

Building a better world... one student at a time.

Ridgewood School
(Grades TK - 2)



Cutten School
(Grades 3-6)



Cutten School District Learning Continuity and Attendance Plan

2020 - 2021

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>.

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General Information

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

The unprecedented COVID-19 pandemic has affected the Cutten School District community and drastically altered the lives of our students, families, and staff. The unexpected closure of schools in March 2020 has impacted the physical, emotional, social, and educational lives of students. Students, their families, and staff have all been affected by higher levels of stress and trauma. The closure of schools has impacted many students and families by challenging their ability to access basic services. The broader economic impacts of the pandemic, including increased unemployment, have added to existing challenges such as food insecurity and access to technology/connectivity. Families and students have also been impacted by the physical separation from targeted supports and services that are typically provided in-person, including many services for English learners, foster youth, homeless youth, and students with disabilities. The COVID-19 pandemic has resulted in increased isolation and disconnection due to the physical and social separation from the classroom and school community. Curriculum pacing, traditional methods of instruction and assessments of student learning have also been disrupted. Students, families, and staff have also had to take on new roles due to school closures. Parents and guardians – already important partners in the education of their students – have taken on increased responsibility as co-educators with students at home during distance learning.

Immediately following the decision to close school campuses in the Cutten District, a survey was sent out to all families to determine needs for devices, connectivity, food insecurity, and child care. All teachers made contact with parents of their students to make a personal connection and further determine needs the first day of the closure. As expected, the needs of our families and community were substantial, and varied widely from person to person. The greatest needs identified were concerns for the health and safety of children and other family members, childcare, loss of job and income, and potential loss of learning for school-aged children.

By the third day of closure, Cutten District's distance learning was up and running. Teachers provided work packets to students, and had set up their virtual classrooms. Virtual meetings were occurring regularly. Devices were loaned out to any student who needed one. When necessary, packets and devices were delivered to the home.

As the closure continued beyond the initial two week time frame, teachers began having higher expectations for student participation and completion of assignments. When designing our formal Distance Learning Plan, we included a comprehensive accountability piece and details for student participation at each grade level. We surveyed parents multiple times during the spring and utilized their input and suggestions to improve our Plan's effectiveness and maintain strong home to school connections. In order to meet the diverse needs of families and students, we remained flexible and individualized our assistance when possible. Our parent surveys showed a high level of parent satisfaction with our program. Our school social workers worked with our most impacted students and communicated with all parents and students through newsletters that were posted on Google classrooms. They also attended Google Meets building and maintaining personal connections. Parents expressed that it was difficult to juggle multiple platforms and communication systems. In the fall, we decided to utilize one communication system (Remind) and to utilize the Zoom platform which is easier for parents to access for meetings. We also

took into account building consistency across grade level classrooms. We recognized that families have diverse schedules so our Plan allows for a student to have multiple daily opportunities to connect with his/her teacher for instruction and with peers for social and emotional support. Administrators kept communication open by returning emails and phone calls. School offices were kept open for several hours a day to provide another avenue for parents to reach the school.

Expecting that school would not likely reopen as normal, District teams prepared for the new school year by developing two plans for reopening: the Hybrid Learning Plan, which provides for small and stable cohorts to attend on separate schedules, and the Distance Learning Plan, which outlines our approach to maintaining instruction and learning using digital and online resources as well as paper packets in the event of an extended campus closure.

On August 10, Board of Trustees voted to open school with the Distance Learning Plan. Stakeholders had mixed reactions - many were relieved that the District chose to prioritize the safety of students and staff, expressed appreciation for the robust distance learning model created by teachers and administrators, and recognized the skill with which the teachers in the District provided distance learning during the spring closure. Other families responded with disappointment, impacted by a lack of child care, concern with the format of the distance learning model, and worries over the lack of social experiences for their children.

Stakeholder Engagement

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

Outreach to our stakeholders from March 16 to June 12 included:

- 12 letters to district staff that included updates, resources, plans to address student needs, summary notes from meetings, and general district and site news. These were shared with Board Trustees
- 12 faculty meetings, either district or site, to connect, collaborate and communicate
- 5 classified staff meetings to provide updates, keep lines of communication open, and provide support
- 4 letters providing updates to all stakeholders, sent to mobile telephones and emails
- 10 Mass Notification messages to all stakeholders to disseminate the latest District information. These notifications went to mobile telephone numbers and emails of stakeholders.
- Teachers checked regularly with students to monitor engagement, need, and social-emotional well-being. All significant information regarding student feedback was forwarded to administration and/or the social workers.

A student survey regarding remote learning was conducted at the end of March with third - sixth graders to determine the following:

- Participation level
- Understanding of assignments

- Level of enjoyment and satisfaction with online learning
- Preferred time to meet
- Suggestions for improvement

Administrators regularly invited stakeholders to contact them by email. The many emails received were responded to individually.

The District conducted regular check-ins with non-English speaking families. A bilingual staff member contacted the few families that fall into this category to answer questions and provide updates.

Outreach to our stakeholders from June 13 to August 31 included:

- 2 Community Zoom meetings with up to date information shared and question and answer periods
- Continuation of Mass Notification messages to all stakeholders, sent to mobile telephone and emails
- 2 letters providing updates to all stakeholders
- Committees made up of teachers and administrators formed and meetings held to address and plan for Safety on Campus, Distance Learning, Scheduling and a Hybrid Learning Model, Transportation and Custodial, and Social-Emotional Learning
- A total of three pre-service days including Coronavirus protocol safety trainings, collaboration among grade level teams, work sessions to refine the Distance Learning Plan, preparation for Distance Learning, and opportunities for teachers to share insights, apps, and resources garnered from personal research or recent professional development experiences
- 7 board meetings held via Zoom with opportunities for stakeholder public comment

A bilingual staff member continued to conduct regular check-ins with non-English speaking families to answer questions and provide updates.

Stakeholders who do not have internet access were able to utilize social media, as most parents/households have a cellphone. Information was regularly posted on Facebook, Twitter, and Instagram. Mass notifications and letters providing updates were sent to cellphones as texts with links.

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

Stakeholders had options to participate remotely at multiple community meetings and the District's School Board meetings. Immediately upon the District's campus closures which occurred on March 13, 2020, public input was sought at all meetings, all held via the virtual platform Zoom. The District subscribed to the Pro Plan to ensure that meeting length and number of participants would not be limited. Links to meeting and public hearings are posted at both school sites and on the District website.

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

Parents are divided in their responses to surveys regarding reopening our schools. About one third of families prefer to continue with distance learning, one third want to see students return to on campus learning in some capacity, and one third are undecided. Concerns revolve around creating a safe environment for students, providing an effective learning model for students, especially for those that are

receiving special education services. Likewise, teacher feedback indicates concerns for safety, although many teachers are eager to return to face-to-face teaching of students. Parents were able to respond to surveys using their cell phones.

Overall, the feedback that stakeholders provided included valuable insights, recommendations, and questions. Listed below are the key ideas that emerged across most or all of the stakeholder groups:

- One size does not fit all – training, instruction, and communication all need to meet the individual and group needs of students, families, and staff.
- Distance learning in the spring was moderately effective, but more accountability from students is needed as we move forward. Critical aspects include live instruction, access to recorded lessons, participation requirements, specific feedback from teachers, and communication of clear expectations on a regular basis.
- A focus on the District's most vulnerable students in our planning and implementation is needed.
- Parents, guardians, and caregivers need much more support to effectively partner in the education of students at home. This includes clear guidance for what they should expect from distance learning, opportunities to engage in two-way dialogue regarding district planning and their own student's learning, and training, resources, and support to utilize technology and support learning at home.
- Training and accountability for staff are both critical. More consistency and alignment of program implementation is needed.
- Relationship building, Social Emotional Learning, and mental health need to be prioritized along with physical health and safety.
- Support must be provided to students and families to address access and connectivity issues that impact their ability to engage in distance learning.
- Students should have the option to continue distance learning for the remainder of the year, even when some form of in-person instruction resumes.

