

Learning Continuity and Attendance Plan Template (2020–21)

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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General Information

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

As a result of the COVID-19 pandemic and under the guidance of The Butte County Public Health Department and the Butte County Office of Education, Children's Community Charter School closed the physical building to in person learning. On March 16, 2020 CCCS went to remote learning for all students in TK-8th grade. The first two weeks consisted of packet learning and staff check in's with students and families. By the third week of virtual learning, CCCS had a plan in place to accommodate each grade level and daily instruction in virtual meetings and independent practice.

Because the staff of Children Community Charter School went through the November 2018 Campfire, the staff was able to quickly pivot into intentional scheduled learning for our students. By the third week of virtual learning, all students in TK-8th grades were expected to meet with teachers daily and expected to participate in independent practice. The school created capacity to help students by using paraprofessionals to meet with struggling students on a daily basis. Parents/guardians working outside the home were tasked with juggling the demands of work and providing support for their children's instruction at home. The CCCS staff members were cognizant of the burden virtual learning took on families and were quick to put systems and schedules in place to alleviate the burden on our families. The goal was to teach the students how to use the technology platforms, how to engage in the online learning, and how to submit work without the help of our families. With the younger grades, families were asked to take pictures of completed work so the teachers could monitor work.

There is no doubt our community was impacted by students staying home and learning; however, CCCS stepped up to the plate and delivered a high quality education for our students.

Stakeholder Engagement

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

CCCS understands the importance of getting stakeholder feedback - not only during a pandemic - but it is our philosophy to engage stakeholders in all topics. At the onset of virtual learning, teachers were asked to survey student technological needs. The school provided Hot Spots to 19% of our population (staff and students) in order to facilitate the virtual connection and learning. Fortunately, CCCS is a 1:1 Chromebook to student school so we were able to offer virtual learning from the start of the pandemic.

CCCS has taken advantage of social media platforms to engage stakeholders. Families and teachers connect through the Facebook platform in private and public forums. Daily contact was made to stakeholders to gauge the level of interaction and workload.

A school wide survey was given to families in both the spring and the beginning of the year to assess the constructs of Distance Learning, comfortability with in person education, and technology needs.

CCCS keeps the website completely up-to-date with pertinent information and housed all the COVID-19 updates on the front page. Each time a new update happened, every family would get an email letter of the update and then the information was posted on the website as a resource. Families could look on the website for the times and places breakfast and lunch were served as well as keeping up with the many changes of guidance over time.

Every month the CCCS Board meeting were held (and are held) via Zoom. The agenda was posted on the physical building, on FB, and on our website with 72 hours of advance notice. Families had an opportunity to share concerns or ask questions during each Board meeting.

In August of 2020, the CCCS Board members and the school principal/superintendent hosted a Town Hall so families could understand the Safe Reopen Plan that was constructed using the guidance from the CDC, the CDE, the Public Health Department and the State of California. Families and staff had the opportunity to ask questions and provide feedback.

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

The public Board Meetings were held via Zoom meetings. The agenda and participation instructions were posted 72 hours prior to the meetings in accordance with the Brown Act. Stakeholders had the option of participating in the meetings online or calling in with a provided phone number. Stakeholders could also submit a public comment via an online form prior to the meetings, as stated on the posted agenda.

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

Eighty seven percent of our families wanted in person education regardless of if the county is on the watchlist. The other 13% wanted to opt for our version of Distance Learning (Independent Study/Homeschool) due to the exposure to COVID-19. In a staff of 24 people, only one staff member is concerned with face-to-face instruction due to COVID-19. Feedback showed families and staff were comfortable with our

Safe Reopen Plan that puts systems in place to increase cleaning, monitor temperatures, train staff and students about preventing the spread of COVID-19, and remain in cohorts.

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

In order to increase cleaning, which was a concern for the staff and families, the school approved extra hours for our classified personnel to address the added workload. Another area that was addressed was the need for more Distance Learning Professional Development. The staff wanted additional training to help with the need for a more streamlined usage of infrastructure.

