



Learning Continuity and Attendance Plan Template (2020–21)

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

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

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

The COVID 19 pandemic has had a significant impact on our district and the community. It has altered the way we provide services and support for our students and families. Our staff has worked to put new protocols, policies, and guidance in place to ensure the safety and health of our students, staff, and families.

California Health Department, Shasta County Health Department, and California Department of Education guidelines have been utilized to establish best practices for providing instruction on campus, home study learning, and insuring the school campus is physically safe for students and staff. This includes policies for staff and student face coverings, social distancing, facility cleaning, effective hygiene practices, cohorting students, and providing breakfast and lunch. SB98 requirements have been reviewed and utilized to develop policies and practices for addressing learning loss, distance learning, in-person learning, and providing a Home Study program. The district has developed

protocols for working with the local Health Department to address health risks posed by students or staff who may need to be tested for COVID-19 leading to quarantining cohorts, students, and/or staff. This information has been utilized to develop a Reopening Plan, Home Study Handbook, and this Learning Continuity and Attendance Plan.

Stakeholder Engagement

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

Parent surveys and a parent/community meeting were conducted to seek feedback regarding the reopening of school, what worked well with distance learning during the 19/20 school closure, and what needed to be improved for the 20/21 school year. Parents have had opportunities to virtually and physically attend School Board meetings and provide input directly to the Board. The School Reopening Plan (SRP) and draft Learning Continuity and Attendance Plan have been posted on the district's webpage along with an input form seeking feedback. A virtual parent/community meeting was also held in September, 2020 to provide and receive feedback on the Learning Continuity and Attendance Plan. The School Board provided an opportunity for a Public Hearing during their September Board meeting with approval of the plan received at a specially called Board meeting. Options to attend in-person and virtually were made available to parents.

Staff input was received during staff meetings, negotiation, and via individual communication. During the 19/20 school year, a staff work group reviewed and made recommendations for effectively addressing the guidance provided by CDE, the State and Local Health Departments, and the specific needs of the District. In addition, staff meetings were conducted seeking staff input which was utilized to develop the school Reopening plan and this Plan.

Student feedback was received through one-on-one conversations and class discussions. Many parents and staff also shared the perspectives of their children.

District administration participated in multiple meetings with Shasta County leadership that included County Office of Education Staff, School District administrators, and representatives from the Shasta County Health Department. A district liaison was appointed to work directly with the Shasta County Health Department. Information and decisions that resulted from these meetings insured coordination among districts within the county and was utilized to address specific needs within the Reopening Plan and Learning Continuity and Attendance Plan.

Surveys, virtual meetings, staff meetings, one-on-one meetings, board meetings and general input meetings were held to solicit feedback from all stakeholders (parents, students, bargaining units, teachers, other school personnel, administration).

The school does not currently have any ELL students.

Based on feedback from parents during the community meetings and surveys, staff discussions and meetings, and the School Board, plans were developed for in-seat instruction, a hybrid learning option, and a distance learning option.

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

The public was encouraged to submit any comments by email, surveys, through a specific feedback form available on the District's website and during a Community virtual meeting. School Board Meeting agendas were posted along with virtual meeting links provided to the public in advance, per Ed Code requirements. During School Board meetings, stakeholder feedback was presented during the appropriate time on the agenda. The public was encouraged to attend and provide feedback on the plan either virtually or in-person. Specific opportunities for public comment were provided during the meeting.

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

Parents/Community/District Accountability Members: A majority of the parents requested that we provide in-person instruction 5 days a week. Some have indicated a need for their students to participate in remote learning or a hybrid model due to health concerns. Parents expressed concerns about students wearing masks and expressed a strong desire to create a learning environment that reflected as much normalcy as possible.

