



Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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General Information

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

Northern Humboldt Union School District was one of the first districts in the county to close campuses on March 16, 2020. This was during the week that the shelter-in-place orders were put in place by the Humboldt County Department of Health and Human Services. The campuses remained closed for the duration of the 2019-2020 school year. Most students moved to distance learning starting on the first day of the campus closure. The district provided devices and internet service to families in need.

The unexpected closure of school impacted the physical, emotional, social and academic needs of students and staff. Students and families found it challenging to access basic services such as food, shelter, access to essential services and affordable/stable internet. Students and families were also impacted by the physical separation from targeted supports and services that are typically provided in-person, including many services for students with disabilities, English Language Learners and foster/homeless youth. COVID-19 has also led to increased isolation and disconnection due to the physical and social separation from the classroom, peers and school community. Curriculum pacing, traditional methods of instruction, and assessments of student learning have also been disrupted. Compounding the stressors of COVID-19 is the current political and civil unrest experienced across our community and country as a result of persistent racial injustices.

Despite the hardships that the COVID pandemic has had on the Northern Humboldt community and schools, the staff will continue to meet the needs of all students as we strive for academic success. The district is in full distance learning at the time of plan's approval (2020-2021)

school year), but plans are being developed for students and staff to return to campus when the Humboldt County Department of Health deems it safe to return with specific procedures in place for the safety of all. The district is planning for a hybrid model as students and staff return. For those families who are not ready to have their students return to campus, we will continue with our distance learning model simultaneously with in-person instruction via the distance learning technology in place.

This plan will be fluid to meet the ever changing needs of education during the COVID pandemic. The staff and board will continue to review the plan throughout the 2020-21 school year and adjust accordingly. This plan will continue to be an agenda item at regularly scheduled board meetings to assist in communicating the changes.

Stakeholder Engagement

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

Parent Survey – June 2020
Parent, Student and Staff Survey - August 2020
School Reopening Planning Committee Meetings (staff) – July 24, August 10, 2020
Board meetings – June 16, 18, July 28, August 11, 2020
September 8 – public hearing
September 22 – board approval
Stakeholder Meeting - August 17, 2020

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

Stakeholders have had the opportunity to provide input through online surveys, board meetings and a stakeholder meeting. All the meetings have been conducted virtually through Zoom. The meeting links have been advertised via mass email, phone calls and on the district website. Summarized survey results have been posted on the district website and social media sites to communicate findings to stakeholders.

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

The surveys and stakeholder meetings proved to be fruitful in the feedback obtained. The district learned that stakeholders' preferred method of communication includes both email and texting. Social media was not desired. Communication via multiple platforms is more effective. The district will pursue incorporating texting in the SchoolMessenger mass communication software currently used for phone and email messages.

In addition, the district found it will be important to provide appropriate social opportunities for students such as club activities and an online peer mentor program. Teachers will need to utilize and teach regarding the new technology for content/instruction and students will need extra technology support. A technology hotline will be explored, but in the meantime, students and parents are being supported by assigned personnel.

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

Parents/guardians of pupils with learning disabilities have expressed interest in students receiving face-to-face instruction as much as possible. The district is bringing students on to campus in small groups when possible to remediate learning loss and attempt to prevent students falling further behind. The stakeholders preferred methods of communication include both email and text. The district will implement text messaging in the SchoolMessenger voice and email messages that are broadcast specifically in attempts to clear absences of those students who are not participating as well as numerous other messages.

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.]

Students who have experienced learning loss are being identified shortly after school starts through monitoring teacher grade books and determining the students who did not complete all their credits in the Spring 2020 or who's grades dropped. Counselors will continue to identify students that are behind using the Spring 2020 marks and the six week grading period marks. Counselors are available to students for targeted intervention every Wednesday. Small groups who need specialized instruction are beginning to work with teachers on campus to assist with recovering the loss. Specifically, Life Skills students and other small groups of special education students will pilot this model. General education students who have experienced learning loss will participate in a study hall environment to provide them more individualized education for learning recovery. The Study Hall class will be offered both in person and virtually. Staff office hours on Wednesdays are available for students to meet with staff. Career Technical Education students will be brought on to campus in small groups to work in the shop classes with the heavy equipment that is not accessible in their homes. The culinary classes will follow a similar model.

Appropriate staff are currently working on safety protocols for all areas of the school campuses. Personal Protective Equipment will be in place and available to those who are on campus. This includes, but is not limited to, a foam in and foam out station in each classroom and office space as well as disposable masks and social distancing.

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

Description	Total Funds	Contributing
COVID Funding	\$1,049,173	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.]

