

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.]

Creekside Charter school is a TK-8th grade non-classroom based school authorized by Newcastle Elementary School District. Our educational pillars are focused on strong relationships, high level academics and individual flexibility to pursue one's passions. While I believe Creekside was well positioned to do well during the pandemic, we do have challenges that other non-classrooms based schools do not have. Our model is focused on students attending campus, if they choose, four days a week. When we closed in mid-March it significantly changed our learning model. We had to adapt very quickly to support student learning.

Our attention went to how to make sure students were getting their required student minutes that are associated with non-classroom based. The work time typically associated with work samples was suddenly changed. We instantly changed to a zoom model where teachers were engaging with students via zoom. Our main focus was on strong parent communication, social emotional check in's, and finishing the year with an emphasis on academic skill retention. Teachers were required to send a daily schedule via ParentSquare (communication tool), Zoom with students, and assign hours of work that matched our master agreement work sample requirements.

The covid-19 pandemic impacted our special need students and our low income students a great deal. The virtual learning was very difficult for students who needed extra support. We did our best to mitigate this with the use of teacher aides, one on one meetings with teachers, and our special education teacher working with students via Zoom. Our low income families suffered from parental job loss, lack of internet issues, nutrition issues, and a general difficulty in getting work done in a timely fashion. We provided food gift cards for families, partnered with local agencies to address mental health concerns (Sierra Community House), and continued to check in with struggling students daily. Additionally, we provided internet connectivity for families and staff in need. We also printed a great deal of materials and allowed for safe pick up.

Financially, our budgets are greatly strained due to the pandemic. The passing of SB98 and SB820 and the absence of funding for non-classroom based schools is not only troubling, but is impacting our school setting for the 2020-2021 school year. We have done our best with freezing salaries and leaning on our parents for donations, but the pandemic has placed a strain on our school. Our focus now is on

opening our campus to students safely. The pandemic has pushed us to have completely new operation systems from drop off, to students eating lunch and of course classroom learning environments. The major struggle centers around how to provide high quality instruction for the multiple pathways we are offering families right now (on campus, full time independent study, and home schooling).

Overall, we feel that our response has allowed for minimal learning loss. We continued to assess students in the spring and this fall we are switching to a new assessment platform that will allow our teachers to have a strong sense of potential learning loss. We will then develop appropriate plans.

Stakeholder Engagement

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

While we were not aware of the stakeholder engagement policies associated with this plan, we engaged stakeholders because relationships and high community input are beliefs that make Creekside Charter successful. Parents are the back bone of our decision making model and we work very hard to engage them in all of our decision models and gather feedback for most decisions. Early on during our campus shutdown the public was engaged with school wide SurveyMonkey surveys, teacher office hours, daily communication via Parentsquare from both the Director and teachers. Additionally, we held parent teacher conferences via Zoom. Later, on June 2nd at 1:00pm, we had a public forum to debrief how things went for parents during the spring. Parents were encouraged to brainstorm ideas. These ideas would be shared with our distance learning summer task force to help refine our model if we were to return this fall into a distance learning model.

During the summer, on July 7th, we had met as a distance learning task force to discuss ways to refine our model with teachers and parents

On August 10th, we held a public board meeting on Zoom to go over the several options available to families in our reopening plan

On August 12th, we held a public board meeting to finalize our reopening plan

On August 13th, we held a public question and answer meeting via Zoom to answer any questions parents had about their options.

This LCP will be reviewed at a public meeting of our Board on September 22nd at 5:30 PM. The meeting will be held via Zoom and parents will be given an opportunity to make comments

This LCP will be revised and be voted on at a public meeting of our Board on September 28th at 8:00AM.

This LCP will be presented to the PTO (they act as our SAC). Given our low ELL numbers (3 students), we were not able to establish an ELPAC review committee. This plan will be provided in the appropriate languages to those families and allow for individual comments.

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

All meetings were held on Zoom. Public comment was also made available to families via email.

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

Summary of notes from stakeholder meetings:

Compliments/ Continue with....:

Provide an outline of what is expected every week

Small groups were very helpful. Teachers in addition to the aides should be holding small groups

Printed materials were very helpful

Turning in assignments daily with a daily checklist was very helpful

Online based learning (iready, khan) was actually easier to engage my child

The morning class followed by an afternoon check in was extremely helpful

- -- Note: There were several compliments about individual teachers and the dedication they gave to this process. Parents feel that Creekside did much more than other schools. Parents talked about how impressed they were with some of the lessons and the organization of our faculty. Parents mentioned the importance of Zoom and the social connections for most grades. "It was a good overall experience".

