

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 Learning Continuity and Attendance Plan represent the four school programs operated by the Humboldt County Office of Education (HCOE) Court and Community Schools (CCS): Eureka Community School, Eel River Community School, Garberville Community School, and Von Humboldt Court School. Collectively these four programs serve approximately 180 students daily at four locations countywide through a variety of academic modalities. CCS enrollment is constantly changing. New community school students are enrolled each week. New court school students enroll daily at times. Some students return to their DOR at the semester or the start of the school year. CCS is unique with the smaller numbers of students we serve at various campuses. Each campus has unique needs and capabilities. The court school program is a highly structured program with collaboration from HCOE, Probation, and County Mental Health. The Eureka and Eel River campus have similar program offerings and the Garberville campus is more geographically isolated and serves our most rural students. The traditional school day for HCOE involves a combination of in-person learning and independent study, depending on the needs of the student. When HCOE closed its schools to in-person attendance in March 2020 in response to COVID-19 precautions, all HCOE school programs transitioned to a distance learning model. This new style of accessing learning was a significant shift for both students and teachers.

The COVID-19 pandemic has had an impact on our school district and the community. CCS faced a school closure on March 16, 2020. The campuses were closed for the remainder of the 19-20 school year. Students continued to receive their course work and participated in distance learning for the fourth quarter in the spring. Many students lack internet access, live in geographically isolated areas, and lack the support needed to engage in school. During the spring school shutdown it was imperative that teachers and support staff continued to support students in receiving supplementary services to ensure they had access to basic needs that many students receive at school. CCS staff continued to connect with all students weekly to assess their needs. Supplemental services included: basic needs kits, food boxes, gas vouchers, connections to meal programs, and referrals to local resources. CCS provided multiple modes of instruction to students depending on what their family requested which included online instruction, textbooks, packet work, and meaningful engagement opportunities. CCS staff provided electronic devices and internet hotspots to all families/students that requested them. Many students/families did not engage during the spring shutdown despite weekly efforts, phone calls, home visits, and inter-agency collaboration. CCS administration and staff worked over the summer to plan and prepare for a safe return to school in 20-21 school year. Over the summer months, Humboldt County

COVID-19 cases began to rise and districts were advised to plan for both distance learning and hybrid learning models. District administrators met weekly with HCOE and Public Health to be aware of current county trends and to plan accordingly. CCS has prepared to provide high-quality educational opportunities with various models to ensure all students are well supported. CCS serves students on four campuses, each with unique needs, and has planned accordingly.

For many CCS students and their families, the nationwide COVID-19 measures, such as business closures, lack of essential supplies, and students having to work primarily from home have placed new stressors on the family unit. Therefore, supporting the mental health needs of students is also a priority for HCOE CCS distance learning model. HCOE exists to serve some of the most vulnerable populations in Humboldt County, and for many, a return to in-person instruction will be the most beneficial educational option. Looking ahead, HCOE is implementing new strategies and designing safe environments for a time when students can return.

Stakeholder Engagement

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

Stakeholders in the HCOE CCS school programs include both internal and external groups, all of whom share a common interest in creating a successful and sustainable school program, regardless of format. When the need to transition to a distance learning platform presented itself, adjustments were made quickly with immediate input from educators and students involved in the school programs. As the need for remote learning continued, HCOE CCS was afforded the time to more thoroughly engage its full complement of stakeholders.

Many efforts have been made to elicit stakeholder feedback in regards to planning for the 2020-2021 school year. Efforts have included outreach to students, parents/guardians, teachers, support staff, and our HCOE local bargaining unit. CCS utilized multiple strategies to gain meaningful feedback. These strategies included emails, text messages, mailings, and phone calls. CCS sent out surveys both electronically and in the mail for families that do not have internet access. Surveys were sent out at the end of the 19-20 school year and again in August to gain feedback about services provided and future planning efforts. A telephone survey was conducted over a two-week period reaching out to all families to discuss distance learning, areas of need, and the services provided to students. Ideas were offered for improving the school programs and needs were addressed. CCS administration met regularly with teachers and support staff over the summer to ensure staff feedback was included in the planning for the 20-21 school year. A Safe Schools Reopening group met weekly, comprised of HCOE employees that included administration, school nurses, teachers, local bargaining representatives, and support staff. The Learning Continuity and Attendance Plan was also shared with our Parent Advisory Committee (PAC) to gather their input regarding the quality of the school program and supports and services necessary to help their children be academically successful. CCS made every effort to gain feedback from all stakeholders and include their input in planning for the upcoming school year.

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

Understanding that not all families have access to technology or feel comfortable using online tools, alternate options were arranged for stakeholders to contribute to the public hearings for the Learning Continuity and Attendance Plan. In addition to emailing comments, a mailing address was provided for comments to be sent via US mail, and a phone number was available for leaving messages. Phone calls directly to families of HCOE students and electronic surveys were also used to solicit feedback. Remote participation was offered multiple times to gather more meaningful feedback. Administration, teaching staff, and support staff met remotely in Zoom meetings. A public hearing was advertised and held on September 9, 2020.

