



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.]

ACE Charter High School has 250 students from all over Ventura County. We are a project based learning school, offering hands on instruction revolving around 4 pathways - construction, engineering, architecture, and computer science. ACE is an International Baccalaureate school with stand alone Career Programs in each pathway and is the only school in California with said programs. Our student demographics are roughly 63% Hispanic, 23% White, and the remaining divide into other. Based on the close of the 2019-20 school year, ACE supports all students, including services aligned to our high need student groups. (47.4% low-income, 12.9% students with disabilities, 9.6%% English Learners) As a strong smaller school community, ACE is mindful to a small .8% foster youth and homeless students enrolled.

Mission

The mission and vision of Architecture Construction and Engineering (ACE) Charter High School is to provide a scientific, technical, analytical, and liberal arts based high school experience from a contextually global mindset and through progressive and collaborative teaching practices.

Through career program pathways, ACE students explore a rigorous, contextual, project-based curriculum that prepares students for lifelong learning as well as direct-entry into college, professional apprenticeship programs, or a technical career.

ACE strives to accomplish these goals through a truly interdisciplinary and global approach that weaves traditional educational practices with cutting-edge and real-world project-based activities.

ACE fosters an educational environment that calls students to be critical thinkers, communicators, collaborators and creative in their approach to life and leadership within their community. ACE also calls upon teachers to be lifelong learners, while seeking progressive, collaborative, and creative methods to engage and educate the students in the international mindset.

Vision

Architecture Construction and Engineering Charter High School – inventing the future while honoring the past since 2010.

The impact of COVID-19 on the ACE community has not been detrimental to the continuity of learning for our students. We did close school on March 14th, as did every other school in Ventura County at that time. That very same week, we organized as a staff, discussed virtual learning, and rolled out professional development before the week's end. Our students lost one week of instruction in total. Our parents

expressed concerns for an uncertain future, and we dealt with this with over communicating weekly. The ACE Community has been fortunate to experience minimal COVID situations since March of 2020. Since March, we have created a 4 stage process that rolls from a completely virtual environment, to a staggered one, to eventually a complete return to school 5 days a week.

Stakeholder Engagement

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

ACE Charter has sent 3 surveys into circulation, to parents, students, and staff. The survey question purposes intended to identify technology issues and needs, including wifi; as well as communication needs, school needs, and health & safety questions. The first two surveys described further below, were revolving around health, safety, communication, technology, and individual needs that may arise. Based on these results, the school had purchased extra hotspots than needed, but ended up using them in the fall; additionally we translated virtual meetings for families as they were happening, which we had not in the past - due to not having regular virtual meetings. The third one was based on school changes and paths towards reopening safely and school in the fall. Based on these results, our school was able to identify how to remedy concerns and issues whether this be around technology or around translations and communication. We have translated the survey to families and disseminated on several platforms as well. Based on results which revolved around transportation, virtual learning, and safety measures, the stakeholders were overwhelmingly in favor of 5 day on 5 day off model as stage 2, virtual learning as a permanent option, and for staging our reopening process. ACE held weekly "fire side" chats with parents to conduct Q/A's and initiate feedback and avenues of concern to explore. Through the efforts for outreach, we learned of a team of parents that were professionals in the health care industry and were willing to share their thoughts, data, and expertise on the reopening stage plan that we eventually settled on using as described above. In order to understand opinions from all school stakeholders regarding the 2020/2021 school year, ACE Charter solicited feedback and opinions from key school stakeholders -- parents, students, and staff. To do so,

ACE developed two stakeholder surveys, held planning meetings, as well as met with individuals across the May through August 2020 timeline while the school's reopening plan was being developed. All surveys were provided to stakeholders in both English and Spanish so that both major language groups at the school could be equally represented in the results. Additionally, as survey results were submitted, a report of those opinions was presented to ACE's board as a discussion item at summer board meetings. In total, over 3/4s of the school stakeholders provided some form of feedback regarding the reopening of ACE Charter High School.

