

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.]

Chico Country Day School has been impacted by the COVID-19 pandemic and has altered the lives of our students, families and staff. The unexpected closure of schools in March 2020 has impacted the physical, emotional, and educational landscape of all those in our community. Students, their families, and staff have all been affected by higher levels of stress and trauma. The closure of schools has impacted many students and families by challenging their ability to access basic services. Families and students have also been impacted by the physical separation from targeted supports and services that are typically provided in-person, including many services for English Learners, Foster Youth, Homeless Youth, and Students with Disabilities. The COVID-19 pandemic has also resulted in increased isolation and disconnection due to the physical and social separation from the classroom and school community. Curriculum pacing, traditional methods of instruction and assessments of student learning have also been disrupted.

Students, families, and staff have also had to take on new roles due to school closures. Parents, guardians, and caregivers – already important partners in the education of their students – have taken on increased responsibility as co-educators with students at home during distance learning. This has been challenging for those parents, guardians, and caregivers who are able to work at home and for those who are not. Many parents, guardians, and caregivers who are not able to work from home have had to balance the competing needs of caring for their children and maintaining their employment and income.

Staff have also faced tremendous challenges. Many CCDS staff are also parents, guardians, or caregivers for school-aged children and are themselves balancing professional and personal responsibilities. The new roles CCDS students, families, and staff have had to take on and the balancing of competing demands have added stress and trauma to an already challenging context.

As a result, our Learning Continuity Plan is a summary of the communication we have had with our families and staff regarding needs and next steps for a successful school year.

Based on survey responses, stakeholder meetings, Q &A's with administration CCDS will focus on:

1. Health and Safety: Nothing is more important than the health and safety of our students, staff, and community.

2. Academic and Social-Emotional Instruction: Every student will have an equitable opportunity to learn every day. We are committed to a distance learning platform that supports project based learning and ensures the continuity between all instructional models outlined in our return to school plan
3. Tiered Support: Our commitment to fully inclusive practices to ensure the readiness of all students must be at the center of the work we do. Providing tiered supports to families with educational options that support English Learners, Foster Youth, Homeless Youth, and Students with Disabilities
4. Eliminating the Digital Divide: Ensuring all students have access to devices and internet
5. Communication and Collaboration with our Community: Shared leadership, shared learning, as well as a commitment to communication and collaboration with our community are critical to successful implementation as well as an iterative cycle of improvement in response to continually developing data.

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Stakeholder Engagement

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

CCDS stakeholder engagement regarding distance learning and planning for 2020-21 began in May and have continued throughout the development of this plan. CCDS has communicated with its stakeholders regularly through a variety of tools including phone calls, emails, text messages, social media, and website. Efforts have included Q & A's with school administrators via zoom, surveys, two specific meetings held to discuss the Learning and Continuity plan, coffee with administration, ability to provide feedback via school web page, parent solicitation of public comments on the draft, and meetings with stakeholder groups. Additional sources of input include teacher feedback calls, planning video made available on our school website for parents who could not participate during virtual meetings, weekly e fliers, and public comments on school reopening board items. Our community has become increasingly familiar with our methods of communication that we have utilized during the pandemic and continues to respond in high numbers to surveys that request their input on topics, programs, and

decisions that have impacted the outcome of our Learning Continuity and Attendance Plan. The gathered input was used by leaders to inform their ongoing planning and is reflected throughout this document.

Specific dates input was solicited :

June 17, 2020 " June Family Survey" : we gathered input after the release of the CDE Guidebook for Safe Reopening of CA Public Schools

June 22, 2020 Board Meeting

July 2, 2020 June survey results shared with stakeholders

July 10, 2020 Parent Meeting to discuss reopening plan

July 13-15 Teacher feedback calls to provide input on school reopening plan

July 17, Community Meeting - all stakeholders invited

July 21, 2020 Survey soliciting input regarding devices and distance learning plan

July 22, 2020 School Opening Plan

August 3, 2020 Determination of Learning Mitigation Funds and Distance Learning Special Board meeting

August 24 and September 15, 2020 Learning Continuity and Attendance Plan stakeholder meetings

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

All public meetings are agendaized according to the Brown Act, and remote participation instructions are available for all interested parties. Community meetings were shown via YouTube Live and links available for those who could not join live. Teacher meetings were at multiple times per day during the summer and individual meetings were also accommodated to meet with teachers.

