



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.]

On March 15, 2020 the Chatom Union School District announced schools would be closed beginning March 19, 2020. The District provided instructional packets to all students, online resources, and live sessions with students via Zoom, Google Classroom, and various educational platforms. The closure began with the intent to return after Spring break but unfortunately due to the increased number of positive COVID-19 cases, Governor Newsom passed an executive order which required schools to remain closed until the end of the school year.

The COVID-19 pandemic was sudden and unexpected. The initial impact reflected a crisis mode where the focus was on getting staff and students home safely. A lot was learned during this time, and it was through professional collaboration, reflection, and feedback from parents and staff that we developed four different Chatom USD Reopening Models and the Learning Continuity Plan. Some of the items considered included; the need for more consistent use of technology platforms, a combination of synchronous and asynchronous forms of instruction to support the diverse needs of family schedules. Families also expressed a need for more of a daily schedule, more teacher interaction, and additional guidance and support for parents including bilingual support. Staff members recognized the need for more technical training and the need for a system to keep students engaged and accountable for learning. All of these components were considered in developing the Chatom USD multiple reopening plans and the Learning Continuity Plan to provide a rigorous instructional program for all students.

The lack of internet connectivity during the COVID-19 closure impacted a lot of families. Connectivity was a challenge due to our rural area and demographics. Although many large internet providers formed agreements with the California Department of Education to reduce monthly charges during the time of the pandemic, many of those providers do not offer service in our rural area. The providers that are available have much higher and sometimes unaffordable monthly charges.

The Chatom Union School District and all of our families and community members have been impacted by COVID-19 but in very different ways. Some families are still going to work while others may be working from home or dealing with medical circumstances that place them or a family member at higher risk all while trying to provide instructional support to their children at home. Many families have been impacted by unemployment and financial uncertainty. As a result, the school system has become more than an educational source for our families. It has been a hub for a variety of resources. Students have been impacted by the loss of direct instructional time as well as their loss of socialization with peers and lack of personal closure to the school year.

We are a strong and supportive community. We will continue to work together to develop a Learning Continuity Plan which recognizes the individual needs of all families and students in order to provide a rigorous instructional program that supports and engages all students and their unique needs. We will move past the pandemic and be even stronger when our students are able to return to in-person instruction with their teachers and friends safely by their side.

Stakeholder Engagement

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

In order to solicit feedback from stakeholders, several actions were taken. A survey in English and Spanish was sent to all staff and families to seek input on instructional learning preferences, schedule preferences, student needs, transportation needs, types of additional support needed, and suggestions. Responses were received in English and Spanish. An additional survey was sent out to all staff and parents in English and Spanish to seek questions, concerns, and comments regarding the 2020-2021 school year and learning needs. Most responses were received electronically but some responses were received via phone calls to the District Office. All responses were shared with the planning committee. The planning committee consisted of the following individuals: Nurse/Parent, Elementary Principal/Parent, Elementary Teacher/CUEA Vice President, Middle School Teacher/CUEA President, data Communications/CSEA President, Middle School Secretary/CSEA Vice President, Middle School Principal/Parent, Food Service Director, Preschool Director, After-School C.A.R.E Coordinator, Transportation Director/ EL Parent and Superintendent. The planning committee met for 3-4 hours on May 20, June 4, June 18, July 2, July 16, July 23, and July 29 to develop the In-Person, Hybrid, and Remote Learning Models. Additional feedback was collected from a sub-committee of 21 individuals consisting of certificated staff, classified staff, and parents at Chatom Elementary. The information from the sub-committee was shared with the Planning Committee. The Planning Committee also met on August 6 to develop the Re-Engagement

Plan. A draft of the Learning Continuity Plan was shared with the Planning Committee on August 19, 2020, and the Parent Advisory Committee on August 24, 2020.