Ideas for Distance Learning

The home environment can not be like the classroom and so the lessons should not try to replicate what is done in the classroom. It should be more progressive with projects and other ideas.

More project based work

More pre-recorded teacher lessons

Rather than office hours, teachers should have mandatory one on one check in times, if a child doesn't need they can opt out

Teachers should provide more options for parents. Online, projects, standard assignments

For social emotional, we should continue with the student buddies

An online learning platform could be helpful for working parents

Ideas for creating a safe campus environment

Let's have classes outdoors. Create a 2nd or 3rd outdoor classroom with more stumps

Provide web cam access to the classroom if we only have ½ students on campus at a time

Concerns/ ?'s:

30 minutes of teaching is not enough, we need teachers to teach more

We need to figure out a way to provide extra help without asking for it

Worksheets that were the same every week. This can't happen again

How do parents know if a child is learning?

Zoom was really hard for Kindergarten student. Is it age appropriate?

Is there a way to have a shorter year? June learning is too much

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

Distance Learning, In class learning, number of options given to families given their comfort level with Covid, and providing intervention services to high risk groups. Additionally, a summary of our independent study (distance learning) plan can be seen in entirety at <http://creeksidesquaw.org/wp-content/uploads/2020/08/Creekside-Charter-Reopening-Covid-19-Board-Approved-on-August-12th-2020.pdf>

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.]

From September 1st - September 21st we will be open in a cohort model where students will be given two days a week of site based learning if they choose this option. On September 21st, we will allow students to be on campus, 4 days a week.

We have a very detailed safety and reopening plan that can be found on our home page or by clicking this link: <http://creeksidesquaw.org/wp-content/uploads/2020/08/Creekside-Charter-Reopening-Covid-19-Board-Approved-on-August-12th-2020.pdf>

Copies of the plan have been made available for the two students we know do not have internet access

If forced to quarantine, students with significant needs would be allowed to come to campus to work with our interventionist per September 4th, government cohort sizing.

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

Description	Total Funds	Contributing
Outdoor Tents	3500	Yes
Outdoor Sinks	7000	Yes
Plexi Glass Dividers	5000	Yes
Additional PPP	500	Yes

Description	Total Funds	Contributing
	500	Yes
	4500	Yes
New outdoor toilet, sink and supplies for Kindergarten outdoor classroom	300	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.]

Thanks to the hard work of our Parent task force and our summer workshop on distance learning we are in a much better position than we were in the spring. Sadly, the state has made no allowances for non-classroom based schools. This shows a clear disconnect with the services we do offer students on campus. The frustration lies with our parents and students who support a four hour distance learning day and the state who is still requiring roughly 5 hours of required minutes. We have accounted for this difference by assigning projects to students that will engage them for longer time periods without having to be on Zoom for longer time periods. We have a detailed independent study plan in the cases of class quarantine or full school closures that may occur. Students that have chosen to not return to campus at all for the 2020-2021 school year will be on independent study and must comply with all of our non-classroom based policies and show they are meeting the master agreement.

To better understand how our distance learning program will be deployed if faced with campus closures, please visit our Board approved re-opening plan located on the homepage of our website. <http://creeksidesquaw.org/wp-content/uploads/2020/08/Creekside-Charter-Reopening-Covid-19-Board-Approved-on-August-12th-2020.pdf>. Note: Hard copies of this plan have been made available to students upon request. Additionally, translation services are available for families.

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.]

Creekside is a google school. All students in tk-8 have google accounts. Over the summer we expanded our chrome book fleet by reconditioning and repurposing chrome books. All students in 3rd-8th grade were given the option to check out a chrome book if they need one. Additionally we used LLMF to purchase new machines for all 6th graders that were issued. We are transitioning away from a BYOD model to an assigned chromebook model.

We have worked with T-mobile to provide connectivity devices to families if they need a device. If we return to a quarantine or full school closure hot spot devices will be made available to students who need them.

We started our school year with one on one meetings between teachers and families. These were either in person or on Zoom. Connection and devices were discussed at this meeting. Teachers have been great about making sure students can log into google classroom and work through any issues that may arise. Additionally, we are preparing for a return to quarantine or full school closure. Teachers are front loading instruction on connectivity.

Lastly, our younger grades are using Seesaw to connect with their current full time independent study students. This platform allows for ease of connection with assignments for younger students.

Translation services have been made available for students who need this service to access any information. At this time, Creekside has very few students with English as a second language. Part of our school vision is to increase this number. At this time we are confident our ELL student's needs are being met and parents are able to understand all information that is being sent home.

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.]