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

Parents: Feedback was positive toward our A and B hybrid model, with Wednesday as an all-school cleaning day. Parents shared that they thought this plan was thoughtful and safe. They also appreciated that our goal was to open and stay open. Many parents expressed an interest in having flexibility to stay in a distance learning format for the entire year. Google Classroom was challenging for parents and they would like a different LMS. Parents would like a steady and reliable schedule.

Teachers: Teacher feedback was to implement a learning management system that would support teachers continuing to use our current curriculum and utilize Project Based Learning. Teachers had concerns about PPE for in person instruction and technology support such as hotspots.

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

Parents and Teachers: We chose the Altitude Learning platform. The organization of the cards and playlist make for easy navigation while also supporting Project Based Learning. We also set up a bell schedule in the middle school to provide routine and structure to the day.

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.]

Altitude Learning’s vision is to enable all children to reach their potential

Core Platform: Licenses to use Altitude Learning’s core educational software platform (the “Core Software Platform”), a set of tools and services that facilitates student-centered learning, including allowing educators to personalize instruction and goals for each student, review and provide feedback on student work, and track student progress and allowing students and parents to communicate with teachers, view assignments, and submit work.

Access to platform for all students, admins, educators, support providers, parents

Integrations with Google, Aeries-Eagle SIS

?

Customized standards/competencies taxonomies and rubric building tool

?

Library of high-quality sample units

?

Email support M-F

Implementation: ?Implementation of the Core Software Platform, including assistance with account integration and student roster import on a mutually established schedule.

?

Dedicated Partner Success Lead for each school

?

Ongoing school-based implementation guidance and usage reviews for school leaders

?

Ongoing teacher guidance and support to drive proficiency and pedagogy

?

Quarterly program reviews and strategic planning sessions

Distance Learning or “Virtual School”

At this time, due to the Governor’s orders and our county status on the watch list, all schools must begin in a virtual setting. CCDS will begin the school year as planned on August 19th with all instruction occurring online.

Clarification: CCDS Virtual Academy, all online option

In June, with the prospect that some families may prefer to be online for the semester (before the Governor's requirements for school building opening on July 17th), CCDS was developing a plan for a fully online model that we called the CCDS Virtual Academy. It became clear throughout the summer that both families and the school needed additional flexibility. Our solution to this is the use of a new learning platform that will allow all students to be fully online or back on campus in our blended (A and B cohort model) that we previously discussed. All students will remain with their classroom teacher(s) and will progress through standards together, whether fully online or on-campus when we are able to offer the hybrid model.

Online Learning Platform: Altitude Learning

Many learning management systems exist, but we chose the one that was created to support Project Based Learning, called Altitude Learning. This is a platform, an organizational tool, and a system that will help teachers, students, and families all manage and receive feedback for the work for the week. Teachers will put their content into this system; it is not a scripted computer-based system. It allows our teachers to do what they do best, create engaging and meaningful learning experiences for our students. It allows students to access their work in a learner-centered environment, encouraging the building of executive functioning skills. The parent communication tools will help you know the progress your students are making toward mastery of content standards.

More about Altitude Learning

Our teachers will begin their professional development on this platform this week. We will spend two days of learning with our implementation coach next week as well. In addition, we will host parent meetings to help orient our parent community. We have continued learning and support throughout the year from Altitude. In all the research we did, this is the platform that fits with Chico Country Day School and what we value for student learning. Students will access what they need and teachers remain as creative professionals who design engaging and challenging work for students.

Hybrid Model: A and B Days

When safe to do so, we hope to be able to offer on-campus learning in our levels 2-5 of our reopening plan. We continue to track your preferences for the A and B cohort days with the survey from July. At this time, 65% of responses were for A (Mon/Tues); we may need additional flexibility from families willing to be on Thurs/Fri once we are permitted to be back on campus.

Fall 2020 Online Learning Expectations from CA Dept of Education:

In-Person and Synchronous are a Priority: Focus on delivering in-person and synchronous instruction to keep students connected to teachers and peers.

