

Learning Continuity and Attendance Plan Template (2020–21)

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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 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, ACA 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, ACA 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, ACA 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, ACA 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 ACA 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 physically.

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 ACA and our sister school Antioch Charter Academy 2 to decide the best schedule for re-opening in-person school given 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 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 schedule options to find out which option parents preferred. 177 out of 198 student's responses were accounted for. Families that did not respond to the online survey were contacted by telephone to get their choices.

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 ACA 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. Teachers from each level met to create a master schedule for students when reopening 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.

ACA teachers met finalized 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, ACA teachers met with ACA2 staff 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 on the agenda, as well as procedures for making public comments.

On September 3rd, a virtual parent meeting was held on zoom to discuss the LCP. The meeting was recorded and made available for families to watch at a later time who were unable to attend. An email with a draft of the LCP was sent to parents to request feedback. Information about the meeting was put on the school Facebook group page.

On September 10th, 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 meeting were included on the agenda sent out to the public at least 72 hours prior to the meeting.

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

The May 28th parent survey received 177 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 168 of the 200 students. It revealed that parents preferred to continue distance learning for 32 of the 200 students. Parents have requested and staff has made recommendations to offer extended day schedules (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 ACA 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.

[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 was 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.

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.

ACA 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, Tuesday, Thursday and Friday) students will have 3 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 Wonderful Wednesday, 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.

AM Schedule Monday, Tuesday, Thursday, Friday and every other Wednesday

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

8:00 – 11:00 Monday, Tuesday, Thursday, and Friday 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 Wonderful Wednesday on “A” weeks and at home enrichment activities on “B” weeks

PM Schedule Monday, Tuesday, Thursday, Friday, every other Wednesday

- 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, Tuesday, Thursday, Friday at school

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

Distance Learn at Home (ALL) Monday, Tuesday, Thursday, Friday

- *Students follow am or pm schedule but attend classes on-line
- *attend Wonderful Wednesday at on-line 8am – 12:30 every other Wednesday
- *complete at home enrichment activities alternate Wednesdays.

Distance Learn at Home (Attend Wonderful Wednesday) Monday, Tuesday, Thursday, Friday

- *Students follow am or pm schedule but attend classes on-line
- *complete at home enrichment activities every Wednesday
- *attend Wonderful Wednesday at 8am – 12:30 every other Wednesday
- *complete at home enrichment activities alternate Wednesdays

Extended Day Schedule

- *be on campus from 8 - 3 Monday, Tuesday, Thursday, Friday
- *attend 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 Wonderful Wednesday 8 - 12:30 in person every other Wednesday, on alternate Wednesdays 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, Socioeconomically disadvantaged, Foster Youth 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 [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Offer 4 hours of Extended School Day to 55 students, supervised in small cohort groups for a total of 20 hours per school day of instructional aide time.	\$57,200	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, depending on how many students need one during Distance Learning. See estimated cost of purchase in the Distance Learning Program section below.	[\$ 0.00]	Y
After school tutoring program (Math Shack)	\$10,500	Y
Additional aid hours to help monitor arrival/dismissal of students, school cleaning and sanitation during transitions	\$14,300	N
Additional personal protective equipment (masks, shields, plastic partitions to separate students)	\$3,300	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.]

ACA 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.

The CDE has published new minutes per day guidelines for distance learning. 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 virtual lessons and completion of work. 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 or 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.

Primary (Transitional Kindergarten, Kindergarten, and Young 6)

- Students will have three hours of live and independent lessons each day.
- All students will use the google classroom platform to access curriculum, communicate with teachers and other students.
- All Students will attend a live lesson each day via Zoom to interact with teachers and collaborate with peers.
- All students will have technology provided if not already available at home.
- All students will be provided a movable cubby with their own personal supplies and printed materials to participate in daily lessons.
- All students will have independent work opportunities to practice skills
- Flow of instruction will be closely mirrored to live classroom for smooth transition to hybrid model.
- Translation services are available for EL families
- Students will access to on-line applications such as Freckle.com, Scholastic Readers.
- Montessori curriculum will be translated into an online/ take home format to stay consistent with the school philosophies and in class format.

