



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
Anderson UHSD	Victor Hopper Superintendent	vhopper@auhsd.net (530) 378-0568

General Information

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

A rural, small high school district of 1,645 students, Anderson Union High School District (AUHSD) and school-community has experienced dramatic challenges due to the unprecedented COVID-19 pandemic. AUHSD is comprised of two comprehensive high schools, one charter school and three alternative education programs. The unexpected closures of schools in March 2020 has impacted the physical, emotional, social and educational needs of our students and caused high levels of stress and loss in educational progress for our students, their families and our staff.

The closure of school 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.

AUHSD has and will continue to work hard to meet the rapidly evolving challenges of COVID-19, utilizing multiple modalities and opportunities to hear from and work with all stakeholders. From a number of stakeholder in-person meetings, virtual meetings, surveys, e-

mail updates, phone messaging, and on social media. Through this collaborative enterprise, our reopening plan, “School Year Planning 2020-2021” was developed and provided for traditional/in-person instruction with the option of Independent Study for those who requested.

Stakeholder Engagement

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

AUHSD’s planning process for reopening and the Learning Continuity Plan has been founded upon research, stakeholder feedback and data collection as the foundational phase in the process. Engaging in surveys and other outreach efforts of our stakeholders continues to provide valued input to inform the district’s planning in academics, attendance and engagement, culture and climate, nutrition services and public health. Stakeholder feedback was gathered and analyzed to uncover ideas, trends, and inputs. Stakeholder input was gathered through numerous outreach opportunities:

- A variety of strategies have been employed to gather student-voice, from site meetings and small group student discussion briefs, to student specific surveys; we have utilized student voice to help develop school events and ceremonies, as well as plans for reopening. Anonymous student feedback for social and emotional needs has been extremely positive, demonstrating a majority of students having a strong desire for in-person instruction.
 - Efforts to gain parent/guardian and community input has included hosting of all AUHSD Board meetings since April 1st, 2020 through the open-access Zoom platform, with accommodations for those without internet access. Parent/guardian and community input has also been acquired through surveys, e-mail updates, phone messaging, and on social media; all of which demonstrated a clear desire for the district to reopen with in-person instruction.
 - From our initial meeting with the AUHSD Leadership Team on March 23rd, AUHSD has maintained consistent dialogue with our labor partners in order to provide for the health and safety of our students, staff, and community members while developing and implementing a high-quality educational program. Throughout the last six months, AUHSD has met with our labor partners, in-person and virtually.
- o AUHSDTA: May 5th, July 8th, July 22nd, July 30th, August 5th, August 13th, and August 20th, 2020.
 - o AUHSD CSEA: April 30th and August 4th, 2020.
 - o AUHSD Leadership Team: March 23rd, May 14th, May 28th, and September 3rd, 2020.
 - Listening to concerns and gathering input through staff and administrative meetings.

- Although attempts were made to engage the site-ELAC committee in gathering feedback, with the lack of participation we relied upon individual conversations with English language-learner families. In addition, AUHSD does not meet the threshold for the requirement of a DELAC.
- AUHSD also 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.

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

Throughout this tumultuous time, AUHSD has sought input to better clarify the needs of our community, utilizing multiple modalities of communications: in-person meetings, virtual meetings, surveys, e-mail updates, phone messaging, and on social media. In addition, all public meetings and public hearings since April 1st, 2020, have been held virtually, with an option for telephonic participation and physical attendance for those without internet access. All stakeholders (students, parents, staff and community members) were provided access through the open-access Zoom platform, as well as allowing for physical attendance in rotating small-groups to maintain appropriate mitigation. This has been the format for all AUHSD Board meeting dates: April 21st, April 28th, May 19th, June 16th, August 6th, and August 18th, 2020.

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

Through our collaboration with our stakeholders groups (students, parents, staff and community members), 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, parents and community 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 and participation in athletics.
- Students, parents and community have shared their frustrations with the lack of technology resources and internet access.
- Students, parents and community provided 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 and members expressed their concerns in regards to the availability of PPE, mitigation protocols and concern for the health and wellness of unit members.
- AUHSDTA and members 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.]