Daily Live Interaction - Required: Keep students engaged in coursework, providing support, connecting with peers through classes.

Taking Student Attendance: Attendance based on work completion and participation in synchronous/asynchronous instruction.

Serving Students with Greatest Needs: Providing for SpEd/504 services, EL support, on-campus instruction when allowed by public health orders.

Tiered Re-engagement Strategies: Multi-step process for engaging students who have missed more than 3 days or 60% of distance learning.

Weekly Engagement Records: Tracking work completion of synchronous and asynchronous instruction.

Estimated Daily Instructional Minutes: (Includes synchronous meetings, asynchronous learning, and task completion times) Tk, K: 180 minutes, 1-3rd: 230 minutes, 4-12th: 240 minutes

As we embark on a new school year during these COVID-19 times, we all must strive to be brave leaders, while guiding our CCDS Learners through strong instructional practices and standards based curriculum. This year will be one of trying new things, being flexible, and building community through new ideas, while providing stability for students and families. We will find the joyful moments, have fun through this, and develop new ways of connection. Thank you all for being a supportive, adaptable, and strong community. We appreciate you!

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

Description	Total Funds	Contributing
Increasing certificated and classified instructional supports, including reallocation of staff to support students, and an additional technology support person.	150000	Yes
Provision of on campus day camp for children of staff members, and students not able to engage off-campus, as well as an afterschool daycamp onsite.	65000	Yes
Increasing expenditures related to campus supplies, personal protective equipment (PPE), implementing social-distancing protocols, and egress procedures.	32000	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.]

It is clear that we need an ability to be flexible throughout the year, whether all on distance learning, one class on distance learning, or individual families. Continuity of high-quality instruction is very important. All of our curriculum for the year will be accessed via Altitude

Learning. As teachers build out their modules through this platform, they will enhance the work with instructional videos, zoom call, or in-person instruction and collaboration when safe to do so.

In our K-6 classrooms, teachers use the EL Curriculum for language arts. EL has transitioned their offerings to EL Flex Curriculum which is free and available to all of our teachers and addresses the particular needs of distance learning.

We continue to use Go Math as our math program in K-5 and CPM in grades 6-8. CPM has provided professional learning resources for our math teachers regarding shifts to distance learning.

In all of our summer workshops, we planned for on campus and off campus scenarios, and the various strategies utilized in each format. Our specialist teachers: art, music, and science, continue to provide a rich and engaging program for our students. They are trained in Altitude and able to move between in-person and distance learning.

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.]

CCDS has purchased enough devices, both chromebooks and tablets, for each student to be able to have their own for at-home use. CCDS also purchased hotspots for families with difficulties connecting to the internet. We were also able to connect families with a discounted program for Wi-Fi access. CCDS continues to struggle to have access to updated chromebooks, and an order was delayed until January 2021. However, enough devices continue to function to get our students through until the delivery.

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.]

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.]

Our back-to-school professional development included six days of training for staff on elements of effective distance learning, Altitude Learning platform, and technology training. In addition to the whole-staff training, individual teachers are able to schedule office hour times with our Altitude support team. We will have a variety of sessions throughout the year with topics such as Competency Based Assessment and progress monitoring. Our Director of Education has on-going training with Altitude Learning throughout the schoolyear to address any learning needs for the staff.

Teachers all have a school issued Dell Laptop with webcam and mic built in. We have provided hotspots for teachers as needed. Teachers have document cameras and have used those for lesson delivery as well. All classrooms have 70" televisions to display materials in a large format.

Staff Roles and Responsibilities

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

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.]

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

Description	Total Funds	Contributing
Purchase of online digital curriculum, Altitude Learning, and additional summer learning teacher	65000	Yes

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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.]

The COVID-19 shutdown and quick implementation of distance learning in 2019-20 between March and June, undoubtedly created pupil learning loss.

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.]

English Learners:

Low-Income:

Foster/Homeless Youth:

Special Education:

At Chico Country Day we are committed to continuing to provide to high quality supports and services to our special education students throughout all stages of distance learning. We are doing our best to follow the preCOVID IEP's and making adjustments as needed based on IEP team input. We believe in providing push-in support into the general education environment, allowing all students to remain in the least restrictive environment for a majority of their school school day, and we are committed to continuing to provide those supports. For students who require different supports, we are offering small group academic support outside of the synchronous instructional time. Additional IEP services, such as Counseling services, Deaf/Hard of Hearing services or Orientation and Mobility services, will continued to be offered in the virtual setting, with the specialists working with parents as needed.