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

Teacher and staff input included concerns for health and safety and helped guide what PPE supplies would be ordered and utilized upon student return. Staff also expressed the need for training opportunities in regards to health & safety protocol, professional development, technology needs, and the mental health and wellness of our students. Parents and families provided feedback in multiple areas: health and safety of their children while on campus, the need for devices and connectivity, and personal choice options. Student feedback was also of significant importance in creating the distance learning plan. Student feedback included: the desire to return to campus, social interactions with peers, the option of personal choice for a combination of paper assignments and online work, more engaging enrichment options, and the need for devices and connectivity.

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

The feedback provided by all stakeholder groups was incorporated into the Learning Continuity Attendance Plan.

To address the concern for health and safety concerns, summer months were spent working collaboratively with Public Health to create the School Site-Specific Protection Plan (SSPP). This provides schools with clear guidance for reopening in a manner that provides a safer and cleaner environment for students and school staff. Feedback from local Public Health was provided and taken into account. Protective Personal Equipment (PPE) and cleaning supplies were purchased for all sites and administration worked with the HCOE maintenance team to ensure a routine cleaning schedule was created to provide the safest environment. PPE material is provided to all staff and classroom safety kits were created for every classroom which included: thermometers, masks, face shields, cleaning supplies, sneeze guards, etc. Classrooms were set up to ensure all social distancing requirements are met for when students can resume in-person learning. Staff training around COVID-19 safety and procedures was provided.

The need for devices and connectivity were of significant priority for both staff and students. HCOE CCS provided laptop devices, and hotspots during the spring and collected them at the end of the school year. The existing laptops were used for technology courses for students and HCOE CCS was in the process of updating its technology replacement plan. CCS did not have Chromebooks and was in the process of replacing needed technology and decided it was imperative that Chromebooks were ordered and ready for the 2020-21 school year. Hot spots and internet service were also ordered for students. HCOE CCS has planned to have one-to-one devices for all students to ensure technology and connectivity will not be a barrier to accessing their education.

To address the needs of staff to be provided with professional development around online instruction and engagement strategies, a series of offerings was provided to all staff. A list of upcoming PD opportunities was provided to all staff. Additionally individual CCS staff trainings were scheduled and provided during the first weeks of their contracts. Ongoing PD will be provided throughout the year in a PLC format during the scheduled early release days. HCOE CCS will continue to provide ongoing professional development as needs shift.

To address the feedback given by both parents and students that personal choice options for curriculum is desired the district offered three choices during the 2020-2021 school year. School options offered were: Distance Learning, Hybrid Cohort Schedule (when safe to return to in-person learning), and Independent Study. Many parents and families still prefer paper assignments for various reasons. HCOE CCS programs are alternative by nature and serve at-risk students. Staff understand the importance of providing engaging, rigorous lessons, but also meet students where they are in their development and skill level, with the goal of working towards more online opportunities for all students. Staff have begun putting together "Home Activity Kits" to provide students with engaging materials to work with at home. The activity kit include physical education supplies, art lessons and supplies, science activities and journals. This provides more hands-on opportunities for students while at home to keep interest and engagement going.

HCOE CCS staff will continue to engage stakeholders throughout the year to gain meaningful feedback on program participation, engagement, and ideas for improvement.

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.]

HCOE CCS has offered students/families the option of distance learning, independent study, and a hybrid cohort in-person model for our self-contained classrooms when it is feasible to return to campus. CCS has developed a School Site Specific Protection Plan (SSPP) for the four sites in the district. The plans are intended to provide clear guidance for reopening in-person instruction in a safe environment for both staff and students. The plans include: a detailed risk assessment for each site, employee health & safety training, implementation of individual control measures, cleaning & disinfection protocols, and physical distancing guidelines. The SSPP will be modified as needed according to state and local public health guidelines. The SSPP was submitted to Humboldt County Public Health to elicit feedback and suggestions which were included in the final plan. Scheduling for students in classroom-based instruction has given priority to students with unique needs such as foster youth, students experiencing homelessness, IEP students, and EL students. The district has decided to start off the 20-21 school year with distance learning and evaluate the readiness of in-person instruction after one month to ensure all safety measures are in place and teachers are adequately prepared to teach both in-person and utilizing online platforms. CCS is preparing to have

students who need more support to attend in-person classroom offerings as long as it is safe to do so. Community schools will offer small cohorts of classroom-based instruction utilizing a hybrid model. Starting the in-person instruction with small cohorts of students, will enable teachers, paraeducators, tutors, student assistance counselors, clinicians, and additional support staff to provide more targeted and individualized academic and mental health support. When possible, these services will be provided one-on-one while observing all safety policies and procedures. This individualized approach will support the students who have struggled to thrive in the distance learning environment and help them to regain their academic skills and knowledge. Teachers scheduled individual enrollment appointments for all students, which will ensure staff can meet with students/parents/guardians and assess their individual needs for the upcoming school year. The information collected will guide the Individual Learning Plan that is created by the teacher to set educational goals and meet individual needs. CCS will provide one-on-one support and instruction to all independent study students weekly to ensure education needs are met, SAI time is delivered, ELD development and supplemental services are delivered and ongoing assessments can be completed.

