

# Learning Continuity and Attendance Plan Template (2020–21)

| 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.]

Edward B. Cole Academy (EBCA) is a WASC-accredited public school whose mission is to nurture and empower lifelong learners, to achieve excellence in academics, 21<sup>st</sup> century skills and personal growth. Our school currently serves approximately 400 students in grades K-5 that includes 52% English Learners, 94% Socio-economically Disadvantaged; 1% Homeless; and 6% Students with Disabilities.

On Friday, March 13<sup>th</sup> all students were sent home with a letter to parents informing them of the school’s closure; plan to implement a Technology Needs Assessment, and availability of meal services during closure and next steps.

Our teachers prepared 2-weeks (March 16-27) of standards aligned coursework packets which were distributed to students on the last day of site-based instruction to last until Spring Break.

Edward B. Cole Academy’s Leadership Team in collaboration with our educators developed a ***Distance Learning Plan***. Teachers across all grade level developed their own digital schedule that included synchronous instruction via Zoom meetings. In addition, teachers provided academic support through small group instruction via Zoom. Asynchronous instruction also took place via pre-recorded videos in order to provide students/families with flexibility with their distance learning experience. Teachers set-up schedules in order to inform parents and students - what to expect with distance learning and ensure appropriate structures were set in place to maximize student engagement, participation and learning.

Our school conducted a ***technology and social needs assessment*** of all families. Staff were tasked with contacting every family to assess their technology, internet, food and shelter needs and results were documented for each. As a result, approximately 97% of students were issued a Chromebook, Wi-Fi Hotspot, and provided families with information on how to acquire [free internet service](#). Communication with families was ongoing using multiple platforms including phone calls, Class Dojo, and SeeSaw. By March 30<sup>th</sup> technology devices had been distributed to students. Tech support was provided (ex. Chromebook replacement, trouble-shooting) to families. On April 13<sup>th</sup>, our school distributed additional instructional materials via curbside setting.

The Academic Coordinator provided ***professional development*** for our teachers and met with grade level teams to discuss effective digital practices, and address any issues. Our teachers utilized Google Classroom, and Seesaw Learning Platforms; and Zoom meetings for synchronous instruction.

There were no **modifications made to our programs** with the exception of shifting instruction to Distance Learning for all subjects including Physical Education.

The **major impact of school closure** on our **students** has been the inability to focus, and/or stay motivated and engaged since there are a lot of distractions at home; and the inability to socialize with their peers was isolating for students. Most of our students lack an environment conducive to learning at home is another obstacle that has been shared with our staff during check-ins. **Parents** have informed us that the impact of distance learning (school closure) has been challenging, stressful as a result of job loss (unemployment), employed as essential employees, multi-generational families living in the same residence, and food insecurity. Over 20% of our families were struggling with food. In order to address this, we established an Emergency fund and secured donations from local food banks. Parents were highly appreciative of the ongoing communication by our staff with families and the resources that were provided to families. Our teachers and support team conducted regular check-ins with students/families to maximize student participation.

The City of Santa Ana, specifically the 92701 zip code has the highest rate of COVID-19 cases at 19%, and Orange County and remains on the State's watchlist for high positivity rates and increasing hospitalizations.

## Stakeholder Engagement

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

Edward B. Cole Academy has implemented multiple strategies and opportunities for students, families, staff, educators, governing board and other stakeholders to provide input on the Learning Continuity and Attendance Plan, that were initiated upon our school's transition to Distance Learning in mid-March. They include:

- Virtual Administrative Informational Sessions for Parents: April – Present (weekly basis)
- Facebook Live Q&A sessions in English/Spanish (weekly basis)
- Phone calls to all families asking for preference for 2020-21 school year (in-person, hybrid, virtual/remote)
- Use of One Call on a routine basis (at least weekly)
- Principal sends messages One Call in English/Spanish & Social Media
- Teachers communicated with parents via Class Dojo: Week at a glance on Sundays at 4pm (and via email)
- Surveys: parents, students and staff – CA Healthy Kids

All communication with families are provided in English and Spanish, including printed materials, and interpreter services during all meetings (virtual and in-person). During March – June, on a weekly basis our staff contacted all families to assess and identify whether their child was having connectivity issues, including food and shelter. Each staff member was assigned a cohort of students/families to communicate with and track needs. Our school was the recipient of a generous donation from Wells Fargo Bank. Funds were used to provide families with gift cards for groceries, rent assistance, funerals from COVID, etc. Our Case Manager collaborated with staff and families to ensure resources were provided in a timely manner.

In addition, during the month of July, when families registered their child for the upcoming school year, adhering to CA Department of Health requirements, our staff met with each family. During these meetings, staff surveyed families (English/Spanish) to identify additional needs and resources to best support their child academically, including best method to communicate with families, setting up ClassDojo, OneCall, and providing information about distance learning.

