

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 unanticipated and singular COVID-19 pandemic has affected the entire Community School for Creative Education (CSCE) community and drastically impacted the lives of our students, our families, and our staff. The sudden closure of schools at 6pm on March 13, 2020 has affected the physical, emotional, social, and educational needs of our students and brought about great stress and trauma to them and their families.

The closure of schools has affected many students and families by challenging their ability to access basic services. The greater economic impacts of the pandemic, including a spike in unemployment, have exacerbated already existing challenges such as food insecurity and access to technology/connectivity. Families and students have also been affected by being personally distanced from services that are typically provided in-person, including many services for our most vulnerable students including those with Special Needs and our English Learners. The COVID-19 pandemic has also resulted in increased isolation and disconnection due to the physical and social separation from the class and school community. The school rhythms, curricular pacing, traditional methods of instruction, and the assessments of the students' learning have also been disrupted.

In addition to these effects and trauma caused by COVID-19, many CSCE community members continue to experience trauma as a result of systemic racism and violence. Recent acts of violence against Black and Brown people, including the killing of George Floyd, follow generations of oppression. As COVID-19 has had a heightened impact on our community, the many acts of racism and subsequent resistance have added additional trauma to our students, families and staff. CSCE acknowledges its responsibility to recognize its part and its task as an Intercultural Waldorf School and to that end issued a June 8 2020 Letter of Solidarity to our community. CSCE recognizes the need to move beyond acknowledgement of racism to engaging in courageous conversations and directly confronting, interrupting, and addressing the institutional racism that is present in our community. This work will, we know, require us to grow in our own ability as adults to deeply study and own our own implicit biases and positions of power and privilege, to further build our cultural competency and to further lift up what is central in our founding principles as a Waldorf school: focusing on the whole child, head heart and hand, and whole community and integrating into our curriculum development teaching and learning and whole school work toward the advancement of social justice.

Founded in 2008 and chartered in 2010, CSCE is the country's first Intercultural Public Waldorf School. CSCE is a full service community school, providing a hub for our school pantry, mental health and other key community services. It is located in the San Antonio neighborhood of Oakland and spans Transitional Kindergarten to 8th grade. Founded by families and community leaders through the noted community based organization, Faith In Action East Bay (formerly Oakland Community Organizations) representing over 50,000 Oakland families, Community School is among the most diverse TK - 8 schools in the county. Its demographics include: 60% Latino, 19% African American, 10% Asian Americans, 4% two or more races, and the balance White, Pacific Islander, Filipino. Eighty-five % of its students are eligible for Free or Reduced Price Lunch, 46% are English Learners, and 16% are students with disabilities. Many CSCE students speak a language other than English at home, with Spanish, Vietnamese, Cantonese, Arabic and Mam being the most common.

CSCE's School Motto

Receive the Child in Reverence, Educate the Child in Love, Let the Child Go in Freedom

El niño ha de ser recibido con respeto, educado con amor, puesto en la vida finalmente en libertad

In Ehrfurcht empfangen; in Liebe erziehen; zu Freiheit entlassen (original)

- Rudolph Steiner 1919, Founder of First Waldorf School

CSCE's Mission:

The Community School for Creative Education partners with families and communities to provide a rigorous college-preparatory program integrated into a culturally rich, arts-infused, highly personalized curriculum inspired by Waldorf education for the diverse students of Oakland to promote equity and prepare culturally competent, well-rounded, lifelong learners to lead, contribute to, and successfully participate in our rapidly changing multicultural society.

La Escuela Comunitaria para la Educación Creativa socios con las familias y las comunidades para proporcionar un riguroso programa de preparación universitaria integrada en una gran riqueza cultural, infundido con las artes, plan de estudios altamente personalizado inspirado en la educación Waldorf para los diversos estudiantes de Oakland para promover equidad y prepararlos para que sean culturalmente competentes, equilibrados, aprendices de por vida para dirigir, contribuir y participar con éxito en nuestra sociedad multicultural que cambia rápidamente.

CSCE's Vision:

The Community School for Creative Education envisions a future in which all children have access to quality education; all children experience success in community and career; and youth voices contribute in valued and meaningful ways to the success of a thriving, equitable, and multicultural society.

La Escuela Comunitaria para la Educación Creativa tiene la visión a futuro donde los niños tienen acceso a una educación de calidad, todos los niños experimentan el éxito en la comunidad y en su carrera, y las voces de los jóvenes contribuyen con valores y formas significativas para el éxito de una sociedad próspera, equitativa y multicultural.

