



COME BACK KIDS

**LEARNING CONTINUITY AND
ATTENDANCE PLAN
2020-2021**

General Information

- The COVID-19 pandemic impacted the entire CBK community.
- The COVID-19 pandemic impacted the instructional program.
- The safety of students, staff, parents, and community is the highest priority of our Superintendent and the CBK leadership.
- CBK opened the 2020-2021 school year with distance/online learning based on the guidelines established by the California Governor, SB 98, CDE, CDC, and the Riverside County Superintendent of Schools.
- Our remote/online instructional program provides students with high quality standards-based learning activities and increases their digital literacy skills (communication, collaboration, critical thinking, and creativity).

Stakeholder Engagement

- Meetings were scheduled before the school year started in order to meet the short timeline for writing and obtaining approval of the Learning Continuity and Attendance Plan.
- Meeting notices were sent by the auto-dialer, email, and website postings in English and Spanish.
- Staff, parents/guardians, students, and community partners were involved in Learning Continuity and Attendance Plan stakeholder meetings.
- The English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), and School Advisory Committee met to provide input.
- Translators attended the meetings and interpreted for Spanish speaking families.
- Meetings with the Riverside County Office Teachers Association (RCOTA) and the California School Employee Association (CSEA) were held on September 4, 2020 for review and input.
- The CBK Leadership Team (administrators, principals, coordinator, counselor, school psychologist, school nutrition program specialist) provided input.

Stakeholder Engagement Options

- The options for remote participation included
 - In-person meetings
 - Survey responses
 - Telephone feedback
 - Teleconferencing
 - Online meetings using Zoom
 - Feedback through email

Stakeholder Engagement Input

The aspects of the Learning Continuity and Attendance Plan that were influenced by stakeholder input:

Parent Feedback from School Site Stakeholder Meetings

- Parents need laptops at home for instruction. Some families need internet.
- Parents need tech support if their children have trouble with the laptops or logging on to Canvas.

Student Feedback from School Site Stakeholder Meetings

- Students need online tutoring.

Staff Feedback from School Site Stakeholder Meetings

- Teachers need collaboration time and ongoing support with online instruction (Canvas).
- When schools re-open, staff want to ensure that social distancing, wearing face masks, and classroom sanitizing will take place.

Feedback from Community Partners

- California Family Life Center requested laptops for online instruction.

Feedback from District English Learner Advisory Committee (DELAC) Meeting

- Parents need school supplied laptops and some need internet hotspots for learning at home.
- Parents want tutoring for their children.
- Parents appreciate the Spanish translators at the DELAC and school site meetings.

Stakeholder Engagement Impact

Technology Support at Home Included in the Access to Devices and Connectivity Section

All stakeholders identified the need for students to have school issues laptops and hot spots at home if needed.

All stakeholders identified the need for online tech support for students and their families.

Attendance in Online Instruction Included in the Pupil and Family Engagement and Outreach Section

RCOTA identified the need for electronic signatures for the independent study Master Agreement, Weekly Assignment Contracts, and Daily Engagement Logs.

Academic Supports Included in the Pupil Learning Loss Section and Support for Students with Unique Needs Section

All stakeholders identified the need for online academic counseling, online instructional support, and online tutoring.

Social-Emotional Learning Included in the Mental Health and Social Emotional Well Being Section

All stakeholders identified the need for social-emotional learning and support through online academic counseling and behavioral

In-Person Instructional Offerings

- Enrollment Process
- Student Scheduling
- Safety Practices for On Campus Meetings
- Social-Emotional Well Being
- Independent Study
- Parent Engagement and Training