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

In a normal school year, the Chatom USD holds two Board Meetings in June and zero Board Meetings in July. However, under the current conditions and needs related to COVID-19 the Chatom USD held a Board Meeting on June 9, July 7, July 17, and July 30 in order to provide more opportunities for public input and discussion on the continuity of learning through the development of all reopening plans for full in-person, hybrid in-person with remote learning, and the development of the remote learning model. The Board Meetings were held virtually via Zoom but for those who did not have internet access, they could physically attend on-site. There were three rooms set-up on campus for attending in-person in order to ensure social distancing could be practiced. Individuals did participate utilizing both on-site and virtual options for attendance. All meeting notices were posted on-site and on the Chatom USD website at chatom.k12.ca.us. Included in the postings is a notice to welcome Spanish and other language speakers to the Board Meetings. Anyone planning to attend and needing an interpreter can contact the District Office so arrangements can be made for an interpreter. A Public hearing for the Learning Continuity Plan will be held at the regular-scheduled Board Meeting on September 8, 2020 and will be taken back to the Board at a subsequent public meeting.

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

Some of the trends, ideas and input included the following:

- * Families preferred to be back in school five-days a week following a traditional schedule
- * Although most families preferred to return in a five-day setting, some families expressed great concern and reluctance in having their child return to campus
- * If a Hybrid Model was needed, parents preferred a M/W and T/Th schedule
- * If remote learning was needed, parents wanted to be reassured that it would look differently than last year and that there would be more accountability
- * If remote learning was needed parents preferred a flexible schedule to accommodate working families
- * Parents requested more of a daily schedule
- * The need for technology devices and internet service was a high priority
- * Some parents felt that they needed support in order to better support their child(ren)
- * Parents expressed concern that their children have fallen behind academically
- * Some parents preferred packets while others preferred everything virtually
- * Spanish speaking families expressed a need with language support to assist their child with homework
- * Families identified needs for continuation of meals, social and emotional support and basic needs such as clothing
- * Some families expressed that they need to depend on transportation in order to get their child to school
- * Parent Advisory Committee suggested technology training for parents
- * Some of the staff concerns were in regards to increased technology training and greater accountability for student learning

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

In response to the questions and concerns from stakeholders a Frequently Asked Questions and Answers resource was developed in English and Spanish to respond to all comments. The Frequently Asked Questions and Answers resource was posted on ParentSquare which is the primary communication resource with all staff and parents. Listed below is how the feedback influenced the development of In-Person Learning Plans, Distance Learning Plans, Re-Engagement Plan, Learning Continuity Plan and technology.

* Families preferred to be back in school five-days a week following a traditional schedule.

- The five-day schedule was the preference of the District and parents; therefore, the first reopening plan was developed to bring all students back on campus five days a week with added safety precautions, staggered schedules, and changes to classroom routines and design to support social distancing.

* Although most families preferred to return in a five-day setting, some families expressed great concern and reluctance in having their child return to campus.

- An option is built into every plan to allow parents the choice to keep their child at-home if they feel it is in the best interest of their child.

* If a Hybrid Model was needed, parents preferred a M/W and T/Th schedule.

- The Hybrid Model was designed for Cohort A to physically attend school Monday & Wednesday and Cohort B to attend on Tuesday & Thursday while learning remotely on the other three days as suggested by parents.

* If remote learning was needed, parents wanted to be reassured that it would look different than last year and that there would be more accountability.

- The District refers to last year as distance learning and this year as remote learning to give it a new identity because it is in fact very different from last year. Remote learning includes daily attendance, accountability, live interaction and asynchronous instruction following the requirements of SB 98.

* If remote learning was needed parents preferred a flexible schedule to accommodate working families.

- The daily schedule at both sites was designed to include both synchronous and asynchronous instruction so families can view it at their convenience.

* Parents requested more of a daily schedule.