As CSCE has planned to return - in the physical and/or virtual space - addressing the learning loss that students experienced during spring and over the summer has been a priority. This focus is especially critical for the student groups experiencing disproportionate impacts from the pandemic. With this focus, to optimally meet these needs, CSCE has prepared a Return Reopen Plan, communicated on July 15 2020 and brought it to its community through a Town Hall with interpreters and translators in all languages present and the presentation posted on its home page. Further, CSCE has issued a Distance Learning Addendum to its 2020-2021 Family Handbook, which focuses to provide safe space through rules of conduct, guidelines on access and schedules and indication of regular Town Halls and Community Chats in all languages are part of the Distance Learning Addendum.

Going forward CSCE will hold fast to this focus on learning and growing together to ensure strong continuity and attendance to learning in head heart and hand for our students.

We will provide consistent, clear, and routine communications and engagement in multiple modalities and languages on this path we are on implementing the plan that follows here.

Stakeholder Engagement

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

As a full service school we have centered community engagement in everything we do. From families sharing cultural stories which informed curriculum to our Morning Circle verses recited in our community languages including: Vietnamese, Spanish, and English. To continue these efforts as we navigated our role during shelter-in-place we sought teacher input and starting on Tuesday, May 26th, 2020, CSCE began holding Community Chats via Zoom. This space operates as an open forum for families to bring forth community needs. Additionally, CSCE held Town Halls starting Wednesday, July 15th, 2020 where the focus was to share reopening plans and learning phases depending on local and state approval.

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

Both Community Chats and Town Halls are made accessible via Zoom, posted on our public website's calendar, reminders sent via RoboCall and our family listserve. Engagement was promoted by ensuring Arabic, Spanish, Vietnamese, Cantonese, and Mam interpreters supported the discussions. Meetings were recorded and uploaded to our website for future reference.

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

During our Town Hall with teachers and on-going conversations with our community partner Attitudinal Healing Connection, we were able to develop an intentional, robust, student and family centered distance learning plan and phases using local, state, and national data. Additionally, feedback provided by families during Community Chats was reflected in our Handbook Addendum.

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

Now that school is in session we have organized Lower Grades and Upper Grades specific Community Chats as recommended by families.

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.]

CSCE is committed to in-person, classroom-based instruction when allowed by the State and local governments, and when safe for our community. Our plan for 2020-21 is to introduce instruction in “phases”, with a goal to have full in-person instruction in the final phase. CSCE is currently in Phase 1, or 100% Distance Learning. In this phase, all instruction is in a virtual classroom setting. Students are in Zoom classrooms with their peers and teachers, and 1:1 or pull-out sessions with appropriate resource staff, consistent with in-person learning. Phase 2 includes in-person sessions for our most vulnerable students, including those classified as low-income, English Learners, students with IEPs, foster youth, and homeless. Students who have experienced significant learning loss due to prior and/or current closures are able to access assessments and other in-person services as needed. Phases 3-4 include hybrid models with no more than 50% of students on campus at any given time. All students will receive in-person instruction during these phases, unless the student/family opt-in to full Distance Learning for the year. Phase 5 is a full reopening with all students (less those who opt out) on campus together every day. These phases and plans were presented to the community during our Reopen and Return Plan meeting on July 15, 2020.

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

| Description | Total Funds | Contributing |
|--|-------------|--------------|
| In-person assistance - setup, monitoring, homework help for students | \$30,000 | Yes |
| In-person instruction - daily instruction, setup, monitoring, and homework help for students | \$100,000 | Yes |
| PPE | \$10,000 | Yes |
| Custodial Services | \$40,000 | No |
| Janitorial Supplies | \$15,000 | 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.]

In response to public health conditions, and under guidance of state and county local officials, CSCE will begin the 20-21 academic year with a full distance learning model, which is referred to as phase one of our school's five step reopening plan. We commit to our community that CSCE will continue to provide high quality instruction, structures to measure student progress, and accountability to meet the academic, social and emotional needs of all our students. Our plan includes synchronous online live instruction everyday, using zoom as the virtual platform, and Google Classroom as the curriculum resource tool used between teachers and students. Synchronous learning is real time instruction, where our students are engaging in learning simultaneously through live instruction and interaction. The digital classroom are designed to:

Most resembles a real classroom

Learners can ask questions and receive feedback simultaneously
Allows for collaboration between students
Teachers can provide immediate feedback, assessment, and make adjustments as needed

During distance learning our bell schedule fulfils the 230 Elementary school, and 240 Secondary School instructional minute requirements through live zoom online classes with LEA teacher of record and students enrolled in the class. An important note here is that our distance learning program exceeds the required instructional minutes at every grade level to ensure continuity of instruction, and account for loss of pupil learning loss in the spring semester as seen in the table below.