The student survey regarding remote learning, conducted at the end of March, provided the following information:

- Participation level - 61% of students logged on multiple times a day to check their Google Classrooms and another 23% once a day. There were 16% of students who responded that checked in less than once per day.
- Understanding of assignments - a total of 58% of students had a clear understanding of the online platform and the work assigned. The other 42% reported partial understanding.
- Level of enjoyment and satisfaction with online learning - 72% of students expressed that they enjoyed the virtual classroom meetings; 20 % were neutral; and 9% expressed some dissatisfaction
- Preferred time to meet - Overall, most students preferred to meet late morning or early afternoon, although over one fourth were happy to meet anytime
- Suggestions for improvement - there were many insightful comments from students. Comments included increasing virtual meetings to give students an opportunity to socialize; limit or eliminate the chat feature; further explain daily assignments; allow time for students to work and ask questions during the virtual meetings; meet in small groups; require students to be respectful when others are talking (mute themselves); more/less classwork; and opportunities to ask questions outside of the virtual meetings. Many students expressed appreciation to their teachers for the quality of the lessons and the opportunity to interact with peers. These comments and suggestions did much to inform instruction.

Throughout this global crisis, Cutten District has reached out and solicited feedback from all stakeholders. This information has driven the planning and decision making process. The District has developed a comprehensive Distance Learning Plan that utilized feedback from all stakeholder groups. Based on surveys, the District determined that there was a need for devices and for connectivity support. Chromebooks have been provided on loan to any student who needs one. Wi-Fi hotspot devices were purchased by the District and provided to families with connectivity issues. In preparation for a return to on campus learning, the district utilized survey responses to determine a hybrid schedule that will best meet the needs of families. The District has a very small population of EL students and families. A bilingual staff member has been available throughout the process to provide translation and interpreter services. The District contracts for the services of a professional language translator when needed.

The following critical areas to address for a safe and successful re-opening of school were identified by the District for consideration. These areas influenced actions within the Learning Continuity and Attendance Plan:

SAFETY ON CAMPUS

Consideration of a safe campus included cleaning and disinfecting, signage, symptom screening, PPE (face masks, face shields, gloves, Plexiglass shields, no-touch thermometers, etc.). Detailed plans and schedules were created to ensure that protocols outlined in the Site-Specific Protection Plans are followed.

DISTANCE LEARNING

The District developed a comprehensive Distance Learning Plan that includes guidelines for parents and guardians; expectations of students; details of the distance learning model; and time frame and scheduling information. A link to the Distance Learning Plan is provided here.

<https://cuttensd.org/wp-content/uploads/Distance-Learning-Plan-7-27-20.pdf>

SCHEDULING AND HYBRID LEARNING MODEL

The District recognized the importance of daily attendance for students to provide consistency, structure, and regular social interaction. The hybrid model designed by the District team, titled the Blended Learning Plan, includes a schedule for TK through sixth grade with small, stable student cohorts attending either a morning or afternoon school session. A 75 minute break between sessions provides enough time to disinfect classrooms. Families were surveyed to determine the session that they prefer. A link to the Blended Learning Plan is provided here:

<https://cuttensd.org/wp-content/uploads/Cutten-School-District-Blended-Learning-Plan-7-27-20.pdf>

TRANSPORTATION AND CUSTODIAL

The District's ability to transport students and allow for safe social distancing was explored. Families were surveyed to determine transportation hardship needs. Alternatives to the current busing routes were considered. Custodial staff researched approved cleaning and disinfecting products, and explored training options.

SOCIAL EMOTIONAL LEARNING AND WELL-BEING

The District increased the social workers' hours for the upcoming school year. The District will continue to analyze and adjust school service levels based on need. The two social workers are responsible for overseeing the needs of our most at-risk students and the social-emotional learning of all students. The district has adopted and will implement two new Social Emotional Learning curricula this year.

Before finalizing the Learning Continuity and Attendance Plan, the draft document was reviewed by the Parent Advisory Committee. This committee is made up of five parents, and also includes three teachers and one other staff member. Feedback from the committee was provided and incorporated into the Plan as appropriate.

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.]

The District has created a hybrid model titled the Blended Learning Plan so that students can receive classroom-based instruction as soon as safety criteria can be met. The Blended Learning Plan allows for students to come to campus five days per week grouped into cohorts of 14 or less students to minimize contact. This model incorporates a schedule that has morning and afternoon sessions with an hour between to clean and disinfect classrooms. Instructional assistants will be assigned to each class to support teachers and to mitigate learning loss. To meet the instructional minute requirements and to maximize student learning, the Blended Learning Plan provides for daily in-person instruction with follow up assignments to be completed at home.

The District's Plan can be reviewed here:

<https://cuttensd.org/wp-content/uploads/Cutten-School-District-Blended-Learning-Plan-7-27-20.pdf>

SOCIAL WORK SERVICES

Until in-person instruction is implemented, the District's school social workers, whose primary responsibility is to remove barriers to learning, have created a strong communication system so that teachers can easily inform them when a student is not participating in synchronous class meetings, and/or when there are technological or other family supports needs. The social workers are meeting in person with parents and students (practicing social distancing) when other forms of communication are not available or feasible. Classroom aides work daily with individual and small groups of children to support academic learning. This support will continue when students return to in-person learning on campus. All efforts have been made to be flexible so that students can access learning within the diverse schedules of families. This includes every classroom scheduling three daily synchronous virtual sessions and teachers meeting virtually with each family during the first week of school to conduct a parent-teacher conference in the form of an "interview" to learn about the student.

MODES OF INSTRUCTION

When it is deemed safe to offer in-person instruction, students and families will be provided the option to choose their mode of instruction. To meet health, safety, and learning needs, a 100% distance learning model and a hybrid learning model will be offered. Students engaging in the Blended Learning Plan will receive most of their instruction each day at their school site. Teachers will teach either one or the other

model. The District may shift teacher assignments to accommodate those teachers who are at higher risk of exposure to COVID-19. They will teach under the Distance Learning Plan. Student assignments to classrooms will likely also shift as enrollment changes occur. The District has prepared for the possibility of a full return to the Distance Learning Plan after in-person instruction has resumed, as determined by public health conditions or student need. If/when this happens, the District will shift back to the original Distance Learning Plan. Stakeholders have expressed concern with the instability of these disruptions. Decisions about these major changes to the mode of instruction will keep this concern at the forefront.

ASSESSMENT CYCLE AND INTERVENTION STRATEGIES

The District has a balanced assessment system, and each assessment administered is purposeful, and used to create equitable learning for all students. Teachers will administer their initial assessments remotely, using a shared screen. These formative assessments will help to identify gaps in learning and guide instructional modifications. They will provide information that will allow teachers to build on student strengths as well as plan to address specific needs. This will also guide teachers in identifying students who are at greater risk of learning loss due to the school closures, and adjust instruction accordingly.