- Daily schedules and assignments are included in every teacher's Google Classroom.
- * The need for technology devices and internet service was a high priority.
- The District received a grant from the California Advanced Service Fund (CASF) to purchase 600 devices to send home with every child. COVID funds were used to purchase hot spots for families that do not have internet connectivity.
- * Some parents felt that they needed additional support in order to better support their child(ren)
- Virtual office hours are available via Zoom every afternoon with every teacher so parents or students can obtain extra support each day. On-site appointments/conferences are also available to provide support to the parent and/or child, conduct assessments and collect/distribute instructional packets.
- * Parents expressed concern that their children were falling behind academically.
- The Continuity Plan has built-in extra support at each grade level to provide additional tutoring as needed. Instructional support is also being provided at Chatom Elementary from the Reading/Writing Specialist and at Mountain View from the Foundations Teacher.
- * Some parents preferred packets while others preferred everything electronically.
- The plan includes the use of both electronic and instructional packets to accommodate all children.
- * Spanish speaking families expressed a need for bilingual support to assist their child with homework
- A bilingual para-educator has been assigned to every grade level to assist with language support.
- * Families identified needs for continuation of meals, social and emotional support and basic needs such as clothing
- Meals were offered all Summer in addition to every week in the current school year.
 - Meals are currently delivered each Monday to families who do not have transportation.
 - The Counselor and Clinician are providing resources for mental health services and resources for additional food banks and clothing sources within the community.
- * Some families expressed that they need to depend on transportation in order to get their child to school
- Transportation is not being provided at this time, but a plan has been developed where families in need can sign-up for transportation as soon as it is safe to offer the service following the county safety guidelines.
 - Transportation is currently being used to deliver meals and instructional packets to families who do not have transportation.
- * Parent Advisory Committee suggested technology training for parents.

- Appointments will be made to provide one-on-one technology support for parents. An in-person technology training workshop will be offered as soon as it is allowable.

* Some of the staff concerns were in regards to increased technology training and greater accountability for student learning

- Four Google Workshops held -in-person began over the summer as an optional workshop and will be continued throughout the school year. The workshops were held in the Mountain View gym with a limit of 10 participants to ensure social distancing was maintained.
- Accountability has also been built into the plan following the requirements of SB 98.

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.]

It is the desire of the District and the majority of parents to return to in-person instruction five days a week. We believe it is in the best interest of the child to receive in-person instruction to be able to identify social and emotional needs and conduct ongoing formal and informal assessments to determine the unique learning needs of all children. The complete In-Person Plan is available in the District Office and posted on the Chatom USD website at Chatom.k12.ca.us. The In-Person plan will be implemented as soon as it is allowable by the State Governor and the local County Public Health Officer. If an In-person five day plan is not allowable, the Chatom USD has also adopted a Hybrid two-day plan which consists of receiving two days of in-person instruction and three days of remote instruction. Until in-person instruction is allowable, families will be given the opportunity to have weekly appointments/conferences held outside with their child's teacher to assess the child to ensure student learning and competency development. This will allow us to monitor students who are at greater risk of experiencing learning loss or experiencing mental health disorders.

The In-Person models follow the safety guidelines recommended by the Stanislaus County Public Health Officer. All staff members were trained on COVID-19 on August 12 by a safety consultant. All safety precautions and disinfecting procedures follow the county guidelines and the Injury Illness Prevention Plan. All staff members must complete a daily self-health screening and any student who is on campus will have their temperature taken. In addition to the grade-level state standards, additional instruction will be provided to students to ensure pupils learn hygiene etiquette, understand the importance of social distancing, and how to properly wear a face covering. Students in 3rd grade up to adult age are required to wear a face-covering unless they are medically exempt. It is strongly encouraged for children age 2 to 2nd grade to wear a face-covering but it is not required. The plan also states that no volunteers are currently allowed on campus to reduce possible exposure to COVID-19.

Whether students are receiving instruction in-person or remotely, teachers will assess potential learning loss through local assessments, publisher assessments, and state interim block assessments to measure learning gains or learning loss. The collected data will be used to redirect instruction and develop individualized learning plans to build-in additional supports as needed such as tutoring, intervention, and additional instructional time with an identified specialist.