CSCE Instructional Minutes

Monday, Tues, Thursday, Friday

Tk-5

Live Synchronous Minutes: 270

Asynchronous Instructional Minutes: 60

Total Instructional Minutes per Day: 330

Total Hours per Day: 5.5

6th-8th

Live Synchronous Minutes: 330

Asynchronous Instructional Minutes: 0

Total Instructional Minutes per Day: 330

Total Hours per Day: 5.5

Wednesday for Elementary and Middle School

Tk- 8th

Live Synchronous Minutes: 90

Asynchronous Instructional Minutes: 120

Total Instructional Minutes per Day: 210

Total Hours per Day: 3.5

In addition, to ensure equitable access, the live sessions are recorded everyday and uploaded to the google classrooms to ensure continuity of learning if a student is unable to make it to live class sessions due to unforeseen circumstances. Furthermore, targeted instructional support for smaller groups of students, such as English Learner students and students receiving special education services will be receiving additional support from our school intervention and support team. We will also be holding community chats with parents and other stakeholders to receive input and continue to refine our distance learning plan. Teachers will hold daily office hours in the afternoon after school (except Wednesdays) to further open communication with student families. The CSCE team will continue to monitor student

attendance and participation daily, and work with our school intervention team to design individualized plans for those families that need additional support.

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.]

At the beginning of the closure in March 2020, CSCE distributed 50 laptops to students in need. Many of our students still have these laptops and are accessing their distance learning education through school-provided laptops. Some students are new or have devices that are not fully functioning. CSCE is participating in the Oakland Undivided program which aims to ensure every student in Oakland will receive a learning device, connectivity, and assistance with technical support, as needed. Our families have the opportunity to apply to the program to receive these devices if they do not already have access. As several of our students are not current residents of Oakland, it is CSCE's commitment to source and supply devices to its students who are in need, and otherwise do not qualify for the Oakland Undivided program. Therefore, CSCE purchased an additional 50 laptops that it intends to distribute to students in need. Students will also receive hotspots through the Oakland Undivided program.

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.]

Pupil progress monitoring is occurring daily through live synchronous class sessions. For accountability and measurement of student daily participation, teachers will take daily attendance during live sessions, give participation points, grade student assignments, track progress using our school gradebook and attendance system in our Student Information System (SIS) called PowerSchool. Teachers will also receive weekly attendance reports to confirm, sign and verify weekly attendance. These weekly attendance reports will be housed on-campus for record keeping by attendance staff. Additionally, parents and students will have access to their students' attendance, participation, and overall grades using the parent, and student portal feature of this online gradebook and attendance system. This further allows parents, students and teachers to communicate promptly in regards to any academic or participatory concerns. This foundational instructional plan will carry through the entirety of the school year as we move forward in transitioning between the different phases of reopening and returning to in-person instruction. This creates a continuum and stability in instruction and in progress monitoring student growth and outcomes. To further ensure participation and progress monitoring, CSCE has developed a tiered re-engagement plan discussed further below in "Pupil and Family Engagement and Outreach" section. Every effort will be made to ensure that all of our students are supported academically, socially and emotionally during the distance learning program.

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.]

CSCE has designed Wednesday afternoons as professional development days for teachers and staff during the school year. However, we began the first two weeks of school with teachers attending professional development sessions focused on cultural responsiveness,

understanding whole child development, and knowledge acquisition through the Waldorf framework. Teachers also participated in learning distance digital teaching tools such as Zoom, and Google Classroom. All of the teachers at CSCE have a google classroom, and live zoom link sessions to hold daily live synchronous classes which they set up during the summer professional development days. Our school website hosts this information online for all parents and students to easily access. Additionally, a series of four professional development sessions have been dedicated to providing teachers and staff instructional support strategies for our special education students during distance learning on the topics of modifications, accommodations, behavior de-escalation and communication. Additionally, four training sessions focused on differentiated intervention and English learner support are also included in the PD plan. Similarly, we will be using a “Cycle of Inquiry” approach to assess student progress and data collected through our NWEA map testing, and classroom assessments. This creates cyclical progress monitoring for teachers to assess each student's needs individually and to generate a plan of action to support the student's learning. Through the various professional development opportunities, teachers will collaborate with each other in content and grade level teams to ensure consistency in program execution and accountability.

