

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.]

The COVID-19 pandemic is the third natural disaster to significantly impact the Chico community in the past three years. In February of 2017, heavy rainfall damaged the main and emergency spillways of Oroville Dam; more than 180,000 people in a three-county region, including Butte, were evacuated. While most returned home within a few days, the event raised concern among many Chico residents. Less than two years later, on November 4, 2018, the deadliest and most destructive wildfire in California history burned through the neighboring communities of Paradise and Concow, killing 86 people, destroying 95% of the structures in each town, and displacing 50,000 people, almost half of whom relocated to Chico. To positively support affected students, staff members, and families through this catastrophic tragedy, Chico Unified added many social-emotional supports via Local Control Accountability Plan (LCAP) funding. Most of these were in person, including wellness counselors at each school, and "Zen Dens" on secondary campuses to provide safe spaces for students to work through their feelings.

On March 13, 2020, Chico Unified and surrounding Butte County schools and districts were mandated by state and county officials to cease in-person daily instruction due to growing concern about the COVID-19 virus. On March 23, 2020, Chico Unified started the phases of Distance Learning that would ultimately take students and staff through the remainder of the school year. With two days' notice, Chico Unified students and staff pivoted from in-person instruction to online teaching using Google Classroom. While this was the best that could be done in such a short time frame, it was far from ideal: academic rigor and student attendance were both inconsistent. In addition, the in-person social-emotional supports implemented after the Camp Fire, as well as the co-curricular and extra-curricular activities that engage many students with school, could not be provided in a distance-learning environment.

Chico Unified was preparing to enter the 2020-21 school year in a hybrid AM/PM model, as approved by our local board on July 15, 2020. Things quickly changed on Monday, July 27, as we received confirmation that Butte County was placed on the State's monitoring list for COVID-19. Based on these county restrictions, it was determined that Chico Unified begin school in our Stage 1 Instructional Model, which is Online Learning. Online instruction will be vastly different than the 48-hour emergency transition to distance learning families experienced last spring. The 2020-2021 online learning will be structured, more rigorous, and curriculum content will be designed for a virtual learning environment. It will also include increased social-emotional supports to address the increased trauma experienced by our community during the COVID-19 pandemic.

Stakeholder Engagement

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

Chico Unified School District has regularly sought stakeholder engagement on a variety of school plans and improvement efforts. Although the current COVID situation has severely curtailed our ability to hold in-person meetings, we have used a variety of strategies to solicit input into our Learning Continuity Plan from all stakeholders. The Board of Education considered instructional models, safety guidelines and protocols, and general stakeholder concerns during meetings on June 24, July 8, and July 15. Due to COVID restrictions, the meetings were held virtually, but all stakeholders, including parents and teachers, were provided a Zoom link to watch the discussion and provide input using the "chat" feature. Zoom chats were also open and available to all meeting participants. This served the purpose of capturing stakeholders' thoughts and questions as well as providing us a place to document questions we needed to research. We received a good deal of input from all stakeholders during these meetings. In addition, we used the following strategies to gather input from specific stakeholder groups:

1) Students

- In spring, 2020, we communicated with elementary and secondary student groups to get feedback on the distance learning experiences: what worked and what needed to be changed.

- Students, particularly at the secondary level, have shared and in some cases spearheaded planning on topics such as virtual graduation ceremonies and a desire to organize a new club for students to support each other through this new distance-learning environment.
- Students have participated in Zoom board meetings, as mentioned above.

2) Parents and families

- Throughout the spring and summer, parents were invited to share thoughts and concerns about COVID-era schooling via email and phone calls.
- Parent input specific to online and distance-learning models of instruction was gathered through a series of surveys, in English and Spanish, sent to parents in spring and summer of 2020.
- Our district hosted two parent input meetings with our African-American parent group, one in person prior to March 13 and one via Zoom after March 13.
- We will present the Learning Continuity Plan to our site councils and District English Learner Parent Advisory Committee prior to September 16, 2020, for review and comment. As required, our superintendent will respond to all these comments in writing.
- Parents have been very active participants in Zoom board meetings, as mentioned above.
- A series of Facebook Live videos on our district Facebook page has generated questions and comments from parents and families and teachers.

3) Teachers and staff:

- We consulted twice weekly throughout the summers via Zoom with a core group of approximately 70 CUSD teachers including Special Education service providers, counselors, administrators, union representatives, and District Leadership Committee (DLC) members.
- All certificated and classified staff were surveyed in the summer regarding their preferences for a work environment for the fall (traditional or online), and any health conditions that would necessitate accommodations to avoid exposure to COVID-19.
- Certificated and classified staff were also surveyed by their bargaining units regarding concerns or questions about work placements while COVID restrictions remained in effect.
- Teachers and staff have been very active participants in Zoom board meetings, as mentioned above.

- A series of Facebook Live videos on our district Facebook page has generated questions and comments from parents and families and teachers.

4) Stakeholders who speak languages other than English

- Our parent survey was translated into Spanish as well as English.
- The district Director of State and Federal Programs did a series of interviews on Telemundo, informing Spanish-speaking families about back-to-school options and plans.
- Our Parent Advisory Committee and English Learner Parent Advisory Committee provides a forum for families who don't speak English to provide feedback. This plan will be presented to them prior to September 16, 2020.
- Targeted case managers also provide outreach to stakeholders who speak languages other than English.
- Bilingual administrators and other site staff strive to keep Spanish-speaking stakeholders informed and involved.