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

Description	Total Funds	Contributing
Personal protective equipment for staff and students including cloth masks, disposable masks, face shields and gloves.	\$23,000	Yes
Plastic barriers for assessments and small group instruction when possible.	\$6,000	Yes
.5 FTE Elementary Reading/Writing Specialist and Support to English Learners	\$45,000	Yes
.5 FTE Mountain View Foundations Intensive Support Teacher for Mathematics, English Language Arts and English Language Development	\$45,000	Yes
Increased cleaning supplies and time for regular cleaning and disinfecting	\$20,000	Yes

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

The Chatom USD will provide continuity of learning and instruction by providing District adopted standards-based instruction. The grade level standards will continue to be taught whether on-site or off-site. The method of delivery will change but the content and level of rigor will be maintained. While students are learning remotely, a combination of synchronous and asynchronous lessons will be delivered via Google Classroom and Zoom. Additional support time will also be available through live interaction sessions and additional support hours in the afternoon for students or parents that need extra assistance and guidance. In addition to the virtual delivery of assignments and assessments, students will also receive a weekly instructional packet that is aligned with the virtual activities and lessons. The packets consist of district adopted curriculum and can be picked up weekly at a scheduled appointment time or picked up in front of the school from our welcome team if the student does not request an appointment. The printed packets provide an equal opportunity for students who may experience difficulty with internet connectivity in our rural area. The instructional packets also allow a break from too much screen time which was a concern of some parents. Students will be returning the packets weekly so the teacher can assess their current learning level and modify or adjust the curriculum as needed to ensure a quality instructional program that works for every child.

Students in all grades will be following the District adopted curriculum which consists of Eureka Math, Benchmark Advacnce, Study Sync, Amplify Science and Houghton History regardless if they are learning remotely or in-person. The consistent use of the district-adopted curriculum will ensure a smooth transition from remote learning to in-person learning when allowable. Additional supplemental materials and resources will also be used based upon the data from formal and informal assessments to determine the unique needs of every child. Some of these resources may include: IXL Math, Embarc and Accelerated Reader.

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.]

A technology needs survey was sent out to all families to determine baseline needs for devices and internet connectivity in March 2020. An additional questionnaire was sent out on August 12, 2020, the first day of school, to get an updated baseline of students and families that were still in need of a device or internet connectivity in our rural area.

Based on the responses of the initial survey indicating a great need for devices, the district planned to prioritize funding to purchase hotspots and additional devices to the extent possible with limited funding. The District also applied for the California Google Grant and the California Advanced Services Fund (CASF) Grant for devices. The District was awarded the CASF Grant in the amount of \$180,000 to purchase 600 devices. This grant will allow us to provide a Chromebook to every child for the 2020-2021 school year. The devices were ordered on the same day the State resource codes were released to the District and were expected to arrive at the end of July. Unfortunately, the devices were held up in China and we are still waiting for their arrival as of August 17, 2020. In the meantime, older devices are being checked out to families in need.

Internet connectivity was also a need for many of our families due to our rural location and high cost of services. To assist with the immediate need in 2019-2020, the District opened up the school parking lots and provided all families with codes and passwords to allow access to the District internet. We also continued the use of instructional packets to ensure that all students had access to the curriculum. Although the state provided a list of providers who were offering great discounts, many of the CDE participating providers were not options as service providers in our rural area. Unfortunately, the limited number of providers in our area are at a much higher cost. To ensure connectivity for all, the District purchased T-Mobile hot spots. We are in the process of looking into purchasing additional hot spots because of the number of families still in need. We are also considering other vendors to determine if we can obtain a stronger internet connection in some areas within our District.

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.]

In alignment of SB 98, daily participation may include, but is not limited to, evidence of participation in online activities, completion of assignments, completion of assessments, and contacts between employees and students or parents. The planning committee and site subcommittees developed a schedule for each site which includes a daily check-in with live interaction, remote learning consisting of synchronous and asynchronous lessons, daily extra support to parents and students and on-site appointments for assessments, conferences, and collection/distribution of weekly packets. The combined time of all activities is a minimum of three hours per day for kindergarten, three hours and fifty minutes for grades 1-3, and four hours for grades 4-8.

Every teacher takes attendance daily and maintains an engagement log also known as an interactive data log of all activities and lessons to determine if the student participated in at least 60% of instruction during every week. Attendance is turned in to the office each day on AERIES and the weekly engagement log is submitted to the Principal at the end of every week. Phone calls are made daily to any student who is recorded as absent, and any student who does not participate in at least 60% or more of instruction in any given week is required to participate in the re-engagement plan.

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.]