Surveys:

Survey 1: Parent Survey -- Sent to families on 6/08/2020

Question Themes

Part 1: Demographics

Part 2: Social-Emotional Health of Student during School Closure
Part 3: 2019/2020 Distanced Learning Feedback
Part 4: Social and Economic Impact of COVID-19 on ACE Families
Part 5: General Opinions of different school reopening plans for 2020/2021
Summary of results was presented to ACE's Board

Survey 2: Hybrid Model/School Transportation Survey -- Sent to families on 7/13/2020

Question Themes

Part 1: Demographics

Part 2: Transportation Needs for 2020/2021

Part 3: Opinions on Specifics of ACE's Reopening Plan, including:

Hybrid, Distanced, and Full Return options

Specifics of days on and off-campus for the hybrid option

Free Response questions for other general inquiries

Summary of results was presented to ACE's Board

Summer Staff Meeting:

ACE Administration met with all staff to survey and discuss reopening plans on 7/16/2020

All Parent Orientation:

ACE Administration met with all families via an open-mic Zoom on 8/5/2020

New Student Orientation:

ACE Administration and Teachers met with new students via an open-mic Zoom on 8/06/2020 or 8/10/2020

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

Each month, our Parent Organization holds meetings on the first Tuesday of the month - and zoom invites will be posted for the invitations, made available on the school's website and social media platforms. Public hearings will also be posted for future view on the school's website. Board meetings are held monthly via zoom as well. The board agenda is posted on the school's social media accounts, and conducted virtually for all stakeholders. Survey questions across two different surveys included these themes for stakeholder opinions: Hybrid, Distanced, and Full Return options, specifics of days on and off-campus for the hybrid option. A sample of questions across the two surveys includes but not limited to the following questions:

Question: Due to the ongoing COVID-19 pandemic, and subsequent health/Safety requirements, ACE is planning various educational options for Fall 2020. Please rate the options proposed based on your preference.

Question: To account for CDC/Social Distancing requirements, a hybrid schedule combines traditional at-school classroom learning AND online remote learning from home. Please provide your preferences on the following hybrid options:

Question: To help prioritize parents' schedules & needs within our Hybrid model, which schedule would be most difficult for your current employment? Please select your least preferred option.

Question: Which hybrid option would you prefer when ACE resumes on-campus instruction.

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

Based on our feedback, we learned that 25% of families who used transportation last year, will not need it this year. We learned that a 5 day students to be on campus and the following 5 days will be off campus was a popular model to parents. We learned that we can social distance while at school if we broke the students into grade cohorts, and sections within grades. We learned that staff can designate safe working spaces, and that we can mark these areas on the ground. We learned that staff want outside classes, that we can arrange our schedule differently to not overwhelm students with mass amounts of work - yet still maintain integrity and offer mastery of content. We've also consulted with parents in the medical field and this has made a major impact on our decision making! ACE administration met with parents in July to have virtual coffee and fireplace chats with parents, held multiple meetings in July and August with parents of students who are doctors and professionals in the health industry to vet our return plan to school, and with surrounding school administrators from neighboring districts in June, July, and August for planning purposes. In the summer from May to August - weekly, every Tuesday and Thursday, ACE admin met to discuss COVID-19 planning.

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

The stages of reopening were heavily impacted by stakeholder input, as did the layout of campus, the curriculum design, and the amount of time a student is on campus as opposed to virtual learning. The safety of students and staff while on campus was influenced. The staggered models were all but defined by stakeholders, and massive amounts of aspects of keeping everyone safe while on campus, were all determined from stakeholders involved in this process. We initially were going with a 5 day on 5 day off model to reopen in a staggered setting, and community stakeholder input directly affected the schedule and how that staggered stage would be defined using science, expertise, medicine, and statistics.

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.]