Actions Related to In-Person Instructional Offerings

Description (Based on the assumption that on-campus instruction will resume on January 4, 2021 and continue until the last day of school on May 28, 2021)	Total Funds	Contributing
Certificated Instructional and Administrative Staff Costs. Contributing by administrators, teachers who provide support and intervention services/programs to low income, EL, and Foster Youth (intervention courses and additional learning time for students).	\$2,131,398	Yes
Classified Employee Staff Costs. Contributing by Community Dropout Prevention Specialists support for students.	\$755,890	Yes
Textbooks, Instructional Materials, Supplies.	\$292,207	No
Technology Equipment and Resources.	\$135,640	No
College and Career Readiness (CTE Pathways, Dual Enrollment, Contracts). Contributing by school counselor and contracted services for college transition activities.	\$250,132	Yes
Professional Development. Contributing by contracts and professional learning/forums.	\$21,172	Yes
Improving Attendance, Campus Climate.	\$37,707	No
Safe and Clean Facilities.	\$107,060	No
Parent Involvement Programs.	\$14,020	No

Distance Learning Program

- Parents have options on the process of enrolling their children in school. Online enrollment or in-person (with social distancing and PPE) are available this year.
- All students are scheduled in courses to meet the CBK high school graduation requirements with specific attention to their individual preferences and college/career goals.
- CBK implements synchronous/asynchronous online learning to provide access to all students at all sites.
- The teachers use Canvas/Zoom to communicate/connect to students and provide instruction in the virtual environment.
- Teachers enact the GRADS (Growth Minded, Resourceful, Actively Engaged, Determined, Socially Responsible) approach in their online lessons within the framework of Universal Design for Learning (UDL) SEL connections, such as the three SEL signature practices of the Collaborative for Academic, Social, and Emotional Learning (CASEL).
- Teachers use UDL and culturally responsive teaching approach and provide resources/instruction during live online lessons. Instruction is recorded as well. Teachers use selected materials (e.g., digital links, print materials, district-adopted textbooks) for their lessons.

Access to Devices and Connectivity

- CBK administered surveys in July and August 2020 to ascertain the technology and internet needs of students and their families in order to ensure that students had access to devices and connectivity.
- CBK purchased laptops/Chromebooks and Kajeets/T-Mobile hot spots for students to use at home during online instruction based on surveys of technology needs at home.
- Student login instructions for Google and Canvas were sent home in letters, emails, text messages, and auto-dialers. The information is also located on the CBK webpage. During the laptop/tablet/Chromebook checkout process.
- CBK provides Google integrated applications for single sign on.
- Students use Google to access Canvas. Once in Canvas, the student homeroom class is the starting point that explains how to use the virtual learning platform.
- All students must sign the CBK Acceptable Use Policy for the use of technology upon registration in school.
- A help desk icon is located on the CBK webpage for support with technology issues at home.

Pupil Participation and Progress

- Instructional time is tracked in Aeries. New attendance codes were added to Aeries in order to address the reasons students are be absent in a virtual setting.
- Teachers measure student learning through online assignments, projects, quizzes, and teacher developed tests.
- Online formative assessments (Exact Path ELA and Math pre-/post-tests) are administered to measure student learning and progress.
- Teachers monitor student participation in Plato/Edmentum and how much time students spent to complete each module, which helped identify content/skills where students needed additional support in each subject.
- Central office administrators and principals monitor and support teachers' virtual classrooms and provide feedback on content and instruction.
- Principals monitor student work completion and graded assignment/test as recorded by teachers in Aeries Gradebook. Administrators/Principals receive a weekly automated grade report through email that is generated from Aeries.
- Parents/Guardians monitored their child's learning using Parent Portal.
- Instructional time is be based on the time value of student work products/assignments as determined and personally judged in each instance by RCOE credentialed/certificated teachers.