Court school staff have been able to stay connected to all students due to the nature of the program. Distance learning has been provided daily to all students, since the school shutdown, which also included individual student meetings and SAI time provided via online platforms. A return to classroom instruction has been planned and includes a SSPP. Once classroom instruction begins support services such as SAI time, individual student counseling, AOD instruction, CTE instruction, and supplemental instruction will be delivered via an online platform to the whole group to ensure the classroom cohort numbers stay as low as possible.

CCS will continue to utilize our Multi Tiered Systems of Support (MTSS) framework which provides tiered development and support of social-emotional integration and implementation, classroom behavior management, and positive behavior intervention and supports (PBIS). Teachers and support staff will receive professional development related to strategies and interventions for school personnel to utilize to address engagement with classroom or distance learning to help mitigate learning loss.

HCOE CCS's focus and commitment to re-opening classrooms safely and resuming in-person instruction are evidenced by the following:

Safety – HCOE is committed to following the CDC and California health and safety guidelines when bringing students back to the classroom. Appropriate safety measures will include social distancing, temperature checks, and specific classroom procedures as related to safety, hand washing, mask procedures, and sanitizers. Additionally, HCOE's programs provide training in safety protocols and procedures to all staff and students at school sites. Also, classrooms have been rearranged to meet the requirements of physical distancing, and the schools will be implementing outdoor activities for students that meet safety guidelines when appropriate.

Academic Success – The foundation of HCOE CCS's school programs is a dedication to the highest levels of academic success for all students, which includes in-person instruction and distance learning with a highly-engaging and rigorous curriculum, and staff to support the learning at all levels. The use of math and language arts assessments and IEPs will allow teachers to remotely evaluate students' academic levels and create strategies to address learning loss for some students and accelerate learning for others, depending on need. HCOE CCS will continue to strengthen its CTE programs. The Healthcare Career courses will be offered to all students. To address safety concerns the courses will be provide in an online format to keep cohorts limited to the primary teacher. The Humboldt Hydro Farms program will continue to work on its online capacity and will shift the focus from students in the greenhouse (due to COVID-19 health and safety precautions) to alternative curriculum platforms and offerings. It is the intent that the in-person offering for students will resume once it is safe to do so.

Mental Health Support – Providing mental health support to students through the pandemic and during the return to in-person instruction is essential to establishing a successful academic program. HCOE CCS will continue to provide resources, strategies, and interventions to support engagement in learning and provide mental health consultation.

Communication – Frequent, two-way communication with students, families, agencies, and stakeholders will ensure the best quality, most effective learning experience and allow schools to adapt to the changing needs of our students. HCOE CCS will communicate with families in multiple modes including a text communication system, letters mailed home, phone calls, and emails.

Re-Engaging in School Routines – The core operational structure of HCOE's school programs is a stable cohort of students who are able to focus on school routines. The structure provided by these routines can help to anchor our students and mitigate the uncertainty of the pandemic. Daily live contact with educators will allow students to re-engage the skills they had before the pandemic. Our PBIS will support students to reteach expectations on school campuses, provide support, and reward positive behavior.

Families and Communities – HCOE continues its commitment to families through the ongoing efforts of school teams dedicated to family engagement and outreach. During uncertain times, connecting families to the school and community resources is a critical component of a successful school program. Administrators, teachers, support staff, and liaisons will work collaboratively with families to support connectedness.

Educator Professional Learning – Teachers are provided ongoing training opportunities to strengthen the school program and enhance their instructional techniques for both in-person and distance learning.

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

Description	Total Funds	Contributing
Purchase Personal Protective Equipment (PPE) to enhance health and safety for staff and students; provide enhanced sanitation to classrooms, office space, and school offices.	12,255.00	No

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

HCOE is committed to providing continuity of instruction to students during the school year, whether via an in-person, distance, or blended learning environment. Input from teachers, students, families, staff, and community partners has informed the development of a comprehensive plan which addresses the necessary components of a multi-dimensional school program. As an alternative education program, CCS schools are well-positioned to transition to a variety of settings that ensure equity and access to high quality curriculum and instructional practices. The academic and mental health support and supplemental services provided to our students are an important element of the education plan to maintain a network of support for students. HCOE CCS will provide continuity of instruction for both in-person instruction, distance learning, and independent study. CCS teachers will focus on standards-based curriculum utilizing both existing curriculum and online platforms. The courses were created from our adopted curriculum familiar to teachers, therefore the learning curve in regards to content and design of the courses was minimal. Through stakeholder feedback, it was noted that a variety of methods of distance learning is crucial for students/families. Many of our students have restricted access to technology and connectivity due to the rural area they reside in. CCS staff will utilize multiple online platforms to include APEX online curriculum, NEWSELA online curriculum, BASE (SEL) curriculum, Google Classrooms, and other online educational support apps and websites. Teachers will also utilize printed materials such as textbooks, copies of reference materials, curriculum, and unit specific instructional packets. CCS teachers and staff will be prepared to provide curriculum to all students in their preferred mode of instruction. Many families expressed that the platform was unfamiliar and they preferred to work with printed material during the school shutdown. CCS staff will continue to encourage students/guardians to utilize the online platforms and instruction, but also understand that students and families have unique needs and will plan to provide what families feel most comfortable with.