Elementary (Grades 1, 2, and 3)

- Students will be given packets and/or have access to digital copies of work that correspond with lessons given through Zoom and/or through the Google Classroom.
- Curriculum will be aligned with Common Core Standards. Students will submit assignments to the Google classroom and/or Seesaw. Students will be given live feedback during Zoom sessions and/or written feedback on Google Classroom and/or Seesaw. Student's submitted work will be monitored and tracked on a regular basis. Students will receive daily live instruction and opportunities for independent practice. Students will have regular opportunities to interact with one another through group discussions and collaborative work. Students will have opportunities for smaller group instruction and collaboration through Zoom breakout rooms.

- Students will use Google Classroom daily to access work and communicate with teachers and other students.
- Students will have daily Zoom instructional lessons to work with and collaborate with teachers and peers.
- Students will have digital or comparable representations of classroom materials to work with at home.
- Students who receive Special Education and/or RTI services, will continue to receive appropriate support (at school or through distance learning).

Intermediate (Grades 4, 5, and 6)

- Students will engage in group and individual instruction via Zoom.
- Students will begin each day with SEL (social emotional learning) using Positive Discipline’s classroom meetings, Lifeskill based read alouds and participate in a compliment/share circle.
- Students will then receive a daily guided math lesson and related homework. Next, students will receive an hour long subject specific lesson (either of science, ELA, and social studies) one day/week. The end of the day will allow time for live questions/support on a group or individual basis. Additionally, students will receive supplementary practice work (spelling, cursive, online math games/lessons using Moby Max) for independent completion.
- Students will submit completed work through Google Classrooms and receive immediate feedback through this tool. Weekly (on Friday), each student will receive a tally/progress report that totals all completed and submitted work.
- Students receiving SPED, RTI or additional support will meet in small zoom groups-at regularly scheduled intervals each week.

Curriculum:

- The curriculum includes digital resources that students can access (Scholastic Storyworks/Scope, getepic.com, Digital copies of the Pearson math curriculum, MobyMax.com, Mathantics.com, Commoncoresheets.com) using google classroom and specific websites.
- Students will also be provided hard copy packets when necessary/requested.

Engagement:

- Students who fail to attend zoom meetings, or have difficulty keeping a digital connection will be contacted regularly to troubleshoot. While all curriculum will be accessible in the google classroom, live lessons and teacher support will be given each day. Thus, regular attendance will be monitored and supported through phone calls and troubleshooting.

Middle (Grades 7 and 8)

- Google Classroom will be the platform for both distance/hybrid/in person learning.
- Students will have access to online resources that can be used both at home and in school. (Khan Academy, CPM text, Common lit, NewsELA, PhET Simulations, MobyMax, CNN10, PBS Learning videos, Duolingo, Audible novels (literature))
- The daily learning schedule/rotations/class time will be consistent for both in-person and distant learning.
 - Students will rotate between Humanities and Math/Science classes for 110-minute blocks
 - Classroom meeting/SEL will be held every day for 20 minutes.
 - Math/Science: Students will start with a “Problem of the Day” which will include analysis of graphs, Multi-step word problems, Financial Literacy, and Science connections to Math. This will be followed by direct instruction lessons in the students’ leveled

course groups as well as independent practice. Two days a week, students will have whole group science lessons for 45 minutes. All sessions will end with an “Exit Ticket”/Reflection.