Distance learning Professional Development

- Professional learning for teachers and principals/administrators includes the August Summer Institute of Learning and Knowledge (SILK week) and weekly professional learning community (PLC) collaborative meetings on Wednesdays (from 1:15-3:00 p.m.) sustained by online support/classroom embedded coaching from administrators and Novak Consulting.
- During July and August 2020, teachers engaged in self-paced training in Canvas on *Setting up Your K12*, *Growing with Canvas Teacher Training Course*, and *the Training Service Portal*.
- Structured Canvas training was provided on July 27 and 30 and on August 10 and 13, 2020.
- SILK week (August 11-14, 2020) focused on online instruction using Canvas and Universal Design for Learning.
- Weekly PLCs on Wednesdays include ongoing professional learning on Universal Design for Learning (9 PLCs with follow-up online class coaching from Novak consulting), MTSS collaborative teams (8 PLCs), and site-based strategic planning (7 PLCs) based on teacher needs/interests.
- Teachers engage in UDL instructional coaching. Each coaching session is one hour in duration and with two coaching sessions per week on the same day.

Staff Roles and Responsibilities

- The roles of site-based and central office staff changed during remote/online instruction as a result of COVID-19.
- All certificated and classified staff follow their regular work day hours and work year calendars while working remotely and online from home from the beginning of the school year.
- Teachers pick up printed student work for scoring grading. Teachers may choose to come on campus for remote/online instruction.
- Central office staff work from the office and at home to provide support teachers and facilitate program implementation.
- When schools re-open on campus, all site staff will return to campus to provide instruction and services to students.
- The Riverside County Superintendent of Schools (RCSS) and the California School Employees Association (CSEA) Chapter #693 signed Memorandum of Understanding (MOU) - Number 42 in response to Coronavirus (COVID-19) emergency and school reopening on August 4, 2020.
- The Riverside County Superintendent of Schools (RCSS) and RCOTA signed Memorandum of Understanding (MOU) in response to Coronavirus (COVID-19) emergency and school reopening on August 4, 2020.

Support for Students with Unique Needs

- CBK staff utilize technology and specific strategies to assist all students during distance/online learning, particularly those with unique needs, including English learners, students with disabilities, pupils in foster care, and youth experiencing homelessness.
- Teachers engage students in synchronous online collaborative conversations through the use video conferencing applications to engage students in discussions.
- Teachers create online rubrics in Canvas that students can use to measure their own and their peers' success in applying particular aspects of content and language during collaborative oral and written interactions.
- In the asynchronous context, teachers provide students access to shared online documents to complete assignments where they contribute to group writing and problem-solving activities by adding to or commenting on the text.

Support for Students with Unique Needs-UDL

- Teachers use Universal Design for Learning (UDL) in the virtual environment which addresses multiple learning modalities.
- Teachers provide multiple ways for students to engage in learning by promoting individual interest and choice in resources and topics, options for collaboration and feedback, and supporting self-regulation and access to content/information (e.g., auditory or visual supports that clarify information).
- Teachers provide students with multiple means of representation by allowing students to choose options for perception, language and symbols, and comprehension.
- Teachers create options for action and expression by providing multiple ways for students to express what they learn (e.g., verbally, in writing, in drawing, through physical demonstration).

Support for Students with Unique Needs

- English Learners: During online synchronous instruction, teachers structure visual and oral instruction in chunks, with deliberate pauses, giving students time to process, reflect, and practice or respond to what they have heard or seen in each segment of instruction.
- Students with Disabilities: During online synchronous instruction, teachers implement processing supports for students with disabilities in online and in-class learning. General supports for students with disabilities include connecting abstract concepts/text to current/local events and places (provide relevancy), using/showing real objects, artifacts, and manipulatives to develop concepts, allowing for partner sharing of written drafts, and using audio books and graphic organizers for reading and writing (Venn Diagrams, thinking maps, Cornell notes).
- CBK staff create stability in the lives of foster youth and homeless youth. CBK teachers create environments that are safe and supportive for foster and homeless youth. All staff use a trauma-informed approach by providing well-defined transition procedures from one activity to another and giving choices when appropriate to counter the loss of control experienced in their lives.

