

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
American Indian Public Charter School	Peter Holmquist, Head of School	peter.holmquist@aimsk12.org

General Information

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

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

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

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

Stakeholder Engagement

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

Teachers have been involved in the development of the plan for distance learning since before March. Their processing of the details, experience of the online platforms, and the foibles of each service featured in the planning of the potential on-site learning options. Without inundating teachers over their summer break, emails and other meeting offerings were shared that gave opportunities to hear updates on plans being made for “re-opening” in the Fall of 2020.

Parents and students were some of the first people beyond staff, who were informed about the developing plans for safety as we considered how to return to on-site classrooms. Taking teacher input, as well as the strong instructions from county and state officials, plans were crafted through July, 2020. These were shared with all parents over the summer as they were developing. These were communicated through multiple videos, zoom meetings, ParentSquares, and direct emails. The two most recent meetings intended to share as widely as possible included translations into Chinese and Spanish and over 90 minutes of question and answer time. These question and answer sessions were then incorporated into the ongoing message to respond to parent and student concerns.

A new email address was set up in April to serve as a clearinghouse for information about the Middle School. Staff received training on how to address the needs or directed to whom the questions should go. Appointments were scheduled for resource drop off and pick-up through that email address.

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

All Board meetings, committee meetings while also posted onsite, were posted online on the district website, with video conferencing, or zoom links. Parent meetings were posted through ParentSquare and reached 620 people’s devices. Translation of announcements and meeting scripts were translated. Meeting links were translated.

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

Parents appreciated the opportunities to hear administrators and the district respond to their concerns. Main items or topics of concern included: 1) the desire to keep a student home rather than send them to school when that became a possibility, 2) a concern for some aspect of technology (ease of use, access, availability, wi-fi), or 3) support for struggling students in this online classroom time.

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

The District legal team is working to complete a permission form to allow a student to “opt-out” of on-site classrooms. (State laws obviously impact the form’s development as well.) Teacher concerns for a safe work environment continue to clarify the need for front and back office practices in cleanliness and safety. Parent concerns for (#1 above) keeping students home was addressed repeatedly orally, and in messaging to communicate the process and confirmation of the parent choice when it became available. Parent concerns for one aspect of technology (#2 above) was addressed by providing digital resources for students and devices with which to reach them. Another aspect of technology concern was the provision for parent links - access - to their student’s information. In addition, our school continues to have information sessions and tutorials to help parents (and students) with logging into the online platform (LMS) that serves as the focus of much of the handing in and passing out of digital resources and assignments. The district continues to support individual families with referrals to low cost internet plans and hot spots as main strategies to the problem of internet access. Support for students who do not seem to be

flourishing in this digital environment is being addressed by tutoring after class hours, Saturday school support, and other Teacher Office Hours. An Instructional Aide has been hired to help in various classes. English language learners and Special Education students also receive dedicated staff support.

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.]

We prepared two scenarios for returning to school this Fall 2020. The First Scenario is for on-site instruction: “Hybrid” schedules will feature in-class & online instruction rotation for three student groups from each class. A,B, and C groups will rotate through the school, one day in school, two days at home. This schedule will repeat and have equitable instructional minutes on campus over three weeks. In this scenario Fridays will all be virtual.

Students will be grouped for scenario 1, into heterogeneous groupings across their grade level, preserving the previous year classes, and AIMS’ preference for “looping” classes. Teachers will be consulted in the exact mix of students to ensure maximum feasibility and minimize distraction. ELD and Resource staff schedules will also be take into consideration in group construction and schedules to maximize intervention efforts and resources.

Support for students who do not seem to be flourishing in this digital environment is being addressed by tutoring after class hours, Saturday school support, and other Teacher Office Hours. An Instructional Aide has been hired to help in class. Special Education students also receive dedicated staff support. English Language Learners receive specific instruction as well as supplemental supports from targeted software.

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

Description	Total Funds	Contributing
Student Chromebooks, computer refresh, internet hotspot purchases, and ongoing internet services in 2020-21 school year	\$9,216.41	[Y/N]
Classroom technology upgrades - projectors, projector brackets	\$1040.59	[Y/N]
New computers for teachers and support staff	\$10,290	[Y/N]
Teachers and substitute teachers	\$703,839.87	[Y/N]

Academic Deans/Instructional Coaches	\$100,712.04	[Y/N]
Professional development for teachers, lead teacher, classified support staff, and administrators	\$3,000.00	[Y/N]
Services for English learners ELD support and development	\$5162.15	[Y/N]
Stakeholder engagement - Resources assigned for parent engagement distance meetings and webinar workshops - PowerSchool - Student information system and ParentSquare and Ringcentral	\$7000.00	[Y/N]
Schoology, Illuminate, ALEKS, Quill, Standards Plus, Scholastic Reading Inventory, GoGuardian - Educational Platforms	\$47,939.98	[Y/N]
Intervention Aides, attendance clerks, support staff	\$87,459.00	[Y/N]
Intervention Staff Salaries	\$129,618	[Y/N]
Counselor + Supplies	\$38,462	[Y/N]
BACR Staff Member x 4 to supervise students who don't have adult supervision at home	\$20,000	[Y/N]
The school has prepared for possible in-person learning by purchasing cleaning supplies, upgraded HVAC filters, and protection materials (including plexiglass, and PPE). Upgraded cleaning is essential for safety.	\$40,000	[Y/N]