- Humanities Class will consist of a weekly routine. Monday students will focus on History/SS and Current Events, Tuesday students will focus on Writing, Thursday students will focus on Reading, and Friday students will focus on Listening/Speaking (Presentations). Each session will include collaboration, movement, and art.
- Students will attend Humanities and Math/Science classes via Zoom and will be expected to be present the entire time. Break-out sessions will be used for collaboration work.
- Art, Music, PE, Dance sessions each week for 4 hours taught by Certificated Exploratory Instructors.
- Electives/Instrumental music/SEL learning to be scheduled. (4-5 hours each week). Sessions will include usual electives, Maker, Cooking, Music, Instrumental, Dance, PE, Art, Second Language development, etc.
- Genius Hour each week will be a time for students to pursue their own interests.
- Small group zoom instruction and lessons will be taught to our vulnerable populations by our Response to Intervention Instructors, our SPED educational specialist, our SLP and our contracted OT.

Enrichment program

- Students will participate in four 60-minute zoom lessons weekly (Music, Art, P.E., Personal Safety)
- Students will have access to recorded Zoom lessons.
- Students will have access to supplies and learning resources.
- Students class sizes will be smaller. Classes will be created using a rotating schedule of 1 week Zoom/1 week independent work at home.

Special Education

- All students will be assigned to a Google Classroom platform as a way to communicate with the teacher and each other. Students will be assigned a classroom by level (elementary, intermediate, and middle school).
- Students will have interactive and engaging lessons (resource service minutes) via Zoom.
- Online resources being used: NewsELA, Readinga-z.com, YouTube (educational videos)
- Other curriculum used while on Zoom: Lindamood-Bell Seeing Stars workbooks, Read Naturally
- Most of the curriculum will be shared via Zoom, Notability, or Jamboard apps. Other curriculum (PDF's etc.) will be shared and competed via Google classroom
- Readworks or other online programs that offer books and passages that offer text to speech. Literacyfootprints.com offers read aloud texts and even has texts. Uniteforliteracy.com offers text in different languages too! The narration can be in different languages as well.

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 ACA.

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, 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 trouble shoot 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 (online learning through channels with real time interaction) 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)

- Students will be expected to be 'in class' from 8-11am. Attendance will be taken during their scheduled live lesson on Zoom.
- Students will show work, turn work in and/or take pictures of work and upload to Google Classroom
- Students will participate in in-person assessments/one on one.

Elementary (Grades 1, 2, and 3)

- Students will receive live, interactive instruction on a daily basis in the classroom or through Zoom.
- Students will be expected to engage in academic activities from 8:00-12:00. This may be a combination of live instruction, recorded lessons, and/or independent work.
- Attendance will be tracked on a daily basis. A re-engagement procedure will be followed for students who are not attending class or submitting work on a regular basis. Students will submit work to the Google Classroom and/or SeeSaw on a daily basis.
- Students submitted work will be tracked and reviewed on a regular basis. Students will have opportunities to engage in live lessons, where direct feedback will be given.
- Students will have opportunities to participate in smaller group lessons, where student learning will be monitored, and instruction adjusted as needed.
- Students may show their work live and/or post work in the Google Classroom and/or SeeSaw.

Intermediate (Grades 4, 5, and 6)

- Students are expected to be online from 8am to 12pm.
- Attendance will be taken every morning and then again if the student moves to a different "room."
- Zoom account will track time/minutes for each student.
- Students will receive live instruction daily for math and one additional subject each day; science, language arts/social studies, and a math application class.
- Homework will be collected online through the Google Classroom and tracked by the teachers.

- Each Friday the student/parent will be emailed a report of what assignments are complete and if any are missing. Student work will continue to be tracked and updated throughout the trimester (even past the week due).
- Teacher will “conference” with students via Zoom and provide additional support to students with low work production and provide small group instruction to our vulnerable population.

Middle (Grades 7 and 8)

- Students are expected to be online (live) from 8am to 12pm daily.
- Assignments for each week have a grade level expectation time to complete.
- Zoom account will be used to track online time/minutes for each student.
- Assignment tracking/completion/grading/feedback will be completed through Google Classroom.
- Daily attendance will be taken at beginning of each class/rotation.
- Entrance and Exit tickets will be used for formative assessment and tracking.
- Weekly assessments will be given for content taught during the week (including but not limited to the use of Google Forms, Khan Academy, Kahoot, MobyMax and other online resources).

