

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.]

The COVID-19 pandemic has impacted the staff, students, and families of Antioch Charter Academy 2 by creating a sense of uncertainty of what school should look like for the 2020-2021 school year. Through parent surveys, whole staff summer meetings, and with guidance from state and county officials, ACA2 has used the flexibility of being a small charter school to create several plans that balance what is best for student learning with the safety of everyone at school. Since Contra Costa County is currently on the state watchlist, ACA2 will not be able to start school with in-person instruction. A distance learning plan is in place for the beginning of the school year through at least October 2nd. When it is allowable, ACA2 will implement a hybrid learning schedule for families that wish to return to school while continuing to offer full distance learning for families that do not wish to return physically to campus. Over the course of 2020-2021, ACA2 will continue to monitor and evaluate new information from the CDC, the California Department of Education, and the Contra Costa County Office of Education with recommendation by the Public Health Department to update the plans as needed.

Stakeholder Engagement

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

On May 28th, parents were sent a Returning to ACAII campus survey and asked to complete one survey for each student. Feedback about what worked well with distance learning and what did not for each student was collected. Parents were asked to rate the schedule options in the event that school was unable to reopen as usual.

By the first week of June, the guidance from the county and state made it clear that the 2020-2021 school year would look differently if students were to return to school. On June 11th, a combined meeting was held with teachers from ACA2 and our sister school Antioch Charter Academy to decide the best schedule for reopening in-person school given the restrictions on the number of students that could be

in a room at a time, the need for social distancing, increased sanitizing, etc. Teachers discussed multiple scheduling options, the survey from the May 28 parent survey was reviewed, and an AM/PM hybrid schedule was chosen as best for the needs of all.

On June 23rd, the entire staff, including all classified and certificated employees, had a virtual meeting to discuss the AM/PM hybrid schedule and to create a plan for reopening with everyone's input. Small groups worked together to discuss and plan in detail the many intricate parts required to reopen safely.

A new survey was sent out to parents on July 1st with information about the hybrid schedule options to find out which option parents preferred. 117 out of 130 families responded, and families that did not respond to the online survey were contacted by telephone to get their choices, resulting in 128 out of 130 families responding.

On July 17th, Governor Newsom published a guideline document for school reopening that included a series of new mandates that affected the plans for reopening physically. Since Contra Costa County was on the state watchlist, it became apparent that ACA2 would not be able to reopen for in-person learning as planned. On July 23rd, the teachers met to discuss what to do, given the new requirements put in place for distance learning by the governor. Over the next few weeks, teachers met with level teams to create draft schedules for distance learning with students.

On July 20th, a committee of teachers from each level met to create a master schedule for students if and when the school is able to reopen in-person. The committee used the specific feedback from the parent survey to place students in full distance learning, AM academic schedule, PM academic schedule, or Extended Day. Teachers recommended specific students to be considered for Extended Day based on student learning needs or family schedules.

On July 23, ACA2 teachers met and decided to begin school with distance learning and to continue distance learning through at least October 2nd, which is the last school day before a week-long October break. The decision to reopen to in-person learning or continue with full distance learning will be reevaluated every six weeks to maintain continuity for teachers and families.

On August 10th, ACA2 teachers met to finalize plans for distance learning by level, including scheduling daily live zoom meetings with students, tracking attendance and participation of students, scheduling support of instructional aides, and communicating with families.

On August 12 and 13th, ACA2 teachers met with ACA staff to share ideas for distance learning schedules, to finalize distance learning plans, and to provide input and feedback on the draft of the LCP.

On August 17th, notification of the public Charter Council meeting on August 20th was sent to all families and staff. The draft of the LCP was included and procedures for making public comments was included with the agenda. On August 20th, the Charter Council reviewed the draft and made comments and suggestions.

On August 28th, a virtual parent meeting was held on zoom to discuss the LCP. An email with a draft of the LCP was sent to parents to request feedback before the meeting. Information about the meeting was put on the school Facebook group page. On September 1st

another survey was sent in the school newsletter and put on Facebook asking parents to provide input on suggested topics for upcoming parent meetings.

On September 10, the Charter Council will have the approval of the LCP at its public meeting and will allow for public comments before deciding to approve.

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

Charter Council meetings are open to the public. Due to COVID-19, the June, August, and September meetings were held on zoom video conferencing. Links to the zoom were included on the agenda sent out to the public at least 72 hours prior to the meeting.

The parent meeting on August 28th was held on zoom. The meeting was recorded and made available on YouTube for families to watch at a later time who were unable to attend. Links to the YouTube were added to the school newsletter, school Facebook page, and the school website.

