

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 Humboldt County by drastically altering the lives of our students, families, staff and community. On March 11, over 45 District Superintendents, educators, health care professionals, and staff met at the Humboldt County Office of Education (HCOE) Sequoia Conference Center with Public Health Director, Michele Stephens, and Public Health Officer, Dr. Teresa Frankovich, to discuss Coronavirus Disease 2019 (COVID-19) as related to the education of our children and the health and safety of our community. Topics ranged from school preparedness, guidance on transmission and severity of COVID-19 in Humboldt County and in our region, measures underway to prevent the spread of COVID-19, scenario planning and procedures to follow given various levels of potential confirmed cases of COVID-19, and discussing tools and strategies used for continuous learning and support of students in light of school closures. A critical outcome for this convening was to develop and create processes for consistent and informed decision-making with the safety of students remaining top priority. We considered delivery of service for students, families, employees, and community at length.

On March 15, 2020, the Eureka City Schools (ECS) Board of Trustees made the difficult decision to close all of our schools to face-to-face instruction beginning March 17. We had already held March 16 as a non-instructional day for staff professional development (PD), and we quickly changed our PD plans to allow time for teachers and administrators to prepare for distance learning. At the elementary schools, the first phase (4-weeks) of distance learning involved students working at home on work packets for each of the core academic areas. Teachers at these grade levels supported students and their families by making weekly contact (either by phone or video conferencing) to assist students in completing academic tasks and to provide socio-emotional support either directly or through a referral process. After the first phase, packet work continued to be the primary mode of distance learning for elementary students. However, in grades 3-5 teachers enhanced instructional delivery via online learning through Google Classroom. We surveyed families regarding their connectivity and device needs, and we deployed Chromebooks and hotspots for those who needed them.

At the middle and high school grades, distance learning occurred via online means with teachers utilizing the tools within the Google Suites. We began deploying Google Classroom as an electronic means to reach our students. Teachers posted assignments and students learned how to navigate the digital educational world. Teachers conducted group and individual support through Google Meets. Both synchronous

(live) and asynchronous (recorded) instruction was available to students. Teachers at the secondary level had office hours where students could call and receive assistance with their schoolwork. Since distance learning at the 6-12 level required a device and internet connectivity, ECS deployed several hundred Chromebooks to meet the technology needs of students. ECS also distributed +150 hotspots for internet connectivity.

ECS staff revisited their grading policies and practices in response to the need for distance learning. We addressed our elementary student accountability by corresponding progress to the students' engagement and effort on assigned work. Our philosophy of grading is captured in this statement (from the COVID-19 resolution on grading approved by the ECS Board of Trustees on April 30): "Grades shall be calculated in a manner that reflects student achievement and learning and supports the preservation of the progress students made prior to school closure." We developed separate grading policies for elementary, middle, and high school students. The grading resolution, school practices/policies on grading, and a distance learning plan were all made available to the public through our website, and may be found at https://www.eurekacityschools.org/c_o_v_i_d-19_help.

Part of the impact on our families by the emergency school closures has been that many parents have made the decision to stay home to supervise their children. Even with staff's best efforts to guide student learning in a distance learning model, parents and guardians have had to play a more involved role in providing educational support to their children - especially in the early school grades (preschool through 3rd grade). This has created a disruption in our students' education. Additionally, access to reliable internet-connected devices became a challenge for families with more than one school-aged child. The closure of schools has affected many students and families by challenging their ability to access basic services. The broader economic impacts of the pandemic, including increased unemployment, have exacerbated existing challenges such as food insecurity and access to mental and physical health services. Due to our rural community, the pandemic has increased isolation and disconnection due to the physical and social separation from the classroom, school community, and summer program services. Families have been challenged in access much needed services. We had to redefine our methods of instruction and assessment. The pandemic has had a disproportionate negative effect on students living in poverty, English Learners, Students with Disabilities and our Foster and Homeless Youth on several fronts, including access to healthcare and educational supports. Eureka City Schools is committed to equity - we are working hard to ensure that every child has the tools necessary to succeed whether in a face-to-face learning model, or in a distance learning model.

Stakeholder Engagement

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

Despite the significant "shifts" necessary to ensure a continuity of learning in our schools and the steps we are taking to mitigate learning loss for students, our District continues to focus on the two Goals in our Local Control and Accountability Plan (LCAP). This is our blueprint for student success. Prior to the school closures in March due to the pandemic, ECS held eight LCAP meetings for the purpose of soliciting

stakeholder input. Online surveys were made available to parents/guardians and staff. Teachers sought input from students. All told, more than 1,200 individuals provided input on the LCAP for the 2020-21 school year. Upon the school closures due to COVID-19 in the spring of 2020, Eureka City Schools sought feedback from families and staff relating to online learning versus face to face instruction. Feedback was obtained through personal phone calls and surveys. The District reached-out to families to determine their needs (including technology needs and social-emotional support). ECS District leadership met regularly throughout the spring and summer months with both the certificated and classified bargaining groups to discuss staff needs and MOUs were established with both groups that reflected expectations and agreements on instruction, school safety, and working conditions. In June 2020, the District's Technology Team surveyed staff on their technology needs for distance learning. Throughout the school closure period, the District has been connecting with families through regular all-call phone messages, posts on our website and social media sites. At Board meetings, the public has had the opportunity to weigh-in on the decisions of the Board regarding our instructional program, and we have received more than 200 public comments directly related to the COVID-19 school closures. These efforts to obtain stakeholder feedback has helped guide the District in making decisions regarding the instructional delivery model for students. In July, the ECS Board of Trustees met and provided guidance to staff to begin the year with a distance learning model. The Board committed to meeting in September to revisit decision on the learning model (face-to-face vs. distance learning). Prior to the September meeting, school staff reached-out to every family in the District through a personal phone call to ask their preference on whether to continue with distance learning on return to face-to-face instruction. Our Board met on September 15, to determine whether or not to continue with a distance learning model or move to in-person learning. Public comments were read to attendees and streamed for the public to view.

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

Eureka City Schools provides links for our School Board public meetings on the our web page. Staff are notified through each site's staff email list. Many certificated and classified staff, along with parents provided statements that our governing Board used to guide decision to begin our school year in a distance learning model. Board meetings have been live-streamed for the public since March, 2020, and public comment opportunities have been available through email. These comments are shared with the Board and are read aloud during the public comments period of each Board meeting. Additionally, we held several stakeholder meetings regarding our District plan for meeting the needs of students and families using a Google Meets video chat platform. One was held on August 24, 2020 with the Eureka City Schools District English Learners Advisory Committee. Another was held on September 8, 2020 with our Indian Education Advisory Group and we solicited input/feedback from our Parent Advisory Committee on September 10, 2020. All meetings were held virtually and links were provided to all attendees. Participants were provided with an overview of the Learning Continuity and Attendance Plan and they provided input and suggestions regarding actions and services outlined in this plan.

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

Feedback from teachers included concerns relating to being exposed to COVID-19 if face to face instruction was to be reinstated. They commented that they need more support in helping students with navigating technology and programs. They stated that they are frequently navigating several devices in order to support their students. This takes time and energy away from developing lessons and feels overwhelming. Staff also related that they were concerned about how they would be able to obtain childcare if they were required to return to sites for either online or face to face instruction. The safety of staff and students was also a topic addressed in the form of appropriate PPE to keep staff and students safe. Topics such as how to properly sanitize and keep classrooms ventilated along with instructing (and enforcing)

appropriate mask usage for students were areas of concern. Staff expressed concerns relating to having underlying conditions themselves or living with a family member with underlying conditions and how they could be kept safe from contracting the virus.

