

# 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.]

As a result of the COVID-19 pandemic, Albert Einstein Academy Charter Elementary School adjusted program offerings to a full distance learning module on March 16, 2020. Program offerings emphasized on core subject areas such as Math, History, English, Science with continuation of our International Baccalaureate PYP dual immersion program. In addition to the core subject areas, lessons are also included for Physical education, Music, Library, Outdoor Education and Art & Design. The following major impacts on students and families, as a result of the COVID-19 school closure, have been identified and supported by the LEA: academic support for distance learning, access to technology, access to internet service, food insecurities, social-emotional support, translation support and services.

## Stakeholder Engagement

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

Beginning March, 2020 multiple surveys have been released to engage stakeholder feedback. Survey topics included: Student Technology and Internet Needs, Staff Input on Distance Learning and Budget, COVID-19 Relief Survey (addressing needs for student supplies, food, etc), Distance Learning Family Survey and ESY/Summer School Survey. All surveys were released via email, text, and social media in English and Spanish. In addition to surveys, virtual public Board of Trustees meetings were held with public comment sections monthly and administration held virtual information meetings via Zoom and YouTube. Livestream "Evenings with the Administration" were held on multiple occasions with AEA families. Staff feedback was also gathered through weekly team leader virtual meetings and ongoing virtual meetings with staff who worked our ESY and Summer School Programs.

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

Stakeholders have the option for remote participation in all virtual meetings with pre-submitted and live questions. In addition, input can be provided via email, text/call AEA Community Hotline, and public comment at Board Meetings via Zoom chat. Spanish translation is provided.

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

Stakeholder feedback included: Consistent schedules for students weekly, small group "live" learning , daily check-ins with teachers, a robust learning platform, regular teacher office hours for students and parents, consistent virtual classroom formats across grade levels, about 4 hours of instruction daily, a combination of synchronous/asynchronous and online/offline learning opportunities, flexibility and differentiation for German instruction, inclusion of specials (art, music, PE, library, outdoor education), special consideration made for in-person learning for Special Education, English Language Learners, Socio-Economically Disadvantaged students and Homeless and Foster Youth.

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

When creating the AEA plan, all aspects of stakeholder input was considered and include: the expected daily engagement hours, the options for synchronous/asynchronous learning, the schedules and duration of live interaction, instruction and office hours, the selection of Canvas as a school-wide distance learning platform, the inclusion of specials daily, and the creation of four phases of our re-opening plan which prioritizes in-person learning for Special Education, English Language Learners, Socio-Economically Disadvantaged students and Homeless and Foster Youth.

## 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.]

AEA staff will implement in-person learning in Phase 2, 3, and 4 of our Teaching in Learning Plan. Wherever possible this in-person, classroom-based teaching and learning will take place outdoors and/or in the most ventilated area(s) on campus such as existing outdoor classrooms and bungalow classrooms with greater ventilation. Student cohorts will be created to limit interactions between and among students and staff. Universal Design for Learning Framework will be integrated into teaching and learning to provide equal access for all students, as well as provide student support services and interventions. Priority will be give for in-person learning to Special Education Students, English Language Learners, Socio-Economically Disadvantaged Students, and Homeless and Foster Youth in phase 2 and 3 of

the AEA teaching and learning plan. Special attention will also be give to kindergarteners and new to AEA students who are not familiar with our school and school culture.

A hybrid four week in-person/distance learning Summer School program was offered to students to support learning loss until it was mandated to go distance only due to the County being on the watchlist.

In accordance with State and local guidelines, six feet of distance will be maintained by staff, students and visitors to the greatest extent practicable. Protocols, markings, and space utilization strategies will be implemented to make social distancing as clear and convenient as possible in an effort to maintain safe and efficient work and learning environments. The school will remind the learning community of the importance of maintaining social distancing measures regardless of the reopening phase and will discourage students or staff from gathering at any location.

AEA will supply students and staff with required protective equipment including but not limited to: masks, gloves, face shields, thermometers, no-touch trash cans, hand sanitizer, and cleaning products.

All persons entering AEA facilities must be screened for symptoms each time they enter. AEA staff will receive the proper training and equipment necessary to perform this responsibility in accordance with guidelines.

AEA Custodial staff will be trained in the practices recommended by the State and local authorities to reduce the spread of COVID-19. When choosing cleaning products, AEA will use those approved for use against COVID-19 on the Environmental Protection Agency (EPA)-approved list “N” and follow product instructions.