Families also asked for weekly packets and teachers were receptive to having families turn in work so they could monitor progress.

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.]

CCCS will follow the lead from the CDC, the CDE, the Public Health Department, and the Governor's Office to plan for in-person education.

CCCS's focus and commitment to re-opening our school safely and resuming in-person instruction are evidenced by the following:

Safety - CCCS is committed to following the CDC, the CDE, the Public Health Department, and the Governor's Office when bringing students back to the classroom. Appropriate safety measures include safe distancing, temperature checks, specific classroom procedures as related to safety, hand washing, mask procedures, and sanitizers. Additionally, CCCS staff will provide training in safety protocols and procedures to all staff and students. Each classroom is set up to accommodate social distancing and outdoor activities will meet all safety guidelines.

Academic Success - The foundation of the CCCS school mission is to provide high levels of academic success for all students, which includes in-person and distance learning with a highly engaging and rigorous curriculum and staff to support the learning at all levels. The use of iReady math and reading assessments and IEP/504s will allow teachers to remotely evaluate students' academic levels and create strategies to address learning loss for some students and accelerate learning for others, depending on need.

Mental Health Support - The staff at CCCS has been trained on PBIS strategies, Trauma Informed Practices, Circles to Create Community, Restorative Justice, and Primary and Secondary Trauma. Ongoing collaboration will continue to address the impact COVID-19 has on staff

and students. A counselor attends to the mental wellness of staff and students on a weekly basis and will work with those in need either in person or online. Four Mental Health and Wellness for All Professional Developments have been scheduled for the entire year for the entire staff.

Communication - There are multiple platforms to get the information to families. Families have access to email, texting, telephone, the school website, the private FB pages, the public FB page, and All Calls to ensure the best quality, most effective learning experience and allow the school to adapt to the changing needs of our students.

Re-Engaging in School Routines - The core operational structure of CCCS's programs is a stable cohort of students who are able to focus on school routines - either in-person or with online schedules. The structure provided by these routines can help anchor our students and mitigate the uncertainty of the pandemic. Daily live contact with educators will allow students to re-engage the skills they had before the pandemic.

Families and Communities: The mission of CCCS is to stay connected and partner with families and our community. In order to provide an effective in-person and/or distance learning pathway, CCCS is determined to interact with families and the community via email, our website, texting, social media (particularly FB), and our One Call system.

Educator Professional Learning - Teachers are provided ongoing training opportunities to strengthen the school program and enhance their instructional techniques using the Google learning management platform, Diagnostic assessments, interactive asynchronous programs, SmartBoards, etc. Teachers have options to participate in the following workshops or trainings: (Planning Instructional Units for Distance Learning, Engaging Tasks, Collaborative Discussion, SEL in Distance Learning, Supporting Students with Disabilities, Predictable Structures and Routines, Creating a Workable Infrastructure, Mental Health and Wellness for All, Teacher Clarity, PLC Effectiveness, Love and Logic, Advanced Google Classroom, Screencastify in the Classroom, etc.)

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

Description	Total Funds	Contributing
Personal Protective Equipment and increased cleaning supplies for students and staff while on campus	\$20,000	No
Professional Development to enhance in-person and Distance Learning instruction.	\$25,000	Yes

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.]

CCCS is committed to providing continuity of instruction to students during the school year, whether in-person, distance learning, or a blended model. A comprehensive plan was created with the input from teachers, families, staff members, and the community which addresses the necessary components of a multi-dimensional school program. At CCCS, we start each day with a morning announcement and an SEL lesson. This is done regardless of in-person or online. Students, staff, and families have an opportunity to connect daily as a whole school. Teachers have daily schedules that address SEL, content, food breaks, and intervention (if needed) throughout the day regardless of online learning or in-person learning. The seamless continuity of learning takes place daily. During in-person instruction, staff follow a structured scheduled routine. During online instruction, the daily schedule is modified to address the need for synchronous and asynchronous learning.