5) Stakeholders without access to the Internet:

- District staff have been interviewed multiple times on local news programs, sharing information with families.
- The local newspaper also provides information about school closures, options for reopening, where to access free meals from Nutrition Services, etc.
- Targeted case managers and our homeless/foster liaison can provide outreach and elicit feedback from families without access to the internet.
- Because connectivity is essential for online instruction, our IT department has been working to provide free internet access to qualifying families through a special program through Comcast and mobile hot spots.

We considered all stakeholder input before finalizing our Learning Continuity Plan. The input was also shared with the Board, as part of a pro/con list on the various instructional models at their July 8 meeting, before their July 15 vote on which schedule to adopt.

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

We provided multiple options for remote participation in these public meetings and hearings, as described above. These options included:

1) Weekly meetings with teachers, counselors and DLC were held via Zoom.

2) All school board meetings have been streamed for the public to watch. Parents and teachers received Zoom links to the board meetings where the learning models were discussed and voted on so that they could provide input.

3) Our superintendent and district leadership have actively solicited feedback through email, and have responded to all who provided input or had questions.

4) Our district maintains an active social media presence, and has been pushing out information and requests for input via Facebook Live videos, Instagram, and Twitter.

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

Beginning in May, 2020, a series of surveys were sent to Chico Unified parents to gather feedback about models of instruction for the 2020-21 school year. Feedback from the parent surveys, detailed below, illuminated a variety of concerns, ranging from childcare to social-emotional concerns to instructional models. Key trends identified from the parent surveys included

a) Concerns about children's safety in returning to school: while 70% of parents surveyed preferred the traditional (pre-COVID) model of instruction, and were comfortable with in-person instruction that included Department of Health-recommended safety measures, another 30% preferred to either a hybrid model or distance learning.

b) Concerns about academic progress: 61% of respondents were "concerned" or "extremely concerned" about their child's educational progress during distance learning; only 11% were "not at all concerned."

c) Concerns about social / emotional health: 58% were "extremely concerned" or "concerned" about their child's social or emotional well-being, and 29% were "slightly concerned."

d) Concerns about childcare: Slightly more than half of respondents expressed concerns about childcare.

General themes that emerged from staff feedback, gathered through the weekly Zoom meetings, written comments on Board meetings and websites, and emails to the superintendent and district staff, included

- a) Concerns about their own safety and well-being if students returned to school, given our current rising infection rate.
- b) Concerns about transitioning to a new online curriculum.
- c) Concerns about further learning loss if CUSD was forced to move back and forth between in-person and online learning.
- d) Concerns about adequately meeting the social-emotional needs of students in an all-online environment.
- e) Concerns about childcare, and managing their own children's distance-learning experience.
- f) Concerns about access to technology for all students.

Among parents and teachers both, there are groups who feel strongly that students should go back into the classroom now, and those who feel strongly that it is not safe for students or teachers until the infection rate goes down in Butte County. To best address all needs, Chico Unified offered parents and students the option: to return to the classroom, pending Health Department approval and with safety measures in place, or to opt for an all-online environment for the year. Fortunately, we already had an online program in place at Oak Bridge Academy. It served approximately 70 students during the 2019-20 year; in fall of 2020-21, in response to COVID-19, it increased to approximately 550. As students and families opted in to Oak Bridge, the district increased staffing to accommodate the student population. Staff with medical conditions that put them more at risk for complications from COVID were given the first opportunity to transfer to Oak Bridge to teach.

As it happened, Butte County moved to Stage 1 just before school opened, so all schools began the year online. Some parents and families who felt strongly that students were better served in a physical classroom with their peers requested that the School Board apply for an Elementary Waiver to reopen K-5 schools. At the August 19, 2020 board meeting, the board directed district staff to begin the Elementary Waiver process. The first step, which is in process at the time of this writing, is to survey parents and staff members to gauge interest in this option.

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

Nearly all aspects of the Learning Continuity Plan were influenced by stakeholder input. Specifically,

- a) our in-person instructional model was developed in response to concerns about safety when we return to the classroom: by seeing only half their students at a time, it will be easier to maintain social distance.
- b) our distance-learning program was selected in response to feedback from parents and students that the academic program in the spring was not consistent and not always rigorous. Adopting specific curricula for all teachers to follow will help ensure a standard and consistent education across the district, and mitigate further learning loss.
- c) in addition, the selected distance-learning models (Edgenuity, Wonders, and Ready Math) are similar to our pre-COVID curriculum, and thus will ensure continuity of instruction when we transition back into a less restrictive environment.
- d) the diversity of views among parents about having students physically in the classroom or being online led to the expansion of our Oak Bridge Online Academy as a part of our distance-learning program.
- e) parent and staff input about access to technology guided the aspects of our plan related to Access to Devices and Connectivity and Distance-Learning Professional Development. When the Cares Act dollars were distributed, our district immediately began purchasing the necessary items needed for our online instruction during Stage 1 as well as the board-approved hybrid AM/PM model we will transition to when we move to Stage 2. These items included curriculum, technology, and various additional resources to provide quality, consistent instruction and mitigate learning loss.

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.]

Although Butte County is currently in Stage 1, precluding in-person instruction, we are preparing for a safe return to in-person instruction when our county moves to Stage 2. The primary components of our plan are a modified instructional schedule, plans and protocols to ensure student and staff safety, and interventions and supports for all students, particularly those who are at greater risk of learning loss. These are described more fully below, and some details are pending agreement with our certificated and classified bargaining units.