Parent groups wanted to ensure that the district continued to address and support cultural activities. Many expressed feelings that the district should support community building especially in light of the political nature of our country today. This would include providing support to parents and students alike with respect to cultural awareness, generational trauma, and developing mindfulness. Along with teachers providing culturally relevant and cultural awareness activities/curriculum. Parents also felt that they would benefit from a support group particularly those who have English as a second language. Parents mentioned that they are having difficulty motivating their student(s) to do their homework/classwork, which is compounded when they (the parent) work outside the home and have multiple children.

Parents discussed the impact of loss of learning in a distance learning model VS potential exposure to COVID-19 while their child would be in a face to face environment. Having mental health support was a concern as students are isolated from each other and some have anxiety about how COVID may effect them or their family. Childcare was also a topic for the group. Many parents are struggling with returning to work or finding employment.

Overwhelmingly, parents asked for more support with access to technology some ideas included. Access to internet near or at school sites, providing technical support for parents such as a tech hot line. Especially, a hot line that supports parents in accessing the programs that the district is supporting/providing. Being mindful that grandparents are also raising ECS students and may not have the technical skills to support them. It was suggested that the district purchase (streaming) educational videos that can be posted in the teacher's Google Classrooms.

Parent groups overwhelmingly agreed that having opportunities for tutoring even in a virtual format is something that would help students advance in their skills and fill the learning loss. They felt that having schools communicate classroom expectations with them in more than one language would be supportive along with having access to translators or translation services.

One parent did comment, "As a parent, when considering what resources to add, I am hesitant to add MORE screen time to my child's day." With that other parents suggested hosting virtual cafe's for students and providing support for outdoor learning such as gardening, resources for families to utilize outdoors through field trip guides, providing P.E. ideas/activities for families and or creating physical fitness goals for students. Many asked for support in finding more access to books and supplies for their children.

When asked what is the most effective form of communication, 71% of participants stated text message, followed by email, personal phone call and social media. U.S. mail and robocalls were not as effective of a method based on those we surveyed. Parents want to express that they do care deeply about their students and want the teachers to know.

Some parents expressed concerns about meeting the needs of our students with exceptional needs, and how much they can attend to learning on a screen.

Some parents felt that it is important for the District to support free food sources for our families.

Parents need consistent communication in various forms. Parents asked for clear expectations from teachers.

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

Decisions on the actions and services included in the Learning Continuity and Attendance Plan (LCP) directly reflect the input of stakeholders - including the input from several representative groups; District English Learner Advisory Committee, Indian Education, our Parent Advisory Committee, classified and certificated bargaining units, students, teachers, parents, and community members. Actions and services are included to meet the needs of ALL students, with acknowledgment of the need for increased or improved services that substantially contribute to the needs of students living in poverty, English Learners, Students with Disabilities, and Foster and Homeless Youth.

Aspects of the plan influenced by stakeholder input for staff include PD for utilizing technology for teaching, and access to specific technology tools/platforms to support student learning. 5 days of PD prior to the beginning of the school year were dedicated to preparing staff for working in a distance learning model (with limited in-person instruction for students with disabilities). Software purchases specifically requested by staff include but are not limited to Google Suite, Google Classroom, Screencastify, Remind, Accelerated Reader/STAR Reader, Mystery Science, Seesaw, Raz-Kids, Amplify Online and Cyber High. District-purchased software programs will be available to common grade levels or spans as are developmentally appropriate. Along with the inclusion of purchasing software to support student learning, technology hardware in the form of Chromebooks, hotspots, monitors, headsets and other key hardware components are included in this plan. Our stakeholder groups advocated for connectivity, technology, and support in accessing the technology programs. This plan responds to the need by providing additional Information Technology (IT) support to assist staff and families alike in navigating the software and also supporting with hardware and connectivity challenges.

The plan includes additional funding for staff to support students with accessing online programs and supporting students who need extra support with meeting learning targets as suggested by our stakeholder feedback groups. Additional funding will support socio-emotional development, address mental health concerns, provide family outreach and employ re-engagement strategies, with the primary goal to meet the needs of all learners in our district.

With learning primarily taking place at home, the LCP provides for funding for supplies and books as suggested by the stakeholder groups. This funding will be able to support families with paper, pencils, sharpeners, crayons, glue and other supplies that students will need. With the potential of moving from distance learning to face to face instruction. The need for supplies is greater than in the past where students could safely share school supplies. The plan provides access to books for families who need them.

Our stakeholder groups recognized the importance of supporting our teachers and our support personnel in becoming proficient in the use of technology and the variety of software purchased to support learning and access for our students. Time is allowed in this plan for teachers to develop consistency across sites and grade levels with regards to the work load expected of students while being cognizant of the amount of screen time students are required to attend. Our staff needs time to become familiar with the different platforms that they are expected to utilize in order to meet the learning goals of their students. It takes time and collaboration in order to develop engaging, innovative and personalized lessons. Our staff will continue to work to align pacing, and collaborate in utilizing a variety of methods of reaching our students through the various software options.

Our plan allows a means to provide transportation for meal service and to ensure social distancing for those families that may need the support of transportation to school particularly when we bring students back to face to face instruction whether in small cohort groups or within A/B scheduling. Many families will not be able to leave work for an early release time, so providing transportation to and from school will be paramount when move out of distance learning. The transportation will also be used to ensure our students have access to nutritional meals.

Administration collected feedback from the collective bargaining units and concerns and needs are met in this plan around working conditions, child care, professional development, technology, and safety protocols. This plan addresses all of the areas.

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.]

Eureka City Schools will actively work with the County Public Health Department to determine when face to face instruction will resume. Our Governing Board took action on July 30, 2020, to begin school in a distance learning format. This decision was made due to the rising cases of COVID-19 in our County which put students, families and school staff at risk of infection. The Board will re-evaluate whether to continue virtual learning or move to in-person learning during their September 15th meeting. Site principals have worked on preliminary plans to address students who will be served in a in-person model. ECS acknowledges that in-person instruction is the best model for improving student's academic, behavioral and social-emotional progress. However, under the current health crisis, many parents will choose to continue education for their children at home. We recognize that we will need a model that allows for students to phase back into face to face instruction as well as a model that addresses public health concerns and keeps us learning in a virtual model. As part of this plan we will need to provide additional supports to assist students in recovering from learning loss and bridging gaps in learning.

ECS did conduct a Summer Boost model of face to face instruction from July 27-Aug 14 the program ran for three hours daily with small cohorts of students not exceeding 15 per class. Each cohort remained in a "bubble" and did not come in contact with the other cohorts. They had daily structured physical activities outside of the classroom as a break. Dismissal times were staggered the program was successful in that students attended and made up lost learning. Teachers participated and learned how to navigate the new way of learning and being together. Parents provided positive feedback on the impact the program had on their child. Breakfast and lunch was provided to all participating students as well as to those youth who came on campus that were 18 years of age or under.

Our plans for reopening to face-to-face instruction at our elementary, middle and high schools consist of returning with small cohorts of students, contingent on the physical size of the classroom and considering the readiness with regards to appropriate ventilation. Class times will be staggered in order to prevent a large group of students entering or exiting the classrooms and campus at the same time. Starting the in-person instruction with small cohorts of students will enable teachers, para-educators, tutors, counselors, clinicians, social work interns, and other support staff to provide more targeted and individualized academic and mental health supports. Career Technical Education classes may have small cohorts in order to access equipment and software located on campus. This approach will support the students who have struggled to thrive in the distance learning environments and help them to regain their academic skills and knowledge. Supplemental support and tutoring provided through Title I, Title III and Title VI as well as our After School Education and Safety program (ASES) will continue in our distance learning model. We will continue to use our Cal-SOAP tutors in the virtual learning platform for our middle and secondary students. Once we return to face to face learning these services will also transfer. In our distance learning model teachers also have set office hours in which they are available to assist and support students and or their families.