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

LMS - Schoology:

- AIMS Middle School currently has Schoology as our Learning Management System that is utilized to continue instructions in remote as well as classroom settings.
- Various supporting tools/programs are integrated with Schoology to enable teachers & students to access as well as edit the documents etc.
- Students' & teachers' google drives are enabled on Schoology platforms. Middle School teachers received an extended Schoology training last year and there was additional training at the beginning of, and ongoing PD during the 2020-21 school year.

Content Specific Digital Learning Resources suitable for Blended Learning

- Illuminate
- Powerschool
- ALEKS (Math)
- McGrawHill (Science)
- Standards Plus (ELA)
- SRI (Reading)
- Quill (Writing)

Access to Devices and Connectivity

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

The district and school have invited responses to multiple surveys in which families can mention or describe their need. Teachers have been alerted to watch and make provision to include students who seem to have connectivity issues. Distribution of resources takes place on a publicized day for grade levels to come in and check out a device. At that time passwords and login information has been given out. Families who miss the official day, or who have problems with their technology are invited to contact middleschool@aimsk12.org to make an appointment, or get a response seeking more information before requiring replacement of the device. At this time around 300 devices have been distributed to the MS alone (252 over three days).

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.]

“Video camera on” attendance is taken in classes throughout the day to track student presence. Daily assignments, some of which require student engagement with peers or the teacher, as well as research, reading, writing, summarizing, problem solving are handed in, both during class and asynchronously through the LMS. Last year the AIPCS began a practice of weekly assessments. That practice is also continuing.

Grade level and department teams are coordinating time required and value (grading) as well as vertical alignment for units of study.

The curriculum and pace of our normal curriculum is intended to continue in this new setting/environment.

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.]

Teachers and support staff have been receiving in house and vendor provided professional development from Powerschool, Schoology, Standards Plus, a curriculum provider, GoGuardian, as well as discussions and presentation from peers with experience in our context and administrators about increasing student engagement online, supporting sub-populations, safety issues and keeping safe when coming to campus for resources. Teachers have been introduced to the plans for potential return to campus plans (Scenario #1 above).

Staff Roles and Responsibilities

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

Few staff have been impacted as far as hiring and areas of responsibility. A few clerical staff are working more online and have been tasked with handling and processing more digital information (logins, web site information). Teachers continue to be a major resource for their classes, but they began using almost all of the current resource last fall (Fall 2019) before COVID-19. The newly hired Instructional Aide is required to visit classrooms virtually, but he would have done the same thing, had it been in person.

Attendance, always important, is more so now that it is possible for students to miss out on part of a class at a different time of day than the ADA required attendance meeting. Teachers are taking attendance in multiple classes, instead of just one, but they are using the same software program as always.

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.]

Teachers are alerted to identified students who have been “found” (student find), as well as having been alerted to the particular needs of some students in our community. Clerical staff, responsible for attendance calls have been given call scripts to consistently offer supports to students and their families.

While students are in heterogeneous groupings across their grade level, teachers are being consulted in the exact mix of students to ensure maximum feasibility and minimize distraction. ELD staff have met with each teacher to maximize intervention efforts and resources.

Support for students who are not flourishing is being addressed by tutoring after class hours, Saturday School support, and Teacher Office Hours. An Instructional Aide has been hired to help across classes. Special Education students also receive dedicated staff support. English Language Learners receive push in and pull out times as well as supplemental supports from targeted software.

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

Description	Total Funds	Contributing
Student Chromebooks, computer refresh, internet hotspot purchases, and ongoing internet services in 2020-21 school year	\$9216.41	[Y/N]
Classroom technology upgrades - projectors, projector brackets	\$1040.59	[Y/N]
New computers for teachers and support staff	\$10,290	[Y/N]
Teachers and substitute teachers	\$703,839.87	[Y/N]

Academic Deans/Instructional Coaches	\$100,712.04	[Y/N]
Professional development for teachers, lead teacher, classified support staff, and administrators	\$5,000.00	[Y/N]
Services for English learners ELD support and development	\$37,023.00	[Y/N]
Stakeholder engagement - Resources assigned for parent engagement distance meetings and webinar workshops - PowerSchool - Student information system and ParentSquare and Ringcentral	\$7000.00	[Y/N]
Schoology, Illuminate, ALEKS, Quill, Standards Plus, Scholastic Reading Inventory, GoGuardian - Educational Platforms	\$47,939.98	[Y/N]
Intervention Aides, attendance clerks, support staff	\$129,618.33	[Y/N]
Counselor + Supplies	\$38,462.00	[Y/N]

