

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

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

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## General Information

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

Anderson New Technology High School (ANTHS) is a small dependent charter, in a rural area, which focuses on problem based learning. We are part of the Anderson Union High School District (AUHSD). ANTHS has been impacted by the COVID-19 pandemic in the following ways: As a generality, at risk students have a harder time with distance learning than students who are not at risk. We have a large population of students who are students of trauma even before the pandemic and the pandemic has just exacerbated the problem. There is also a lot of dissension in our general community as at least half of our greater community doesn't believe Covid 19 is a real problem and fight against wearing masks or having safe distances between people. Others want to stay home and do independent learning, which is not always the best choice for their learning style. This dissension in our greater community can play out among students at the school as well. Our community does not have a quick turnaround for Covid testing, usually 4 to 6 days. Therefore, a lot of our students will not go and get a Covid testing when sent home due to illness, because they figure they will only be home for 10 days anyway. The district as a whole has seen that the closure of schools has impacted many students and families by challenging their ability to access basic services. The broader economic impacts of the pandemic, including increased unemployment, have increased existing challenges such as food insecurity and access to technology/connectivity. Families and students have also been impacted by their physical separation from targeted supports and services that are typically in-person, including some services for English Learners, Foster Youth, Homeless Youth, low- income students, and Students with Disabilities. The COVID-19 pandemic has also resulted in increased isolation and disconnection due to the physical and social separation from the classroom and school community. Curriculum pacing, traditional methods of instruction, and assessments of student learning have also been disrupted. Teachers feel overwhelmed and inadequate for the challenges of teaching all students via distance learning.

# Stakeholder Engagement

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

The overall process for stakeholder engagement included many outreach opportunities specifically, these efforts included different strategies for each stakeholder group:

1. Pupils: Students interacted with teachers every day by logging into Google Meets with their teachers. Those who did not, the teacher called to check on. If the teacher could not get hold of the student the office was notified and members of the office staff would continue to try getting hold of the student and/or family. If the student and family were still not able to be contacted, they were referred to a group at the Shasta County Office of Education (Help Me Grow) who would do a home visit and follow through to find out what problems the student and/or families might be experiencing that prevented them from logging in to school. Teachers had many assignments that checked on the social emotional needs of all the student, as well as, their academic needs.
2. Families: All students and parents were personally contacted by phone, as well as, sent emails and texts on a regular basis. Our counselor kept in very close contact with our foster and homeless youth. Our two EL students were contacted with the use of interpreters.
3. Educators: all classified and certificated staff were kept informed of what was happening at both the site level and the district level on a daily basis. Virtual staff meetings were held weekly and the district held negotiations with the bargaining units throughout the spring and summer.
4. Stakeholders without access to Internet or who spoke languages other than English: Every family was contacted by phone and anyone who needed a Chromebook or better Internet access were provided what they needed. If teachers had any students of concern, the principal and counselor would contact the families directly. We have very few EL students, but the few we did, we had interpreters speak with them on the phone asking the same questions we had asked other families.

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

ANTHS promoted stakeholder engagement through in person and remote participation in the public hearing and local governing board meetings. Parents were given Zoom links to be able to engage in meetings, they were also given telephone access to meetings if their internet was not strong. Many surveys were sent out by email to all parents and students to provide them with options to give us feedback. Everything was posted on our website for easy access. There were virtual board meetings all through the summer that everyone was invited to attend. ANTHS office staff contacted every family by phone to check on them and ask about their needs, and emails were sent to every family before any public meetings and hearings.

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

Last spring, when the pandemic first impacted our school we responded by using Google Meet every day between the teachers and the students. Teachers were assigned times to meet with their classes so that there would be no overlap. Teachers held office hours twice a week in the afternoons so that students could drop in and ask questions. Students could only improve their grades from the point of when school stopped, they could not do worse. We made sure every household had internet and a computer to use, those who did not, we provided for, or gave paper packets. We provided professional development to all of the teachers and many resources for great online practices were given out frequently to the teachers, students and families.

