

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
CORE Butte Charter School	Mary Cox - Executive Director	mcox@corebutte.org

General Information

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

CORE Butte Charter School (CBCS) is a transitional kindergarten through twelfth grade (Tk-12) personalized learning charter school located in rural northern California. Due to the fact that a majority of the students who attend CBCS Tk-8th are homeschooled or on independent study, there was little to no impact to their academic achievement during the center closures in the spring of 2020 due to COVID-19 pandemic. All special services and student meetings were transitioned to virtual and course content continued as it was. The 9-12 program is a college model high school and was forced to transition all courses to remote learning utilizing live learning platforms and all services were also conducted virtually.

Teachers, students and staff were able to transition a majority of the services to virtual and were able to participate in high quality educational opportunities in a similar manner to those that were offered prior to COVID-19 shut downs. The school worked tirelessly to provide appropriate technology, access to internet, resources, curriculum, mental health support, and more. CBCS connected regularly with each family enrolled at the school ensuring they had all materials they needed, the proper technology and access, and access to free meals for all students. CORE Butte is continuing this practice into the new school year.

CORE Butte hired a school-based social worker to support the social and emotional needs of our students during this difficult time. The students and families in Butte County have endured severely traumatic events over the course of the past few years. After reviewing survey data, the school decided to develop and implement a tiered system of support for social emotional support. The school also continues to work closely with a counselor who works specifically with students and families impacted by the Camp Fire in November of 2018.

Stakeholder Engagement

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

CORE Butte Charter School has worked tirelessly to engage stakeholders at all steps of the transition process due to COVID-19. CORE Butte engaged students, families, the greater community and staff when discussing and developing the reopening plan. Students were included in the discussion through meetings with their personalized learning teacher, intervention specialists, education specialists, Charter Advisory Council meetings, and they were included in the stakeholder input meetings at both the high school and Tk8 level. Families and the greater community were included in the process through participation in the Charter Advisory Council meetings throughout the spring, stakeholder meetings held over the summer up until the start of school, Town Hall meetings presented in July and August that included a robust Q&A and discussion, Board of Director meetings that were held throughout the spring and summer. Staff has been fully engaged in the process throughout the entirety of the Pandemic. Staff attended and participated in staff specific stakeholder meetings, surveys, staff meetings, Town Halls with Q&A, board meetings, and person 1:1 conversations with administration.

Surveys have been utilized to determine feelings and responses to potential outcomes. The data gathered from the meetings and from stakeholder input was consistently evaluated and guided the decisions that were made. Once decisions were made, they were shared at Town Hall meetings that had robust Q&A, families and stakeholders were then given short surveys related to initial response to the proposed plans. This allowed the school to make consistent adjustments based upon feedback from stakeholders.

The initial data and draft of the Learning Continuity plan was shared at the first Board of Directors meeting of the 20-21 school year and was open to comments and feedback during a public hearing. Any members of the public were invited to share feedback and give suggestions. This feedback was then taken into consideration and the plan adapted to share with the Charter Advisory Council for review and feedback before ultimately presenting the final draft to the Board of Directors.

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

CORE promoted stakeholder engagement through school-wide announcements using an online notification system for email, text messaging and phone call options, physical postings of stakeholder meetings and remote participation information, and teacher outreach to parents encouraging participation in stakeholder feedback opportunities.

Beginning March 2020, CORE Butte's board meetings and public hearings have been conducted via teleconferencing and CORE has made public meetings accessible telephonically or otherwise electronically to all members of the public seeking to observe and to address the local legislative body or state body consistent with the flexibility afforded by Executive Order N-29-20

(<https://www.gov.ca.gov/wp-content/uploads/2020/03/3.17.20-N-29-20-EO.pdf>). Individuals in attendance have the ability to ask questions and make public comments for items both on and not on the meeting agenda. Information and announcements for these meetings are placed prominently on the school's website and public notice for these meetings is provided 72 hours in advance along with the agenda.

Staff who are knowledgeable about the virtual webinar platform are present for the duration of the meeting to support staff and attendees should there be any access issues or technical difficulties that need to be resolved.

Translation services are made available for any community member who requests this service to be provided. CORE will continue to gather input and explore further ways to continue to reach out and engage parents and guardians who speak a language other than English.