Edward B. Cole Academy has developed strong relationships built on trust with families which is evident when families contact our office to seek resources and assistance.

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

Edward B. Cole Academy provided the following options for remote participation in public hearings and accessibility:

- Governor’s Executive Order N-29-20 allows Governing Board to hold public meetings via teleconferencing and make public meetings accessible telephonically or otherwise electronically to all members of the public.
- The Learning Continuity Plan was uploaded to the school’s website at least 72 hours prior to the Public Hearing; and at least 72 hours before the public meeting with the Governing Board for review and to solicit additional feedback.
- Our school provided stakeholders with the date, time and method to participate in the Public Hearing and the Governing Board Meeting remotely via Zoom; and by telephone.
- Our school provided stakeholders opportunities to provide feedback on the Learning Continuity & Attendance Plan prior to the Public Hearing by posting a comment on our school’s website link
- Families were also notified of these dates and the document via Class Dojo and OneCall.

**BOARD MEETING DATES**

**Date of Public Hearing: September 1, 2020**

**Date of Board Adoption: September 21, 2020**

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

Feedback gathered throughout our transition to distance learning in Spring 2020 which continued to the start of the 2020-21 school year impacted the actions included in this plan.

EBCA **Families** shared they felt overwhelmed and were appreciative of the consistent follow-up calls from EBCA staff; and resources provided. In addition, families recognized that EBCA provided a robust remote and consistent teaching schedule, and staff including teachers were easily accessible. For the 2020-21 school year, families would like more synchronous instruction, a structured teacher office hour (for academic support); and schoolwide use of Class Dojo to communicate with families. Families would like the school to continue to provide resources such as: information on Food Banks, COVID-19 testing site information, and rental assistance.

Findings from the feedback obtained from weekly phone surveys include:

- Approximately 20% of parents reported food insecurity
- Nearly 97% preferred hybrid (in-person and distance learning) instruction (twice per week) compared with full distance learning.

**Students** shared they would like more synchronous “live” instruction and opportunities to engage with peers during distance learning.

**Teachers** would also like Class Dojo to be implemented as a schoolwide practice, in order to communicate with families and vice-versa.

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

Feedback gathered throughout our transition to distance learning in Spring 2020 which continued to the start of the 2020-21 school year influenced the development of EBCA’s Learning Continuity and Attendance Plan.

Our 2020-21 Distance Learning Plan includes an increase in synchronous “live” instruction, small group instruction, and opportunities for student interaction.

To address the interest in establishing more consistent daily school routines for distance learning in addition to engaging activities for students, our school’s staff has set daily schedules for students, which include extra-curricular activities and physical education.

Our Support Staff in collaboration with our Case manager will continue to monitor parent/family needs and provide resources as needed including access to food banks, COVID-19 testing, through community partners.

## 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.]

Edward B. Cole Academy (EBCA) has adopted a phased reopening plan for the 2020-21 school year. Per the directive of Governor Newsom “All public, charter and private schools shall not hold classes on the school campus, and shall conduct distance learning only as required by the COVID-19 Reopening In-Person Learning Framework for K-12 Schools in California, 2020-2021 issued by the California Department of Health Services” as of July 17, 2020.

EBCA will begin the school year in a distance learning model with 100% of students off-campus. Key staff and teachers will be on-campus, but have the option to work remotely. Once the conditions have been met to consider re-opening (the County is off the monitoring list for 14 days) EBCA will consider moving to a hybrid model that allows students to return to campus in a safe manner

The hybrid model will include 2 Cohorts: Cohort A and Cohort B

- Mondays/Tuesdays Cohort A - in-person instruction.
- Thursday/Fridays Cohort B – in-person instruction
- Asynchronous/synchronous instruction via distance learning will take place on the remaining days

This is the same hybrid model that our authorizer, Santa Ana Unified School District will offer its students.

The Principal will evaluate transition to each phase:

#### **Options for Higher Risk Individuals**

- Consideration of options for staff at higher risk for severe illness (including older adults and people of all ages with certain underlying medical conditions) that limit their exposure risk (e.g., telework, modified job responsibilities that limit exposure risk) when possible.

- Consideration of options for students at higher risk of severe illness that limit their exposure risk (e.g., virtual learning opportunities) when possible.

- Considerations will be consistent with applicable law, policies to protect the privacy of people at higher risk for severe illness regarding underlying medical conditions.

### **Social Distancing**

Social distancing is an effective way to prevent potential infection. EBCA employees, students, parents, and visitors should practice staying approximately 6 feet away from others and eliminating contact with others as feasible. However, in the school setting, proper social distancing is not feasible in all areas of operation. Barriers and PPE will be used in these areas to minimize exposure risks on site.