The district provided approximately 900 meals daily, in several locations, for easy access for students. Breakfast and lunch were provided in bags and all social distancing and hygienic protocols were always followed. In addition, meals were provided over spring break and summer.

Stakeholder feedback was gathered through in-person meetings, virtual meetings (including district board meetings), surveys, emails and phone calls. Students and staff were questioned and asked to give ideas on how best to support our school community given their experiences from last spring.

ANTHS, along with the AUHSD participated with Shasta County Office of Education, Shasta County Public Health and other community partners in the Shasta County Sub Committee, which is an advocacy group for Shasta County. Tasked with providing stakeholders updated pandemic information, resources and with the primary goal of planning for safely reopening our schools; this body has helped to ensure best practices for health and safety protocols.

Through this collaboration with our stakeholders groups, input was collected. The following trends (ideas) emerged from our analysis:

- Students and parents have shared their frustration with employment responsibilities and the distance learning experience.
- A majority of parents responding to surveys demonstrated a desire for reopening with a traditional/in-person model. This was further supported in the Board meeting of

August 5th, with a unanimous outpouring of support for a traditional reopening during the public comment period.

- A notable portion of students and parents voiced their concern with the potential for spread of COVID-19 and have opted to transfer to Independent Study.
- Students and parents have shared their frustration with the overall student loss of social interaction
- Some of our students and parents shared their frustrations with spotty or non-existent internet access.
- Students and parents expressed concern for student emotional well-being, while on distance learning.
- A student survey demonstrates a majority of students enjoy being back in the traditional, in-person model.
- A student survey reveals that a majority of students feel as though they are behind in the academic studies.
- AUHSDTA expressed their concerns in regards to the availability of PPE, mitigation protocols and concern for the health and wellness of unit members.
- AUHSDTA expressed concerns regarding large class-sizes, in order to adequately distance within the classroom.
- AUHSDTA and members expressed frustrations with the distance learning during the last spring, which included lack of technology and professional development,

assessment practice during distance learning, and the District adopted “hold harmless” policy.

- AUHSDTA and members expressed concern over preparation for distance learning and requested continued professional development.

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

Finally, we considered all stakeholder engagement before finalizing the learning continuity plan in the following ways:

- ANTHS and AUHSD is transitioning to a 1:1 capacity throughout the district, along with ‘hotspot’ availability for students, with a priority for unduplicated students.
- ANTHS and AUHSD has distributed available PPE to all sites and staff, provided masks to staff and students, and invested in additional PPE that includes handwashing

stations, signage, clear shielding and COVID specific decontamination equipment. ANTHS made 266 sneeze guards as an added protection for staff and students when

people cannot be 6 feet apart.

- ANTHS and AUHSD continues to use assessment data, with a multiple measures approach for ELA and mathematics, to determine student-level and intervention needs. In

addition, through the traditional/in-person model, additional instructional minutes were provided to allow for intensive instruction and intervention, both during and after

school.

- AUHSD has implemented ongoing, bi-weekly scheduled professional development, tailored to staff needs with data gathered by consistent ongoing staff needs assessment

surveys. ANTHS, in weekly staff meetings, also provided extra professional development in the use of Zoom and social emotional learning strategies.

- As an additional measure to support teacher professional development, teacher collaboration and as a measure for implementing Academic Assistance for students; during

District-wide closures, a distance learning schedule was developed to provide additional time to these measures.

- The district added additional staff to accommodate the large request by parents and students for independent study.

## 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.]

Anderson New Technology High School is prepared to offer in-person instruction when possible and when it is allowable under state and local health orders. Independent study is being offered by the district for those families who desire to keep their distance rather than come back to the classroom at this time. The classroom based instructional schedule model will look like this:

- In-seat, 5 days per week, in person instruction, as long as our county is not on the state “watch list”, and that we continue to have no staff or student test positive for COVID,

or that the numbers who do test positive are less than 5% of the total school population over a 14 day period.