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

CORE Butte Charter was able to gather a wide variety of suggestions and ideas through its stakeholder meetings. Though many were related to concepts out of our control (ie: mask wearing, opening in cohorts, social distancing) there were a few themes that emerged as priorities throughout the meetings.

Many shared their concerns related to services provided to students in special populations. There were many discussions surrounding providing FAPE and what that would look like in this new environment. Many also discussed the concern for continuity and seamless transition plans between on campus and off campus instruction with little to no great impacts on students. There was consistent discussion regarding the high quality title one and intervention support services CBCS offers and fear that those would change and not be accessible.

In several meetings stakeholders discussed technology, internet, and access to different curriculum and software options. There was a common concern regarding access for families who do not have internet or cell service and how CORE Butte would support families with devices and access. Stakeholders discussed alternative curriculums that better suited the virtual and remote learning model.

Families shared concern regarding their student's access to social events and social and emotional support. Many of the families in Butte County are on their third or fourth year of extremely traumatic events that included evacuation due to leaks in the Oroville Dam, Evacuating or losing homes and their town during the Camp Fire, the impacts of rebuilding and living homeless for long term due to the Camp Fire, and last year with the onset of COVID-19 and the traumatic event of our community sheltering in place. Families and stakeholders wanted to

know what CORE Butte would be offering and wanted to ensure that there were systems in place to support the mental health of our youth during this difficult time.

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

As common themes arose throughout the various forms of feedback from stakeholders, CORE Butte began to develop and refine its plan for the 20-21 school year. Supports were developed that focused on specific needs of diverse learners, accessibility and technology needs and social-emotional learning and support for students. CORE Butte is also working to offer a diverse set of curriculum and software to support the diverse needs of the learning community.

Due to the high number of students and families in our community who have in the past, or currently experience homelessness, there was a focus on supporting the needs for these families in regards to devices, internet access, and other supplies they may need during remote learning. Access to free meals is available through the local schools and advertised throughout the school's information platform, social media, and website. Personal phone calls are made to each family to ensure students have access to everything they need for success this school year. In addition, CORE Butte added a school nurse to our team to help support students with free vision and hearing screenings, and regular updates and support related to COVID-19.

CORE Butte developed a clear multi-phase plan for transitioning between in person and virtual learning. It was essential to the stakeholders and the school that students have the ability to move seamlessly between the two options should we need to quickly close our buildings, or if we are granted the opportunity to quickly reopen.

To support the social and emotional needs of all students, CORE Butte developed and implemented a multi-tiered system of support specific to Social Emotional Learning. Again, due to the extreme trauma our community has faced in the past few years, this will be essential to supporting the mental health of our students. A school social worker was added to our team, along with two site level SEL coordinators.

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.]

CORE Butte Charter is following all local, county, and state guidelines in regards to school re-opening. All guidance has been followed and systematic cleaning procedures have been put in place. Safety measures have been fully developed and implemented that include proper sanitation guidelines, social distancing, face coverings, and health screenings. Additionally, all school expectations have been shared with staff and stakeholders on multiple occasions, in multiple modalities.

To identify students who have experienced significant learning loss due to the school closures in 2019-2020, CORE is implementing a systematic cycle of assessments, including fall, winter, and spring diagnostic assessments, formative assessments based on curriculum type and progress monitoring guidelines, and summative assessments including curriculum-based measures and state testing. Based on this data, our intervention team will be providing weekly targeted academic assistance to accelerate learning for any students identified as at risk of continued learning challenges due to COVID-19 and remote learning. Our Assistant Director of Assessment and Accountability will be providing direct intervention planning and monitoring support to teachers with students indicating learning loss or not meeting the state’s academic standards for their grade level. Teachers will actively monitor student progress in all subject areas and targeted interventions and, if not making expected progress in closing learning loss gaps, will utilize the Student Success Team process to ensure that each student has access to intensive and prescriptive support, is closely monitored, and will be referred for additional specialized services as appropriate.

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

Description	Total Funds	Contributing
CORE Butte will regularly monitor state and local guidelines related to in-person offerings in our county. The school will provide the appropriate technology to all students and will increase services as service models change.	[\$21,720]	[Y/N]
	[\$144,000]	[Y/N]

CORE Butte will provide instructional materials to meet the educational needs of all students, including foster youth, English Learning, and low-income students. The school will purchase additional instructional materials to meet the needs of diverse learners in the home environment.		
The school will ensure there is a safe working environment upon returning to the campus by engaging appropriate cleaning protocols, providing appropriate PPE, and supporting diverse groups of students and their specific needs as learners.	[\$49,297]	

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.]