Ongoing assessment will also be a key piece of the District's educational program. Teachers will be using multiple measures to track student progress. Some of these include:

- a. Humboldt County's CoreGrowth Academic Screening
- b. Basic Phonics Skills Test
- c. Fry Sight Word Recognition
- d. McGraw-Hill MyMath Benchmark assessment
- e. Math fact fluency assessment
- f. Saxon Facts Fluency
- g. Step Up to Writing Rubric
- h. National Geographic Reach for Reading Benchmark assessment

COHORTS

Assigning students to small cohorts is a strategy to prevent the spread of COVID-19 by limiting crossover contact between groups. Individuals within a cohort will limit physical proximity with other cohorts as much as possible. Maintaining cohorts helps to decrease opportunities for exposure or transmission, breaks the chain of transmission, reduces contact with shared surfaces, facilitates efficient contact tracing, and allows for targeted testing, quarantine, and/or isolation of a single cohort in the event of a positive case.

- a. To effectively coordinate with Humboldt County Public Health efforts to conduct contact tracing, students will be kept in cohorts.
- b. Arrival/departure plans and lunch plans will be developed at each school to minimize bottlenecks and mixing of cohorts.
- c. Cohorts of students participating in in-person instruction will be on the school site at designated times, with disinfection occurring between those times.
- d. Students who remain in a 100% distance learning mode at the elementary level will be assigned to teachers who are delivering 100% virtual instruction.
- e. Cohort sizes will maintain necessary physical distancing, keeping at least 6 feet of spacing between students and teachers within classrooms. Student seating has been designed to allow for six feet of spacing between desks.

LEARNING LOSS FROM PRIOR YEAR

While the implementation of synchronous, small group and individual sessions will enable staff to deliver targeted supports to all students, these sessions will be of particular importance in addressing learning loss for English learners, low-income students, foster youth, students with disabilities, and homeless youth. As noted in other sections of this plan, a range of staff are regularly monitoring students' progress, identifying specific learning (and other) needs, and ensuring that students are referred to and receiving the appropriate supports. For students who have demonstrated learning loss, and in particular those who are most at risk from learning loss during the spring school closures, these supports include targeted small group and individual synchronous instruction.

SOCIAL EMOTIONAL WELL-BEING AND MENTAL WELLNESS

To effectively support the social and emotional well-being of students and staff during the school year, Social Emotional Learning (SEL) lessons focused on universal themes have been developed to complement the academic curriculum. Themes include the five core competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Each theme includes grade level-appropriate lessons and resources for connecting to families. Resources supporting universal practices across the year include guidance for implementing school wide mindfulness practices, guidance for morning meetings, and guidance for daily integration of SEL based upon these practices: opening each class with a welcoming/inclusive activity, engaging strategies or Brain Breaks throughout class, and ending each class with a positive, optimistic closure. The social emotional well-being and mental wellness of students and staff is further addressed in other sections of this plan.

STAFFING

Teachers will be assigned either a remote or on campus teaching position, depending on the enrollment of the two models of instruction. The teachers designated as distance learning teachers will be responsible for educating students who are engaging in full distance learning. The teachers assigned to in-person teaching will teach two small, stable cohorts daily. The distance learning teachers may be paired with in-person teachers to collaborate. This will help to maintain consistency between the two models of instruction.

Employees who indicate the need for accommodations will be contacted to schedule an interactive process with administration. Under both instructional models, instructional aides provide daily learning support.

STUDENTS WITH SIGNIFICANT SUPPORT NEEDS

For our students who are medically fragile, the District will work closely with the student's physician and any other appropriate health agencies to determine the degree to which the student can participate in a return to a physical school setting. If the physician determines that the student cannot participate in school due to their medical condition, a meeting for an accommodation plan will be scheduled to determine the most appropriate model of instruction.

Accommodations can be provided for students with significant behavioral needs or significant physical support needs; however, if a student requires a degree of support that is in conflict with the current County Health recommendations, distance learning will be considered to meet the student's need while additional guidelines are in place.

SAFETY PROTOCOLS

The District's planning to mitigate risk of transmission between students, staff, and other community members while on campus includes, but is not limited to, a range of physical distancing protocols, facilities-related actions, and disinfection procedures. Key measures include:

a. Physical distancing: Everyone must practice physical distancing, keeping at least six feet away from other people at all times. This includes arrangement of desks within classrooms.

- b. Face Coverings: Wearing a face mask is required for all staff, students, parents/guardians, and visitors unless it is not recommended by a physician or is inappropriate for the developmental level of the individual. Face shields may be used by teachers to enable students to see their faces and to avoid potential barriers to phonological instruction. Face shields with a cloth drape can also be used.
 - c. Ventilation and Air Flow: HVAC filters will be provided for all classrooms. Windows and doors will be kept open, if possible, to increase airflow.
 - d. Entrances and Exits: Parents/guardians will be strongly encouraged to stay in cars when picking up/dropping off students and staggered start and end times will be considered. Visual cues, barriers, and signage will direct traffic flow, maintain distancing in any lines, and minimize interaction between families. Entry and exit points have been identified to limit close contact during high-traffic times.
 - e. Designated Care Room: Sites will have a designated area for sick individuals where they can be isolated, assessed, and wait for arrival of parent/guardian.
 - f. Classrooms: Good hygiene will be modeled and reinforced. Materials/supplies sharing will be limited and activities that bring students close together will be modified.
 - g. Common Areas: Signage, cones, stanchions, and other visual cues will be used to direct traffic flow, encourage appropriate distancing practices, and help maintain separation of cohorts.
 - h. Recess and Play spaces: Strategies for limiting the mixing of large groups will include recess cohorts, staggered playground use, and limiting activities where multiple classrooms interact.
 - i. Proper disinfection procedures will be followed, with regular disinfection of high-touch areas throughout the day. Frequently touched surfaces include, but are not limited to door handles, light switches, sink handles, bathroom surfaces, tables, desks, and chairs. Inventory controls will be in place to order sufficient supplies including face coverings (individuals may be encouraged to use their own cloth face covering), face shields, hand sanitizer, disinfection materials, gloves, hand washing stations in locations where a sink isn't available, and thermometers.
 - j. School bus service may be resumed once in-person learning has been established. Bus drivers have been trained on proper cleaning and disinfection of school buses. Buses will be thoroughly disinfected after each bus route. Families will be required to request bus service due to transportation hardship and will be approved on a case-by-case basis. The number of students on the buses will be limited in order to provide adequate social distancing, with one student per seat unless the students live in the same household. The driver and all passengers will wear face coverings.
 - k. Staff and students will be encouraged and provided instructions to self-screen for symptoms at home. Active screening, in which students and staff entering a site or bus are screened with a temperature check and review of signs/symptoms, will be implemented if deemed necessary. Staff will work with the Humboldt County Public Health Department to collect and track all illness-related information, support contact tracing, and coordinate a classroom, school, or district response as needed.
- As State and County Public Health guidelines evolve, specific activities and procedures may be modified. All State and County Public Health directives and guidance will be followed.

The District will continue to communicate with parents/guardians and students regarding plans and to solicit their input regarding the method of instruction that best meets their needs. The District recognizes that each of its students and families have different preferences for returning, and different criteria that will make them feel safe enough to do so. To assess individual student and family preferences/needs, three surveys to consider District Reopening Options for the 2020-21 school year were administered in May, June, and late July. Details about these surveys are provided in the Stakeholder Engagement section of this plan.