Procedures will be in place to help eliminate direct exposure:

- Face masks will be worn by all staff and students.
- Temperature checks will be conducted upon entry each morning.
- Plexiglass partitions front office and all classrooms
- An isolation area for students will be available for those with a fever (as they wait for their parents)
- Breakfast & lunch will be provided to students in their classroom
- Limiting student movement during the day where feasible
- Traffic Flow will be in 1 direction – Monitoring walking direction throughout the common areas of the in order to maintain the social distancing guidelines to the extent possible.
- Signage visible in hallways and public entrances about social distancing guidelines.
- No supplies will be shared in the classroom.
- Additional hand washing stations will be set-up throughout the campus
- No parents, volunteers, visitors will be allowed on campus during hybrid instruction.
- Custodial teams have assigned cleaning criteria throughout campus cleaning all high touch point areas
- Night staff custodial staff disinfect all surfaces each night.

Edward B. Cole Academy will administer a systemic cycle of assessments that include diagnostic, formative, summative and internal/local assessments).

- Weekly Assessments on Fridays for all subjects
- Monthly school wide assessments as planned in Course-at-a-glance
- Schoolwide assessment unit test from curriculum
- Illuminate assessments by grade level

EBCA will provide counseling services onsite to support the social-emotional well-being of our students to ensure student learning can take place. Cloud 9 Social-emotional lessons will continue across all grade levels. As part of our college-going culture, all students will receive their college t-shirt (each classroom represents a specific college/university), to also create a sense of togetherness and joy for learning. On a daily basis at the end of the school day, our students will engage in physical education led by the PE/Dance teacher on Facebook Live for families to also participate in.

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

| Description  | Total Funds | Contributing |
|--|-------------|--------------|
| Principal and Teachers (17), including PE/Dance Instructor | \$1,363,989 | N            |
| PPE Equipment, supplies, Janitorial services, etc.         | \$100,000   | N            |
| College T-shirts for all students                          | \$2,300     | Y            |

## 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.]

Distance Learning instruction is defined by CA Education Code 43500 as instruction in which the student and educators are in different locations and students are under the general supervision of a certificated educator from EBCA. Edward B. Cole Academy's Distance Learning instructional modes will include interaction, instruction and check-ins between students and educators via technology. EBCA Educators will utilize video and audio instruction as well as print materials provided by the school site for use at home. EBCA will provide all students the school supplies required to complete Distance Learning at home to maintain rigorous and differentiated instruction. It is important to note Distance Learning is not a minute-for-minute replacement of the school day. Rather, it is an altered and abbreviated schedule that reflects the realities of school closures, social-distancing, shelter-in-place, stay-at-home and other orders.

Google Classroom is the learning management platform that our student will use during distance learning; with Zoom meetings for synchronous instruction and Google slides that will be used for asynchronous instruction. Class Dojo will be used to communicate with families.

Edward B. Cole Academy will provide **Synchronous Learning** via daily live instruction led by credentialed teachers and with their peers for the purpose of instruction, progress monitoring and maintaining school connectedness. Educators, RSP/SPED teachers and Instructional Assistants will utilize video conferencing, teleconferencing and live interactions to provide differentiated support for students who require specific and targeted feedback for learning purposes. We recognize the live synchronous daily sessions are a new requirement for 2020-2021. A general guide for the purpose of planning for live synchronous sessions by grade level are listed in the charts below.

EBCA will also incorporate **Asynchronous Learning** mode of instruction—such as prerecorded video lessons or learning tasks that students complete on their own time—that is not being delivered in person or in real time. Asynchronous learning encompasses a wide variety of instructional interactions, including email exchanges between teachers, online discussion boards, and course-management systems like Google Classroom that organize instructional materials and correspondence.

EBCA will provide **Instructional Assistants** for each grade level to provide small group and one-on-one support, to address gaps in learning, address the needs of students with exceptional needs across the full continuum of placements and any student experiencing homelessness and/or foster youth services. EBCA's Instructional Assistants will collaborate with Grade Level Teachers to prime content-area knowledge for daily lessons by building background knowledge, front-loading vocabulary development terms, comprehension check-ins and metacognitive strategies.