- To address the common frustrations expressed by teachers, parents and students with the availability of technology and internet service, AUHSD is transitioning to a 1:1 capacity throughout the district, along with 'hotspot' availability for students, with a priority for those student identified as English learners, foster and homeless youth,

low-income and students with disabilities.

- To address staff concerns regarding PPE, 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.
- To address student and parent concern for recovery of lost learning, 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.

- To address staff concerns regarding preparation and training for Distance Learning, AUHSD has implemented ongoing, bi-weekly scheduled professional development, tailored to staff needs with data gathered by consistent ongoing staff needs assessment surveys.
- 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.
- To address staff concerns of large class-sizes, additional class sections were implemented.
- To address student and parent concern with the potential for spread of COVID-19 and those who requested to transfer to Independent Study, additional staff was allocated to allow transfers.

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 Union High School District (AUHSD) is prepared to offer traditional/in-person instruction when possible and is allowable under state and local health orders. Based upon stakeholder (students, parents, community) input and AUHSD Board direction, AUHSD has reopened with this model, while offering an option for the Independent Study program to those with exigent circumstances and/or concerns for the spread of COVID-19. Working closely with Shasta County Department of Public Health and other stakeholders, AUHSD has instituted all health and safety measures in accordance with SCDPH guidance, and includes a process to pivot to distance learning as required.

The traditional/in-person model will include instruction with the state adopted and local Board of Trustees adopted core curricula and utilizing the Google Classroom platform, 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, specifically targeting unduplicated pupils.. 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.

AUHSD COVID-19 protocols for staff and students:

Screening At Home

- Students and adults are recommended to take temperatures daily before going 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 a cough and shortness of breath prior to coming to school each day. Students and/or adults experiencing these symptoms should not attend school.

Transportation to School

- We encourage those that can, to provide your child or children rides to school in lieu of the bus.
- Bus riders may be required to submit to a non-contact temperature check; must have their face masks on; must wash hands or use hand sanitizer prior to boarding the bus; and must fill the bus from back to front. All windows will be down.
- Buses will be sanitized on a daily basis.

Arriving At School

- All students and staff must wear face masks. Exception- severely handicapped students, those with medical excuse or when they are eating/drinking. Students that don't comply will be sent home for the safety of all.
- Staff/teachers will visually monitor students and send those displaying the aforementioned 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.

General Safety Precautions Throughout the Day

- Schools will follow disinfection guidelines developed by the California Department of Public Health for school campuses. We will utilize disinfectant foggers in the classrooms as part of our custodial crews cleaning process.
- We will provide each classroom with hand sanitizer and ensure that our restrooms are fully stocked with soap and water for handwashing.
- We will provide multiple handwashing stations for each site and encourage routine handwashing by all students.
- When weather permits, students will be allowed to eat their meals outside, while keeping social distance.
- Face coverings must be worn by staff and students based on a mandate from Governor Newsome on June 18, 2020. For more information and exemptions, please visit the California Department of Public Health at: www.cdph.ca.gov

Social distancing will help limit the spread of the virus.

Schools will consider the following strategies to maintain smaller groups of students in shared spaces. To the extent possible:

- Face all student desks forward.
- If possible, space desks as far apart as possible within the room.
- Serve pre-packaged menu items.
- Drinking fountains will not be operable. We encourage students to bring their own water bottles.
- Restrict large gatherings such as assemblies.
- Have identified locations at each site for students who are not feeling well, until you or an authorized representative can pick the student up, to minimize contact with others until they are able to go home.

Access to Technology

- The district has initiated a Chromebook 1:1 (student to device) initiative. Chromebooks are designed to utilize online web applications (e.g. Google) and cloud storage, rather than programs and files loaded onto an internal hard drive. This means that students who do not have access to reliable internet, can upload/download class

assignments using a business/school's internet, signed in as a guest.