Northern Humboldt is starting the school year with all students in a distance learning model. There are designated times for synchronous and asynchronous learning the weekly bell schedule. There are three 90 minute synchronous blocks Monday, Tuesday, Thursday, and Friday delivered via Zoom. Wednesday instruction is asynchronous as students are required to check in with a minimum of two teachers they choose and spend the rest of the 240 minutes completing work independently.

The Master Schedule was built so that students are placed into two houses or groups. The size of each house is roughly equivalent. This division will allow the schools to bring students back with half of the class, or even a quarter of the class at a time. Adjusting the bell schedule will allow the master schedule to remain the same while the timing of when groups of students (houses) are on campus can fluctuate as needed depending on the social distancing requirements.

When the time comes to bring one house on campus, our hybrid model, some students will be in the classroom, while others participate in synchronous learning which will be broadcast via Zoom from the classroom. Synergy or Google Classroom will be used to deliver curriculum during this hybrid model so students both on- and off-campus will have equal access to the curriculum. This also gives the flexibility to accommodate students who cannot come to campus for short periods of time due to illness, quarantining or underlying health conditions.

The first three days of the school year were considered a "soft opening" where students were group by grade level at each site to receive various instruction and activities to assist with their transition to online learning and an online social environment. The first day started with a Principal's Address. Then the grade level groups rotated through the following topics: (1) Zoom, (2) Student Services, (3) Check-In & Goal Setting, and (4) Schedule & Expectations. The second day the schedule was the same with the same groups of students. The topics

included: (1) Synergy, Google Classroom & Zoom, (2) Academic Counselors, (3) Attendance & Behavior Expectations, and (4) Library Orientation. On the third day the students followed a six period day meeting with each of their teachers for a shortened period to begin to build community in the online classroom setting.

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.]

The August survey to students and families collected information on which students need devices and which need hot spots for internet connectivity. The schools are using this information to distribute Chromebooks and hot spots as needed. Additional devices were purchased during the summer in preparation for the device needs of the students and staff. There are a few students who live in areas that do not have cell service or other means of connectivity. Paper packets will be provided for students which will be picked up and dropped off at the school sites weekly.

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.]

Administration will review a report of students who are not participating (DN - Distance Learning Not Participating or DU - Distance Learning Uncleared) for three or more (60%) days in a week to determine participation. Then they will follow the three tiered steps below for re-engagement.

1. The day a student is marked as not participating (DN), a voice message, text and email will be made by the office asking families to call the school to clear the absence. This will allow the school to verify contact information.
2. As teachers reach out to families to learn why the student is not participating they will document it in the Student Contact Log.
3. If the student continues to not participate, an administrator and the Student Services Team will make contact with the family to learn any barriers for engagement, such as health and social services or technology, and work with the family to remove the barriers. Documentation of the student/family contacts made by administrators and/or Student Services Team will be recorded in the Student Contact Log screen. Academic counselors will ensure that students are appropriately placed in their classes. Study skills and organizational skills may be offered to assist with difficulties of the distance learning environment. When feasible, students will be transitioned to face-to-face instruction.

Academic progress will be measured by reviewing students' grades. D/F lists will be reviewed at the end of each six week grading period. Teachers are attaching an expected duration of time to each of their assignments. The administration will be monitoring these reports weekly as they prepare the reports for the teachers' signatures. Struggling students will be identified at this time for administration to reach out to learn their barriers to success and work with the students and families to improve the situation.

Wednesday check ins will be recorded by the teachers via a zero point “Office Hours” assignment. These assignments will provide a report for the administration to review to identify students who are not checking in with at least two of their teachers each Wednesday. Again, administration will work with the struggling students and families to help the students succeed academically.

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.]

Staff participated in three days of professional development the week prior to the start of the school year. The training included Youth Mental Health First Aid, Zoom, Google Classroom, Synergy, Distance Learning Strategies and Attendance. The Director of Technology, the Data Systems Coordinator, and Instructional Coaches trained new teachers, ensuring they were comfortable with the technological requirements and procedures for launching a Zoom meeting, taking attendance and setting up their grade books. The Data Systems Coordinator trained the entire secretarial staff on the distance learning attendance procedures, Informed K12 digital signing software and Zoom meeting participation. A separate training for new secretaries was held as well.

Instructional Coaches and the technology team continue to work with staff daily to improve the access to Zoom class meetings and syncing Google Classroom with Synergy. This is occurring in scheduled meetings but mostly via open office hours in a teleconferencing environment.

Tuesday, September 8 will be another day for professional development. The day will start with student check-ins with their teachers for one hour, then move to a district wide faculty meeting where procedures and technology will be discussed as we continue to strive for consistency in access to classrooms across the district. Attendance will be covered again as well. At various times during the day, staff will have the opportunity to engage in further training of their choice.

