

Learning Continuity and Attendance Plan Template (2020–21)

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

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General Information

Using all possible communication channels ACE Charter High School has worked to keep families and students informed and updated in the face of the school closure. ACE continues to work to meet our mission and build forward our vision, which is focused on being part of an equitable public education system where ACE students excel and are equipped to make transformative choices for their families and communities. Distance Learning at ACE Charter High School expects students to engage remotely in ways that support and continue classroom learning. ACE's online learning environment provides opportunities for students to engage in rigorous grade-level content through the use of asynchronous delivery methods, with synchronous methods supporting the learning.

ACE Charter High School has ensured equitable access to the learning for every student through remote opportunities but some students are not logging on to connect with teachers and classmates. This lack of engagement creates interruptions in the learning we can not yet predict the impacts of. It causes social emotional stress on students and their families as our schools are often the hub of social activity for them. ACE takes great pride in the relationships created and sustained with students and families through engagement on campus and although a great deal of effort is being put forth for virtual meetings with families it is not the same outcome.

Throughout the pandemic and even prior to the March 2020 shelter-in-place order, ACE Charter High School has made efforts to solicit feedback from our entire community. It began with a technology access and inventory survey to ensure access and connectivity for students, families and staff as we planned for distance learning during that time. During and after spring semester distance learning ACE High School reached out to stakeholders for feedback on the process, procedures, needs, communication and overall satisfaction of distance learning from their perspective.

When ACE Charter High School began planning for the return to school it again went to stakeholders for feedback on how to best execute "school" through whichever model was chosen. Due to the ever changing nature of the pandemic ACE Charter High School has become part of a larger Task Force that represents the entire ACE network. The ACE Task Force, consisting of members from each of it's stakeholder groups, has met regularly over the summer break and will continue to meet to collectively navigate how ACE best serves students and the members of it's community. The Task Force was created to provide more timely feedback in light of the rapid changes that are occurring for schools.

Stakeholder Engagement

ACE Charter High School's target stakeholder groups include ACE students and their families, ACE Board members, and ACE staff, including teachers, administration, classified staff, and central office staff.

ACE Charter High School has utilized all possible channels to ensure that all stakeholders are included in the feedback process. The ACE team has reached out to stakeholders through ParentSquare, phone calls, and social media, which are the main avenues of communication with families and through email, which is used to communicate with staff and board members.

ACE Charter High School provided multiple opportunities for stakeholder input, including in the forms of focus groups for staff and students, an initial round of staff and student surveys sent through staff and student emails, and a second round of staff surveys (sent through email) and family surveys (sent through Parentsquare and social media).

In addition, ACE started its Community Task Force in mid-July, which was created as a way for stakeholders to give feedback on and make decisions about reopening schools. The Community Task Force is open to all stakeholders, and stakeholders have been notified through Parentsquare, email, calendar invites, and word of mouth from Community Outreach Managers, from School Administration, and from ACE Leadership. Community Task Force meetings are hosted on Zoom with Breakout Rooms for smaller group discussions. The Academic Performance Committee of the ACE Board has been invited to participate in the Community Task Force meetings, and other board members have been invited to share their initial priorities for reopening during the July Board meeting.

On September 15, 2020 ACE held the public hearing to share the Learning Continuity and Attendance Plan with stakeholders and solicit feedback from those groups on specific sections of the plan. The meeting was hosted on Zoom as well as streamed on Facebook live, all stakeholders on both platforms engaged in discussions about the plan and feedback was gathered by breakout room facilitators. All sessions were translated into Spanish in real-time for dual language participants. Notification of the public hearing was announced through Parentsquare, email, OneCall, and social media with all stakeholders invited to attend. Those who were unable to make the meeting were invited to review the documents, submit comments/feedback through a Google Form, and watch the recording of the public hearing meeting. The notification for the September 23rd Board meeting and the LCP approval was sent through Parentsquare, email, and OneCall, and all members of the public were invited to provide public comment in front of the board.

ACE always makes special accommodations for those without internet access and for non-English speakers. Community Task Force meetings, public hearings, and Board meetings have the access option for Zoom as well as dial-in for stakeholders who do not have internet access. All forms of communication are offered in English and Spanish, with live presentations having a translator present.

Stakeholder feedback was an integral part of the ACE High School Learning Continuity and Attendance Plan. It was through the many Task Force meetings, stakeholder surveys, family Cafecito meetings and the Public Hearing that the plan was formed to best meet the needs of the ACE network. Sections pertaining to In-person Instruction, Distance Learning Program, and Health and Safety were directly influenced by stakeholders feedback. The Public Hearing brought very positive feedback on the multi-phased approach that has been implemented once ACE is able to offer services to small groups on campus.