- Additionally, AUHSD has acquired 'hotspots' to provide internet access to students. These will be provided to students identified as English language learners, homeless and foster youth, low-income, and or students with disabilities as the priority.

In the Need to go to Distance Learning Model

- As we have had to endure unprecedented events (e.g. fires, snowstorms, power outages, COVID, etc.), the response has been to cancel classes. However, the interruption of our students’ learning is not acceptable. Therefore, AUHSD’s focus on increasing and improving the caliber of instruction provided via distance learning is not a substitute for the instruction and support provided by our staff via in-person instruction. However, distance learning does allow for modified continuity of instruction;
- Students will be allowed to take the Chromebook device home to mitigate instructional loss due to circumstances out of AUHSD’s control, if the Parent/Guardian and student agree to the AUHSD device agreement and expectations.

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

Description	Total Funds	Contributing
Increased substitute teacher costs	9,579	
Increased section offerings to decrease class size to aid social distancing	156,508	
Instructional materials, supplies and equipment necessary to deliver in person instruction while mitigating potential spread of COVID	15,000	
Maintaining expanded course offerings that support increased student achievement, A-G and CTE completion (e.g Dual Enrollment, Math 2 A/B, Statistics, Personal Finance, Medical Biology and Chemistry, Ag Chemistry, various elective course offerings)	1,107,883	Yes
Maintaining expanded technology support	14,122	Yes
Maintain adequate and safe Home to School Transportation with expanded stops and routes in certain attendance areas to more adequately serve the student ridership and facilitate consistent student attendance as well as actions necessary to meet COVID health and safety guidelines on our buses	181,449	Yes
Maintaining additional academic guidance counseling	17,431	Yes

Description	Total Funds	Contributing
Edgenuity and Edmentum software	113,350	

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 Anderson Union High School District (AUHSD), or a site within the District should close; this will require for the site/District to transition to distance learning. AUHSD distance learning will include daily live interaction per SB 98, with supplemental activities that may include video, audio and/or written instruction with print materials with written or oral feedback, and additional Academic Assistance.

Utilizing the Google Classroom platform, AUHSD will continue using core adopted curricula, along with the Edgenuity and Edmentum learning management systems to augment comprehensive remediation and the Independent Study program. AUHSD will provide continuity of instruction and learning through the following ways:

1. 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 program principally utilizes the Edgenuity LMS, with Honors and A-G courses accessible.
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 telephonic communication, or by other means permissible under the public health order as needed by the student. In-person, small group instruction may be offered in accordance with Shasta County Public Health guidance.
3. AUHSD will determine that the distance learning curriculum remains the same, as curricular resources are either viable on-line or have been physically provided to each student, and students are supported with daily live instruction. Utilizing Google Classroom as an LMS, which includes standards-based instructional materials and district-adopted curriculum for use during distance learning, will ensure the ability to transition to distance learning with the same full and viable curriculum used in the traditional/in-person model.

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.

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.]

Anderson Union High School District (AUHSD) will ensure access to devices and connectivity for all pupils to support distance learning in the following ways:

- As AUHSD transitions to a 1:1 initiative district-wide, stakeholders were surveyed multiple times in order to ascertain need for purchasing of additional equipment.
- Starting in the traditional/in-person model, students who were in need of a personal device have been issued one.
- AUHSD has also purchased portable 'hotspots' to be provided to families without connectivity. Distribution of these will place unduplicated students with priority.
- AUHSD has also advertised free WIFI accessibility in the parking lot of each school site.
- For the exceptional case in which a student is unable to utilize the device and/or connectivity because of special circumstances, AUHSD will supply students with printed learning materials and supports, as well as social/emotional support via the telephone.
- Instruction provided during the traditional/in-person model includes distance learning basics, such as:
 - o Basic training on how to use the device,
 - o Course expectations and grading,
 - o Etiquette, and
 - o Contact protocols for tech. assistance to assist with access and equipment issues.

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.]

