduct a phone conference in order to answer questions about their students' progress. Students' grades are uploaded into Schoology and synched to PowerSchool weekly.. Parents are also able to communicate with staff through the use of ParentSquare to inquire about their student's academic progress or when they have other concerns. All class assignments are listed on the Schoology online learning platform.

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.]

When the Distance Learning took place in March, 2019, all staff immediately took part in training on our online platform, Schoology. When it was mandated that distance learning was going to take place again during the Fall Semester, AIMS also assembled training in these online learning programs in addition to Schoology training to assist with the distance learning program to support teachers with their teaching: ALEKS (math), Quill (ELA/ELD, History), Scholastic Reading Inventory (SRI), Learning Ally (ELA/ELD). All staff also received training for the programs used in General Education courses: Turnitin, Go Guardian, PowerSchool, Mandated Reporter Training, and a Socio and Emotional presentation by the district Health & Wellness Counselor. At AIMS, we have an onsite Technical Support Provider to assist with any tech needs, in addition to staff communication using the Slack application on cell phones and laptops.

Staff Roles and Responsibilities

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

During virtual distance learning, clerical staff roles have shifted to provide more one-on-one technical support to our students, teachers, families. Timely responses to emails, particularly in tech support inquiries are critical. To avoid a bombardment of our school’s email account (particularly due to a flurry of random email requests), the LEA created separate email accounts for attendance, transcripts, and work permits, while leaving the high school’s main email account to focus on technical support and general inquiries. The LEA expanded its SLACK communication platform internally in order to allow instructors to communicate academic issues or concerns (internet connectivity, unresponsive students, help desk questions, etc.) in real time.

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.]

AIMS High School currently has a Resource Program with a full time Resource Specialist and Instructional Aide. All students with IEPs will receive the push-in and pull-out service minutes in their plans as written. Both push-in and pull-out services are conducted virtually, with pull out times built in to student schedules. After school tutorial sessions are available for students needing additional support with online learning. Support services such as Speech Therapy are also being provided virtually. General education teachers have 1:1 IEP accommodations reviews with RSP, and the RSP is available for consultation and collaboration during teacher prep periods.

AIMS HS also has a full-time ELD teacher and Instructional Aide, who are fully trained to teach the ELD curriculum, and to support those students from the emerging to expanding levels, and beyond. The goal is to have all students proficient in English so that they can keep pace with their peers. Additional support services are given to those students who are ready to exit the ELD program, especially with their writing, through their enrollment in the ELD Language Lab class. All ELD students are also using the resources provided through such programs as Rosetta Stone (speaking, listening, comprehension), Learning Ally (reading, listening), and Quill (writing). When there is a need for translation services at any of the sites, there are a number of staff members who may assist with the translation for the over eleven different languages which are spoken in the District.

A third non-departmental Instructional Aide will be on-hand to help provide general support to students and others as needed.

A lunch program is provided for any students who qualify. During distance learning, students or families may come to the middle school campus to pick up lunches during the week.

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

Description	Total Funds	Contributing
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Student Chromebooks, computer refresh, internet hotspot purchases, and ongoing internet services in 2020-21 school year	\$15,000	[Y/N]
Classroom technology upgrades - TV, TV Cart, ChromeCast, Projectors, Webcameras, Wireless Headsets	\$25,000	[Y/N]
Teachers and substitute teachers	\$1,700,000	[Y/N]
Academic Deans/Instructional Coaches	\$120,000	[Y/N]
Professional development for teachers, lead teacher, classified support staff, and administrators	\$20,000	[Y/N]
Services for English learners ELD support and development	\$175,000	[Y/N]
Stakeholder engagement - Resources assigned for parent engagement distance meetings and webinar workshops - PowerSchool - Student information system and ParentSquare and Ringcentral	\$65,000	[Y/N]
Schoology, Illuminate, ALEKS, Quill, Standards Plus, Scholastic Reading Inventory, GoGuardian - Educational Platforms	\$20,000	[Y/N]
Instructional Aides	\$220,000	[Y/N]
Art Supplies	\$12,000	[Y/N]
Attendance clerks, support staff	\$470,000	[Y/N]

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.]