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

The May 28th parent survey received 104 responses out of approximately 200 students. Of these responses, the majority preferred to have their students return to school physically as much as possible, although some families preferred to continue distance learning. Of the families who wanted to return to in-person school, the majority preferred a daily half-day hybrid schedule over alternating full days on campus with full days of distance learning. Many of the parent comments indicated a need for more connection between students and their peers and/or teachers should distance learning need to continue.

The July family survey included responses from 194 of the 200 students. It revealed that parents preferred to continue distance learning for 45 of the 200 students. Parents requested or staff recommended extended day schedules for 65 of the 200 students (AM or PM with a certificated teacher, combined with extended day to have the child in school 8am to 3 pm).

By July 23rd, when it was apparent that ACA2 would not be able to re-open physically, the teachers discussed whether to begin school on August 19th as planned or postpone reopening to hope the county got off the watchlist. The decision was made to reopen with full distance learning through October 2nd so that teachers could plan for the first 7 weeks of school. The school calendar has week-long breaks built in approximately every 6 weeks, so moving past October 2nd the teachers recommended making a decision a few weeks before the break whether distance learning would continue for the 6 weeks after the break or if the school could begin in-person learning. Teachers expressed a need for some continuity in their planning, as it is difficult to quickly switch from distance to in-person learning and vice-versa.

After school began on August 19, it became clear that many students had some sort of technical difficulty with internet, zoom connections, and/or using online tools. Both Charter Council and parents at the August 28th meeting suggested offering support to parents with technology tips. Both groups suggested providing hot spots or wi-fi extenders as possible solutions for families with poor connectivity.

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

- *The decision to offer both a hybrid AM/PM schedule with Extended Day and a full distance learning was influenced by parent survey and staff input.
- *The decision to have distance learning begin August 19th and continue at least through October 2nd was made with certificated staff input.
- *The decision about which students should receive the Extended Day schedule when school is able to reopen was made based on parent request and on feedback from teachers about which students would benefit from the structure of extra time on campus.
- *Details about re-opening physically were included based on feedback from classified and certificated staff.
- *Hot spots and wi-fi extenders were added to the budget based on feedback from staff, parents, and Charter Council.

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.]

ACA2 will strive to maintain social distancing of four to six feet at all times in the classroom, at arrival and dismissal, at lunch and recess, and as students transition throughout the campus. This main requirement means that there is not enough physical space to have all 200 of our students on campus and in classes at the same time. Measuring our classroom spaces shows us that to maintain social distance, there can only be 10 – 14 students in a portable, or 32 in the large Elementary space. Students will participate in learning with small cohorts. There will be an AM and PM session, with time in between each session for sanitizing and preparing for the next group. On normal school days (Monday to Thursday) students will have 3 hours of in-class learning as well as independent assignments to be completed at home. Extended School Day from 8am to 3pm will be offered on a limited basis to students with diverse learning needs and families of essential workers. On Fantastic Fridays students will alternate between attending art, pottery, music, PE, and Personal Safety classes in person one week and completing online/independent tasks for these classes at home the other week. Siblings will be given the same schedule. Families that wish their students to continue distance learning full time will be provided lessons and support to do so. Teachers will be encouraged to use the outdoor space for classes and activities as much as possible.

Guidelines from the Contra Costa County of Education and California Department of Education will be followed for safely reopening. These include, but are not limited to:

- *4 to 6 feet of social distance at all times, as much as possible
- *All staff will wear face coverings

*Students in 3rd grade and up will be required to wear face coverings indoors and while transitioning to and from classes. Children in grades 2 and under will be strongly encouraged to wear face coverings, especially indoors.

*Students will be kept in cohorts as much as possible. This means that students will be in the classes with the same 12 – 32 students throughout the day and week rather than interacting with the larger 40 – 64 students in a level or all 200 students at school.

*Families will be asked to self-check for COVID-19 symptoms and take temperatures before coming to school each day. Anyone who has been exposed to someone with COVID-19 in the past 14 days (exposure means within 4-6 feet for 15-minutes or longer), has COVID-19 symptoms, or who is not feeling well should not go to school.

* We will follow disinfection guidelines developed by the California Department of Public Health and the Centers for Disease Control and Prevention for classrooms, workspaces, outdoor spaces, playgrounds, etc.

*All students and staff will be encouraged to wash their hands regularly and thoroughly. Handwashing stations with soap and/or fragrance-free, 60% ethyl alcohol hand sanitizer will be made available in or near classrooms. Students will be taught proper hand-washing procedures.

•We will limit the sharing of supplies between students and disinfect between uses if sharing is unavoidable.