Anderson Union High School District (AUHSD) will track and monitor student progress through scheduled daily live interactions, synchronous instructional minutes and asynchronous contacts and work product assessment. Throughout, AUHSD teachers will track and record student attendance/engagement, instruction and assessment activities (synchronous and asynchronous), parent contacts, and academic assistance; utilizing an AUHSD template that is compliant with SB98, AERIES student information system, and the Google classroom platform. Teachers and staff will measure pupil participation, per SB98, for daily participation to include, but not limited to: participation in on-line activities, completion of assignments or work product, completion of assessments, Academic Assistance, and contacts between the teacher and student or parent/guardian.

Utilizing the distance learning model, AUHSD will maintain the same schedule for our traditional/in-person model, for virtual classes. In the event of a complete District transition to distance learning, the schedule will be adjusted to a modified day with 40 instructional minutes per period. Given the inclusion and use of our SB98 compliant template, daily instructional minutes above 240 will be maintained and verified by the certificated teacher(s) of record and approved by the school administrator.

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.]

In order to support our staff in the implementation of a high-quality distance learning program, Anderson Union High School District (AUHSD) has provided the following professional development opportunities and resources, which are based upon the “Professional Learning and Relationships” section in the CDE’s Stronger Together: A Guidebook for the Safe Reopening of California’s Public Schools. Staff will continue to be supported in providing effective teaching and learning through opportunities that may include the use of technology to accelerate or enhance learning, specific technology applications, and social and emotional learning.

- March 26th, 2020 – a full day of professional development and collaboration
- June 23rd, 2020 – Math Department collaboration
- August 3rd-5th, 2020 – Math Department collaboration and training for IAB’s
- August 10th, 2020 – Site based professional development and collaboration.
- August 11th, 2020 – Site base collaboration and targeted Google Classroom professional development
- AUHSD has also established a schedule for continuing professional development each Tuesday and Thursday to support staff with identified needs, as determined by a weekly needs assessment survey.
- AUHSD has provided site-based technology coaches, in order to further support staff.

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 Union High School District (AUHSD) has had to adapt staff roles and responsibilities in the following ways:

- AUHSD school-site staff will ensure continuity through distance learning, utilizing the Google Classroom platforms, along with the Edgenuity and Edmentum learning management systems to augment comprehensive remediation and the Independent Study program.
- 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.
- 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, additional staff has been hired to provide support for Independent Study, teaching staff have worked to infuse social and emotional learning opportunities within the curriculum, and notably contracted therapeutic counseling services.
- 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.

AUHSD will continue to monitor the impact of these changes, as well as ongoing challenges from the COVID-19 pandemic with continued input from stakeholders in order to assess their effectiveness and or additional need(s).

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 exceptional needs are provided distance learning services through the district adopted distance learning plan, Anderson Union High School District: Distance Learning Model. AUHSD will continue to assess the unique needs of all learners to determine what additional supports are needed by:

- Consistent monitoring of attendance and student academic progress, including participation in multiple measures of assessment, including initial screenings and ongoing formative and summative assessments.
- Daily live interaction with teacher and peers, as well as opportunity for Academic Assistance.

- Continued use of AUHSD Multi-Tiered Systems of Support (MTSS) which includes but is not limited to: academic interventions, counseling, contracted therapeutic counseling services, Site Study Teams, and SART processes.

Once the needs of each unique learner is determined, AUHSD 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, within a reasonable period of time, supported by instruction targeted to their proficiency level and integrated with instruction in a language acquisition program. These practices will include remote instruction, virtual meetings, supplemental resources that may be virtual or physical, and assigning projects and written assignments to English learners.
- Special Education – Students with disabilities are included in all offerings of school education models by using the Individualized Education Plan (IEP) process to customize educational opportunities and provide support when necessary. The IEP will remain the roadmap for each student with a disability. In these challenging times, it is vital that the IEP team meets and works to jointly determine what is working for each student in distance learning, as well as accommodations and modality of learning allow the greatest success. AUHSD will work with each family and student to determine what Free Appropriate Public Education (FAPE) looks like. Special education teachers will collaborate with general education teachers to ensure appropriate accommodations, modifications, and supports are provided during traditional/in-person models and distance learning models.
- Homeless and Foster Youth – For students currently and formerly in foster care and 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 Youth Support Services and 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 these students. AUHSD will ensure Foster Youth and McKinney-Vento students have equitable access to all school activities, whether in traditional/in-person model or distance learning. This commitment will continue to 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 and emotional well-being, trauma-informed approaches, mindfulness, and related strategies to reduce anxiety and promote positive learning environments.