During the September meeting and September surveys, four parents attended virtually and two parents provided online input. Parents restated the desire to have students return 5 days a week. It was also shared that the school has done a good job addressing the safety needs of students on campus. A concern was expressed that safety protocols were not visually seen being followed during some meetings among adults. Parents expressed that receiving distance learning work via hard copy packets was helpful for working parents and it was difficult for working parents to insure their students were able to participate in virtual teacher meetings as they were conducted during the school day when parents were at work. Parents requested teachers record virtual meetings for viewing later and expressed appreciation for the flexibility of allowing students to complete work over the weekends and would like up to two weeks for students to complete work. Feedback on the Home Study program was generally positive. More resources and formal assistance would be appreciated for Reading materials. Math materials seem to be appropriate. If the hybrid system continues, parents expressed a desire that a group of students be allowed to come in on Wednesdays providing more in-seat time. It was also suggested that students needed an opportunity to express their feelings regarding the hybrid schedule and activities be scheduled that bring all groups together in some manner to build a more positive school community.

Teachers/Support Staff and Union Representatives: Staff expressed concerns and suggestions for providing adequate PPE and resources for addressing social distancing within the classroom through all students wearing face coverings and allowing students to sit in groups by utilizing plexiglass barriers. Additional staff concerns included: ensuring enough supplies that minimize sharing of materials, cohorting groups of students, protecting teacher and staff safety, creating a learning environment that builds positive teacher to student and student to student relationships, and supporting effective instructional practices. Protocols for student safety were discussed and incorporated into the School Reopening Plan which included good hygiene practices, wellness checks, and procedures for sending students/staff home if they have

COVID-type symptoms. Schedule changes were identified to keep student cohorts separated from one another by staggering recesses, lunches, and the dismissal of students to different areas of the campus.

After reviewing this plan, staff comment on their concern about the academic and safety needs of students. Some staff have commented on desiring to have students return to a full five days of in-seat instruction. If returning to full instruction, one suggestions was to finish the first trimester on the hybrid system and transition to in-seat beginning with the second trimester. Others have expressed a concern that doing so prematurely would create inconsistencies in learning and the well-being of students if we then needed to move back to a hybrid system or full distance learning. These staff members feel the current hybrid system has allowed for effective social distancing creating more protection for students and staff as well as allowing staff to provide more individual attention to students who have experienced learning loss due to the at-home learning that occurred during the spring. These staff members have expressed a desire to continue the hybrid system until their is a confirmed decrease in positive COVID cases and we've been able to better address the possible difficulties of the upcoming flue/cold season. All comments from staff have expressed concerns regarding continuing to focus on and develop staff cohesiveness and staff/student cultures when opinions are divided and doing everything we can to build a positive school culture by finding ways to involve students in each of the groups together in some manner.

Comments from staff regarding specific areas of this plan include: a) determine the effectiveness of the student check-ins that each teacher conducts with students in the distance learning mode; b) maintaining flexibility in the time frame parents have to complete at-home work without going too long which would make continuity of instruction difficult; c) Making sure the Wednesday flex days are designed for keep cohorts separated and used to provide extra support to students that is not "catch-up" related.

Board Members: Members expressed the desire to create a learning environment that was as normal as possible as well as addressing the social and emotional needs of students and staff. Board members expressed concern for the district's liability as a result of lawsuits that could be brought against the district as a result of COVID-19. This concern was a result of the District's liability insurance carrier's communication that there was no coverage should a lawsuit be brought against the district due to a virus. In order to minimize the risk to the district, the School Board made the decision to move to a hybrid learning option that allowed for greater social distancing of students.

Students: Through conversations with students they specifically requested in-person learning and the ability to continue participating in sports and electives. Many stories have been shared about the challenges our K-3 students have experienced as they participate in synchronous sessions with their teacher and being able to complete assignments without the direct/immediate support of their teacher. Overall, students have been observed adjusting well to face coverings and the safety measures put in place on campus to address COVID-19.

Currently we have 0 English Learners enrolled.

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

Instruction: Plans/options for in-seat, hybrid, and distance learning were developed based on safety, health, and guidance provided by the State and County Health Departments. These plans include utilization of Chromebooks, Google Classroom, Engagement Logs, addressing learning loss, and providing FAPE (Free and Appropriate Education) for special education students. Primary grades moved from using the

adopted "Everyday Math" program to the "Engaged New York" curriculum which could be more effectively supported virtually and by parents. Accommodations have also been made for students with disabilities to provide services four days a week.