Students will be assessed in NWEA MAPS in grades 3-8 starting on September 28th. Students in TK-2 will be assessed with a variety of in classroom tools. We do not feel that online testing is appropriate for students of this age, but our teachers do a wonderful job of assessing grade level common core standards. Tests include:

- Reading A-Z assessments
- Ready curriculum assessments
- Beginning of year assessments for kindergarten
- Brigance Screener
- Grade level TPT common core aligned assessments

Unduplicated Students:

we are using ELPAC assessments (initial and summative) on all ELL students

Phonetic awareness intervention assessments

MAPS interim assessments

CASPP interim assessments (if available)

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.]

Creekside staff and faculty have been incredibly supportive of one another's learning throughout this process. Our 7th and 8th grade humanities teacher is a certificated google trainer and led a series of August work shops from google classroom trainings to small lessons on multiple topics (see below)* These were well attended by our staff.

The PCOE has done a great job of offering trainings for staff free of charge. Many of our teachers took part in these.

During our August staff training days we also took time to look at the most recent technology trainings as well as social emotional trainings to support student learning.

We had teachers that took part in Seesaw trainings, Google Classroom, and Forest kindergarten trainings this summer.

Lastly, not having students on campus on Friday always allows for additional learning for faculty. For example, on September 11th we spent time looking at a flow chart for engaging students remotely. Faculty were assigned to break out groups and we were able to identify strengths and challenge areas to improve our practice.

*List of August trainings:

Teacher Organization Tips for Distance Learning- Chrome, Gmail, Calendar, Keep
Classroom Basics -Google Classroom and a tiny look at Google Meet

Asynchronous Learning: Creating Resources for Students (Part 1)- YouTube, EdPuzzle

Fostering Discussion and Connection in Asynchronous Learning - Flipgrid, Padlet

Place-Based Learning - Google Earth, Google MyMaps

Asynchronous Learning: Creating Resources for Students - (Part 2)- Loom, Screencastify

Staff Roles and Responsibilities

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

As a non-classroom based school our roles are only slightly different. We have always assigned minutes and collected work samples for work. The master teachers, for the 2020-2021 school year, have the added stress of managing at home learners and in person learners. To accommodate for this we have shortened the school day so that teachers can have time to work with students at home.

We have shifted our Spanish teacher to be our homeschool coordinator

Our teacher aides are now working with students in small groups online to support distance learning

The Director of the school is shifting his role to support technology needs of students

Our teachers are now required to stay with their class the entire day. They do not have the typical breaks they would normally have. This is difficult for them.

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.]

We have a full time interventionist to support students who have special needs. Teachers are required to identify struggling learners and develop individual support plans for them.

Our non-classroom based program is individualized already so that all students have a master agreement that parents must follow. We work to create specific support services for all students including English learners, pupils with exceptional needs and free and reduced lunch programs.

We have partnered with TTUSD, our local district. They are offering free lunch for our students through December, and then in January, we will be paying TTUSD for lunch services

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

Description	Total Funds	Contributing
Chromebooks for studnets	\$8700	Yes
Additional Distance Learning Curriculum and Technology Software purchases	\$11,000	

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 the end of 2019-2020 all students in grades 3-8 took the end of year iready assessments. We had some learning loss, but on a whole our scores from mid year to end of the year went up. Our biggest learning loss ocured in our special education population. We were relieved with the cohort laws that allow for in campus instruction for special education even if the county goes back into the purple tier. It's important these students are given an oppportunity for in person support and we have made this a priority.

For the 2020-2021 school year.

Students will be assessed in NWEA MAPS in grades 3-8 starting on September 28th. Students in TK-2 will be assessed with a variety of in classroom tools. We do not feel that online testing is appropriate for students of this age, but our teachers do a wonderful job of assessing grade level common core standards. Additionally, if made available we will utilize the CAASPP interim assessments.

Tests include:

- Reading A-Z assessments
- Ready curriculum assessments
- Beginning of year assessments for kindergarten
- Brigrance Screener
- Grade level TPT common core aligned assessments

Unduplicated Students:

we are using ELPAC assessments (initial and summative) on all ELL students

Phonetic awareness intervention assessments

MAPS interim assessments

CASPP interim assessments (if available)

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.]

Actions and strategies that Creekside will use to address learning loss and accelerate learning for all students include: creating baseline data for each student and monitoring growth, ensuring all students engage in grade appropriate assessment programs and readiness curriculum and online tools such as (ixcel, newsela, iready, and Maps for education). Students identified as needing additional support will be given a minimum of 60 minutes intervention in addition to their classes everyday. This will be in the form of small group instruction and one one support.

