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
Community Collaborative Charter School	Jon Campbell Principal	jon.campbell@gcccharters.org (916) 286-5161

General Information

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

All CCCS campuses experienced significant programmatic impact when we transitioned from on campus instruction to distance learning due to the COVID-19 pandemic. Our school serves a very high percentage of students with one or more indicators making them as at-risk of not achieving high school graduate status and consequently in need of on-going interventions and services through the school on a daily and weekly basis. The closure of school campuses created multiple barriers to equitable access of academic resources and the ability to make educational progress for our students, in comparison to when full access to school campuses was available.

Our K-8 campus and community has been significantly impacted by the COVID-19 pandemic. While we were able to engage many students and families after the transition from on campus instruction to distance learning, we are currently engaging most in the new school year, yet there are still many barriers to learning, both academic and social-emotional. We've been able to provide Chromebooks and hotspots to all families who've made the request. We've offered virtual training for teachers and parents (who are our new co-teachers), so we are all better equipped to support students with Google Classroom, Zoom, and other digital curriculum platforms. Despite our best efforts and resilience of our students and parents, so families are still having bandwidth issues and are not able engage in Zoom classes or access their assignments in Google Classroom. Additionally, the social-emotional needs of our all stakeholders are incredibly high right now. Our staff and counselors are finding creative ways to address these needs, but, again, it's incredibly challenging (not impossible, but challenging) to do so virtually. We also have great concern for our team of teachers and staff who are working around the clock to meet the academic and social-emotional needs of our students as well as their own families

For CCCS high school program students, the lack of in-person connections between students, families, and school staff was and continues to be a barrier toward connecting with resources especially during a pandemic. When need increased exponentially with our community. There was a moderate impact on our core instructional model and program implementation due to our usage of online curriculum through Edgenuity along with a one-to-one student Chromebook access,but students who are part of our identified special subgroups and socio-economically disadvantaged students both expressed need for increased support. For small group, lab science and CTE courses, there was high impact due to the lack of access to required hands-on resources required for activities connected to program completion. CCCS teachers have transitioned these courses to online instruction with adaptations and modifications made that emphasize key learning objectives. For the Fall 2020 semester, teachers have been able to create initial course supplies packs and have continued to survey students for their needs in order to build these packs on a continuous basis. CCCS administration and support staff have worked since the beginning of the pandemic-related school closures through the summer to the present providing family outreach services and connections with community resources upon identified need and/or requests. Both K-8 and 9-12 grade programs have outreach teams or care teams that collaborate on an ongoing basis around meeting the basic needs of students.

This plan was created through an on-going collaborative engagement process including parents/guardians, students, staff, community partners, and other stakeholders. Our school leadership team and educational staff collaborated to analyze our data and identify the greatest needs of our students and families. This feedback and subsequent data was used to drive the goals, actions and services embedded throughout this plan. We will be continuously looking at the expressed needs of students and families in order to ensure their needs are met throughout this school year. When we are able to welcome students back on campus during the 2020-2021 school year, we will prioritize the most at-risk and most academically in need student populations. There will be student and family re-orientations to clarify general safety best practices around social distancing, wearing of masks, and personal cleanliness as a part of our updated on-campus expectations for students and all stakeholders.

Stakeholder Engagement

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

From the start of school closures due to COVID-19, Gateway Community Charters (GCC) and CCCS have been continually reaching out to stakeholders for feedback through both parent, student, and staff surveys as well as through facilitation of public meetings and public hearings held virtually. Examples of efforts made to solicit feedback are as follows:

Parent surveys from school and GCC on an on-going basis.

Use of Aeries communications to keep families and staff informed about school closures. (with translation options)

On-going updates to school website.

Weekly updates on Schoolwide and Class Dojo. (with translation options)

Parent town hall via zoom.

Student/Family one-on-one orientations via zoom.

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

The public had an opportunity to attend a public hearing on this document on September 14, 2020. The Public Hearing was held as part of the regularly scheduled board meeting and was conducted via Zoom and live simultaneous broadcast on You Tube. Comments during the public hearing were accepted prior to the meeting and read to the Board during the public hearing portion of the meeting.

