



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
CHAWANAKEE ACADEMY CHARTER SCHOOL	Rhonda Corippo Principal	rcorippo@mychawanakee.org 559-868-4200

General Information

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

Due to Chawanakee Academy Charter School being an Independent/Home School environment we experienced minimum impacts compared to other schools. Enrichment classes continue to be very important to our families and students. With required closing of face to face instruction those opportunities had to be discontinued. Those classes are used as a key engagement strategy for students and so while those can not take place our team will need to work harder to ensure all students are engaged in the instructional aspects of their learning.

While Madera County remains on the watch list, much of our physical School District has had limited exposure to COVID-19. The pandemic does continue to have an on-going impact on our families' personal lives; regarding employment, extended family, child care limitations, and a general fear of exposure to COVID-19. In addition, due to limitations with cellular and internet service for pockets of our families and the

"summer disconnect", it has been challenging ensuring everyone has a clear understanding of educational requirements outlined in Senate Bill 98. The impression that this school year will be structured similar to last spring has caused concern in our community. Even so, most would prefer to return to campus full time with safety measures. Lack of daycare options, students being at home all day, parent concerns around lack of ability to support learning at home, and assumptions based on last spring continue to be challenges we are working diligently to overcome. Our goal is for this Learning Continuity Plan (LCP) to represent the strategic work of our district professionals on behalf of our students and their families to heighten confidence in the quality of education coordinated for our students.

Education Code (EC) 43509 states, (1), the LCP shall describe how federal and state funding included in the budget adopted by the governing board...is used to support the efforts described in the LCP, including federal and state funds provided for learning loss mitigation.. You will find the complete Budget Overview for Parents and Local Control Accountability Plan adopted June 2020, on the district's webpage: chawanakee.k12.ca.us. The Budget Overview for Parents will be updated to reflect the 2020-21 school year at the December 15, 2020 Board Meeting. In 2019-20, Chawanakee USD received approximately \$900,000 based on the enrollment of foster youth, English learners, and low-income students (together they comprise about 60% of our students and are identified as 'unduplicated students'). Actual services and actions exceeded this budget and encroached on the LCFF Base funds by approximately \$400,000. The 2020-21 LCFF budget, federal funding, and special COVID-19 funding sources will be appropriately expended first to support our unduplicated students and all students.

The services provided and continuing in 2020-21 include hiring and retaining qualified teachers for core and special education courses; staff professional development about best practices to increase student achievement, address learning loss, prepare for Digital Learning via Smart Start, Eduprotocols and social media use, support Social-emotional learning, understanding and supporting trauma, creating and managing safe and sanitary distance learning environments and providing nutritious meals. The COVID-19 Financial resources are summarized here for stakeholders. The resources are generally distributed 60% to the district and 20% each to our two dependent Charters; Chawanakee Academy and Minarets Charter. Specifically, the resource estimates for Chawanakee Academy Charter School are from the Elementary and Secondary School Emergency Relief (ESSER) \$32,000 and the Federal CARES Act Learning Loss Mitigation (LLM) for about \$52,000 to maintain nutrition, cleaning/disinfecting, PPE and materials for student Distance Learning; to implement student learning supports, extend instructional time, provide core academic support as needed and to provide integrated services that support teaching/learning, and to provide integrated services including student and staff technology needs, mental health services, staff professional development and student nutrition for all students.

On September 4, 2020, a major fire named the Creek Fire impacted the Chawanakee Unified School District and its dependent charters so seriously that an evacuation order was issued for the North Fork area. As a result, the Chawanakee USD closed school from September 8 thru September 15, 2020. Distance Learning was resumed on September 16, 2020. As Distance Learning resumed, the district continued to be impacted by new levels of homelessness, trauma and increased health issues caused by extreme unhealthy air quality. The full consequences of the Creek Fire and other California fires will not be completely understood for many months to come.

Stakeholder Engagement

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

A family survey was completed providing feedback on the desired instructional format, the need for school meals, need for transportation upon return to face to face instruction and the desire to participate in extracurricular activities. Surveys were also given to both certificated and classified staff with substantial responses. The Superintendent held public (online/phone-in) forums for the community (families and students), certificated staff, and classified staff separately where after an update, questions were asked and answered. The site principal then held a public forum (online/phone-in) to discuss site-specific plans and answered questions. A public hearing and stakeholder meeting were both held to solicit feedback impacting this plan. The draft plan was posted to our website and feedback requested. Throughout this process district leadership has continued to have an open dialogue with our Collective Bargaining group who has been very helpful in soliciting input from our teachers.