During the COVID-19 pandemic, Core Butte Charter school has continued to ensure that students have access to a full curriculum of substantially similar quality, whether providing materials and resources through remote learning or in-person instruction. CORE has developed a multi-phase plan for transitioning between in-person and remote learning, following school reopening guidelines from state and local health agencies, that provides continuity of instruction with consistent synchronous and asynchronous learning opportunities, class scheduling, and learning platforms used across each phase of in-person and distance learning.

Access to curriculum and needed supports, regardless of whether provided through remote learning or in-person instruction, includes physical textbooks, online platforms, ongoing meetings with teachers to provide instructional guidance and support, provision of wi-fi and devices needed to ensure access to online platforms, synchronous and asynchronous instructional delivery and attendance tracking, comprehensive online resources, professional development for staff, and additional outreach and monitoring of students with unique needs. All support and services will continue to be provided virtually until in-person interactions are considered safe, as determined by local and state guidelines.

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.]

CORE Butte Charter School conducted multiple surveys of parents, students, and teachers to ascertain the needs of students regarding devices and connectivity. CORE teachers also contacted parents directly to determine student needs for devices, such as laptops and tablets, and whether there were any issues with connectivity that might interfere with student access to online learning platforms and virtual participation. CORE provided devices, Wi-Fi, and technology support to all students and families who reported having accessibility issues. Recent survey results show that all students have access to necessary devices and have sufficient connectivity to access their synchronous and asynchronous instructional time and learning platforms. Though working on it diligently, CORE Butte continues to struggle to get enough internet connectivity devices for all students.

[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.]

CORE Butte Charter School students have the opportunity to engage in both a homeschool model and live classes. Each of these models have specific ways of determining the time value of the work assigned and capturing attendance for the work that is completed and submitted. This is done through collection of work samples, meetings with students and families, and opportunities for participation in live classes and instruction. This is in alignment with state independent study requirements.

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.]

CORE Butte Charter School will continue to provide staff development to ensure staff are equipped to deliver quality instruction and support during the COVID-19 pandemic. Since March 2020, staff have been highly engaged in staff development specific to remote learning and best practices for providing engaging high quality instruction, supporting students at risk of learning loss, and utilizing effective online platforms for grading, attendance, time and effort accounting, and evidence of work completion.

All CORE staff have been provided with access to and trained in using a variety of remote learning platforms, including Zoom, Google Classroom, Seesaw, Padlet, Screencastify, Flipgrid, Menti, and Google Meet. CORE staff have been provided with opportunities to attend an extensive list of technology and remote learning training available through Butte County Office of Education. CORE Butte utilizes Google Suite and staff have access to regular and systematic training at their pace. Through staff breakout groups, staff also share best practices with other staff to better synchronize instruction and increase the knowledge base of the entire staff. Staff will continue to be surveyed regularly and asked for input regarding professional development needs related to remote learning and student engagement throughout the 20-21 school year.

Professional Development is an ongoing need and will continue to be offered. The staff is regularly asked for input and needs, and the leadership team consistently searches for high quality options that can be offered virtually to staff.

Staff Roles and Responsibilities

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

Given state and local guidelines in response to COVID-19, CORE was required to move into a virtual model to provide remote learning until safe reopening could be ensured. To adapt to the changes in staff roles and responsibilities as a result of COVID-19, CORE was able to transition staff into need areas to provide additional support for staff, students, and families.

Staff that typically would run the front desk of a resource center, upon school building closures, became our liaison to our families. Staff in these roles were transitioned and utilized to make daily contact with families. These staff members ensured that families were aware of the free meal programs, had access to technology and internet, and all of the curriculum and supplies they needed to be successful. It was also shared with families about the access to counseling services should they need the information along with access to SEL curriculum.

Additional staff were hired to support the social emotional needs of students and to help connect students and families with resources in the community.

IT staff transitioned to supporting and preparing student devices as a priority. Surveys and forms were created for the quick and efficient delivery of devices and internet access. Systems were put in place for remote access to devices so that IT staff would be able to instantly support the needs of a family or staff member during this transition.

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.]