Ingress/Egress Procedures: Plans provide for social distancing and utilizing face coverings during drop-off and pick-up of students. Access to the playground is limited before/after school to minimize mixing of cohort groups. Students are sent directly to their classroom before school with teachers bringing them to the pick up area after school.

Personal Protective Equipment (PPE): Health Department guidance has been utilized to insure students in grades 3-8 wear the required face coverings and students in grades TK-2 have been strongly encouraged to wear face coverings. Along with the PPE provided by the State, the District purchased: additional face coverings for students/staff who needed them, face shields for students who were unable to wear face masks, face shields with drapes for staff, hand sanitizer stations provided on campus for use by students, plexiglass dividers provided in classrooms where teachers desired to group students, and sanitizer wipes for incidental use by teachers during school hours.

Food Service: Procedures developed for grab and go breakfast and providing social distancing lines within the lunch room. Meals will be provided to all students free of charge through December, 2020. Procedures also put in place for social distancing while sitting at cafeteria tables.

Custodial/Cleaning: Custodial time increased and practices for disinfecting work spaces/facility implemented following guidelines provided by the State and Health Departments.

Lunch/Recess: Staggered schedules have been developed to keep cohorts separated during all recesses and lunch periods. Recess equipment has been purchased for each cohort to minimize cross-cohort sharing.

Facility Spaces/Supplies: Additional Chromebooks have been purchased to insure each student has their own Chromebook. Additional classroom supplies were ordered to minimize sharing of materials among students. A hybrid schedule was implemented with 1/2 the students attending M/Th and 1/2 attending T/F so that social distancing practices could be better implemented and allow for the required 6 foot of distance between the teacher work spaces and student workspaces. All classrooms with sinks provided with soap dispensers and hand sanitizer. Classrooms without sinks provided with hand sanitizer.

Campus Staff/Visitors: Visitors on campus are minimized with classroom volunteers permitted providing they have been COVID-symptom free for 72 hours. No outside groups permitted to utilize the campus.

Home Study option provided for students with personal or family health concerns.

Meetings: When social distancing is not practical, staff and parent participation is encouraged through virtual attendance options.

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.]

On a hybrid system, currently in place, the student population has been divided into two groups with 1/2 the students attending on Monday/Thursday and the other 1/2 attending on Tuesday/Friday. Wednesday has been designated as a "flex day" during which teachers schedule small group and one-on-one instruction for students that need intervention services. This schedule was developed to match the schedule the local high school had adopted so as to minimize scheduling difficulties for those families with students attending North Cow Creek and the high school. A school Reopening Plan was developed and is being followed. A direct link to this plan is available on the school's website.

Students attending in-seat have been grouped by cohort to minimize the interactions with peers from other grade levels. School staff strive to provide as much normalcy during in-seat instructional days in order to mitigate any negative impacts on students as a result of the hybrid schedule or COVID-19 pandemic. In addition, these students:

- * Attend two full days of instruction per week by their classroom teacher. Instruction on these days is focused on English language arts and Math instruction with most teachers presenting 2 lessons in each curricular area per day.
- * Students have been grouped into four cohorts (about 30 students per cohort per day). Mixing of students between cohorts is minimized with each cohort having their own recesses and lunch periods.
- * Participate in a morning and lunch recess with their cohort peers.
- * Engage in a robust standards-based instruction while maintaining instructional delivery that furthers student academic success, as well as to advance learning by progressing through the essential state standards.
- * Receive services by the school psychologist and/or counselor, as appropriate.
- * Are assessed with curriculum-based measures, teacher observation, and the I-Ready Assessment platform.

We are working on transitioning to in-seat instruction five days/week beginning October 12, 2020.

A Home Study program has also been offered to parents who have requested their students remain at home during the COVID-19 pandemic. The district hired a Home Study teacher to support parents in the instructional process, monitor the daily engagement of students, insure students are utilizing the district-adopted curriculum, and providing synchronous, in-person, weekly instruction and daily asynchronous instruction. Students within the Home Study program are expected to meet in-person with the Home Study teacher weekly, connect via email or online with the Home Study Teacher, and complete the required amount of work (TKK: 180 minutes/day; 1-3: 230 minutes/day, 4-8: 240 minutes/day). The Home Study teacher maintains an engagement log which is utilized to track attendance based on the synchronous and

asynchronous activities of students. An instructional assistant has been assigned to work with the Home Study teacher three days/week in order to help manage paperwork, student engagement, and provide intervention support to students as needed.