Feedback through all of these opportunities have directly impacted the District's plans which were clear that the goal is to return to face to face instruction as quickly and safely as we are able to.

In an effort to expand stakeholder engagement and access to timely information the District is purchasing and implementing Community by Diligent. This software streamlines and promotes access to Board of Director notices, access to agendas, documents, and minutes.

To expand communication with stakeholders ParentSquare was adopted as a communication tool. ParentSquare works directly with our Student Information System ensuring the use of the most up to date contact information. By allowing families to choose their preferred method (phone call, text message, email) of communication and timelines of when they receive it (immediately, at the end of the day in the evening) we are increasing the likelihood that those communications are read and responded to.

Due to the low number of English Learners throughout the district, this was not a significant issue in regards to communication.

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

All public meetings were available for participation both on-line and via telephone. For each meeting/forum there was an opportunity to submit questions ahead of the meeting to ensure questions and/or concerns were addressed. Public meetings were/are announced via Parent Square, site newsletters, District Master calendar/webpage and hardcopy posting at the facility.

In preparation of the Public Hearing, the draft plan was posted 72 hours in advance and feedback requested (in person or in writing), at the Parent Advisory Committee meeting notes were taken on all input and feedback, and a final draft (prior to board adoption) was posted at the District Website with an opportunity to submit feedback and questions in writing and have them addressed by the Superintendent.

The local governing body is authorized to hold public meetings via teleconferencing and to make public meetings accessible telephonically or otherwise electronically to all members of the public. For each WebEx meeting/forum there was an opportunity to submit questions in advance. The final plan was adopted at a public meeting of the Board of Trustees per Ed Code 43509.

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

Feedback collected demonstrated that District-wide 65% of families desired an immediate return to face to face instruction, with another 10% desiring a mixture of on-line and face to face. Teacher feedback demonstrated a concern for safety, but overwhelmingly agreed that having at least some in-person interaction with students was vital to their success. Childcare was a significant concern for our community members and staff alike. Further, our special education team collected data which demonstrated the parent desire to allow for in-person support to ensure those students do not fall further behind.

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

Current Health department restrictions prevent us from returning to a full face to face instructional model at this time. However, due to family and teacher feedback, the District has developed a plan which brings all staff back to campus daily, ensuring adequate connectivity and resources for teachers to hold instructional opportunities through WebEx. By teachers holding class in their classrooms it ensures easy access to their materials, develops a norm for both students and staff of a more reflective classroom environment, and allows for some firmer boundaries for our staff preventing the feeling of being at work 24/7.

Due to overwhelming expressed desire for student support, we have developed a day care/learning pod model, and provided for 1-1 or small group instruction for those students who have unique needs, are not engaging in distance learning, considered at-risk due to lack of progress, are homeless, foster youth, or are English learners. This will support our most high need students in having continuous, engaging supports reducing the likelihood of them being disconnected or falling further behind.

In response to our stakeholders we will offer continuous, engaging supports reducing the likelihood of students being disconnected or falling behind. These responses come in the form of promoting resilience by providing opportunities for student voice and choice, communicating high expectations and positive beliefs and the development/maintenance of caring relationships. The addition of Social-emotional lessons for all students during general education instructional time at least monthly is an outcome of stakeholder input. This is reflected in the Supports for Pupils with Unique Needs section and the Mental Health and Social and Emotional Well-Being section of this LCP.

Also due to stakeholder input, the District will return to providing breakfast and lunch at all school sites to ensure accessibility for all families.

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.]

Chawanakee Academy Charter School has committed to using distance learning as the primary mode of instruction for the first quarter. This allows teachers and families to properly plan and develop routines. However, the goal is to return to in-person learning as soon as we are able to do so. While utilizing a distance learning model, child care pods will be used to provide our at-risk students (homeless, foster youth, English learners, students with exceptional needs, and those demonstrating high levels of learning loss) an opportunity to receive one on one and small group support in a safe format. Cohorts will allow for contact tracing while providing personalized support and consistency for these students. Peer to Peer interactions (abiding by safety protocols) will further support student's social-emotional wellbeing as well as academic engagement.

Our current reopening plan is to slowly add in enrichment opportunities in a staggered way, allowing for smaller groups of students to be on campus, interaction with set students to limit exposure. The schedule would be the same as our normal enrichment schedule. School start and end times will be as normally scheduled in 2019-2020 and we will return to holding classes five days a week.