Our teachers have developed pacing plans that have been shared with families to ensure a clear direction and the delivery of a rigorous instructional program throughout the year. EBCA’s daily schedule was designed to support the academic needs of our students, including a **daily intervention block** for students struggling academically; and a designated ELD block for English learners. All students will receive daily synchronous and asynchronous instruction that will include ELA, Math, Social Studies, Science, ELD for EL, and intervention, and Physical Education. The following chart outlines the daily instructional day and instructional minutes.

|                  |             | TK /Kinder/1st   | 2nd  | 3rd-5th  |
|------------------|-------------|--|--|--|
| Up to 75 minutes | 8:00-9:15   | ELA Block  | ELA Block  | ELA Block  |
|                  | 9:15-9:30   | BREAK  | BREAK  | BREAK  |
| Up to 75 minutes | 9:30-10:45  | Math Block   | Math Block   | Math Block   |
|                  | 10:45-12:00 | Lunch or Food Distribution @EBC  | Lunch or Food Distribution @EBC  | Lunch or Food Distribution @EBC  |
| Up to 45 minutes | 12:00-12:45 | ELD/Extension  | ELD/Extension  | ELD/Extension  |
|                  | 12:45-1:00  | BREAK  | BREAK  | BREAK  |
| 30 minutes       | 1:00-1:30   | Social Studies /Science/Office Hours   | Social Studies /Science/Office Hours   | Social Studies /Science/Office Hours   |
|                  | 1:30 PM     | TEACHER ATTENDANCE   | TEACHER ATTENDANCE   | TEACHER ATTENDANCE   |
| Up to 60 minutes | 1:30-2:30   | <b>Intervention/Small Group</b><br>M/T/Th/F Teacher Planning Time -<br>Wednesday | <b>Intervention/Small Group</b><br>M/T/Th/F Teacher Planning Time -<br>Wednesday | <b>Intervention/Small Group</b><br>M/T/Th/F Teacher Planning Time -<br>Wednesday |
| 30 Minutes       | 2:30-3:00   | PE - M/T/W/TH/F  | PE - M/T/W/TH/F  | PE - M/T/W/TH/F  |
| 30 Minutes       | 3:00-3:30   | N/A  | N/A  | Asynchronous Learning - 4th & 5th  |

English Learners will receive daily integrated and designated **English Language Development (ELD)** to improve English Language acquisition and proficiency. Our teachers will participate in professional development sessions specifically focused on providing engaging and effective instruction for ELs via distance learning. EBCA will follow the California Department of Education's guidelines in order to administer the Initial and Summative ELPAC to the best extent possible. Students will also have access to the Wonders ELD online program. Parents/Guardians will be offered technological and educational support to be able to assist their child(ren) at home. Eligible students will have the opportunity to be Reclassified as Fluent English Proficient (RFEP).

Edward B. Cole Academy is committed to serving our **Students with Disabilities**, by providing a full continuum of placements and support services. Our services are designed to foster inclusive practices and to increase academic and behavior performance in the Least Restrictive

Environment. Our SELPA provider is LACOE and services from Expatiate. More than 70% of our Special Education population receive their academic and behavioral support in the general education setting with full mainstreaming. Special Academic Instruction (SAI) is provided in the general education classroom. SAI within the general education classroom setting allows students equal exposure and access to the general education curriculum. To adapt for distance learning, Education Specialists utilize FERPA compliant digital platforms virtually to ensure continued support for students needing SAI. More intensive SAI support is offered within small group pull out settings within the school campus with an Education Specialist. The pullout intensive support will continue through a virtual classroom as per their IEP designated time and frequency. The pullout sessions are strategically coordinated with general education teachers and parents to ensure all students have maximum access to classroom instruction time. Additionally, related services like Speech and Language, Counseling, OT, APE and BII are coordinated with general education teachers to ensure an appropriate LRE setting. For students needing more restricted settings, EBCA provides options for various out of school placements depending on the decisions of an IEP team.

Students with behavior needs are addressed through multiple means of support including classroom behavior management, PBIS, dedicated curriculums like Second Step or Boys Town and completion of a Functional Behavior Assessment (FBA) FBA to provide individualized behavior support. FBA, ) is a process that identifies specific target behavior, the purpose of the behavior, and what factors maintain the behavior that is interfering with the student's educational progress. All staff are either trained in or shall complete yearly certification in non-violent crisis intervention and de-escalation procedures. School psychologists provide professional expertise to school staff in providing positive behavior support along with a dedicated Multi-tiered System of Supports/Board Certified Behavior Analyst (MTSS/BCBA) consultant. EBCA makes all efforts to provide timely interventions for students who may be experiencing academic difficulties. Procedures such as SST, RTI<sub>2</sub>, and PBIS are in place to ensure that the majority of students are served with general education interventions and top tier of supports are provided to students who demonstrate a true disability.

For students with disabilities who are English Learners, ELD aligned goals and benchmarks are written. The SPED team has adopted specific guidelines to assess EL students so that any student qualified as disabled under IDEA truly identified as having a disability and is not a case second language development.

For special education students who may be foster youth, experiencing homelessness, EBCA has implemented adequate procedures for child find, administrative placements, records requests as well as guidelines of McKinney Vento Act. For foster students, we work closely with parents or educational rights holders to ensure that IEPs are held timely. For students who may need an educational rights holder, EBCA will work closely with LACOE SELPA to identify county approved educational rights holders and complete the IEP process.