1) An instructional schedule model that facilitates student academic learning, emotional well-being, and safety, including our targeted student populations.

The following schedule options were approved by our CUSD Board of Trustees for the modified in-person instruction. These schedules would result in only half the student body being on campus at any one time. We will ensure student learning and competency development by delivering and analyzing student assessments while in a hybrid model of in-person instruction until we resume regular operations in a full-day manner. Social-emotional well-being will continue to hold importance as we deliver a hybrid model of classes.

ELEMENTARY LEVEL (Grade TK - 5) MODIFIED TRADITIONAL IN-PERSON INSTRUCTION

1. Option 1 - The AM/PM Model (Time will be allotted for cleaning and disinfecting between groups)

-

Group A attends daily in the morning

-

Group B attends daily in the afternoon

2. Option 2 - Alternating Days

-

Group A attends Monday/Wednesday/Every other Friday

-

Group B attends Tuesday/Thursday/Every other Friday

-

This would be a two-week cycle so all student attend five days out of ten

SECONDARY LEVEL (Grades 6 - 12) MODIFIED TRADITIONAL IN-PERSON INSTRUCTION

AM/PM Model

-

Students take all 6 classes all year and earn 5 credits per semester each.

-

Students attend daily but have either an AM schedule or a PM schedule.

-

Student Group A and Student Group B each represent half of the student body.

-

Students would attend each class 5 times every 2 weeks (M/W/F one week, Tu/Th the next week).

-

We could potentially move into or out of this schedule into full-traditional attendance within the school year.

2) Plans and Protocols to Ensure Student and Staff Safety:

In all schedule options, enhanced safety protocols will be in effect. These include

a) Sanitation

- Hand sanitizer dispensers placed at entrance to each classroom and in common areas of school grounds
- Daily disinfecting on high-volume touch points throughout the campuses
- Cleaning protocols to ensure proper disinfecting
- Limit the sharing of supplies between students; disinfect between uses if sharing is unavoidable

b) Personal Protective Equipment (PPE)

- Require protective facial coverings (masks or face shields) for all staff and students
- Require PPE for food handlers and health care staff

c) Health Screening

- Signage will remind the school community not to enter school grounds if they are experiencing any symptoms of illness
- Families are recommended to take temperatures daily before sending children to school
- Anyone with a fever of 100.4 degrees or higher may not go to a school site
- Students and adults should screen themselves daily for respiratory symptoms such as cough or shortness of breath, and not go onto a school site if experiencing these symptoms

d) Social Distancing

- Social distancing signage will be displayed at all sites
- Physical barriers may be installed in high traffic areas on campus where social distancing is not possible, such as front offices and cafeterias
- Classroom equipment and furniture will be arranged for social distancing to the greatest extent possible
- In stages 1-3, instructional schedules will be modified to reduce the number of students and staff on campus at any given time

3) Interventions and supports, driven by a systematic cycle of assessments, for students who have experienced learning loss as a result of COVID-19 closures in spring.

Secondary students will use a combination of Edgenuity and Google Classroom to access their primary academic instruction. Edgenuity is a WASC-accredited online learning platform the CUSD has been using for over three years for our online school, Oak Bridge Academy, and other programs. Each unit in Edgenuity has timely assessments embedded within them. Teachers will use both formative and summative assessments to identify students working below grade level. The instructional schedule we have selected includes time built in for providing timely interventions and additional support for these students.

A system of assessments is implemented to assess each student's baseline academic level, identify potential learning loss, and monitor ongoing academic progress. The system of assessments include

- * Initial diagnostic assessment and screening
- * Formative and summative assessments after each lesson or unit
- * Progress monitoring and assessment of goals and objectives for students with disabilities
- * Elementary benchmark assessments

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

Description	Total Funds	Contributing
Sanitation Stipend	500,000	No
Laptops for teachers and support staff	850,000	Yes
Plexiglass Dividers	50,000	No
Personal Protective Equipment (PPE)	190,000	No
Edgenuity Curriculum (grades 6-12) for all secondary schools	346,500	Yes
Mystery Science (Elementary)	25,000	Yes

Description	Total Funds	Contributing
Wonders English Language Arts Digital Curriculum (Elementary)	140,000	Yes
Unique Curriculum (Special Education)	20,000	Yes
Razz Kids (Special Education)	25,000	Yes
Zoom	170,000	Yes
iPads for Special Education	15,000	Yes
Viewsonics for Classrooms	1,700,000	Yes
Webcams for teachers	55,000	Yes
Honors English course Edgenuity curriculum revisions	1,000	Yes
Special Education Edgenuity curriculum revisions	1,000	Yes
Document Cameras	250,000	Yes
After School Program Grant Extra Assignment for Childcare	80,000	Yes
Wireless access points at schools	250,000	Yes

Description	Total Funds	Contributing
Moderate/Severe Special Education Curriculum - Touch Math	51,000	Yes
T-Mobile Hot Spots	60,000	Yes
ELD digital curriculum grades 3-12	44,594	Yes
Workday Child Supervision trough December	200,000	Yes
6 ft. Distancing Markers (2,000-2,500)	2,000	No
.2 Edgenuity Support	20,000	Yes
Drama teacher PD Subscriptions	222	Yes
500 eDynamic Licenses	50,000	Yes
Oak Bridge Teachers	1,500,000	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 curriculum and schedule chosen for our distance learning will ensure continuity of instruction as we transition from online to in-person learning. At both the elementary and secondary levels, it is substantially similar to the curriculum being used before our COVID shut-down, which will help to mitigate learning loss. In addition, the synchronous / asynchronous schedule being used during distance-learning will help students become accustomed to having instruction during the first 180 minutes of the day, followed by two hours of independent work. This, too, will ease the transition to in-person instruction: the models adopted by our board for Stage 2 in-person instruction include a combination of in-person and independent work.