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

Description	Total Funds	Contributing
Chromebooks	41,000	
Hotspots	9,000	
Classroom technology equipment	30,000	

Description	Total Funds	Contributing
Staff training extra hours (salaries and benefits)	48,563	
Distance Learning Professional Development (trainer, supplies, etc.)	13,500	
5.0 FTE new Oakview High School teaching positions	302,477	
.50 FTE new Counselor position for Oakveiw High School	41,296	
Instructional materials, supplies, and curriculum for Distance Learning	8,277	
Technology Instructional coaches	43,233	
Teacher extra hours necessary for the delivery of Special Education Home Instruction	47,880	
Special Education instructional materials, psychologist materials and technology for Distance Learning	6,000	

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 Union High School District (AUHSD) will be addressing student learning loss that resulted from COVID-19 during the 2019-2020 and 2020-2021 school years by measuring and monitoring learning levels for students in English language arts, English language development and mathematics. Using a system of multiple measures of assessments (department developed benchmarks, ICA's, IAB's, Edgenuity diagnostics, and Edmentum diagnostics) throughout the school year. District administrators and site principals will continue to work with leadership teams to continue evaluating and developing common formative and summative assessments to monitor student learning, focusing in the areas of ELA and mathematics.

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.]

Understanding the impact of COVID-19 with student learning loss, Anderson Union High School District (AUHSD) will address the learning loss for students and will accelerate progress for students through a collaborative district-wide practice of multiple measure assessment for learning, analysis of data, application of tiered interventions and supports that includes additional academic assistance, expanded opportunities at summer school, and evaluation of progress and process.

AUHSD will take steps to ensure meaningful learning for all students, regardless of instructional model, and including those with exceptional needs. In supporting students of special populations, teachers may utilize a variety of instructional methods to meet student needs such as in-person one-to-one, small group support, or virtual and telephonic interventions. Specific actions and strategies for each group are as follows:

- English Learners – English learners will focus on the same rigorous grade-level academic standards that are expected of all students, within a reasonable period of time, supported by instruction targeted to their proficiency level and integrated with instruction in a language acquisition program. These practices will include remote instruction, virtual meetings, supplemental resources that may be virtual or physical, and assigning projects and written assignments to English learners.
- Special Education – Students with disabilities are included in all offerings of school education models by using the Individualized Education Plan (IEP) process to customize educational opportunities and provide support when necessary. The IEP will remain the roadmap for each student with a disability. In these challenging times, it is vital that the IEP team meets and works to jointly determine what is working for each student in distance learning, as well as accommodations and modality of learning allow the greatest success. AUHSD will work with each family and student to determine what Free Appropriate Public Education (FAPE) looks like. Special education teachers will collaborate with general education teachers to ensure appropriate accommodations, modifications, and supports are provided during traditional/in-person models and distance learning models.

- Homeless and Foster Youth – For students currently and formerly in foster care and 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 Youth Support

Services and 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 these students. AUHSD will ensure Foster Youth and McKinney-Vento students have equitable access to all school activities, whether in the traditional/in-person model or distance learning. This commitment will continue to 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 and emotional well-being, trauma- informed approaches, mindfulness, and related strategies to reduce anxiety and promote positive learning environments.

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.]