ACE Charter will have in-person instruction when our stage 2 plan of our 4 stage plan has been initiated. We will not offer in person instruction unless otherwise advised by the state of California and Ventura County Public Health Department. In a COVID world, in-person instruction is defined as live learning and ACE Charter does that every period of every day, no matter the stage we are in to reopen.

ACE Charter students only lost 5 days of instruction last school year 2019-2020, and check ins during the summer and again in the fall ensured that. Students that have expressed concerns with virtual learning, have had individual learning plans created for them, so that no gap in instruction was evident. When students do return to campus under a staggered model, outside learning will replace inside learning as much as possible.

Major changes to 2020-21:

1. Change of Bell Schedule from 6 - 60 minute periods, to 4 - 90 minute periods, cutting every students' caseload in half
2. All math offered will be Financial Literacy and one section of Math III to keep that cohort pace
3. All science is Integrated Science I & II instead of Bio, Chem, Physics, & Environmental
4. Every Wednesday will be Social & Emotional Wellness and every half of lunch period of every day is dedicated to advisory and student check in

ACE will implement a 4 stage process for return:

Stage 1 - all virtual learning - live instruction is offered virtually, every period, every day.

Stage 2 - 2 grades on campus Monday and Thursday one week, while the other two grades are virtual that week. The following week will have the other 2 grades on campus on Tuesday and Friday and vice versa. All Wednesdays are virtual. 2 grades of students per week, will be on campus only.

Stage 3 - Monday/Thursday - 2 grades on campus all day. Tuesday/Friday - 2 opposite grades on campus all day, within the same week. Wednesday is virtual.

Stage 4 - Students in school all 5 days of the week.

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

Description	Total Funds	Contributing
Outside desks and tables for outside learning	\$24,000.00	No

Description	Total Funds	Contributing
Personal Protective Equipment (PPE)	\$1,300	No
Benches, tools, signage and paint for directionals on campus	\$20,000	No
HEPA Units per classroom, thermometers, cleaning and disinfecting supplies	\$15,000	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 ACE Charter 4 stage method does not have varying curriculum nor classes throughout. All students will keep their schedule throughout the year, they will have the same number of classes, same course work, and same academic experience.

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.]

ACE Charter has ordered a Chromebook per student for the last 6 years. We have hotspots for those without connectivity. We have google voice for staff phone calls. We purchased laptops for staff with capabilities for virtual instruction.

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.]

ACE will adhere to a 90 minute bell schedule 4 days a week, and a 30 minute scheduled day of classes on Wednesday. Each day will have 4 instructional periods, with Wednesday having 2 additional instructional periods for social and emotional wellness and progress checks. Students will have to log in to their classes, and literally participate in the online class. Their participation and attendance are weighted heavily in the overall grade in the course. Participation includes evidence of participation in online activities, completion of regular

assignments, completion of assessments and contact with an ACE staff member, the student, or the parent/guardian of the students. ACE will ensure that a weekly engagement record is completed for each student participating in distance learning. Attendance will be captured by teachers daily and shared with office staff for pattern identification and intervention. Student attendance is a major portion of a student's grade. ACE is incorporating the notion that when students show up to "school" in our virtual classroom setting - they will succeed. Therefore, the ACE Grading Policy is amended to reflect the following changes:

50% of every student's grade is based on attendance. Showing up every day to your scheduled virtual learning environment, will get you a 50.

15% of every student's grade is based on participation. Every student, in each period, will be required to respond to a "Deliverable". A Deliverable is a student response to a teacher request to determine comprehension at the end of a class period. This could be in the form of a quiz, a project presentation, an email with an explanation to a question prompt, an oral report, or many other ways of demonstrating authentic mastery of understanding. All deliverables will be based on what was learned that day. All deliverables here are due at the week's end in the event extended time is needed. A Friday class Deliverable can be handed in on the following Monday, when defining extended time. 35% of every student's grade is determined by their scores on projects using ACE's Project-based Universal Rubric. Students must grade themselves using the ACE Universal Rubric prior to submission for teacher commentary. Students score either a 3, 2, or 1 on the rubric and students DO have the opportunity to resubmit for a higher score upon deeper reflection.