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

CCCS seeks continual feedback from our primary stakeholder groups, parents, students, and staff. Overall the feedback we have received from these stakeholder groups indicates that they are satisfied with our current distance learning program but many struggle to provide an adequate home learning environment and are limited in their access to resources.
.
CCCS families were split between desire/need around having students return to campus for some learning activities and having students remain on at-home/distance learning.

Many socio-economically disadvantaged families expressed lack of basic needs being greater than normal.

There was a large number of concerns about wireless access; school devices offering slow service and are off during the late evening hours.

Parents expressed challenges keeping students focused on work while at home; especially those with multiple children doing distance learning at-home.

Parents expressed a need for access to paper based work to accompany online guidance and instructional time with teachers because online curriculum resources have shown to be too challenging for students and parents to manage from home.

CCCS staff expressed a mixed response of needs around working at-home or working from school campus; childcare and internet access at-home were the two greatest factors contributing to staff need in this area.

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

CCCS has valued all of the feedback received through surveys and other informal measures of parent, student, and staff need and have included it into our distance learning program for 2020-2021. We have made the following adaptations within our current distance learning program based on stakeholder feedback:

At CCCS K-8 we've used feedback from parents/guardians, students, and teachers to adjust our distance learning model in a variety of ways. We've increased live instruction. In addition to increased live whole class and small group instruction, all students have a morning meeting with their teachers and class from 8:30 to 9:00 and can access their teachers for support every afternoon from 2:00 to 3:00 for office hours. Families have requested hard copies of textbooks and learning materials, so we will be checking out textbooks and workbooks to all families on September 4th. Families of younger students have requested hard copies of all assignments in addition to Google Classroom resources, so our kindergarten, 1st, and 2nd grade teachers will all distribute packets of assignments each Friday.

CCCS HS will offer paper-based learning options for families who are highly discouraged with online and wifi technology challenges;

CCCS HS has increased the number of hours per week when teachers and paraeducators are available for one-on-one online support; to include more late-afternoon and early evening appointments;

CCCS HS programs transitioned from daily learning groups to one-on-one student teacher meetings with weekly learning groups. This change was made because it was determined to be the most flexible if the school had to shift between on and off campus learning throughout the 2020-2021 school year;

GCC and CCCS collaborated to create safety procedures and implemented safety barrier and other PPE equipment across all school campuses.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

CCCS will continue monitoring of guidelines and guidance from the Sacramento County Public Health Department, county office of Education and Gateway Community Charters (GCC) leadership for best practices for safely re-opening school campuses whenever that option becomes available for schools. These measures will include having desks no less than six feet apart with plastic dividers when appropriate, all staff and students will be asked to wear a mask, directing handwashing and general cleanliness will be directed, planned common area and hallway spacing, and installing plastic barriers in all common areas where parents or other stakeholders may have a need to engage school staff. During re-opening, CCCS will begin by re-connecting with groups who have potentially experienced the most significant learning loss (special education students, students with 504s, EL students and students taking lab science or CTE courses) or who have expressed the greatest need for supplemental school services. All families will be provided a choice of campus re-engagement options during the initial re-opening period. All campuses will implement modified or campus controlled schedules for students in order to maintain a safe number of students and staff on any one campus at a specific time. All teachers will conduct and monitor progress of formative and summative assessments in order to identify areas of potential learning loss. Also, during one-on-one and small group weekly virtual appointments, teachers will be implementing SEL content, both integrated into curriculum and taught directly with SEL curriculum, facilitating aligned activities, and monitoring these activities and student responses for individuals with a potential need for follow-up. The results of all levels of assessment data will be used to guide the development and implementation of support services throughout the 2020-2021 school year. We will use data to inform our MTSS/ RTI processes and will provide immediate, targeted interventions to close achievement and social-emotional gaps.

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

Description	Total Funds	Contributing
Professional development for staff in the area of technology and technology implementation	00.00	No
PPE/Plastic Safety Dividers for common areas and classrooms	10,370	No
Staff Laptops	51,000	No

Description	Total Funds	Contributing
Student Devices - Chromebooks	180,000	Yes
Paraprofessional Additional Hours	0.00	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.]