ACE has prioritized communication so that all stakeholders have the opportunity to give feedback in surveys, Community Task Force meetings, and public hearings. ACE has used the following modes to invite stakeholders to participate: staff emails, board member emails, ParentSquare,

notifications on social media, reminders in teacher classes for families and students to attend, and follow-up by Community Outreach Managers and Community Ambassadors by phone and text message.

Due to COVID-19, ACE Board meetings are held on Zoom, and the public is invited to call in to the meeting. Call-in information for the public is included on board meeting agendas and posted on the ACE website according to Brown Act requirements. Materials for the meeting, including the board packet, presentation, and other materials are also posted on the ACE website in advance of the meeting or shortly thereafter. The public is invited to comment during the meeting by phone or in the Zoom meeting. All public comment follows Brown Act requirements.

Stakeholders had multiple opportunities to provide feedback on distance learning, reopening plans, the LCP, and more. The following section provides a summary of the feedback given by each stakeholder group.

Students had the opportunity to provide feedback to ACE in the form of focus groups and surveys after the 2019 Spring semester of distance learning. During this round of feedback, the majority of students who participated indicated that they preferred in-person instruction to distance learning. Students also noted that they wanted more live, synchronous meetings through Zoom or Google Meets. Students also had the opportunity to participate in the Community Task Force, and seemed to be split into those who wanted to return to in-person learning with masks and extensive safety measures, and those who thought it was unsafe to return and wanted to continue in distance learning.

Parents and families had the opportunity to provide feedback to ACE in the form of surveys and in the Community Task Force. The survey sent out prior to the first day of school indicated that survey participants were split pretty evenly between those who would send their students back to in-person learning (33.5%), those who would not want to send their student back to school for in-person learning (34.5%), and those who were still unsure (32%). The three most important health and safety practices for families if schools were to reopen for in-person instruction were the availability of masks and face coverings for all, limiting the amount of students on campus at one time, and enhanced cleaning at school sites. Participants were overwhelmingly concerned about the safety of their families and the social-emotional health of students if schools were to reopen for in-person instruction. Of the in-person instruction options, the most common preference was for a blended learning model with students attending in-person certain days each week (41.8%); the second preference was for a return to complete distance learning (35.6%) and the third preference was for a blended learning model with half-day sessions for all students (34.5%). In terms of distance learning, survey participants indicated that their top three priorities were live, small group sessions (68.6%), time spent on learning how to succeed in distance/online learning (48.5%), and assignments that can be accessed and completed at the student's own pace (47.4%).

The Community Task Force meetings consistently had over 40 participants, with half of participants as ACE parents. During Task Force meetings, parent participants continued to be split between those parents who wanted their child to stay in distance learning and those parents who would send their child for in-person instruction with appropriate safety measures like masks, cleaning schedules, and smaller classroom sizes. Parents also gave feedback on wanting strong, clear plans before reopening and improved communication between school sites and parents for distance learning.

During the Public Hearing stakeholders have requested proper training on newly instituted protocols such as: dropoff and pickup, class transitions, hand washing, lunch time procedures. In addition staff has asked for adequate training and time to practice the routines that will be in place when students return to campus. ACE will create a detailed in-person training protocol to ensure all audiences are properly prepared for this transition.

Staff had the opportunity to provide feedback to ACE through the Community Task Force. The Community Task Force meetings consistently had over 40 participants, with staff members being represented in all of them. During Task Force meetings, the majority of the staff participants

accepted the reality of returning to in-person instruction, specifically for highest need students, but stressed the need for appropriate safety measures like masks, cleaning schedules, and smaller classroom sizes. Additionally, staff provided feedback on the need for clear protocols around student engagement (virtually and in-person), revised attendance strategies, and resource allocation (food, technology, etc.) Similarly to parent feedback, staff highlighted the importance of having clear plans before reopening and consistent communication between school sites and families for distance learning.

The ACE Learning Continuity and Attendance Plan was created to ensure every student at ACE Charter Schools receives a high-quality education which provides equitable access to learning and instruction during school closure. ACE staff collaborated to develop the plan for all members of the ACE community so that staff, families and students were clearly aligned. The Learning Continuity and Attendance Plan is designed to ensure that ACE schools continue to work toward the ACE mission, and that the schools' academic and school culture programs, even in a virtual environment, continue to emphasize responses to the needs of students who have significant challenges.

Many of the sections of the Learning Continuity and Attendance Plan have been influenced by ACE stakeholders. Shortly after school closure in the spring of 2020 ACE created a distance learning Task Force which is made up of staff, students, families and board members. This Task Force has been instrumental in evaluating distance learning operations from March to June as well as creating a plan for the 2020-21 school year. ACE has also conducted multiple surveys to staff, students and families during school closure in the spring of 2020 and over the summer as preparations were made for distance learning.