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

Description	Total Funds	Contributing
An increase in school social worker time to support students and families especially those who are homeless, foster youth, SED, and/or ELL	\$9,500	Yes
No touch thermometers for each teacher, and principals, and front office	\$801.41	No
An increase in disinfecting materials to support effective, routine disinfection of high touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks	\$5,000	No
Visual cues and materials to maximize social distancing including floor markers and signage	\$1,000	No
Subscription to the Qualtrics Symptom Checker app	\$1,890	No
Stipends for teachers to purchase additional PPE as needed	\$6,000.00	No
Personal Protective Equipment and Supplies Face coverings (masks and, where appropriate, face shields); increased supplies of soap and hand sanitizer that is greater than 60% alcohol; hand washing stations	\$20,000	No
Short throw projectors, including installation	\$60,815.53	No
Plexiglass Dividers for teachers; additional staff will likely require them	\$6,000	No
Air purifiers	\$8537.90	No

Description	Total Funds	Contributing
Hire additional custodian to allow frequent and thorough cleaning of campuses	21861.00	No

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.]

TECHNOLOGY SUPPORTS

Several years ago, the District implemented a 1:1 Digital Learning Program which now provides an Chromebook for every student in grades 2 - 6. During distance learning, teachers design lessons and assignments and provide access to students through Google Classroom. This vertical alignment allows students and families easier access, as it is consistent across grade levels. Teachers are also checking in with students through phone calls, texts, and emails. They use Google Meets and Zoom meetings to provide face to face experiences such as direct instruction, video of lessons, read-alouds, and guided instructional practice.

PROFESSIONAL LEARNING

The District provided professional learning for teachers and support staff in the transition to the implementation of the Distance Learning Plan. Topics have included the basic and advanced use of a learning management system, use of live video conferencing with students, use of core digital learning platforms, as well as the use of new platforms for teacher instruction and student learning. Topics were covered using step by step online tutorials and live video-conferencing sessions. Most of these learning sessions were hosted by district personnel. The District will facilitate regular sessions throughout this school year and provide time for staff to share their knowledge and newly acquired skills. The District will ensure our teachers have time to collaborate and receive the support they need to create consistency in educational or instructional programs within each grade level.

SHARING PROGRESS WITH FAMILIES

Teachers will share information regarding student progress with parents through progress reports, email, phone calls and video conferences. Formal progress reports are given at the trimester, and interim progress is reported to families as necessary. Teachers will share information about progress reporting at their virtual Back to School Night, and through ongoing communication. Feedback will be provided to students through core curriculum digital platforms, through messages, and through small group and individual video conferences and phone calls. Students with disabilities will receive notification of progress on goals on a trimester basis, or more often upon parent/guardian request.

ACCESS TO A FULL CURRICULUM

Teachers will be using core curriculum to meet the needs of students. All students will be set up in digital platforms for core curriculum from the beginning of the school year.

The following adopted curriculum will be used during distance learning:

ENGLISH LANGUAGE ARTS

- a. National Geographic (K-6)
- b. Step Up to Writing (TK-6)
- c. Accelerated Reader (K-6)
- d. RazKids (1-2)

MATH

- a. McGraw-Hill My Math (K-5)
- b. McGraw-Hill California Math (6)

HISTORY SOCIAL SCIENCE

- a. District-developed program (TK-6)
- b. Scott-Foresman (K-6)

SCIENCE

- a. FOSS (K-6)
- b. Mystery Science (K-6)

SUPPLEMENTAL CURRICULUM FOR INTERVENTION AND TO ADDRESS LEARNING LOSS

- a. Fountas & Pinnell
- b. Khan Academy
- c. Epic Books
- e. Starfall (1)

INSTRUCTIONAL MODELS

Lessons will be a mix of both synchronous (live interactions), and asynchronous (assigned learning that students complete on their own). Teachers will provide students and families with a weekly schedule to allow students to plan for work completion, and to allow families to plan for the synchronous learning time. This is particularly important for families with multiple children engaged in distance learning simultaneously. The District provides easy access to links to their child's learning schedules on the website. Within each grade level schedule are links to lessons and resources.

Teachers will create weekly paper packets that include materials from each subject area of the core curriculum. Parents will be asked to return completed packets and pick up new packets each Friday. Packet pick up times will begin at 7:00 am and will end at 6:00 pm to ensure families have a wide window of time to pick up student materials. For families who don't have transportation or for another reason are not

able to pick up the packets, the packets will be delivered.

Our District Leadership Team will continue to facilitate high-quality professional learning opportunities for teachers; research and support standards-aligned instructional resources; and coordinate, support and guide the implementation of standards-aligned assessment systems.

Link to the District's Comprehensive Distance Learning Plan: <https://cuttensd.org/wp-content/uploads/Distance-Learning-Plan-7-27-20.pdf>

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.]

STUDENT ACCESS

To ensure equity of access, the District set up a distribution center for device loans at the Cutten School site. Every child who needed one was provided a Chromebook to access all curriculum. Headphones and mice were also available to borrow. In addition, families needing high-speed Internet connectivity were provided a Wi-Fi hotspot. Technology personnel continue to offer technical support to teachers and provide at home technology support for students and parents. Our school social workers are making home visits to help support families with technology needs. In anticipation of a possible closure, a Student Home Access to Technology survey was sent to all families on March 3, 2020. It was emailed, and a link was sent via text message. The survey asked parents two questions: Does your child have access to a device? and, Do you have internet access at home? Within three days, 392 of our approximate 434 families completed the survey. Only 12 families indicated they had a need for a device, and only 10 did not have internet access. The first day of the school closure was March 16, 2020. Arrangements were made to have Chromebooks available for pick up beginning March 16 at both school sites. Parents were notified again via email and text message that devices were available for check-out. Teachers contacted families who were not accessing the online learning platforms to encourage them to borrow a device, thus ensuring all students had accessibility. After several weeks of distribution, 354 Chromebooks were on loan to students, along with 136 headphone sets, and 133 mice. Chromebooks were collected at the close of the school year.

For the 2020-21 school year, Chromebooks were again distributed to students. Devices will continue to be available for students who need them. All student Chromebooks are programmed to access authorized websites and apps through the District's G-Suite. We have a stringent content filter in place to prevent access to inappropriate material. The District can remotely manage and install apps to the student devices. District staff works with families to help students log on and access the material provided by their classroom teacher. The District acquired 30 Wi-Fi hotspot devices for assignment to families. If necessary, the District will subscribe to additional Wi-Fi hotspots. District staff assists families with connecting the devices and accessing Wi-Fi.

TEACHER ACCESS

Upon the school closure in the spring, teachers were permitted to take home classroom devices like a Chromebook and the document camera to continue teaching remotely. A laptop for every teacher has been ordered for the current school year to support the distance learning and in-person hybrid model. Teachers who are teaching from home who were granted reasonable accommodations will be permitted to take home any necessary technology to support their teaching, and will be reimbursed for reasonable costs up to \$200 to increase internet bandwidth.

TECHNICAL SUPPORT AND ASSISTANCE

To provide technical support and assistance to families, the District maintained the technical support coordinator during the closure. In anticipation of increased technological-related needs, the District increased the hours of this position for the 2020-21 school year. Many of the supports are provided remotely. The IT coordinator communicates with families and works with them to resolve any issues over the phone. For support that requires working directly on a device, arrangements are made with families to bring the device to the school. If an issue is not resolved quickly, the device is exchanged for one in good working order. Families who are unable to come to the school can request a home visit.

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.]

Teachers provide each student and family with a daily schedule that includes required lessons and activities for each instructional day. Each lesson and activity is assigned a time value. Teachers assign student lessons and activities using the learning management system Google Classroom. Throughout each instructional day, students and teachers will be engaged in synchronous lessons and activities as well as asynchronous activities. Teachers will monitor and document student engagement and progress on each activity and will provide feedback to students based on both formative and summative assessment.

Documentation and recording of student progress are accomplished using the teacher's learning management system, progress reports, and report cards. All grade levels in the District share consistent expectations for the time value assigned to pupil work. Staff participates in professional learning communities to ensure equity and continuity.