ECS's commitment to re-open schools safely and resume in-person instruction will fall under the following modes of instructional practices. Note this planning is tentative and will continue to be responsive to state and county guidance and the District's own monitoring of community conditions and needs.

Modes of Instruction:

Short of a return to "normal" school conditions with 100% daily in-person instruction, three models of learning will be offered to families: traditional independent study, a 100% distance learning model and a blended learning model, which will have some distance learning and some face to face instruction. This would allow students at home to participate in instruction synchronously with students who are in the physical classroom space including collaboration with peers in virtual groups. This model would maintain continuity of instruction in the event that one or more cohorts, schools, or the entire District needs to return to a full distance learning model. The blended model may begin with very small cohorts particularly to address our students with disabilities, English learners, and those with significant learning gaps as identified by our assessments. All staff will use Google Classroom as a means to deliver instruction allowing for continuity in technology platforms. Other District software will include Ren Learn, Remind, Everyday Math, Second Step, and Ripple Effects. Core curriculum content will be accessible to students via digital textbooks and digital supplementary supports.

Each teacher will instruct either synchronously or asynchronously the minimum number of minutes daily and host office hours to support students and families. Other offerings will include small group and individual support for students, collaboration with co-teachers to prepare lessons, and professional learning with colleagues.

Cohorts:

To effectively plan for contact tracing in the district will work in conjunction with the Humboldt County Public Health Department, students will be assigned to a cohort group or kept in designated clusters, as much as practicable. Where this is not possible all district, state, and county guidelines will be followed to best ensure the health and safety of students and staff. Each school site within the district will create ingress and egress plans along with break and lunch schedules in order to minimize bottlenecks and blending of cohorts. In our middle and high

schools, passing periods will be minimized. Cleaning and disinfecting schedules will be created to ensure proper sanitation between cohorts. Cohorts will be taught physical distancing, hand washing, and proper use and wearing of mask procedures. Current analysis indicates that 50% of the students assigned to a campus could attend face to face instruction at any one time. Secondary schools will utilize an A/B or block schedule in order to provide continuity in delivery of instruction.

Staffing: Some staff may be assigned to teach 100% in a distance learning model while others may provide face to face or blended instruction. Our face to face model may contain a co-teaching model where some students may be assigned to work with teachers who are teaching in a face to face model with students who are also accessing the content via distance learning. As needed some distance learning teachers may be paired with in-person teachers to provide synchronous lessons. In order to meet the demands of the District and the needs of students and families, teachers may need to work with students at other school sites.

Student Supports: As we move into in-person instruction, a related service schedule will be developed at each school site. Based on the resources available, services will be provided on days when identified students are present other services may be provided through a virtual platform if the site team deems it appropriate for the student to make academic progress. Since our district has contracted with several virtual service providers in recent years, these noted services may continue in a virtual platform when we return to face to face instruction. Other students who may be considered for in-person instruction are students with disabilities, English learning newcomers, homeless youth, and foster students. Students who are medically fragile will have their case carrier in conjunction with a district nurse work with their physician to determine the degree to which the student can participate in a face to face learning environment. If the student is unable to participate in face to face instruction due to their medical condition, a 504 or IEP meeting will be held to determine if Home and Hospital services or virtual instruction would best serve the student. Accommodations will be provided for students with significant behavioral or physical needs or supports as determined by the IEP team. If a student require a degree of support that is in conflict with the current County Public Health recommendations, the IEP team will meet to determine if a virtual service can meet the students needs while the guidelines are in place.

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. These are all outlined in each school's "Site Specific Protection Plan" (SSPP) that is viewable to the public on each school's website. Key measures include:

Physical distancing: Everyone must practice physical distancing, keeping at least 6 feet away from other people at all times. Physical distancing can sometimes be difficult to maintain, such as when walking in a hallway or in large crowds, making face coverings even more vital.

Face Coverings: Wearing a cloth face covering is required for all ECS 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 that include a drape may be used by teachers or students who are unable to wear face coverings for medical reasons to enable students to see their faces or to avoid potential barriers to phonological instruction.

Ventilation and Air Flow: Sites will replace HVAC filters 2-3 times per year, an increase to the current practice of once per year. Sites will run HVAC fans in rooms provided with them continuously throughout the 24 hour cycle, including when windows and doors are open. Windows and doors will be kept open, if possible, to increase airflow.

Entrances and Exits: Parents/guardians will be 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 will be identified to limit close contact during high-traffic times.

Designated 'Care Room': Sites will have a designated area for sick individuals where they can be isolated, assessed, and wait to be taken home.

Classrooms: Classrooms will be arranged to allow for 4-6 feet of distance between all student desks/seating and 6 feet for teaching staff at the front of the classroom. Good hygiene and physical distancing practices will be modeled and reinforced. Materials/supplies sharing will be limited and activities that bring students close together will be modified.

Common Areas: Signage, cones, easels, and other visual cues will be used to direct traffic flow, encourage appropriate distancing practices, direct foot traffic flow, and help maintain cohorts.

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.

Physical Education (PE) Classes and Athletics: Limited to activities that do not involve physical contact with other students or equipment until advised otherwise by state/local public health officials. At this time, school sports are not occurring. A tentative athletics schedule was determined by a County Collaborative with Humboldt and Del Norte counties. The determination is listed below based upon a vote of the districts participating. This determination is subject to change based on guidance from county and state health officials who have authority over such matters.

3 seasons of sport have been proposed for the 2020-21 school year

1st season: Boys and Girls Basketball
Boys and Girls Cross Country

2nd season: Football, Volleyball and Boys and Girls Soccer

3rd season: Baseball, Softball, Boys and Girls Tennis, Boys and Girls Golf, Track and Field
Wrestling will follow the NCS/CIF season dates

These are ONLY approximate at this time and will likely change slightly.

Season 1 - Dec 14-Feb 6th

Season 2 - Feb 8-April 10
 Season 3 April 12 - June 5
 Wrestling - March 8-June 12

Cleaning and Disinfecting: 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. Staff will put inventory controls in place to order sufficient supplies including face coverings (individuals are welcome to use their own cloth face covering as long as it complies with Public Health Guidelines), face shields with hoods (for staff who interact with students who need to read lips or have accommodations in their IEP relating to being able to view facial expressions), hand sanitizer, disinfection materials, gloves, thermometers, and hand washing stations if sink access is insufficient.

All staff will be trained in proper usage of masks, and disinfecting procedures. Staff and students will be encouraged and provided instructions for self-screening 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 determined to be necessary. Staff will work with Humboldt County Public Health to collect and track all illness-related information, support contact tracing, and coordinate a classroom, school, or district response as needed.

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. Eureka City Schools 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.

In June 2020 a questionnaire was presented teachers and parents that included questions to assess technology access (device and connectivity), learning option preference (distance, blended, full in-person), distance learning priorities, and preferred means of communication. The information gathered was used for planning purposes for the 20-21 school year. Feedback as noted in other sections of this document has also been considered as this plan was developed.