Chawanakee Academy has developed a full cleaning and safety protocol for all sites, facilities, and vehicles. Hand washing/sanitizing stations have been installed at high traffic entrances. Face masks or shields will be used by all adults and children grades 2nd and higher while on any school property. Plastic shields will be used in the front office and high traffic areas to reduce exposure, student seating will be separated to the greatest distance possible, and teachers will be mindful of distancing themselves from students in reasonable and appropriate ways. We will use a variety of strategies including staggered times and alternate sites for lunch, staggered passing time and movement of teachers over students to maintain safety guidelines. Sites will use expanded arrival and dismissal locations to reduce the congregation of large groups of students. Additional portable classrooms are being added at a significant expense, to allow for smaller class sizes and reduce the incidents of teachers having to share classrooms. Should the Health Department's recommendation for cleaning or use of personal protection equipment change, the District will adopt practices to ensure compliance.

A systematic cycle of assessments using NWEA for grades K-12, will be completed by mid-September, occur in December, and again in March. Timely review and analysis of data will be used to identify students who have experienced learning loss or have not met grade level mastery. Deficiencies that are demonstrated will be addressed by the students' teacher and a plan will be developed to fill those gaps. Individuals identified with gaps will be grouped for weekly and biweekly skill development sessions, remotely and in-person learning opportunities (for our students with the highest need) one on one or in small cohorts. In addition, a variety of software programs such as Khan Academy, IXL, Lexia, TCI, BrainPop, Studies Weekly, Rosetta Stone or Cyber High and video recorded lessons will be used to support Math, Reading, and ELA from home or at school for continuity of learning.

As Chawanakee Academy Charter is an Independent Study/Home School our modes of instruction will remain very similar.

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

Description	Total Funds	Contributing
<p>Staffing: To best support our Low-income, English learners, foster youth/homeless, and students with disabilities who may be at greater risk of learning loss, CACS has retained Certificated and Classified Specialists including Behaviorists, Nurse, Mental Health, Counselors, Special Education teachers, Intervention, Enrichment teachers, ITechnology support, and Library service funding from Supplemental and/or Concentration (S & C) in addition to Base LCFF funds with a primary goal of serving our unduplicated at-risk students and to close the achievement gap. This funding source is the rationale for Contributing to improved or increased services to the unduplicated student group.</p>	203,000	Yes
<p>Safe School Environment: Appropriate hand-sanitizer and COVID-19 screening are placed at all entries to each campus. All utilized rooms will be supplied with disinfectant wipes, hand sanitizer, and no-touch trashcans. Additionally, each site will have extra face masks if a student or staff member should forget or lose their face mask. Desk plexiglass dividers will be provided at high traffic administrative locations such as the office front desks. All staff will be provided with "COVID-19: How to Protect Yourself and Others", training aligned with the CA Dept of Public Health guidelines and district policy via Public School Works. The funding sources for PPE include CARES/ESSER and base funds. Resources were not purchased with LCFF, S & C funds they are not considered 'Contributing'.</p>	2100	No
<p>Safe School Environment: Install portable classrooms to allow for social distancing through smaller classes/groups of students and reduce the frequency of staff sharing classrooms. The funds are not listed as contributing because the funding is a source other than supplemental/concentration (S & C). Funding comes from CARES/ESSER.</p>	30,000	No

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.]

As Chawanakee Academy Charter School (CACS) is an Independent Study/Home School our modes of instruction will remain the same. Students collected devices and school supplies while students/parents submitted school documents for enrollment online or via hard copy as needed. To ensure continuity of instruction throughout this year, teachers will provide scheduled live and/or direct instruction from their classrooms using a learning management systems called Canvas for 9-12 or Clever and Google for K-8. Materials, examples and resources will be available digitally and/or in hard copy. CACS placed careful consideration to the number of siblings and at-home working parent schedules within a family. Teachers have included office hours to address systems, process and learning questions from students and or parents. Teachers will ensure gaps are addressed while focusing on obtaining grade level mastery of standards. The home school nature of CACS model of learning will ensure instructional continuity and reduce confusion and lost 're-orientation' to instructional time and the shift eventually moved from Distance learning to more in-person time.

The core curriculum and instructional resources utilized to ensure instructional continuity for students whether in-person or distance learning are National Geographic Learning's "Reach for Reading" for English language arts and English language development; Houghton Mifflin Harcourt and McGraw-Hill math; Step up to Writing, Spelling city, Aesop, Weekly Studies social studies and Amplify science.