Curriculum:

Elementary students will use Wonders for English Language Arts and Ready Classroom for Math to access their primary academic instruction. Both programs are completely digitalized and online so as to provide consistency across the span of K-5th grades core instruction. The instruction, pacing, and assessments are scheduled for all grade levels to daily meet or exceed CDE Online Learning requirements.

Secondary students will use a combination of Edgenuity and Google Apps to access their primary academic instruction. Edgenuity is a WASC-accredited online learning platform the CUSD has been using for over 3 years for our online school, Oak Bridge Academy, and other programs. Each secondary student is enrolled in career and/or college preparatory courses appropriate to each of their 4-year plans. The instruction, pacing, and assessments are course-specific to meet or exceed CDE Online Learning requirements. In addition, parents have access to on-going grade updates through their Parent Portal, and progress reports will be automatically disseminated to parents via Aeries Communication.

Scheduling:

Elementary: Our TK-5th grade classes will follow a set schedule of synchronous learning time, Monday through Friday. This schedule includes a Morning Check-In, Reading/English Language Arts, and Math instruction with built-in breaks. Synchronous learning will start at 8:30 am and end at 11:30 am. Two full days of professional development has been provided for teachers on the online platforms and best practices. Many schools have provided additional trainings to support their staff as well. The PM hours (until 2:30) are asynchronous learning hours. From 12:30-2:30, ELD lessons will be given using Wonders (K-2) and English 3D (3-12) and additional tutorials will be offered to students via Zoom. Special Education services will be delivered during both synchronous and asynchronous learning times. As we look at student assessment data, we will be able to identify and support our students with learning loss and gaps. We know that we will have some

significant learning loss to address from last spring and that some student groups, specifically our foster youth, homeless, students with disabilities, low socio-economic, and African-American, will need careful and consistent progress monitoring.

Secondary: Secondary (grades 6-12) classes will adhere to a similar schedule as elementary. The first 180 minutes of each day will be devoted to synchronous learning. During this time, teachers are required to host a whole class session and take attendance for each class as scheduled while ensuring time remains in the period for independent student learning using Edgenuity. Each morning, teachers will teach three classes, alternating between Periods 1, 2, 3 one day and 4, 5, 6 the next. During the scheduled synchronous time, teachers will remain available for student contact. The rest of the day is available, either on or off site, for planning, collaboration, remediation, acceleration, and intervention. Any classes that typically meet outside of the normal school day (e.g., zero period) will be scheduled as per mutual agreement between teacher and site administrator so as not to conflict with the daily schedule. The afternoon hours at the secondary level are devoted to asynchronous learning time, with teachers providing remediation, acceleration, and intervention for students as needed. Teachers will also use the afternoon time for planning and collaboration, working either on-site or off-site.

Special Education: Students with disabilities will be provided access to a continuum of services as identified in their Individual Education Plan (IEP). Students with disabilities will have access to the general education environment during synchronous and asynchronous schedules within the general education learning models and as identified in the elementary and secondary schedules. Online learning platforms and instructional interventions are implemented to meet student IEP goals and objectives. A secure and HIPPA compliant online assessment platform has been put in place to conduct required psycho-educational assessments. Professional Development sessions were provided to special education providers covering online instructional methods, instruction and curriculum, and assessment platforms. During Stage 1 Distance Learning, special education is implementing appointment based in person instruction and services based on the IEP to supplement the online learning environment. Services will be provided one to one between a certificated staff and student. The initial implementation will be up to one hour sessions for up to two times per week. These services will be provided on a case by case basis for students who are not able to benefit and/or access the online learning technology and platforms due to the limitations of their disability. Future steps will be at least two adult staff providing IEP based services to further supplement online/distance learning.

To support teachers who are being asked to deliver high-quality and engaging instruction entirely online, CUSD has invested in a wide variety of new technology:

- New HP Windows laptops have been ordered for all teachers in the district. These laptops flip over into tablets so they can be used as virtual whiteboards. They include electronic pens and cases.
- 500 new Chromebooks have been distributed to school sites. Staff members who are still using the older Dell Chromebooks will receive a new Chromebook. These older Chromebooks will then be made available to students.
- 800 Webcams have been ordered for teachers. These can be used for Zoom and Google Meets on a desktop computer, Viewsonic TV, or Chromebook.
- 350 75" Viewsonic Touchscreen TVs are being purchased and will be installed in each classroom that does not already have one.

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.]

Process Used to Ascertain Access and Connectivity Needs of Students:

During last spring's closures, school staff -- administrators, teachers, and targeted case managers -- were key to identifying the technology-related needs of students and families. Because they knew their students and families, they were quickly able to identify which ones might have specific needs and reach out to them. A parent survey was distributed with questions about internet connectivity. District IT staff was then able to provide the specific supports needed, whether that was a device or internet access. Once online instruction was underway in the spring, school staff again reached out to families whose students were not logging in.