Staff Roles and Responsibilities

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

All staff roles remain the same in base duties. Additional duties due to COVID-19 have been assigned as follows:
COVID-19 Reopening team established in 2019-20 consisting of Executive Director, Principal, Chief Business Officer, Dean of School Culture, and Office Manager.
Staff to assist students and families with technical needs: Dean of School Culture, Instructional Assistants, Teachers;
Staff to assist students and families with access to technology: Deputy Director, Dean of School Culture and Support Team Lead and Coach;
Staff to assist students and families with access to learning materials: All (teachers, instructional assistants, all support staff & admin)
Staff to assist with “grab & go” food distributions: Deputy Director, Dean of School Culture, Office Manager, Support Team Lead & Coach, food service staff.

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.]

One of the guiding principles of CSCE is to maintain the inclusion of each and every learner.

Appropriate supports for students receiving Special Education

- Ensure students with disabilities are included in all offerings of our school education model by customizing their educational/academic experience when necessary.

Targeted student support and intervention

- Academic or social and emotional supports may look like push in or pull out groups for smaller personalized instruction.

Support for English Learners

- Academic support and scaffolding created with the English Language LEA and classroom teacher to ensure students can access curriculum while making progress toward language proficiency.

Support for Pupils in Foster Care

- Work with foster family/guardians to ensure full access to learning for the student, including check-ins with students and foster parents via phone, zoom, and/or email, monitoring of attendance/engagement and communication with teachers/administrators when needed, and online tutoring services by teaching and support staff.

Support for Pupils experiencing homelessness

- When a student and/or family is identified as experiencing homelessness, including those temporarily unhoused, they are referred to our Homeless Liaison and given support with access to communicate with teachers and parents to continue student engagement in distance learning and to address their technology and access needs, including delivery of assignment materials and provision of necessary school supplies.

CSCE strives to make grade-level content accessible for all students through the use of various accommodations, modifications, or interventions as needed. We strive to allow our students to embody a growth mindset despite whatever their learning differences and challenges may be.

CSCE understands that students differ in the way that they are motivated to learn and creatively integrates movement, tactile and sensory opportunities, as well as music and art. We celebrate the differences of each student and will continue, as possible, to make content more accessible for students with unique needs. Embracing this path of inclusion allows ALL students to benefit.

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

| Description | Total Funds | Contributing |
|---|-------------|--------------|
| Daily attendance monitoring, communication with families, weekly engagement tracking and support. | \$75,000 | Yes |
| Increased technology for students, including students with disabilities, including chromebooks. | \$8,500 | Yes |

| Description | Total Funds | Contributing |
|--|-------------|--------------|
| Zoom licenses | \$2,000 | Yes |
| Curriculum coordination, coaching, and training specialists. | \$100,000 | Yes |
| Special Education support through consultants | \$40,000 | Yes |
| School counseling and Student support services coordinator | \$150,000 | No |
| Collaboration and professional development (weekly), to improve student achievement | \$30,000 | No |
| Waldorf learning kits/distribution | \$10,000 | Yes |
| Distance Learning professional development, including consultant, books, copies, materials | \$30,000 | Yes |
| Multilingual literacy - Spanish lower grades | \$10,000 | Yes |
| Multilingual interpretation for school events, documents, classrooms | \$2,500 | Yes |
| Enrollment center - Oakland Enrolls | \$4,000 | 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.]

Grades TK-8 will be using Fountas & Pinnell (reading levels) BPST (phonics) and SEEDS (EL Education) assessment in September as an early baseline assessment. English learners will be tested using the CA ELPAC testing requirements in September as well. Targeted assessments in Mathematics and English will be conducted using the NWEA Map in the first week of October in grades 2nd- 8th. The next cycle of NWEA will be in February, and then again in May before the school year ends. These baseline assessments will help assess the pupil learning loss during the 19-20 school year, but will also continue to monitor progress in the current school year. This school wide progress monitoring, along with teacher assessments and student assignments, based on our cycle of inquiry approach will allow teachers to look at student data.

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.]