Professional Development began over the summer which included four half-day Google Workshops. All certificated and classified employees were invited to attend the training. Technology will continue to be a focus during the 2020-2021 school year. The daily schedule allows for Professional Development to occur weekly for every grade level. The small grade-level groups allow us to focus on the specific needs and experience level of each grade-level team. The smaller group setting also is aligned to our established safety guidelines and

practices to limit the number of participants and not mix cohorts of students or staff members. Professional Development will also include areas of need identified by staff and best practices for EL students and students with special needs.

In addition to supporting our staff with technology training, we also plan to offer a Technology Center located outdoors so parents can schedule an appointment to receive technology support & training to help their child(ren) with online activities.

Staff Roles and Responsibilities

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

Some staff roles and responsibilities have changed to support the needs of remote learning due to COVID-19. Classified employees had input on their reassignment to utilize their strengths to support other needs at the school sites. A bilingual support person has been assigned to every grade level to support the teacher, student and parent with assignments and questions. If students do not check-in for their instruction, staff members have been assigned to help make calls to individual families. In addition to assigning extra support personnel to every grade level, staff members have also been assigned to each school office to assist with phone calls to verify attendance. Staff roles were also adjusted to assist with assessments and tutoring of individual students in need of extra support. Transportation staff are assisting with phone calls, meal deliveries and supervision. Other staff members are assisting with employee child care, PPE inventory and technology distribution.

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.]

The District will continue to provide language development instruction and services for English learners while taking into consideration their unique learning needs and proficiency levels. Professional development and collaborative planning time will be used to support designated and integrated ELD for students.

General education teachers will collaborate with special education teachers to support students receiving special services to support IEP goals. IEP goals will be reviewed and instructional packets for special education students will include instructional activities from their general education teacher and special education teacher.

All homeless, foster youth, English learners and students with disabilities will continue to be monitored through formal and informal assessments to measure progress and revise support as needed. Staff members will be assigned to support students with unique needs in the identified targeted area to mitigate any learning loss from the 2019-2020 school year and prevent any additional loss.

In addition to academic and language development support, mental health services will be provided as needed.

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

Description	Total Funds	Contributing
600 Chromebook devices to be issued to every student TK-8th Grade	\$185,000	Yes
40 T-Mobile Hot Spots for Internet Connectivity	\$9,600	Yes
Professional Development for staff	\$5,000	Yes
Standards Aligned Instructional Materials	\$30,000	Yes
Supplemental Software Programs	\$10,000	Yes
2019-2020 Laptop Insurance Coverage for systems checked-out to students	\$1,000	No
Traveling desks consisting of a tote and materials for students to be able to complete assignments at home	\$5,000	Yes

Pupil Learning Loss

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

In the areas of English language arts (ELA) and mathematics, teachers will utilize local assessments, publisher assessments, and state interim assessments to collect data on current progress and any learning loss from 2019-2020 during the first three weeks of school. Formal and informal assessments will be used throughout the school year to monitor ongoing academic progress and mastery of state standards.

In the area of English language development (ELD) Initial ELPAC assessments will be given in the first 30 days to determine baseline proficiency levels. The District will be researching additional ELD curriculum-based assessments as an additional tool to monitor language development.

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.]

Teachers will analyze the data from the assessments to determine appropriate next steps to address areas of student learning loss.

Some actions may include:

- English learners - support in their primary language, additional English language development support, intensive review of academic language, additional opportunities to practice oral language in small groups, and tutoring if needed
- Low- income pupils - ensure basic needs are met, provide extra instructional support in the afternoon, tutoring provided by a para-educator, referral to counselor, referral to a check-in/check-out mentor or referral to the reading/writing specialist if needed
- Foster Youth & Homeless - ensure basic needs are met, provide extra instructional support in the afternoon, tutoring provided by a para-educator, referral to counselor, referral to a check-in/check-out mentor or referral to the reading/writing specialist if needed
- Students with exceptional needs - review IEP goals, collaborate with general education teacher to incorporate more support, provide additional instructional support with para-educator, and possibly increase service time

Teachers will continue to incorporate formative assessments such as exit tickets to continue to monitor student progress, redirect instruction and accelerate learning progress for all at-risk students. Ongoing communication and collaboration with families is also essential. Positive reinforcement will be provided to encourage self-reflection and encourage all students to continue learning.