Specific sections influenced directly are the In-Person Supports for Pupils with Unique Need and In-Person Learning for all students. The multi phased approach that ACE will take with the highest needs students when in-person instruction is allowed for small groups was created with direct input from stakeholders. Meeting the needs of every student at ACE is our mission, deciding the system of support for it was a collective effort. Additionally, In-Person Learning for all students was brought to stakeholders. Several models of hybrid learning were presented as options to resume in-person learning when the county has deemed it safe. Stakeholders expressed areas of concern and strengths of each option. Based on the feedback, a decision was made to best meet the needs of all ACE stakeholders.

Continuity of Learning

In-Person Instructional Offerings

ACE, with the guidance provided by the Santa Clara County Public Health Department, CDC, OHSA, have created policies and protocols to ensure the safety of staff, students and families. During distance learning, ACE Charter Schools have implemented the limitation of outside visitors to only those who are essential. A daily symptom check has been implemented, whether working from home or on campus, for every workday. Staff have the ability to work from home or work from campus if necessary. When on campus staff will be required to restrict access to spaces that were used for large gatherings. Staff will report their locations as well as when they arrive on campus and leave campus everyday. All staff have been trained on the required hygiene practices and have access to soap, sanitation and disinfectant supplies. Protective equipment will be provided to all staff and students in all spaces of campus. ACE is working on developing a training geared towards families and students, which will be required for them to take prior to return to on campus learning. This training will include information on

hygiene, social distancing, drop off and pick up protocols, symptom screening and steps our school will take if a positive COVID case is reported.

ACE HS will reopen with a hybrid block schedule model that will have students on campus 2 days per week and distance learning 3 days per week. Only 50% of the student body will be on campus at any one time to accommodate the model, allowing for proper social distancing, small gatherings, traceable exposure, and effective cleaning protocols. The model will allow for fewer staff on campus, freeing up FTEs to continue distance learning. Core classes will be prioritized to be held in-person with asynchronous learning occurring during off campus days for students. School days will be slightly shorter than the typical day to ensure safe transportation and cleaning protocols.

What will the daily school schedule look like for students to ensure social distancing?

ACE HS will follow all guidelines for mitigation and social distancing as per county regulations regarding COVID-19 Social Distancing protocols. These may include:

- Limiting the amount of students on campus during a “Phase 1” of hybrid learning to those students that require specific attention as it relates to access to online instruction through technology.
- Students will sign-in/check-in upon entering campus and be asked questions related to presentation of symptoms, and be screened for body temperature.
- Students must wear masks and carry with them hand sanitizer and will be asked to wash hands regularly.
- Outdoor space may be used to limit the amount of students in classrooms.
- Students in classrooms will maintain social distancing keeping 6 feet apart from each other at all times.

What modifications will be made to the daily schedule and how would that look across the grade levels?

-If/when students physically return to school, we will prioritize those students with very “high needs” and plan for those students to be on campus with strict guidelines for mitigation. Example: Students with IEPs that require accommodations for both academic goals and navigation will receive assistance possibly in an outdoor environment with assistance and monitoring by staff. There will be very little modifications to the daily schedule, if any, due to the nature of the monitoring of students for distance learning assistance.

What modifications will be made to staffing to support in-person instruction?

-All staff will follow ACE guidelines for COVID-19 contact tracing including: completing the online form for symptom check, signing in at the front office, temperature check, following social distancing protocols once on campus.

Will certain student groups be prioritized for in-person instruction and to what degree?

-ACE had created a multi phased approach to bringing students back on campus for in-person learning. Beginning with students that are “highest” needs as a priority in Phase I. These students are in Phase I due to their challenges connecting to online learning as well as meeting academic goals. Students that are on campus during Phase 1 of hybrid learning will be participating in distance learning from campus with help from the learning specialists that support students with IEPs. Phase II will bring the next level of students requiring Specialized Academic Instruction and ELD students at a level 1 or 2 on the ELPAC onto campus for in-person instruction. Phase III is designed to target students falling below 60% in participation and engagement, ELD level 3 students as identified on the ELPAC, and students identified as ‘at-risk’

according to the ACE trauma inventory. Phase IV is where the Multi Tiered System of Supports will determine which students are to be on campus for in-person instruction.

What types of formative and summative assessments will be used?

-Teachers will use formative assessments during normal classroom instruction just as they would during in-person learning. Summative assessments will be given to students in online format through interim assessments sponsored by the CA CAASPP system and our partnership with the ANet testing system.

What will the assessment cycle look like?

-Formative assessments are given by individual teachers and are dependent on curriculum planned cycles. The summative assessment cycle includes four interim assessments windows. Students will take the interim assessments online which will focus on ELA and Math standards as outlined by the CCSS scope of practice for the Common Core Standards for ELA and Math.

When in person instruction is able to resume how will you address accelerating learning for students who are struggling academically?

-Students will be identified as struggling with DL during weekly data meetings and will receive extra support when they return to school. There will be targeted intervention opportunities which will include ACE Office Hours, instructional scaffolds during lessons in the classroom, and tutoring opportunities.