The implementation of learning loss assessment strategies is a necessary step in addressing the needs of students. However, the use of any strategy or program will only serve the needs of the students with a prescriptive and consistent system in place to measure their effectiveness. To that end, AUHSD is committed to the following protocol and process for English language arts and mathematics:

1. An established plan and schedule for at least three quarterly, standardized assessments windows, during which the students are administered a grade appropriate ICA, IAB or department constructed benchmark. In some situations, Edgenuity LMS and Edmentum LMS assessments will be utilized for initial or additional data.
2. With increased teacher and administrator access to results through CERS, Edgenuity, and Edmentum; collection of data in comparison to formative assessments will be available for consideration.
3. Professional time will be set aside to analyze the summative and formative data, assess and plan for remediation.

Other measures to address student learning loss:

- Increased instructional time per period to provide for embedded skill development and intervention, focusing on the most essential skills required to close learning gaps.
- Daily Academic Assistance time built into the Independent Study program, as well as in the distance learning models throughout AUHSD, to ensure for needed support of students.
- Inclusion of math and English lab courses at WVECHS, EL and Title 1 support courses for English and mathematics at AUHS; to support students.
- Credit recovery options at the comprehensives sites, utilizing the Edgenuity and Edmentum platforms.
- Maintaining additional counseling hours at each comprehensive site in order to provide guidance, as well as social and emotional support.

- Providing additional contracted time with teacher hours, after school, to provide Academic Assistance while in the traditional/in-person model.
- Continued support of additional elective course options at NVHS (alternative education) for the purpose of supporting and advancing student growth.

Through this process, utilizing the multiple measures approach should reveal evidence that any learning loss a student may have experienced has been or is being addressed.

With the most visible aspect of learning loss being the area of academic achievement, there remains other equally important aspects of learning loss to be monitored. The social and emotional, behavioral and mental health aspects of learning loss will also be monitored and measured. A teacher’s relationship with the student and the frequent daily communication allows that teacher a personal window to the more subtle indicators of learning loss such as motivation, participation and engagement. Through the teacher’s daily interaction with and documentation of these factors, referrals may be made for intervention through the guidance counselors to the sites Multi-Tiered System of Support (MTSS). The relevant data and information collected through the Site Study Team will provide for continued monitoring of programs and effectiveness, during the AUHSD counseling collaboration.

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

Description	Total Funds	Contributing
Individualized Academic support classes	71,687	
English and math support and intervention classes	157,123	
Summer school and expanded extended learning opportunities	35,005	
Tutoring	23,982	
English Learner Development (ELD) class at Anderson High School	22,658	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.]

Anderson Union High School District (AUHSD) 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, classroom strategies), Tier 2 and Tier 3 (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.

- An emphasis upon the county-wide use of the Multi-Tiered and Multi-Domain System of Support (MTMDSS) for the design of targeted SEL instruction, identification of students in need of intervention, and layered systems for support.
- Ongoing surveys of stakeholders during the year to continually gather their voice and monitoring of needs.
- Counselor lessons developed for the five core competencies of: self-management, responsible decision-making, relationship skills, social-awareness, and self-awareness.
- 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 MTSS protocols.
- Development and posting on school websites, counselors have created virtual 'Wellness Rooms' that are available to students, staff and parents, as needed.
- AUHSD continues to offer students specialized therapeutic counseling services through contracted services.
- NVHS (alternative education program) continues to utilize Hope City services for social and emotional support.
- OHS (Independent Study) and NVHS (alternative education program) utilize the Edgenuity platform, which includes social and emotional coursework for students.

AUHSD participates with the Shasta County Department of Education and other county and community resources, in a MTMDSS support program as well as the Focusing On Children Under Stress (FOCUS) program. FOCUS supports children exposed to violence and trauma through improved communication and collaboration between first responders (law enforcement, fire fighters, emergency medical responders, etc), schools and community resources. When a first responder encounters a child that may have been exposed to a traumatic event, that child's information is included in a FOCUS Notification through the FOCUS App. That information is sent directly to the school district and school of attendance.

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.]