## **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.]

### **Distance Learning: Technology Hardware & Internet Access**

To close the digital divide and ensure all students have access to the curricular and instructional program, along with resources and communication tools to stay connected. Edward B. Cole Academy disseminated over 400 Microsoft Surface Go tablets to all students, in accordance with CA Ed Code 43503. This device is on loan to each student from EBCA and we expect it to be returned at the end of the school year. In addition, each family was contacted to assess internet needs and accessibility for their child to access instructional and curricular materials. To-date, Edward B. Cole Academy has provided approximately 34% of our students (n=136) with Wi-Fi hotspots. We have recently partnered with T-Mobile to acquire additional hot-spots as needed.

Technology Support is available for all students and staff by contacting the school.

Additionally, our staff has designed a library of “how-to” short videos that students and families can access, to learn how to log-in to various instructional and curricular programs.

### **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.]

Edward B. Cole Academy will document daily participation for each student on each school day, for which Distance Learning is provided (CA Ed Code 43504). A student who does not participate in Distance Learning on a school day shall be documented as absent for that school day. Daily participation includes engaging in online activities, completion of assessments, and synchronous contact between educators, students, peers and or parents/guardians for instructional purposes.

Given students are still going to class, just virtually, attendance will still be taken for each class “Live Session” period. Log-in at the start of each “Live Session” period is required. Tardies will be recorded for late log-ins, and absences will be recorded where office support staff and/or Administration will contact parents/guardians. Attendance will be maintained on the school’s Student Information System (SIS) Illuminate and/or the CDE template for student attendance and engagement.

Under SB 98, instructional minutes are defined in two ways: in-person instruction, and distance learning. When students are being provided in-person Special Education services, any services provided under an employee of EBCA who possesses a valid certification document will count toward the minimum number of instructional minutes. Education Code Section 43502(e)(1). Services delivered via distance learning will count toward the minimum number of instructional minutes based on the time value of assignments as determined, and certified to, by a EBCA employee who possesses a valid certification document. Services delivered via distance learning must be evaluated and certified by a properly

credentialed staff member, and the time value of those services, as determined by the credentialed employee, will count toward minimum instructional minutes. These assignments can be both synchronous and/or asynchronous.

For the 2020–21 school year, LEAs are still required to submit chronic absenteeism data to CALPADS. Whether the instruction is provided in-person or virtually, the collected data should continue to include aggregate counts of excused and unexcused absences from instruction.

EBCA will develop a local policy as to what constitutes an excused absence in a distance learning context. The policy should be consistent with *Education Code* sections 48205 and 48225.5, which specify what constitutes an excused absence. The policy should also be consistent with *Education Code* Section 48260(c) which states that an excused absence from school may include reasons that are deemed by the school administrator, based on the student's circumstances, as constituting a valid excuse. Then, in reporting the absences to CALPADS, LEAs would map the absence reasons into the excused and unexcused absence fields based on their local policy as to what constitutes an excused and unexcused absence in the Distance Learning context.

A student who does not participate daily in either in-person instruction pursuant to subdivision (b) or distance learning pursuant to subdivision (d) shall be deemed absent by EBCA. EBCA will record these absences for the purposes of reporting its chronic absenteeism rates in CALPADS and reported on the school's local control and accountability plans, and CA Schools Dashboard.

## **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.]

Edward B. Cole Academy provides its teachers and staff with a robust professional development program, that includes 2 weeks of intensive summer professional learning. In addition, our educators will participate in 90 minutes of professional development on a weekly basis during the school year. In addition, professional development has been expanded to include support staff, Instructional Assistants, as a result of the added duties with distance learning to address the needs of our students. The areas of focus include but are not limited to:

- Professional Norms during distance learning including Google Classroom Expectations
- Expectations: teacher, student and parent
- Utilizing the various instructional platforms
- Assessment for Learning versus Assessment of Learning
- Time Value – certifying assignments

- Curriculum Maps, course at-a-glance; and Week 1 Lesson Planning, & Power Standards
- Establishing strong social & emotional bonds with students
- Effective pedagogical strategies for teaching Students with Disabilities through distance learning
- Effective pedagogical strategies for teaching English Learners through distance learning
- Strategies for Improving student engagement during remote learning

## Staff Roles and Responsibilities

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

In order to provide a high quality distance learning educational program, and ensure high levels of student engagement, and participation, the roles and responsibilities of key staff have been modified as a result of distance learning, they include:

- The role of the Co-Director of Recess team has been modified to oversee the school's recruitment events during school closure/distance learning; and assists the support staff in the office.
- Janitorial Services cleans high touch point areas within the entire school campus throughout the day.
- Teachers, para-professionals and Instructional Assistants have shifted instruction to distance learning.