At CCCS K-8, strong relationships and partnerships between families and staff are a top priority. Parents/guardians are now our co-teachers, so we are working closely with all stakeholders to ensure safety and success for students. All students will receive synchronous (live) whole class and small group instruction daily and will be able to access their teachers for support every afternoon during campus-wide office hours. EL students will receive additional support in designated ELD pull-out classes and push-in support from para-educators. Students with disabilities will receive their accommodations and modifications in addition to their service minutes, based on their IEPs. These push-in and pull-out services will be provided by our RSP teacher, para-educator, and general education teachers. All communication between families and staff will take place on Class Dojo, which has been our primary communication platform for years. All assignments, both synchronous and asynchronous, will be posted, collected, and graded in Google Classroom. Teachers have paced the school year focusing on priority standards for distance learning and are implementing the same state adopted curriculum that we've used for several years.

All CCCS HS students are issued Chromebooks, and wireless internet devices upon request, to allow full access to core curriculum through our web-based education platform, Edgenuity. For core curriculum, CCCS will have 100% continuity of delivery and content to access to exactly the same A-G course offerings. CCCS also offers classroom-based CTE classes, academic classes, support classes, and labs, and as many of these courses as possible will be offered in an online format. Students will continue to have access to synchronous and asynchronous learning through Zoom or Google Meet for our CTE classes (Photography, Animal Science, Nursing Assistant, Auto Detailing) our academic options (Film and Literature, Shakespeare through the Arts, writing instruction), and student support classes (Student Reach, Onboarding program: a class supporting new students, and weekly small group classes with the teacher). The number of labs has increased

to better support distance learning and the most vulnerable student populations. Students can access academic support via Zoom or Google meet with paraeducators, five math labs with credentialed math teachers per week, an ELD Lab, a photography lab and a science lab. Teachers will continue to have individual meetings with their students on Zoom or Google Meet weekly, during which they assess and support the student's academic progress and personal well-being.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

CCCS issues a Chromebook to every enrolled student, because online learning will be a means of instruction at all grade levels K-12. The amount of online learning activities K-8 will be vary by grade level and be grade level appropriate. In addition, Kajeet and Verizon hotspots are currently available for students who do not have wifi access. Some students had connectivity challenges with the Kajeet hotspots in the Spring, which staff attempt to troubleshoot and as a result we are in process of transitioning to Verizon devices with a goal of providing improve performance of the hotspots in some geographic areas. CCCS will communicate about and increase awareness of community internet resources as well. The school leadership team and support staff has established an appointment-based process for students or parent/guardians to be able to access technology support and exchange either on-campus utilizing social distancing best practices or through a home-visit. CCCS continuously communicates with families regarding available resources through the school or in our community.

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.]

CCCS will offer both synchronous and asynchronous instructional opportunities each week in all live classes. As a non-classroom based instructional model school, CCCS will continue to assess pupil progress through daily engagement logs, work completed and submitted for each student and through monitoring of curriculum embedded formative and summative assessment outcomes. In CCCS's online coursework, which was already a part of the school's curriculum prior to COVID-19, student progress will continue to be assessed by learning logs and work completion within the online curriculum platform. A record of student work samples for all courses will be collected to justify time value of work completed for attendance purposes. We are dedicated to providing all students access to support in their online curriculum as well as live access to teachers and tutoring.

To that end, all students in the high school program will be expected to participate as follows:
- Students will meet with their teacher each week for both a Monday "Teacher Team" virtual class of one and one-half hours and an individual one hour teacher appointment/meeting at their scheduled day/time.
- Students will work at a minimum of four hours/day (based on five weekdays) in online curriculum to stay on track.
- Students will use Google Classroom for teacher team, CTE, elective and writing assessment assignments.
- Students will communicate with the teacher at least two additional times per week.

- Students will communicate with teachers or paras to open tests, must take unit tests on school laptops and with Go Guardian protections.
- Students will be expected to complete six credits every four weeks to stay on 4 year graduation track.
- Students who fall behind will be assigned paraeducator tutoring in one-half hour increments based upon the course/concept needs.
- IEP, EL, and credit recovery student groups will have regularly scheduled one to two hours/week paraeducator or resource specialist support.
- Brand-new students will attend Onboarding classes for four successive Fridays.