Students who are English Learners:

CORE has 0.34% of its students identified as English Language Learners (EL), as of 8/25/2020. CORE employs a full time Director of Special Programs who serves as the Special Education Administrator and ELD Coordinator. At CORE, each of our students has a Personalized Learning Teacher (PLT) who works 1:1 with each EL student from 30-60 minutes weekly with a focus on the areas that were most difficult as demonstrated by most recent ELPAC scores, input from ELA teachers, and parents. The EL coordinator oversees the aspects of our EL program from identification through administering the Initial ELPAC, administering the summative ELPAC in the spring,

and tracking our RFEP students for four years. When a new student who qualifies as EL enrolls with CORE Butte, within 30 days of their enrollment they are contacted by the EL coordinator to ensure that each student's academic team is aware of and able to meet the particular needs of each EL student. The Personalized Learning Teachers who serve EL students communicate regularly with the EL coordinator. As a homeschool/independent study model, the school communicated with parents about their child's particular language needs and provides resources when needed.

Students with Exceptional Needs:

CORE Butte has a 16.8% special education population. Currently, we have nine Ed Specialists (3 of whom are dual credentialed for both M/M and M/S populations). We have two school psychologists who each serve in the traditional school psychologist role with completing special education assessments and presenting their reports at IEP meetings. Our school psychologist also serves students in a school-based counseling setting when the Student Study Team process has agreed the counseling is appropriate. Our two psychologists also serve as our two of our 3 ERMHS (Educationally Related Mental Health Services) providers. We have a full time SLP (Speech and Language Pathologist) as well as a part time SLPA (Speech and Language Pathologist assistant). Additionally, we are contracting with the following independent service providers; D/HH/ 3 ASL interpreters, AT, OT, and one more ERMHS provider at 6 hours/weekly. We also have an MOU with the Butte County Office of Education for the following services; VI, O&M, and APE. We meet the needs of our special education students by hiring highly qualified Ed Specialists who work collaboratively with general education (PLT) partners to provide the very best, personalized learning plan for our students who are considered to be Mild/Moderate and our students considered Moderate/Severe. All of our teachers receive relevant training every year both through our SELPA and through outside organizations or conferences, Four of our elementary Ed Specialists have received training in Social Emotional Learning directly from Michelle Winner Garcia, a leader in the field and two of high school Ed Specialists as well. Additionally, two of our high school Ed Specialists have received the PEERS (The Program for the Education and Enrichment of Relational Skills) curriculum training directly from the creators of the PEERS curriculum. These highly trained Ed Specialists with extra training in SEL (Social Emotional Learning) run small "social groups" at each of our centers, the TK-8 and the high school centers. Typically, our special education students receive 1:1 or small group Specialized Academic Instruction each week. Currently, our entire staff has shifted to 100% virtual instruction, and continue to offer both 1:1 support weekly as well as small group and academic support classes that align with the general education core subject classes. We also offer special education assessments in a 1:1 setting, following all safety guidance for our local Public Health Department, the CDC, our county office of education, and the State Superintendent of Schools. Our goal is to be able to provide Educational Benefit as thoroughly and effectively while in this time of 100% virtual instruction. When appropriate, the IEP team has and will continue to offer additional consultative support when it is determined it would be beneficial to the student's progress in his/her IEP goals.

Students in Foster Care:

CORE Butte has approximately 3 students who are in foster care. In response to the COVID-19 pandemic, CORE hired a full-time school social worker who is supporting a variety of students with unique needs including foster youth. Our school social worker is serving as our

LEA Foster Youth and Youth Experiencing Homelessness Liaison and is actively coordinating school and community resources to ensure foster youth have access to a variety of services and supports, including housing resources, school supplies, bus passes, gift cards for emergency needs, counseling service, and referral assistance to outside agencies that can provide additional support for students and families. CORE also hired a 0.2 School Nurse who will be providing screening services to foster youth, such as hearing and vision, and providing follow up support to help connect foster youth with additional health services available in our community.

Teaching staff and direct service providers are actively monitoring the needs of any foster youth on their caseloads, to ensure that they have the necessary resources and access to their learning program and services, regardless of method of delivery (virtual or in-person). (Emailed Colleen for any additional information)

Students Experiencing Homelessness:

CORE serves approximately 38 students currently experiencing homelessness. In response to the COVID-19 pandemic, CORE hired a full-time School Social Worker who is supporting a variety of students with unique needs including foster youth. Our School Social Worker is serving as our LEA Foster Youth and Youth Experiencing Homelessness Liaison and is actively coordinating school and community resources to ensure foster youth have access to a variety of services and supports, including housing resources, school supplies, bus passes, gift cards for emergency needs, counseling service, and referral assistance to outside agencies that can provide additional support for students and families. CORE also hired a 0.2 School Nurse who will be providing screening services to foster youth, such as hearing and vision, and providing follow up support to help connect foster youth with additional health services available in our community.