## Supports for Pupils with Unique Needs

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

Edward B. Cole Academy has partnered with AARP that will provide 20 volunteers that will be paired with 4 students each (total of 80 students) as part of our reading/tutoring program that will launch in mid-September schoolwide, funded through the Prentice Foundation. The volunteers have been fully trained via AmeriCorp, and will provided structured targeted reading sessions with select struggling students as additional support with literacy instruction.

**Access to Technology:** All students will be provided a Microsoft Surface Go device in order to fully participate in Distance Learning. Our school provided families with Wi-Fi hotspots and/or paid for their internet service at home so that student could successfully participate in distance learning. Technology Support is available by contacting the school.

To further **support English Learners, low-income students, and foster youth**, families will have access to information in Spanish Language, for distance learning. We have surveyed families to determine the best method to communicate with them via Class Dojo, One Call, phone calls and emails. Our school will have 3 counselors from Turning Point to provide social-emotional and mental health services.

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

| Description  | Total Funds | Contributing |
|--|-------------|--------------|
| SPED Staff, and contracted services  | \$466,783   | N            |
| Technology devices, Wi-Fi hotspots, internet service, IT Services, website | \$207,314   | Y            |
| Professional Development   | \$37,000    | Y            |
| Illuminate Assessments & SIS   | \$20,626    | Y            |
| SIPPS Phonics Assessment   | \$10,736    | Y            |
| Online Curriculum  | \$39,978    | N            |
| Achieve 3000/Smarty Ants, ST Math, and Typing app                          | \$23,361    | Y            |

## 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.]

As a result of school closure due to COVID-19 in mid-March, our entire staff shifted their instructional practice to Distance Learning. We implemented various strategies to engage students and consistently increase student participation. Our staff communicated with families on a regular basis which has continued throughout the summer and has led to the development of the Learning Continuity and Attendance Plan.

In order to address pupil learning loss as a result of COVID-19, Edward B. Cole Academy educators have developed Power Standards for each grade level to accelerate student learning. Pacing plans for the entire school year have been developed by teachers. In addition, all teachers have developed rigorous lesson plans for the first trimester across all grade levels.

EBCA has developed and will administer a cycle of assessments (in addition to state-mandated assessments) that focus on reading, language, mathematics and ELD, in addition to Science, and Social Studies as diagnostic, interim, local, and benchmark assessments that will inform instruction, small group instruction, and the need for additional targeted intervention/support.

- NWEA MAP assessments: Reading, Language & Math
- Smarty Ants/Achieve 3000: Reading Lexile Levels
- Formative assessments: daily exit slips
- Summative Assessments: Unit Assessments & Illuminate standards-aligned assessments

## 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.]

Edward B. Cole Academy will implement the following strategies to address the specific needs of English Learners, low-income, foster youth, Students with Disabilities, and Homeless:

- A focus on increasing the total number of instructional minutes for synchronous “live” instruction
- Daily intervention block to support students who struggle academically in ELA and Mathematics

- Daily Designated English Language Development (ELD) Block of 45 minutes to support English Learners gain English Language Proficiency.

- Consistent daily schedule, that creates routines and clear instructional guidelines

- Teachers will provide office hours to support student needs and/or communicate with families.

- Instructional Assistants will collaborate with grade level teachers to support students during the day and after-school with differentiation and tutoring.

- Support Staff will conduct daily OneCall in the morning – to welcome, and remind students to log-in for synchronous instruction. The purpose is to ensure 100% of students are participating and engaged on a daily basis.

- Mid-day One Call: the purpose of this call is to remind students who have not logged in for live math instruction, to do so; and/or provide technical support if needed.

- After-noon Call – will be made to students/families who were absent from synchronous instruction, and determine the root cause of the absence. If the issue is related to food insecurity; or non-academic related an immediate referral will be made to the Case Manager to ensure the needs of the student and family are being met.

Our school also provided every student with a backpack, that included grade-level instructional materials, reading books, their college t-shirt (each classroom represents a college/university); and their device with a guide on how to log-in to online materials.

## 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.]

Edward B. Cole Academy will measure the effectiveness of the services and/or supports provided to address learning loss utilizing follow methods:

- Student performance on Diagnostic assessments, formative and summative assessments

- Daily student attendance & participation

- Feedback from Student, staff and parent surveys

- Feedback from parents when communicating with staff

- Documentation from support staff on root causes of absences

- Check-ins with students to ensure consistent routines; and adherence to consistent daily instruction schedule

EBCA is a WASC-Accredited Charter School that uses multiple forms of data to inform instruction, allocation of resources, and as part of its ongoing schoolwide improvement cycle. In addition, EBCA, will use Improvement Science research through the Plan, Do, Study, Act (PDSA)

model through its Multi-tiered System of Supports (MTSS). This model of continuous improvement is used to measure program effectiveness at EBCA. Our goal is to optimize program and strategies in place by analyzing and evaluating its effectiveness, planning change to optimize a program or strategy, implement the Action Plan and continue to study the results/findings. The PDSA cycle is a Continuous Improvement Cycle.