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

Description	Total Funds	Contributing
The District will procure adequate Personal Protective Equipment (PPE) to ensure student and staff safety for in-person instructional offerings. Classroom safety supports shall include Plexiglas barriers/screens and modifications to HVAC filtration systems. These supports will first be in place for students who need intervention and support due to potential learning loss, i.e. students with disabilities, followed by English Learners and foster and homeless students then other students identified by classroom teachers as needing additional interventions in order to make adequate progress.	\$250,000	Yes

Description	Total Funds	Contributing
The District will provide additional facilities staff time to ensure PPE and safety modifications are completed in a timely fashion to accommodate in-person instruction	\$75,000	Yes
The District will procure cleaning and disinfectants to be used to minimize the spread of COVID-19.	\$75,000	Yes
The District will re-purpose custodial staff time to be used to support facility sanitization activities specific to minimizing the spread of COVID-19 during in-person instruction.	\$174,000	Yes
In order to ensure that classroom teachers, support staff and administrators are able to effectively communicate with one another for the purposes of instructional planning as well as connecting with families about learning needs, the District will provide adequate technology tools to include hardware such as updated phone systems, computers, computer accessories (including extra monitors and document cameras) and software (site licences for Google Suite tools).	See Distance Learning section	Yes
In order to encourage social distancing and minimize sharing of student supplies that may spread the virus, the District shall provide additional budget allocation to schools to purchase additional student supplies and books.	\$300,000	Yes
The District will purchase two (2) new buses to transport students to and from school while ensuring social distancing occurs.	\$700,000	Yes
Purchase additional materials and supplies that facilitate and maintain student access to school breakfast and lunch programs.	\$65,000	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.]

Eureka City Schools Distance Learning Plan adheres to our two LCAP goals which guide our district:

1. All students will demonstrate high academic achievement and college and career readiness in clean and modernized schools.

In order to address this goal in a distance learning environment, we will continue with our commitment to grade-level content and instructional rigor. We will prioritize what content is taught in order to ensure depth of knowledge over pacing. This will be evident in our grade level collaborations and common pacing/content delivery guides. We will differentiate for all learners so they can access the learning targets. We will assess students in order to identify gaps in learning and provide appropriate interventions to address those gaps.

2. All students will learn in a safe, supportive, and culturally responsive environment where students, families, and community are valued, connected, and engaged.

We will maintain and support all of our learners through systematic social skill instruction, trauma informed teaching, and socio-emotional awareness. We will focus on the common threads we all share in this time of crisis and we will continue to address disparities and identify bias in our curriculum, community, and selves. We will provide effective feedback in order to ensure maximum academic and socio-emotional growth for our staff and students.

To provide students access to the full curriculum in both distance and in-person learning, comprehensive scope and sequence documents in English Language Arts and Math have been developed for each grade level K-6 and by content area for secondary grades. These provide teachers, administrators, and other instructional staff coherent and aligned guidance that includes:

Overview of key grade-level learning outcomes

Instructional content and practice considerations

Foundational skills to be systematically and explicitly taught with ample time for practice

Formative assessments to guide instruction and monitor student progress

Social Emotional considerations for elementary, middle and high school.

The scope and sequence documents are intended to guide teachers in identifying prioritized standards upon which to focus lesson planning and guiding them toward resources that can best support students in attaining mastery of those standards. This is a critical area in which the district is striving to minimize the variation in fidelity of implementation of district programs across and within schools.

One of the district's key expectations for distance learning instruction is that the class/course expectations for the week are communicated to students and families through Google Classroom. Google meet times are posted for synchronous instructions, learning intentions, content to be taught, criteria by which student success will be determined, and all assignments with due dates. This communication is a critical component of the district's effort to help parents/guardians gain a deeper understanding of their student's learning process and how to effectively partner in their education. This has never been more critical than now, with parents/guardians and family members taking on a much more prominent role in the daily learning of their students within the distance learning context.

ALL learning standards are important and are included in the state's frameworks design. In selecting power standards on which to focus, ECS is actualizing its plan to focus on depth of learning and instruction, rather than pace, and we commit to grade level content in a manner that is rigorous and prioritizes power standards that are broken into key content for learning. This prioritization will enable teachers to more effectively address learning gaps through effective feedback, in-depth instruction, daily re-engaging students of students, building upon prior knowledge and allowing unfinished learning to be concluded while also introducing new content as a means to differentiate and allow for an individualized approach.

Our Distance Learning Model is based on two types of learning - synchronous and asynchronous.

Synchronous learning is any type of learning that takes place in real time where a group of students are engaging in learning simultaneously and through live instruction and interaction. Key elements of synchronous learning include the following:

- 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

Synchronous learning can occur using computer interaction through Google Classroom or video.

Asynchronous learning occurs separately and without real-time interaction. Key elements of asynchronous learning include the following:

- Directly aligned to live learning and instruction
- Feedback and opportunities for questions come later
- Students can absorb content at their own pace
- Provides opportunities for students to develop questions and reflections on learning

Asynchronous learning can occur through classwork, videos, group work, or with other support.

Like all LEAs across the state ECS is required to offer the following number of daily instructional minutes specified in SB 98 that may be achieved through in-person learning, distance learning, or a combination of both:

TK/K: 180 minutes per day w/daily live interaction (synchronous)
1st-3rd: 230 minutes per day w/daily live interaction (synchronous)
4th-5th: 240 minutes per day w/daily live interaction (synchronous)

As a District, we have built distance learning schedules that include meeting the minimum number of instructional minutes through synchronous learning. The teacher duty day shall also include teacher preparation time, office hours for students and families, collaboration time (both admin.-led and teacher-led), professional development, and other faculty, department, and grade-level meetings. ECS acknowledges that distance learning is challenging and even with the amount of time students are engaged in synchronous learning, allowances are made for frequent breaks.

As noted in the stakeholder feedback section, community input rated the ECS distance learning program as effective in relation to the other districts in our county. Even with parents expressing satisfaction in these early stages, District staff have identified a number of areas in which improvements can be made:

First our daily, live instruction and interaction needs to be scheduled so that households with multiple students are able to access the synchronous learning. Our current model has been redesigned to address households that may have one device for multiple students. We have purchased additional Chromebooks in order to reach a Chromebook to pupil ratio of 1:1. The option for students to later view recorded instruction is critical in supporting the different needs of learners, some of whom need to watch instruction over again and through the use of the Google Meets Video and audio platform, this is possible. In addition to whole-class, synchronous lessons, English Language Development (ELD) and additional differentiated supports will be provided synchronously. These instructional components are discussed in more detail within the 'Support for Pupils with Unique Needs' section.

ECS has developed a distance learning model that is based on the instructional minutes outlined in SB 98. The planned instructional minutes shall not include teacher planning, office hours, required professional development, or other faculty, department, and grade-level meetings.

To the best of our ability, we have created schedules for students in grades K-12 that will benefit students as we transition between in-person, distance and blended learning models. Our schedule also allows for access to support services.

In addition to direct, live instruction every day for every student, a key expectation of the district's plan is teacher availability to students outside of that time. Access and availability is acknowledged as a key element enabling students to fully access the curriculum regardless of the mode of instruction. Whether at a distance or in-person, students and family members need consistent and reliable access to teacher support. This includes maintaining open communication channels and identified times at which support may be obtained.

ECS has created a distance learning plan that will maintain continuity of instruction while providing for flexibility during the coming year.

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.]

During the spring school closures ECS distributed Chromebook devices beginning with one per family by pulling devices from classroom sets. This was problematic for some families particularly those with several siblings in the home. We ordered and distributed "hot spots" to many families that did not have a connection to the internet. Even with these efforts, not every family was connected with adequate technology. In planning for the fall, the district has purchased and prepared sufficient devices to supply all those in need. This includes preparations for incoming Kindergarten students, students at other grade levels new to the district, and any continuing students. Due to our rural nature, some families are unable to access the internet through a "hot spot" connection, so we developed hot spot areas outside of several of our neighborhood schools so families can access the internet from the parking lot or near building sites.