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Effectiveness of Implemented Pupil Learning Loss Strategies

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

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

Description	Total Funds	Contributing
Professional development targeted toward distance learning curriculum and learning loss.	10000	Yes
Purchased AIMSWEB to facilitate assessments and data gathering, grades TK-8	4500	Yes
Staffing learning labs and camps during the school day to mitigate academic and social-emotional loss, beginning in October.	75000	Yes

Description	Total Funds	Contributing
Implementation of Lexia and other digital curriculum to support math and ELA content standards	15000	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.]

Mental Health and Social and Emotional Well-Being

At CCDS, we have an existing goal, to create a supportive, safe and engaging environment for all students, parents and staff. To accomplish this goal, we are committed to continuing to support our Student Support Services, through classroom Social Emotional Learning and more intensive counseling services for students with greater need. Our Social Emotional Support (SES) Plan addresses the needs of students and our community during the COVID-19 pandemic. Our SES Plan encompasses how we promote social-emotional well-being, how we identify and monitor our at-risk student population, our tiers of support provided to our student population, how we support our parents, how we support our staff, and our professional development plan and mental resources that will be provided to our students, staff, and parents.

Tier I: Universal Supports: Whole School Safety and Prevention Planning

CCDS conducts universal screening to identify the social-emotional needs of students using the Student Risk Screening Scale - Internalizing and Externalizing (SRSS-IE) three times during the school year

Attendance team has developed a system to connect with students and families to support positive attendance

Staff members use trauma informed practices when interacting with students

Each grade level has dedicated Social Emotional Learning time during the school week. This may look like a direct classroom lesson (using a program like Second Step or Sanford Harmony) or social connecting activities during the school day like brain breaks, class 'lunch', opening/closing class meetings

All students have access to our Virtual Calming Room, with resources and activities to promote mindfulness, and social emotional development

We will continue to develop and refine our Positive Behavioral Interventions and Supports (PBIS) system

Use of Stopit Anonymous Reporting System to allow students grades 4 - 8th to report any concerns regarding student safety before it becomes a crisis situation.

Tier II : For students whose needs cannot be met by Tier I supports alone (approximately 15% of the CCDS population)

Student Support Services staff will provide SES supports: virtual check-in/check-out; individual or small group counseling via an online platform; check in calls to family; student/family support meetings to provide academic or behavior support to parents; assistance with the development of reinforcement systems or behavioral support within the home setting

Tier III: For students whose needs cannot be met by Tier I and Tier II supports alone (i.e. - Approximately 3-5% of the student population) Key Student Support Services Staff Members (school psychologist, contracted therapist) will provide ongoing individual and group counseling at a higher frequency, social worker outreach, behavioral intervention planning, and linkages to community-based counseling and mental health services among others.

How We Support & Train Our Staff:

The following supports will be provided to our staff:

- ? Counseling and mental health supports from our Employee Assistance Program (EAP)
- ? Consultation services with our Student Support Services Staff
- ? Social-Emotional Professional Development Opportunities.

Training topics to include:

- o Suicide Prevention as part of mandated training
- o Introduction to Social Emotional Learning & Restorative Practices
- o Site-based Restorative Practices Trainings
- o Crisis Prevention Institute (CPI): Nonviolent Crisis Intervention (NCI) Training for selected staff

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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.]

Attendance and engagement in school are prerequisites for academic success. A meaningful connection to friends, caring adults, engaging subject matter and activities in class is at the core of what our students need to learn and thrive in any environment. This will be true regardless of what school looks like as students and staff return this fall. CCDS does not only want students to be present or “logged in,” we want them to be engaged: interacting, thinking and connecting. The district’s Attendance and Engagement Plan takes into consideration all of

the recommendations and guidance from federal, state and county Public Health and Education Offices as well as the requirements outlined in Senate Bill 98.