Students with disabilities will continue to receive services as outlined in their Individualized Education Plan (IEP), the delivery of SAI will be done via online platforms. When gaps are identified, the team will address each student's unique needs through both formal and informal methods. Support for related services is also provided to these students via an in-person or distance learning instructional model based on the needs identified within the student's IEP. Instructional models that address both in-person and distance learning will require IEP team decisions and recommendations. Individual distance learning plans are developed for each student participating in distance learning. These plans are reviewed during an IEP team meeting and adjustments are made based on the student's individual needs.

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.]

In March 2020, when the school was shutdown, it made it necessary to transition to distance learning quickly. All students were surveyed on technology and connectivity supports at home. Many students had both devices and internet; however, the majority of our students needed devices and hotspots for connectivity. HCOE began to distribute devices and connectivity for families. In many instances staff delivered devices to students homes upon request. Over the summer HCOE CCS planned to upgrade the amount of devices available for students and

began purchasing more to ensure all a one-to-one ratio for students to devices. During the month of August, teachers and staff have surveyed all students to gain information on access to devices and connectivity. Students that do not have access to technology will be given a school Chromebook or laptop. Students with no internet access have been given information for free/low cost internet providers and can also be issued a school hotspot with internet service. All students that request a device will be issued one depending on their needs. Students will receive their devices during their intake appointments. Students will also receive instructions on how to navigate online coursework, Google classrooms, troubleshooting, and technology support contacts. Many students during the spring of 2020 did not engage in online instruction, even with connection to devices and internet. CCS regularly checked in with students and families to ensure they had the support needed.

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.]

Student progress will be monitored weekly in all programs regardless of method of instruction. Teachers will establish daily live contact with students using a variety of tools, including but not limited to: in-person meetings, phone calls, texts, and emails, as well as synchronous meetings using video conferencing tools, Google applications, the Remind app, and other forms of virtual communication. Student attendance and participation will also be monitored using daily online course participation or verified daily assignment completion. CCS is a credit recovery program and will continue to utilize its current system to measure participation and time value of assigned coursework. Teachers will assign coursework and include participation in online instruction and measure participation for the value of their work. The current system is every 12 hours of course work equals to one credit completed. Teachers provide weekly feedback to all students that reflect and measure hours completed, days attended, and participation rate. Students are given a copy of the weekly assigned expectations and their progress. Once a month, teachers review progress towards promotion to the next grade and graduation requirements to help students understand their progress and to ensure the required courses are being completed. CCS will continue to utilize this method and will provide the information to students digitally or with paper copies depending on the program they are enrolled in. CCS teachers are working collaboratively to provide consistent value of student work to ensure there is consistency in all programs. CCS will utilize re-engagement strategies for students who are not making academic progress or not engaging with distance learning. Evaluating the time value of distance learning assignments is the role of the credentialed teacher. Time value will be measured via online participation in oral and written assigned coursework and electronic assignments.

CCS will work collaboratively with SELPA to provide extra support to students with disabilities and students needing more support. The IEP team will meet as needed to address supports and services needed.

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.]

In order to provide high quality educational programs, teachers and support staff will need professional development with a focus on distance learning and online platforms. Professional development has been planned and teachers have received trainings and support prior to school starting; ongoing trainings are planned throughout the year. During the once a month Professional Learning Communities Meetings (PLC)

staff receive PD, collaborate on lesson-planning, and curriculum, share best practices. HCOE CCS will utilize the Humboldt Education Resource Center (HERC) which provides PD opportunities to educators. Topics to be offered for education staff include: Google classrooms, web conferencing training, online curriculum, access to free online courses, differentiating instruction, SEL curriculum, trauma informed practices, PBIS, and Tier II Interventions. CCS administration surveyed staff to compile a list of topics to support distance learning efforts. As staff continue to implement distance learning and as needs arise, relevant PD will be planned and offered.

Staff Roles and Responsibilities

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

Staff roles and responsibilities will primarily stay the same. We will modify our method of delivery to meet the needs of our students and the current safety protocols for COVID-19. CCS staff will work collaboratively to ensure student needs are being met.

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.]

HCOE CCS is committed to providing additional supports to students with unique needs during distance learning, just as we would during in-person instruction. The delivery of supports will be modified to accommodate to distance learning options.

HCOE CCS is committed to supporting English Learners (EL) during distance learning by providing virtual tutoring that utilizes English Language Development (ELD) strategies to assist students with their academic needs. Integrated ELD is offered across all subject areas.