The 9-12 section will continue to use the adopted curriculum that was already heavily reliant on student self-directed projects. Core curriculum includes HMH "Collections" for ELA/ELD, NGS/Cengage "Big Ideas" for Math. Additional supplemental materials include Shmoop, Khan Academy, IXL math/science, Lexia for ELA, TCI for upper Social science, BrainPop, and Rosetta Stone language. Additionally, most departments have developed subject matter units with mastery projects. Teachers will provide standards-based first instruction throughout the week and follow that up with individual and group interactions that support Inquiry-Based learning opportunities. In addition, Dual Enrollment opportunities with our local Community Colleges will continue. These colleges also use Canvas as their learning management system, which was a factor in our selection. Cyber High by FCSOS will be used to recover credits for those students that are behind. All of these instructional decisions are intended to minimize the disruption and learning delays potentially created by transition from Distance Learning to face to face learning and vice-versa.

Districtwide WebEx will be used as the Distance Learning/video software to ensure quality continuity for families, ensure all interactions are secure, and provide robust teaching tools. Additional best practices for Distance Learning will be having time to work as a group, teacher presence, active learning such as robust discussions, hands-on exercises and collaborative work and chunking content into smaller pieces, holding 'office hours', communicating smaller group memberships, careful monitoring of time, multimedia assignment options, and flexible pacing.

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.]

We surveyed our families in order to determine both equipment and internet access needs. The information from those surveys informed our strategies to ensure accessibility for all students inclusive of equipment and internet access.

In order to ensure all students have equal access K-12, we are purchasing and distributing additional computers. When considering the availability to internet access the district is taking a multi-prong approach. We have developed a partnership with Ponderosa to provide internet service at significantly reduced costs to our families (and with Sierra Tel for phone service). The district will purchase some necessary MiFi hotspots to deploy to households and on buses to remote locations, providing expanded service areas where low or no bandwidth is a concern. Our new WebEx system will allow for students and families remote IT assistance during normal business hours. Teaching staff will be delivering instruction on-site and will have IT support available while on campus.

Teachers will continually monitor and document student attendance and participation with troubleshooting strategies implemented if any student faces distance learning challenges. Non-functioning equipment will be quickly 'traded-out' for functioning equipment. Access to support will be provided to families challenged with internet accessibility. This type of troubleshooting will be coordinated through phone calls or safe distance home visits. The challenging efforts to ensure connectivity to all students has been met at this time. Business partnerships with Ponderosa, Sierra Tel and other providers allowed the district to close the digital divide. The district understands that equipment and accessibility issues are an on-going reality and has the instructional technology staffing to maintain appropriate support. Most tech support can be provided through on-line chats or tutorials.

In order to ensure internet safety for our students, the school will use Securely and Jamf to provide content filters while students are using personal networks.

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.]

Formal assessment of our TK-12 pupil progress will be done using NWEA for the 2020-21 school year. Initial assessments will be completed by mid September, with a second round in December, and final in March. These three rounds will be immediately followed by teams assessing the data and using it, along with family input, implement MTSS intervention protocols. These assessments may be conducted during Distance Learning in real-time as a teacher is present, can see and support students testing, and redirect and clarify in real time. This may be referred to as synchronous instructional time. Some assessments may be assigned so that students may access them outside of the usual school hours. This may be referred to as asynchronous instructional time because there is a time lag between live instruction and student utilization of the material.

Instructional minutes were communicated to staff and parents from site principals via tables and time schedules. Pupil attendance will be verified daily and documented in Aeries, our student information system. Absences must be reported as excused or unexcused. As part of SB98 every teacher will complete a Combined Daily Participation and Weekly Engagement report. This daily/weekly report, along with the

Aeries attendance, will be certified by the teacher and maintained as an official record of evidence to meet the laws of compulsory education, chronic absenteeism/intervention and fiscal accounting to auditors. In order to ensure student engagement we will report a summary of assignments/assessments, the instructional/assignment delivery method, and report on daily participation for in-person instruction, personal contact, assigned work submission/assessment completion and other. The other code will be used for students with unique learning needs as confirmed within an IEP or 504 written plan that may include student learning modifications. These reports will be confidential in nature and may be reviewed by administration, attendance staff and auditors. Additionally, teachers will be using a variety of tools, including WebEx, to virtually engage families via audio and video communication. The schools' learning management system (Canvas 9-12, Google Classroom/Clever K-8) will be used to manage student work completion, and standards mastery. WebEx and learning management systems combined will support teacher to student interaction, student to student interaction, and provide resources for independent work and learning. Teachers will develop plans for multiple formats of instruction including in-person, video, auditory, interactive, pre-recorded lessons, small group check-in and support opportunities, and engaging student driven learning opportunities. These interactions can also be recorded through WebEx allowing students to use these recordings as a resource and provide further documentation of student engagement.