Students will be scheduled in one of the following ways, based on parent request and teacher input.

Option 1: AM Schedule Monday through Thursday, every other Friday

- Students will stay with the same small cohort of 10 – 32 students
- Siblings will be on the same schedule

8:00 – 11:00 Monday through Thursday at school

11:00 Grab and Go lunch is available to take home (must be ordered 1 day ahead)

12 – 3 additional independent assignments to be completed at home in the afternoon

8 – 12:30 Fantastic Friday on “A” weeks and at home enrichment activities on “B” weeks

Option 2: PM Schedule Monday through Thursday, every other Friday

- Students will stay with the same small cohort of 10 – 32 students
- Siblings will be on the same schedule

8:00 – 11:00 independent assignments to be completed at home in the morning

11:40 Grab and Go lunch is available to eat at school (must be ordered 1 day ahead)

12 – 3 Monday through Thursday at school

8 – 12:30 Fantastic Friday on “B” weeks and at home enrichment activities on “A” weeks

Option 3: Distance Learn at Home Monday through Thursday, attend every other Friday

*follow assigned distance learning schedule for academic classes Monday through Thursday

*attend Fantastic Friday at school 8am – 12:30 every other Friday

*complete at home enrichment activities alternate Fridays.

Distance Learn at Home Monday through Friday

*follow assigned distance learning schedule for academic classes Monday through Thursday

*complete at home enrichment activities every Friday

Extended Day Schedule

*be on campus from 8 - 3 Monday through Thursday

*attend 3 hours of either AM or PM academic schedule with certificated teacher

*have supervised lunch and recess with a small cohort from 11 - 12 between AM and PM sessions

*attend AM or PM extended day with a small cohort under the supervision of a para-professional. During this time, students will complete independent work assigned by the certificated teacher, participate in physical activity, receive instruction from a Resource teacher or aide (for students with IEPs), receive Lindamood-Bell intervention instruction from Rtl (Response to Intervention) instructional aide

*attend Fantastic Friday 8 - 12:30 in person every other Friday, on alternate Fridays attend Extended Day

*priority for Extended Day schedule will be given to students whose parents are essential workers, who receive Resource or Rtl services, who are English Learners, or who teachers recommend based on a need for structure and supervision to succeed with the distance learning component of the day (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)

Actions Related to In-Person Instructional Offerings

Description	Total Funds	Contributing
Offer 4 hours of Extended School Day to 65 students, supervised in six small cohort groups, for a total of 24 hours per school day of instructional aide time	\$68,640	Y
Offer to loan chromebooks, headphones, and mice to each student who requests equipment to complete the distance learning portion of their day/week at home. May need to purchase additional chromebooks,	[\$ 0.00]	Y

depending on how many students need one during Distance Learning. See estimated cost of purchase in the Distance Learning Program section below.		
Additional personal protective equipment (masks, shields, plastic partitions to separate students)	\$3,360	N
Safety equipment/signage – post safety procedures, label social distancing spots, label foot traffic directions/meeting points	\$1,000	N

Distance Learning Program

Continuity of Instruction

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

[Respond here]

ACA I & II will be distance learning for ALL STUDENTS from August 19th until October break (Friday October 2nd) due to uncertainty about when the county will come off the watchlist. Our previously presented hybrid AM/PM schedule will begin when the school is able to reopen to in-person learning. The staff will determine in mid-September if the school will reopen to in-person learning after October break or if distance learning will need to be extended due to Contra Costa County’s status on the COVID-19 watch list.

Distance Learning has new mandated parameters and will be different from distance learning that occurred last spring. Each level will go into detail about distance learning at Back to School Nights for parents.

Students will need to spend a minimum of the following amount of time on distance learning and every student will have a daily check-in/lesson with a teacher and peers. The minutes may be spent in a combination of live Zoom time, online lessons and completion of work offline. The new minutes requirements are by grade level:

- TK/Kindergarten = 180 minutes per day (3 hours)
- 1st-3rd = 230 minutes per day (3 hours, 50 minutes)
- 4th-8th = 240 minutes per day (4 hours)

Teachers will keep daily attendance records as well as weekly participation records for each student documenting attendance of zoom lessons and class meetings and completion of assignments. When students are absent and do not complete the daily required minutes, staff will use the Pupil and Family Engagement and Outreach strategies described in the section below to seek to re-engage students in learning.

