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/lrnngntntyatndncpln-instructions.docx.

<table>
<thead>
<tr>
<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Albany City Unified School District</td>
<td>Frank Wells, Ed.D</td>
<td><a href="mailto:fwells@ausdk12.org">fwells@ausdk12.org</a></td>
</tr>
<tr>
<td></td>
<td>Superintendent</td>
<td>510-558-3750</td>
</tr>
</tbody>
</table>

General Information

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

Beginning on March 16, 2020, all schools in the Albany Unified School District closed due to the rapid spread of the COVID-19 pandemic. At that time, District staff believed the closures would be temporary and anticipated schools would be re-opened within a few weeks. Ultimately schools remained closed for the remainder of the 2019-2020 school year; furthermore, despite Board-approved plans to reopen schools using a hybrid model (and to open with remote learning until safe to return to in-person learning), guidance issued by Governor Newsom on July 17, 2020, required schools located in counties on the state’s COVID-19 watchlist remain to closed. Thus, the 2020-2021 school year began with remote learning for all students.

Since schools closed in spring 2020, the COVID-19 pandemic has had a significant impact on the district and the community:

- The school year ended for students without the usual prom, recognition ceremonies, overnight field trips, graduations and promotion ceremonies. When surveyed, 53.5% of Albany High School students indicated their mental health and/or mental health had been negatively impacted by shelter-in-place orders and remote learning. Additionally, as a result of the unanticipated closures, it is likely
that students will enter school with more variability in their academic skills and exacerbated summer learning losses—particularly the District’s youngest learners, English learners, and students with unique learning needs.

- Many parents have struggled to support remote learning for their students at home while also working full time (inside and/or outside the home). When surveyed, 43.8% of families indicated they would need childcare to be provided when the school year resumes.
- Staff were required to transition their in-person learning model to a remote learning format quite abruptly and with little notice or formal training in the spring. Subsequently staff spent hours during the summer months preparing to launch the new school year in a remote learning format.

The District also experienced significant fiscal impact to the General Fund due to unanticipated costs associated with COVID-19:

- Albany Children’s Center: Preschool and School Age Programs: $375,000 (The Governing Board approved an additional $665,000 contribution from the General Fund to the Albany Children’s Center Preschool and School Age Programs for the 2020-2021 school year)
- Cafeteria fund contribution: $80,000

Stakeholder Engagement

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

The District has been engaging with the community since spring 2020 to solicit feedback regarding reopening school plans. The District formed a Reopening Schools Advisory Committee that was composed of staff, parents, students, Board members and community members. The committee met a total of five times during the late spring and considered topics of safety and school operations, curriculum and instruction, and whole child supports in a variety of proposed return to school models: full return to school, hybrid and 100% remote learning.

Staff and community reopening school forums were hosted on July 9, 2020. The District further engaged staff, students and families through three online surveys intended to gather input regarding major considerations for reopening school plans as reflected in the Learning Continuity and Attendance Plan.

Details of the Learning Continuity and Attendance Plan were shared with, and input was solicited from, the District English Learner Advisory Committee and the District reconvened its Local Control and Accountability Plan Advisory Committee to serve as the ad hoc Learning Continuity and Attendance Plan Advisory Committee. This committee met three times to review the components of the plan, analyze stakeholder input and view the final draft of the plan.
Remote participation in public hearings and public meetings is available via Zoom. In late spring, the District enhanced its protocols for receiving public comment at all Governing Board meetings to allow for live public comment to be provided by parents during the course of the meetings. The notice of public hearing was posted on the District’s website and notice of the meeting, at which the public hearing on the Learning Continuity and Attendance Plan would be held, was communicated to all staff and families via email.

The following common themes were noted in the feedback gathered from stakeholders:
- Robust and engaging remote learning plans (including opportunities for small group instruction and differentiated student supports)
- Facilitating student connections
- Providing social emotional/mental health support
- Staff and parent support for remote learning (including access to technology and training)
- Streamlined use of platforms and applications to facilitate remote learning
- Ongoing home/school communication and feedback

Based on the feedback gathered from stakeholders:
- Professional development (synchronous and asynchronous) was provided to staff in August and ongoing weekly professional development and collaboration is embedded in the weekly schedule.
- 1400 devices and 100 hotspots have been deployed to students since spring 2020 and more devices and hotspots are currently being procured.
- All students receive a uniform number of live instructional minutes by grade level, and instruction is delivered using a streamlined number of applications.
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.]