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.]

Data will be collected in English language arts and mathematics utilizing local assessments, publisher assessments and state interim assessments to monitor academic progress of all students and to analyze any gaps in access or achievement. Assessments and assignments will be graded regularly to measure effectiveness of learning loss strategies. Progress reports and report cards will be issued following the adopted academic calendar to keep students and parents informed of academic progress. Ongoing progress can also be checked by middle school students and parents by viewing the online Jupiter grading program.

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

Description	Total Funds	Contributing
Jupiter Grading System	\$400	Yes
.5 FTE Elementary Reading/Writing Specialist and Support to English Learners	Previously listed in plan	Yes
.5 FTE Mountain View Foundations Intensive Support for English Language Arts, Mathematics and English Language Development	Previously listed in plan	Yes
Family literacy support to build collaboration with families in areas of learning loss	\$5,000	Yes
Increase instructional time to help reduce learning loss by offering a Summer School Program	\$25,000	Yes

Mental Health and Social and Emotional Well-Being

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

On the first day of school, August 12, 2020, every child was given a first day packet which included several types of resources including mental health support. The packet included a form provided to every family that could be returned to request mental health services for their child(ren) and family. This information will continue to be immediately shared with the District Counselor and Behavioral Clinician from Center from Human Services that is contracted with the District.

Students at Chatom Unified School District will continue to receive mental health support in the following ways: increased accessibility of resources and information via platforms such as ParentSquare and Google Classroom, referrals and linkage to community resources (such as case management services, housing assistance, and food pantries), classroom presentations regarding psychoeducation and skill building, and individual counseling services and phone check-ins with families.

Staff support will also be available in the form of collateral sessions, psychoeducation regarding the social collective trauma of COVID-19, and on-going support and classroom interventions to better accommodate the social emotional needs of the student. Data and feedback will be gathered by providers to better serve the unique needs of this community.

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.]

The Chatom USD Plans for all learning models focus on the importance of student safety and student engagement. In the event that a student does not attend daily or participate in at least 60% of instruction on any given week, they are required to participate in a re-engagement plan. A Remote Learning Contract was sent home to every family in English and Spanish which clearly defines the expectations for learning, engagement, and attendance during this time. An overview of the Re-Engagement Plan is listed below:

Tier 1: Review Remote Learning Contract focusing on attendance and grading, discuss research related to Chronic Absenteeism, verify the current contact information for an enrolled pupil, review the daily schedule for home learning with student & family, discuss ways to meet instructional minutes: synchronous, asynchronous or assignments in light of family work schedules and routines. We will also discuss any needs for learning such as internet access, tutoring, and family schedules. In addition, we will reach out to the family for any additional supports need such as physical health, mental health, and quality of life routines. A letter will also be sent home for documentation purposes. Tier 1 includes actions by the teacher to communicate with families and notify the Principal of the actions.

Tier 2: We will begin daily notification to parents or guardians of absences, create a plan for outreach from the school to determine pupil needs including connection with health and social services as necessary, schedule weekly appointments as needed, update supports needed for physical health, mental-emotional health and quality of life; develop supports within the District or Community to address barriers and identified needs, begin a weekly small group with support staff; (time counted in Weekly Engagement Record); and a 2nd letter will be sent and logged in AERIES. Tier 2 includes actions by the teacher to communicate with families, develop an outreach plan, notify the Principal of the actions, and include support staff as needed.

Tier 3: We will review the Outreach Plan to determine what is working or not, determine if all supports needed are in place and being utilized. Based on the information we will update the individualized plan and add new supports as needed while maintaining supports that are working. We will also begin daily Check In-Check Out procedures with the student and we may begin the SART/SARB process based on the

circumstances. Tier 3 includes actions by the Teacher, Principal, Support Staff, Attendance Office Staff, and District Office as needed for SARB.

All verbal and written communication will be provided in the family's primary language.

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.]

The Chatom USD participates in the National School Lunch and School Breakfast Program as part of the Community Eligibility Provision which allows all students at the Chatom State Preschool, Chatom Elementary School and Mountain View Middle School to receive a healthy breakfast and lunch at no charge.