Actions Related to the Distance Learning Program

Description (Based on the assumption that online instruction will occur from August 17 to December 18, 2020 and on-campus instruction will resume on January 4, 2021 and continue until the last day of school on May 28, 2021)	Total Funds	Contributing
Certificated Instructional and Administrative Staff Costs. Contributing by administrators, teachers who provide support and intervention services/programs to low income, EL, and Foster Youth (intervention courses and additional learning time for students).	\$2,131,398	Yes
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Pupil Learning Loss

CBK addresses learning loss through multiple assessment methods.

- The common formative assessment used by all teachers for all students is the initial diagnostic pre-tests in ELA, reading, and math with post-tests after 90 days of instruction.
- Teachers measure student learning and progress through multiple assessment methods that include daily online class assignments, projects, quizzes, and teacher developed tests at the end of each unit (units range from four to six weeks of instruction).
- The Test of English Language Learners (TELL by Savvas) is administered when an EL student enrolls in school and a post-test is administered after 90 days to determine English language proficiency needs.
- Learning loss is also identified in history-social science and science through in-class assessments in these subjects by teachers

Pupil Learning Loss Strategies

The strategies differ for pupils who are English learners, low-income, foster youth, pupils with exceptional needs, and pupils experiencing homelessness.

- Low income students are provided with instructional resources, access to technology at home, UDL and differentiated instruction, and tutoring.
- English learners receive supports based on their language proficiency levels. ELs receive differentiated instruction based on Exact Path, ELPAC and TELL scores that range from support from translators, scaffolds during instruction, intervention courses, and tutoring.
- The needs of students with disabilities (SWD) are included in on-campus and online models by using the IEP process to customize educational opportunities and provide supports when necessary.
- Foster youth have often endured multiple home and school transitions and need support with school connections, learning progressions to address partial courses completions, and counseling.
- Homeless youth need access to online resources, tutoring, and counseling. Students with disabilities (SWD) have individualized needs based on their IEPs and need modified instruction, intervention courses, and tutoring.
- CBK contracts with STEMulate Learning to provide live online instruction/coaching during the school day and after school through a holistic approach to learning and training, incorporating a triangular approach to rigorous mathematics instruction, consisting of social emotional learning, cultural competence, and a growth mindset framework.

Effectiveness of Pupil Learning Loss Strategies

- MTSS is part of the accountability process for monitoring student learning. Teachers and principals analyze student learning from assessments (Exact Path ELA and math pre-/post-tests, short-cycle assessments, IABs, TELL, curriculum-based tests, performance tasks) at monthly PLC meetings in order to target instruction based on needs and implement classroom interventions to address gaps in learning.
- Teachers and principals communicate with parents on the progress of their children in all courses. Progress on assignments, projects, tests, along with overall grades and credits are a part of the conversation with parents and students.
- The Leadership Team meets twice each month to monitor student achievement data, program outcomes, and actions/services.

Pupil Learning Loss Strategies

Description	Total Funds	Contributing
Employee Costs for MTSS Data Teams, Intervention Classes, Credit Recovery.	\$800,171	Yes
Contracted In-Person and Online Tutoring, Intervention Instructional Material/Programs, and Credit Recovery Programs.	\$61,118	Yes

Mental Health and Social and Emotional Well Being

- A multi-tiered system of support (MTSS) and approach to interventions provides mental health services in CBK that focus on promoting positive mental health/social and emotional development.
- CBK contracts with social work interns and the Wylie Center to provide tele-health/video conferencing during online instruction.
- CBK contracts with Care Solace to provide students, parents and staff with an online system of mental health services.
- The CBK Suicide Prevention Plan is implemented to address the needs for high risk crisis issues. Teachers are trained on trauma-informed care.
- During the Summer Institute of Learning and Knowledge, teachers engaged in multiple ways to maintain wellness. During SILK week, teachers practiced mindfulness activities for their own well-being and learned approaches to use with their students during online learning.
- RCOE Personnel Services provides staff with resources from their Employee Assistance Program (EAP).