Plan for Ensuring Access to Devices, Connectivity and Technical Support:

The district has provided Chromebooks to enable all students to access distance learning during Stage 1. These were distributed through the individual school sites, with each site designating days/times for students to pick up a device.

For families without reliable internet connections, the district has offered several options. Families with financial barriers to accessing wi-fi for online learning may apply to the Comcast Internet Essentials program, which offers low-cost internet for families meeting their eligibility guidelines. For qualifying families, Chico Unified will cover the cost of \$9.95 per month. Eligibility guidelines are available through Comcast. All families with students at schools with 40% or higher free and reduced counts automatically qualify. The families with students at schools without 40% or higher free and reduced counts may still qualify based upon enrollment in a variety of government-assistance programs.

To further ensure access to distance learning for all students, our IT Department created a Tech Support Line last spring. This Tech Support Line has continued into our Stage 1 Learning and offers phone support to teachers and parents. Three of our Technology Aides are manning the phones throughout the day.

Finally, all CUSD parents received a "Chromebook 1:1 Parent Handout". This provides step-by-step information to parents to support their students' use of the Chromebooks.

Ensuring that families with unique circumstances have access to devices and connectivity:

Some areas of our district have an internet connection which is not strong or reliable enough to handle the demands of online learning. To help meet these needs, the district has purchased 246 T-Mobile cellular hot spots. These are being distributed to families in need who are not in Comcast or other broadband provider service areas.

We have a map of Comcast WiFi hot spots available to families to connect to free WiFi hot spots across the community.

Our Targeted Case Managers were instrumental in reaching students and families who were unable to access devices and connectivity following school closures in 2019-20.

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.]

The attendance expectation from the California Department of Education is that teachers will connect with students in daily, live interaction. To meet this, all students log into Zoom or Google Meet at 8:30 a.m. so that teachers can take roll, engage with students, and lay out the expectations for work to be done during the day. The remainder of the synchronous time combines student independent work and teacher-directed activities and instruction. At the secondary level, students check in at the beginning of each class period. Teachers assess student progress by monitoring work completed and identifying students who need additional support, intervention, reteaching, or acceleration to be offered during asynchronous time in the afternoon. Teachers will use breakout rooms on Zoom to facilitate smaller groups of students working together in a virtual environment.

To track attendance in our student information system, the California Department of Education has instructed teachers and staff to denote the following in Aeries:

DL Engaged: Student is present for any part of the live, daily online lesson(s) and/or the student takes part in asynchronous learning activities

DL Not Engaged: Student is absent from the live, daily online lesson(s) and the student does not take part in the asynchronous learning activities

To account for instructional minutes, the time value is assigned by teachers and documented in Aeries.

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.]

Chico Unified offered one additional professional development day to teachers at their daily rate of pay. Teachers could choose to attend one training day, either August 5, 6, or 12. Special Education staff have multiple days of professional development. August 13 was a contractual day for teachers and an annual professional development day as the first contractual day of the new school year.

Elementary:

August 4, 2020 - McManus

- Breakout Rooms via Zoom
- Recording Lessons/How to Set Recurring Meetings
- Online Positive Behavioral Interventions and Supports (PBIS) Norms

August 5, 6, or 12: One day of the three offered to all staff members

- Ready Math
- Wonders (K-2) English Language Arts curriculum
- The Digital Classroom

August 7 - Hooker Oak

- Building an Online Community
- Hands-On, Thematic Learning in an Online Learning Environment
- Social-Emotional Learning (SEL) in an Online Environment
- Best Practices in Online Learning

August 7 - Marigold

- Online Learning

August 11 - Emma Wilson

- SEL - Morning Meetings
- Utilizing Technology for Online Curriculum

August 11 - Little Chico Creek

- Online SEL

August 11 - Citrus Elementary

- PBIS
- Jamboard
- Community Building/Virtual Classroom Management

August 11 - Parkview Elementary

- Building an Online Community
- STEM Vision and Mission in an Online Learning Environment

August 13: All Staff Professional Development Day

- Zoom: Breakout Rooms, recording mini-lessons, polling
- Google Classroom: Planning and Setting Up Classrooms for the 20-21 school year
- Screencasting: Recording, saving, and sharing lessons
- Wonders
- Ready Math

- TK Curriculum

Secondary:

August 5, 6, or 12:

- Edgenuity Introduction (6th-12 grade curriculum)
- Edgenuity Course Exploration
- Online Instructional Practices: General
- Zoom and Google Apps: Usage and Best Practices
- Sample Period

August 10 - Pleasant Valley High School

- Development of Week 1 for Students
- Deeper Look into Edgenuity and its Modules
- Zoom

Special Education:

August 7:

Sunday Curriculum

August 10:

Trauma Sensitive Practices During Covid

August 11:

- Unique Curriculum

- Edgenuity - MyPath, Accommodations and Modifications
- Embedded Instruction
- Medi-Cal Processes
- Language Live
- Mild/Moderate Curriculums/Elementary Readwell
- Homeless and Foster Outreach
- Presence Learning Platform
- Health and Safety
- 2nd Step Out-of-School Time (K-5)

August 13:

- TouchMath, Read Naturally, Edmark
- Medi-Cal Processes
- Language Live
- Edgenuity - MyPath, accommodations and modifications
- SES/SEL Practices: Zones of Regulation
- Working with Targeted Groups: Foster Youth, Homeless Youth
- Presence Learning Platform
- Parent University: Working with Online Environments, WorkSpace for Students, Foster and Homeless Liaison

Future Trainings:

- To meet the needs of on-going professional development, CUSD will have on-going monitoring of the needs of our staff.