The detailed Safe Reopen plan offers families an option to participate in Independent Study/Homeschool if/when the school building closes due to COVID-19. A credentialed teacher oversees the Independent Study/Homeschool students and monitors work and meets with families and students weekly. Daily live interaction takes place to create connectedness with all students regardless of in-person or distance learning. Support staff are available to students daily, whether students are in-person or participating online.

At CCCS, staff have been trained to pivot in and out of in-person and online educational pathways.

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.]

CCCS is a one-to-one Chromebook school. Every student received a Chromebook on the first day of school. If families were in need of a Hot Spot, the school provided connectivity. CCCS also uses one staff member to address technology issues families may be having during distance learning as caretakers have varying levels of comfort with technology. CCCS also provides Kindles to each student in order to have access to online libraries of books. All students and families receive training on our acceptable use policy and online etiquette. Teachers continually address our PBIS expectations for virtual learning (respect, responsibility, safety, and preparedness).

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.]

Daily attendance will be taken by certificated teachers using our SIS platform and an Engagement and Contact log for all distance learning students. For in-person education, daily attendance will be taken using our SIS platform. To monitor daily live interaction and synchronous and asynchronous, a daily Engagement and Contact log will be used. The log will monitor full day or partial day attendance and completed work. Teachers can also monitor work via Google Classroom. Cameras will be installed in each classroom that can track teachers while teaching. Microphones will be attached to at teacher so any student participating in virtual learning can hear and see daily live teaching. For Independent Study/Homeschool students, teachers will monitor work, offer daily live interaction, and meet with families to monitor and explain work. For in-person and Independent Study/Homeschool students, mirrored curriculum will take place.

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.]

All teaching staff has opportunities to to participate in Distance Learning Professional Development. The learning offerings can be accessed through online menus and/or scheduled Professional Development days. Professional Development will focus on supporting teaching and learning in the distance learning environment. Topics that are covered include but are not limited to: 1) how to leverage synchronous learning 2) how to engage students in a distance learning environment 3) how to support the social emotional learning of students 4) instructional technology skill building 5) embedding tiered supports in the asynchronous and synchronous spaces, and addressing the needs of students' social emotional learning.

Teachers will have regular opportunities to engage in peer-to-peer professional development and vertical alignment collaboration. During professional learning communities (PLCs), teachers will address essential standards per grade level and create learning targets and success criteria to support clarity. During PLCs, teachers will work closely with the intervention staff to provide supports for student academic, social emotional, and behavioral needs.

Additionally, the CCCS staff will participate in Distance Learning Professional Development that continues to enhance their technological skills.

Staff Roles and Responsibilities

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

All instructional staff will be required to develop Google Classrooms where students and families can access assignments, asynchronous materials, logins to online learning platforms, and announcements from their teachers. During distance learning, classified support staff have been reallocated to work with teachers to support students' engagement.

Support for families with technology has been shifted to one staff member who is knowledgeable about tech issues. Families are able to call the school and receive support with issues of connectivity and anything that might be blocking them from entering into a virtual room. Students or families that need support can also be referred to our technology person via a request email by teachers.

Our Lead Intervention teacher continues to monitor gaps in learning by analyzing our iReady Diagnostic data. The intervention team provides support or RTI (Response to Intervention) in order to fill any achievement gaps a student might have. Our middle school team also offers one period a day of RTI to support our middle school students that might need extra tutelage.

The principal/superintendent oversees all aspects of curriculum and instruction, RTI, collaboration within and between teacher teams, and attendance.

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.]

CCCS will maintain close contact with teams supporting students with IEPs and 504s. Continued supports are offered regardless of online or in-person education. Teachers work closely with resource, Speech, and our counselor to best serve students. Our intervention team also works closely with our teachers to offer extra 1:1 or small group support during in-person or online learning. An iReady academic diagnostic is given to all students three times a year. Through the analysis of summative and formative assessments, the CCCS team will examine evidence of supports in place to determine needs.

CCCS will continue to offer grade-level curriculum and supports necessary to access that curriculum in the form of differentiated instruction, as well as continuing speech and language supports, occupational therapy, counseling and so forth.