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

| Description  | Total Funds | Contributing |
|--|-------------|--------------|
| Instructional Assistants (6)   | \$291,167   | Y            |
| Backpack filled with instructional supplies for distance learning (for all students) | \$40,000    | Y            |
| Additional instructional materials and uniforms for foster youth/homeless            | \$2,000     | Y            |
| NWEA MAP Assessments: Reading, Language & Math                                       | \$8,119     | 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.]

Edward B. Cole Academy will continue to build upon research-based SEL practices implemented during crisis schooling at the end of 201-20 to support staff, students and their families. Cloud 9 Social-emotional digital lessons will continue across all grade levels to support the social-emotional well-being of our students. As part of our college-going culture, all students will receive their college t-shirt (each classroom represents a specific college/university), to also create a sense of togetherness and joy for learning. Our students will participate in grade level common text reading that focuses on targeted character traits (mini reading on character).

EBCA will contract (3) counselors via Turning Point to support the social-emotional well-being of our students to ensure student learning can take place. Counselors will provide services to students remotely during distance learning. In addition, the Case Manager will support families facing food insecurity, need additional resources and/or referrals.

Students who have had highly stressful experiences in their lives can experience difficulties taking advantage of what schools have to offer. Learning, remembering, trusting, or managing your own feelings and actions can be a painful challenge for a child who has experienced violence or other adversity.

In order to monitor, and support the mental health, social and emotional well-being of our staff during the school year, the Principal will conduct weekly staff surveys, and individual check-ins to assess methods to support their needs. Lead teachers will conduct grade-level check-ins with teachers.

Our SELPA provider will lead trauma and stress informed professional development for our entire staff. The Principal will also facilitate professional development that addresses trauma and other impacts related to COVID-19 throughout the school year.

Our support staff will conduct check-ins with all families on a weekly basis; in addition to teacher check-ins; and document findings on our student engagement spreadsheet, which teachers and the Principal will review on a regular basis.

## 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.]

EBCA staff will utilize Class Dojo to send schoolwide, class-level or grade-specific messages. All families will receive weekly if not daily announcement via OneCall phone call messages, our school’s website, and Facebook Social Media as requested by families. All announcements are also translated to Spanish based on the 15% minimum language translation requirement.

The following chart outlines our 3-tiered reengagement strategy and procedures for students who are absent from distance learning.

| Tier Support  | Description of Support for Student Attendance & Participation   |
|---------------|---|
| <b>Tier 1</b> | <ul style="list-style-type: none"> <li>• All teachers will take attendance daily during their synchronous sessions with a roll call where they would look for visual, audio, or typed responses.</li> <li>• Teachers will record absences directly to EBCA’s School Information System (SIS).</li> <li>• Additionally, teachers will document/report out students who may be present during synchronous sessions but are not actively completing assignments.</li> <li>• Teachers will reach out to parents/guardians to alert them of the student’s absences and to consider personalized solutions for re-engagement purposes.</li> </ul> |
| <b>Tier 2</b> | On a weekly basis, our EBCA Attendance Team reviews both sets of data to determine additional follow-up to be conducted by EBCA’s Front Office/Admin Team.  |
| <b>Tier 3</b> | Additional follow-up communication by EBCA’s Front Office/Admin Team may include a phone call, designated support, access/information for additional resources, and possibly a home visit by EBCA administration if critical.   |

For Tier 1:

- Teachers will interact with each student daily. Contact will be made to families in the student's home language. The Front Office Support Staff will contact the family when a student is absent. If a student is has 3 consecutive absences, then we transition to Tier 2.

For Tier 2:

- Front office will contact the students three times. If contact is made the front office will inform the teacher immediately via email.
- If front office is unsuccessful in communicating with the family, a letter will be mailed home (translated).
- If contact is made, the front office support staff will facilitate the scheduling of a parent and teacher meeting.
- If front office is unsuccessful and 4 consecutive days of absences, then we transition to Tier 3.

For Tier 3:

- A final attempt at contacting the family via phone call will be made to schedule a Parent & Administration. Meeting.
- If unsuccessful, a Home Visit will take place on the 5<sup>th</sup> day of the absence.

All teachers will document daily attendance using Illuminate Student Information System based on participation in synchronous, asynchronous instruction. To measure engagement, asynchronous and synchronous lessons and activities are assigned a time value. In the SIS, teachers will assign a time value for each activity, indicate whether the activity is synchronous or asynchronous, and document each student's participation and engagement in each lesson and activity for each day of the week.