To track student attendance as well as engagement and participation in distance learning, teachers document participation in each lesson and activity assigned in each instructional day using the District-developed Participation and Engagement Record. Teachers maintain a record of synchronous and asynchronous activities, and document each student's participation and engagement. This allows for student engagement analysis at the district, grade, and classroom levels.

Students with IEPs will have progress reports on a trimester basis or as guided by their IEP.

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.]

The District's distance learning professional development is designed to be ongoing, informative, and embedded in practice. A portion of the pre-service days will be dedicated to reviewing and enhancing the Distance Learning Plan. Staff will collaborate to provide additional details, make final revisions to the plan, and begin preparing for the beginning of school. Grade level teams work closely together to provide consistency in instructional design, sharing prepared lessons, useful resources, and the District's Technology Coordinator responds to all technological needs, whether there is a hardware issue or support is requested in the use of software. The District encourages teachers to

attend professional development opportunities that will strengthen their knowledge and ability to provide distance learning. Registration for district-approved professional development is paid for by the District. Resource teachers will be included in all professional development opportunities. To further address the needs of students with disabilities including virtual IEPs, resource teachers have attended relevant webinars and all trainings offered by HCOE.

Staff Roles and Responsibilities

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

All staff roles and responsibilities have adapted to better meet the needs of our students and community during this pandemic. All teachers have been assigned to teach a distance learning program until we return to in person learning. Teachers' roles and responsibilities are different when distance learning is occurring in contrast to when in-person instruction is conducted. During distance learning, teachers will need to prepare for and conduct live interactions with students three times daily. Students will participate in virtual meetings and complete assignments to fulfill the remainder of their mandatory instructional minutes. Teachers will document attendance of students in the afternoon daily, and document each student's engagement using the weekly template provided by the District.

The District's Distance Learning Plan outlines the instructional program offered.

Some expectations of distance learning include:

- Direct face to face instruction via online tools
- Access of additional reading material through the Accelerated Reading Program
- All District staff utilizing the same platforms (Zoom, Google Meets, Remind, Accelerated Reader) so that there is consistency for parents who have multiple children
- Demonstrating through guided lessons how to use technology
- Engaging students in multiple subject areas through applications on district provided Chromebooks
- Managing student behavior while working through distance learning
- Social workers and teachers providing social emotional services through online interface to support anxiety and disengagement from the learning process

Classified employees have been asked to provide service outside their regular job descriptions. Classified employees who are instructional aides have been flexible so that they can meaningfully support the instructional environment for students. They will clean and disinfect classroom high touch areas between cohorts once in person learning opens. Custodial staff have altered their daily cleaning routines to minimize the spread of germs and have been flexible with their schedules to accomplish maintenance projects during school closure. They have assisted weekly in handing out student work packets so that the District can offer families a pick up schedule that includes early morning, mid day and evening times. Bus drivers are participating in deep cleaning and maintenance projects since bus service is not needed.

School social workers are delivering their services to students virtually. They are making frequent home visits to connect with families in need of their services.

The District's music teacher is delivering music instruction to all students virtually. Upper grade students are able to participate in choir and instrumental instruction virtually as well.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

The District recognizes that the additional supports required to address the impacts of COVID-19 need to be viewed through an equity lens. The District is committed to ensuring equitable access to engaging, grade-level content and instructional rigor for all students. It is important to note that effective instructional strategies designed for students with disabilities, English learners, and other students with unique needs will benefit all students.

STUDENTS WITH DISABILITIES

To fully include students with disabilities and ensure that the needs of all students are addressed in all instructional models, the following is in place:

- Individualized Education Program (IEP) Addenda: Amendments have been made to IEPs that outline the services to be provided during distance learning. These will remain in effect and reviewed on a monthly basis until school resumes in a full-time face-to-face model. Per new legislation, District IEPs will, moving forward, address both a proposed IEP program in the event of full in-person learning and a plan outlining the student's program in the event of future physical school closure in excess of ten school days.
- Modification of IEP Goals: All IEP goals can be addressed in distance learning, some more effectively than others. In these cases prerequisite skills can be taught; for instance, there are limitations to providing authentic practice for a social-emotional goal that requires interaction with peers. The determination of whether or not a goal can be appropriately addressed in a distance learning model is the decision of the IEP team. Goals and objectives in a student's IEP are based on the individual needs of the student, not the model of the instruction to be provided.
- Ensuring a Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE): IEP statements outlining the educational plan in the event of physical school closures (in excess of ten days) will guide the provision of services in the event of fluctuations in school schedule or service delivery models. IEP amendments will be utilized to recommend any changes to the operative IEP due to anticipated service delivery changes. This would apply to instances or periods of quarantine or self-isolation as well. Students who indicated a need during the school year were provided a computer to assist in accessing instruction during the school year. As needed, students and parents will be provided additional consultation from staff or additional accessibility tools to actively engage in distance learning in the general education and special education settings..

ENGLISH LEARNERS

Additional staff have been hired to help mitigate learning loss for students who are English learners. Software to support these students has been purchased and can be used during distance learning and when students return to school for in person learning.

HOMELESS YOUTH

Distance Learning supports specific to homeless youth will include:

- Contact with parents/students to assess needs including access to devices and connectivity. Provide technology and support as needed,
- Coordination to locate students absent from classroom lessons and meets or students who are not engaged in distance learning, and identification of special needs, resources and services,
- Communication with parents/students and teachers as necessary for optional delivery of assignment materials and school supplies,
- Provision of community resource information for parents/students, such as shelter, housing, food, clothing, health, COVID resources, etc.,
- Referral of parents/students to appropriate community agencies when educational, health, or welfare needs are identified, and
- Coordination with county LEA Homeless Liaisons to provide continuity of educational services as students transfer.

FOSTER YOUTH

Distance Learning supports specific to foster youth will include:

- Case management to support all eligible foster youth,
- Check-ins with students and foster parents via phone, Zoom, and e-mail by social workers,
- Monitoring of attendance/engagement and communication with teachers and administrators when needed,
- Referrals to both District and community agencies for additional support/resources as needed, and
- Collaboration with the Foster Youth Director at the Humboldt County Office of Education so that any new youth entering the district are promptly provided necessary support.

Students with unique needs are supported by our site social workers, administrators and staff. Care is taken to individualize services so that diverse needs are met and families are personally supported. Home visits are utilized when necessary or helpful. Our social workers have created a referral form to allow staff to communicate family needs and concerns in a timely manner. Social workers are in regular contact with community agencies so that up to date information can be shared and resources accessed. Administrators reach out to parents via phone calls in a concerted effort to establish or build on prior relationships. Staff communicates with individual families via text, email, and phone call. By employing a team approach, we feel confident that we can meet the needs of our pupils with unique needs.

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

Description	Total Funds	Contributing
Computers and accessories. Laptops purchased for each classroom teacher. Current computers were purchased at least 8 years ago. There have been numerous instances of technology failure due to the functionality of the devices that are now in classrooms. Accessories include adapters, cords, cables, cases, and labels	\$29,961.90	Yes

Description	Total Funds	Contributing
Desktops computers. Administrative staff, secretaries and social workers currently have aging computers. With the increased need to communicate via technology, it's imperative that these staff members have reliable technology. Laptop for business manager for remote services, including setup	\$9,349.46	Yes
Document cameras - the District purchased document cameras for all teachers about ten years ago. They are beginning to fail. In addition, our resource teachers, speech pathologist, and social workers will benefit from the use of document cameras as they connect with students virtually	\$1,813.02	Yes
Zoom and Remind subscriptions to online platforms	\$10,000	No
School supplies for student toolkits, pencil boxes	\$656.27	No
Student Packet supplies: Crates for class sets, hanging file folders, manila folders	\$607.22	No
Web cams with microphones, computer speakers	\$1,228.34	Yes
Wi-Fi Hot spots	\$8,000	Yes
Online Curriculum	\$2,215.95	No
Additional hours added to the District Technology Coordinator	\$910	No

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.]