What academic and social-emotional supports or interventions are provided to those students who are struggling with the instructional program model?

-The counseling department will be conducting a needs assessment for students struggling with the instructional program model due to social-emotional issues. The counseling department consists of both academic and guidance counselors, as well as counseling interns that will help with the possible increase in students referred for counseling services. The focus of the counseling department is to assist those students with counseling services as part of their IEP services, however, the counseling department will also work with students referred that do not have IEPs, but are struggling as a result of social-emotional issues.

Actions Related to In-Person Instructional Offerings

Description	Total Funds	Contributing
Math: Mathematics Vision Project (MVP)-Integrated math curriculum aligned with secondary CCSS standards:	[\$ 0.00]	[Y/N]
Renaissance Star 360 Assessment Package math and reading in grades 9-12	\$2,658.75	Y
Renaissance MyON Reading and Accelerated Reader Program grades 9-12	\$8,828.75	Y
Hiring of 3 Resident teachers to ensure course coverage	\$141,312.00	Y
Hiring of facilities position for increased campus safety and increased cleaning duties	\$48,384.00	N
Purchasing of additional cleaning supplies and PPE	\$32,500.00	N

HVAC facilities upgrades, outdoor classroom enhancements	\$75,000.00	Y
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Distance Learning Program

Continuity of Instruction

ACE Distance Learning Plan was created to ensure every student as ACE Charter Schools receives a high-quality education which provides equitable access to learning and instruction during school closure. It is our intention that we continue to work to meet our mission and build toward our vision, which is focused on being part of an equitable public education system where ACE students excel and are equipped to make transformative choices for their families and communities.

Creating schedules for teachers and students has allowed ACE students to engage remotely in ways that support and continue classroom learning. ACE's online learning environment provides opportunities for students to engage in rigorous grade-level content through the use of asynchronous delivery methods, with synchronous methods supporting the learning. ACE students engage in synchronous (real-time) work during distance learning. At ACE, students attend sessions of synchronous classes for each content class each week, where they interact with the classroom content teacher. In addition, students are to complete class assignments independently during asynchronous time, and may attend virtual office hours when needing greater assistance.

All students at ACE continue to follow schedules that include their academic courses during distance learning. These schedules will support in-person learning if and when the transition occurs.

How will instruction primarily occur for the various grade levels?

-ACE HS will offer both synchronous and asynchronous instruction during distance learning. Students will attend class virtually following the schedule they would follow if they were physically on campus.

What will the daily schedule look like for various grade levels?

-All grade levels will follow a bell schedule that is in accordance with the students requirements for graduation through the CA A-G requirements of courses.

How will instruction be provided?

-Synchronous instruction is delivered through video calls (ie., ZOOM) and gives students the opportunity to attend class virtually. Asynchronous instruction is offered both during synchronous time and during offline time in the form of self-paced assignments or homework.

Learning management systems or other tools.

-Google Classroom is the main form of LMS that ACE HS is using. ACE HS will adopt Schoology as a Learning Management System during the fall semester of 2020.

Paper/pencil packets

-None, ACE has equipped every student with a Chromebook and hotspot for connectivity if needed.

How will assignments be assigned, collected, and graded?

-Assignments are submitted by students online through Google Classroom. Teachers grade and respond to students giving feedback on graded assignments

Describe how you are using your current curriculum in a virtual environment and/or if you are using any new curriculum?

-ACE HS will use the integrated math MVP curriculum.

-ACE is also using the Sown to Grow program for students to individually track their own progress towards goals. Sown to Grow also provides an opportunity for students to self-reflect on how they are progressing towards the goals they have set for themselves. The goals students set are reflective of engagement during distance learning, assignment completion, class participation and assessment growth for internal and external administrations.

What will the structures look like for designated and integrated ELD instruction?

-ACE HS has a specialized ELD department that is tasked with both integrated and designated ELD instruction and support through a specific time in the schedule (Designated) and during core instruction (Integrated)

How will we engage English learners' families and ensure they receive information and convey information in a language they understand?

-ELD support offered to students includes: Office Hours time devoted to ELD strategies, encouragement for students to use various translating tools at home during Distance Learning-translation apps that assist students in translating directions, etc.

-Communication to families is done through various mediums such as: Parent Square, OneCall, Facebook, personal phone calls, regular Cafecito family meetings that are translated and emails that are translated.

Access to Devices and Connectivity

During the spring 2020 school closure ACE staff connected with students and families to determine the level of access to devices. The campus held a distribution day the week following the shut down and within days had students online attending classes and checking in with teachers and classmates through distance learning.

For the 20-21 school year, ACE High School conducted a needs assessments through surveys, phone calls, Parent Square and home visits to determine students' ability to connect during distance learning. ACE has distributed 420 chromebooks to every student enrolled in the school and handed out nearly 175 hotspots for those students in need of access. ACE held a distribution day prior to the start of the school year, where students received their devices, text books, school supplies and any coaching necessary to ensure they are able to join classmates and teachers during distance learning.