Teaching staff and direct service providers are actively monitoring the needs of any foster youth on their caseloads, to ensure that they have the necessary resources and access to their learning program and services, regardless of method of delivery (virtual or in-person). (Emailed Colleen for any additional information)

Additionally, our School Social Worker will be providing school training in the area of trauma informed practices for impacted staff, students, and families. These services specifically address the needs of these students to increase their academic outcomes.

Actions Related to the Distance Learning Program [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]	[\$ 365,639]	[Y]

CORE Butte Charter

The school hired a Social worker, a social emotional support staff member and an SEL coordinator in order to provide students with targeted services in the social-emotional arena.

\$164,919 Y

Additional SpEd staff were added in order to provide direct services to students to support their access to instruction and make progress toward academic, social and emotional goals.

Purchase specific applications, software, and virtual support curriculum for students with disabilities, students in special programs and those students in need.

\$103,204 Y

The school is providing mobile hot-spots or internet access to students who are identified as socio-economically disadvantaged or otherwise in need of access. This will allow for access to the internet and online curriculum, online community partners, and other resources to support the academic process of students.

\$10,800 Y

The school will continue to offer Parent Square, a diverse communication tool that enables the school to share information quickly and in a parent and student’s native language.

\$3,150 Y

A new website was developed in order to better meet the ADA requirements and allow students and families easier access to high needs information, much of which is specific to the pandemic, meetings, and events.

\$14,200 Y

Remote access software, Beyond Trust, was purchased in order to remotely work on school devices so that students utilizing a school device will have quick access to IT services during remote learning.

\$4,446 Y

A School Nurse was hired to support the needs of students during this time. The school nurse will offer vision

and hearing screenings specifically for students with disabilities, foster and homeless youth, and students going through the SST process. \$22,000 Y		

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 order to identify students who have experienced significant learning loss due to COVID-19 school closures in 2019-2020, CORE Butte is continuing a systematic cycle of assessments to identify prior learning loss, and to continue actively monitoring for learning loss as a result of COVID-19 and remote learning in the 20-21 school year. CORE students participate in diagnostic assessments that are administered three times yearly at beginning-of-year, mid-year, and end-of-year intervals.

For initial screeners for English language arts and mathematics, CORE utilizes the Educational Software for Guiding Instruction (ESGI) benchmark assessments for kindergarten through 2nd grade and i-Ready Diagnostic assessments for 3rd grade and above. Both the ESGI and i-Ready diagnostic assessments have embedded progress monitoring tools for English language arts and mathematics that are utilized to assess growth between benchmark administrations. CORE also utilizes the individualized lesson pathway option that is generated from the i-Ready diagnostic assessment, which delivers targeted lessons and formative assessments to help continually assess and address learning loss and gains at a prescriptive level.

CORE Butte’s formative assessments include curriculum-based lesson, unit, and chapter assessments to help gauge mastery of target concepts and inform reteach or targeted intervention needs. Based on this data, our intervention team will be providing weekly targeted academic assistance to accelerate learning for any students identified as at risk of continued learning challenges due to COVID-19 and distance learning.

Our Assistant Director of Assessment and Accountability will be providing direct intervention planning and monitoring support to teachers with students indicating learning loss or not meeting the state’s academic standards for their grade level. Teachers will actively monitor student progress in all subject areas and targeted interventions and, if not making expected progress in closing learning loss gaps, will utilize our Student Success Team process to ensure that each student has access to intensive and prescriptive support, is closely monitored, and will be referred for additional specialized services as appropriate. (Emailed Lori for input on ELD specifically)

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.]

CORE Butte provides standards-based curriculum and instruction in all key content areas, which includes differentiated guidance for specifically addressing student learning loss and opportunities for accelerated growth. Each student develops a personalized learning plan with their teacher that ensures access to grade level standards, provides benchmarks for goal setting, and tailors interventions for students as they are progressing throughout the school year.