On July 14, 2020, the AUSD Governing Board approved a phased reopening school plan that would provide a remote opening and assess the readiness for a hybrid return to school when safe to do so. The adopted hybrid model included two days (Mon/Tues or Thurs/Fri) of in-person learning for students (in cohorts of 10-15 students) and provided three days of asynchronous learning for students. The approved hybrid model would require all students receive asynchronous learning mid-week to allow for deep cleaning of the campus in between cohorts. Additionally, when deemed safe to do so, the District was to explore opportunities for appropriately-managed, low-risk, in-person instructional activities during remote learning.

On July 17, CA Governor, Gavin Newsom, issued school reopening guidance and mandated all schools in counties on the state's COVID-19 watchlist remain closed and offer remote learning only until off the watchlist for fourteen consecutive days. Since that time, Governor Newsom has implemented a color-coded system for determining the spread of COVID-19 by county. At this time, Alameda county remains in the purple and COVID-19 cases are identified as widespread.

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

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<th>Description</th>
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<th>Contributing</th>
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<td>General custodial supplies</td>
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**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.]

The District's remote learning plan provides daily synchronous (live) and asynchronous (independent) instruction.

- Students in Transitional Kindergarten and Kindergarten students receive 180 minutes of daily instruction: 80 minutes of instruction is provided synchronously four days per week, and one day per week, students receive 30 minutes of synchronous instruction.
- Students in Grades 1-3 students receive 230 minutes of daily instruction: 120 minutes of instruction is provided synchronously four days per week, and one day per week, students receive 45 minutes of synchronous instruction.
- Students in Grades 4-5 students receive 240 minutes of daily instruction: 130 minutes of instruction is provided synchronously four days per week, and one day per week, students receive 45 minutes of synchronous instruction.
- Students in Grades 6-8 students receive 240 minutes of daily instruction: 45 minutes of instruction is provided synchronously per period twice per week, and one day per week, students receive 45 minutes of synchronous instruction.
• Students in Grade 9-12 students receive 240 minutes of daily instruction: 80 minutes of instruction is provided synchronously per period twice per week, and one day per week, students receive 45 minutes of synchronous instruction.

Instructional methods:
• Synchronous (live) instruction facilitated through Zoom. Student attendance is required and attendance is taken. During live sessions, teachers may provide direct instruction, facilitate whole class or small group (breakout) sessions, or administer assessments.
• Asynchronous (independent) instruction facilitated through screen recordings, SeeSaw, Google Classroom, and using virtual and print instructional materials. During asynchronous learning, teachers may provide screen recordings, administer assessments, provide assignments, meet with students individually or in a small group, or hold office hours.

Instructional Resources:
• Students have access to all grade level instructional materials electronically and in print.
• The District has purchased additional online learning resources to supplement the existing curriculum (i.e. Newsela and IXL).

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.]

Approximately 1400 Chromebooks have been configured for home use since spring of 2020 to support remote learning and 100 hotspots have been deployed to provide internet access to families for remote learning. An additional 50 hotspots are being procured.

All staff have access to devices and connectivity to facilitate remote learning. Additionally, the District purchased REMIND to allow staff to place and receive phone calls from families while sheltering in place.

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.]

In order to monitor student participation and progress, teachers will take attendance daily in Aeries. The attendance accounting will reflect engagement in both synchronous and asynchronous remote learning activities.

Sites are using the following codes to account for student attendance, engagement and/or participation:
• DLE (Distance Learning Engaged) - Present and engaged.
• DLPE (Distance Learning Partially Engaged) - Attending some zooms, or not able to attend all (or any) zooms but doing assignments and in contact with school staff. This could apply to families who are having tech issues and cannot login, or families whose students are unable to attend live zooms due to work or lack of child care (for younger students).
• DLNE (Distance Learning Not Engaged) No Zoom attendance; no assignments done; no parent contact for the day.
At the elementary grades, time value of work will be determined by the classroom teacher based on their experience and understanding of the tasks. As teachers get to know their students, there will be ongoing refinement of the time value of any given assignment.

At the secondary level, time value of work is determined and certified by the teacher of the class. For activities with a specific length, such as a prerecorded video, it is the length of that activity. If it is another task where the student is producing work, we use a 90% rule. This means the time value is the amount of time it would take 90% of students to complete the task, including those with time-based accommodations.