Enrichment program

- Attendance will be taken each class rotation.
- Assignments, video recordings will be turned in on Google Classroom, and using other programs such as Flipgrid.
- Frequent assessments and check-ins in class and with individual students will be held.
- Instrumental Music students will keep weekly practice logs and submit recordings on Google Classroom.

Special Education

- Zoom account will be used to track online time/minutes for each student.
- Jamboard saved whiteboard work and Notability saved PDF’s with some progress monitoring notes will be used to measure work.
- Students assessments will be tracked with saved quizzes and written responses on NewELA.
- Students will have individual Progress Monitoring cards.

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. ACA encourages teachers to attend professional development workshops and conferences that they are interested in and will continue to do so to support distance learning. Staf.f has participated in virtual training for the following

platforms: Zoom, Jen Jones literacy refresh, Google Classroom, FlipGrid, SeeSaw, Khan Academy, and completed courses in EL Learning and Priority Standards

The Elementary, Intermediate and Middle School 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.

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 may 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 be needed to assist with 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.]

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

Primary (Transitional Kindergarten, Kindergarten, and Young 6)

- Students who need a device or internet will be given materials.
- Students will have access to teachers for extra assistance during “office hours”.
- Students will have videos of live lessons if needed to go back over material or go at a slower pace.
- Lessons will include lots of visual aids/ pictures to connect to the lesson.
- Students will be given hands on materials to use at home.

- Students who need extra lessons/assistance can be supported with small group instruction through zoom from RTI instructors.
- Parents will receive weekly updates to inform parents of students' progress
- Students will get immediate feedback during live lessons with the teacher.

Elementary (Grades 1, 2, and 3)

- Students will be provided a device and/or internet if needed.
- Students will have access to prerecorded teacher videos to allow students to work at their own pace and to go back and review if needed.
- LEA will provide and deliver any materials/supplies/packets of work needed for the student to access the curriculum.
- Daily lessons will include visual aids/pictures/images to allow students to connect to the lesson.
- Students will be given hands on materials to use at home.
- Paraprofessionals/One-on-one aides will be available to students with the need for additional support during the lessons and work time.
- Parents will receive weekly updates from the Google Classroom to inform them of the student's progress during the week.
- Students will be able to write, draw, type, audio record, and/or video record responses to work assignments.
- Students and parents will have access to the teacher during daily scheduled office hours.
- Students will have daily lessons in small groups with the teacher.
- Students will have interactions with small groups of peers.
- Students will be given daily immediate feedback through emails, live lessons, Google Classroom, and SeeSaw.
- Students will be able to access Scholastic reading materials in English and Spanish. The same Scholastic reading materials will be available online for students to read or listen to.

Intermediate (Grades 4, 5, and 6)

- Students will have access to teachers during “office hours” and the ability to schedule additional lessons if needed to get extra help with curriculum.
- Students will also have frequent individual check-ins with both teachers and instructional assistants to assess needs and make a plan for assistance.
- Staff will provide and deliver any materials or supplies needed for the student including but not limited to technology to ensure access to the Google Classroom and curriculum.
- Students who have specific needs will also have access to reading materials that can be read to them online as well as versions that are more appropriate for ELL students through Storyworks/Scope.

Integrated Instruction for EL students:

- Before starting a first read of a text, give all students time to quickly read the text and highlight/circle unknown words. Teacher collects those words and defines them using pictures.
- Teacher keeps commands that are used frequently simple and same.
- Teacher posts and models sentence frames so that ELLs know the best way to ask and respond.

- Teacher teaches grammar explicitly.
- Students posts recorded verbal responses to prompts- readings and/or opinion pieces
- Teacher presents concepts using text, video, pictures, and music.
- Before releasing students to complete a task, teacher models expectations and checks groups by using equity sticks for understanding.
- Teacher puts students in duos to listen and speak.

Designated instruction for EI students

- During distance learning, students will be given the on-line program Duolingo for learning English. This program teaches reading, writing, listening and speaking and allows the student to progress at their own rate.