All students, regardless of participating in-seat or through the Home Study program have been assigned a district Chromebook. Each Chromebook utilizes the student's Google suite of applications (including Google Drive and Google Meets) as well as the Clever application which serves as a springboard for students to access district adopted curriculum, teacher supplied online links, and the I-Ready assessment/instructional program.

A district curriculum specialist has been designated to assist staff in reviewing assessment data (I-Ready, Curriculum Based) in order to work with parents and students to address learning loss through the RTI process. An intervention teacher is available to provide small group instruction to students needing assistance. Instructional assistants are also available to work with students as time allows. The Student Study Team Process is in place for staff to make referrals for Tier 2 students who are not meeting learning goals. The school psychologist and RSP teacher is also available to work with staff to identify any special education needs of students.

A school counselor is on site one day per week and alternates the days worked each week to provide support for each group of students. In addition to addressing student individual needs, the counselor is available to provide whole class lessons and assist school staff as needed.

Special Education students whose needs can't be fully addressed two days a week, through the IEP process, may be assigned to attend additional days for a blended program that includes instruction provided in the classroom and through the Learning Center. In addition, to addressing IEP goals, comprehensive services are provided to insure students behavioral and academic needs are being addressed.

In order to insure student safety while on campus the school has implemented the following:

- * The lunch period has been reduced to 35 minutes to minimize the extended lunch periods impact on the instructional program.
- * Students in grades 3-8 are required to wear face coverings at all times (except during recesses or physical activities) and those in TK-2 are strongly encouraged to wear face coverings.
- * Parent volunteers have been minimized, but not eliminated.
- * Student temperatures are taken prior to students entering campus and parents have been asked to check their students for any COVID-19 symptoms. If a student's temperature is 100.4 or higher, or they have symptoms, parents are asked to keep their student home and work with the school to determine when the student can safely return to school.
- * Hand Sanitizing stations have been placed on campus with students and staff encouraged to use them throughout the day when outside the classroom. When inside the classroom students and staff are asked to wash their hands with soap and water.
- * For classrooms where it is more difficult to provide social distancing, plexiglass dividers have been utilized to provide a protective barrier between students.
- * Staff have been provided face coverings and face shields and required to maintain social distancing from students.
- * Custodial staff take extra precautions in sanitizing and cleaning all facility spaces.

These measures provide the necessary safety barriers that prevent the spread of COVID-19 and allow the school to continue instructing students on campus.

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

Description	Total Funds	Contributing
Cleaning & disinfecting products	\$500	No
Paraprofessionals - Providing small group and one-on-one support to students.	\$45,000	Yes
Music/Innovation Lab (Computer) support for students and teachers.	\$65,000	Yes
Social/Emotional Learning Resources & Personnel	\$16,360	Yes
Curricular Software (iReady, Zoom, Google Meets, Smoothwall Classroom)	\$15,694	Yes
Attendance Clerk	\$32,250	Yes
Classroom Supplies (student one-to-one supplies, student storage devices)	\$2,500	No
Social Distancing Materials	\$4,500	No
Custodial Support (1 hour additional)	\$2,000	No

Description	Total Funds	Contributing

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.]

Distance learning is provided during a hybrid model when students are not in-seat and will be utilized when the state or Health Department has made the recommendation for the school to close due to compromised safety of students.

During a hybrid model and the three days when students are not on campus, students participate in a distance-learning model where:

- * Teachers provide the required amount of work (TKK: 180 minutes/day; 1-3: 230 minutes/day, 4-8: 240 minutes/day) that supports and expands on the in-seat learning provided. Feedback is provided by teachers on the following in-seat day.
- * Teachers provide students with assignments and learning opportunities that are standards-based.
- * Teachers provide daily office hours to meet with those students who are not in-seat for that day. During this time, students are able to interact with their peers, receive help on assignments for that day, and ask questions they, or their parents, may have.
- * During the Wednesday "flex day" teachers bring in students who, based on assessments, are experiencing learning loss or need intervention supports.
- * Special education students receive additional services, as determined through the IEP process, during these three days which may include one or more of the following: in-seat instruction, virtual instruction, modified assignments based on learning preferences and needs.