Pupil Learning Loss

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

Based on assessment data used a regular part of our formative assessment program, which includes the Illuminate Benchmark program, Scholastic Reading Inventory, and now grade level continual assessments using ALEKS and weekly formative testing, there has been a small impact on the student population thus far, from COVID-19 caused closures. The continuing assessment plan remains the same. Last year, additional assessments were added which we are still testing to see how they add to the picture of student mastery, or lack thereof, especially in English Language Arts. Those tools include Quill and Standards Plus.

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.]

Support for students who are struggling with some learning loss, and for whom there is a need to accelerate learning progress are being addressed by tutoring after class hours, Saturday School support, and Teacher Office Hours. An Instructional Aide has been hired to help across classes. Special Education students also receive dedicated staff support. English Language Learners receive push in and pull out times as well as supplemental supports from targeted software.

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.]

All students participate in assessments including, but not limited to diagnostic assessments, grade level benchmarks, and online standardized assessments with self-adjusting subject matter to target areas of learning loss or areas of need (ALEKS, Khan Academy).

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

Description	Total Funds	Contributing
Illuminate Benchmark Program + ALEKS + Standards Plus + Scholastic Reading Inventory	\$18,973.97	Y
Intervention Staff	\$129,618	Y

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

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

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

Current state-of-the-art mental health strategies applying to the social and emotional learning in the context of Covid-19 are taught and provided to staff and students on a quarterly basis. These strategies are resourced from the CDC, State of California Mental Health Agency, and the UC Berkeley Greater Good Science Center.

The monitoring of student mental health and social emotional well-being will include regular collection of student emotional engagement data via regular surveys by staff of student engagement and participation. Regular emotional engagement surveys will help staff assess a student’s involvement in and enthusiasm for school as a whole as well as their emotional connectedness to others on campus during distance learning.

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

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

Pupil and Family Engagement and Outreach

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

Administrators have been reaching out to families since the on-site closure in March. Nearly weekly emails and texts, leading up to parent meetings with translations into the major languages for our district before school began. Now, since the beginning of online instruction this Fall, teachers have been the major points of contact alongside supporting clerical staff and administrators.

Resource collection and distribution events are spaced to provide content unit materials. These events are separated into grade level and class groups and have been opportunities to check in as well as offer the “hard” resources (computers and books) and access to “soft” ones (passwords, login information, teacher contacts and school information).

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

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

All students in the district have access to nutritious meals. We are able to provide our students with access to a variety of affordable and appealing foods that meet the health and nutrition needs of students. All meals, foods and beverages sold or served at school meet state and federal requirements based on the USDA Dietary Guidelines. All meals, foods and beverages are prepared and served by qualified child nutrition professionals to ensure all students are provided access to healthy meals. All meals are provided throughout the term of distance learning. Families are given five day meal kits to ensure accessibility and all CDC requirements are met to ensure families are distributed meals safely. Our district has provided families with the convenience of applying for lunch applications online and in person. All families that qualify for free or reduced meals are informed and encouraged to to pick up meals. All families that qualify for paid meals are encouraged to participate in the NSLP (National School Lunch Program), payments are set at a minimum for paid families to ensure meals are affordable for families that do not qualify for free or reduced priced meals. During distance learning all meals are distributed

once a week and families are given five day meal kits. All meal kits cover the components that ensure healthy meals per serving. During in person instruction, meals will be distributed in person to all students. All food handlers and staff supporting are qualified and certificated and approved by Alameda County Environmental Health to distribute food during COVID-19. All staff have been trained and will follow CDC guidelines to ensure proper food handling and distribution.

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

Section	Description	Total Funds	Contributing
N/A	Hired Instructional Aide	\$24,177.58]	[Y/N]
Actions Related to In-Person Instructional Offerings	Hire a School Nurse and Design a state-of the art Nurse's office	\$40,000	[Y/N]

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

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
26.67%	\$495,442.00

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

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

foster youth, where those groups crossover, as well as refugee families are less clearly identifiable, so using the scripts and teacher contact will continue to be a focus. This focus is actually a new development in how we do attendance and contact calling.

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

Services to these sub-groups have been increased especially for English Learners who are easily identified. Low-income students have been a part of our school (70+% Title 1), so including their concerns are typical for all planning and budgeting. Because we are doing as much or more follow-up since students can more easily drop off of one class or another, there are more opportunities to find out more about a student's situation. Clerical staff are making at least as many phone calls. Teachers are making more calls to students and writing more emails to students and families. The entire educational program has been receiving more scrutiny and intentional decision making since last Fall (2019), renewed in February and March, and then into the beginning of this academic year (2020-2021).