The District began the 2020-21 year with thorough student assessments to determine the academic needs of all students. A variety of standards-based and curriculum-aligned assessments generate data used to identify the supports needed to facilitate student learning. Many of the same assessments will be delivered throughout the school year to monitor student progress, informing instruction, and providing data for trimester progress reports.

The curriculum that will be used to address learning loss is as follows:

English-language Arts - Components created for intervention that are part of National Geographic, the district-adopted curriculum; Fountas & Pinnell Intervention curriculum; RazKids; Accelerated Reader; Step Up to Writing; Fry Sight Words; and Rewards by Anita Archer

Mathematics: Components created for intervention that are part of My Math and California Math, the district-adopted curricula; Kim Sutton creative mathematics; IXL; and TouchMath

To meet the needs of EL students, the district uses EL components embedded in the District-adopted curriculum; Rosetta Stone subscriptions; and Spanish versions of adopted materials

Within the first five weeks of school all teachers attend class study meetings to discuss the specific needs of every student. The class study team is composed of the classroom teacher, site principal, school social worker, and resource program staff. The class study team uses all available information about each student to schedule additional support and employ resources.

Weekly site and grade level meetings facilitate frequent opportunities for teacher collaboration to support instruction. By working in teams on tasks assigned by the District Leadership team, classroom teachers pool resources and co-develop new strategies to support student learning.

The District has a well-defined Student Success Team (SST) process for any student experiencing academic and/or social-emotional challenges at school. Facilitated by the site principal, and attended by multiple certificated teachers and support staff, the SST process is solution oriented, developing clearly stated supports for students, and the metrics used to measure their success at regular intervals.

As it becomes possible to safely offer on-site services to the most impacted students, the District is considering in person learning for our students with the highest needs. This may include meeting with the classroom teacher to review lessons, intervention services with trained staff, or sessions with a Resource Services Teacher for students with special needs.

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.]

Based on assessment data, students are often grouped by academic need. In addition to whole group lessons, small group instruction is a big part of each day for students. Smaller groups allow the teacher to fully differentiate instruction by tailoring content and instructional strategies to meet the needs of diverse learners.

While the implementation of synchronous, small group and individual sessions will enable staff to deliver targeted supports to all students, these sessions will be of particular importance in addressing learning loss for English learners, low-income students, foster youth, students with exceptional needs, and homeless youth. As noted in other sections of this plan, a range of staff are regularly monitoring students' progress, identifying specific learning (and other) needs, and ensuring that students are referred to and receiving the appropriate supports. For students who have demonstrated learning loss, and in particular those who are most at risk for past and ongoing learning loss during school closures, these supports would include targeted small group and individual synchronous instruction.

Each classroom is assigned a three hour per day instructional aide to support student learning. Under the direction of the classroom teacher, instructional aides work with small groups of students in core academic areas. Depending on staff availability, we are considering increasing daily hours for instructional aides to facilitate additional intervention services in reading and mathematics.

Additional educational services, including StarFall in lower grades and Accelerated Reader in grades 1 - 6, are being provided to support students make up reading skills loss.

For families with little to no internet service, the District is distributing Chromebooks and Wi-Fi hotspots to ensure all families have access to online learning, regardless of income.

The District English Language Proficiency Assessments for California (ELPAC) coordinator is conducting assessments with all English learners to determine support needs. As necessary, additional small group support tutoring and access to online language support programs are provided.

Working in cooperation with the Indian Action Council, we are providing tutoring services to Native American students.

During distance learning, Individualized Education Plan (IEP) services are being provided to all special education students by our certificated resource and speech/language staff. Additional, formal evaluation of students suspected of requiring special education services are ongoing. BoardMaker was purchased as a learning tool for our Special Education team.

To effectively monitor academic progress and social engagement of the District's homeless and foster youth, a team approach is employed. Teachers, social workers, and administrators work collaboratively on a case by case basis to meet students' unique needs. A few examples of support include assigning an instructional aide to provide intensive academic intervention under the guidance of the classroom teacher;

collaborating with Homeless Youth Services or Foster Youth Services staff to coordinate services for the student and family, including other tutoring that has been made available; and providing District level Tier 3 academic intervention.

School social workers are supporting families experiencing shelter insecurity by delivering educational materials weekly.

For students experiencing social-emotional challenges, school social workers are available at both school sites to provide small group and individual support for students, as well as consultation with parents/guardians. All classroom teachers offer daily office hours, and utilize a secure, family communication program, allowing parents/guardians to contact teachers quickly if there are any concerns regarding a student's specific needs.

As it becomes possible to safely reopen the after school programs in the District, academic tutoring will be provided five days per week as part of the program. These services will be coordinated by a certificated staff member, and in collaboration with classroom teachers to ensure each student receives the support s/he requires.

The District is also considering offering summer school to our highest need students at the conclusion of the 2020-21 school year. The focus of a summer school program would be on addressing pupil learning loss in the core academic areas and giving students extra time and opportunities to reach grade level standards.

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.]

Routine formative and summative assessments are given to students throughout the school year. These data give teachers, resource specialists, and the District, an evolving picture of student progress, and as such, inform our instructional and program decisions. Analysis of the data by the District Leadership Team will guide the implementation of strategies to support student learning.

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

Description	Total Funds	Contributing
Instructional Aides working with students who have experienced learning loss.	\$81,223	No
Summer school to help mitigate learning loss.	\$54,550	No
Purchase supplemental intervention materials and software, including myON, Starfall and RazKids subscriptions	\$5,178	No

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.]

It is a priority of the District that the most basic needs of our families are met to help remove barriers to learning and improve social and emotional well-being. The District's Social-Emotional committee met several times during the summer to create an interview format for meeting with parents the first week of school. These parent interviews, conducted in a virtual Zoom meeting or by telephone by teachers 1:1, provided in depth information about students, and gave families the opportunity to share significant issues, concerns, and special qualities of their children. A primary focus of the interviews was to discuss how the student fared during the spring closure, and how COVID-19 has affected him/her and the family personally. Teachers were able to determine families who had barriers to distance learning due to technology, and then refer these families to the school social workers. These interviews were an excellent way to build a solid connection from the very beginning of the school year.

Since schools have closed, children have lost the safety net provided by caring teachers, support staff, social workers, and other personnel. Our District staff performs an important role in helping to mitigate the negative impact of traumatic events and stress and to help remove barriers to learning. By prioritizing student safety and managing stress, educators can support the emotional well-being and long-term academic success of students. Key responsibilities of District staff to monitor/support mental health and address trauma include:

- creating safe environments and conditions by being available, compassionate, and connecting visually or auditorily with students on a daily basis
- providing routines and structure by creating weekly rituals and routines that help students self-regulate
- providing social and emotional support to students and caregivers and being a support system and facilitate connection
- prioritizing health and well-being by promoting healthy sleeping, eating, and exercise habits and consider the total workload placed on students
- identifying children and families who need additional support and connecting families and students to resources based on needs and fulfill all mandated reporter duties
- conducting home visits by social workers, while practicing social distancing, to help families whose children struggle to engage with online learning and to help them access technology so they can connect with their teacher and peers.

The monitoring of student mental health and social emotional well-being will include regular collection of student emotional engagement data via ongoing assessments by staff of student engagement and participation. Student engagement will be assessed every trimester via survey to help determine a student's involvement in and enthusiasm for school as a whole as well as their emotional connectedness to school.