If the school moves to full distance learning, staff will be available on-site to provide both synchronous and daily asynchronous instruction. In both instructional strategies staff will:

- * Engage students in a robust standards-based instruction while maintaining instructional delivery that furthers student academic success, as well as to advance learning by progressing through the essential state standards.
- * Provide the required amount of work (TK/K: 180 minutes/day; 1-3: 230 minutes/day, 4-8: 240 minutes/day) that supports and expands on the grade level standards.
- * Provide students with assignments and learning opportunities that are standards-based.
- * Be available to answer questions asked of students and/or their parents during daily office hours that will be held virtually or over the phone.
- * Insure students have access to the school psychologist and counselor to address academic and emotional needs.
- * Incorporate curriculum-based assessments, teacher observation of completed work and student virtual interactions, and the I-Ready Assessment platform in modifying work to address students needs.

A district curriculum specialist has been designated to assist staff in reviewing assessment data (I-Ready, Curriculum Based) to work with parents and students to address learning loss through the RTI process. An intervention teacher is available to provide virtual small group instruction to students needing assistance. Instructional assistants are also available to work virtually with students. The Student Study Team Process is in place for staff to make referrals for Tier 2 students who are not meeting learning goals. The school psychologist and RSP teacher is also available to work with staff to identify any special education needs of students.

Options for in-person assistance will be explored for Special Education students whose needs can't be fully addressed within the full Distance Learning Program.

Daily participation will be tracked by each classroom teacher on a daily participation log that tracks synchronous and asynchronous interactions with students. Staff will also certify that the asynchronous assignments meet the time requirements listed above. Students who are not engaged on a weekly basis,

Specifically, during synchronous instruction, teachers will:

- * Conduct daily live virtual lessons in each of the core curricular areas.
- * Incorporate opportunities for students to engage with one another and the teacher throughout the virtual lessons.
- * Insure all virtual lessons support a robust standards-based instructional program.

Specifically, during asynchronous instruction, teachers will:

- * Provide appropriate assignments to students that build on the daily virtual lessons and provide students opportunities to demonstrate learning.
- * Collect all assigned work and provide feedback to students and parents that promote students learning grade level standards.
- * Provide students with opportunities to engage in meaningful activities that help students make real-world connections with learning and encourage creativity.

As a result of the poor access to internet by some families, the school has provided 24/7 guest access to the school's WiFi network. This is available in the parking lot and picnic areas. The school has also made a room available, by appointment, for families to work with their children on site during distance learning. Based on the September 4th guidance provided by the California Department of Public Health, the school will maintain smaller cohort sizes for small group instruction provided on site as well as during after school daycare.

The following is a summary of Distance Learning expectations as listed in the school's Reopening Plan (a direct link to this plan is available on the school's webpage):

STUDENTS ENGAGE IN REMOTE LEARNING BY:

- * Participating in activities offered by the teacher.
- * Ensuring they have a device plus a username/password.

- * Having instructional resources ready and knowing how to contact the teacher for assistance and follow-up.
- * Knowing due dates of assignments.
- * Creating a work space and scheduled time to engage in learning.

FAMILIES SUPPORT REMOTE LEARNING BY:

- * Ensuring students have access to a device and instructional materials supplied by teacher / school.
- * Ensuring students have access to the internet, if needed.
- * Knowing username and passwords for students.
- * Knowing how to contact teachers with questions.
- * Creating a realistic schedule and setting up an appropriate space to do school work.
- * Monitoring District communication for up-to-date information regarding resources, instructional plans, and closures/postponements.
- * Reviewing District and School Remote Learning plans.
- * Considering age-appropriate enrichment to engage learners.