Each Wednesday, there is a one-hour block which may be used to deliver ongoing professional development that will be geared to addressing issues that arise. As teachers and Instructional Coaches learn new applications and distance learning strategies, the sharing of best practices will also be a focus. These weekly opportunities will allow professional development to be flexible to meet the needs of our staff, students and parents.

Staff Roles and Responsibilities

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

Teachers have had to adjust their teaching to the teleconferencing environment. This includes syncing their Google Classroom with Synergy if desired or serving curriculum up directly in the Synergy grade book platform. Teachers have learned how to schedule their Zoom meetings in Synergy so students can access it at the classroom meeting time via the StudentVUE portal to Synergy. Teaching in the online classroom presents additional learning opportunities for teachers as they manage student behavior online. The amount of time for classroom instruction has reduced while the overall length of each class has increased. This is requiring teachers to adjust their curriculum and instruction, to

focus on that which is only absolutely necessary, and to utilize a variety of instructional strategies to enhance student engagement. Example: teachers will utilize breakout rooms in Zoom in order to facilitate small group learning within classroom periods. Teachers are tasked with instructing for 90 minutes while being mandated to use no more than 30 minutes of that class period for direct instruction. Teachers are encouraged to consider the levels of student engagement and to plan their lessons to maximize participation and promote student success.

In addition, teachers have to attach an expected duration of time to each assignment for the purposes of the weekly participation record for each student. Teachers are also tracking student check-ins on Wednesdays by using a zero point assignment called "Office Hours" in their grade books.

Custodians are continuing with training regarding safety protocols connected to cleaning and health/social distancing standards. The school nurse is a vital member of the safety team and is working, along with custodians, the Director of Student Services, and the Superintendent to ensure that all recommended safety standards are met. The Director of Student Services is writing necessary protocols with the input of the team.

Since the district does not need bus drivers at this time, a number of staff who generally work as bus drivers are taking the paraprofessional exam at the Humboldt County Office of Education in September so that they can be reassigned as Instructional Aides.

The Director of Student Services is working with Instructional Aides and the Special Education Department to ensure that Aides can perform their duties virtually and then in a hybrid model when the time comes for that. During the Spring of the 2019-2020 school year, Instructional Aides received extensive training in all aspects of on-line instructional support.

Supports for Pupils with Unique Needs

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

The District is currently working on plans to deliver in-person instruction to students who are not medically fragile in the Life Skills program. Already, one student has begun in-person, on-campus instruction. The district is expanding this model to more students and both campuses incrementally as the bugs are worked out of the system/model. The order that this will occur for students is: Life Skills, SDC/English Language Learners/Homeless/ RSP who need extra support, foster students. In the meantime, an extensive communication system has been established via the employment of part of Deans on each campus (partially funded by the Learning Communities grant). Deans will actively work to ensure that all students are engaged via the three-tiered engagement plan and will prioritize on-campus learning for those who present with a need. The district will provide on-campus study hall classes as part of this plan.

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

Description	Total Funds	Contributing
COVID Funding	\$1,049,173	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.]

The district will use data-based decision making to determine learning loss. Administration will be reviewing weekly participation and attendance reports to determine struggling pupils. They will implement the three tiered re-engagement steps for identified students. Six week progress reports will be reviewed for Ds and Fs. For English language art classes, English language development and mathematics classes, a comparison to the last three year trend of the grades for the same classes at the same grading period will be analyzed to determine learning loss. Low achieving students will be identified and will participate in a study hall environment to provide them more individualized education for learning recovery. The Study Hall class will be offered both in person and virtually as needed. Struggling Career Technical Education students will be brought on to campus in small groups to work in the shop classes or culinary labs with the heavy equipment that is not accessible in their homes.

In addition, the district is engaged in the second year of a School Climate Transformation Grant that is geared towards providing tiered support for academics as well as social emotional needs. Remediation for target students will be provided as is appropriate. However, the focus for this year will be to keep students from falling further behind. The district has in place strategies for remediating student learning via summer school, continuation school and independent study.

Finally, teachers are well aware of the learning loss that took place during the spring of the 2019-2020 school year and discussion has taken place regarding curriculum and instruction that take place in the classroom. Teachers are aware that they may need to remediate in the classroom with single students, small groups of students, or entire classes. The district will address this issue in ongoing discussions during Wednesday meetings.

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 three year trend of the six week grading period analysis will be disaggregated for English language learners, low-income, foster youth, homeless and students with disabilities. This data analysis will target which groups of students are struggling and in which content areas. Depending on the findings, strategies will be put into place. These strategies will include, but are not limited to, individualized tutoring, study skills building, and small group face-to-face instruction.