To facilitate these expectations, teachers will monitor and record student progress in Edgenuity and attendance at meetings/classes. Students will complete Weekly Reflections that ask them to reflect on how well they used their academic time and to track progress towards their educational goals. When students fall short of expectations, we have a detailed intervention system in place, including parent/student calls, meetings with administrators and counselors, and success contracts that outline next steps.

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 high priority and level of support for Professional Development has existed at our school (CCCS) and through our supports from Gateway Community Charters. We recognize and value the process of promoting a professional culture of learning that results in continuous improvement of school programs while also cultivating abilities of school staff. This focus will continue through both school site based and through external consultants or vendors both using a digital platform during distance learning. Since our transition from on campus instruction to distance learning, we have initiated a shift towards providing more technology support for teachers, resources for providing socio-emotional learning supports for students, facilitating a shift towards providing increased support, training, and resources in the area of equity, and other identified needs through stakeholder surveys. Most importantly, we are providing opportunities for teachers and staff to collaborate with each other to meet the needs of individual students, regardless of circumstance, and to provide high quality, rigorous instruction from a distance. Teachers are encouraged to observe each other during live instruction on Zoom. These observations help teachers identify best practices and solutions to challenges they might be having in their own distance learning journeys.

Staff Roles and Responsibilities

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

As a result of COVID-19 school closures, the roles and responsibilities of staff at all levels have been re-imagined. To facilitate as much teacher-student interaction and support during distance learning, as well as to provide continued personalized educational supports and support systems for our most at-risk students, we have identified the following roles and responsibilities as needed to support a high-quality distance learning educational program:

School Leadership Team Roles and Responsibilities:

- Create and facilitate a highly effective Learning Continuity Plan
- Develop plans for high-quality distance learning and hybrid learning models for implementation throughout the 2020-2021 school year
- Create a diverse range of opportunities for communication and engagement with stakeholders at all levels
- Provide staff opportunities for professional development and learning (especially around technology implementation)
- Modify options for delivery of mission-centered school programs (Ex: SEL, RTI, and community resource connections)

K-8 Teacher Roles and Responsibilities:
- Track daily attendance and work completion on attendance and work trackers in our shared Google Drive
- Utilize Class Dojo to communicate and partner effectively
- Post and collect assignments on Google Classroom
- Refer to distance learning scope and sequence to deeply plan for and teach priority standards
- Introduce lessons with learning targets, which will be posted on Google Classroom and verbally shared during live instruction
- Provide several opportunities for peer to peer interactions
- Assess students on a regular basis with summative and formative assessments. Results of assessments will drive instructional decisions. Common assessments will be determined and delivered by team.
- Integrate and explicitly plan for Social-Emotional Learning (SEL)
- Deliver designated and integrated ELD.
- Accommodations and modify assignments for students with disabilities
- All expectations, assignments, and events for the week will be clearly communicated on Google Classroom the Friday before the start of the week
- Partner with parents/guardians as co-teachers

High School Teacher Roles and Responsibilities:
- One hour face/face meeting with each student - The hour will follow an agenda including Capturing Kids Hearts strategies and coaching plans.
- One and one-half hour virtual "Teacher Team" class meeting Monday afternoons (after staff meeting so the latest info can be shared) for building teams and implementing Socio-Emotional Learning (Move This World curriculum) and schoolwide writing curriculum.
- Two other documented contacts (email, Edgenuity mail, texts) per week.
- Twenty minute personal meeting with a member of School Leadership Team each week to discuss student progress and any teacher or student needs. (i.e. intervention or counseling etc.)
- Use of student Weekly Reflection and Credit tracking - discussed and updated weekly with students and shared with parents.
- Use of Google Classrooms for announcements, student reflections, writing assignments, and assessments.
- Teachers will assign paraeducator time to students who fall behind and communicate directly to paraeductors what class/concept the student will work on.
- Teachers to be available from 8:30 - 5:00 weekdays for opening/reviewing tests on Edgenuity unless they offer wider availability to their own students.

- Teachers will attend staff virtual meetings on Mondays as well as cohort PLC meetings.