Additionally, each student will have opportunities to explore topics that support social-emotional learning, responsible technology use, and areas of interest that promote lifelong learning and readiness for college and career. Teachers meet regularly with students to review work samples, assess understanding of concepts, set new learning goals, and encourage engagement in activities and practices that foster physical and mental well being. As a response to assessment data and teacher or parent input, our intervention team continuously provides direct targeted instruction to students, teacher and parent training opportunities specific to intervention and acceleration strategies, and intensive progress monitoring for students who are showing signs of learning loss throughout the school year. Our Assistant Director of Assessment and Accountability conducts monthly individualized meetings with teachers to review assessment data, effectiveness of intervention plans, and the continuum of options for accessing multi-tiered support.

CORE has many community partners that provide academic support and enrichment activities, both in-person and virtually, in accordance with state and local health guidelines related to COVID-19. These community partner services increase opportunities for student engagement, academic support, and social-emotional connections. These supports are uniquely tailored for our students who are English learners, low income, students experiencing homelessness, and foster youth, as we are able to create personalized plans determined by their specific needs and other identified areas for growth and support.

Our school counselors, social-emotional learning team, resource teachers, and school social worker will continue to provide coordinated and targeted support for social-emotional skills development and strategies for low-income pupils, foster youth, pupils with exceptional needs, and pupils who are experiencing homelessness. Our school social worker will continue to specifically monitor and provide assistance in connecting foster youth and students experiencing homelessness with resources and community partnerships as appropriate to support their academic and social-emotional needs.

English Language Learners continue to receive regular language support via meetings with Personalized Learning Teachers. Progress is evaluated each semester and documented in the four year tracking sheet.

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.]

CORE Butte Charter School teachers and staff will continue to monitor the progress of all students by utilizing both formal and informal measures to monitor academic progress and social-emotional well being. The teaching and intervention staff at CORE Butte will monitor academic growth and learning loss through the use of benchmark data, curriculum-based assessments, intervention-specific outcomes, and consistent communication with colleagues and parents to determine needs and trends throughout the 20-21 school year.

Our social-emotional learning team will assess needs through monthly student, staff, and parent surveys, direct student engagement opportunities, and ongoing professional development specific to social-emotional learning curriculum and instructional practices. The school counselors and school social worker at CORE Butte will meet regularly as a specialized services team to ensure identified pupils are receiving the support needed to foster social/emotional and mental well being that promotes readiness for learning. Staff will continue to utilize our collaborative Student Success Team (SST) process to review implemented supports, determine effectiveness of interventions and services, and revise plans to maximize student achievement and minimize continued learning loss.

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

Description	Total Funds	Contributing
<p>[A description of what the action is; may include a description of how the action contributes to increasing or improving services]</p> <p>CORE Butte Charter will continue to implement assessments and accountability measures to ensure student academic growth and social health.</p> <p>Additional assessments were purchased for students with IEPs to support an increased number of students and various needs related to trauma.</p> <p>Intervention materials will be provided for students specifically focused around academic and social-emotional health. (Nessy, Lexia, Common Core Support Coach, materials purchased by Bree, Chelsea or Daniel H.)</p> <p>CORE Butte will provide standards based curriculum for students to access content and instruction in order for students to make progress toward academic growth.</p>	<p>[\$ 63,551]</p>	<p>[Y/N]</p>

[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]
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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.]

CORE Butte staff will monitor and support mental health and social and emotional well-being of pupils and staff through direct support and provision of resources. Direct support includes three school counselors who are available for consultation, short- and long-term counseling, facilitating connections between staff, students, and appropriate community resources, and ongoing professional development and learning opportunities for parents, students, and staff on topics such as social emotional learning, trauma, and resilience. Indirect support includes the provision of extensive online resources, curriculum, and community partnerships that foster social and emotional well-being.

In response to the impact of COVID-19 on mental health and social and emotional well being, CORE hired a full-time school social worker who, in partnership with our two school counselors, will focus on the mental health and social-emotional well-being of its students and staff and provide additional support for trauma and effects of COVID-19. The school social worker will fulfill the foster/homeless youth liaison position. This outreach will include direct and ongoing contact with students and families through phone calls, videoconferencing, in-person meetings, and emails. Needs surveys will be utilized to help assess the needs of students and families and provide more efficient resource information and services. Students and families will receive updated school and community resource lists, which may include food, transportation, shelter, and health services available in our community and opportunities to engage in direct support provided by the school social worker.