In order to provide continuity of instruction and learning to ensure that pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, each level has developed a distance learning plan. Highlights include:

Primary (Transitional Kindergarten, Kindergarten, and Young 6)

- Monday through Thursday
 - 45 minutes of live zoom instruction with classroom teacher and peers incorporating Lindamood-Bell Seeing Stars and On Cloud Nine programs
 - 40 minutes of independent work on learning website: readingeggs.com in both their Reading Eggs and Mathseeds programs
 - 15 min of PE activities
 - 20 min of reading or listening to a read aloud
 - 15 min of practical life activities
 - 45 min of independent work such as completing worksheets
- Fridays
 - 45 minute zoom lesson to include directed drawing or other art project as well as SEL read aloud and discussion/activity
 - 15 minute practical life
 - 20 minute reading/read aloud
 - 40 minute create something
 - 30 minute PE
 - 30 minute virtual field trip

Elementary (Grades 1, 2, and 3) Monday through Thursday

- Google Classroom will be utilized as the main learning platform
- 45 minutes of live small group zoom type instruction with classroom teacher incorporating Lindamood-Bell Seeing Stars, Visualizing and Verbalizing, and On Cloud Nine programs, as well as, other lessons deemed appropriate (per day)
- 30 minutes additional live small group support, including movement, with a teacher's aide (per day)
- Utilization of internet based learning platforms including but not limited to Reading Eggs, Math Seeds, ReadWorks, and Mystery Science
- Additional learning support, such as instructional videos or supplemental learning resources from teacher's personal resources adjusted to the needs of the student
- Additional independent learning activities, such as worksheets adjusted to the needs of the student
- Teacher's office hours available to all students and required for struggling students
- Consistent progress monitoring of student progress by Teachers through direct observation and assessment data
- Social Emotional Learning through Everfi.net
- Whole class check ins as appropriate or needed
- Students will be expected to be engaged in above (or similar) learning activities at least 230 minutes per day

Intermediate (Grades 4, 5, and 6) Monday through Thursday

- 30 minute class meetings each day (1 day per week will be with all 65 students and 3 teachers).
- three 20-45 minute live lessons over a span of 3 hours per day with appropriate break times.

- 60 minutes of SSR per day (Silent Sustained Reading done independently outside of live lesson times).
- Scholastic News in multiple languages.
- Duolingo for grammar
- Small group instruction
- IXL.com for skills practice tailored to students level
- On Cloud Nine daily instruction
- Appointments with students who need reteach
- provide appropriate groupings for reteach
- Allow peer instruction
- Record all lessons and post to Google Classroom.
- Post/Provide copies of class notes.
- Frontload vocabulary with pictures and store on Google Classroom.
- Post and store sentence stems for proper phrasing using academic language.
- Post anchor charts & use memory hooks.
- Review previously taught skills for memory retention.
- Bridges Math curriculum for 4th & 5th grade
- CPM for 6th grade

Middle (Grades 7 and 8) Monday through Thursday

- 30 minute daily class meeting with both teachers and all 42 students Monday to Thursday for check ins, announcements, team building activities, and SEL
- Daily 60 minute live zoom class Monday to Thursday for English/Social Studies
- Regular weekly assignments for ELA to include essay writing, reading responses, current events article of the week, and grammar practice
- Daily 30 - 60 minute live zoom math class Monday to Thursday, embedded math instructional videos that students can re-watch if needed. Additional 30 - 60 minutes of independent work assignment
- Total of asynchronous 120 minutes of science activity Monday to Thursday
- Additional teacher office hours available to students
- 3 to 4 hours per week of student choice “electives”. Students will choose topics that interest them. Choices will be offered such as instrumental music via zoom lessons, art lessons, computer coding using code.org, learning a second language with Duolingo, documenting physical activity, or students may request to spend time learning something else
- Utilization of internet based learning platforms including but no limited to Moby Max, Generation Genius, Desmos, Khan Academy
- Live zoom classes will be recorded and made available to students who are unable to attend at the assigned time

Enrichment program Fridays

- Four 60 minute zoom lessons weekly (Music, Art, P.E., Personal Safety)

- Access to recorded Zoom lessons.
- Access to supplies and learning resources.
- Smaller classes created by a rotating schedule of 1 week Zoom/1 week independent work at home.

Special Education

The education specialist and instructional aide will provide instruction to address student IEP goals via Zoom Monday through Thursday from 8:20 am to 2:40 pm. The students will receive their full number of instructional minutes as per their IEP. The students will be taught one-on-one and in small groups with no more than three students. The Resource team will incorporate various curriculum and resources during instruction including the Lindamood Bell curriculum Seeing Stars, Visualizing and Verbalizing and On Cloud 9. Other resources will include Reading Naturally, Readworks, Bookshare, Headsprout, Montessori math and language arts manipulatives, Khan academy and various online activities.