Teachers are the first line of interaction with students and families to aid in any tech related issues, the majority concerns are resolved here. Tutorial videos have been shared with students and families to support the use of technology and our own technology department has made themselves available to ensure the tech is not the barrier to learning. Staff have made home visits to aid in setting up hotspots and getting devices connected and online.

Pupil Participation and Progress

What expectation is there in your identified schedule that demonstrates live contacts and synchronous instructional minutes?

-Every student follows their bell schedule virtually. Teachers have shared their Zoom links with admin and the schedules and links are posted to our community Google Classroom. ACEHS tracks attendance for synchronous and asynchronous instruction through our attendance tracking system. Teachers 'take attendance' based on what students are attending class through the Zoom links housed in the community Google Classroom.

What expectations do your stakeholders have and how have you been responsive to that?

-Parents are notified and communication is given through our parent "Cafecito" meetings. The community/family expectations is that we communicate with and provide the opportunity for students to access and actively participate in the distance learning.

What information or assignments are expected to be captured daily to demonstrate participation beyond seat time?

-Students submit assignments through the Google Classroom system and teachers provide feedback on those assignments. Students are also responsible for completing asynchronous assignments and submitting those through Google Classroom as well. Teachers track the turned in assignments as asynchronous work in the attendance/participation tracker used to report the ACE engagement percentage to the Santa Clara County Office of Education

What information or guidance has been presented to teachers about appropriate time value for student work? How was this determined?

-ACE HS determines the "length" of assignments through experience and student feedback. ACE HS will use our process for examining student work through Weekly Data Meetings.

What expectation is there that teachers are monitoring student progress and how will administration ensure it is adequate?

-ACE HS using the Relay Instructional Coaching model where the expectation is that each teacher is observed once a week and given a coaching session once a week. During the coaching session the instructional coach discusses the 'key lever' with the teacher, giving guidance on the instructional practices that would ensure a high level of student engagement and success. In departments ACE HS teachers participate in Weekly Data Meetings where student work/assessments are brought and student outcomes are examined and aligned with the core standards addressed in the assessments. A re-teach plan is put in place and teachers are expected to conduct subsequent lessons according to the feedback obtained during the Weekly Data Meeting. ACE HS also administers interim assessments for ELA and Math and practice assessments for ACT and AP courses for students as they prepare for these assessments.

Distance Learning Professional Development

What type and when was professional development provided to staff to support their teaching in a distance learning environment?

-ACE HS staff was provided with professional development at the district and site level in the three weeks prior to the beginning of school in the summer. The professional development centered around providing distance learning for students through the Google Classroom platform. The PD focused on ease of navigation and assessments for students online. ACE HS staff is also provided with continuous PD during the school

year. Professional development is given weekly and is structured as 'all staff' PD and departmental PD. All staff PD includes themes that focus on culture programs at ACE HS. Departmental PD focuses on academic programs and instructional practices for online learning.

What type of professional development was provided for staff regarding safety and health protocols?

-ACE HS follows the health and safety guidelines provided by the ACE CMO. The central office provides COVID health and safety guidelines for schools and staff as it relates to social distancing practices and mandatory safety procedures.

Do you have a plan for ongoing professional development during the school year to support teachers with both in-person and distance learning?

-The ACE HS Administration team is developing a professional development scope and sequence that will outline PD topics and training dates to be shared with the staff and the ACE CMO.

How will teachers continue to be supported with new technology?

-The ACE CMO Technology Team has supported ACE HS with updated technology and software. The tech team continues to be responsive to the needs of both staff and students when issues arise. The tech team has also been extremely forward thinking in front loading support for staff and students with the purchase of equipment, troubleshooting, online assistance and monitoring, and communication with staff and students.

Staff Roles and Responsibilities

Due to the increased demand for sanitation and having a heightened need for ensuring safety at our campus, ACE Charter Schools has doubled their staffing in facilities and maintenance at the network level.

In prior years, ACE High School received two additional Resident Teachers to be trained under Lead Teachers, this year, however, we now have a total of four Resident Teachers to be a support in virtual learning and as we shift to a hybrid model to support high needs students who will be on campus.

ACE has hired a Safety and Facilities Coordinator, this role will ensure all COVID-19 policy's will be adhered to. The position is responsible for conducting daily safety audits to ensure the school site, the staff and students are compliant with all policies. The position will also be responsible for training staff, students and families of policy and protocols for health and safety measures.