Tracking of participation and progress for students using Cyber High or in Dual Enrollment will be based on work completion through those programs.

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.]

A wide variety of professional development opportunities have been offered to staff, allowing them to chose those that best suited their needs. A Distance Learning live Academy included sessions around all content areas, implementing assessments online, student engagement online, and social emotional online supports. In August, additional professional development opportunities were offered including; Canvas, Google Classroom, Webex, Aeries, and Distance Learning Strategies. Even more professional learning is planned to occur during the year including Amplify Science, NWEA, how to use data in decision making for the classroom, Understanding and Supporting the Autistic Student, and social emotional supports (for example; Meeting Students Where They Are: Trauma-Informed Approaches in Post-Pandemic Schools). In addition, Professional Development for all staff around safety expectations and practices and social media best practices from Public School Works occurred in August, 2020. Professional Development will occur in varied formats and adhere to the best practices for safe social distancing when live/in-person meetings occur.

Technological support from the District has been and will continue to be available to staff for successful implementation of distance learning. Professional collaboration often resolves the most common tech issues followed by site based IT support and District IT work orders for on-going or significant tech challenges. During the weekly site-based professional collaboration times staff are afforded time to clarify confusions and work through challenges.

Staff Roles and Responsibilities

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

All staff are required to work from campus daily. By providing instruction and support from their classrooms teachers are able to ensure technological support as needed, appropriate resources, and a more consistent environment allowing for transition from distance learning to face to face instruction as quickly as possible. The role of the teaching staff has shifted to some degree around the amount of technology used during their instruction and how they engage students. Chawanakee Academy (CACS) was already a technology-forward charter, many of these strategies and learning opportunities were already in place. However, teachers will have additional challenges around keeping students engaged long term when the social interaction portion of the classroom environment is significantly reduced. There has been a notable increase in required reporting documentation as evidenced by the Combined Daily Participation and Weekly Engagement Template.

Credentialed specialists have worked diligently to ensure adequate and appropriate instruction and resources for at-risk students and students with special needs. The pandemic forced some shifting of the placement of our specialist to align to student needs. Qualifying assessments will be conducted through a new lens. Specialists are refining the use and analysis of parent/guardian surveys in this new environment.

Some transportation drivers have been temporarily reassigned to other classified positions as needed throughout the district. Their flexibility has been invaluable. District bus drivers maintain required hours of driving as a means to remain qualified to drive once our schools are allowed to reopen. No positions have been eliminated because the student/family services continue to be provided. Some assignments for classified staff have been shifted to address district needs away from significant transportation of students to mobile hotspot sessions, transportation of meals and/or instructional materials, and/or child care for staff to allow them safe, secure locations for their school aged children during this time.

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.]

Multi-tiered intervention strategies have been developed for all of our students, noting specifically those with unique and exceptional needs. Many of these supports cross over special populations while still accounting for individual needs on a case by case basis.

Each teacher will establish information identifying students who fall into any of the unique needs categories (Foster, Homeless, English Language Learner, Exceptional Needs). Teachers will schedule one-on-one and/or small group sessions with these students to provide academic support which will build foundational skills and address severe learning loss. As allowable by the Health Department students will meet in person with their teachers (one-on-one and in small groups).

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

Description	Total Funds	Contributing
<p>WebEx video conferencing software, supports all required filtering for a K-12 environment, is secure to protect our students, and robust to offer expanded instructional opportunities for our teachers. In addition it works seamlessly with Google Classroom to increase the ease of use for our K-8 teachers and students. The funding source is other than LCFF Supplemental and/or Concentration so it does not contribute to improved or increased services.</p>	381	No
<p>Curriculum and Instruction: To best support our low-income, English learner, homeless, foster youth and students with disabilities who may be at greater risk of learning loss due to the COVID-19 pandemic, Chawanakee Academy Charter School (CACS) will provide a Learning Management System (LMS), Library management software, Online instructional materials, Diagnostic resources, ELA/math software, Data analysis for Parent Engagement, High school Dual enrollment/AP Tests, and additional Chromebook laptops primarily funded from CARES/LLMF and not S/C.</p>	52,000	No
<p>Professional Development costs (K-12 NWEA growth map, Aeries student information system, Amplify Science and Special Ed) The funding source is partially from LCFF Supplemental and/or Concentration so it does contribute to improved or increased services for our unduplicated student groups which include Low-income, foster, homeless, and English learners. The balance of costs encroaches on the dependent district Chawanakee Unified.</p>	0	No

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.]