TEACHERS SUPPORT REMOTE LEARNING BY:

- * Connecting with students and families through phone calls and emails to ensure each student has the resources they need including internet, device and instructional materials.
- * Communicating with the tech dept if alternative resources are needed for families that do not have access to the internet.
- * If families do not have internet access - teachers may need to create materials/experiences for them to pick-up and return to school.
- * Being flexible when creating schedules for engaging with students via internet, phone, email.
- * Focusing on what works best for students based on age, content, needs, and technology access/ability.
- * Providing a variety of opportunities to engage, respond, and have students show mastery of content.
- * Encouraging students to collaborate among other students during online activities.
- * Participating in professional learning opportunities offered by the district while collaborating with colleagues to continually strengthen instruction for all students.
- * Clearly posting for families how to contact teacher, submit assignments, request help in Google Classroom.
- * Providing regular communication to families on student progress and upcoming learning activities.
- * Providing the required instructional minutes while students are on campus.
- * Providing the required amount of instructional lessons/materials during days when the students are not on campus.

LEADERS SUPPORT REMOTE LEARNING BY:

- * Maintaining a positive school culture (share encouraging messages, positive feedback, etc.) for their school community.
- * Reviewing district communication and ensuring pertinent information is highlighted for staff and families.
- * Collecting feedback from staff, students, and families regularly.
- * Visiting the remote learning platforms of students (Google Classroom).

- * Supporting teachers, students and families in accessing and troubleshooting resources.
- * Scheduling and participating in school team meetings.
- * Providing feedback to teachers about remote learning plans and implementation.
- * Engaging district staff to problem solve issues, answer questions, and access resources.
- * Setting a school-wide work schedule.
- * Supporting the health and well being of staff.
- * Participating in professional learning to collaborate, communicate, and support school communities.

TEACHER AND STUDENT RELATIONSHIPS

Teachers can build strong relationships with students and families by focusing on:

- * Creating an environment where students feel they belong.
- * Being flexible, empathetic and motivational.
- * Providing occasional fun and engaging activities to support student relationships.
- * Consistently following up on emails and phone calls.

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.]

Parents and students sign a Technology User Agreement each year which is part of the student handbook.

All students are assigned a Chromebook and will use their Chromebook at home. The Clever App is provided on the Chromebooks that gives easy access to all curriculum resources. In addition, teachers have access to Smoothwall Classroom. This resource allows teachers to monitor what students are doing on their Chromebook. The parking lot/WIFI access points will be open 24/7 for parents and families to be able to access the internet.

The district provides Verizon hot-spots to parents with limited connectivity.

Teachers will teach students how to use the various Google Classroom and distance learning expectations within the first few weeks of school.

Teachers will assist parents in understanding Chromebooks, Google Classroom, attendance expectations, learning expectations and tips/tricks for teaching and monitoring student work at home.

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.]

Specifically, during synchronous instruction, teachers will:

- * Conduct daily live virtual lessons in each of the core curricular areas.
- * Incorporate opportunities for students to engage with one another and the teacher throughout the virtual lessons.
- * Insure all virtual lessons support a robust standards-based instructional program.

Specifically, during asynchronous instruction, teachers will:

- * Provide the required amount of work (TKK: 180 minutes/day; 1-3: 230 minutes/day, 4-8: 240 minutes/day) that supports and expands on the grade level standards.
- * Provide appropriate assignments to students that build on the daily virtual lessons and provide students opportunities to demonstrate learning.
- * Collect all assigned work and provide feedback to students and parents that promote students learning grade level standards.
- * Provide students with opportunities to engage in meaningful activities that help students make real-world connections with learning and encourage creativity.

Daily participation will be measured through a participation log for each student. Each day the teacher will indicate if the students participated in synchronous instruction, asynchronous instruction, or both. In order to receive attendance credit for the day a students must have at least one item checked. Logs will be turned into the school's attendance secretary each week with the Aeries Student Information System updated accordingly.

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 will be provided with Google Suite (Forms, Calendar, Docs, Slides, Sheets, Meets, Classroom, etc.) professional development based on their needs. Administration will provide professional development to support distance learning based on direct feedback from teachers.

Technological support will be provided to staff on an as needed basis. IT will be available to assist staff.

TEACHERS & SUPPORT STAFF

Last spring, staff participated in synchronous and asynchronous professional learning and collaboration meetings.