Support staff responsibilities:
- Paraeducators will be assigned to specific students based upon subject need and will follow same procedures for documentation as teachers.
- Paraeducators will access Google Classroom and Edgenuity to monitor and assist students with coursework as well as document student tutoring times.
- Paraeducators and clerical staff will attend one and one-half hours of "Teacher Team" zoom classes per week/rotating to hit all teams in their cohort.
- Paraeducators may be asked to provide group tutoring for students in some cases.
- Paraeducators will communicate live with admin/teacher cohorts each to update on any students concerns or those missing appointments.
- Paraeducators will with with teacher cohorts in professional learning communities to discuss data and work towards comprehensive student interventions.
- Clerical staff will make follow-up contacts with students and families when a basic need or community resource need is communicated
- Clerical staff will follow-up with dis-enrolled students to support them to either re-enroll with CCCS or enroll back at their district school of residence.

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.]

Teachers will allow for accommodations and modifications per a student's IEP as if they were able to access on-campus learning activities. RSP teachers and para-educators will push-in through virtual check-ins with students and families on a weekly basis. RSP teachers will connect with independent learning master teachers for progress monitoring purposes. Teachers will continue to make curriculum and assignment adjustments to meet the needs of EL students. This will occur through an emphasis on addressing the needs of students with different learning styles through designated ELD scaffolds provided through implementation of Guided Language Acquisition and Design (GLAD) strategies. Our ELD intervention teacher, ELA specialist and bi-lingual para-educator will facilitate weekly ELD groups following core ELA time on a weekly basis. In addition, for students whose IEP of ELD needs are overly challenged when accessing online curriculum resources, we will make paper-based aligned learning activities available for students. For at-risk student groups, specifically foster youth, homeless, and students with an expressed need, we have our school CARE team working to serve K-8 program students and our school Outreach team for supports designated for high school students.

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

Description	Total Funds	Contributing
T-Mobile Hot Spots	2,134.79	Yes
Student Devices - Chromebooks	see prior action - In Person Instruction	Yes
Parent University- Technology and Training and Support	0.00	No
Creation of Learning Support Paper Based Packets by Teachers and Clerical Staff	0.00	Yes
School Leadership - Home Visits	0.00	Yes
Weekly Communication of School and Community Resources (Class Dojo/Aeries Communication)	3,300	Yes
Zoom Pro Licenses/Large Webinar License	3,500	Yes

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

At CCCS, the use of assessment and data analysis is and continues to be a part of our culture or professional learning and growth. We strive to provide students with learning experiences that will inform their teachers and parents about their educational progress. For students in grades K-8, these experiences will vary by grade level and subject but would consistently include common items such as: traditional

assessments, inquiry-based projects, writing assignments and collaborative work. CCCS high school students will utilize Renaissance STAR reading and Math assessments, Edgenuity quizzes and Unit exams, and teacher-created assessments in order to evaluate student performance based on grade level standards. Once this data is collected, teachers will engage in a tri-annual process of analysis and reflections within their professional learning communities and teacher teams.

In addition, as a school that is part of the Dashboard for Alternative School Status (DASS) program and also because our school is currently qualified for Comprehensive Support and Improvement program (CSI), we have an established process for continuously evaluating the effectiveness of our school program in regards to student achievement and specifically toward increasing our one-year cohort graduation rate. The root cause analysis work and action plan creation completed on an annual basis allows our school leadership team to place a focus on continuous improvement of our core educational programs in order to reduce the achievement gap for all students and specifically for those considered at-risk of not graduating due to one or more identified at risk factors.

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.]

All strategies implemented to directly address concerned connected to pupil learning loss will be centered on information collected during stakeholder engagement activities and during individual meetings between families and CARE/outreach team members. In addition to the information annotated in the section above regarding pupil learning loss, CCCS will work to implement the following interventions in order to accelerate the learning process for our special populations (Students with disabilities, EL students, foster/homeless youth, low income, students with an expressed need):

Extra teacher and para-educator hours for IEP/EL students.

Individualized outreach and home visits (when allowed by public health orders) by CARE team, outreach team and members of the school leadership team.

Utilize community partners and consultants to provide more in-depth resources for special populations.

On call access to technology support and exchange, or access to paper-based learning resources to accompany online instructional time.

Parent/Student conferences with school leadership upon request.