All K-12 students will be assessed by mid-September using NWEA growth maps (K-12). Districtwide Benchmark assessments are required for ELA, English language acquisition, and math. These assessments will be repeated in December and again in March. Analysis from these assessments will be used to implement additional support for students on an individual basis. This information is also located under the

section of this LCP titled Pupil Participation and Progress. Additional district assessments are CDE Diagnostic Assessments, ELPAC, and curriculum assessment components. Strategies for Special education triennial, annual, transition, and/or other applicable Individualized Education Plans(IEP)/Section 504 Plans include the use of detailed Distance Learning engagement/learning observational tools and modified special assessments in the subjects of English language arts, English language development and math.

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.]

Once assessment data have been analyzed, teachers will develop a list of at-risk students that will need intervention with an intervention teacher or classroom teacher to address the deficiency. Teachers will work with individual families to develop Independent Learning Plans to address these deficiencies.

Specific intervention strategies include; small-group online instruction for math, reading, and writing, and in-person small-group instruction for math, reading, and writing. Intervention specific frequency will start with twice weekly for students two grade levels or more below grade level; once weekly for students one grade level below grade level and then be adjusted based on need.

Again these strategies will be used for all students, while continuous monitoring our students with unique needs who may need varied, or additional support as mentioned earlier.

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.]

As described earlier, NWEA will be used as school wide benchmarking systems which allows for intermittent or as needed assessment to ensure that strategies were productive and the student is making progress. Growth targets will be set for individual students based on individualized needs and abilities. Subject areas of emphasis will be English language arts, English language acquisition and mathematics.

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

Description	Total Funds	Contributing
MTSS: Virtual Tutoring: To best support our English learner, homeless, foster youth, and students with disabilities, who may be at greater risk of learning loss due to the COVID-19 pandemic, Chawanakee USD will provide additional one-on-one or small group academic support. This support will be provided via telephone or an online platform to provide additional aide to students to assist with distance learning through additional live interaction with an adult. First priority of services will be based on local metrics and tiered systems of support and directed toward students who are in these student groups to meet their needs in response to the pandemic and support closure of the achievement gaps; particularly in ELA, Math and English language acquisition. This action increases the level of support to close the	0	Yes

Description	Total Funds	Contributing
<p>opportunity and achievement gap by providing equitable resources to these student groups. The total funding is listed under the previous section titled "Actions Related to In-Person Instructional Offerings" and is not listed in this section to avoid duplication of expenditures. This funding is not a duplication of service and does contribute to improved/increased service for the unduplicated student group.</p>		
<p>MTSS: High school supplemental instruction grades 9-11 via summer sessions were offered to minimize learning loss and create our best support model for unduplicated students as a priority, in the areas of academic achievement and/or social-emotional learning. CACS utilized site-based discretionary funds to offer this extended learning. LCFF Supplemental and/or Concentration funds were used for this action. Services did in fact increase/improve learning for the unduplicated student as intended.</p>	9,836	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.]

Stakeholders will continue to receive updates on COVID-19 and safe resource references that are available beyond the district including Madera County and the State Departments of Health and Education. CACS will continue to utilize Teacher and/or parent referrals for specific or individual needs while maintaining a sharp awareness of all of our students. Students who were previously receiving services will continue with those opportunities. With an awareness of significant stressors due to changes, the School Psychologist will proactively check in with teachers to obtain recommendations for students rather than use passive communication. They will then set up a schedule to work with these students/families to develop groups who need support with social skills and individual counseling as deemed necessary. Our goal is that every teacher will know every student by name, face, and story.

Group and individual sessions will occur weekly with behaviorist or psychologist, using video-based tools, phone conversations, and in-person meetings as allowed. To address positive mental health for all students, SEL lessons will happen monthly with the behaviorist or psychologist and rotating groupings of students will gather for online learning and provide age-appropriate collaborative tasks so that students will have structured opportunities for relational learning. Where necessary, static groups of learners will attend in-person Pods at the

school site. In addition, we will provide enrichment opportunities for students on campus, such as music, art, literature circles, etc. as we are able to do so.