Supports for Pupils with Unique Needs

English Learners

-All students who are not Level 1 or Level 2 English Learners receive integrated instruction as planning requirements this year require the active planning for all domains of language acquisition, as well as the integration of the California ELD standards. Newcomers receive a designated class in their home language to increase success in their academic base, and Level 1 and Level 2 students receive a Designated ELD class, in tandem with their English class. The STAR assessment will be used in lieu of the ELPAC. All students will practice the various domains of language acquisition as it planned for in the lessons and should be addressed in the instruction. Progress Monitoring for EL students (RFEP

and Non-RFEP) students will be done through our MTSS process/teams. Every six weeks the teams will meet to go over progress of all EL students through our tracking system that measures curricular, STAR assessment, and teacher reports of progress in order to either increase access to more instructional minutes or decrease more restrictive instruction. All students will continue to receive their services, including related services. All services are done remotely, with breakout groups in the classrooms and the learning specialist assisting the students while they attend the class. Students with special needs also have extra assistance with office hours to get more support with completing asynchronous work. We already have a comprehensive student services team with a Director, Program Specialist, and School Psychologist that have conducted needs based assessments quarterly to address any equity issues in regards to services.

-We are providing more intensive academic intervention/SEL support through our MTSS process. Students who have difficulty engaging in distance learning and those who are in groups that need more support (through an identified process or being a part of a vulnerable class of students) will be given priority support when on-campus instruction is allowed, but also through more intensive academic/behavioral intervention. All students are given access to a School Counselor and we have two Marriage Family Therapists to provide support to families in need of support, we also have developed a relationship with Alum Rock Counseling Center to provide more comprehensive support to families in need of case management and/or family/individual support services. We are monitoring attendance and engagement weekly and students who fall below the 60% threshold are immediately referred to the MTSS/Student Support Team and will be assigned a staff member to follow up with support and increase services based upon needs based assessments.

How will you be providing EL services during Distance Learning?

-The ELD department at ACE HS will target students that are 'high needs' students providing them with one-to-one support through Office Hours, tutoring programs, and designated ELD time. Students will be provided with strategies for understanding and translating materials through apps and online resources as well as having the opportunity to reach out to their support staff for assistance.

Will you be providing extra staff? Resources? Extended Instructional Minutes?

-ACE HS has a designated ELD support/resource specialist that will be identifying the most 'at risk' students that would benefit from focused ELD support. The specialist will determine what extra staff, resources, and additional instructional minutes, when necessary will be needed and utilized.

How will students practice Listening and Speaking?

-Students identified as EL through the ELPAC reclassification system will be given specific Listening and Speaking practice through the National Geographic ELD curriculum specifically designed to focus on the ELD standards for designated and integrated English Language instruction.

What assessment or screener will be used in lieu of ELPAC?

-ACE HS will continue to administer the ELPAC for both initial and final assessments through the online version of the ELPAC test provided by the CAASPP system for California state testing.

Will any EL specific PD be provided?

-The ACEHS ELD resource specialist will plan for and conduct ELD instructional practices professional development as part of the ACEHS scope and sequence for instructional professional development. The focus of the ELD professional development will be integrated ELD instructional practices as the ELD resource specialist will be in charge of all designated ELD supports for students.

Is there a process for monitoring designated and integrated ELD?

-ELD instructional practice for both designated and integrated ELD instruction will be monitored through the instructional coaching system at ACEHS. The assistant principal in charge of academic programs will develop a workplan with the ELD resource specialist to monitor the effectiveness of both designated and integrated ELD instruction.

Students with Exceptional Needs:

How will you be providing SpEd services during Distance Learning?

-ACE HS uses a 'push in' SPED model where the Learning Specialists support students that are on their caseload with IEP services and accommodations while students are in a non-SPED classroom. During distance learning this happens during the Zoom calls as per the schedule of classes. The Learning Specialists collaborate with the regular education teachers and determine the best way for the LS to attend the class and offer instructional support and accommodations for their IEP students.

How will you provide IEP services?

-During distance learning this happens during the Zoom calls as per the schedule of classes. The Learning Specialists collaborate with the regular education teachers and determine the best way for the LS to attend the class and offer instructional support and accommodations for their IEP students.

Ensure access to materials and technology?

-The ACE CMO Technology department supports all students with technology, support, and resources including hardware and wifi 'hotspots' if the families do not have wifi in the home.

Establish communication procedures with students and families?

-Families are supported and communicated with by the Learning Specialist for any support the families need. Zoom calls are provided for families for IEP meetings, counseling minutes, and any concerns the families wish to address.

Establish individualized distance learning plans ?

-Distance learning instructional minutes have influenced amendments to IEPs. All amendments follow the guidelines for the above processes for offering SPED services and accommodations for students with IEPs.

Assess students, conduct IEP Meetings, and monitor progress on goals?

-ACE HS Learning Specialists conduct IEP meetings through video conferencing calls using Zoom or Google Hangouts. When necessary translators are utilized and the LS uses the 'share screen' option for following the meeting procedure and allowing the family to have access to the IEP. Families receive a copy of the IEP that they sign through the DocuSign system.

Low Income, Foster Youth, and Homeless:

How will you ensure that your LI, FY, and Homeless students have the resources they need to participate fully in distance learning. (in addition to technology)?