Services to address the needs of students with disabilities are driven by goals and objectives that are developed through the IEP team and measured by various standardized and informal assessments and observations. During distance learning students on IEP's will receive Specialized Academic Instruction (SAI) and support services via video conferencing. Special education service providers maintain frequent contact with students and families via phone, text, e-mail, and video conferencing. Special Education teachers also have ongoing and frequent contact with a student's general education (GE) teachers and teams. SPED teachers and GE teachers collaborate with student curriculum to ensure the proper accommodations and modifications are met.

HCOE CCS has a long standing collaborative partnership with the HCOE Foster Youth Services department. The FYS program also provides McKinney-Vento services and support for students experiencing homelessness. The FYS program provided all CCS students with back to school welcome gift bags. The bag provided the students with basic needs kits, device battery chargers, masks, and hand sanitizer. The HCOE FYS program supports CCS with both a Foster Youth Caseworker and a McKinney-Vento Liaison. For students in Foster Care, the Foster Youth Services Caseworker connects and works collaboratively with the education team serving the youth. The FYS Caseworker works with multiple community partners to ensure all service providers are connected to school staff. The Caseworker works to connect the students to necessary resources supports and addresses barriers to their education, to ensure they are successful during distance learning. The FYS Caseworker also supports the foster youth with educational tutoring and support with their senior portfolio for graduation requirements. The Caseworker continues to provide support between school teams and collaborative partners to assist with the coordination of services and continuity of educational programming, including school transitions, to minimize disruptions in enrollments for foster youth.

Similarly, students who are experiencing homelessness are provided with the supports they need to be successful during remote learning. The district's McKinney-Vento Liaison coordinates with the education team to assist with the identification of students and reach out to families to provide information and resources. These staff conduct needs assessments with all families experiencing homelessness during enrollment, and connect families to school- and community-based supports through a referral process. The school has increased outreach to these families specifically to connect them with resources to support remote learning, such as low-cost internet services, online tutorials for distance learning tools, and resources for basic needs. The student assistance counselor, the caseworker and the liaison have worked collaboratively to conduct home visits to identified students and families.

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

Description	Total Funds	Contributing
Purchase of additional devices and technology (i.e. Chromebooks and hotspots) for students and staff to use during distance learning. These devices principally benefit low-income, EL, and Foster Youth students who do not have access to this equipment.	\$40,116.00	Yes
Purchase online curriculum for distance learning options which support ELD and differentiated instruction.	\$3,600	Yes
Online curriculum platform (APEX)	\$10,000	No
Online Social Emotional Curriculum to support overall mental health wellness for students	\$5,000	No

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

HCOE CCS recognizes that one of the biggest impacts of the school shutdowns in March of 2020, due to COVID-19, will be the loss of learning, in academic content and skills. To address this, HCOE CCS is committed to supporting students by providing assessments and

utilizing interventions in the areas of math and English. HCOE CCS will address the student learning loss with a comprehensive approach. As an alternative education program, HCOE schools are uniquely equipped to support this need for accelerated learning due to our credit recovery programs, and the assignment of students to one teacher, who typically remains their teacher throughout their enrollment in our program. In these instances, the teacher has a unique knowledge of the student, which supports the rapid identification of areas where learning loss has occurred. Additionally, students receive individualized learning plans and assignments as a normal part of the school program. This practice will continue and supports our ability to provide interventions where needed, accelerate where possible, and address the unique needs of each student.

The district will utilize multiple methods to assess students and address gaps in learning loss. Teachers will utilize existing student assessments and formative assessments in the area of ELA, ELD, and mathematics to determine learning gaps in content knowledge and skill. CCS uses the TABE test to determine grade level equivalency in both ELA and mathematics. The TABE test has both a pre- and post-measurement to assess growth after each semester.

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.]

Utilizing a comprehensive approach to measure and address learning loss will be the focus during the start of the 2020-2021 school year. Not only will CCS focus on academic assessments, but also a broad set of indicators, such as student access to technology, connectivity, food & housing insecurities, and social and emotional needs. CCS programs will focus on the following areas to assess and address gaps of inequity and subsequent impacts on student learning: students' social and emotional well-being, ELA, mathematics, ELD, formative assessments in content area, and CAASP Interim Assessments, and curriculum-based assessments from current and prior grade course work.

Teachers will utilize multiple methods of assessments whether students are participating in hybrid cohort in-person learning or distance learning. Curriculum and instruction development will be guided by assessment results and teachers will have opportunities to collaborate and discuss best practices with each other. Teachers will have open office hours to meet virtually with students to provide more intervention and targeted academic support.

HCOE CCS will also utilize the same strategies for its students with unique needs. Students identified as EL will receive ELD support that correlates to their ELD level as tested on the last ELPAC. All distance learning lessons/assignments are designed to include an ELD component while also addressing the ELD standards. Teachers will address content standards and include supports to ensure EL students continue to make progress on linguistic proficiency. CCS has an interpreter that will work with families to ensure that families are apprised of supports and services available to their students.