Breakfast and lunch were offered over the summer to our students and community for children 18 years old and younger. The grab-and-go program began on the first day of school closure, March 19, 2020, to ensure that our families continued to have access to meals. The program began as a daily distribution where families would pick-up their meals in a drive-thru fashion every day Monday-Friday. Meals were also delivered by essential staff members to families that did not have transportation or could not leave their homes due to health needs. Based on the feedback from families and staff members, the program was changed from a daily distribution program to a weekly distribution program. Families pick up one meal package per child every Monday which includes breakfast and lunch for five days. Parents expressed that the new schedule was more convenient for families and so it will be continued for the 2020-2021 school year.

For the 2020-2021 school year, weekly meals will continue to be provided to all enrolled students utilizing the National School Lunch and Breakfast Program. The program will continue as a grab-and-go program while students are receiving instruction remotely and will be offered daily on-site when students return to in-person instruction. We are also continuing to deliver meals to families in need that do not have transportation or are unable to pick-up meals due to health reasons.

Social distancing practices are applied at all times. Staff utilize protective personal equipment, disinfect all areas after each pick-up and there is a minimum of 6 feet between pick-up areas. Staff are positioned within a blocked off area to ensure that social distancing is maintained.

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

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

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
28.35%	\$1,305,097

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.]

In order to further support foster youth, low income students and English learners additional services, academic support and emotional support are provided. Services above and beyond those provided for all students include additional instructional support in reading, writing, and mathematics. Additional counseling is provided for emotional, social, behavioral and academic support. Supplemental materials in

reading, math and science are provided to support the implementation of the new state standards and address any possible learning loss. Increased access and use of technology on-site and remotely. Professional learning topics for staff are carefully selected to focus on the grade span needs of our at-risk and English learner students in addition to technology needs related to COVID-19.

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

The additional services provided to foster youth, English learners and low-income students are provided by highly qualified certificated staff in the area of Reading/ Writing, ELD and core curricular areas. In addition, support staff have been reassigned to assist the certificated teacher with small group instruction, tutoring and communication between home and school. As a small school District with a limited number of Foster Youth, we are able to make personal connections with each family to monitor the support needed and increase services according to the unique needs of each individual. In the area of social and emotional support our District Counselor will be working with a clinician from the Stanislaus County Behavioral Health Services Agency through a grant which will continue through 2022 to provide services to students.



Reopening Plan Summary

Traditional 5-Day Opening	Modified Traditional 2-Day Opening	Hybrid Remote Learning Model	Remote Learning Model
Students receive instruction on-site Monday-Friday	Students receive instruction on-site two days a week and off-site remote learning three days a week. <u>On-site Schedule:</u> Group A: Monday & Wednesday Group B: Tuesday and Thursday	Students receive instruction from the classroom teacher utilizing technology and instructional packets in addition to in-person instruction with the teacher on-site once a week	Students receive instruction from the classroom teacher utilizing technology and instructional packets along with appointments with the classroom teacher
<u>Instruction Includes:</u> <ul style="list-style-type: none"> • Standards aligned curriculum • Technology Instruction • Social & emotional support • Daily classroom attendance • Support services for all learners 	<u>Instruction Includes:</u> <ul style="list-style-type: none"> • Standards aligned curriculum • Technology Instruction • Social & emotional support • Daily classroom & virtual attendance • Support services for all learners 	<u>Instruction Includes:</u> <ul style="list-style-type: none"> • Standards aligned curriculum • Technology Instruction • Social & emotional support • Daily classroom & virtual attendance • Weekly in-person instruction • Support services for all learners 	<u>Instruction Includes:</u> <ul style="list-style-type: none"> • Standards aligned curriculum • Technology Instruction • Social & emotional support • Daily virtual attendance • Support services for all learners
<u>Meals Include:</u> Breakfast/lunch provided on site	<u>Meals Include:</u> Breakfast/lunch provided on site and packaged meals to go	<u>Meals Include:</u> One meal provided on site and packaged meals to go	<u>Meals Include:</u> Packaged breakfast/lunch for weekly pick up
<u>Transportation:</u> Usage will be reviewed based on current level of COVID-19 cases	<u>Transportation:</u> Usage will be reviewed based on current level of COVID-19 cases	<u>Transportation:</u> Not available	<u>Transportation:</u> Not available

- All reopening plans include thoughtful safeguards and procedures to minimize health and safety risks for students and staff.
- All plans recognize and respect Parent/Guardian decisions to choose the Remote Learning Plan if they feel it is best for their child(ren).