Attendance 50%

Attendance for each class period. Yes or No, did the student attend class

Frequency: 5 Yes/No marks per week

Note: Students have the opportunity to make-up a missed attendance day through an alternative assignment turned in up to a week prior to the end of the grading semester. A semester is 9 weeks long. Attendance is scored as missing in Q until the alternative assignment is completed.

Participation 15%

A Deliverable for each class period. Yes or No, did the student deliver something in class.

Frequency: 5 Yes/No marks per week

Note: Students have the opportunity to make-up a deliverable turned in up to a week prior to the end of the grading semester. A semester is 9 weeks long. A deliverable is scored as missing in Q until the deliverable is made up.

35% A Project

Using ACE's Universal Project Based Rubric

Frequency: As assigned by teacher

Note: Students must grade themselves using the ACE Universal Rubric prior to submission for teacher commentary. Students score either a 3, 2, or 1 on the rubric and students DO have the opportunity to resubmit for a higher score upon deeper reflection.

Daily participation is used to track attendance and ensure daily engagement by all students in learning activities. However, documenting daily participation may be met through daily live interaction with a teacher or virtual assignments. Daily participation may also be documented through participation in online activities, completion of regular assignments, and contacts between employees of the LEA, including those other than teachers, and pupils or parents or guardians.

With the following percentages factored into the student grading policy, each student is given the best chances to obtain success. Why give 64 reasons for a student to fail a class, and only 10 for them to get an A? Now, we are shifting due to this logic, to a new grading scale, using this percentage breakdown.

If in the above example, that student shows up to every class and completes the daily assigned task in each, that student is guaranteed to pass the class.

Pursuant to Education Code Section 43503(b)(6), if daily live interaction is not feasible as part of regular instruction, the governing board or body of the LEA shall develop, with parent and stakeholder input, an alternative plan for frequent live interaction that provides a comparable level of service and school connectedness.

ACE will prioritize professional development for distance learning to include strategies to support and build capacity of students and families to access online learning and technology, particularly if pupil progress will be assessed in whole or in part based on engagement with online learning platforms.

In a COVID world, students are subjected to extreme situations, and under these circumstances that are expressed to administration, special considerations can be made. If you and your family situation are preventing daily attendance, please contact ACE administration as soon as possible.

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.]

ACE has prioritized distance learning professional development to ensure school staff re engagement strategies are successful and targeted to those groups who are identified as disproportionately struggling with distance learning engagement, including students with disabilities and foster youth, youth in the juvenile justice system, and youth experiencing homelessness.

Every Wednesday, students will have a half of a day schedule, and staff will meet in the afternoons for collaboration and professional development. Staff will also have 30 minutes at the start of the day and 30 at the end of the day, for staff collaboration and PD. We will continue to lead the way with instructional support and development throughout the year in this manner.

Staff Roles and Responsibilities

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

An administrator will monitor student entry every morning by checking the infrared cameras, administering temperature checks, identifying those in need of medical assistance, and contacting homes. Office staff will also be responsible for identifying trends in student attendance, and coordinating student health efforts to a safe return. An administrator will have to conduct sanitizing classroom environments throughout the day. Additional support staff are compensated for attending and translating meetings for parents & families.

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.]

Although our percentage of foster youth/homeless enrollment is less than 1%, ACE ensures that the counselor is aware of the student group needs and living situation. Students with unique needs are identified and given priority with communication and technology needs, as well as constant follow up. Every student is provided with technology for virtual learning, as well as on campus learning. Students are offered hotspots if needed as well. Students are able to have virtual learning regardless to the stage of the school, because of certain needs, and that is why our schedule rarely changes - so it won't impact those students if at all. For students with IEP's, we created a schedule around giving time for direct connection with designated special education staff as this was a priority.