In addition, support staff and teachers will engage this school year in ongoing professional learning that is specific to their content area and instructional materials. Google Suite for Educators, iReady and Positive Behavior Intervention Supports are all being offered this year by the Mountain Valley Education Consortium for participating districts. Teachers have the opportunity to participate in the Shasta County Office of

Education and the Mountain Valley Education Consortium professional development training. These trainings may be provided in-person and/or virtually.

ONGOING LEARNING

The district will provide continuous learning for staff to continue to be proficient in the implementation of home learning. Teachers will work together to teach one another tips and tricks for distance learning. We will continue to use grade level and vertical teams to provide identified professional development.

Job embedded support for teachers will include teacher observations, professional learning communities, mentoring, coaching, examining student work, modeling, and a focus on analyzing high-impact instructional strategies.

Staff Roles and Responsibilities

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

Flexibility will be the key to implementing new practices within our district. Staff will provide the necessary support to make each of our children and their families successful. We will work together to ensure our students receive a high-quality education and a nurturing/supportive environment necessary for success.

Office Staff-Isolate students or staff with COVID symptoms. Protect school facilities by keeping nonessential visitors off campus.

Custodians-Clean facilities in-between student and staff use including cafeteria with multiple lunches, classroom areas, playground, bathrooms, and other high use areas.

Teachers-Provide a quality education for all students utilizing multiple means of accessing the curriculum. Be able to pivot and transition quickly from a brick and mortar classroom model to a distance learning model. Plan for distance/hybrid learning, and in-class learning. Collaborate with the Home Study teacher. Teach students proper hygiene, hand-washing, social distancing protocols. Teach students and parents how to use Chromebooks and remote learning platforms. Establish and implement daily routines for both in-person and remote delivery. Include and interweave stress management and mindfulness practices in daily classroom routines.

Administrators-Facilitate training of all employees on health and safety protocols, including correct application of disinfectants and maintaining physical distancing. Teach and reinforce handwashing and use of a cloth face covering by employees when near other employees or students. Have adequate supplies for both employees and students including soap, hand sanitizers, cleaning solutions, tissues, masks, and other PPE. Serve as the District's COVID-19 liaison to the Shasta County Health Department.

Nursing-Review health protocols and provide guidance on wellness checks and illness monitoring.

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.]

No English language learners (ELL) at this time. Should we have an ELL student enroll, they will receive integrated English language development and designated English language supports for an additional minimum of 20 minutes, 4 days a week, either in-person or virtually.

Special education services will be provided in accordance with each student's Individualized Education Plan (IEP). RSP services will support students' progress in their general ed class. Special Day Class students will be able to attend in-person instruction to the greatest extent possible to ensure access to required services. Other service providers may deliver services in-person or virtually. For students with disabilities, special education teachers will work with general education teachers, students, and families to minimize barriers the student may experience in a remote setting. The IEP will include a description of the means by which the IEP will be provided under the current instructional model to ensure the student's goals and objectives are appropriately met. Our goal is to create multiple means of engagement through IEPs and 504 plans. Additionally, we plan to generate student interest and motivation for learning, represent the information and content differently by providing leveled and personalized learning, and provide more affirmative and corrective feedback.

Technology devices will be provided to all students so that they can participate equitably in remote learning while at home.

Foster youth, homeless students, and special education students may attend more in-person instruction, as needed, during at-home learning days.

Our most at-risk students will be monitored by their classroom teacher who will provide regular weekly check-ins to ensure students are receiving the necessary support to be successful. Teachers, administrators, special education teachers, the Behavior Intervention Specialist, and support staff will work collaboratively to ensure all students have contact with the school.

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

Description	Total Funds	Contributing
Remote Learning/Home Study Teachers	\$116,312	Yes
Student Chromebooks and Staff Laptops	\$43,000	No
Technology Platforms (Zoom, Internet Subscriptions)	\$1,864	Yes

Description	Total Funds	Contributing
Family Hotspots	\$1,400	Yes
Special Education Support for Students	\$107,800	Yes
Homeless Liaison, Foster Youth Liaison	\$7,600	Yes
SARB/SART Data Coordinator	\$7,600	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.]