Middle (Grades 7 and 8)

- Students will have access to many different supports including available teacher office hours, classroom educational assistant support, access to Rtl support for both mathematics and Language Arts, small group instruction (Zoom breakouts),
- Staff will provide and deliver any materials or supplies needed for the student including but not limited to technology/connectivity to ensure access to the Google Classroom and curriculum.

Enrichment program-

- Ensure that all students have equal access to supplies, including delivery when necessary.
- Record Zoom lessons so that students who cannot attend live have access to content.
- Provide instructions and communications in Spanish as well as English.

Special Education

- Students will have access to Readworks or other online programs that offer books and passages that offer text to speech.
- Students will have access to Literacyfootprints.com which offers read aloud texts and even has texts.
- Students will have access to Uniteforliteracy.com that offers text in different languages too! The narration can be in different languages as well.

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

Description	Total Funds	Contributing
Purchase 60 Chromebooks to ensure all students have a device to use during distance learning	\$17,700	Y
Purchase 5 Document Cameras	\$2,400	N
Professional development (Educational Virtual Summit) 6 X \$450	\$2,700	Y
Professional development other	\$3,000	Y
Music Program (instruments, equipment)	\$1,000	N

Purchase Zoom pro subscription for all teachers (20 subscriptions x \$90)	\$1,800	N
iPad purchases (10)	\$5,000	Y
Purchase microphones	\$300	Y
Personal Hot spots for student/family use (10 X 9 mo. X \$20/mo.), Wi-Fi Extenders (50 X \$40)	\$3,800	Y
Aide hours – translation services (documents, Zoom, etc.)	\$3,850	Y
Charging Carts (2 X \$2,500)	\$5,000	N
On-line app subscription to support Math, Language Arts, Science growth	\$4,000	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.]

Primary (Transitional Kindergarten, Kindergarten, and Young 6)

- Teachers will determine assessment needs and use on-line support programs.
- Teachers will conduct in person instruction when needed.
- Teachers will assess student achievement frequently to determine growth and understanding.

Elementary (Grades 1, 2, and 3)

- Curriculum will be adjusted and differentiated based on each students' individual needs. Assessments will be given in real time as well as independently to determine these students' needs.
- Teachers will be using Montessori Curriculum as well as Common Core Curriculum.

- Curriculum will focus on priority standards.

Intermediate (Grades 4, 5, and 6)

- Instruction will focus on the Priority Standards (achievethecore.org).
- Instruction will be adjusted and differentiated to address student needs.
- Assessments will be given (formal and informal) in both real time and independently to determine needs and inclusion in RTI programs and for extra help/lessons.
- Programs such as MobyMax will be used to target specific standards as needed. We will measure effectiveness through assessment and observation and make adjustments accordingly.

Middle (Grades 7 and 8)

- Instruction will be differentiated based on student needs. Programs such as Khan will be used to target specific standards that individual students need extra time with.
- Teachers will provide one on one support
- Teachers will focus on priority standards in ELA and Math.
- Interim Assessments will inform teachers of student progress. Analysis of strengths and weaknesses will be completed by the teacher and used to direct instruction.

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.]

Primary (Transitional Kindergarten, Kindergarten, and Young 6)

- 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 instruction either with a teacher or instructional aide.

Elementary (Grades 1, 2, and 3)

- 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.

Intermediate (Grades 4, 5, and 6)

- Programs such as MobyMax will be used to target specific standards as needed. Teachers will measure effectiveness through assessment and observation and make adjustments accordingly.

Middle (Grades 7 and 8)

- Interim Assessments will inform teachers of student progress. Analysis of strengths and weaknesses will be completed by the teacher and used to direct instruction.

Additionally, the progress of students participating in Response to Intervention will be evaluated at the end of each six week to 12-week trimester session. 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 (14 groups per day is equivalent to 7 hours of aide time per school day, 4 days per week)	\$20,160	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.
- 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.

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.]