As ECS begins the 2020-21 school year in a full distance-learning context and prepares for the possibility that much of the school year will be via distance learning, ensuring access to devices and connectivity for all students is imperative. The District has worked hard to address the technology gaps identified when we closed schools in the spring when we noted that inequities in the access to technology for students living in poverty, English learners and homeless and foster youth. With that in mind over 1,500 additional Chromebooks were purchased to assist with fall 2020 distance learning launch and additional "hot spots" were also purchased. As a backup plan, the District has repurposed desktop computers for households who do not have access to a device.

For the 2020-2021 school year we are exploring partnerships with community agencies such as the Boys and Girls Club, the Betty Chinn Center, The Jefferson Center, and other agencies where students can access connectivity in order to engage in distance learning. The district will continue to pursue and promote other viable options as they are identified. For example, the District has recently been notified that it will receive 550 Chromebooks through a partnership between the Humboldt County Office of Education and Pacific Gas and Electric.

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.]

ECS has developed the following model in order to assess pupil participation through both synchronous and asynchronous learning opportunities (including how our certificated teaching staff will set and measure a time value on assigned work, completed assignments and assessments):

We have set up our Student Information System (SIS), Powerschool for each grade level that accounts for the recommended amount of minutes for each grade span. Within the students schedule, teachers are accountable to take roll daily (or by period at the secondary level) based on whether or not the student attended the virtual lesson of the day, made personal interactive contact with the teacher i.e. phone call or real time interaction in the Google classroom, the parent or guardian made personal interactive contact with the teacher i.e. phone call or real time interaction face-to-face using social distancing guidelines, face time etc. Personal interactive contact does not include voice mail, or email. If a student is present during the scheduled day, the attendance will be recorded in our SIS as DL=Distance Learning (present), If the student had interactive contact with the credentialed teacher it will be noted as DS= Distance Learning Student (present), If the Guardian had interactive contact with the credentialed teacher it will be noted as DG= Distance Learning Guardian (present), If there is no contact it will be

recorded as DLA=Distance Learning Absent. We are able to pull the attendance codes from our SIS for those students who are not engaging in their learning opportunities. Once identified as missing three days, our tiered intervention procedures will trigger.

As per the Memo of Understanding (MOU) between the District and the Eureka Teachers Association, teachers are responsible for tracking student participation and progress in the following ways:

- a. The unit member shall create a means of recording student engagement/activity for the week that is sufficient for the District to track attendance in accordance with the State's attendance requirements. This means must be pre-approved by site administrator.
- b. Unit members may deduce evidence of daily student participation in distance learning by using:
evidence of participation in online activities;
completion of regular assignments and/or assessments; and
contacts between employees of the District and pupils or parents or guardians; and
any other method permissible under SB 98.
- c. Unit members shall report to the site administration any student who has not engaged for three days in a given week.
- d. Classroom teachers and other unit members (such as TOSAs) shall regularly communicate with parents and guardians regarding a pupil's academic progress consistent with established practices and procedures for traditional in-person learning.
- e. Unit members are required to meet minimum daily instructional minutes as required by the State. If minimum daily instructional minutes are not met by the adopted schedule with synchronous learning, the unit member must make up the difference with asynchronous instruction. Unit members are required to assign a time value for every asynchronous assignment when asynchronous instruction is used in combination with synchronous learning time to meet the daily minimum instructional requirements.
- f. Secondary unit members will update their grades in Power School in at least weekly intervals to be accessible to parents. Elementary unit members will contact student's parent/guardian every other week to report on student participation and effort, unless a student has three (3) or more missed assignments in a week, in which case a weekly contact is required.

Within each grade level span's daily schedule (elementary, middle, and high) portions of the teacher duty day will be used to provide targeted small-group and individual instruction to students.

ECS recognizes the importance of partnership with students and parents in the effective monitoring of academic and social-emotional progress. To address our families' needs for communication relating to their student's educational progress, secondary teachers will update their grades in the district SIS, PowerTeacherPro on a weekly basis. Elementary teachers will contact the student's caregiver/guardian every other week to report on student participation and effort. Students who miss three days or 60% of the school week, will have tier II engagement and outreach strategies initiated in order to determine what barriers the family is facing that is keeping the child from accessing their learning. Keeping open communication channels is vital as we develop and implement a relevant, and rigorous distance learning model. It is important to our district that our parent partners are in communication with us regarding challenges, growth, and successes.

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.]

One of the key areas Eureka City Schools has included in the list of expectations that students and families should have of distance learning is professional development and support for our teachers. Our governing board authorized adjusting the school calendar so that all professional development days (previously embedded throughout the school year) would be moved to the beginning of the year.

This shift allowed the district professional development team to create professional learning opportunities for both our certificated and classified staff. The focus for classified staff was on safety including proper use of PPE, sanitizing, and keeping your workplace safe. Staff participated in training in proper use of disinfecting and sanitizing products. Another topic addressed for our classified folks was how to foster an emotional safe workplace. Staff participated in professional development relating to how to tap into empathy, recognize their own stress and how to find positive avenues for self-care as well as how to address trauma in a healthy way that is being felt by our staff, and families during this time.

Certificated staff were trained in Google classroom and add on tools, as well as other online applications provided by the district. They collaborated on pacing guides and power standards for their grade level teams in order to foster continuity of instruction across the district. Staff were trained in appropriate safety and sanitation procedures. They spent several sessions learning about trauma informed teaching and the impact trauma has on brain development for youth. Additionally, training was provided to staff on how to develop empathy, recognize their own stress and how to find positive avenues for self-care as well as how to address trauma in the classroom. Our primary grades' teachers spent time developing online reading and math instruction while our secondary staff worked on engagement practices. All staff participated in how to build positive relationships in the classroom through setting high expectations and establishing routines for daily (online) classroom procedures.

Staff Roles and Responsibilities

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

COVID-19 and the resulting transition to a distance learning model have significantly impacted the roles and responsibilities of staff across the District. In some cases, new roles and responsibilities are still being defined (or refined) and will continue to evolve as the District prepares to reopen sites for in-person instruction. Following are the key changes to roles and responsibilities of staff, organized by area. In order to support this transformation, ECS administration met with both the certificated and classified bargaining units in order to address the roles and responsibilities of employees as a result of COVID-19. We currently have MOU's with both units outlining the responsibilities of ECS employees as well as the responsibilities and commitments of the District.

Certificated Staff:

During Districtwide distance learning teachers are expected to report to work unless they apply for and receive approval for a waiver to work from home for COVID-19-related reasons. Unit members will be required to adhere to safety standards by wearing cloth face coverings when in the proximity of other staff while on site. The District will provide staff with PPE and sanitation supplies. Sites will develop safety protocols for all staff who are working on site during distance learning. All teachers are expected to use Google Classroom and provide daily synchronous learning opportunities with supplemental or independent practice asynchronous learning time. Teachers will be available during virtual office hours to support students and families in accessing the learning goals. Teachers will record student engagement/activity for the week in order to track attendance in accordance with the state's attendance requirements. Certificated staff may deduce evidence of daily student participation in distance learning by using:

- i. evidence of participation in online activities;
- ii. completion of regular assignments and/or assessments; and
- iii. contacts between employees of the District and pupils or parents or guardians; and
- iv. any other method permissible under SB 98.

Staff shall report to the site administration any student who has not engaged for three days in a given week based on each site's protocol. Classroom teachers and other unit members (such as TOSAs) shall regularly communicate with parents and guardians regarding a pupil's academic progress.

Special Education Certificated Staff:

Certificated Staff serving students with disabilities may be required to provide in-person learning opportunities if required by an IEP. Teachers who are required to provide in-person learning opportunities will be provided sufficient PPE in accordance with relevant public health guidance applicable to schools which may include, but not be limited to: face coverings, face shields, and physical barriers (such as Plexiglas). Support for teachers providing in-person instruction will include classified classroom aides and Special Circumstance Instructional Aides (SCIA). Support staff will assist in teaching pupils social distancing, cleanliness, and proper mask wearing along with supporting in teaching social and academic skills.