CARE/outreach team calls and messages to students who have not re-enrolled with CCCS or at another school; to include monitoring of CALPADS to identify students who have enrolled in other Californa schools

Effectiveness of Implemented Pupil Learning Loss Strategies

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

The effectiveness of our pupil learning loss strategies will be measured through an on-going process of data analysis using the following measures:

- Renaissance STAR reading and Math scaled score growth.

- One year cohort Graduation rate.

- Tri-mester report cards review K-8; transcript review/semester report cards for 9th-12th

- Attendance.

- Retention rates.

- Teacher / Admin intervention conferences.

- On-going stakeholder engagement feedback (surveys and verbally through online meetings)

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

Description	Total Funds	Contributing
T-Mobile Hot Spots	see prior action - Distance Learning	
Student Chromebooks	see prior action - Distance Learning	Yes
Parent University - Technology Training and Support	0.00	Yes
Creation of learning support paper based packets	0.00	Yes

Description	Total Funds	Contributing
School Leadership - Home Visits	0.00	Yes
Weekly Communication of School and Community Resources by Class Dojo and Aeries Communication	see prior action - Distance Learning	Yes
Mentoring/Counseling Program Community Partnerships	68,000	Yes
Teacher Office Hours Math and ELA	0.00	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.]

At CCCS, we always place high emphasis on the socio-emotional well-being of our students, staff, and stakeholders when a need is identified. We have pushed forward and attempted to push out with resources available through our school structures designed to support the mental health and socio-emotional well-being of students and families. The majority of experienced CCCS teachers have been educated around the five CASEL socio-emotional leaning competencies: self-awareness, self-management, responsible decision making, relationship skills and social awareness and how to use these competencies to promote socio/emotional learning among students as well as implementation of trauma informed teaching and engagement strategies, and recent work around building greater equity within our school community. CCCS is a Capturing Kids Hearts (CKH) National Showcase School and teachers/staff will continue to find new methods to implement CKH strategies like daily 'good things' and the building of social contracts to allow teachers an avenue to set high academic and behavioral expectations using a pathway which will allow teachers to hold students accountable for these expectations in a respectful and mutual manner that will also facilitate positive emotional well-being and maintain our positive school culture. We are also continuously sending parents' community resource information via aeries communication to keep them informed or all resources available at our school or through a community resource.

In addition, at our K-8 campus, teachers and staff are providing several opportunities for social interaction throughout the week. Our para-educators facilitate and supervise lunch rooms on Zoom, so students can show up with their lunches and chat with their friends and teachers like they would on campus. Our counselor pushes into morning meetings once per week in each classroom to lead students and staff through meditation and goal setting. Our counselor also meets with students one-on-one and in small-groups as needed. Sometimes the need is for students to meet with our counselor on a consistent basis for mental and social-emotional support and coaching and sometimes students meet with her only when the need arises.

For CCCS HS students, we will be implementing a new SEL curriculum, Move This World, with student groups on a weekly basis and implementing open office hours by our school counselor. All student mentoring and character education programs will continue with teachers facilitating weekly group zoom meetings in order to provide positive social experiences for students. We recognize that the pandemic is a time that school leadership must show grace, compassion, and understanding to the needs of our school staff. We have taken staff feedback into consideration when creating our distance learning plan and daily/weekly schedules. This includes the flexibility to work from home and socio-emotional learning activities designed to contribute to the reduction of stress and anxiety. The vast majority of our collaboration meetings occur via Zoom and are usually where we will implement socio-emotional learning activities for staff. This also exists through our aforementioned CKH best practices where we share "Good Things", talk about needs, and work to end every meeting with affirmations and a positive message called a Launch. In addition, all School Leadership Team members have established weekly office hours to check-in on needs of individual teachers and staff. At the organizational level, the Gateway Community Charters organization offers an Employee Assistance Program (EAP) and we developed a COVID policy to further support staff whose personal circumstances might dictate need for short term leave or other FMLA services.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

CCCS staff have a strong passion and understanding regarding how parent engagement directly contributes to student success and how it is now more critical than ever during times of distance learning. All staff will work together to support our pupil and family engagement work. We have made an ongoing effort to communicate with families since distance learning began in March 2020, throughout the summer months, up to the present and have taken into account much of what was outlined in the section discussing our actions under stakeholder engagement. All school program actively communicate with parents through aeries communicator and/or Class Dojo and a weekly and often daily basis.