- Students and adults are recommended to take temperatures daily before coming to school. Anyone with a fever of 100.4 or higher should not attend school/work.
- Students and adults should also screen themselves for respiratory symptoms such as cough and shortness of breath prior to coming to school each day. Students and/or

adults experiencing these symptoms should not attend school/work.

- Parents will drop off and pick up their students before and after school. Less than 5% of our students ride the school bus but for those who do, they must wear masks, must

use hand sanitizer before getting on the bus, and must fill the bus from front to back. The bus will be disinfected after every trip.

- Protocols for safety will consist of all people (students and staff) arriving at school wearing masks. Masks will always be worn with the exception of outdoor PE when heavily

exerting themselves, and when eating. During times when masks are removed, students must maintain a 6 foot distance.

- Students that don't comply with wearing a mask will be sent home for the safety of all. Staff/teachers will visually monitor students and send those displaying any flu- like

symptoms to have their temperature checked with a non-contact thermometer.

- Parents and visitors will have limited access to the school campus. We encourage you to call/email with questions or requests for a meeting.
- As added protection, sneeze guards have been placed on desks and between computers, especially in areas where 6 feet cannot be maintained. Students are assigned a

keyboard and mouse that they carry from class to class, in order to decrease the need to disinfect these items between classes. Teachers disinfect door handles and desks

in-between each and every class. Classrooms are disinfected thoroughly at the end of every day.

- Students are encouraged to stay outside before school and during lunch as an added protection.
- Students will be instructed on proper hygiene practices, including how to wear a mask properly, washing hands frequently, and the protocol if they are ill. Students who do

not come to school with a mask, are given a mask to wear for the day. Students are informed that they should wear a clean mask each day and wash masks that have been

worn in hot water and dried in a hot dryer.

- A student who is sent home due to illness, must stay home for 10 days or receive a negative Covid test before coming back to school. During the time they are gone

students can either Zoom in to each of their classes in real time, or if this is not possible, will be given similar curriculum on Edgenuity, which is an independent online

learning platform. Teachers will touch base with students who are at home at least twice a week to make sure they are understanding everything they need to be doing and

to offer any help needed.

- In addition to safety protocols, we will identify students who have experienced learning loss by administering diagnostic assessments upon the students' reentry into school,

with formative and summative assessments all along the way throughout the school year. Math and English Language Arts will be the two subjects concentrated on the

most. Students are given the MDTP test to see if they are ready for Algebra upon entering New Tech. We also take into consideration their PSAT 8/9 tests, and

recommendations from their 8th grade teachers. Students 10-12 are given the MDTP test and other tests, as well as, teacher feedback on gaps these students still have.

Students will be closely monitored and given available help both during and after school based on the type of intervention needed. Our most at risk students will be given not

only academic intervention but also social emotional learning intervention.

- We lengthened each of our class times to 50 minutes on Mondays, Thursdays, and Fridays. Tuesdays and Wednesdays class times were lengthened to 92 minutes.

Teachers will provide after school intervention for students who need extra help, or need extra instruction in order to make up any learning loss from the last 6 months.

In math, we are using the CPM curriculum and daily and weekly formative assessments will occur. Students who need more support on a daily basis will be placed into a

math lab, for this added support. Summative assessments will take place monthly and analysis of how students are doing will take place on a monthly basis.

Students who are the most at risk for experiencing learning challenges either due to their circumstances and/or due to the impacts of COVID-19, will be given more small

group and one-on-one intervention after school. The two groups that we envision needing the most help will be in math, and in ELA, especially writing.

- Our staff has all been trained in trauma informed practices, as well as, restorative justice practices and will use these practices to help students adjust to our current reality.