For Foster Care and those Experiencing Homelessness - CCCS will provide technology in the forms of Chromebooks, Hot Spots, and Kindles to all students. Nutrition is provided to families once a week where they can pick up breakfast and lunch for five days of meals.

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

Description	Total Funds	Contributing
Assessment Tool(s): ESGI, iReady, AR	\$12,000	Yes
Online Curriculum: Reading A-Z, Writing A-Z, iReady Toolbox, TCM Science, Kahoot Premium, Mystery Science, Generation Genius, Scholastic Magazine, Amplify	\$22,500	Yes

Description	Total Funds	Contributing
Technology for staff and students - Kindles and laptops	\$19,000	Yes
Cameras for tracking teachers while instructing and Smart Board	\$49,000	Yes
Human Resource Independent Contractor	30,000	Yes

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.]

At CCCS, in order to address learning loss for students in grades kindergarten through eighth grade, teachers will create an educational plan that will include elements from our multi-tiered system of support.

Tier One - At Tier 1, school-wide prevention efforts are established to promote learning for all students, anticipating that most students will respond to these strategies and will not require additional intervention. CCCS provides high-quality standards-based instruction and offers explicit behavioral lessons as well as SEL lessons. Tier 1 is grounded in evidence based best teaching strategies that promote high levels of learning. With a strong Tier 1 foundation, the following Tiers should remain low in numbers.

Tier Two - Tier 2 is designed to bridge the gap for the students that may need extra support in academics, social emotional skills, and/or behavior modifications. Strategic intervention is established for students who are identified as being at risk of experiencing problems. For example, an analysis of iReady diagnostics in reading and math could bring to light the students who are falling two grade levels below standard. The intervention team, along with the general Ed teacher would create a targeted intervention plan to bridge the gaps. Evidence of learning will be monitored.

Tier Three - Tier 3 is an intensive level of support. At this Tier, individual attention is given to students who continue to be at risk. At this level, students may be referred for evaluation and consideration of whether the student qualifies for Special Education services according to the Individuals with Disabilities Improvement Act. It is also possible to refer the student to outside services for a more in-depth circle of support.

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.]

CCCS teachers will continue to collaborate and examine students data based on academics, social emotional needs, and behavior. Using data to inform instruction is the foundation of all intervention for any student who may need to bridge a gap. Analyzing formative and summative results in iReady reading and math, unit assessments, behavior data (major and minor infractions), qualitative data, and scripting observations, teacher teams will add layers of targeted intervention to best support students. A constant monitoring of data will guide interventions. By disaggregating the data, the teacher teams will be able to focus on ELs, foster youth, homeless, and pupils with exceptional needs.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

The effectiveness of the services or supports provided to address learning loss of students will be measured by iReady diagnostics in reading and math, unit formative assessments, Go Math Benchmark assessments, and Renaissance assessments. In-depth analysis of the data will provide the intervention team along with the general Ed team to determine the best course of action.

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

Description	Total Funds	Contributing
Intervention	\$90,000	Yes

Mental Health and Social and Emotional Well-Being

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

The social emotional well-being of our students and staff are of the utmost of importance. The CCCS staff has been trained in PBIS strategies, Trauma Informed Practices, Restorative Justice Circles, Circles to Build Community, and Secondary and Primary Trauma. The staff will continue to have Professional Development opportunities throughout the year in Mental Well Being for All which will be facilitated by

our counselor. CCCS has a counselor who comes to the site 12 hours a week to support staff and students who have been affected by the Campfire. As the Campfire was the original intent of the counselor, responding to COVID-19 is also another layer of trauma our staff and students need to work through.

Students who need counseling can be referred by the classroom teacher or a parent. Our counselor would either meet with students virtually or in person depending upon the form of educational delivery we are in. The counselor can also meet with staff members who may be in need of support. All counseling is one-on-one and is confidential.

In each weekly bulletin to staff member, resources will be shared to help staff keep in balance. Our counselor writes a monthly newsletter for families that help parents navigate COVID-19 and virtual learning. All bulletins and resources are located on our website as a storage facility for COVID-19 resource access.