Anderson Union High School District (AUHSD) is committed to active and continual two-way communication with clear, consistent and specific communication protocols at the site and district levels. In accordance with Section 11310 of Title V California Code of Regulations, AUHSD will provide communications in English and Spanish to meet the needs of stakeholders. AUHSD utilizes personalized and automated phone, e-mail and text communication methods; all of which are designated by the parent/guardian. In addition, AUHSD maintains a district and school websites, along with social media outlets to communicate critical information and ongoing updates with families and the community at large. AUHSD recognizes that it is this foundation of communication which support staff, students, parents and the school-community at large; to engage stakeholders as partners in the learning. As such, AUHSD will continue to provide engagement and outreach to students who are absent from distance learning. AUHSD remains committed to the tiered reengagement strategies we will use for pupils who are absent from distance learning are as follows:

- With 3 days of absence or 60% of the instructional days in a school week -Tier 1 (Universal Strategies): establishing and working to always improve our relationships with stakeholders, providing a safe and engaging school climate, addressing barriers for attendance, monitoring chronic absence data, and recognizing good or improved attendance.
- With 5-8 days of absence -Tier 2 (Early Intervention): providing responsive and caring early outreach, collaborating with stakeholders to identify barriers and plans to address attendance and engagement through the School Attendance Review Team (SART).
- With 9 or more days of absence - (Intensive Support): in coordination with community stakeholders to provide services through the Multi-Tiered, Multi-Domain System of Supports (MTMDSS) to provide intensive services to address barriers for attendance.

Working with stakeholders that require more intensive support, AUHSD continues to benefit through the MTMDSS systems, with community partners and resources. Shasta County Office of Education (COE) Early Childhood Services (ECS) holds the contract for Resource and Referral (R&R) as well as Help Me Grow (HMG) Shasta to connect all families to support services, including referrals to the full range of existing early learning and care (ELC) services, child development education, and information on how to select appropriate and high-quality ELC services based on family need. In addition to support for families, R&R provides technical assistance and professional development to current and potential ELC providers, maintains ELC provider information for referrals, and actively maintains vacancy data from ELC providers. Families can access HMG Shasta and R&R locally through a variety of modalities, including Shasta COE ECS website, First 5 Shasta website, 211, text, Facebook, YouTube, and e-mail.

R&R actively maintains ELC provider vacancy data to connect families in need of childcare in real-time. Families can request a referral to an ELC provider with a current vacancy/available slot through the above-mentioned modalities or by visiting the MyChildCarePlan website. This ELC provider vacancy data is actively collected through biweekly surveys to ELC providers as well as EverBridge, vacancy data collection through Community Care Licensing. Vacancies in ELC settings can change from day to day, and the active collection of data ensures families have access to the most up-to-date information to provide ELC referrals to families.

The ability to maintain current, real-time ELC provider vacancy data allows Shasta COE to refer families in need of childcare to ELC providers. This data is monitored by R&R in an effort to ensure families continually have access to childcare while school is in session as well as when school is not in session. If access to care becomes limited, Shasta COE has the capability to quickly open “popup childcare” where data shows limited access to ensure families continually have access to childcare services in times of 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
N/A	Licensed Vocational Nurse	25,820	
N/A	Expanded School Nurse hours	16,470	
Mental Health and Social and Emotional Well-Being	Remi Vista social emotional counseling	37,500	
School Nutrition	Food Service Program expenses to provide students access to proper nutrition through the Healthy Choices Food program and the Second Chance Breakfast Program	75,000	
N/A	Additional psychologist services to meet the needs of Special Education students during in person, home instruction, or distance learning instruction	73,321	
N/A	Necessary personal protective equipment for staff and students, supplies and equipment necessary to mitigate the spread of COVID	15,000	
N/A	Extra custodial and maintenance staff hours to perform necessary site modifications due to COVID as well as additional sanitation of school campuses	18,000	
Mental Health and Social and Emotional Well-Being	Hope City services at North Valley High School	15,000	
Pupil Engagement and Outreach	Maintaining expanded TOSA sections to decrease student discipline and increase student attendance	110,085	Yes

Section	Description	Total Funds	Contributing
Pupil Engagement and Outreach	Maintaining expanded campus supervisor hours to aid decreasing student discipline, increasing student attendance as well as assisting with COVID mitigation through student observation and education around social distancing	22,115	Yes
Stakeholder Engagement	Continued use of Aeries communicate software	7,500	