Direct pull out sessions for reading intervention will be scheduled for our EL students along with other students who may need intervention supports. These reading sessions will be in 15-30 minute increments and will take place with our intervention teacher(s) on a scheduled basis. On Wednesdays', all teachers and students have a two hour window for tutoring and individual supports. In addition, all teachers have daily office hours for 60 minutes to further schedule small group instruction or individual check-ins with students and parents. These structures and systems are put in place to allow teachers to meet with students individually to meet any learning loss needs as the year progresses.

Effectiveness of Implemented Pupil Learning Loss Strategies

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

The effectiveness of the pupil learning loss strategies will be assessed longitudinally through looking at student NWEA map data, classroom gradebook progress reports, student participation, assignments turned in, engagement in google classroom and live zoom sessions, attendance reports, the distance learner tracker, parent teacher conferences during office hours, and tutoring hours on Wednesday.

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

| Description | Total Funds | Contributing |
|--|-------------|--------------|
| Teacher office & support hours and time | \$75,000 | No |
| CSCE/CST (Cal State Teach) Partnership program/Summer School | \$20,000 | Yes |

| Description | Total Funds | Contributing |
|---|-------------|--------------|
| Paraprofessional supports - staff spending 100% of time directly supporting SPED students | \$40,000 | Yes |

Mental Health and Social and Emotional Well-Being

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

CSCE has created an internal documentation system called the Distance Learning Tracker. Each teacher has a tab representing their class roster. Within this tracker we document family and household needs based from a mix of 1:1 conversations, surveys and questionnaires. Technology needs and food security have been a main priority. This tracker serves as a positive communication tool for CSCE staff so that we know what supports have been offered to the family and more information to assist our approach. CSCE will monitor and support the mental health of its students by providing safety through a Waldorf lens. Through its construct, Waldorf education integrates the well being of the whole individual through emotion and arts based instruction. Professional development opportunities will be held intermittently throughout the year to assist educators in being trauma informed, integrating Social Emotional Learning components into their lessons with curriculum tools such as Thrively and Toolbox, as well as tools for personal self care and mindfulness.

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.]

To support families during these challenging times and in an attempt to eliminate obstacles that may prevent students and their families from a successful launch to the school year in Phase 1 - 100% Distance Learning CSCE distributed essential learning materials and learning

packets for all students. During Family Orientations families were provided the 2020-21 Family Handbook and Distance Learning Addendum, additionally videos outlining steps to access Google Classroom and other necessary platforms. During supply and food distribution dates families were able to receive assistance in downloading the applications and setting up student school emails. Families who reside in Oakland will participate in the Oakland Undivided partnership with a goal of providing a working laptop and hotspot for every student in need. Our Parent/Family in Action Group and our Multicultural Family Event Planning Committee serve as hubs for parent involvement and engagement.

Tiered Re-Engagement Plan

Following are the procedures for the tiered re-engagement strategies for all students who are absent from distance learning for more than three school days, or 60% of the instructional day in school week. These procedures ensure special consideration given to family access, communication, awareness, and an outreach plan including mental health and academic interventions to support the unique needs of all our students.

Holistic Intervention Supports

CSCE will be using the following holistic approach to monitor student and family engagement through these three vital components:

Behavioral engagement (physical actions)

The physical actions a student uses to interact with the learning material such as attending, writing, reading, studying, or watching learning videos

Cognitive Engagement (Cognitive Processing)

Reflects the extent to which a student is thinking about the learning activity, or attending and focusing on the task, and participating in class.

Emotional Engagement (Motivation and Emotional Response)

Reflects a student's involvement in and enthusiasm for school as a whole as well as their emotional connectedness to others during distance learning

The three components of engagement will be monitored and assessed through daily attendance, regular engagement surveys, completion of weekly assignments and participation grades.

Teachers, administrators, and staff across the LEA have shared responsibility in ensuring the re-engagement of all students.

Students and families: Tier One

Attend/engage daily with their teachers and report absences for ANY school day to the school.

Receive daily email/or text message notifications for class absences through PowerSchool

Communicate with attendance staff as needed for absences

Teachers: Tier Two

Document attendance and participation daily.

Communicate with attendance staff immediately if a student has been absent three or more days, flagging attendance staff to call and check in with families, verify contact information in school records, and assess student needs.

Verify, print and sign weekly attendance reports

Enter daily participation and weekly assignments to PowerSchool Gradebook

Communicate with families with low attendance, and participation in class to re-engage with instruction and provide intervention supports

Communicate with attendance staff and administrators

Attendance Staff and Administration: Tier Three

Ensure that attendance and engagement is being documented as required in PowerSchool, work with teachers and families, and provide tiered interventions:

Monitor attendance daily, check in with teachers, print weekly attendance reports for teacher verification and signatures.