Staff Roles and Responsibilities

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

Many of our classified staff members have a new role/responsibility as a result of COVID-19. Our district is offering a Workday Child Supervision program for the children of our CUSD employees at the majority of our CUSD sites. As our employees are essential workers, this workday child supervision program is integral for our staff as they return to sites to work. In order to maintain this program, many of our CSEA employees' roles changed as they are now working in this program supervising the child care. They provide any assistance students may need logging on to their Chromebooks while maintaining all of the socially distant health and safety protocols.

Certificated staff, too, have assumed new roles in response to COVID. All of our teachers are providing online instruction, which shifts their role to more of a facilitator.

Additionally, we have bus drivers delivering meals to sites during the day for the workday child supervision.

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.]

English Learners will receive Designated English Language Development (ELD) instruction in the afternoons using the digital form of Wonders ELD (grades K-2) and English 3D (grades 3-12). Integrated ELD will be provided during the synchronous time of instruction. During Zoom meetings, teachers will be expected to use strategies so all English learners can access the curriculum. Special Education services will be provided to all students with an Individualized Learning Plan (IEP). The majority of these services will be taking place in the afternoons. Chico Unified has hired a Foster Youth Liaison whose primary focus this year is to support the needs of our foster youth and homeless students. Additionally, we have a staff member in the Education Services team who continues to support our homeless students and families.

CUSD will offer workday child supervision to students with unique needs and parents who are essential workers. Of paramount importance is including our Foster Youth and Homeless students in this supervision program. This will provide a safe place for the students to work on their classwork as well as be given no-cost meals from our CUSD Nutrition Services. Because our district has several ASES (After School Safety and Enrichment) sites, we are able to provide this workday child supervision in accordance with Senate Bill 98.

As stated earlier in the Learning Continuity Plan, our Student Support Services/Special Education Department has developed processes to provide appointment based services weekly and on a case by case basis. These models include procedures developed in collaboration with our school nurses to ensure education staff and families are informed of health and safety procedures and precautions. The district is implementing guidance on the use of personal protective equipment and plexiglass dividers for all in person instruction.

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

Description	Total Funds	Contributing
2 Days Extra Assignment for Class Scheduling	6,000	Yes
Extra office help for registrars	4,000	Yes
Laptops for teachers and support staff (psychologists, etc.)	850,000	Yes
Sanitation Stipend	500,000	No
Social-Emotional Supports: Zones of Regulation Training	6,000	Yes
Plexiglass Dividers	50,000	No
Personal Protective Equipment (PPE)	190,000	No

Description	Total Funds	Contributing
Training costs for aides - focus TBD	50,000	Yes
Additional Professional Development time for teachers (initial day)	280,000	Yes
3 additional teacher Professional Development days	840,000	Yes
1 day of Special Education Professional Development days for teachers and paraprofessionals	46,000	Yes
Edgenuity Curriculum (grades 6-12) for all secondary schools	346,500	Yes
Edgenuity Curriculum (grades 6-12) for Oak Bridge Online Academy	28,500	Yes
Mystery Science (Elementary)	25,000	Yes
Wonders English Language Arts Digital Curriculum (Elementary)	140,000	Yes
Language Live Curriculum (Special Education)	5,000	Yes
Unique Curriculum (Special Education)	20,000	Yes
Online Speech Platform	50,000	Yes
Razz Kids (Special Education)	25,000	Yes

Description	Total Funds	Contributing
Zoom	170,000	Yes
iPads for Special Education	15,000	Yes
Viewsonics for Classrooms	1,700,000	Yes
Webcams for teachers	55,000	Yes
Honors English course Edgenuity curriculum revisions	1,000	Yes
Special Education Edgenuity curriculum revisions	1,000	Yes
Document Cameras	250,000	Yes
After School Program Grant Extra Assignment for Childcare	80,000	Yes
Site Discretionary	50,000	Yes
Wireless access points at schools	250,000	Yes
Q-Globalinteractive (online psych assessment)	10,000	No

Description	Total Funds	Contributing
Moderate/Severe Special Education Curriculum - Touchmath	51,000	Yes
Comcast Contract	100,000	Yes
T-Mobile Hot Spots	60,000	Yes
ELD digital curriculum Grades 3-12	44,594	Yes
Workday Child Supervision for Foster Youth/Homeless/At-Risk/Essential Workers	200,000	Yes
6 foot distancing markers (2,000-2,500)	2,000	No
Drama Teacher PD Subscriptions	222	Yes
500 eDynamics Licenses	50,000	Yes
Oak Bridge Teachers	1,500,000	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.]

We have no doubt that there will be some learning loss as a result of COVID-19, and last spring's sudden transition to distance learning. We will address this by carefully assessing where each student is academically compared with his or her peers and with grade-level benchmarks, and providing support to move forward. Student performance will be measured regularly, using the assessments that are a part of the curriculum (Edgenuity, Wonders, Ready Math) and formative assessments. Teachers will analyze the data from these assessments and determine which students need additional support or enrichment, just as they did in traditional in-person classroom instruction. Planning interventions based on assessment data is not new for our teachers; what is new, however, is having a block of dedicated time in which to deliver those interventions. Our afternoon asynchronous learning time will permit students to take part in interventions and one-on-one or small group instruction. Guided by assessment results and supported by specialists (including ELD and special education staff), we will tailor asynchronous time to individual student needs, particularly in English language arts, ELD, and mathematics.