Once we return to our previous home school instructional model, the Behaviorist and Psychologist may continue with groups and class lessons. Individual session needs will be determined by the provider. Social-Emotional Learning lessons may occur monthly with behaviorist or psychologist and group or individual sessions will occur weekly with behaviorist or psychologist. As we believe a team approach is crucial to student development, parents will be engaged weekly to evaluate successes and challenges. Some parents may benefit from the opportunity to collaborate with our professional providers during this unusual time.

Ongoing training and support for teaching staff will be provided by the District's Psychologist, Behaviorist, and Special Education Director. District mandated training for all staff included Child Abuse Reporting, Online Bullying Training, Social Media, and COVID-19. Resources provided to students and staff to address trauma and other impacts of COVID-19 on the school community are extensive and distributed by our certificated specialists. Site-based professional learning will be provided on Mental Health and Social and Emotional Well-Being. Resources for parents and staff include CDE's 'Stronger Together' and School Health 'Meeting Students Where They Are: Trauma-informed Approaches in Post-pandemic Classrooms' as presented by Maria Frankland, Ph.D., NCC.

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.]

Prior to the start of the 2020-2021 school year, Principal's held a public forum for families to discuss plans and expectations. That forum was then followed up with a variety of one on one contacts with families to answer questions and provide further details.

School staff is required to regularly communicate with parents/guardians regarding a student's academic progress. As a part of our MTSS tiered process, our school staff is required to ensure that a weekly engagement record is completed for each student documenting synchronous or asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments.

Tier 1 requires that all teachers encourage good attendance and participation by all students, establish a positive culture, provide large group instruction, small group, and one on one learning pod opportunities to ensure appropriate academic support and universal access to English language arts, English language development and math at a minimum.

Those opportunities will also be used to address the need for Tier 2 support due to the lack of engagement and completion of expectations. These students are often chronically absent for about 10% of the school year. Teachers will host office hours to provide varied opportunities for families and students to talk through concerns they may not feel comfortable addressing in larger settings. Additional Tier 2 strategies include establishing adult mentors to enhance positive relationships, Check-in/Check-out, Addressing health issues such as asthma, glasses or dental issues; implementation of Restorative Discipline to improve the culture and keep students on campus; offering positive character sessions; removing barriers like laundry or transportation; establishing a written attendance agreement between the family and school; or embedding attendance goals in the written 504 plan or IEP plan for students with disabilities. Specialized staff will shift to areas of need.

In Tier 3, students who are identified as not engaging due to a chronic absentee rate of about 20% will trigger a series of additional supports including Principal directed contact (phone, online, or in-person), and with family support, student re-assignment to an on-campus extensive learning pod opportunity (one-on-one or small group) where transportation will be provided if there is a need; the coordination of outside agencies for health, housing or social service issues with McKinney-Vento rules in mind; or for school refusal a team approach to cognitive behavioral therapy. Attendance strategies come from the Attendance Works: Attendance Playbook Smart Strategies for Reducing Chronic Absenteeism in the COVID Era by Phyllis Jordan.

The District has begun developing teams to target those students who are unengaged or not attending as required. These teams will work collectively to build relationships, determine underlying reasons for the lack of engagement on part of the student(s), and develop individual plans for re-engagement based on their individual needs. We will continue to use our Student Attendance and Review Board (SARB) policy and processes.

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.]

As school reopens for the 2020-21 school year, CACS will again, run our school meals program. A minimum of three sites throughout the larger Chawanakee Unified School District, will provide pre-packaged meals for both breakfast and lunch. The meals will be available for purchase based on our current lunch policy (full-priced, reduced price, free) based on qualifications through CNIPS. Should we find a higher demand than the three sites can handle we will expand to additional sites as appropriate.

Meals will be available for social-distanced safe pick-up at designated sites. Students will be required to provide their school identification card (ID) for scanning and data collection. If needs are identified that families do not have access to transportation and are in need of school meals, arrangements will be made to deliver them to either collection spots or households depending on the level of need and access. Outreach to students/families will be made at each site should meal distribution/collection be interrupted.

Students who are on campus for either child care or to receive support services will have access to meals as appropriate (breakfast or lunch or both) in a safe distance model. Onsite Meal Service will include the following consideration as recommended in CDE's 'Stronger Together COVID-19' recommendations to assess whether to serve meals in the classroom or to use outdoor seating; encourage physical distancing through increased spacing, small groups, and limited mixing between groups, if necessary; and staggered meal times to allow for cleaning between meal services and to serve students in smaller groups. If students/parents are on-site CACS will work to provide 6 feet of physical distancing between groups or tables by increasing table spacing, removing tables, marking tables as closed or providing a physical barrier between tables. CACS will provide some physical guides, such as tape on floors or sidewalks and signage on walls to remind students and adults to remain 6 feet apart in lines or while waiting for seating/service. CACS has removed share tables and self-service buffets for food and condiments. Staff will wear masks and gloves while using point of service (POS) touchpads and have hand sanitizer available. CACS may install physical barriers, such as sneeze guards and partitions, at POS and other areas where maintaining the physical distance of 6 feet is difficult, and ensure cleaning of every table between groups of students/adults during meal service times. if students/staff are on campus.