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
11.30%%	1,534,696

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 district's unduplicated population represents approximately 55% of students with specific sites at or above 55%. The district plans to use the supplemental/concentration funds generated by these students partially detailed in actions described within the Learning and Attendance Continuity plan. Some services are planned to be implemented on a districtwide or schoolwide basis. The primary benefit is for the unduplicated students but all students will benefit from the plan. The district 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 or districtwide manner is more consistent with the way many existing programs are already administered, creating consistency within the district. 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. Where all of these conditions could be met while offering targeted services to unduplicated pupils only, then that is the approach used. Funds will be used primarily to increase course access and offerings, academic support and interventions, other student support services such as counseling and campus supervision, and parent engagement activities as described in the various strategies detailed in the plan. Following is a brief description of how the actions/services are principally directed to benefit the unduplicated students and a description of effectiveness of program.

Increase course access and offerings (Dual Enrollment, Ag Chem, Med Chem, Med Bio, various electives, Statistics, Personal Finance and Math 2A/2B)

These courses provide unduplicated students (EL, FY, and LI) with greater A-G opportunities and Career Technical Pathway completion, thereby increasing college readiness and employability. For unduplicated students desiring to enter the workforce upon graduation, possession of the needed job skills for the current job market better prepares them for employment. For unduplicated students desiring post-secondary opportunities, increasing college readiness skills is crucial in eliminating the need to remediate post-secondary thereby decreasing financial barriers faced by many of these students. Dual enrolled courses allow unduplicated students with the opportunity to earn college credit while still in high school at no cost thereby decreasing the financial barriers faced by many of these students. Increased elective offerings at the Alternative Education site specifically increases students' ability to complete courses in a timely fashion and meet graduation requirements on time. Unduplicated students represent approximately 70% of our student population at the Alternative Education campus. Likewise, unduplicated students represent approximately 65% of the students participating in the additional course offerings.

Academic support and interventions (Individualized Academic Support classes, Math interventions, English courses supported by labs, ELD, summer school, smaller class size at Alternative Education, CDS, and increased instructional technology support)
Approximately 70% of the students served by these academic support and interventions are unduplicated students (EL, FY, and LI). Math interventions, English courses supported by labs, smaller class sizes at Alternative Education and CDS all provide necessary tiered instruction models for our lowest performing students thereby increasing student achievement and progress towards graduation. Individualized Academic Support classes and summer school provide low performing students with greater remediation opportunities also increasing progress towards graduation and allowing students to continue at the comprehensive campuses rather than Alternative Education. Increased instructional technology support is necessary to fully integrate technology in the classroom to ensure career readiness for our students in the 21st century job market. As additional technology has been necessary to implement SBAC testing, delivery of common core instruction, and CTE course development, the trained staff necessary to support the teachers and students in the classroom is an important support service. Furthermore, in order to support the current needs around implementation of Distance Learning these increased services are even more crucial for our staff and students.

Other student support services (additional academic and social emotional counseling, campus supervision, and expanded TOSA support)
Again, typically our unduplicated (EL, FY, and LI) students are those in greatest need of these additional support services. Our unduplicated students often have attendance and discipline issues that create educational barriers. Through support services provided by counselors,

campus supervision and TOSAs working to curb attendance and discipline related issues, our unduplicated students remain in the classroom a greater number of instructional days, thereby allowing improved academic achievement.

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

The district plans to spend \$1,609,006 to provide services described above and these planned expenditures will exceed the calculation for increased or improved services of \$1,534,696 or 11.30%. These services will be provided in a districtwide, schoolwide, and targeted basis due to the high concentration of unduplicated students districtwide and site-specifically. While all students will benefit, the strategies were developed and principally focused to improve services for the unduplicated students. Unduplicated students will benefit through increased course offerings and student support services, thereby enabling them to successfully graduate in an A-G course of study and/or CTE pathway with a combination of employability skills, college readiness, and college unit completion.