During the 2019-2020 academic school year, the LEA also maintained at least 4-5 hours of synchronistic academic instruction per day and will provide at least 5-6 hours of synchronistic instruction for students daily for the 2020-21 academic school year. The LEA will use ALEKS to diagnose student math performance and will use CAASPP math interims for all 9th, 10th, and 11th graders. The LEA will also use CAASPP ELA interims for all 9th, 10th, and 11th graders. The LEA will also use Scholastic Reading Inventory (SRI) to track student Lexile Reading Scores, and will assign Quill writing for all ELA classes as writing benchmarks.

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 LEA will develop and implement a benchmark assessment calendar: CAASPP (Math / ELA) Interims - (Once per Semester); SRI and Quill Benchmarks (Once per quarter), ALEKS (twice per year - beginning and end of school year.) Accelerated Math students will be able to work independently on ALEKS and be allowed to take higher level math courses on the ALEKS math platform. Students with low math performances will have the opportunity to work on prerequisite math ALEKS as RTI, which will help improve students ability to complete

higher level math beyond their math frustration levels. Students may be assigned Saturday School or tutoring as a result of consistently low benchmark scores.

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 LEA will establish virtual data walls for each student and grade level to measure and monitor their progress.

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

Description	Total Funds	Contributing
Academic Saturday School	\$20,000	[Y/N]

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.]

When classroom teachers, support staff or parents make referrals of students, reporting urgent or lower-tiered behaviors indicating mental health concerns, the Head of School and/or Dean of Students report directly to a state-licensed MFT counselor within 30 – 60 minutes. A referred student is then placed on a counselor’s client list and flagged for immediate contact. A clinical assessment is made, and a treatment plan is established, including a behavior modification plan, and this plan is shared with consenting parents and related school staff. If indicated, students begin meeting with a counselor and are in session with the counselor for 45 minutes per week. Currently, the counselor meets with an ongoing roster of approximately 70 active student clients.

Staff Professional Development modules are presented to staff regarding a wide range of mental health issues. Staff is also trained in ways to spot mental health concerns and make effective and timely student referrals to counselors.

Current state-of-the-art mental health strategies applying to the social and emotional learning in the context of Covid-19 are taught and provided to staff and students on a quarterly basis. These strategies are resourced from the CDC, State of California Mental Health Agency, and the UC Berkeley Greater Good Science Center. The monitoring of student mental health and social emotional well-being will include regular collection of student emotional engagement data via regular surveys by staff of student engagement and participation. Regular emotional engagement surveys will help staff assess a student’s involvement in and enthusiasm for school as a whole as well as their emotional connectedness to others during distance learning.

Indicators monitored by staff to serve as emotional engagement metrics will include:

- Level of engagement with support staff/groups
- Participation in activities
- Participation in co-curricular and extra-curricular activities

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.]

Students that are not present in class receive calls and notices to families for failing to attend school. Students that are absent from school are required to attend the next available Saturday School. Students with 3 unexcused absences will receive a Truancy letter from the school and will be required to respond within 10 days of receipt of the notice to attend a SART meeting with an administrator, and the affected classes to discuss possible methods to increase student attendance. Students that fail to meet these requirements after three truancy notices and meetings may be referred to a SARB hearing or the District Attorney's office for Truancy. The LEA utilizes Cantonese, Spanish, Arabic, and Amharic translators to help service the needs of our students and multicultural demographic populations.

Comprehensive family engagement support services are being provided by the Parent Coordinator for all campuses across the district. Support is given to individual parents and families through email, phone, and virtual meetings. Translation and bilingual support is being provided to families in student success meetings between families and teachers to discuss and navigate transitions to online learning and best practices. Additionally, these meetings have been used to provide integral interventions for specific students who have multi-faceted needs for differentiation. The Parent Coordinator has been serving as a liaison between administrative staff across the district and families, fielding parent concerns, directing parents to appropriate resources needed, assisting with technology concerns, and communicating with families and administrative staff on an ongoing basis.

The Parent Coordinator has been instrumental in assisting in providing supplemental comprehensive resources for families, and interfacing with community partnerships to bring programming to families. This department is also working in partnership with Alameda county to provide a virtual census informational meeting. In addition, through family engagement services AIMS is providing multiple resources for family engagement, parent education, virtual parent classes, support, and virtual family events.