Family outreach for students with more than 3 absences

If attendance staff is unable to reach family in 24 hours, Dean of School Culture will take over contact and outreach

Attendance staff, Dean and Principal work together to create individual plans of action for each student based on students and family needs, work with teachers and families, and provide tiered interventions when necessary.

Principal will verify teachers' attendance reports on a bi-weekly basis

In addition, CSCE will be using the family handbook as outlined below for further documentation and tiered re-engagement and support for pupil and family engagement:

According to the CSCE 2020-2021 board-approved Family Handbook: School Attendance is required by law. The Community School for Creative Education with its Board of Directors believes that regular attendance plays an important role in student achievement and success in school. Excessive student absenteeism and tardiness, whether caused by excused or unexcused absences, may be an early warning sign of poor academic achievement and may put students at risk. The Board recognizes its responsibility under the law to ensure that students attend school regularly CSCE students attend school every day. Every day is significant.

State Law requires parents/guardians of children ages 6 to 18 to send their children to school, unless otherwise provided by law. Parents who fail to meet this obligation may be subject to prosecution. The Board shall abide by all attendance laws and may use appropriate legal means to correct the problems of excessive absence or truancy.

Reporting Absences

If a student is absent, parents or guardians are required to call the school at (510) 686 - 4131 each day that the child is absent. Absences not cleared within 48 hours will be officially recorded as unexcused. Both Excused and Unexcused absences and tardies are subject to the truancy policy.

First Day of School Policy

Students who are not in attendance due to an unexcused absence at the start of the school year, will be contacted by the office. By the tenth day of the school year, without notifying the office or responding to the school's communication, student will be dis-enrolled from the school roster, pursuant to the CSCE Attendance Policy. CSCE will attempt to reach the Parent/Guardian on a daily basis for each of the first three days to determine whether the student has an excused absence. Written notification will follow as described more fully below. If the student has a basis for an excused absence, parents/family members must notify the school of the absence and provide documentation.

Notification of Truancy or Excessive Absences

Definitions of Truancy

The statewide average absence rate for typical childhood illness is 5 days per school year. Detailed below is the process that CSCE Charter follows when a child is truant or has excessive absences.

Truant means a student who is absent from school without a valid excuse for three full days in one school year, or tardy more than any 30-minute period during the school day without valid excuse on three occasions in one school year, or any combination thereof.

Habitual truant means a student who has been reported as a truant three or more times within the same school year, provided the school has made a conscientious effort to hold at least one conference with the student and his/her parent/guardian.

Chronic truant means a student who has been absent from school without a valid excuse for 10 percent or more of the school days in one school year, from the date of enrollment to the current date.

Chronic absentee means a student who is absent for any reason for 10 percent or more of the school days in the school year, when the total number of days the student is absent is divided by the total number of days the student is enrolled and school was actually taught. The school principal may require an official medical or judicial verification in order to excuse an absence. Students with such an excess of absences will be notified in writing of the official verification requirement. Any teacher may change the grade of a student who has accrued 10 unexcused absences per semester or 7 unexcused absences per trimester to a failing grade for their courses at the marking period.

Truant students and their parents/guardians are in violation of the law and are subject to prosecution and other penalties.

An attendance supervisor or designee, peace officer, probation officer, or school administrator or designee may, as applicable, arrest or assume temporary custody during school hours of any minor student found away from his/her home who is absent from school without a valid excuse. Any person arresting or assuming temporary custody of a minor student shall deliver the student and make reports in accordance with California Law. First Notification of Truancy or Excessive Absences

Letter #1 will be sent regular and Certified Delivery Confirmation mail when a student has accrued three (3) truancy events. The letter shall include:

- That the student is truant.
- That the parent or guardian is obligated to compel the attendance of the pupil at school.
- That parents or guardians who fail to meet this obligation may be guilty of an infraction and subject to prosecution.
- That alternative educational programs are available in the district.
- That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the pupil's truancy.
- The parent or student may be subject to arrest or held in temporary custody by a probation officer, a peace officer, a school administrator or attendance supervisor or his/her designee under if found away from home and absent from school without a valid excuse.
- The attendance supervisor may notify the district attorney and/or probation officer of the student's name and the name and address of his/her parents/guardians.
- That it is recommended that the parent or guardian accompany the pupil to school and attend classes with the pupil for one day.