Pupil and Family Engagement and Outreach

The MTSS process for student attendance includes graduated responses/interventions for students who do not attend school/online classes. All Tier 1, 2, and 3 responses include communication to students and families in English and Spanish through mail, email, and telephone calls, and text messages. A system of incentives aligned to the CBK GRADS Plan is in place for good or improved attendance. The teacher, telephone calls home, sends missed appointment letters by email and mail, and text messages, students and or parents. Makeup meetings are scheduled.

Tier 1 responses begin when a student misses their first weekly meeting with their teacher. Parents and students are provided with supports in the areas of community and school resources including tutoring, technology assistance, child care, transportation, and mental health.

Tier 2 responses/interventions responses begin when a student misses their second weekly meeting with their teacher. The missed appointment may be consecutive or just frequent. The CDP is alerted that the student is at risk for dropping and parent meetings, home visits, and more frequent check-ins with staff may be scheduled. Parents and students are provided with supports in the areas of community and school resources including tutoring, technology assistance, child care, transportation, and mental health. The student may be referred to the MTSS intensive intervention meetings held monthly.

Tier 3 responses/interventions include home visits for students who do not respond to tier one or two interventions. Parent student conferences are held to determine if independent study is an appropriate setting for the student. The student maybe referred back to their home school or an individualized intensive intervention plan is designed with input from the MTSS team including teachers, principal, counselor, and Community Dropout Prevention Specialists. Parents and students are provided with supports in the areas of community and school resources including tutoring, technology assistance, child care, transportation, and mental health.

School Nutrition

- Food service locations provide breakfast meals and lunch meals to students so that one trip lasts up to five days at a time to reduce exposure and travel barriers.
- Families are notified through mass telephone calls, individual contact, and webpage postings.
- Meals are distributed at the front of the school in a grab and go style.
- Food service workers wear masks and gloves and maintain social distancing.
- Kitchen protocols were enacted to address cleaning and sanitizing.

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Contracted services for behavioral health counseling, in-person and online.	\$20,225	Yes
School Nutrition	Employee Costs.	\$44,003	No
School Nutrition	Food and Supplies.	\$60,000	No

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

- CBK's estimated supplemental and concentration grant funding is \$1,992,637 for 2020-2021, which is based on 74.5% of unduplicated pupils (economically disadvantaged, English learners, and foster youth), and therefore, expenditures will be on a school wide basis, across CBK programs.
- Low income students have unique needs based on access to resources, academic interventions, and support. Due to these circumstances, low income students are provided with instructional resources, access to technology at home, UDL and differentiated instruction, and tutoring.
- English learners have specific needs in understanding the English language in reading, writing, speaking and listening. Due to these needs, English learners receive differentiated instruction based on Exact Path, ELPAC and TELL scores that range from support from translators, scaffolds during instruction, intervention courses, and tutoring.
- Foster youth have often endured multiple home and school transitions and need support with school stability (bus passes for transportation support), counseling (due to trauma), academic intervention (due to frequent home and school transitions and learning loss), credit recovery courses (to address partial courses completions), If behavior issues occur, foster youth are provided with counseling and other means of correction.

How Services for Foster Youth, English Learners, and Low-Income Students are being Increased or Improved by the Percentage Required.

Services for low-income, English learners, and foster youth are increased or improved by more than 27% as compared to services provided for all students.

Low-income, English learners, and foster youth receive targeted academic support by teachers through in-class and online instructional differentiation (individualized and small group instruction) and the implementation of Universal Design for Learning.

Low-income, English learners, and foster youth are scheduled in (in-person when schools are open and online during school closures) intervention courses and programs in ELA and math based on Exact Path pre-tests and progress monitoring data analysis during monthly MTSS collaborative meetings of teachers.

Low-income, English learners, and foster youth receive support through extended learning time and Edmentum credit recovery courseware (UC a-g approved).



Thank You.

Questions?