At CCCS K-8, we have already and will continue to build and invest in our partnerships with our parents/guardians (co-teachers). We invest in these strong partnerships with effective communication and by building the capacity of our parents/guardians to be teachers at home for their children. We host bi-monthly Coffee and Community events on Zoom where staff and parents/guardians can celebrate distance learning successes and brainstorm solutions for our distance learning challenges. We follow our standard chronic absence protocols when students stop engaging in Zooms and asynchronous instruction. Our teachers complete a needs assessment if a student starts to disengage from learning. If attendance continues to be a challenge after needs are met, phone calls and/or home visits will ensue, and attendance success contracts will be developed in partnership between home and school.

For CCCS high school students, teachers are connecting individually with students once per week, and each student has access to other contacts with school staff (counselor, para-educator, enrollment specialist, at-risk specialist, curriculum coach or administrator) as needed. If a student is showing indicators that they are not engaging with their teacher and falling behind in work completion they will be assigned to the school leadership team for intervention. From there, we work to implement our interventions step program which is done through a phone or video conference with a student and parent/guardian. Once contact is made by a school administrator or admin designee, an action plan is created to guide the student to get caught up and back on track toward graduation. Communication with non-native speaking parents is available through use of bi-lingual staff or through online language services. Also, beginning in September 2020, we will be offering a new weekly parent university program designed to meet parent needs in the areas of supporting students with technology and distance learning expectations at home.

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.]

CCCS has been working with Gateway Community Charters and Twin Rivers Unified School District Food Services Department to provide information to families about available meals at identified schools with TRUSD. All CCCS students have access to school meals daily. We have communicated this information to families through flyers distributed via email, Class Dojo, website, and Aeries Communication to direct families to available food and social services options within their neighborhoods. We have also shared information with families about other available food sources in the community such as food banks, faith based organizations, nonprofit organizations, and City programs during Distance Learning. Our student support staff have responded to families who have reached out for information on key supports and services they are looking for at this time including school meals and available food resources.

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
32.60%	1,097,265

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 following programs are made accessible to all students with a focus on providing engaging and interest content. Special attention is given to equity of enrollment and outcomes for students who are identified as high need (foster youth, English learners and low incomes students). The courses have been adjusted to provide the same high interest content while engaging with students in a virtual environment. The use of simulations, small group instruction and virtual lessons are some examples of how the students can still access these courses while learning digtially or on campus in small cohorts.

Visual and Performing Arts

CTE Programs

College and Career Readiness Programs

Social Emotional Learning Modules

Focusing on continuous improvements of schoolwide Instructional program - the CCCS school leadership team is working to facilitate improvements to the schoolwide academic program based on feedback received in our most recent WASC review and Charter renewal process. As a school that serves a significant number of at-risk students utilizing the independent study/independent learning model of education, it is important that we be transparent and proactive in our efforts to offer a core curriculum and instruction/student engagement model that has a high level of academic rigor along with the required amount of interventions necessary to support all students to academic success.

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

Emphasis on high-quality, multi-tiered student support services implementation - CCCS will continue implementation of para-educators in small group and one-on-one learning labs across all campuses. Based on the student need at each site, students have access to bi-lingual para's for increased access and individualized support for the needs of English Learners.

School counselor services - CCCS will maintain the increased support services to meet the socio-emotional, academic, and community resource awareness needs of students and families of unduplicated students.

Intervention & Special Services program supports – CCCS serves a highly at-risk and transient student populations. The majority of students in grades 10-12 enter the school with reading and/or math skills three or more years below grade level. These Intervention Teachers and At-Risk Specialists will work with the school leadership team and within school level teacher cohort groups to improve academic outcomes and Graduation rate with a focus on unduplicated students. Within this group of teachers are those specifically identified to serve EL cohort students.

Technology: Research indicates that students coming from low income households are less likely to have access to technology outside of the school environment. CCCS has a commitment to increase the number of opportunities for students to engage with technology throughout all aspects of their educational experiences for unduplicated students.