-The office staff will conduct phone calls, and home visits (shelter visits for our Homeless families or have families physically come to campus for assistance and support).

How will you provide wrap around services to students in need during distance learning?

-ACE HS will provide assistance through our front office communication system. The office staff will conduct phone calls, and home visits (shelter visits for our Homeless families or have families physically come to campus for assistance and support).

How frequently will these students and families be monitored and engaged with? Who will be responsible and how will that be monitored?

-The frequency of monitoring and support will depend on the needs of the families for which support is being provided. If the frequency of support is required daily, then support will be provided daily. If support is needed weekly, then support will be provided weekly. The office staff will conduct phone calls, and home visits (shelter visits for our Homeless families or have families physically come to campus for assistance and support).

Actions Related to the Distance Learning Program

Description	Total Funds	Contributing
Chromebooks purchased for all students (420 chromebooks)	\$113,895.00	Y
Hot spots purchases for all students needing connectivity (175 hotspots)	\$42,000.00	Y
Curriculum and software purchased to support distance learning: Schoology, Pear Deck, STEM Scopes, Learn Zillion, Freckle math, Accelerated Reader, Whetstone, NEWSELA, Go Guardian	\$45,153.75	Y
Facilities 1.0 FTE at ACE HS	\$48,384.00	N
Community Ambassadors for outreach and communication with families	\$55,250.00	N

Pupil Learning Loss

How will we assess initial student learning status in ELA, ELD and Math? (consider both in-person and distance learning formats)

-ACE HS will use both formal and informal assessments to assess initial student learning. Baseline assessments including the STAR test for ELA and Math will be administered in September during the fall semester. These assessments will be administered in their online format. New students will be administered the Initial ELPAC assessment within 30 days of enrollment.

What tools will be needed to conduct this form of assessment?

-Star Math and Reading assessments will be used to assess students current levels of mastery in those content areas. Smarter Balanced Interim Assessments will be used formatively to determine areas of need in mathematics and English language arts.

How often will we assess student learning status?

-Formative assessments including Star reading and mathematics will be administered three times per year. SBAC Interim assessments for ELA and Math will be administered three times during the school year.

How will we analyze data from assessments to determine needs and align actions/strategies to accelerate learning?

-Each academic department will conduct weekly data meetings based on the Relay data mining methods, to monitor student progress on the academic standards learned in each academic cycle and develop a reteach plan for the standards not yet mastered.

Pupil Learning Loss Strategies

What actions and strategies will we use to address pupil learning loss and acceleration?

-Grading formative assessments, and examining student outcomes through their daily 'exit tickets' will identify students that require extra support. Once identified, a plan will be developed on how to best support students. The use of Star 360 assessments will identify learners needing supports. The newly adopted Accelerated Reading program will offer students resources that are tailored to their specific needs and levels of achievement.

How will our actions and strategies differ based on the needs of student groups?

-ACE Charter Schools has created a multi phased approach to include a Multitiered System of Supports that will increase the amount of in-person learning that occurs for student populations depending on need.

Will teachers/staff need to be trained on new programs and/or services?

-Teachers will be trained in Star assessments and reporting, Accelerated Reader and MyON Reader. Teachers and staff are training on Schoology implementation and how to more effectively engage learners. Teachers had 3 weeks of training in the summer to prepare for distance learning in the 2020-21 school year.

Will teachers work as grade level/content teams to collaborate?

-Typically teachers at ACE collaborate with content teams across the grades, however as new information comes to us we are prepared to work in our grade level teams to meet the needs of each and every student at ACE.

How will we frequently assess student progress to monitor learning acceleration?

-Grading formative assessments, and examining student outcomes through their daily 'exit tickets' will identify students that require extra support. Once identified, a plan will be developed on how to best support students. Many of the distance learning platforms are designed to meet students at their ability level and challenge them appropriately.

Effectiveness of Implemented Pupil Learning Loss Strategies

What metrics will be utilized to measure effectiveness of services or supports provided to address learning loss?

-Weekly Data Meetings analyzing Star Reading and Math assessments will immediately determine if students are trending positively toward adequate yearly growth. These results are analyzed during the weekly data meetings a subsequent re-teach plan is put into place to address the learning loss and academic needs of students.

How will data be gathered?

-Star 360 reports, Accelerated Reader reports, SBAC Interim assessment reports are made available to teachers and staff for instructional decision making.

How, when and by whom will data be analyzed to determine effectiveness?

-The Weekly Data Meetings are conducted, teachers are required to analyze data provided to determine content mastery resulted in the re-teaching plan.

What process will the LEA use to determine if changes must be made to services or supports as a result of data analysis?

-The LEA will work closely with the academic support team including the assistant principal in charge of academic programs to determine if changes must be made to services or supports as a result of data analysis.