Indicators monitored by staff to serve as emotional engagement metrics will include:

- Information provided by the parent/guardian during the interview conference the first week of school
- Regular communication with families via phone, Remind app, and/or email
- Information acquired from Parent/teacher conferences
- Level of engagement with learning, whether it be distance or in person
- Participation in learning activities
- Student Attendance

TIERED SUPPORT

To address social emotional needs, the District employs two school social workers. In addition, the District utilizes the Second Step Social Emotional Learning Curriculum for students in transitional kindergarten through sixth grade. Teachers were provided extensive retraining in this program during the 2018 - 19 school year.

Tier 1 - Universal Supports and Awareness Strategies

- Professional Development: There are plans for all staff to be trained in Trauma Informed Care.
- Second Step: The District adopted the SEL program Second Step, implemented by all teachers in both a synchronous and asynchronous format. Students will engage in lessons teaching self-management, social awareness, self-awareness, relationship skills, and responsible decision making. These lessons are taught throughout each week of the school year.
- Class Study Meetings: By the fifth week of school, teachers meet with the student support team to review their roster of students. At this time, the academic, health, and social emotional wellness progress are considered for each student. The team determines appropriate supports when needed.
- Morning Meetings: Implemented by teachers to build classroom community and to check in with students.
- Skill of the Week: Lessons that help support lifelong social, emotional, and behavioral skills at home and at school will be introduced to support social-emotional learning.
- Supplemental classroom guidance curriculum is being reviewed by the school social worker for grades TK - 2.

Tier 2 - Targeted Strategies

Students with Tier 2 social emotional needs are identified by teachers, parents and/or the student and are then referred to social workers. This includes students in families who are experiencing food and housing insecurity. Tier 2 interventions include:

- Virtually held small skills-based groups, which will include supports for anxiety and anger management
- Check In Check Out program when students return to on campus learning
- Class wide Interventions - Mindfulness lessons using Pure Edge and Mindful Schools are provided to the whole class, yet are designed to target only one or a few students' behavior
- Student Success Team Meetings to review student progress and implement interventions, both academic and social emotional, for students who are not responding to Tier 1 supports.

Tier 3 - Intensive Strategies

Students with Tier 3 needs are referred to community agencies with the ability to provide more critical mental health support. Agencies for mental health referrals include Child Youth and Family Services, Changing Tides, Remi Vista, and Humboldt Bridges to Success. Community resources available to students and families include: Local Family Resource Centers, Department of Health and Human Services, and the Betty Kwan Chinn Day Center. Families with trauma, addiction, or dual diagnosis may also be referred for additional help.

District guidance also includes crisis response procedures - including procedures for suicide risk assessment and child abuse reporting.

The District social workers, in coordination with teacher and administration, are involved in the monitoring and support of students' mental health and social and emotional well-being. School social workers are involved in attending to student social and emotional needs and are trained to refer students for additional supports as needed. This includes direct support within the District and referrals to county resources as well as Humboldt Bridges to Success (HBTS). HBTS is the crisis support for providing access to mental health and other services across Humboldt county. The expansion of social work services was a priority and the school board voted to increase the presence at the two District schools. The District is currently exploring Medi-Cal billing as an additional way to partially fund the expansion of supports.

To monitor the social and emotional well-being of staff, the District is surveying all staff members. Using the collected data, District administrators will plan appropriate supports. Currently, the District is:

- providing a safe, disinfected environment for work
- sustaining a positive and caring school climate at both sites in the District
- checking in regularly with staff members
- encouraging self-care
- providing opportunities for teacher-to-teacher connections
- offering concrete support when a teacher is faced with curriculum, technology, or student/family interaction concerns

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.]

PUPIL ENGAGEMENT AND OUTREACH

Teachers are in the best position to identify pupils who are not attending Distance Learning class activities, experiencing low levels of engagement, or not meeting compulsory education requirements. School social workers are available for on-the-spot support when teachers have a concern, or teachers may utilize a support services form that communicates student concerns to the social workers. The school social workers then reach out to families to determine barriers. The District believes that it is critical for students to have consistent

attendance and engagement in order to maximize their child's participation and learning. Individualized solutions are employed including parent /student tutoring and home visits so that issues are addressed in a timely manner. Teachers also meet individually with students and utilize small group instruction (in Zoom Break Out Rooms) to individualize instruction and keep students engaged as well as provide opportunities for students to have peer interactions. Instructional aides also meet with small groups and individual students to facilitate learning. Tracking and follow-up with families/students experiencing engagement challenges is crucial and monitoring is done by our social workers. The social workers regularly attend classroom virtual meetings and are available to assist teachers with resources in their planning of social emotional lessons.

SUPPORT FOR ELL, SWD, FOSTER AND HOMELESS YOUTH

The District has a very small percentage of ELL students. Outreach and services to those students are delivered on an individualized basis. The District has a staff member who is available to provide interpretation services so that we can bridge the language barrier with families. School social workers have established relationships with homeless and foster youth and closely monitor their engagement and needs. Individual Education Plan (IEP) services are being provided to all special education students by our certificated resource and speech/language staff. BoardMaker was purchased as a learning tool for our Special Education team. The District Speech Therapist provided a weekly activity with the SDC class every week. The social workers coordinate with special education teachers to help ensure engagement for students with disabilities.

ENSURING ATTENDANCE AND ENGAGEMENT EQUITY

District teachers, site administration, district office administration, and school social workers have defined roles and work together to eliminate obstacles to ensure that our students are engaged and are meeting compulsory education requirements. Teachers, site administrators and school secretaries will be trained on distance learning attendance accounting procedures to ensure equity and consistency throughout the district. The social workers assist in implementing tiered engagement strategies.

RE-ENGAGEMENT STRATEGIES

At the beginning of the year, the District verifies all family contact information including telephone numbers, email addresses, and mailing addresses. Teachers monitor student engagement daily for each activity that is assigned, synchronous and asynchronous. The school site secretary contacts families who have not engaged during a school day to verify the reason for the absence.

Site administration and the school social worker supports the school secretary when contact is not made. If students are not engaged in all activities for an instructional day on a consistent basis, site administration and the social worker supports the family to improve engagement. If a student continues to not respond to supports, the District will seek support from outside agencies to assist with re-engagement strategies, such as providing resources and supporting family engagement with social services and physical well-being services. If a student continues to be absent, or has limited engagement and participation, after all support resources and services have been provided to the family, the school site will conduct a Student Attendance Review Team (SART) meeting and develop a SART contract with the family. If the student violates the SART contract, the student will be referred to the Student Attendance Review Board (SARB) for further review and action.

If there are barriers to communicating with the family, the school social worker and site administrator will conduct a wellness check at the pupil's residence. Throughout this process, each family's individual needs, such as language barriers; access to the Internet and technology; food and nutrition; and social, emotional, and psychological needs are considered. Additionally, a weekly parent newsletter is provided to

families which also includes social and emotional information from our social workers. A monthly newsletter created by school social workers is also sent out to parents which provides up to date community resources and links.

DEVELOPMENT AND COMMUNICATION OF PROCEDURES FOR RE-ENGAGEMENT

The District used guidance from the California Department of Education (CDE) to develop procedures for student re-engagement. These procedures are part of the District's Distance Learning Plan, which was shared with all stakeholders and is posted on the main page of our District website.