One of these events planned is a mother/daughter mentoring brunch. There will be a preteen cohort and a teen cohort. Through this program, parents will gain key skills to maintain open and positive communication with their children, explore a key topic each session, and have breakout sessions to build on skills learned. These communication sessions will be leveled to topics appropriate to the developmental stages of the cohorts, and will include mentoring for families and education. This department has also partnered with a community based organization to provide a series of virtual parenting webinars that has been opened to parents across the district. Additional resources and support are being provided through virtual office hours, check-ins, emails, and parent/family meetings.

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.]

AIMS nutrition services will continue implementing procedures developed during the spring school closures to ensure safe and effective meal services. This include use of a drive-thru process for families that ensures 6-10 feet of social distancing for staff and community members, use of appropriate personal protective equipment (PPE) by all staff, clear signage at all distribution points to reinforce social distancing practices, use of masks for community and staff required per state and county health guidelines.

All students in the district have access to nutritious meals. We are able to provide our students with access to a variety of affordable and appealing foods that meet the health and nutrition needs of students. All meals, foods and beverages sold or served at school meet state and federal requirements based on the USDA Dietary Guidelines. All meals, foods and beverages are prepared and served by qualified child nutrition professionals to ensure all students are provided access to healthy meals. All meals are provided throughout the term of distance learning. Families are given five day meal kits to ensure accessibility and all CDC requirements are met to ensure families are distributed meals safely. Our district has provided families with the convenience of applying for lunch applications online and in person. All families that qualify for free or reduced meals are informed and encouraged to to pick up meals. All families that qualify for paid meals are encouraged to participate in the NSLP (National School Lunch Program), payments are set at a minimum for paid families to ensure meals are affordable for families that do not qualify for free or reduced priced meals. During distance learning all meals are distributed once a week and families are given five day meal kits. All meal kits cover the components that ensure healthy meals per serving. During in person instruction, meals will be distributed in person to all students. All food handlers and staff supporting are qualified and certificated and approved by Alameda County Environmental Health to distribute food during COVID-19. All staff have been trained and will follow CDC guidelines to ensure proper food handling and distribution.

Section	Description	Total Funds	Contributing
Actions Related to In-Person Instructional Offerings	Hire a School Nurse and Design a state-of the art Nurse’s office	\$110,000	[Y/N]
Actions Related to In-Person Instructional Offerings	Washer and Dryer Piping, Electrical, and Installation	\$15,000	[Y/N]

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

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
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23.28%

\$931,655.00

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.]

We purchased laptops for all students to ensure access to a quality education. Parents and students were trained during the first week of school so that they can navigate through the programs effectively. Extra intervention staff were hired in order to work with students so they do not fall behind.

1) Clerical staff, responsible for attendance calls have been given call scripts to consistently offer support to students and their families. ELD staff have met with each teacher to maximize intervention efforts and resources. Current and new ELD students (receiving integrated and designated services) have been identified and planning begun. English Language Learners receive push in and pull out times as well as supplemental supports from targeted software. Struggling students are being addressed by tutoring after scheduled class hours, Saturday School support, and Teacher Office Hours. An Instructional Aide has been hired to help across classes. Special Education students also receive dedicated staff support. School resource days also support students in these groups ensuring students are supplied with the required materials. 2) Staff scripts help consistency in approach and questions asked of families and students - following up on attendance or resource needs, in addition to maintaining school contact records. ELD strategies and support have already been working in maintaining higher levels of performance among that group within our school. Our goal is to maintain and improve that work this year. Low income and foster youth, where those groups crossover, as well as refugee families are less clearly identifiable, so using the scripts and teacher contact will continue to be a focus. This focus is actually a new development in how we do attendance and contact calling.

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

Services to these sub-groups have been increased especially for English Learners who are easily identified. Low-income students have been a part of our school (70+% Title 1), so including their concerns are typical for all planning and budgeting. Because we are engaged in more follow-up with students, particularly as we can determine concerns if students are frequently losing internet access and dropping from one class or another, there are more opportunities to find out more about a student's situation. The academic program has received more oversight and intentional decision making since Fall 2019, renewed in February and March of 2020, and into the beginning of this academic year (2020-2021).