CCCS has two Social Emotional curriculum to choose from in order to accommodate grade-level lessons. In the event a whole class might need extra social emotional support at the class level, our school would be able to provide 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.]

CCCS will continue to follow its policies and practices in the charter petition regarding pupil engagement and outreach.

Daily attendance is taken by teachers. Teachers also will fill out an Engagement and Contact log which shares information concerning attendance in synchronous and asynchronous learning as well as full day or partial day attendance. If a student misses a distance learning class:

The office is notified

The office calls the parent and inquires about the absences

The teacher fills out the Engagement and Contact log

If there are 3 days of missing classes, the teacher contacts the parent

The school does its best to contact the parent to connect and support

Attendance letters would be sent home

Virtual meetings with the family and administrator would be the next step if the situation is not resolved

A Student Study Team meeting would be the next phase of the protocol

Follow Up meetings would take place every 6 to 7 weeks to monitor progress

If none of these options work, the family would be requested to attend a SARB meeting

In order to offset any of these steps, the staff at CCCS will continually be trained on the necessary step of creating positive learning engagement opportunities with the student. With the Professional Development of best teaching strategies, teachers will be able to deliver an engaging and exciting learning environment.

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, CCCS provides breakfast and lunch to our students. Families can come once a week and pick up nutrition for 5 days of school. School meals are available to all students who are 18 years and younger.

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

Section	Description	Total Funds	Contributing
School Nutrition	Cafeteria Equipment	\$10,000	No
In-Person Instructional Offerings	Hand Sanitizer, plexi glass, increased cleaning supplies, increased PPE	\$4,000	No
In-Person Instructional Offerings	Furniture to support social distancing	\$20,000	No

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
8.4%	\$131,956

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.]

While school closures have impacted all students, such as English Learners, students with disabilities, students with learning or attention issues, economically disadvantaged students, foster children, and homeless youth, will be disproportionately affected by school closures and the unanticipated, transition to distance learning. Now more than ever, we believe it is essential to ensure that each and every student has equitable access to engaging grade-level content and instructional rigor. Research shows that for students with disabilities, the level of inclusion (particularly 80% or more of the day), the greater the rate of academic growth. We know that removing students from core instruction in an attempt to remediate or catch them up is not only counter productive, it significantly contributes to the widening of the

opportunity gap and often results in students being grouped or tracked into a lower grade-level and core content classes. English learners need deliberate and sound pedagogical approach for developing their academic language to enable them to engage with grade-level content. Our most at-risk students require the same challenging work and cognitive demands as their peers in order to develop academic skills and grow as scholars.

The items listed below are available to all students, however, they were created with the foster youth, EL, students with disabilities, and low-income students at the forefront of the decision-making process.

The school's intervention program has the capacity to provide individualized or small group targeted intervention using data as the tool to guide instruction. The chosen methods and curriculum provide a variety of instructional techniques and platforms that allow for a higher level of student engagement based on learning styles and the specific needs of the aforementioned student population.

Due to the trauma that students and staff have experienced due to the Campfire and COVID-19, a school counselor has been assigned to meet with faculty or students 12 hours a week. This live online (or in-person) provides social emotional support that enhances stability and provides strategies and techniques to overcome trauma.

The school has committed to providing one-to-one technology to students in the event a family chooses distance learning or the school building is closed and instruction is only delivered via technology and/or packets.

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

The foster youth, ELs, and low income students will benefit from the additional support from each of the services previously mentioned and are above and beyond the core personalized educational plan for all students.

The increased and improved services contributed to meeting the needs of our student groups through a personalized education model focused on mitigating learning loss. In consultation with teachers, and review of student needs/gaps, the identified services provide individualized attention through the school's intervention program, live online interaction that addresses multiple learning styles, and support on the social-emotional level allows for students to progress academically.

The increased offerings of instructional support, intensive intervention, and technology contribute to ensuring that our foster youth, ELs, and low income student population is being instructed to best meet their needs. A targeted personalized education model is key to mitigating learning loss in these students and supporting them in their academic achievement.