Actions and strategies for students who qualify as students with exceptional needs, English language learners, low-income, and foster and homeless youth include: biweekly phone calls in native language for EL families to report on progress and check on student needs, weekly support and intervention in small groups, access to sierra community house mental health services and a minimum of weekly checkins directly with student, hotspots and technology provided for students in need with a priortiy given to unduplicated pupils, additional access to learning tools (ixcel, newsela, iready teacher toolbox) as needed, and basic needs of clothing, food, and hygiene supplies met to ensure students can come to school ready to learn (Maslow's Heirarchy of 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.]

Grades 3-8= NWEA MAPS, teacher assessment, CAASPP interim assessments, standards based towards CA common core standards
Grades TK-2 Teacher assessment, standards based grading through CA common core standards

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

Description	Total Funds	Contributing
NWEA MAPS	\$6500	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.]

We had some very serious mental health concerns that arose during the spring with several of our students. We have partnered with Sierra Community House, a local non-profit that supports school and community members with mental health supports for youth. We have trainings that teachers/ classrooms will participate in the following areas

1. Bullying Prevention
2. Alternative to Anger
3. Child Abuse Prevention
4. Sexual Harassment Training
5. Teen Dating/Intimate Partner Violence Prevention and Healthy Relationships

Additionally, our SEL program concentrates on five key competencies for students:

<https://casel.org/core-competencies/>

Our relationships model focuses on daily check in and early intervention for students. We work closely with families and community organizations to support students in need of mental health services. Additionally, we have hired TinyEye online service company to offer counseling for high risk students in need. Teachers will refer students they have concerns about to the Director who will arrange services with parent permission.

We will monitor the social and emotional health of our students through daily check ins and parent surveys throughout the year

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.]

As a non-classroom based program we must follow all normal procedures for accounting for student engagement. Creekside Charter traditionally has an ADA of 99%. As a California Distinguished school we have a strong track record of accountability for work lessons. While we have added some flexibility to work with students who are not doing their work, we already have strict standards if a student is not meeting their master agreement. As a non-classroom based program the parent/guardian agrees that their child will do the required work for each learning period, and if they don't we have a series of responses we follow.

Step 1. Teacher meets with parents/guardians

Step 2. Teacher submits a referral to interventionist

Step 3. Teacher submits office referral

Step 4. Director meets with the family to offer additional supports, but also explain the importance of meeting the master agreement

Step 5. Director may ask student to exit the program if they are not meeting the master agreement - Note, given the nature of the pandemic, we would have to see extreme work refusal before pushing a student out of our program. We would document a host of interventions and additional supports including one on one tutoring, additional zoom meetings, change of curriculum to best suit the child's need, and additional parenting support.

Creekside is offering three programs this year (on campus, full time IS, and homeschooling). If normal differentiation and intervention do not support a troubling learner we would encourage the family to switch their course of study they have chosen. As stated in other sections in this plan, students will be routinely assessed to determine their level of learning throughout the year assuring a student is not at risk for a significant learning loss.

Translation services are available through our parent communication device (ParentSquare) and on an as needed basis through our bilingual faculty and staff.

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 a non-classroom based program we are required to serve meals for free and reduced lunch students who attend our campus for two consecutive hours. We have worked with TTUSD food and nutrition services to purchase meals on a weekly basis for our free and reduced lunch population.

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

Section	Description	Total Funds	Contributing
Stakeholder Engagement	Survey Costs	\$150	Yes
In-Person Instructional Offerings	Outdoor learning, added cleaning cost	\$25,000	Yes
Distance Learning Program (Continuity of Instruction)	Curriculum costs- Homeschool	\$30,000	Yes
Distance Learning Program (Access to Devices and Connectivity)	T-moblile hot spots and Chromebooks	\$9000	Yes
Distance Learning Program (Distance Learning Professional Development)	PD for teachers	\$3000	Yes

Section	Description	Total Funds	Contributing
Distance Learning Program (Staff Roles and Responsibilities)	Shift from Spanish to Homeschool- No added costs		
Mental Health and Social and Emotional Well-Being	Tiny Eye counseling services- We are not sure on cost of this at this time, it depends on how many students utilize this program.		
School Nutrition	Lunch for free and reduced lunch	\$3000	Yes

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
2.38%%	36,834

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.]

Our commitment for foster youth, english learners and low- income students hinges on our interventionist position. This is the bulk of how we spend our Supplemental and concentration grant fundings.

Within Covid, as outlined previously, our fund use has been for intervention testing services (NWEA MAPS). T-mobile wireless devices for students when they need them. Chrome books for students who either need devices or for all 6th grade students. Translation services for our ELL population will be provided. Nutrition services for low income students will also be provided. Lastly, the various curriculum being purchased supports our unduplicated students as they navigate this pandemic.

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

Our 2.38% is very low. We use this money entirely to fund our intervention position which supports unduplicated students.