CCS programs are Title-I schools with a high number of low-income families, typically 85% of students qualify for free and reduced lunches. All supplemental services are on a school-wide basis to all students. CCS also typically has a 45% rate (or higher) of McKinney-Vento students. Students that qualify as experiencing homelessness will have support services from the McKinney-Vento Liaison to ensure access

to basic needs are met to reduce barriers to their education. Students who are low-income may have less familiarity with the use of technology outside of the classroom. To address this need, staff and online tutorials are available to guide students through the distance learning process and offer virtual presentations on how to use various learning platforms. The students and families are provided with a tech support phone number to reach CCS staff to help with technology questions or needs during school hours. Outreach to families also provides an opportunity to assess the needs of the family to determine appropriate resources. Often, a lack of food resources in the home can contribute to a decline in a student's academic performance; therefore, families are provided information on food resources, including food distribution events occurring throughout the county.

Students with disabilities have been scheduled for one-on-one appointments to receive academic interventions, SAI time, and more targeted supports. As our sites are able to have more in-person hybrid learning cohorts, students with unique needs will be given first priority. Teachers and staff participate in data planning meetings to review and discuss data related to a student's progress in academics, behavior, mental and physical health because students with disabilities are at a greater risk of experiencing learning loss due to school closures and the implementation of distance learning. In an effort to provide support to address this loss, educational team members will review data, progress, goals/objectives, and services on a regular basis. The team includes GE teachers, SPED teachers, the school psychologist, and an administrator. IEP team meetings will be held to discuss any identified learning loss and determine accommodations, supports, and services needed.

Effectiveness of Implemented Pupil Learning Loss Strategies

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

The effectiveness of services and supports provided to address learning loss will be measured by collecting and reviewing assessment data. Additionally, ongoing teacher-based formative assessment and analysis of individual student work and completion of courses will provide evidence that any learning loss a student may have experienced has been or is being addressed. This individualized approach to instruction is a foundation of our alternative education programs and is designed to support student completion of high school requirements, leading to graduation and a successful transition to college or career, with the necessary academic content knowledge and skills. The weekly Tier II meetings will measure the supports and effectiveness for students referred. If students are still needing more targeted interventions and supports, students will be targeted for Tier II interventions and supports. Teachers will measure growth on pre- and post-TABE tests to adjust instruction, curriculum, and intervention strategies. Teachers will measure progress on credits and coursework completion for each student. Students that are not making academic progress in regards to credit completion will be identified and a SST or SART will be scheduled to work collaboratively with families to address educational needs.

Students with disabilities are consistently assessed for learning loss using a variety of standardized, formative, and informal assessments as part of their IEP process. The IEP reviews progress on goals and objectives based on specific reporting periods outlined in the student's IEP. Progress is also reviewed following extended school breaks. These data-driven practices will continue to be implemented to determine the type of learning loss, strategies needed to address the learning loss, and the effectiveness of the intervention on the learning loss. Adjustments and modifications will be made based on the individual needs of the student and documented in the student's IEP.

HCOE CCS understands that social/emotional, behavioral, and mental health aspects are also an important area to monitor for learning loss, which will be monitored and measured as well. The CCS teacher's relationship with their students will provide education staff with the ability to monitor students for signs and symptoms of emotional distress and behavioral changes that could signal mental health issues. Teachers, administrators, or any staff that interact with students can request interventions for a student that they suspect is struggling. The request will go to the Tier II Intervention team to connect students with appropriate services.

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

Description	Total Funds	Contributing
Instructional Aides to support classroom instruction, distance learning, and learning loss. Instructional aides support the students who may need more in-depth one-on-one support.	\$379,724	Yes
Purchase IReady, online assessment tool to measure learning loss and support curriculum instruction.	\$5,000	No

Mental Health and Social and Emotional Well-Being

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

HCOE CCS will monitor and support the mental health and social/emotional well-being of students with prevention and intervention efforts. Staff will receive professional development to address trauma and other impacts of COVID-19 on the students' and school community. We will also support staff mental health and emotional well-being with professional development. SELPA professional development will be provided for staff around compassion fatigue, work/life balance, and self care. To support students, staff will receive training in trauma-informed approaches, PBIS, mental health school supports, tiered interventions and curriculum implementation. CCS staff participate in monthly staff development opportunities on student early release days. The district understands the impact of COVID-19 on both students and staff mental health and will prioritize resources and supports.

CCS utilizes a Multi Tiered Systems of Support (MTSS) for interventions with students. CCS will provide Social Emotional Learning (SEL) curriculum and instruction for all students. The student assistance counselors will provide instruction around mental health wellness, suicide prevention, and connection to local supports and resources. Teachers and support staff will monitor student's participation and will refer

students to Tier II casing. Students referred to Tier II casing will be connected with appropriate services and supports. These include: referrals to DHHS county mental health, one-on-one brief counseling, school-based mental health support (Bridges Program), student assistance counselor support, and referrals to local resources. The Tier II casing will monitor efforts and progress for students to ensure the supports are being utilized and will adjust supports as necessary.