Classified Direct Student Support Staff:

Classified staff that provide direct support to students may be assigned to other duties to support teachers and sites including but not limited to arranging learning environments to allow for appropriate social distancing without clutter or supplies that may be contaminated. Compiling and distributing learning supplies for students, completing tasks of sorting, labeling, and ranking reading levels on materials. Staff may be assigned to a teacher to support in a virtual classroom and or monitor break out rooms under the direct supervision of a certificated teacher. Staff who are assigned to support a student such as a Special Circumstance Instructional Aide, (SCIA) may be asked to perform face to face support for Special Education students, and they may support students in accessing their general education learning with peers in a virtual model.

Transportation/Maintenance/Technology ETC.

As of May 11, 2020 the District began bringing back the workforce in a gradual and thoughtful process beginning with maintenance, custodians, bus drivers, food service, groundskeepers, and mechanics. These classifications of workers were called in for all or a portion of their regular work shift as needed. These workers have continued to support our sites and our students as we moved furniture from classrooms, continuing with our maintenance work orders. Our food service staff provided meals all summer to all youth 18 years of age or younger. The meals were available at several locations throughout the district for pick up. Our transportation department also delivered meals to a variety of stops within our District's boundaries in order to meet the needs of our students without transportation to the on site pick up locations.

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.]

ECS will continue to offer support for pupils with unique needs including continuing with our English Language Development support classes using Systematic ELD and Constructing Meaning curriculum. Our general education staff will develop their distance learning lessons to address the needs of English Learners in the same fashion they have been trained in prior to the COVID-19 outbreak.

Our tiered engagement and outreach plan addresses how we will work to identify and engage families of Foster and Homeless Youth. We are looking to work with community partners in order to find onsite areas for students experiencing difficulty in accessing a conducive learning environment. We are working on preliminary plans to potentially open some areas on a couple of campus locations to address these families as well. Our Family Resource Center and Foster and Homeless Youth Liaison is working with each site to ensure these vulnerable youth are not "falling through the cracks." We are developing systems of outreach and support for each family in need.

Each Case Carrier of a student with an exceptional need is developing appropriate goals that tie the students needs based on assessment data with socio-emotional goals and how to conduct oneself online. Our general education staff is differentiating curriculum in order to engage and ensure that all students are making progress on their goals. Our teacher academy professional development learning series is specifically supporting our special education teachers in addressing the needs of our students with exceptional needs. On August 30, we brought some students with disabilities back on our school campuses for face to face instruction.

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

Description	Total Funds	Contributing
Provide five days of professional development prior to the start of the school year for all teachers and 4 hours for all classified staff specific to supporting students in distance learning and hybrid in-person instruction.	\$257,201	Yes

Description	Total Funds	Contributing
<p>In order to ensure that classroom teachers, support staff and administrators are able to effectively communicate with one another for the purposes of instructional planning as well as connecting with families about learning needs, the District will provide adequate technology tools to include hardware such as updated phone systems, computers, computer accessories (including extra monitors and document cameras) and software (site licences for Google Suite tools).</p>	\$475,000	Yes
<p>Purchase licenses for online curriculum, online learning platforms, and other online tools. Purchases include - Google Suite, Google Classroom, Screencastify, Remind, Accelerated Reader/STAR Reader, Mystery Science, Seesaw, Math Space, Raz-Kids, Amplify Online and Cyber High).</p>	\$200,000	Yes
<p>Provide an Extended School Year Program for students needing intervention - including students with disabilities.</p>	\$175,000	Yes
<p>Increase IT staff capacity/time necessary to commission, deploy and support student focused technology solutions used to enable distance learning.</p>	\$146,894	Yes
<p>Provide Chromebooks, hotspots, and other connectivity devices/services to all students who need them for distance learning.</p>	\$1,000,000	Yes
<p>Purchase additional materials and supplies that facilitate and maintain student access to school breakfast and lunch programs.</p>	\$65,0000	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.]

On March 13, 2020 Eureka City Schools shut its doors to face to face learning. The District quickly deployed alternative means of instruction including packets of work, access to Google Classroom learning opportunities, access to online learning labs and other virtual and paper means of continuing the education of our students. We provided Chromebooks and hotspots to families and made parking lots hotspot areas for families to access in their vehicles. Even with the quick response to the closing of schools, some families did not access the opportunities we provided for them. Other students attempted but did not engage fully in their instructional opportunities. Even with all of the resources we deployed and all of the efforts put forth by our teachers and staff, we recognize that a loss of learning took place for our students.

In order to mitigate the loss of learning, we have set a system of assessments in place for determining learning loss and how to address the holes in student's educational progress. We started the year with assessments in reading using Ren. Learn which provides teachers with both a math and reading level for grades 3-8. Staff who are teaching intervention coursework at the high school level are also using this tool to assess our student's reading levels. We use the Humboldt County Core Growth assessment system for our TK-2nd grade students and teachers have time built into their instructional day specifically set aside to assess students. Grade level bands developed assessments for both ELA and Mathematics during the District's professional development days prior to the start of school. We will use these tools as multiple measures with which to track student progress. English Language Development teachers have assessment tools to get a baseline of where their students' English language proficiency lies.

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.]

The primary means of addressing learning loss and accelerating learning for pupils will be using a multi tiered system of support. Instruction will be delivered through synchronous instructional time.

Tier 1: all students will receive standards-aligned instruction focused on priority standards. This will allow for depth of instructional focus on the key skills and concepts that are most critical for the respective grade level/content area.

Tier 2: supports will be provided primarily through synchronous, small-group instruction that is targeted to identified student needs. As teachers assess learning loss and their students' individual and collective learning needs, they will not only adapt Tier 1 instruction, but also schedule small group sessions to provide additional support.

Tier 3: students who require even more intensive support will be provided 1 on 1 or small group instruction. Sessions will focus on the key prerequisite skills that students need to successfully master the content rather than broad reviews of large chunks of information for the whole class. These sessions would allow the teacher to provide more individualized attention to the student and support them in mastering

the prerequisite skills so that they can fully participate in the lessons that are occurring for the whole class. Strategies will include: Use of Google Classroom and Seesaw as the Learning Management System (LMS) Use of CCSS-aligned curriculum to monitor student progress and provide targeted student-specific remediation and interventions (i.e. digital curriculum supports for Everyday Math, Fountas and Pinnell Classroom, CPM math, and Mystery Science), teacher collaboration time, specific supports for students with IEPs and for English Learners, use of the teacher-developed ELA, math, and science pacing guides to focus on essential standards, pre and post-assessments aligned with the content, regular communications with parents on student progress, and professional development for online learning and teaching .

ECS will support those students who demonstrate learning loss by providing intervention teachers who will support students in small groups. Our teaching staff has been trained in early intervention strategies along with Constructing Meaning strategies that focus on differentiating our instruction to support struggling learners. Students identified as needing extra support in ELA or/and mathematics will not only have opportunities for intervention during each day's instructional minutes, but they will also be able to access our after school programs (ASES). For those students who are experiencing attendance challenges, the district's CARE specialists, Chronic Absenteeism Prevention Coordinator (CAPC) and PBIS Climate Coach will engage in re-engagement strategies. Face to face instruction is provided for some students with exceptional needs in order to address learning loss. EL students will receive both designated and integrated EL support according to their EL status (1-4). Special education staff will have an opportunity to respond to student learning loss through a professional development Special Education Teacher Academy.