Chatom USD Re-Engagement Plan
Procedures for tiered reengagement strategies for students missing
more than three school days OR 60 percent of the instructional days in a school week.

Tier 1 - Teacher Communication with Students & Families	
<ul style="list-style-type: none"> • Clear Expectations provided to parents/guardians during Family Engagement meetings (Remote Learning Contract) • Clear Expectations & training provided to students during first 10 days about Remote Learning Routines, Attendance & Grading • Daily Morning Meeting/Check-In with students provided by teachers • “Live” instruction, interaction and feedback provided to students as they engage in learning: Online Activities; Assessments and Regular Assignments. • Regular contacts to parents/guardians provided on an on-going basis 	
<p>First Occurrence: Student has missed more than 3 days OR 60% of instructional days</p> <p>Teacher/Family Contact to Parent/Guardian & Student Teacher Notify Principal of family contacts</p> <p>Documentation: Weekly Engagement Record; Written memo/email of conversation to principal</p> <p>*****</p> <p>Non-consecutive Second Occurrence: Student has missed more than 3 days OR 60% of instructional days</p> <p>Teacher/Family Contact to Parent/Guardian & Student Teacher Notify Principal of family contacts</p> <p>Documentation: Weekly Engagement Record); Written memo/email of conversation to principal Letter 1 sent home</p>	<ul style="list-style-type: none"> • Review Remote Learning Contract focusing on attendance and grading • Discuss research related to Chronic Absenteeism • Verify the current contact information for enrolled pupil • Review the daily schedule for home learning with student & family • Discuss ways to meet instructional minutes: synchronous, asynchronous or assignments in light of family work schedules and routines <p>*****</p> <ul style="list-style-type: none"> • Discuss supports needed for learning - (i.e. Internet Access, Schedule, Tutoring, identify areas student is not engaging - synchronous, asynchronous or assignments and target area to remedy, discuss family work schedule and logistics of family routines) • Refer for learning support (if needed) - Tutoring - Reading or Math • Ask questions of family to inquire about supports needed for: Physical Health; Mental Emotional Health; Quality of Life; Routines. Refer to the appropriate department as needed. • Letter 1 sent and logged in AERIES

Tier 2 - Principal & Support Staff Communication - begin Supports

Third Occurrence:
Student has missed more than 6 days
OR 60% of instructional days

Teacher/Office Staff Notify Principal
Family Contact by Principal/Support Staff
Teacher notified of Weekly Small Group
session time and plan of outreach

Documentation:
Letter 2 sent home and logged in AERIES
Plan for outreach developed with
appropriate staff

- Begin daily notification to parents or guardians of absences
- Create a plan for outreach from the school to determine pupil needs including connection with health and social services as necessary
- Schedule additional appointments as needed
- Update: Questions/Answers about supports needed for: Physical Health; Mental Emotional Health; Quality of Life; Routines
- Develop supports within the District or Community to address barriers and identified needs
- Begin weekly small group with support staff; time counted in Weekly Engagement Record; Teachers notified of time
- Letter 2 sent and logged in AERIES

Tier 3 - Principal & Support Staff Communication - Reengagement Notification

Fourth Occurrence:
Student has missed more than 3 days
OR 60% of instructional days

Teacher/Office Staff Notify Principal
Family Contact by Principal/Support Staff
Teacher notified of Check In-Check Out
and support staff assigned and time
engaged for
Weekly Engagement Record

Documentation:
Plan for outreach updated

- Review Outreach Plan - What is working? What is not? Has connection been made with health and social services? Are supports in place?
- Update Plan: Adding new supports and maintaining supports that are working
- Begin **Check In-Check Out - Daily** contact with Student (Counselors/Trained Support staff; time counted in Weekly Engagement Record; Teachers notified of time)
- Possible SART/SARB notification