All classes begin with the teacher greeting each student at the door, using their name (even if distance learning). The first couple of minutes of class the teacher chooses

random students to express a current "Good Thing" that is happening in their life. (Teachers make sure different students are asked each day so that everyone has shared

at least once throughout the week.). Teachers began the year with social contracts that they and the students agree to adhere to. A contract was made for in-class as well

as for distance learning. Teachers will document students of concern and these student will be placed into small groups to help provide support either academically or for

social-emotional supports.

- The traditional/in-person model will include instruction with the state adopted and local Board of Trustees adopted core curricula and utilizing the ECHO platform for project

based schools, supplemented with a number of additional resources such as Edgenuity and Edmentum. Instruction in this model will include preparation and instruction to

support distance learning and continuing assessment in ELA and mathematics, utilizing a multiple measures approach (ICA's, IAB's, department developed benchmarks,

etc...), to provide a baseline for what the student(s) know and what they are ready to learn. In addition, this data will help us determine the best implementation of

intervention strategies to accelerate learning for students at risk for experiencing learning challenges due to impacts of COVID- 19. Class time has been extended to allow

for embedded skill development and intervention, focusing on the most essential skills required to close learning gaps. With on-going assessments for learning, student

progress will be monitored throughout the school year.

- Schools will follow disinfection guidelines developed by the California Department of Public Health for school campuses.
- We will provide each classroom with hand sanitizer at both entry and exit doors and ensure that our restrooms are fully stocked with soap and water for hand-washing.
- We will provide hand-washing stations outside and encourage routine hand-washing by all students and staff.
- Social distancing will help limit the spread of the virus. ANTHS will follow strategies to maintain smaller groups of students in shared spaces. To the extent possible:
  - Face all student desks forward.
  - Space desks as far apart as possible within the room.
  - Serve prepackaged menu items for breakfast and lunch.
  - Drinking fountains and vending machines will not be operable. Students will have their own water bottles and a water bottle dispensing machine is available for staff and

students throughout the day.

- No large gatherings such as assemblies or sports will be allowed.
- Students who do not feel well will be sent to the office that has an enclosed room where a student can be kept to keep contact with others at a minimum until an

authorized contact can pick them up and take them home.

- ANTHS made sure that all staff and students have a computer, laptop, or tablet that has a camera and a microphone
- In addition, ANTHS will be handing out hotspots for students whose Internet is spotty. Those who live too far out for Internet access can come to the school parking lot to download or upload necessary assignments or may work at the school strictly for the use of the Internet and there would be only one student allowed per classroom.

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

Description	Total Funds	Contributing
Increased substitute teaching hours	3,000	
Increased Academic Counseling	30,826	Yes
Expanded site based CTE course offerings and continued ROP participation to increase CTE completion	118,460	
Cost of replacing keyboards and mice due to wear and tear	4,000	
Cost of materials for the sneeze guards throughout the school	3,000	
Cameras and microphones for teacher computers, as well as, a Chromebook for each teacher for allowing Zoom meetings during class time.	3,500	
Expanded course offerings to increase student academic achievement and A-G completion (e.g. Math 2 A/B, Personal Finance, Statistics, Integrated Science)	103,866	Yes

Description	Total Funds	Contributing

## 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.]

In the event that local, county, or state guidelines necessitate that ANTHS should close in-person classes; the school will transition to distance learning. Distance learning will include daily live interaction with supplemental activities that may include video, audio and/or written instruction with print materials, written or oral feedback, and additional academic assistance.