Our Homeless and Foster Youth Liaison will regularly reach-out to families to determine what needs they may have in regards to supporting student access to distance learning.

Students in our After School Safety and Education program (ASES), where priority enrollment is given to Homeless and Foster Youth, students living in poverty, and English learners will continue to be offered remotely. Students who have been identified by their teachers as requiring additional academic support will receive small-group tutoring and homework help in the ASES program. Additionally, our American Indian students will receive academic support in the form of tutoring services either during the school day or during the ASES time.

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.]

We will measure the effectiveness of our strategies by conducting regular formative and interim assessments. The formative assessments will be done using curriculum-based measures. The interim assessments will be done 3x per year using the CAASPP platform for students in grades 3-11. Teachers will track weekly progress of students through PowerSchool in grades 4-12. Based on the data gathered through our assessments, we will regroup our students as needed in order to ensure they are making maximum progress.

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

Description	Total Funds	Contributing
Administrative support and guidance mitigating learning loss through safety, In Person and Distance learning models and transitions to mitigate learning loss.	\$278,717	Yes

Description	Total Funds	Contributing
Provide professional development opportunities for staff in the use of online assessment tools - including diagnostic and formative assessments.	\$25,000	Yes
Staff will use both PowerSchool SIS and SWIS to identify students who are not engaging in distance learning or are not making adequate academic progress.	\$27,500	Yes
Provide additional staff to support students who are not engaging in school and who are not making adequate academic progress. Staff will provide social-emotional support and mental health services, academic supports, family outreach and other re-engagement strategies.	\$300,000	Yes
Provide online after-school music instruction for 4th and 5th grade students to replace face-to-face music offerings.	\$30,000	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.]

In order to support the mental health and social-emotional well being of our students and staff, we began our year with trauma responsive training. This training was offered to all staff and it not only included trauma responsiveness for our students, but it also included self care and personal awareness of how trauma affects adults. Each of our sites has a plan in place for adults to get support if they need it, and all staff have access to Vida through our health insurance. Vida allows for direct access to a counselor or personal support coach in a virtual environment. Our principals are hosting check-in opportunities for their staff, so they can be a direct support. We also have a professional development series for staff monthly with a focus on mental health, trauma, and self care.

Our sites have put trauma informed practices into their teaching methods, activities and strategies. Through the professional development offered to them this fall, they have tools to provide responsive interventions for their students. We will continue to support staff in broadening their skills in the areas of resiliency, intergenerational trauma, and mindfulness practices. Teachers can get support for students demonstrating the adverse effects of our current social condition through our CARE specialists, councilors, social work interns, school psychologists. We have Student Study or and Attendance Review Teams that meet regarding students and families of concern. Their goal is to bridge barriers to learning. If the teacher or team feels that a student would benefit from mental health services whether, we have a referral process that can connect the student or family with support through our Bridges to Success grant. Through the grant, families can receive case management support and direct mental health services.

All staff are trained in PBIS and implement strategies and supports for all students. Our elementary teachers conduct personal phone calls to parents every two weeks and our secondary staff use our SIS and Google classroom to stay connected to families. We have a tiered approach through our PBIS systems to support students who are demonstrating behaviors due to the impact of COVID-19. Part of our strategies include reteaching expectations and recognizing those who are doing the right thing. Recognitions are posted in Google classrooms as well as on each site's newsletters. It is our goal at Eureka City Schools to foster a positive, supportive learning environment based on personal relationships with our students and families. This is not only noted in our use of Second Step social emotional curriculum, our community building circles and activities but also through our alternative means of correction practices. Staff have access to a social-emotional intervention curriculum to support those who need extra support in building their social skills. Teachers also use Common Sense Media lessons to support students in positively navigating the virtual world and leaving a positive electronic footprint. For those students who need tier 3 behavioral support we have two BCBA's to work with staff on behavior plans and behavior supports.

We offer support for families through our Marshal Family Resource Center (MFRC). Our foster and homeless youth liaison leads the staff in supporting families in obtaining important supplies such as clothing, food, shelter, laundry services as well as mental health, and other health related services. Our MFRC is a hub for outreach in our community and the staff are trained in referring families to both our Bridges to Success Mental Health Referral system and our Mental Health Demonstration grant services.

Now more than ever, students need support in navigating social constructs because they are interacting in a new environment. When we return to face to face instruction, we will also need to emphasize how to navigate welcoming back students who have contracted the virus or managing if they were absent from instruction due to a family member contracting or being exposed. We have measures in place to mitigate the adverse effects for students who may be stigmatized due to contracting or spreading COVID-19. One support is through Mental Health Demonstration Grant - a five-year federal grant that provides professional development for staff in the areas of resiliency and trauma informed practices. This grant works in conjunction with Humboldt State University in order to provide school social work interns for our school sites. The interns serve in a variety of capacities to support the mental health of our students. They work with students directly either virtually or face to face (when we return to face to face learning) hosting social groups to reinforce positive interactions and support students. They provide family outreach and case management as needed. They conduct home visits in order to determine barriers that a family may be facing.

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.]

Eureka City Schools is prepared to ensure that students continue to receive rich educational experiences. Devices and hotspots were provided to students and communication with students and families went through several means such as School Messenger, letters mailed home, emails, Remind App, and other media apps to keep students and families connected with the school.

Despite these engagement efforts, some students demonstrate a lack of engagement and are absent from Distance Learning opportunities. To enhance student engagement, an Eureka City Schools team of educators participated in Attendance Works workshops and Webinars to enhance their skills and knowledge in developing Student Engagement and Attendance Strategies. The information covered relevant topics such as Attendance Changes/Requirement (SB98), Student Engagement and Attendance, Strategies for Distance Learning, Strategies in using PowerSchool our districts Student Information System effectively with our new attendance model, and Strategies for Addressing Scheduling Student Engagement Support for Families.

A task group consisting of district administration, principals, the Chronic Absenteeism Prevention Coordinator, The District Climate Coach, Family Resource Center Director, and School Counselors formed a task force to address this issue of student re-engagement. Using the guidance from Attendance Works and other resources, a three-tiered approach was developed.

General Education Engagement and Outreach Plan

Tier I.a Universal Strategies

As part of the daily contact, relationship building, mindfulness, trauma informed practices, social-emotional or school connection activities will be incorporated as much as practicable.

Access your site's PBIS teams positive attendance incentives and ensure that positive connection is celebrated.

Develop engaging and innovative learning experiences for your students in a positive learning environment with clear expectations and well communicated procedures.

Tier I.b Personalized Outreach

Teachers will have contact with all students each instructional day. This may be done through synchronous online instruction, telephone or other communication methods where there is two-way communication at the actual time of occurrence.

Parent contact will be made in the student's home language whenever possible. Teachers will notify administration if they need interpretive services. Staff may use translation tools such as those available in Google or the Remind app to translate messages.

If the student is absent from distance learning for more than 3 schooldays in a 5 day period, or 60% of the instructional days in a school week, the following procedures shall be followed:

Teacher will attempt to contact guardian(s).

Teacher will log contact or attempted contact in PowerSchool in order to establish barrier(s) to attendance and discuss plan for improvement.

Parent contact will be made in the student's home language whenever possible. Teachers will notify administration if they need interpretive services.

How to determine 60% of instructional Days Per Week Engagement Days in Week: Minimum Instructional Days Before Intervention is Triggered

5 3

4 2

3 1

2 N/A

1 N/A

Tier II. Early Intervention

If a teacher is unable to make contact with a student or guardian, or if absences continue, the teacher will submit a paperless Behavior Tracking Form (BTF). The teacher will submit the BTF through the School-Wide Information System SWIS indicating what types of outreach were utilized by the teacher to contact the family in the notes box.