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 may borrow a chromebook with headphones and mouse for each of the students enrolled at ACA2. Equipment will be delivered to homes of families unable to come to the school for checkout.

Information about resources for free and reduced price internet will be provided to families.

Videos with instructions for accessing and using online resources will be provided to parents through newsletters, the school website, and the school Facebook page.

For students experiencing difficulty attending on-line activities, teachers may contact families via phone, teleconference, or in-person visit to troubleshoot and come up with solutions with family and student. Solutions may include (1) confirming technology is functioning, (2) determining if there is a need for device or connectivity.

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.]

Primary (Transitional Kindergarten, Kindergarten, and Young 6)

- Student participation in live zoom meetings will be recorded in google classroom gradebook
- Each assignment will be assigned a point value based on the minutes the certificated teacher estimates it will take to be completed
- Students will upload completed work to google classroom for teacher to review, mark as complete and provide feedback on
- Teachers will monitor the students time and progress through online programs of Reading Eggs and Mathseeds

Elementary (Grades 1, 2, and 3)

- Student participation in live zoom language arts and math lessons in a small group setting will be documented
- Students will be given independent work to check their understanding. Certificated teachers will estimate the time value of independent work.
- Student time and progress will be monitored through online resources(Reading eggs and Mathseeds) and through teacher observation.
- Google classroom grade book will be used to track students participation and completion of assigned work

Intermediate (Grades 4, 5, and 6)

Students will participate in math and language arts instruction daily through live interactive lessons, as well as time valued assigned independent work in all subject areas. Students will also receive live interactive instruction with mixed age group collaboration for science, social studies, STEM, and Step Up to writing class once a week. Teachers will monitor participation in daily interactive lessons and record work completion of time valued independent assignments through Google Classroom

Middle (Grades 7 and 8)

- Attendance of live class minutes will be recorded and tracked
- Teachers will use a variety of strategies to check for understanding during live class sessions.
- Work will be assessed/graded through Google classroom.
- Each non-live assignment will have a time value given to it. Teachers will monitor and track completion of assignments using Google classroom.
- Teachers will monitor and track student time spent on online platforms such as Khan Academy, Moby Max, Flipgrid, and Edpuzzle

Enrichment program

- Attendance of live zoom sessions will be taken regularly.
- Assignments, video recordings turned in on Google Classroom, and using other programs such as Flipgrid and Edpuzzle will have assigned time values given to them
- Weekly practice logs, assignments and recordings will be turned in on Google Classroom for teacher to monitor time spent

Special Education

The student's attendance for specialized academic instruction will be recorded in Gradelink. The educational specialist and instructional aide will log on a daily basis, Monday through Thursday, what the students worked on during their session, whether a math goal or language arts.

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.]

During staff development day before school begins, staff will review Brain Research as it relates to distance learning and will be provided links to additional free resources. Teachers will contribute to and have access to a list of favorite educational technology and tips for

distance learning via a shared google slides file. ACA2 encourages teachers to attend professional development workshops and conferences that they are interested in, and will continue to do so to support distance learning.

All staff will use Google classroom for assignments and communication with students. Google classroom has an abundance of helpful videos available for teachers to watch to support their use of the tools embedded in the Google Education suite. Teachers were given a link to a spreadsheet with hyperlinks to tutorials on a variety of Google apps and other educational apps.

Staff Roles and Responsibilities

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

In addition to learning new technology tools and hosting live virtual lessons, teachers will now be responsible for documenting student attendance and participation daily and weekly throughout the year.

During distance learning, instructional aides will be given new roles and responsibilities to support students and teachers. Classroom instructional aides will help teachers monitor and document student attendance in zoom lessons and work completion. They will support teachers by phoning families when students are absent from zoom lessons without giving notice ahead of time. Some aides will support students working independently by hosting zoom sessions for students in addition to the lessons given by certificated teachers.

During In-Person learning, there will be an increased need for disinfecting and sanitizing. Some classroom aides and pupil lunch supervisors may assist with cleaning and sanitizing in between the AM and PM sessions, as well as before and after lunch and recess. Custodian hours for cleaning after the end of the school day will be increased so that all classrooms can be sanitized daily.

During In-Person learning, instructional aides will monitor Extended Day cohorts while the students are not with their certificated teacher.

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.]

All students have equitable access to technology (Chromebooks - including multiple devices for families with multiple students), printed materials (novels, textbooks) and supplies (paper, crayons, pencils) that were made available for student pick-up. Materials were delivered to families' homes, or mailed directly when they were unable to get to school to pick up work packets following social distancing guidelines.