Utilizing the ECHO platform, ANTHS will provide continuity of instruction and learning through the following ways:

1. The district is providing independent study through Edgenuity for those stakeholders with health concerns regarding Covid in the traditional in-person setting, through Oakview high school. This program is mostly made up of honors and A-G courses.
2. Daily live interaction with certificated employees and peers for the purposes of instruction, progress monitoring and maintaining school connectedness will be provided to students. This interaction may take the form of Internet or telephone communication or by other means permissible under the public health order as needed by the student.
3. ANTHS Students utilize the ECHO program whether they are at the school in-person or distance learning. This program is meant for all schools who are project-based learning and has all of the needed resources available to them even when not in the classroom.
3. ANTHS will determine that the distance learning curriculum remains the same, as curricular resources are either available on-line or have been physically provided to each student, and students are supported with daily live instruction.
4. In order to inform instruction and gauge student learning during the course of distance learning, it is important to consider and solidify a systematic cycle of multiple measures, including initial screenings and formative and summative assessments. For this data to lead to meaningful change in student outcomes, teachers and administrators will have designated collaboration time to analyze data, identify shifts and prescribe changes to instruction to meet student needs. This will aid in informing instruction for all students, including those with unique learning needs such as students with disabilities, English language learners, students placed in foster care and students experiencing homelessness.
5. It is expected that throughout the school year we will be having in-class instruction which may quickly pivot to online instruction based on Covid-19 numbers. After a 14-day distance learning time frame, we anticipate coming back to in class instruction as quickly as possible. We believe this on and off again, in-class instruction is to be expected this year. Teachers have been trained in both Google Meet and Zoom and will continue providing engaging and relevant lessons whether in the classroom or online.
6. Teachers will have office hours twice a week so that students can drop in and ask questions, get extra help etc.

7. Students and parents will be notified of a transition to distance learning via our Aeries communication system which includes emails, texting, and phone calls.
8. All staff will continue to come to school each day to teach their online classes from their classroom.
9. Students at ANTHS must complete a 30 hour internship as a graduation requirement. We have bought the program Nepris, which has virtual internships for students.

## **Access to Devices and Connectivity**

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

All families were sent a Google form that asked the questions, "do you have Internet, and is it reliable? Do you have a desktop, laptop, tablet, or phone that has both a camera and a microphone? Do you have a desktop, or laptop for doing school work at home?" We tracked every family as they responded. Students without computers to do school work were assigned Chromebooks from the school; students without a camera or microphone at home on their computers were assigned a Chromebook to take home; and students with glitchy Internet were given hotspots to try and help improve their service. All students currently have the appropriate devices and conductivity to be able to go to distance learning at any time. For a handful of students who live too far out for any form of internet, we gave them the choice of coming daily to the school parking lot and uploading/downloading all of their work, or coming to school and using the school internet for their distance learning. Only one student would be allowed per classroom, and the classroom would be disinfected each day.

## **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.]

Teachers will continue curriculum as if they were in the classroom. In project-based learning, students do not listen to lectures for a whole class. They have small chunks of scaffolding by the teacher and then either do their own research, or work in a team. The Zoom platform allows for teams to be put into their own breakout rooms for collaboration and teachers can drop into each room and check on their progress. Daily and weekly benchmarks are part of the project-based learning process. All of this will allow teachers to gauge how well students are participating and engaging in their own learning process.

## **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 have had professional development in the use of Zoom as well as with Google meets and all Google documents. Many on our staff are very tech savvy and have repeatedly helped other teachers with any glitches that happen along the way. The district provides an IT department that is incredibly responsive to our teachers needs especially when it comes to distance learning. Teachers were given training on how to use their devices, setting up course expectations and grading, etiquette for online learning, and contact protocols for tech assistants when help is needed. All teachers created social contracts with their students both for in class learning and for online learning the

very first week of school. Internet etiquette was emphasized, and students at all grade levels were given lessons using the Commonsense media modules.