To monitor engagement and attendance CCDS will require students to participate in Morning Meetings to not only foster peer connection but also build classroom community. During this morning meeting daily live interaction will be document. To monitor engagement student will participate in both asynchronous and synchronous learning and teacher will track this via our Altitude Platform.

The core expectations for each stakeholder group for attendance/engagement are:

- Students and families: Attend/engage daily with their teacher and report absences for ANY school day to the school.
- Teachers: Document attendance/engagement every school day for each scheduled class period, regardless of the instructional model.
- Attendance Staff: Monitor attendance/engagement, work with teachers and families, and provide tiered interventions when necessary.
- Administrators: Ensure that attendance/engagement is being documented as required, work with teachers and families, and provide tiered interventions when necessary with the support of the Re-engagement Team

CCDS plans to utilize the following strategies to reengage students absent from distance learning:

Outreach Strategies:

- Positive relationships, engaging school climate, clear and consistent communication between school and families
- Classroom teacher communication directly to the family by email and or phone to discuss barriers to access.
- Director of Student Affairs communication directly to the family by phone call should teacher outreach be unsuccessful.
- Email and/or use social media platforms to contact students.
- Conduct Zoom meetings/Google meetings with Parents.
- Potential home visits should communication outreach be unsuccessful after multiple attempts.
- Depending on need the school would provide resources as appropriate. For example, counseling check-ins for social- emotional or

mental health needs, technology resources, and/or referrals to county agencies for resources outside of the school scope (housing or food instability), etc.

CCDS's learning community is prepared to ensure that students continue to receive educational experiences. Communication with students and families was regularly sent out via School Messenger, e-fliers, social media post, and a multitude of tools to keep students and families connected with the school. However, despite these engagement efforts, some students demonstrate a lack of engagement and are absent from Distance Learning opportunities. To enhance student engagement, a Re-engagement team consisting of the Elementary Office Manager, Middle School office Manager, Community Liaison, staff, Director of Student Support Services, and Director of Student Affairs have been participating in the Student Engagement and Attendance Strategies workshop series covering relevant topics such as Attendance Changes/Requirement (SB98), Student Engagement and Attendance Strategies for

Distance Learning, Student Information System Solution Session, and Strategies for Addressing Scheduling Student Engagement Support for Families. They have also been participating in Aeries training to support the documentation requirements outlined in SB98. Having a team that has knowledge regarding re-engagement strategies, know how to create data systems to track engagement has allowed CCDS to promptly identify and address any barriers families are having and align the appropriate resource to their need.

The Re-engagement has developed a three-tiered approach to reconnect families to our school.

Tier I

- Teachers will have live daily interaction with each student at least once a day
- Contact will be made in the student's home language
- Teacher will track in Aeries efforts made for re-engagement on the notes section of our attendance log
- If a teacher is unable to make contact with a student at least three times during the week, the teacher will email the re-engagement team
- Re-engagement team will meet weekly to review attendance and engagement reports and follow up with teachers and parents to collaborate or see if there are any challenges or barriers to engagement

Tier II

- Contact will be made in their home language
- If contact is made, the re-engagement team will inform the teacher by email and add a note in Aeries
- If contact is not made, the Director of Student Affairs will mail a supportive letter
- If no contact is made, the Director of Student Affairs will also facilitate the scheduling of a Parent, Teacher conference
- If there is no response to two attempts to schedule a referral will be made to the Director of Student Affairs

Tier III

- Director of Student Affairs and Director of Student Support Services is involved
- A Home Visit will be scheduled
- If contact is not made Butte County agencies will be contacted

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.]

Chico Country Day School partners with Chico Unified School District to provide nutrition services. Currently, breakfast and lunch sack meals are available Monday through Friday from 11am too 1pm at 8 location around Chico for curbside meal pick up. Two days worth of

meals are handed out on Fridays. The nutrition team at CUSD uses many local vendors for fresh fruit, vegetables, protein, milk and dairy, and also has their own bakery to produce many breakfast items. Families can apply for Free & Reduced priced meals through either CCDS or CUSD, online or on paper. The application can be returned to CCDS at any time.

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

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

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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
4.64%	7093

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

The actions described are incorporated from the CCDS LCAP and support the goals of the Learning Continuity Plan.

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

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