Newsletters and communications to parents are translated into Spanish. Spanish speaking staff will make phone calls home to reach out to families when needed.

ACA2 has a robust Response to Intervention program. Three instructional aides will provide targeted intervention lessons over Zoom using Lindamood-Bell curriculum including support for phonics, reading comprehension, or math to small groups of students in all grades. Teacher

recommend students for participation in Rtl based on assessments, and special consideration is given to English Learners when creating groupings. Most students in Rtl receive three to four 30 minute lessons per week.

As needed, teachers will review accommodations of students with 504s to add accommodations to support distance learning.

In addition to daily integrated EL instruction, all designated ELs will receive dedicated EL support with individual or small group instruction. Instruction will include Linderwood Bell Seeing Stars and Visualizing and Verbalizing, as well as other appropriate curriculum materials such as GLAD strategies. This instruction will be conducted by a qualified instructor and follow ELD state standards.

ACA2 will work with homeless youth as well as youth in foster care and their educational rights holder to ensure that each student is placed in the least restrictive educational programs and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all pupils. Should changes in the circumstances of foster or homeless youth necessitate they leave ACA2, the school will hold their spot and immediately enroll them if they seek re-enrollment within the same school year.

Each level has supports for pupils with unique needs built into the design of the program.

In Primary, the Readings Eggs online program includes vocabulary development activities that use visuals and reads aloud the text that will be particularly beneficial for English learners. Zoom lessons will be interactive and Friday zooms in particular will focus on Social Emotional learning and speaking skills.

In Elementary, students will have access to an online curriculum that reads passages and directions to them (like ReadWorks and Reading Eggs). Students will have visual support through live and online instruction, that is accessible from any device. Students who need more support and/or who missed a live lesson, will be able to make up with a scheduled appointment with their teacher for one on one support. All virtual lessons will be presented in a small group setting, which allows students to connect with their peers frequently. All instruction and student resources will be provided through the online platform, Google Classroom.

In Intermediate, students will have access to online curriculum that reads passages to them, has visual support, and can be accessed from any device. Lessons will be recorded and uploaded to Google Classroom for students who are unable to attend live lessons due to absence. All work will be uploaded through Google Classroom, giving students one place to access curriculum and get immediate feedback from their teacher. Students who need extra assistance can set up an appointment with their teacher for one on one help during designated daily office hours. Lessons will be presented in small groups and allow students to collaborate as much as possible virtually.

In Middle, there will be set times each day for when students can get one-on-one help with teachers. Teachers will work with students and resource specialists to make any modifications that are necessary for student participation and engagement. Teachers will utilize technology to help differentiate instruction and information for students at all learning levels. All assignments and student resources will be located on Google classroom.

Resource will give one-on-one or small group instruction to their 20 students. The students will also receive Speech, OT and counseling services virtually. Our student with a one-on-one aide will have his instructional aide with them at home for four hours, from Monday through Thursday. When we return to a hybrid model, special education students will be able to stay at school from 8:00 am to 3:00 pm and receive both classroom instruction and additional support from an instructional aide for the remainder of the day.

Actions Related to the Distance Learning Program

Description	Total Funds	Contributing
Purchase 55 chromebooks to ensure all students have a device to use during distance learning	\$16,230	Y
Subscription to Readingeggs	\$730	Y
Purchase Zoom pro subscription for all teachers	\$1800	N
Purchase workbooks for Handwriting Without Tears	\$750	Y
Purchase IXL	\$1425	Y
Purchase Mathseeds.com	\$960	Y
Purchase 7 Document Cameras	\$3360	N
Purchase Headsprouts (used by Special Education)	\$205	N
Staff Development - LMB Training (Seeing Stars, Visualizing / Verbalizing, On Cloud-9)	\$5,035	Y
Personal Hot spots for student/family use (10 X 9 mo. X \$20/mo.), Wi-Fi Extenders (50 X \$40)	\$3,800	Y

Pupil Learning Loss

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

Formative assessments and progress monitoring will take place during lessons and provide actionable information about students' learning status relative to the desired lesson goal. Teachers can use data from formative assessments immediately to adjust their instruction and ensure students progress towards learning goals

Teachers may offer a variety of options for students to demonstrate learning and will allow students to revise or resubmit work after reteaching or receiving feedback. Feedback should be timely, specific, and actionable, either through written or oral communication, videos or sound recordings, or student-to-student feedback in online breakout sessions.

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.]

New students whose Home Language Survey indicates a language other than English is spoken at home will be assessed using the ELPAC Initial Assessment to determine English Language Learner status. Students who are currently identified as English Learners did not complete the ELPAC Summative Assessment in the spring due to school closure. The English Learners who would otherwise qualify for reclassification because of teacher evaluation and assessments in English Language Arts will be given the ELPAC Summative during the fall optional testing window.