## Staff Roles and Responsibilities

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

As a result of COVID-19 and in order to provide a continuity of learning for students served and ensure a safe environment for all, Anderson New Technology High School (ANTHS) has had to adapt staff roles and responsibilities in the following ways:

- School-site staff will ensure continuity through distance learning, utilizing the ECHO platform, along with the Edgenuity and Edmentum learning management systems to augment comprehensive remediation.
- AUHSD provided the option to those stakeholders with health concerns regarding COVID in the traditional/in-person setting, the ability to participate in distance learning through the Oakview Independent Study program. This necessitated hiring of five (5) additional staff to accommodate the number of students requesting participation.
- Teachers are expected to report to and work from their assigned classroom/workspace during the regular school hours, unless authorized to work remotely, (for example due to having small children at home for which they cannot get child care).
- Teachers will complete daily Student Engagement records for SB98 compliance and provide weekly certified copies of these records to the attendance office of each site.
- To meet the social and emotional needs of stakeholders, teaching staff have worked to infuse social and emotional learning opportunities within the curriculum, and through a program through Shasta County Office of Education called Hope City, will help provide additional emotional support.
- To address the mental and physical health of students, AUHSD has added an LVN position, added additional hours of employment time to the school nurse, a school psychologist intern position, and increased school counseling hours

from .5 to 1.0 FTE our Independent Study program.

- Other employees may be asked to conduct other job related activities as needed to support the instructional, emotional and safety needs of stakeholders, for example, bus drivers may be used to transport meals to student stops, and paraprofessionals will be in contact with students they would normally see during a school day, to offer help.

## 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.]

Students with extra needs will be provided additional distance learning services:

Through the use of consistent monitoring of attendance and academic progress in participation of initial screenings and ongoing formative and summative assessments, additional help will be determined.

Daily live interaction with teacher and peers, as well as, the opportunity for academic assistance on a daily basis.

The continued use of the MTMDSS (Multi-Tiered, Multi-Domain Systems of Support) will continue to provide academic interventions, counseling, Site Study Teams, and SART processes

Once the needs of each unique learner is determined, ANTHS will provide additional supports for each student group below in the following ways:

English Learners – English learners will focus on the same rigorous grade level academic standards that are expected of all students with the support of instruction targeted for their proficiency level and integrated with instruction in a language acquisition program.

Special Education – students using their individualized education plan (IEP) will continue to have customized educational opportunities and extra support as needed. The IEP will remain the roadmap for each student with a disability. Special education teachers will collaborate with general education teachers to ensure appropriate accommodations, modifications, and supports are provided during both traditional and distance learning scenarios.

Homeless and Foster Youth – for students currently or formally in foster care or that have experienced homelessness, existing challenges related to housing, education, employment, income, and health, have only been intensified by the pandemic. Working in partnership with our Shasta County office of Education support services and our own site resource staff, the needs of our homeless and foster youth will continue to be monitored and met. Opportunities, resources and programs will be sought out to support all of these students. All of these students will have equitable access to all school learning and will include equitable access to mental health providers to support students virtually or in person at the school site. Students and their caregivers will be provided with information, resources and or support for: emotional well-being, trauma – informed approaches, mindfulness, and related strategies to reduce anxiety and promote positive learning environments

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

Description	Total Funds	Contributing
Staff training extra hours	5,000	
Instructional Coaching	5,000	
Chromebooks	10,000	
Hotspots	1,500	
Zoom	2,000	
Edgenuity curriculum	10,136	
Nepris software	3,000	

## 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.]

Anderson New Tech School will address student learning loss that resulted from COVID-19 during the 2019 – 2020 and 2020 – 2021 school years by measuring learning status in the following content areas: English language arts and mathematics. Using a system of multiple measures of assessments (department developed benchmarks, ICAs, IAB's, Edgenuity diagnostics, MDTP testing, and teacher observations will all be used to measure where the students begin the school year and how well they are developing throughout the school year. Time will be given for both math and English teachers to work on benchmarks and diagnostics and the calibration of those items.