Second Notification of Truancy or Excessive Absences

A student must be notified a second time if he/she is absent from school without a valid excuse one or more days or is tardy on one or more days during the school year, following issuance of the first notification letter. The parent(s) or guardian(s) will receive a phone call from the Dean of School Culture to notify and inquire about student's attendance.

In addition, letter #2 will be sent regular and Certified Delivery Confirmation mail. The letter shall note:

- An Attendance Contract will be entered into which must be signed at this meeting to abate truancy.

- The student may be given a written warning by a peace officer. A record of that warning may be kept at the school for not less than two years or until the student graduates or transfers from the school. If the student transfers, the record may be forwarded to the new school.
- The attendance supervisor may notify the district attorney and/or probation officer when the student continues to be classified as a truant after the parents/guardians have been notified by letter.

Notification of Determination as a Habitual Truant - Referral to CSCE SART

A student must be notified a third time once he/she is absent from school without a valid excuse one or more days or is tardy on one or more days during the school year, following issuance of the second notification letter. Student is identified Habitual Truant. At this time, the Dean of School Culture will schedule a home visit with the parent(s) or guardian(s).

In addition, letter #3 will be sent regular and Certified Delivery Confirmation mail. Letter shall contain:

- Mandatory SART meeting with student, parent, teacher advisor, and Principal within 5 days. If not already on file, an Attendance Contract must be signed at this meeting.
- If the parent fails to respond in 5 days or does not attend the scheduled conference, the student may be referred to the District Attorney, students 12 years of age and older may be referred to the juvenile court for adjudication

Removal from Charter School

If, after the above procedures have been followed, the student continues to have unexcused absences, the parent/guardian may receive notice that the student is in violation of the SART contract. The student will then be required to appear before the SART panel again to discuss the unexcused absences. After such meeting, or after two (2) attempts by the SART panel to schedule the meeting if the parent/guardian is nonresponsive, the SART panel will recommend that the student be deemed to have voluntarily disenrolled from the Charter School. The parent will receive written notice of the SART panel's recommendation.

The SART panel shall then forward its recommendation to the Governing Board for review of the matter and final decision. The parent/guardian will receive written notice of the date and time of the Governing Board review. Such notice shall be sent at least five (5) days prior to the Board review. The Board's decision shall be final as to that recommendation.

If there is a Board decision to dis-enroll, notice will be sent to the student's district of residence within thirty (30) days. A Board decision not to dis-enroll the student does not prevent the SART panel from making a similar recommendation in the future.

[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.]

During the initial school closure in March 2020, our families participated in the Oakland Unified School District’s nutrition services program. At that time, CSCE provided meals through OUSD’s School Food Authority (SFA). Now that CSCE is its own SFA, we have partnered with Revolution Foods whose mission is to provide healthy and delicious culturally relevant meals. Families received the Free and Reduced Price Meal application both by mail and hardcopies were made available at the main office and during all food and learning kit distribution days. This year Families are informed of the key distribution days by RoboCall, email listserve, mass text messaging, and reminders by teachers.

During distance learning, all meals are provided on a “grab n go” basis, meaning that several days worth of student meals are packaged by CSCE staff and handed out to families on specific days. Once in a hybrid mode, we will do warm serving of meals as well as the “grab n go” meals. If we enter the full in-person phase, we will continue warm serving of most meals, with an option for “grab n go” meals for our families who choose 100% distance learning.

Meals are provided at no cost to all pupils eligible for Free or Reduced Price meals. This is to serve our unduplicated pupils to a greater extent than meal program reimbursements allow.

In addition to the meal program, CSCE also operates a food pantry in collaboration with the Alameda County Food Bank. This allows CSCE families and community members to have fresh fruits and vegetables, as well as dry or canned goods twice per month. CSCE staff are providing safe deliveries of food to families diagnosed with COVID-19, and/or families with disabilities or hardships.