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

Description	Total Funds	Contributing
Hybrid Summer School: 4 week program offered grades 3-5 with credentialed teachers to mitigate learning loss during COVID-19 shut down	43164	No
School Cleaning Crew brought in to Clean Buildings and comply with state guidelines	58095	Yes
Purchase of Personal Protective Equipment and health monitoring equipment for staff and students to comply with guidelines which include masks, shields, gloves, thermometers, and plexiglass.	50000	No

Description	Total Funds	Contributing
Purchase of appropriate cleaning supplies to meet State guidelines.	28992	No

## 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 Albert Einstein Academies Distance Learning Plan was established on April 10, 2020. The plan's vision is that through distance learning, all students will have access to academic rigor and social-emotional support within the IB program along with developing safe and successful protocols for online learning. In order to continue delivering high-quality distance learning opportunities, this plan outlines the following in detail: providing both synchronous and asynchronous learning opportunities, focus on active learning and inquiry, promote learning of the whole child/student, clearly communicate learning objectives, provide equal access to each student, include offline as well as online activities, work as a group, have regular office hours for students and parents to check in, offer translation services, stay flexible with pacing and monitor the well-being of all learners. In addition to core subject areas, lessons are also included for Physical education, Music, Library, Outdoor Education and Art & Design.

### 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.]

All students will be provided laptops and high speed internet access as needed, free of charge. AEA will also provide ongoing tech support to maintain these devices.

### 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.]

School-wide curriculum will be delivered through the educational technology platform "Canvas". Daily live interaction with a credentialed teacher and other students is required through video or telephone. Combined morning and/or afternoon check-ins and daily whole group and/or small group live instruction will be utilized. Synchronous and Asynchronous learning opportunities will be provided to allow flexibility. Attendance will be taken daily through live instructional meetings and through Canvas engagement and participation. Teachers, front office

staff, and School Psychologists will monitor daily and weekly attendance and engagement. Students will be assessed and/or graded throughout the year as developmentally appropriate. Canvas supports ability to track student engagement, completed assignments, and assessment data. NWEA Map testing will be conducted for grades 2-5. Students will be assessed and graded each semester based on Common Core standards and the IB criteria. Report cards will be provided twice per year.

## **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.]

Staff has received remote training and resources via webinars and zoom for implementing the Canvas educational program. Training for other online learning tools has been ongoing (Flipgrid, Loom, edupuzzle, etc). Ongoing resources and support are available to staff from in-house technology department.

## **Staff Roles and Responsibilities**

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

Certificated teaching staff will collaborate with other members of team to design distance learning experiences for all students. Each teacher will work collaboratively with their grade level teams to create a Canvas Classroom for each class in which content will be delivered daily through asynchronous and scheduled synchronous teaching and learning opportunities. Teachers will create and monitor systems for student accountability and provide timely feedback to support all students in their learning. Teams will identify students requiring additional supports and provide such services as mentioned below in the next section. Teachers and staff will collaboratively plan live office hours for students for the purposes of academic intervention and social-emotional support. Parent office hours may be provided when appropriate depending on the age of students and the specific academic needs. Support staff and office staff will be trained to monitor and assess attendance and health management related to new COVID-19 State and local guidelines. Cleaning staff will trained in the proper cleaning practices as required by the State and local authorities.

## **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.]

Albert Einstein Academy Charter Elementary School continues to provide support to our most at-risk students. English Language Learners are supported through synchronous and asynchronous learning opportunities. Teachers provide whole group and small group synchronous learning to target specific language development skills. In addition, teachers continue to utilize Guided Language Acquisition Design (GLAD) strategies when delivering content. This includes utilizing visuals, sentence frames, scaffolding, and accessing prior knowledge. Teachers have provided students with text to speech and speech to text options to support distance learning. In addition, AEACES has utilized translation services and bilingual staff during distance learning to make content and directives accessible to English Learners and families. Special Education students continue to receive all services as determined in their IEPs to the extent possible during distance learning and will provide compensatory services on a case by case basis as determined by the IEP team upon our return to in-person learning. Reading specialists meet virtually with small groups to provide intervention support. All students, specifically Homeless and Foster Youth and low-

income, are supported with personal connection via, weekly phone calls, emails, Canvas, regular office hours for students and parents, and home visits when needed. In addition, all students receive a school issued Chromebook, headphones, charging device and financial Internet assistance/support when needed. Our School Psychologist, School Psychologist intern, and Social Worker have provided support for students and families throughout distance learning.

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

Description	Total Funds	Contributing
Purchase of Canvas software to further supporting improvements in curriculum, student engagement, participation, and assessment. All teaching staff and instructional aides will spend the 5 days of Professional Development prior to students return to distance learning on August 24th, on leaning and implementing Canvas.	10000	No
Access to Devices and Connectivity: Purchase of additional school wide chrome books, internet service, and hotspots for students and staff.	50000	No
Translation and interpretation services for all public meetings and informational messages.	6000	No
Provide school-wide and grade level online programs to support Distance learning including: Think Central, Reading A to Z, Mystery Science, IXL, Spelling City, and the Digital Content Portal.	10500	Yes
Powerschool Student Information System to track attendance.	8727	No