## 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.]

ANTHS will follow the following protocol and process for The ELA and Mathematics:

1. An established schedule of formative assessments, as well as, standardized assessments on a monthly basis.
2. Collection of data will be analyzed by small cohorts of teachers.
3. Plans for remediation will be agreed upon and followed.
4. Increased instructional time per period to provide for embedded skill development and intervention, focusing on the most essential skills required to close learning gaps.
5. Daily academic assistance time built in both for in-person learning, as well as, for distance learning, to ensure for needed support of students.
6. Math lab courses provided to support EL and Title 1 students.
7. Credit recovery options, utilizing the Edgenuity program.
8. Counseling in order to provide guidance, as well as, social and emotional support.
9. Provide additional contracted time with teachers for after school academic assistance during in-person learning, as well as, during distance learning.
10. Teachers have been trained and have access to forms to keep track of academic, social and emotional, behavioral, and mental health aspects of learning loss. Teachers may refer students for more intense intervention through our Multi-Tiered Multi-Domain Systems of Support. Site Study Team will provide for continued monitoring of programs and effectiveness. Students of concern will be discussed at staff meetings once a month to learn ideas that have helped engage and motivate students, as well as, what other help needs to be provided.

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### 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.]

Progress will be measured by collecting daily and weekly formative assessments, as well as summative assessments. Standardize benchmarks will be given throughout the school year to monitor progress. Time will be given for small cohorts of teachers to analyze data and to adjust remediation.

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

Description	Total Funds	Contributing
Summer school and extended learning opportunities	4,600	
Increased Academic Counseling	27,864	
Individualized Academic support classes	23,870	Yes
Math lab	12,402	
Additional teacher after school hours for additional instructional support (Afterschool Intervention, Intensive Math Instruction)	11,040	
Additional teacher afterschool hours for small group intensive instructional support	6,000	

## 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.]

ANTHS will support the mental health and social emotional well-being of students and staff during the school year. Professional development for staff will include support for Tier 1 (whole school safety and prevention, community and family engagement and supports, staff wellness, and classroom strategies), Tier 2 and Tier 3 (will include early and targeted intervention for students/staff) supports.

Early efforts this year, promoted by our county Reach Higher collaborative and spearheaded by our district counseling department, have led to professional development for staff and improvement in access for all students.

1. ANTHS staff have been trained in trauma informed practices, as well as, restorative practices.

2. Use of the Multi-Tiered Multi-Domain Systems of Support for the design of targeted SEL instruction, identification of students in need of intervention, and layered systems of support.

3. Ongoing surveys of stakeholders during the school year to continually gather their voice and monitor their needs.

4. Counselor lessons developed for the five core competencies of: self-management, responsible decision-making, relationship skills, social awareness, and self-awareness.

5. Professional development and training for staff on the identification of emotional issues (stress, chronic stress, trauma, anxiety, etc.), including social and emotional support instruction and effective MTMDSS protocols.

6. Development and posting on the school website of resources for both students and families.

7. Utilize Hope City services for social and emotional support.

8. Utilize the Edgenuity platform which includes social and emotional coursework for students.

9. ANTHS participates with the Shasta County Department of Education and other County and community resources in a support program called the focusing on children under stress (FOCUS) program. FOCUS supports children exposed to violence and trauma through improved communication and collaboration between first responders, schools, and community resources.

10. ANTHS teachers have been trained to utilize many SEL protocols in their daily classes. For example teachers greet students at the door or greet them as they bring them from the waiting room to the zoom meeting if it is distance learning. Students are provided time during the beginning of each class to describe what good things have happened to them either that day or recently. All students are given a chance to share over the course of a week. Students are taught and utilize Brain Breaks throughout classes to help reengage the frontal lobe of the brain so that students are learning to the best of their capability.

## **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.]

ANTHS allows families to choose how they want to receive communication from the school; they can choose to receive automated phone calls, emails, texts or any combination of those. In addition, personal phone calls and emails are also often used. ANTHS has its own website with all up-to-date information, as well as, several social media outlets.

Any student who does not show up to in-person class or does not login while distance learning, receives a phone call the same day inquiring as to their absence. The following strategies are used in the case of all absences:

Tier 1: Universal Strategies

1. ANTHS office staff calls the family of the student who was absent, if the family does not call in before the end of the day.
2. Monitoring of total absences is maintained and when a student reaches five absences they receive a letter explaining the importance of attendance for their student, and the state requirements for attendance.