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

Description	Total Funds	Contributing
Technology – Chromebooks for students	\$76,005	Yes
Hot spots	\$6,304	No
Additional Principal time to initiate distance learning plan for Spring 2020	\$13,037	No
Summer salaries to implement distance learning for Fall 2020	19,239	No
Staff development (Sage wellness, Aventri Event and internal staff development conducted by administration)	\$6,040	No

Description	Total Funds	Contributing
Laptops and chromebook repairs and cleaning	\$4,321	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.]

It is reminded that ACE only lost 4 days of actual instruction during school year 2019-2020. In order to assist with a smooth transition back to a school year environment, ACE has made some fundamental changes to our course offerings. We are offering Financial Math for this year, to all students. We have contracted with a virtual/electronic web-based platform for content in ELA, specifically focusing on differentiating instruction and varying levels of learning for all students. Teachers have a designated time, every week, to conduct small group and 1:1 formative assessment on student language development progress. For students with low-technology access, teachers conduct such assessments via phone or by arranged pick up. To address this need for students with no access to technology, teachers will conduct instruction via packets using the school site as a place for exchange.

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.]

ACE office staff and counselor will make initial contact with these students to determine and define needs. Once this is identified, an individual education plan made in conjunction with the teachers, counselor, parent/guardian, admin team, and the student - ACE will create a learning plan that best meets the needs of said students. ACE has an extremely low number of English learners and foster youth, which affords the school the chance meet with each student, evaluate and plan for each individual scenario, and track progress with schedule follow up's for revision and progress checks.

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.]

ACE will identify the students who suffered learning loss due to the COVID-19 situation. Based on this list, the students will be divided by an advisor, who will be responsible for assisting that student with a path including health and safety measures as well as academic support. ACE uses the APEX program for credit recovery, and will create SST plans for each case that has measurable goals to track progress.

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

Description	Total Funds	Contributing
APEX credit recovery program	\$6,975	Yes

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.]

ACE has built in to the annual student schedule, a social and emotional wellness check in day on Wednesdays. Each student will have the first 2 hours of a Wednesday, dedicated to social and emotional wellness. Staff will be led by our school's guidance counselor, to incorporate the skills and knowledge of the world around us with regards to all things SEW, and should any red flags be raised due to these check ins, proper steps can be taken from there. Staff has the first and last 30 minutes of every day, to plan accordingly, and during these time slots, the guidance and admin seams can deploy the SEW curriculum. Every Wednesday afternoon, staff has collaboration for 2 hours, which is also a perfect time for debriefing, revisions, planning, and proper PD and support to take place.

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 will take attendance for every period. Student attendance is then reported, and trends/patterns can be identified. Daily, staff will communicate to the front office of attendance. Daily, admin and office staff will communicate with homes of students who are not signing into virtual learning settings. ACE has dedicated staff to just making outreach phone calls with families all day. Should students not show to school, ACE will deploy the same policies we used with chronic absenteeism and truancy.

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.]

ACE students are allowed to attend their zone school for regular lunches. ACE will be serving bagged lunches when we are in stage 2, 3, & 4. It is noted in this plan that ACE is not a neighborhood school, we do not have a neighborhood close by as we are located at the airport.

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
8.63%	\$199,835

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.]

ACE conducted outreach to all students, including foster youth and low-income students - to assess needs and health related concerns at that time. We conducted inventory of needs and addressed every one of them in the spring of 2020. This fall, ACE has ensured that all students have been accounted for with technology needs, and have met with our counselor to determine learning needs as well.

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

Based on current enrollment projections, ACE Charter High School will educate 260 students during 2020-21. Approximately, 34.62% of these students will be deemed unduplicated. Consequently, LCFF supplemental funds generated by Average Daily Attendance will be approximately \$199,835. ACE will increase or improve services for unduplicated students by implementing the following services:

1. Additional Teachers to maintain smaller class sizes
2. Transportation costs to shuttle students to Oxnard College for supplemental education
3. Additional Counselor hours to support students
4. Maintain one to one ratio of technology to students