Our Support Staff has verified during registration in July 2020, that all student contact information including telephone numbers, email, and home addresses are accurate. Teachers will monitor student engagement daily for each activity that is assigned, synchronous and asynchronous. Our Support Staff/attendance clerks will contact families of students who have not engaged during the day to verify the reason for the absence.

A student who does not participate in Distance Learning on a school day shall be documented as absent for that school day. Daily participation includes engaging in online activities, completion of assessments, and synchronous contact between educators, students, peers and or parents/guardians for instructional purposes.

Given students are still going to class, just virtually, attendance will still be taken for each class “Live Session” period. Log-in at the start of each “Live Session” period is required. Tardies will be recorded for late log-ins, and absences will be recorded to Office/Administration who will contact parents/guardians.

## 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.]

EBCA has disseminated school lunch applications to all families to evaluate students’ eligibility for free or reduced-priced meals to ensure all qualifying students are served.

EBCA has contracted nutrition services with San Ana Unified School District to provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals. For students attending in-person instruction, meals will be provided in the classroom for both breakfast and lunch.

During Distance Learning: Grab & Go meals will be made available daily at our school site from 10:45am – 12noon that will include lunch, dinner, snack and breakfast for the following morning, for families to pick up in a non-congregate setting. To ensure social distancing and “no-touch” pick-up, families will line up alongside the school building maintaining six-feet apart daily meals; or via curbside pick-up.

EBCA will also partner with community-based agencies, nonprofit organizations, and faith-based groups to provide direct food assistance to families including but not limited to information about food pantries/banks, and community events providing food disbursement

## Additional Actions to Implement the Learning Continuity Plan

| Section                                       | Description   | Total Funds | Contributing |
|---|---|-------------|--------------|
| Mental Health & Social & Emotional well-being | (3) Counselors from Turning Point   | \$13,680    | Y            |
| Pupil & Family Engagement & Outreach          | EBCA Support Staff that will contact families/students each morning and afternoon to ensure student participation in distance learning. | \$166,785   | 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 |
|--|--|
| 35.36%                                     | \$1,105,340  |

## 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.]

Edward B. Cole Academy serves a highly vulnerable demographic with 95% of its students identified as Unduplicated Pupils (English Learner, low-income, and foster youth). On an annual basis we re-assess our educational program, instructional model utilizing multiple forms of data, to measure the effectiveness of our program and the impact on student outcomes to ensure the needs of English Learners, low-income and foster youth are met and addressed. Throughout the Learning Continuity and Attendance Plan actions and processes were designed to support our Unduplicated Pupils.

As part of our ongoing schoolwide improvement cycle, we are continuously assessing the delivery of our program and support services to ensure they maximize academic outcomes for our English Learners, low-income and foster youth. With our shift to distance learning, assessing the needs of our students and communicating with stakeholders has been critical to the development of our Learning Continuity and Attendance Plan. As indicated in this report there was a significant need to provide all students with devices and connectivity to ensure students have access to and are engaged in distance learning.

Strengthening professional development to support our teachers with improving the effectiveness of instruction during distance learning, especially with English Learners, and students that were disengaged, including setting norms, expectations and implementing formative assessments on a daily basis to measure student learning.

Our school also provided every student with a backpack, that included grade-level instructional materials, reading books, their college t-shirt (each classroom represents a college/university); and their device with a guide on how to log-in to online materials.

In the area of mental health support, services will be prioritized for our unduplicated pupils to provide coordination of services with ongoing outreach and communication to maintain continuity of care.

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

For Edward B. Cole Academy, the transition to distance learning a opportunity to examine our services, and the needs of the students we serve. During this period, relationships with families has strengthened, and communication has improved. As a school that serves a student demographic comprised of 95% Unduplicated Pupils, maintaining the quality of our program and identifying ways to improve and increase services was informed by the multiple forms of data we collected throughout the school year in addition to data collected since our shift to distance learning. Data included student performance as measured through assessments, student engagement, attendance, coursework/assignment completion, parent participation in our virtual meetings, survey results (staff, students, parents), and the daily communication logs our staff documented when communicating with students and families.

With the transition to distance learning, disseminating devices and providing students with connectivity (internet and Wi-Fi hotspots) was critical in order for students to access our educational and curricular program. An improvement for our students includes online supplemental programs to strengthen literacy and math skills, including phonics program/assessments, including Achieve 3000/Smarty Ants and ST Math. Additional instructional assistants have been hired to provide small group targeted instruction; and an EL Instructional Assistant to provide increased daily academic support and tutoring for English Learners, and support progress toward English language acquisition. Our school has contracted additional counselors to provide mental-health services for our Unduplicated Pupils who continue to face significant trauma during this pandemic.