## **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.]

All students will be assessed and/or graded throughout the year as developmentally appropriate. This includes, but is not limited to: Basic Phonics Skills Test (BPST), sight word tests, ongoing reading assessments through RAZ kids and ITL, Antolin (German), German benchmarks, Go Math chapter tests, IB formative and summative assessments and NWEA Map assessments at least twice a year for grades 2-5. In addition, Canvas supports ability to track student time and communicate assessment data. Students will be assessed and graded each semester based on Common Core standards and the IB criteria and report cards will be provided twice per year. Students who are not making expected academic gains will receive support via small group virtual learning, support from aides and tutors, personalized office hours, support from Reading Specialists, and in-person instruction when allowable and preferred by family, Student Success Team (SST) meetings will be held live or virtually with families, teachers, support staff, and administration to discuss concerns and create learning goals and interventions strategies to address needs.

## **Pupil Learning Loss Strategies**

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

Albert Einstein Academy Charter Elementary School continues to provide support to all students with special attention to our most at-risk students and those that were least connected in the distance learning model. English Language Learners are supported through synchronous and asynchronous learning opportunities. Teachers provide whole group and small group synchronous learning to target specific language development skills. In addition, teachers continue to utilize Guided Language Acquisition Design (GLAD) strategies when delivering content. This includes utilizing visuals, sentence frames, scaffolding, and accessing prior knowledge. Teachers have provided students with text to speech and speech to text options to support distance learning. In addition, AEACES has utilized translation services and bilingual staff during distance learning to make content and directives accessible to English Learners and families. Special Education students continue to receive all services as determined in their IEPs to the extent possible during distance learning and will provide compensatory services on a case by case basis as determined by the IEP team upon our return to in-person learning. Reading specialists meet virtually with small groups to provide intervention support. Classroom instructional aides and tutors provide differentiated support for students at each grade level. All students, specifically Homeless and Foster Youth and low-income, are supported with personal connection via, weekly phone calls, emails, Canvas, regular office hours for students and parents, and home visits when needed. In addition, all students receive a school issued Chromebook, headphones, charging device and financial Internet assistance/support when needed. Our School Psychologist, School Psychologist intern, and Social Worker have provided support for students and families throughout distance learning.

## **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.]

Effectiveness of learning will be measured as mentioned above. All students will be assessed and/or graded throughout the year as developmentally appropriate. This includes, but is not limited to: Basic Phonics Skills Test (BPST), sight word tests, ongoing reading

assessments through RAZ kids and ITL, Antolin (German), German benchmarks, Go Math chapter tests, IB formative and summative assessments and NWEA Map assessments at least twice a year for grades 2-5. In addition, Canvas supports ability to track student time and communicate assessment data. Students will be assessed and graded each semester based on Common Core standards and the IB criteria and report cards will be provided twice per year. Students who are not making expected academic gains will receive support via small group virtual learning, support from aides and tutors, personalized office hours, support from Reading Specialists, and in-person instruction when allowable and preferred by family, Student Success Team (SST) meetings will be held live or virtually with families, teachers, support staff, and administration to discuss concerns and create learning goals and interventions strategies to address needs.

In addition, parents will be surveyed regularly to provide feedback on the effectiveness of the program for their student.

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

Description	Total Funds	Contributing
Maintain Reading Specialists, aides, and German support teachers to provide small group, differentiated instruction.	1030170	Yes
Purchase NWEA and Illuminate (EduCLIMBER) to support assessment and assessment tracking.	9629	No
Maintain full-time School Psychologist, and part time School Psychologist Intern and Social Worker to support family and student needs.	169993	No

**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.]

All staff has been provided professional development on Responsive Classroom and; therefore, provide socio-emotional learning opportunities through daily instruction and interaction. Students have the opportunity to connect with their teacher and other students on a daily basis. Staff explicitly create time for personal connections with students, express interest in personal lives, ask about basic needs,



encourage participation, respond to parent concerns, and share mental health resources. Additional social-emotional support may be provided through our staff Counselor, Social Worker, and School Psychologist. SST meetings may be held to discuss concerns and establish any additional interventions needed.

## **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.]

Teachers are required to report attendance and engagement concerns to designated support staff who will implement the steps for re-engagement. Office staff will monitor attendance and engagement on a daily and weekly basis. Disengagement is defined as absences from learning for three or more days in one week. Steps to re-engage include emails, phone calls, and home visits. All students' intervention strategies will be monitored and documented through Powerschool, eduCLIMBER, and internal shared documents. These engagement steps are all provided in English and Spanish to our families.

## **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.]

Pre-packaged, nutritionally compliant breakfast and lunch are provided daily, from 12pm to 2pm, five times per week for all Albert Einstein Academy Charter Elementary School students through the NSLP (National School Lunch Program). Daily meal distribution is supported by AEA staff and is limited to one staff member per shift to maintain social distancing protocols. Staff members are required to wear masks and gloves at all times.

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

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

## 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
8.24%	535,247

### 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.]

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