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 | Parent outreach - Staff time and resources to assist parents with Distance Learning; interpreter time. | \$5,000 | No |
| Pupil Engagement and Outreach | Parent Teacher Home Visit Program | \$0 | No |

| Section | Description | Total Funds | Contributing |
|---|--|-------------|--------------|
| Mental Health and Social and Emotional Well-Being | Positive Behavior Intervention & Supports and Social Emotional Learning - team time, SEL integration into instruction, professional development to increase connectedness | \$25,000 | Yes |
| Pupil Engagement and Outreach | Family Resource Center (FRC) - partnership, including outreach and home visits to connect with unreachable students. Includes capacity-building | \$10,000 | Yes |
| Mental Health and Social and Emotional Well-Being | CSCE's FRC is a hub in our community-wide effort to address mental and physical health needs. Including home deliveries of food, technology, and learning supplies. As Community School is able to identify family needs, the FRC will address emerging needs. | \$10,000 | No |
| Distance Learning Program | Interpretation services | \$10,000 | Yes |
| Pupil Engagement and Outreach | family communication program to establish partnerships and engage with families | \$2,000 | 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 |
| 27.11%% | \$544,640 |

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.]

Positive Behavioral Interventions and Support (PBIS) and Social Emotional Learning (SEL)

These actions are jointly focused on providing both students and staff the training, skills, and tools they need to establish and maintain a positive school climate and culture. They are also intended to develop each individual's social and emotional capacity to be successful in college, career, and life. While a positive school culture and climate are important for all students, they are particularly important for unduplicated pupils and other groups who have historically and continue to experience disproportionate discipline and other unhealthy impacts of a negative school climate and culture. English Learners and Low Income students are more likely to be impacted by negative school culture and climate. These programs, harnessed by our Waldorf approach, while continuing their previous work, will adapt their range of supports for staff and students during distance learning. The Waldorf braided PBIS and SEL programs will be critical elements in communicating and teaching best practices for integrating SEL into daily instruction and establishing clear classroom and school wide supports to build positive culture and climate.

Teacher Collaboration Time

Teacher Collaboration time is intended primarily for staff to engage in collaborative review of data, student work, and planning instruction that best meets the need of students who continue to demonstrate inequitable outcomes in our schools and districts. This includes English Learners, Students with Disabilities, and other student groups. As distance learning and our school closure continues, this collaboration time has become even more critical as a resource for teachers to improve their individual and collective capacity to address inequitable outcomes remotely via synchronous and asynchronous modes of instruction. The collaboration time around our core strategies are specifically aimed at (1) addressing learning loss and (2) accelerating growth for students demonstrating the most need.

School Psychologist

Psychologists play a critical role in the early identification of learning needs and referral to appropriate supports. This is crucial in normal years, when the most vulnerable student groups are often at risk of falling further behind without the appropriate and early assessment of need and support provision. During school closures and distance learning, the role of psychologists remains critical as many students will have, layered upon their existing learning gaps, additional learning loss. Being able to appropriately assess individual student needs and connect them to appropriate supports is a key component of CSCE's plan to address learning loss and accelerate growth for unduplicated students and other vulnerable student groups.

Parent Teacher Home Visits

This action encompasses the Parent Teacher Home Visit (PTHV) program. A signature Waldorf practice for the past 100 years, it has grown to broad recognition in Sacramento City School District where the whole district adopted this practice from its three public Waldorf schools. In turn our key partner, Faith in Action East Bay, brought this practice to Oakland. Here we embrace it wholeheartedly. It is intended to be implemented with all students/families that are able to participate. The PTHV program builds relationships with families and supports them in becoming equal partners in their students' education. This program is ultimately intended to deepen positive relationships and empower parents/caregivers who are, for any number of reasons, less connected to the school. The focusing on the Home Visits is an explicit effort to target the resources to an area of greatest need.

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

The actions and services described in this plan that have been previously provided and continue to be provided as an increase or improvement to unduplicated students include:

Foster youth services

Multilingual literacy

Homeless services

Coordination of curriculum and training specialists

Counseling

Teacher Collaboration Time

Enrollment Center

PBIS & SEL

Family Resource Center

Parent Teacher Home Visits

Of the actions described within this plan, several are services that are provided only or primarily to unduplicated students and their families.

Additionally, this plan includes an action to provide additional interpretation services through outside providers.

Actions described in this plan that may be available to a broader audience but are primarily directed towards unduplicated pupils to increase services include:

- Parent Teacher Home Visits: While all students and families at the school are eligible to participate, the program is primarily intended to impact unduplicated pupils.
- Computers and Additional Technology to Support Distance Learning: This action is being implemented to ensure that all students have a

dedicated device with which to access distance learning. This action is principally directed towards students who did not already have a device and would not be able to obtain a device on their own. Similarly, the provision of additional technology, including hotspots on an as-needed basis, is being principally directed toward families and students who are not able to obtain this without support.