Chico Unified will continue to gather resources from the Butte County Office of Education English Learner lead. ELRise! is an example of one of the shared resources to ensure that English Learners are their progress in the online world are moving forward.

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.]

During our morning synchronous time, teachers will not only give whole group lessons, but also utilize the break-out rooms in Zoom to give smaller group instruction. A good example of this is how guided reading will be delivered by teachers and instructional aides in break-out rooms. Our afternoon asynchronous learning time is designed to provide interventions and one-on-one or small group time to mitigate learning loss. Designated ELD instruction will be delivered during the asynchronous afternoon time. Our Foster Youth Liaison will be an on-going support to ensure that our foster youth and homeless have an advocate who is looking after their academic and social-emotional needs. Students with exceptional needs will be supported as designated on their IEPs during asynchronous learning time as well. Low-income pupils and families will be supported in accessing the internet to take part in distance-learning, through mobile hot spots and participation in the Comcast Essentials program, described earlier. Targeted case managers will further support low-income and other pupils and families.

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.]

Attendance will be carefully followed for these afternoon asynchronous intervention sessions to ensure that students are participating. If students are not showing regular attendance, our Targeted Case Managers will be following up with the families in a very timely manner so

as not to lose any instruction. The staff providing interventions and small-group instruction will measure the effectiveness of these services by monitoring individual student academic progress.

Multiple metrics will be measured including:

*IEP driven Goals and Objectives

*Formative and summative unit and lesson assessments that are embedded in online curriculum offerings

*District-created formative assessments will continue to be administered as they were for in-person learning prior to the pandemic

*Quarterly and semester progress reports

Primarily, these will be measured using reporting from online curriculum. These metrics will be regularly communicated via Aeries Communication, Google Classroom Communication, and individual, online learning platform communication.

Faculty and staff will be meeting regularly to review assessments to determine effective remediation and/or acceleration.

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

Description	Total Funds	Contributing
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

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.]

Chico Unified made a commitment a number of years ago to support the mental health and social and emotional well-being of our students and staff. This commitment grew stronger after the widespread trauma following the 2018 Camp Fire. We are proud to have some very strong supports in place to help support and monitor mental health and social-emotional well-being of both students and staff. Specifically:

1) All students and staff have access to the Inner Explorer Mindfulness Practice app that we brought on board last year. As research has shown, the regular practice of mindfulness can ease anxiety, improve focus, and support better decision-making for people of all ages. Students and staff can access Inner Explorer for use in class or on their own time. Last year, we expanded that commitment by facilitating easy access for families to utilize Inner Explorer as well.

2) In 2019-20, Chico Unified contracted with Care Solace to connect students, families and staff members to health care professionals in our area. This connection ranges from general health care providers to mental health professionals. Care Solace provides very private and very timely connections for families to a variety of service providers, from medical to social supports to counseling supports. In its first year of implementation, there was a high percentage of use and positive feedback.

3) Also last spring, Chico Unified added Kelvin Education to our mental health and social-emotional well-being platform. Kelvin is a student- and parent-friendly platform that delivers surveys to students and parents during regular time intervals. These surveys ask questions regarding how students are feeling, their worries, and things they wished their teacher knew. The system flags responses that elicit concern so an appropriate staff member can connect with the student and provide support.

4) Finally, Bidwell Junior High and Chico Junior High both utilized the Character Strong program for the first week of school with all students in the schools participating. This program encompasses social emotional learning and character development in one curriculum. This curriculum is focused on fostering the Whole Child with vertically-aligned lessons that teach SEL and character, side by side. Second Step has been purchased for the junior high schools with training provided.

In addition to these systems and supports, staff has been provided with professional development focused on addressing social-emotional well-being since the Camp Fire, and continuing on into COVID. Sessions at an August 11 Back-To-School Professional development focused on this with a training on our newly-purchased Zones of Regulation. Our counselors at all sites, K-12, are continuing to provide online support and services to students. Last year, we added At-Risk counselors at the secondary schools. These are additional counselors who specifically work with our most at-risk youth. Moving forward, we will continue to address these needs for both students and staff and include our site Wellness Teams to continue to utilize each site's referral system for student support. Our Wellness Teams include teachers, counselors, administration, and Targeted Case Managers.

Administrators will continue to check in on staff to provide support when/if needed.

Students are volunteering to form site-based clubs to support each other and provided student-to-student connections in this online learning environment. Our Foster Youth/Homeless Liaison is working with our families and students to support their needs relating to mental health and well-being.

Pupil and Family Engagement and Outreach

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

As we begin the 2020-21 school year 100% online, teachers will keep track of students who are not participating. There will be constant communication between teachers and our district counselors, administration, and Targeted Case Managers about students who are not participating so staff can reach out to the students and families who are not attending. We are fortunate to have Spanish and Hmong speaking Targeted Case Managers to connect with families whose primary language is other than English in the event that students are not participating in online learning. Wellness Teams will also be meeting once school gets underway with the purpose of looking directly at the student engagement and concerns teachers are having with participation and attendance. For additional outreach to students, our Foster Youth/Homeless Liaison will play a pivotal role.