**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.]

The District has demonstrated a strong commitment to staff professional learning by providing the following opportunities:

- The District offered four days of non-mandatory (paid) professional development workshops on August 10-13. Topics included: G Suite tools (Docs, Drive, HyperDocs, Classroom, Sites and Forms), screen-recording and anti-racist teaching.
- The District offered teachers up to ten hours of compensation for participation in self-directed professional development opportunities.
- All staff received professional development on August 20, 21 and 24. Topics included: self care and remote learning, Zoom, Ed Tech website resources, creating community in a virtual classroom, best practices for remote learning, screen-recording, G Suite tools (Calendar and Forms), Clever, Continuity Learning Plans for special education, para-educator training, SeeSaw, REMIND, and anti-racist teaching practices.
- All staff will continue to receive ongoing professional development one day per week. Upcoming topics will include: Fundations (primary grades phonics), IXL (English language arts and mathematics supplemental practice by grade level), Units of Study (K-5 reading and writing workshop), and anti-racist teaching practices.
- The District retained two Educational Technology Teachers on Special Assignment who have designed, developed and implemented professional development districtwide. The TSAs have also created an Ed Tech website where teachers can access remote learning resources and view recorded professional development sessions on their YouTube channel.

**Staff Roles and Responsibilities**

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

The District retained two Educational Technology Teachers on Special Assignment to develop and implement professional development as well as provide coaching and support to teachers implementing remote learning.
Supports for Pupils with Unique Needs

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

English learners:
English learners will continue to receive English language development services during remote learning. English language development specialists will support students during the school day as well as during designated blocks of intervention time before and after the student's regular "school day." All English language development specialists will have access to all remote learning instructional and communication tools including REMIND (which can send text messages to families in their primary language), SeeSaw, Newsela and IXL. Specialists meet regularly and continue to identify instructional materials to support their students during remote learning.

As a result of the COVID-19 pandemic, the summative English Learner Proficiency Assessments for California (ELPAC) was suspended. As a result, the District is currently exploring additional assessments that can be administered remotely in order to identify students who are eligible for reclassification consideration.

Students receiving special education services:
In conjunction with our North Region Special Education Local Plan Area (SELPA), our district developed a Continuity Learning Plan, which is now a required response for emergency planning when schools are closed for a period of 10 days or more. This Continuity Plan specifically outlines how the District plans to execute individual IEP services during distance learning to the greatest extent possible. Supplementary aides and services included in the IEP will also be provided in the general education distance learning environment to the greatest extent applicable and possible.

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

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<td>Chromebooks (550)</td>
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<td>Hotspots (150)</td>
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<td>Zoom Licenses (500)</td>
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<td>REMIND (District License)</td>
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<td>----------------------------------------------------------------------------</td>
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<td>Screencastify (District License)</td>
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<tr>
<td>Digital Instructional Materials (Units of Study Video Mini-Lessons)</td>
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<td>Consumable Instructional Materials</td>
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<td>Digital Textbook Inventory</td>
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<td>Educational Technology Teachers on Special Assignment</td>
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<td>SeeSaw (District License)</td>
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<td>IXL (District License)</td>
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Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

The District uses and/or has purchased assessment tools that can be used to assess student learning status at the beginning of the school year. In the area of English language arts, assessments measure reading comprehension and fluency and determine independent and instructional grade level. In the area of mathematics, current and/or recently purchased instructional materials included embedded diagnostic assessments to measure student learning status. Additionally, the District plans to partner with Achievement Network to inventory current local assessments, develop an assessment infrastructure and acquire additional formative assessment tools.

All students who are new to United States schools are administered the initial English Learner Proficiency Assessment for California (ELPAC). California Department of Education is developing guidance for districts to administer the initial ELPAC remotely and securely.

Within the first weeks of school, student learning status will be assessed in English language arts and mathematics.

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.]

Strategies to address learning loss include, but are not limited to:
- Regular home school communication using Aeries, InTouch and REMIND
- Development and dissemination of daily student schedules
- Streamlined use of learning platforms (i.e. SeeSaw and Google Classroom)
- Intervention/support sessions that occur outside the regular "school" day for English learners, reading, and general academic support
- Regular access to office hours (grades 6-12)
- Access to supplemental remote learning tools (e.x. IXL and Newsela)
- Development of Continuity Learning Plans for students receiving special education services
- Development of academic success plans (counseling/mental health)

Effectiveness of Implemented Pupil Learning Loss Strategies

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

The effectiveness of services and supports will be measured using the following:
- Attendance reports
- Weekly staff meetings and grade-level collaboration
- Feedback from students, staff and parents
- Student grades/report cards
- Diagnostic, formative and summative assessments

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

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<th>Description</th>
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<tr>
<td>Achievement Network: Assessment Strategy Engagement</td>
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</tr>
<tr>
<td>Licenses for remote reading assessments and intervention resources</td>
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### 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.]