Tier I – Universal Interventions

Mental Health and Social Emotional Wellness trainings for teachers and staff
Restorative Practices
Social and Emotional Curriculum (SEL)
Linkage and connections to school and community supports

Tier II – Targeted Interventions

Student Interventions (AOD Counseling, Healthy Relationships, Motivation Decision-Making)
Short-Term Individual Counseling focused on a targeted goal – (Anger Management, Healthy Relationships, Grief & Loss)
SST meetings
SART Meetings
Linkage and connections to school and community supports

Tier III – Intensive Interventions

Individual Counseling (Bridges Program)
Risk & Safety Assessments
IEP services
Behaviorist Support
Behavior Plans
Linkage and connections to school and community supports

IEPs will be held to address the needs of students with disabilities, including mental health needs and supports. The IEP team will decide what supports are necessary and beneficial. HCOE CCS will utilize support from SELPA Behaviorists and/or SELPA Mental Health Clinicians for students who require behavior plans and intervention strategies for mental health support and classroom engagement strategies and re-integration.

CCS will provide parents with resources to SELPA Parent Training and support group. The trainings focus on warning signs of anxiety, depression, and lack of engagement in their students as well as supporting families in identifying and accessing community resources. Teachers and staff will work collaboratively with parents and families to support student mental health.

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.]

HCOE CCS is prepared to ensure that students continue to receive high quality instruction and engagement. CCS prioritizes pupil engagement and outreach due to the alternative nature of our program. Many students who are referred have a long history of truancy and school failure. HCOE CCS strives to provide all of our students the support needed to succeed academically and become engaged with the school community. HCOE CCS has systems built into the programs that provide a variety of tools to keep students connected and engaged with school and their teachers. However, despite these engagement efforts, some students demonstrate a lack of engagement and are absent from Distance Learning opportunities. HCOE CCS will utilize its tiered interventions and re-engagement strategies.

The first tier of re-engagement begins during enrollment. Students and families will update contact information with each enrollment package prior to beginning instruction. During our enrollment meetings, we provide families detailed information on the expectations of distance learning and hybrid programs, how to seek assistance with any barriers to engagement, as well as the impact of chronic absenteeism. These in-person meetings observe all health and safety measures per our re-opening plan. Enrollment forms and discussions are available or held in English and Spanish.

Our attendance and work-production tracking systems drive our second tier of re-engagement. Students are required to log on daily during distance learning, and attend on their days of campus-based instruction. In addition, students are expected to complete a set amount of work each week. Teaching or support staff call parents each day the student fails to log on or show up for class, and at the end of the week when work has not been turned in. We have staff available to make phone calls in both English and Spanish.

When students are “chronically absent” (failing to log on, failing to attend on-campus instruction, failing to complete assignments or a combination) equal to three days of on-campus or 60% of distance learning instruction, they are referred to our third tier of interventions. We begin by connecting the student and family with our Student Assistance Counselors, Alcohol and Other Drug Specialist, PBIS Program Manager, or our Foster Youth/Homeless Student Liaisons. This group of personnel deliver diverse re-engagement services by establishing communication with the family via phone, home visits, and mailed notifications. Spanish and English speaking staff and materials are available.

We work with the family to determine the barriers to consistent engagement with invitations to Student Attendance Review Team (SART) Meetings, Student Study Team (SST) Meetings, and through internal Multi-Tiered Systems of Support (MTSS) Tier II Casings. Staff and family develop solutions to identifiable barriers. We provide computers and hotspots to students who need them. Gas cards are available for families struggling with fuel costs. Families are also provided warm hand-offs and referrals to community resources such as Family Resource Centers, Youth Services Bureau, Food Banks, and Department of Health and Human Services.

Positive Behavior Intervention and Support (PBIS) teams meet weekly to track the re-engagement activities for students who are falling into a pattern of chronic absence or disengagement. Students who are currently choosing full distance-learning programs and have been offered

these diverse options of supports and interventions, but are failing to stay engaged, may be transitioned to on-campus programming when/if that becomes available. At this level, with continued chronic disengagement, we will also be making referrals to the School Attendance Review Board for additional assistance.

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.]

CCS will provide nutritionally adequate meals to students and connect families with local food resources during both in-person instruction and distance learning. HCOE CCS will also provide families and students with information on local districts that provide "summer meal programs" that they can access through the year. All HCOE CCS students are eligible to receive these free meals from their districts of residence. HCOE CCS provides meals on multiple sites including the Eureka and Eel River campuses. CCS uses local school districts as vendors for our school breakfast and lunch program. The Eureka campus receives the Community Eligibility Grant, which provides all students with free lunch, regardless of eligibility.

Garberville campus will provide students with sack lunches and non-perishable items. The court school students are provided nutritional meals through probation. CCS staff will monitor students' food needs and regularly communicate with families about meals and local food resources. School meal applications will be distributed during intake appointments. The CCS registrar will utilize the direct certification system to ensure all students who qualify for free and reduced meals will be properly identified.