All Primary students will be assessed prior to the first day of school to get a baseline of their knowledge and skills. Students who are struggling to make progress in daily lessons will be provided additional zoom instruction either with a teacher or aide.

In Elementary, teachers will be informally assessing the students during the 2nd week of school and will identify students' difficulty and support the students needs with one-on-one lessons with the teacher or aide, RTI support and other supplemental strategies.

In Intermediate and Middle, teachers will assess students formally and informally to determine areas of learning loss. Students will be assigned supplemental lessons and independent practice that specifically addresses each student's individual areas of need. Supplemental curriculum may include reading leveled passages, individual math concept assignments, and online practice through IXL ELA and Math, Moby Max, Khan Academy, or other educational platforms.

Both the education specialist and instructional aide will collaborate with the students' classroom teachers to determine areas of need in regards to their IEP goals based on their beginning of the year assessments. The Resource team will continue to assess student progress in achieving their IEP goals for both trimester progress and their upcoming IEP's.

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.]

Formative assessments and progress monitoring will take place during lessons and provide actionable information about students' learning status relative to the desired lesson goal. Teachers may offer a variety of options for students to demonstrate learning . Data from formative assessments will be used to adjust student instruction and ensure students progress towards learning goals.

Assessments will be evaluated at the end of each trimester and student progress will be indicated on the report card. At the end of each six week to 12 week trimester session, the progress of students participating in Response to Intervention are evaluated. Teachers and Rtl aides determine who needs additional time with Rtl support, who is ready to exit out of the group, and which new students will be placed into the next session schedule.

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

Description	Total Funds	Contributing
Instructional Aides provide Rtl intervention to small groups of students (16 groups per day is equivalent to 8 hours of aide time per school day, Monday through Thursday)	\$23,040	Y

Mental Health and Social and Emotional Well-Being

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

Teachers will administer SAEBRS (Social, Academic, and Emotional Behavior Risk Screener) periodically throughout the school year for 1st and 2nd grade and YIPS (Youth Internalizing Problem Screening) and YEPS (Youth Externalizing Problem Screening) will be administered periodically throughout the school year for 3rd grade and up. These assessments are used to screen students for identification as needing mental health supports.

ACA2 offers counseling services for students with IEPs and 504s. We also offer services for those students that both classroom teachers determine to have a need and as a result of both the YIPS and YEPS assessments. Services are offered in either an individual or group setting. Counseling services will be provided virtually during distance learning.

All staff take the Suicide Prevention training course to increase their awareness of signs of suicide risk and to help them build the skills and confidence to identify and assist vulnerable youth. As part of a Health class, 7th and 8th grade students learn 1) the importance of safe and healthy choices and coping strategies, 2) how to recognize risk factors and warning signs of mental disorders and suicide in oneself and others, 3) help-seeking strategies for oneself or others, including how to engage school resources and refer friends for help.

Resources for Mental Health will be shared with families in newsletters, Parent Education Program meetings, and will be listed in the Family Handbook.

All classrooms will have regular class meetings during both distance and in-person learning. Class meetings, based on the philosophy of Positive Discipline by Jane Nelson, encourage student voice, teach strategies for problem solving and conflict resolution, and provide opportunities to build community. Additionally, each level incorporates Social Emotional Learning into the classroom on a regular basis.

Primary and 1st graders will utilize Learning to Get Along read-aloud book set to build Social Emotional lessons around weekly. Elementary will use daily morning check-ins and afternoon check-outs through google forms and will use Everfi.net for Social Emotional Learning for weekly lessons. Intermediate and Middle will incorporate social emotional learning into classroom meetings using Positive Discipline curriculum and Pure Edge lessons.

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.]

Information about attendance and how to monitor student work completion using Google classroom will be given to all families at Back to School Night and in school newsletters.

If a child will be absent from part or all distance learning for the day, parents should email the teacher or call the office before school starts. When a child is missing from an assigned live zoom session without the parent notifying the teacher ahead of time, the parent will be contacted by phone as soon as possible to remind their child to get on to zoom and offer support for zoom troubleshooting. If no contact by phone is made, an email will be sent letting the parent know the student missed the class. Older students may be contacted by a peer using social media. The school will document parent contacts attempted and made. Staff will verify current contact information. A weekly report will be sent to parents informing them of student missing work through Google classroom. If no parent response is made to phone, email, mail, or social media contact, a home visit may occur.