Tier 2: Early Intervention (1-10 absences)

1. Reaching out by phone or home visit to identify barriers for attendance and how to overcome them.
2. A second letter is sent home describing the consequences of missing so much school.
3. School Attendance Review Team (SART)
4. Saturday school is assigned to help make up some hours of instruction.

Tier 3: Intensive Support (10+ absences)

1. Referral to the Shasta County Office of Education Early Childhood Services, as well as, the Help Me Grow program which makes home visits to families to help provide them with support services which may include referrals to the full range of existing early learning and care services, child development education, and information on how to select appropriate and high quality services based on family need.

## 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.]

Considering the significant challenges of the COVID-19 closures upon our school-community, Anderson Union High School District (AUHSD) has stepped to the forefront of this crisis in continuing to provide nutritious meals in non-congregate settings. Throughout the spring closures and summer, AUHSD provided daily breakfast, lunch and supper meals; distributing at multiple locations over 45,000 meals from March 16th through July 31st, 2020. All staff providing this service are required to follow all relevant public health guidance, which includes the use of PPE during meal preparation and serving.

AUHSD will continue to provide National School Lunch Program compliant meals for all pupils, specifically for those students who are eligible for free or reduced meals, for both traditional/in-person and distance learning. While in the traditional/in-person model, normal cafeteria meal distribution is scheduled with 'grab-n-go' selections, following all Public Health guidance. While limiting cafeteria capacity, students are provided areas to eat outside and in other facilities to ensure social distancing. However, during school closures due to COVID-19, AUHSD Food Services is prepared to pivot back to food distributions for the pertinent site(s). In addition, during a closure-distribution for meals, all staff providing this service are required to follow all relevant Public Health guidance, which includes the use of PPE during meal preparation and serving.

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

Section	Description	Total Funds	Contributing
In-Person Instructional Offerings	Personal protective equipment for staff and students, supplies and equipment necessary to mitigate the spread of COVID as well as additional sanitation of school campus	10,500	
Stakeholder Engagement	Continue use of Aeries Communicate software, school website and social media, parent and student surveys, advisory, and leadership team meetings	4,000	
N/A	Continue access to District Nursing 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
10.66%	114,325

## 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.]

The charter’s unduplicated population represents approximately 56% of students. The charter plans to use the supplemental/concentration funds generated by these students as partially outlined in the Learning and Attendance Continuity Plan. Services are planned to be implemented on a schoolwide basis. The primary benefit is for the unduplicated students but all students will benefit from the plan. The charter believes these are the most effective uses of the additional funds to improve the educational program for unduplicated students for a variety of reasons. Delivering services in a targeted approach creates administrative cost burdens that are not necessary when these funds would be best spent servicing pupils as a whole while still providing underprivileged students comparable or increased services. Providing services in a schoolwide manner is more consistent with the way many existing programs are already administered, creating consistency within the school. Additionally, planned services will avoid the potential negative stigma from a traditional targeted or pull out program and will allow students to maintain access to all other services available without interruption. Due to the small size of the charter and essentially that every other student (67 out of 118 in 2019-20) is unduplicated and receiving some kind of services, providing services in a schoolwide manner is believed to be the most effective way to improve the educational program. Funds will be used primarily to increase course access and offerings, academic support and interventions, other student support services such as counseling, and parent engagement activities as described in some of the various strategies in the plan.

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

The charter plans to spend \$134,692 to provide services described above. These services will be provided in a schoolwide basis due to size of the charter school as well as the high concentration of unduplicated students at the school. While all students will benefit, the strategies were developed and principally focused to improve services for the unduplicated students. These planned expenditures will meet the required increase or improved services calculation as they exceed the targeted amount of \$114,325.