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

Description	Total Funds	Contributing
Star 360 Assessments, Accelerated Reader, MyON Reader	\$11,488.00	Y
5% (2 hrs/week) of teacher FTE is dedicated to analyzing data and creating re-teach plans	\$95,006.00	Y

Mental Health and Social and Emotional Well-Being

Is there an SEL curriculum that you will be using?

-The ACE HS Counseling department will work with the Alum Rock Counseling Center to utilize existing resources to conduct SEL services and training for staff and students.

Do you have an SEL screener that is being used?

-The ACE Trauma inventory is designed to identify students who are ‘at-risks.’ The ACE HS Counseling department will also serve as a secondary screener and provide students with SEL support and resources.

Have you needed to increase mental health support through counselors or telehealth?

-ACE HS has hired a full time counselor as well as two counseling interns that will aid in mental health support for students and families.

Is there a clear referral or extra support plan for students and staff to address trauma and impacts of COVID-19?

-Students identified by the Trauma inventory will be referred to the counseling department. Students can also self identify they are in need of services, reach out to the counseling department or they can be referred by staff. The counseling department provides a needs assessment for the students and offers assistance either at school or through supporting organizations in the area.

How is information on services being offered shared with families?

-All information is shared with families through our communication platforms including ParentSquare, PowerSchool, and our Cafecito meetings which are held every other week on Tuesdays.

What plan has been created for teachers to support SEL in the classroom?

-The counseling department at ACE HS continues to provide support for SEL instruction in the classroom through PD training, classroom observations, student surveys, and 'Community Day' activities.

Pupil and Family Engagement and Outreach

ACE is actively tracking attendance and participation for all students as they log in to complete work and have live interactions with teachers. This allows us to track both daily synchronous and asynchronous learning. Utilizing this model allows ACE to track the students who are absent on any given day and/or missing more than 60% during a week. The attendance trackers give teachers the necessary information to be the first line of interaction when it comes to re-engaging students who are not meeting attendance requirements. School administrators are the next line of interaction for students missing more than 60%. This population will also be some of the first students brought back on campus in small groups when the County of Santa Clara deems it safe. ACE has made home visits, phone calls, emails, sent private text messages and group messages in an attempt to keep students and families engaged during distance learning.

ACE has worked diligently to engage students and families throughout distance learning. This year the initial engagement with students and families was through an orientation that occurred prior to the first day of school. Intended communication was: student schedules, academic expectations, and technology distribution to all students. Attendance at orientation was tracked and those families not able to attend were reached out to ensure that they received the necessary information.

All ACE meetings that engage families and external stakeholders are translated to Spanish in real-time.

School Nutrition

Our goal is to provide access to food to all ACE students. ACE High school students receive meals from East Side Union High School District, they have a daily pick up at Independence High School from 11:45 am - 12:45 pm. They will receive supper and lunch based on their Free, reduced or Paid status.

Independence High School has a drive-thru and walk up station set up for all families, they can pick up supper and Lunch every day from 11:45 am - 12:45 pm . This is a touchless distribution and all students have received a barcode identification card to use when picking up meals to keep track of the students participating if a student needs to pay for meals they must add money to accounts online at MySchoolBucks.com.

The Operations Coordinator works closely with the food service team from ESUHSD to get updates. ACE works with the families to support them on getting their lunch applications filled out and turned in to receive the correct classification based on their income. For more information on the district's Nutrition program you can visit. www.esuhdsd.org ->Community ->Child Nutrition Services

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Funds	Contributing
Mental Health Support	Full Time counselor and interns	\$105,250.0	Y
School Nutrition	Food Distribution costs and personnel	0.00	Y
Pupil and Family Engagement	Community Ambassadors	\$55,250.0	Y

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
33.23%	\$270,367.00

Required Descriptions

ACE network has created a multi-phase model to bring students back to in-person learning at safe numbers and following all safety and health guidelines by CDE and Santa Clara County. The model is designed to give the most time and attention to the students exhibiting the most need, those students include English Learners, foster youth and low-income, of which is 90% of the ACE population.

While distance learning is occurring and in-person learning even for small groups at this level is not yet an option, ACE has hired additional Resident teachers to support these students through one to one office hours for additional learning support. ACE has also hired counseling interns and a full time counselor to support students with SEL needs during this time. Counseling office hours and one on one appointment times are available and offered to these subgroups of students. Staff can also recommend students for SEL services based on observations or information gathered from the ACE Trauma Inventory.

The Multi-Tiered System of Supports that ACE has adopted will aid in the identification of students who have experienced learning loss and allow ACE to prioritize the needs of these students.

English learners, foster youth, and low-income students have all been provided new Chromebooks for distance learning in August of 2020. These students have also been provided hotspots to ensure connectivity is not a barrier to engaging in distance learning. Home visits have been made to families requesting it to support the set up of devices and hotspots, ACE will not allow the technology to be a barrier to students engaging in distance learning.