The first week of school has been designed to build relationships between teachers and students in this new COVID world. There have been a wide variety of engagement strategies that teachers are implementing. These strategies range from implementing the Character Strong program schoolwide at a few of our junior highs to the production of tech-driven "movie trailers" to describe the new year in a certain class. The second week of school will welcome the rolling out of our curriculum K-12 in hope that students are accounted for and are comfortable with the technology piece to start accessing the curriculum.

The Chico Unified School District will continue to provide engagement and outreach to students who are absent from distance learning. The district will use tiered reengagement strategies for pupils who are absent from distance learning. Teachers are keeping daily attendance in their classes. When teachers see that kids are not attending, the following support tiers will be put in to place:

- 1) Teacher will communicate with Attendance Clerk and Administrator to connect with family
- 2) Site Targeted Case Manager will assist in connecting with family
- 3) If necessary, other district supports will be utilized, depending on the situation. These identified supports are site counselors and our Foster Youth/Homeless Liaison

**Please refer to the site re-engagement plans for specific details for student re-engagement.

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 Chico Unified Nutrition Services will be serving sack meals for breakfast and lunch to all students free, reduced, and paid. This model will allow us to accommodate both in-person instruction and distance learning. As we are able to continue with the Summer Feeding model that is currently in place, students will not need to be identified, thus , we are able to serve nutritious food to any student under the age of 18.

The following CUSD sites are serving our community youth:

- 1) Citrus Elementary School
- 2) Chapman Elementary School
- 3) Bidwell Junior High School
- 4) Chico Junior High School
- 5) Emma Wilson Elementary School
- 6) Sierra View Elementary School
- 7) Little Chico Creek Elementary School

We will continue to follow the CDC guidelines and Butte County Health Department regulations currently in place for COVID. The Nutrition Services staff pre-packages all entrée items remotely to limit the time needed to serve meals and the exposure of our staff and the community at the serving sites. All meal preparation and service is completed outside to allow for appropriate social distancing at all times. Social distancing is also ensured through using a drive-through service for pick-up, eliminating close interaction between school staff and the public. The families stay in their vehicle and a Nutrition Services staff member asks how many meals they need. The staff member then collects the required meals and sets them on a table six feet away. When the staff member is away from the table, a member of the family can get out of the vehicle and take their meals. Instructions, if needed, for food preparation, such as heating method, are provided. Weekly menus are provided as well.

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

Section	Description	Total Funds	Contributing
Pupil Engagement and Outreach	Through our After School Safety and Enrichment (ASES) grant and to comply with the Senate Bill 98 language for child supervision, Chico Unified has provided Workday Child Supervision for foster youth and homeless students and children of essential workers within our district and community. This program runs on the majority of our campuses from 8:00-2:00 daily and provides supervision of schoolwork, added enrichment, and nutrition. Students are grouped in pods and follow all health and safety guidelines and protocols.	200,000	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
10.05%	10,293,826

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.]

This Learning Continuity Plan encompasses how the Chico Unified School District has supported and planned for meeting the needs of our unduplicated pupils -- foster youth, English learners, low-income students -- as well as for all students. This year, we are fortunate to have hired a Foster Youth Liaison. A primary focus of his work this year is to build relationships with, connect with, and support the academic progress of our foster youth and homeless students. In addition, together with our ELD specialists and Targeted Case Managers (TCMs), he has helped school and district personnel to identify and address needs specific to these unduplicated populations. We are using our Learning Loss Mitigation (LLM) funds to support the needs of all students who have lost learning and have been lacking the support school provided prior to the pandemic. We have been able to use our LLM funds to purchase online curriculum, intervention materials, Special Education curriculum, headphones, and English Language Development (ELD) curriculum.

Actions Related to Technology Access for Low Income, Foster Youth, and Homeless Students:

We have continued to focus on all actions related to technology access as they contribute to the increased or improved service requirement. It was evident that we had some students from low-income families struggle to access instruction last spring. Chico Unified has provided these students with access to digital learning devices and internet connectivity through the distribution of hot spots. We do believe this will be a large part of mitigating learning loss as well as allowing for daily interaction with teachers, keeping students engaged in learning and school.

Actions Related to Mental Health and Social-Emotional Well-being:

We have continued to focus on all actions related to our supports for mental health and the social-emotional well-being of our foster youth, English learners, low-income students, and all students. As Butte County has had more than its fair share of trauma and change in the community these past two years, we are highly aware that our under-served children need our continued supports. Our new Foster Youth/Homeless Liaison is already working with our Targeted Case Managers to make connections with families in need. Our counselors will reach out to families as well to offer supports in the community or through the schools. Additionally, we have purchased Second Step, an elementary social-emotional curriculum in order to offer social-emotional learning in our schools.

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

The 10.05% to increase or improve services is reflected in providing additional monitoring, supports, enrichment opportunities and interventions for low income, foster youth, and English learner students as well as continuity to focus professional development on evidence-based approaches to best support students with the most need.

While all actions may receive some of the services, the actions and services are provided are principally directed at increasing or improving services and outcomes for our neediest students. It is our goal to have the actions above result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services that Chico Unified provides to all students. To improve services means to grow services in quantity. With the Learning Loss Mitigation funds, we are making every effort to meet or exceed the percentage of increasing or improving services.