Safety protocols will be followed to meet COVID-19 safety requirements. Staff have received training in proper health and safety protocols. During in-person instruction students will receive bagged meals and will either eat in their classroom with their cohort or take meals home. The site meal coordinator will take student meal counts. Students will attend school on a hybrid model with rotating schedules and meals will include both a lunch and a breakfast for the next school day. Students on independent study will be offered meals on their scheduled school days. Students participating in only distance learning can access meals on a pick-up schedule. If campuses need to switch to full distance learning, bagged meals will be available for pick up. Students identified as needing food delivered to their house due to lack of transportation or access will have bags of non-perishable items delivered once a month. CCS will also utilize the local food bank for the Eel River campus, as they are located in the same property. Families can pick up food boxes or staff will deliver to identified students.

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

Section	Description	Total Funds	Contributing
Pupil Engagement and Outreach	Program manager provides implementation and oversight to the MTSS and PBIS efforts. The program manager also manages the tiered interventions and weekly casing meetings. (.50 FTE)	\$84,790	Yes
Distance Learning Program (Continuity of Instruction)	21st Century Learning Technician provides staff and students with support in online instruction and distance learning offerings. Provides ongoing professional development for staff in regards to technology implementation and curriculum design. Students are provided with technology support and engaging curriculum.	\$77,884	Yes
Mental Health and Social and Emotional Well-Being	Two Student Assistance Counselors (SAC) provide tiered interventions with brief counseling, goal setting, connection to resources, mental health referrals, and one-on-one support services. The SAC provides outreach to families, home visits, and supports student attendance efforts. (2.0 FTE)	167,576	Yes
School Nutrition	Free Breakfast program for all students at Eureka Community School. Lunch provided to both Eureka and Eel River Community School sites. Staff will provide drop off food for families as identified and requested.	\$54,065	Yes
Pupil Learning Loss	Provide summer school program to support loss of learning and support on-time graduation for at-risk youth.	\$45,513	Yes
School Nutrition	Shelf stable food provided to Garberville Community School students and families. The program is an independent study	\$5,000	Yes

Section	Description	Total Funds	Contributing
	program which is not required to provide lunches. With the hardship on families, during COVID-19 shutdowns, CCS staff will provide lunch to all students while on campus and supplemental food boxed to take home.		
In-Person Instructional Offerings	Transportation provided to identified families. CCS program will provide families with bus tickets, mileage reimbursements and gas cards to support students with in-person instruction.	15,500	Yes
Pupil Learning Loss	Instructional Aides will support students instruction by providing more one-on-one support. Students will be identified by teachers who can benefit from more targeted academic support. Instructional aides will support ELD curriculum, provided by teachers for EL students.	\$379,724	Yes

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
9.74%	703,429

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.]

HCOE CCS exists to serve some of the most vulnerable populations in Humboldt County, including incarcerated students, expelled youth, at-risk youth, and students at risk of not graduating. The needs of foster youth, English learners (EL), and low-income students are prioritized when evaluating school programs to determine areas where additional support is warranted, and actions are designed with those student groups in mind. HCOE CCS provides many supplemental services to all students in the programs with the intent to ensure we are primarily directly serving our unduplicated youth.

The implementation of a more robust and rigorous online learning component has resulted in a marked improvement for HCOE's distance learning offerings, specifically for low-income students, EL and foster youth. Typically CCS students have been resistant to engage in online platforms due to lack of devices and connectivity.

HCOE CCS works closely with the HCOE FYS program which provides all identified foster and homeless youth with enhanced case management services and connection to resources to ensure barriers to education are eliminated to the extent possible. The liaison and case manager attend all casing meetings and direct students to more specific and tiered services.

In the area of mental health support, the needs of foster youth, students who are English learners, and low-income students are also prioritized for services to provide coordination of services with ongoing outreach and communication to those students and families to ensure continuity of care. The weekly casing meeting and tiered interventions provides a tool to identify the unduplicated students with more intensive services depending on need.

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

For HCOE CCS, the transition to distance learning provided an opportunity to evaluate and reexamine the services, resources, and framework for students from a different lens. The major equity issue that presented itself was access to electronic devices and connectivity. For our students this was one of the first priorities to access the distance learning platform provided. It quickly became evident that many of our students had access for the first time to both technology and internet access in the home. HCOE CCS made it a priority to ensure that access was provided to all students with the necessary support and trainings provided to both the students and the families to support the new expectations and requirements of distance learning. HCOE CCS typically has over 85% enrolled students that qualify for free and reduced lunch. The devices and internet provided to students increases and improves services by removing barriers to accessing their education.

HCOE CCS has a very small amount of identified EL students, but continues to improve services for enrolled students. Teachers are provided with extra professional development in regards to ELD, and strategies to support EL students.

The services mentioned were offered to CCS students provide additional, necessary support to low-income students, foster youth and McKinney Vento youth, which improves attendance, engagement, and academic outcomes. Providing additional case management, mental health counseling, additional instructional support, meaningful career technical opportunities, summer school opportunities, and transportation contributes to overall academic success.