Submission of the BTF will alert staff to utilize Tier II strategies for re-engagement. Site staff including but not limited to: chronic absenteeism prevention coordinator, CAPC, Case Carrier, CARE specialist, Social Work intern, Attendance Clerks, Marshal Family Resource Center Liaison, or other classified staff will be assigned to the family/student by the school site. They will attempt to contact the student a minimum of three times using all resources available to them and document what methods of contact were used.

Contact will be made in the family's home language as noted by the teacher and /or site administrator.

If contact is made, the employee assigned will inform the teacher by email. If they have access to the student in PowerSchool, they will create a note in the student's log. If not, they will have a designated person (assigned by the principal) at the site that will create a log entry in PowerSchool noting the date, time and nature of the contact, and when the student will resume classroom contact with the teacher.

If contact is not made, the employee assigned will mail an attendance letter to re-engage the family (provided by the district). The letter will be available in English, Spanish and Hmong.

If no contact is made, the ECS employee will facilitate (this could be through email to a designated person on campus) the scheduling of a Student Attendance Review Team (SART) or through a Student Study Team (SST). The SART team will follow district protocol in determining the barriers the family is experiencing and brainstorm strategies to engage the student in daily classroom contact. The SART can be conducted either virtually or face to face as necessitated by Public Health Guidelines and the family's barriers to access technology.

Following two documented attempts including one via US mail to schedule a SART, the site SART coordinator will refer the student to the site principal or designee who will then engage Tier III interventions.

Tier III Intensive Intervention

The Principal or designee will have a list of students who are not connecting with school and will be a part of the family outreach plan.

If a contact is not made, a second letter (provided by the district) will be mailed to the family and logged into PowerSchool.

A Home visit will be scheduled following the Attendance Works Home Visit guidelines.

If contact is not made, the Truancy Response Program* will be engaged. *See Truancy Response Plan.”

Special Education Engagement and Outreach Plan

Tier I.a Universal Strategies

As part of the daily contact, relationship building, mindfulness, trauma informed practices, social-emotional or school connection activities will be incorporated as much as practicable.

Access your site's PBIS teams positive attendance incentives and ensure that positive connection is celebrated.

Develop engaging and innovative learning experiences for your students in a positive learning environment with clear expectations and well communicated procedures.

Teachers will have virtual or in person contact with each student as outlined in their Individual Education Plan. This contact will be recorded either in Powerschool using the codes outlined in the General Education section of this document for distance learning or using the traditional codes of P for present, and A for absent. Contact may also be recorded on the ESC Special Education Service Log as communicated by your site administration.

Contact will be made in the student's home language following each absence. The Remind app can translate for you.

If a student is absent for three meetings or reaches 60% absent rate of the school days in the week, the teacher will submit a BTF.

Site personnel will provide the Principal or designee with a SPED Pupil attendance report at the end of the week for review.

Tier II Targeted Strategies

One of the members of the re-engagement team (Principal/Designee, School Psychologist, nursing staff) will contact the student and or family.

Contact will be made in their home language.

If contact is made, the Team member will inform the teacher and Principal/Designee by email.

If contact is unsuccessful after three attempts, the school site will mail a certified letter to the family in their home language.

If a family doesn't respond to the certified letter within 5 school days, the Principal/Case Carrier/or designee will facilitate the scheduling of an IEP team meeting to brainstorm strategies and determine barriers to contact with the school and or teacher.

Tier III Intensive Strategies

If the family does not attend the IEP or make contact with the school, a Home visit will be scheduled following the Attendance Works Home Visit guidelines.

If a contact is not made, a second letter will be mailed to the family and logged into Powerschool.

If contact is not made, the Truancy Response Program* will be engaged. *See Truancy Response Plan.”

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.]

Beginning on March 17, 2020 Eureka City Schools (ECS) began providing free curbside breakfast and lunch at all four of our elementary schools and at Eureka High School to any children in our community aged 18 or younger. On March 25, CDE issued a waiver allowing for parental pick-up of meals. In order to reduce exposure for everyone, ECS went to a Monday/Wednesday/Friday serving schedule (children do not need to be present for meals to be distributed). Meals for 2 days are provided on Mondays and Wednesdays. A single day on Friday. Meals are also delivered on the morning bus routes 5 days a week. As of June 11, ECS Food Services staff had served more than 211,290 emergency meals to the children of Eureka and surrounding areas. We continued to provide breakfast and lunch throughout the summer, adding the Teen Center, Camp Cooper, Camp Muni, Rio Dell and the Fortuna Excel program at Rohnert Park to our sites.

Staff have been trained on hand washing, basic food safety principles, face mask safety precautions, and social distancing guidelines. All food service staff are certified Food Safety Managers. When distributing meals, staff wear a face mask, gloves, and practice no contact “hands off.” All meals are distributed outdoors and traffic flow and curbside pick up stations are designed to be 6-feet apart. Staff avoid touching or reaching into vehicles. Rigorous sanitation processes have been put in place for the central kitchen which include sanitizing all delivery vehicles daily.

Upon opening of the new school year on August 24th, meal services added a supper meal prepared and packaged in our central kitchen. All children 18 and under are welcome to get breakfast, lunch and supper from 11:00-1:00 daily. Parents are able to pick up the meals for ECS students and community members 18 years of age and under regardless of what local school they attend. Meals are available 5 days a week at any of our 6 curbside distribution sites located at Alice Birney, Grant, Lafayette, Washington, Zane Middle School and Eureka High School. For families who request hardship service, we have delivery vehicles that distribute a week's worth of food to the homes of those families. Since August 30, we have been serving some students with exceptional needs for face to face instruction on some of our school sites. These students access their meals at their school and eat in designated areas following COVID-19 safety protocols as outlined in our schools SSPP's that have been approved by Humboldt County Public Health.

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
21.09%	6,347,800

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.]

Our District's unduplicated student count is 70%. Our District's LCAP Goals are anchored in the tenets of equity. As previously noted, the COVID-19 pandemic has disproportionately negatively impacted our English Learners, Foster Youth and low-income students. To ensure parity with their peers, the following actions and services are principally directed and effective for our unduplicated students:

Prioritization of Chromebook and hotspot deployment: due to economic impacts some families cannot afford devices or internet access thus creating a barrier to student learning in a distance learning environment.

Bus transportation for in-person instruction - students living in poverty may have transportation challenges in getting students to school. District transportation may alleviate this barrier.

Mental health and counseling support - Both the mental health demonstration grant and the Bridges to Success mental health grant will provide services primarily directed to serving families in need across the District - the majority being our unduplicated pupils who have a greater need for such services.

Outreach to families - Our Homeless and Foster Youth Liaison and support staff will ensure that families in need have access to academic and family supports (mental health services, medical referrals, etc). Additional staff will be utilized to ensure that districtwide communications are translated for our EL families.

Intervention classes - Math and reading intervention as well as after school tutoring through the ASES program will help ensure that students receive a double-dose of instruction to mitigate learning loss.

Summer School - unduplicated students have traditionally under-performed when compared to same age peers. Even with school-provided supports, these students may experience learning losses similar to those experienced over the summer. A Summer Boost program is provided to students who are identified as needing additional academic support with priority given to foster youth, English learners, and low-income students.

Nutrition services - meals will be delivered to designated areas throughout the District for families who do not have means to come to school for meal pick-up. Meals are available to all students, but are primarily directed to foster youth and low-income students who have food insecurities.

[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's actions and services noted above represent an increase in services for foster youth, English learners and low-income students as compared to services the LEA provides to all students by helping to remove the obstacles and barriers typically experienced by this population. These obstacles and barriers have been exacerbated by the closure of schools to face-to-face instruction.