Due to the increased need for social-emotional support at the Tier I level, CORE shifted staff responsibilities to create a 40% social emotional learning (SEL) certificated teacher position and a classified staff position to create a collaborative SEL team that also includes our school social worker and Assistant Director. This team is actively creating school-wide needs assessments, student, parent, and staff training and engagement opportunities, researching SEL strategies and curriculum, and drafting short- and long-term school-wide and targeted plans for supporting the needs of students and staff during the COVID-19 pandemic and forward. This team will continue to define and refine the school's Tier 1 SEL supports for student success, in collaboration with school specialists providing services at the Tier II/III levels of multi-tiered SEL support. This team has also refined its referral process for students who are in need of more targeted and intensive support for mental health and social emotional well-being, with easily accessible SEL referral forms for teachers, parents, students, and concerned peers.

Additionally, our school's SEL team and counselors will continue to provide professional development opportunities and resources to staff and families, including webinars, videos, and other strategies for mental health and social emotional well being that can be accessed through our school website, school newsletters, and posting of print materials throughout the 2020/21 school year.

Pupil and Family Engagement and Outreach

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

Teachers at CORE Butte Charter are regularly in direct contact with all students and families, communicating learning goals, attendance requirements, and work completion expectations. CORE Butte's tiered reengagement plan is explained during initial enrollment meetings and in direct response to a lack of engagement in the agreed upon learning plan and master agreement. As part of CORE Butte's tiered reengagement plan, if students are absent from remote learning, are not meeting compulsory education requirements, or not engaging in instruction and are at risk of learning loss, teachers will provide outreach to students and their families by phone and email. Teachers, parents, and students will meet to collaboratively develop a plan for addressing any potential barriers, providing the family or student with necessary resources, and improving outcomes for student engagement and compulsory requirements. If student engagement outcomes do not improve, teachers may include school administration to help with additional outreach, mitigation of barriers, provision of resources, and clearly communicated expectation for consistent reengagement and participation.

If a student continues to be absent from remote learning, is not meeting compulsory education requirements, is not engaging in instruction and is at risk of learning loss, CORE Butte will follow its process to ensure this model of learning is working for the student. This process is outlined in the parent handbook and may include missing assignment reports, and/or a student working through the SST process.

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.]

CORE Butte Charter is a non-classroom based charter school specifically excluded from the statutory definition of “Distance Learning”. The school offers a hybrid model of learning at its resource centers. According to AB 1871, CORE Butte is only required to offer meals if a student is on campus for two or more hours in a given day. Typically, CORE Butte does offer a breakfast program each day during the week for families who are in need. During this time of off site learning, CORE Butte continuously shares multiple resources for access to free meals for all students under the age of 18. This is shared via social media, the school website, and in the regular phone calls home to each student.

CORE Butte makes every effort to intentionally reach students experiencing homelessness or who are socio-economically disadvantaged who may need this information shared in a variety of ways.

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]	CORE Butte Charter implored support staff to regularly make personal contact with students and families to ensure needs are being met including meals, technology, internet, mental health supports, and curriculum during distance learning.	[\$13,217]	[Y]

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
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8.96%

\$657,424

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.]

CORE Butte Charter has made personal phone calls to all families, intentionally ensuring the school has made contact with families experiencing homelessness, foster youth, English language learners, and socio-economically disadvantaged families. These personal phone calls allow the school to better understand and meet the needs of each diverse population of students. The school ensures that technology and resources are provided for all students so that they have equal access to the information and curriculum. As mentioned previously, staff are specifically assigned to consistently follow up with special populations to ensure they have what they need to be successful.

The needs of foster youth, English Language Learners, and socio-economically disadvantaged students are always a priority to CORE Butte staff. Staff who coordinate services for these students contact the student and family right away to set up a plan for support. The Personalized Learning Teacher follows up with regular contact and support to ensure services are being provided.

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

CORE Butte Charter supports all students including those who are socio-economically disadvantaged, English Language Learners, or foster/homeless youth. Specifically, services are being increased for these students by the inclusion of a social worker and the increased services of the foster/homeless liaison role she will also fill. There has been a large number of increased technology available to students and internet access offered to socio-economically disadvantaged students. Staff at all levels have increased specific connections with families in order to ensure families have access to food, shelter, clothing, and other basic needs.