The district will address the issue of accelerated learning by the end of the second grading period of the 2020-2021 school year - end of October. The current focus is to provide an effective, efficient learning environment for all students and one in which all students can succeed. After the district has established via appropriate data that they have been successful in this endeavor, the additional layer of accelerated learning may be introduced.

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.]

Reviewing targeted student groups classroom grades every two weeks will provide administrators and staff with the feedback on which students are improving and which are not. Strategies will be adjusted on a bi-weekly basis as needed.

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

Description	Total Funds	Contributing
COVID Funding	\$1,049,173	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.]

The first three days of the school year were considered a "soft opening" where students were group by grade level at each site to receive various instruction and activities to assist with their transition to online learning and an online social environment. Students were educated about social/emotional issues such as self care during online learning. The first day started with a Principal's Address. Then the grade level groups rotated through the following topics: (1) Zoom, (2) Student Services, (3) Check-In & Goal Setting, and (4) Schedule & Expectations. The second day the schedule was the same with the same groups of students. The topics included: (1) Synergy, Google Classroom & Zoom, (2) Academic Counselors, (3) Attendance & Behavior Expectations, and (4) Library Orientation. On the third day the students followed a six period day meeting with each of their teachers for a shortened period to begin to build community in the online classroom setting.

Attention to mental health and social and emotional well-being for students has been built into the distance learning schedule. Each week there is a 15 minute check-in period at the beginning of the day (four days per week). This is a time for teachers to determine what is working and what is not for their students and is based on the check-in/check-out system that falls within the tiered intervention structure. Students are allowed/encouraged to check in with academic counselors, student assistance counselors, and clinicians on Wednesdays, where the schedule allows for students to do this without missing class.

Additionally, students and staff have access to on-campus mental health professionals (student assistance counselors and school psychologists) throughout the week and can be seen by appointment.

The district continues to work with Humboldt Bridges to Success and students who have been referred will meet with program clinicians and case managers as is appropriate. Also, the school nurse has established protocols with Humboldt Open Door Clinic who will provide off-site clinician services for students/staff as is appropriate.

Finally, the district is working within the framework of the Multi-Tiered System of Support (MTSS) to provide services at the appropriate tier for students in need. A universal screening will be conducted as soon as an appropriate tool is identified by our partners at the California Department of Education working with the Cal-Well grant.

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.]

Administration will review a report of students who are not participating (DN - Distance Learning Not Participating or DU - Distance Learning Uncleared) for three or more (60%) days in a week to determine participation. Then they will follow the three tiered steps below for re-engagement.

1. The day a student is marked as not participating (DN), a voice message, text and email will be made by the office asking families to call the school to clear the absence. This will allow the school to verify contact information.
2. As teachers reach out to families to learn why the student is not participating they will document it in the Student Contact Log.
3. If the student continues to not participate, an administrator and the Student Services Team will make contact with the family to learn any barriers for engagement, such as health and social services or technology, and work with the family to remove the barriers. Documentation of the student/family contacts made by administrators and/or Student Services Team will be recorded in the Student Contact Log screen. Academic counselors will ensure that students are appropriately placed in their classes. Study skills and organizational skills may be offered to assist with difficulties of the distance learning environment. When feasible, students will be transitioned to face-to-face instruction.

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.]

The district has started with all students in distance learning. Enrolled students can come to campus from 12:30 - 1:30 on Mondays and Thursdays to pick up brown bag meals. On Monday there will be breakfast and lunch for Monday, Tuesday and Wednesday. Thursday bag will include breakfast and lunch for Thursday and Friday. There will not be choices for the student to make, thus a serve model. The meals will follow all the USDA food guidelines for schools which will include one meat or meat alternative, fruit or vegetable and milk. The portions will follow the nutritional guidelines.

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

Section	Description	Total Funds	Contributing
School Nutrition	COVID Funding provided by the federal and state government.	\$1,049,173	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
8.1%	\$1,021,950

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

The district and school sites will be using data-based decision making to determine trends and the best strategies for all students. Specifically, the three year trend of the six week grading period analysis will be disaggregated for English language learners, low-income, foster youth, and homeless. This data analysis will target which groups of students are struggling and in which content areas. Depending on the findings, strategies will be put into place. These strategies will include, but are not limited to, individualized tutoring, study skills building, and small group face-to-face instruction.

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

English language learners, foster youth and homeless students will be identified by Census Day on October 7, 2020. English learners will be offered the opportunity to take the 2019-20 Summative ELPAC in attempts to be reclassified if they were close to reclassification in the past. All staff will receive a training to learn about the unique needs of homeless students.

All three subgroups will benefit from close analysis of their progress and appropriate strategies will be put into place as a result of the data findings. Such strategies may include, but are not limited to technology support for online learning including providing devices for connectivity, an online study hall environment and coming to campus in small groups for face-to-face instruction.