MENTAL HEALTH

Supports for the social-emotional well being of students is ongoing through a team approach utilizing social workers, administrators, teachers, and instructional aides. Staff regularly observes students for engagement and affect. Teachers hold daily class meetings. Social workers offer weekly lessons to increase students' coping skills. Administrators record virtual assemblies and virtual campus tours so that new students can become familiar with sites. Administrators record virtual campus fieldtrips so that they can see facility improvements and other interesting happenings. Often these fieldtrips are thematic. For example, a nature safari provided students with the opportunity to see campus wildlife.

NUTRITION

The District Cook is preparing one safe non-prepackaged meal component a day. This offering is often interactive. For example, ingredients for a build your own pizza has been offered to students.

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.]

Meals will be served cold with heating instructions.

SCHOOL MEAL APPLICATION DISTRIBUTION

The District will use the Food Based Menu Planning (FBMP) for breakfast and lunch regardless of the learning model offered to students. The District will be providing both breakfast and lunch for all students including those that are eligible for free and reduced-price meals beginning the first day of school on August 31. Meal application forms were sent home to all families on the first day of school. For the first month of school, families who were eligible for FRPM receive meals based on the prior year's eligibility.

MEAL COUNT PROCESS

Meal order forms are sent out the prior week and should be submitted by families by Sunday evening. Food preparation begins Monday morning. Extra meal bags are prepared for families who fail to order. The Food Service Manager is responsible to record meals served by entering the student's name in our Student Information System (SchoolWise) at POS. Parents or students will provide the student's name to serving staff, before receiving meals. Students will not be overly identified by their eligibility status.

SAFETY PROTOCOLS

Child Nutrition Service employees have been trained on hand washing, basic food safety principles, face mask and glove safety precautions, and social distancing guidelines. When distributing meals, staff will wear a face mask over their nose and mouth. Social distancing markers will be positioned along the wait line (outside) and students/parents will be expected to socially distance while in line. Only food service staff are admitted in the multi-purpose room.

MEAL SERVICE DURING DISTANCE LEARNING

The Food Service Manager and staff will prepare and provide breakfast and lunches each Tuesday for the next five school days. Service and delivery methods will be modified to avoid large groups and ensure all health and safety protocols are followed. We will utilize a Grab and Go method. To minimize in person contact and for family convenience, meals are picked up at the outside door of the Cutten School site multi-purpose room between 8:00 am and 1:00 pm. Families who need an alternative pick-up time and/or day may make a request and arrangements will be made. On a case-by-case basis, site school workers will deliver meals to families without transportation.

MEAL SERVICE DURING IN PERSON LEARNING

When students return to school with the Blended Learning Plan, the Food Service Manager and staff will prepare and provide breakfast and lunches twice weekly utilizing a Grab and Go method. Meal packages will be picked up Tuesdays, containing meals for two days, and on Thursdays, containing meals for three days. Service and delivery methods will be modified to avoid large groups and ensure all health and safety protocols are followed. To minimize in person contact and for family convenience, meals are picked up at the outside door of the Cutten School site multi-purpose room between 8:00 am and 1:00 pm. Families who need an alternative pick-up time and/or day may make a request and arrangements will be made. On a case-by-case basis, site school workers or other school employees will deliver meals to families without transportation. Generally, students will not eat meals at school. In the event a student arrives to school hungry, that student will eat the meal provided in a specifically designated classroom space, following all safe distancing protocol. Both school sites also have picnic tables outside classrooms, so students can eat their meal outdoors, weather permitting.

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
9.34%	\$476,439

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.]

The District knows that unduplicated count pupils were disproportionately impacted by the school closures and will start the year with a significant deficit in learning. The actions developed by the District are specifically designed to provide more intensive and differentiated services for these students.

DEVICES AND CONNECTIVITY

The provision of devices and connectivity access is being applied across the entire District, but is primarily intended to provide access for low-income students who may not have full access at home. The District distributed Chromebooks to any student in need and will continue to distribute devices to students who request a device. Targeted outreach is occurring through our site administrators and school social workers to make contact with unengaged students and determine technology needs. On a case-by-case basis, Wi-Fi hotspots are being provided. The District's Technology Coordinator provides individual support as needed, and social workers help by making home visits to assist students with access to the online platforms.

SOCIAL WORK OUTREACH

The District's social workers perform an essential role in providing support for all students, but in particular for homeless and foster youth and low income students. They are key to helping mitigate the negative impact of traumatic events and stress, two common responses to the COVID-19 pandemic. District social workers help remove barriers to learning and are available during the school day to provide immediate support when needed. They conduct home visits to help with technology connectivity, to deliver meals and materials, and to check in with students and families to monitor mental health and social emotional well-being. Additionally, social workers maintain a list of current community services and resources. Recognizing that social work services are more critical than ever to address social emotional needs and well-being, the district increased the hours of one position.

NUTRITION SERVICES AND SUPPLIES

The District ensured that food was available during the school closures and throughout the summer for all students, but was primarily intended to provide food access to students and families facing food insecurity. Students and families who already faced food insecurity prior to COVID-19 were further impacted by the pandemic. The pandemic's impact on employment and the resulting loss of income has made this an issue for more of our families. Implementation includes additional food, more nonperishable items, ease of access to meals, and delivery of food packages for families who lack transportation.

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 district. This includes English learners, foster youth, homeless youth, students with disabilities, and other student groups. As distance learning and school closures continue, 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. As discussed in this plan, focus areas for the District this year include Multi-Tiered Systems of Support, and formatively assessing student needs so that targeted small group and 1:1 synchronous instruction can be used most effectively. Collaboration time with colleagues can build upon and deepen these focused efforts. All of these focus areas are specifically aimed at (1) addressing learning loss and (2) accelerating growth for students demonstrating the most need.

POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORT (PBIS) AND SOCIAL EMOTIONAL LEARNING (SEL)

PBIS and SEL programs 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. Homeless and foster youth in particular experience higher rates of discipline and lower attendance. English learners and low income students are also more likely to be impacted by negative school culture and climate. The District's PBIS and SEL programs will continue and will be adapted to expand their range of supports for staff and students during distance learning. As the survey results discussed in this plan showed, connectedness during distance learning is challenging and many families reported experiencing a loss of positive social experiences for their children. These 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.

HEALTH SERVICES

The District is committed to providing resources based on the needs of the most vulnerable, including unduplicated pupils. In particular for those students who are low income, foster youth, and homeless youth who may not always have regular access to health services, including counseling and mental health services, this is a critical support. Providing preventative health services and rapidly responding when needs are identified increases the likelihood of more students attending school regularly. With attendance playing a critical role in academic success, addressing health needs is viewed as a direct support of student success in the classroom and beyond. During the time of school closures, teachers, social workers and administration will perform a critical role in addressing the impact of trauma caused during the pandemic or exacerbated by the conditions of school closure. As mentioned throughout this Plan, the impacts and trauma of COVID-19 are landing disproportionately on specific student groups, including unduplicated students.

METHODS OF COMMUNICATION

The District recognizes that our families who have limited resources or other barriers are more likely to miss out on communication from the District. To mitigate this, the District provides information in several formats - mass notifications that include text messages, voicemail, and email; text messages from teachers using the District Remind app subscription; paper newsletters sent home weekly; phone calls; and home visits. District administration, social workers, and teachers will make continual attempts to reach out to families to provide support when it is determined that there has been a break in communication. Although the number of English learner students in the District is relatively low, when translation and interpreter services are needed, they are provided. A staff member has the ability to provide these services, and at times the District also contracts with a professional.

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

The District increased a position for a social worker by .15 FTE. The social work staff provides a critical role in supporting foster youth, English learners, and low-income students. Throughout this plan, the District explains the myriad of supports and interventions for students. The funds for these improved services have been fully expended.