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

Section	Description	Total Funds	Contributing
Stakeholder Engagement	Purchase Community by Diligent to increase the ease of access to Board Meeting notifications, agendas, handouts and minutes across the community. This service is funded by the dependent Chawanakee Unified School District.	0	No
Mental Health and Social and Emotional Well-Being	Socio-emotional/Mental Health Support Personnel: CACS data suggest that Low-income, English learners, foster youth, and students with special needs are at greater risk for disengagement and emotional stressors during the COVID-19 pandemic. Counselors and other qualified staff will provide unduplicated youth with increased services in social-emotional supports, connectivity, mentoring, and ongoing monitoring of success through a multi-tiered system of support. This action will increase connectivity and a feeling of belonging so that students' basic needs are met and students will be successful	0	Yes

Section	Description	Total Funds	Contributing
	both behaviorally and academically. This personnel are the same staff recorded in the section titled, "In-person Instructional Offerings" and principally increases/improves services for the unduplicated student groups.		

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
8.93%	212,816

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.]

Chawanakee Academy Charter School (CACS) is a dependent charter under the Chawanakee Unified School District. The dollar amount listed as the Increased Apportionment is from the Chawanakee USD 45 day budget revise 8/13/20. The supporting details required in this prompt are unique to each action/service included in this plan. Each "contributing" action/service located in this plan contains the required explanation for how it is principally directed and effective in meeting the needs of unduplicated students. Also, every "contributing" action is designed to support the identified group's needs in order to close equity and achievement gaps and accelerate learning in response to the COVID-19 pandemic. All actions/services identified as "contributing" were developed after conducting a comprehensive needs assessments with meaningful input from our stakeholder groups.

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

The "contributing" actions/services are principally directed toward our Low-income, Homeless, Foster students and English learners (also referred to as unduplicated students) and designed to help Chawanakee Academy Charter School balance the COVID-19 pandemic related educational needs of identified students. These actions/services were developed using input from stakeholders, including teachers, parents, students and community member to be effective in meeting the pandemic-related needs of our unduplicated students. These actions/services are designed to increase or improve services by over 8.93% and are principally directed toward our unduplicated students. In fact, Chawanakee Academy Charter School (CACS) exceeds the minimum by expending \$271,092 for supplemental/concentration services for our unduplicated students.

The percentage to increase or improve services has been calculated at 8.93% using the dollar amount of \$212,816. By directing all the supplemental and concentration funding toward actions principally directed toward our unduplicated students, CACS has increased or improved services by at least the percentage calculated above as compared to the services provided for all students. Therefore, CACS has demonstrated that it has met the minimum proportionality by expending \$271,092 on actions and/or services principally directed towards the unduplicated student population. These actions are found both in this plan and in other plans.

In addition to the actions/services described in this plan as "contributing", the following narrative describes other actions/services that contribute towards meeting the increased or improved services requirement:

Direct outreach to parents and families both preventively and when there are concerns will support quick identification and appropriate additional support(s). Home visits will be done when necessary;
the District has developed a new referral form and process including information around mental health screening and support;
the Specialists and Support team will provide resources and tools for specific relevant issues for teachers to use with individual students and families. Specific meetings and trainings will be held as needed to quickly address gaps and develop plans to support our at-risk students;
for our English Learner population, our EL Coordinator will personally reach out to appropriate teachers to ensure they have a grasp of the curriculum to be used and provide strategies for the teacher to differentiate ELD instruction. Where appropriate, Instructional Aides will be used to specifically support those students in on-line environments to ensure they understand the material being presented. Information will be provided in the students' home language to provide clarity where needed, and regular monitoring by the students' primary teacher will ensure every student receives adequate and appropriate levels of support; and
for all of our at risk students, opportunities will be created for them to come to campus, transportation will be provided as needed, to ensure there is a safe, healthy, learning environment available. A determination of the frequency and length of time will be made based on the situation. This may include a safe, supervised location to complete school work, obtain meals, have access to the internet, or obtain instructional or social emotional support.