ACA will implement the following tiered reengagement strategy for pupils who are absent from distance learning. This plan will provide guidance for outreach to all pupils and their parents and 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. Translation services including online applications, such as ClassTag and Google Translate, may be used to assist with communication.

TIER 1: Information given to all families before absences happen

- Inform parents about absence procedures during Back to School Night.
- If a child will be absent from part or all distance learning for the day, email the teacher or call the office before school starts.
- If a child is missing from an assigned live zoom session, 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 their class.
- Inform parents how to check completion of work for the day/week using google classroom.

TIER 1: When an absence happens

- If a child is missing from an assigned live zoom session, parent will be contacted by phone to remind their child to get on to zoom and offer support for zoom troubleshooting. If no contact by phone is made, then an email will be sent letting the parent know the student missed their class. Older students may be contacted by a peer using social media.
- Document parent contacts attempted and made. Verify current contact information.
- Weekly report sent to parents informing them of student missing work.

TIER 2: When multiple absences happen

- Office will send absence letters to families at 5, 10 and 15 absences.
- If no parent response is made to phone, email, mail, or social media contact, a home visit may occur.
- If there are 3 unexplained consecutive absences or 5 unexplained absences, the teacher will hold a conference to problem solve with family and student. Come up with solutions. If necessary, home visit may occur.
- Confirm technology is functioning. Determine if there is a need for device or connectivity.
- Check in regarding Social emotional and mental health. Offer ideas for connecting with health and social services as necessary.
- If AM/PM model hybrid is being offered, transition the student to on site instruction.

- If there are 10 unexplained absences, the level will hold a conference to problem solve with family and student. Come up with solutions. If necessary, home visit may occur.
- Confirm technology is functioning. Determine if there is a need for device or connectivity.
- Check in regarding Social emotional and mental health. Offer ideas for connecting with health and social services as necessary.
- If AM/PM model hybrid is being offered, transition the student to on site instruction.

TIER 3: When multiple absences continue to happen

- Send absent to letter to family at 20 absences with recommendation to meet with SARB (Student Attendance and Review Board). If necessary, home visit may occur.
- Level representatives and co-administrator holds a conference to problem solve with family and student. Come up with solutions.
- Confirm technology is functioning. Determine if there is a need for device or connectivity.
- Check in regarding Social emotional and mental health. Offer ideas for connecting with health and social services as necessary.
- If AM/PM model hybrid is being offered, transition the student to Extended Day 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 will be informed through email of the locations to pick up meals. ACA 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
7.35%	\$117,958

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 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.

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

- EL students will have materials/directions/newsletters translated for them to go home for parents/families.
- Scholastic readers are available in Spanish and English- as well as all of the learning extensions. Lots of opportunities for verbal sharing and interacting with teachers and peers daily on Zoom. Lots of visual prompts and pictures provided with instruction. Students can get extra help or repeated instruction during teacher "office hours".
- EL students will have the opportunity to have specialized versions of reading (specifically through Scope/Scholastic) that are designed for English Language Learners, as well as the ability to have text read aloud to them.
- EL students will have opportunities for discussion of text and the opportunities to do verbal sharing/discussion daily. Integrated into lessons and assignments, there will be examples of realia shared and examples given.
- The EL standards overlap with Common Core state standards and students will have regular check-ins.
- EL, Foster Youth, and low-income students have priority for extended day offerings (in-person hybrid model), after school tutoring programs (Math Shack), and Rtl program support.

A key component of Antioch Charter Academy's educational program is individualized instruction. Our small school size (K-8 of 200 or less students) and small classrooms (twenty-one-to-one or fewer 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.

ACA'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 ACA equals \$96,667.56. We spend an additional \$194,454.44 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 \$119,053.74 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 will receive an estimated \$4,140 increase in supplemental funding generated by the school's low-income population (SED) and English Learner (EL) unduplicated student population in 2020-21 versus the prior year. The school did not qualify for any concentration grant funding. The ACA unduplicated count is 37%. 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