The office will send out absence notification letters when a student accumulates 5, 10, 15, and 20 absences. Additionally, when a student has 3 unexplained consecutive absences or 5 unexplained absences, the teacher will hold a conference to problem solve with parent/guardian and student and come up with solutions. If there are 10 unexplained absences, a conference will be held with the level team, student, and parent/guardian. With 20 absences, a conference with the SARB board (made up of Level Representatives and a Co-administrator) will be held with the student and parent-guardian. When necessary, a home visit may occur.

During all conferences, teachers and families will:

1. Confirm technology is functioning. Determine if there is a need for device or connectivity.
2. Check in regarding Social emotional and mental health. Offer ideas for connecting with health and social services as necessary.
3. If AM/PM model hybrid is being offered, transition the student to on site instruction.

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.]

During distance learning, families at ACA 2 will be informed through email of the locations to pick up meals. ACA 2 families receive school lunches through our authorizing district AUSD. Notices will be sent out multiple times via newsletter, posted on the school website, and posted to the family Facebook page.

During in-person instruction, Grab-and-go lunches will be available during the transition between AM and PM sessions. Students receiving free or reduced lunch will continue to do so. AM students who leave campus at 11 will be able to take a Grab-and-go lunch home. PM students may arrive 20 minutes before the start of their academic session to eat a Grab-and-Go lunch under the supervision of a pupil supervisor or other staff member. Students staying for the full Extended Day will have a scheduled time where they may eat a Grab-and-Go lunch or lunch brought from home.

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

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
[8.58]%	\$139,712

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.]

All students, including foster youth, English Learners, and Low-income students, have equitable access to technology (Chromebooks - including multiple devices for families with multiple students), printed materials (novels, textbooks) and supplies (paper, crayons, pencils) that were made

available for family pick-up. Materials were delivered to families' homes or mailed directly when they were unable to get to school to pick up items. Support for technology troubleshooting will be given by phone to families who are having difficulty logging in to live Zoom sessions or interacting with Google Classroom. These actions ensure every student has the tools and resources needed to engage in learning.

Instructional Aides provide RtI intervention to small groups of students (16 groups per day is equivalent to 8 hours of aide time per school day, Monday through Thursday) for both distance learning and in-person learning. Students are selected to participate in RtI based on teacher assessment and evaluation of need. Special consideration is given to students who are English Learners. Many students in RtI are low-income students. RtI intervention is offered in addition to the time spent with certificated classroom teachers, as extra support for meeting student learning needs.

When we return to in-person school, English Learners, foster youth, and low-income students will be offered Extended Day along with children of essential workers. Instructional aides will supervise six small groups of student cohorts for 4 hours daily. This additional time in school will provide structure and additional opportunities to provide support for student needs.

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

A key component of Antioch Charter Academy II's educational program is individualized instruction. Our small school size (K-8 of around 200 students) and small classrooms (twenty-one-to-one student to teacher ratio in each classroom) enable teachers to check for understanding quickly and easily while more closely engaging and monitoring students. Our goal is to create classroom settings that address individual needs with regard to academics, emotional and physical structure, and time management. Additional objectives of our small school and small classroom size include increased attendance rates, decreased dropout rates, better grades, more extra-curricular activity participation and fewer behavior problems. We firmly believe that smaller class size leads to greater student achievement and helps foster a life-long love of learning.

ACAII's program requires 2.01 FTE additional teaching positions in grades K-8 versus the current student to teacher ratio in our surrounding District. The average salary plus benefits of a teacher at ACAII equals \$88,431.56. We spend an additional \$177,887.06 in grades K-8 compared to our surrounding District in order to reduce class sizes and provide individualized instruction in all grades. A portion of K-3 additional spending is covered by the K-3 CSR funding received from the state (approximately 72%). We do not receive any funding from the state for reduced class sizes in grades 4 –8, yet we spend an additional \$108,910.44 on 1.23 FTE certificated teaching staff in order to reduce class size in the intermediate and middle school classrooms and to provide individualized instruction in these grade levels.

ACA II will receive an estimated \$1,629 decrease in supplemental funding generated by the school's low-income population (SED) and English Learner (EL) unduplicated student population in 2020-2021 versus the prior year. The school did not qualify for any concentration grant funding. The ACAII unduplicated count is 43%. We have determined the most effective use of funds is to provide increased interventions and to maintain small class size in grades K-8. Due to the nature of our personalized learning program, an intervention specialist will enhance our ability to individualize the intervention process. These funds will directly support our SED and EL population through ELA and Math Intervention and

additional curriculum/material support. We believe that this approach will have the greatest impact on our low-income and English learner population as they progress in their learning through grades K-8.