- Monitoring the mental health and the social-emotional well-being of students begins with the classroom teachers and support staff (e.g. paraeducators) who are working directly with students. There are tiered levels of response that include referrals to a counselor, administrator, or mental health providers when appropriate.

- Professional development this summer surfaced and supported staff with training on creating community, equity, and social emotional health during remote teaching. Ongoing weekly professional learning opportunities are scheduled which include how to support social emotional health as well as other areas of technology and curriculum delivery strategies.

- Mental health supports include both individual counseling and curriculum education. Mental health services are available for all students from Preschool-Transition and at each school site. Providers include licensed therapists and clinical interns. Counseling is currently being delivered remotely with permission to meet students in person with limited physical contact being granted on a case-by-case basis under a hybrid model. At the secondary level, there will continue to be in-class presentations by providers and student peer helpers regarding depression and sexual health.
Support for staff includes professional development around self-care offered during the summer, individual but brief consults with our mental health providers when needed, and a referral for additional follow up where appropriate which may include collaboration with the Human Resources department.

Pupil and Family Engagement and Outreach

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

The District will support the engagement of all students through the following strategies:

Tier 1:
- Frequent communication to all families and regular opportunities to provide feedback (facilitated through REMIND, Thoughtexchange, parent newsletters, Board of Education regular meetings/presentations and parent forums)
- Ensure access to devices and internet
- Teachers will monitor and report student participation daily. Robo-calls and staff calls will be made to families of non-participatory students
- Teachers will communicate directly with families of non-participatory students
- Aeries attendance reports will be regularly monitored by site and District staff
- Family training to support remote learning (i.e. webinars and internet resources)

Tier 2:

(Tier 1 strategies will continue to be implemented at Tier 2)
- Students will be referred to District mental health/counseling resources (i.e. school counselors, mental health specialists, school social worker and counseling interns)
- Site administrators will initiate School Attendance Review Team (SART) processes and attendance contracts for non-participatory students

Tier 3:

(Tier 1 and 2 strategies will continue to be implemented at Tier 3)
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.]

The District's food services department continued serving meals to students when schools were closed on March 13, 2020. Additionally, the District offered a summer feeding, grab and go meal, program for all children under 18 on Mondays, Wednesdays, and Fridays at the local high school. Students were provided with seven days worth of meals. The District's food services department continues to provide grab and go meals for all children under 18 on Mondays, Wednesdays, and Fridays. Meals are distributed using physical distancing measures, face coverings are required, and children do not need to be present to pick up food.

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

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<th>Section</th>
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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

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<th>Percentage to Increase or Improve Services</th>
<th>Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students</th>
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<tr>
<td>5.60%</td>
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**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.]

The District provides robust intervention staffing to support the needs of all students and in particular those students identified as English learners and economically disadvantaged. All students benefit from the following services; however, the District is intentional in its efforts to support its most vulnerable students.

- The District retains 4.77 FTE to provide reading intervention to students identified based on statewide and local assessment metrics.
- The District allocates 2.0 FTE to provide intervention courses at the secondary level.
- The District provides academic intervention to students not meeting grade level standards in grades K-5.
- The District retains 0.9 FTE At-Risk Counselors (in addition to guidance counselors, mental health specialists, a school social worker and mental health interns).

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

The District provides robust intervention staffing to specifically support the needs of students identified as English learners and economically disadvantaged.

- The District retains 4.77 FTE to provide reading intervention to students identified based on statewide and local assessment metrics.
- The District allocates 2.0 FTE to provide intervention courses at the secondary level.
- The District provides academic intervention to students not meeting grade level standards in grades K-5.
- The District retains 7.4 FTE English Language Development Specialists.
- The District retains 0.9 FTE At-Risk Counselors (in addition to guidance counselors, mental health specialists, a school social worker and mental health interns).
- The District provided an ELD Summer Bridge program for students in grades 4-12.