Students will be assessed utilizing I-Ready and classroom formative assessments to identify gaps and areas of need. Facilitated by the curriculum director, staff will review the assessment results and develop a plan to address the needs of students based on the Rtl model. This plan will include one or more of the following:

Tier 1: Small group instruction within the classroom provided by the classroom teacher; curriculum modifications to specifically target areas of need; customization of i-Ready instructional program in math and reading.

Tier 2: Small group instruction within the classroom during days students are on campus and/or within the Learning Center (provided by the Intervention teacher and paraprofessionals); small group instructions during Wednesday flex days by the classroom teacher and/or paraprofessionals if on a hybrid model.

Tier 3: Referral to the Student Study Team for further recommendations and coordination of intervention services; referral for special education assessment.

Students receiving remote services through the Home Study teacher will be monitored through the I-Ready assessment and instructional system. In addition, the Home Study teacher will review the work turned in by students on a weekly basis. Weekly in-person and one-on-one sessions will be held between the Home Study teacher and the students to address learning needs. These students will also have access to the Tier 2 and Tier 3 services listed above.

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.]

In addition to the strategies listed above, the RtI process will be enhanced with the curriculum specialist monitoring the assessment data of ELL, low-income, foster youth, and homeless students. Through collaborative conferences between the classroom teacher and curriculum specialist, specific goals will be set for these students that, based on their assessment results, provide targeted instructional services and strategies to address their needs. All strategies listed in each of the tiers will be available for these students and may be augmented by counseling staff and Learning Center staff. Student performance based on work samples, progress and success in utilizing the I-Ready instructional program, and interim I-Ready assessments will be utilized to monitor the progress of these students towards reaching their goals. Goals and instructional plans will be modified to address areas where students are not being successful. The Student Study Team process will be initiated for each student that, after two months of minimal progress, are not meeting their goals. Through the SST process, students may be referred for counseling services, tiered instructional support for academics and behavior, and be referred for assessments based on individual identified needs.

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.]

Diagnostic assessments (I-Ready and curriculum based assessments) are used to address learning loss and identify specific areas where instruction or intervention to improve student learning are needed. Universal screenings will be scheduled at the beginning of the year and at the end of each trimester for all students. For ELL, low-income, foster youth, and homeless students receiving tier 2 and tier 3 services additional benchmark assessments will be utilized mid trimester. Additional formative assessments and progress monitoring will take place during the lesson and used to provide actionable information about students' learning status relative to the desired lesson goal. Teachers will use data from the formative assessments immediately to adjust their instruction and ensure students progress towards learning goals.

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

Description	Total Funds	Contributing
iReady Assessment & Instructional Program	\$16,000	No

Description	Total Funds	Contributing
Paraprofessionals -- Providing small group and one-on-one support to students.	\$45,000	Yes
Intervention Teacher (Learning Center)	\$107,800	Yes
Curriculum Director	\$20,000	Yes

Mental Health and Social and Emotional Well-Being

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

Social Emotional Learning supports will be inter-woven in daily lessons by teachers and support staff. Teachers work daily with students to build positive relationships and monitor their mental health. The school counselor will work with each classroom teacher to identify and address the needs of students who need social and emotional support. The school opened a hybrid system of instruction with students attending 2 days a week realizing that in-seat attendance is one step towards helping students maintain normalcy and school connectedness. This allows teachers and school staff to focus on relationships, routines, and resilience.

Within the classroom, teachers interweave social/emotional topics and strategies throughout the instructional practices. The school counselor is also available to present targeted lessons to students on topics that support relationships and resilience. Lessons continue to be engaging, collaborative, and designed to help students support each other and their learning. PBIS (Positive Behavior Interventions Services) and Peaceful Playgrounds has been a key part of the school's environment and will continue to be so. The school's leadership team meets monthly to monitor the implementation of PBIS and Peaceful Playground in order to address the well-being of students and promote a positive school culture where staff and students feel connected to the overall learning environment.

The school counselor is available one day per week on campus and by email/phone during the other four days. The counselor is available to help parents and students make connections with county mental health and/or community resources. The school has made the required

Social/Emotional/Mental Health links available on the website. Students needing Tier 2 or Tier 3 emotional supports are referred through the Student Study Team process with academic and behavioral accommodations formalized in an SST plan.

Students in the Home Study program have full access to the counselor and supports listed above. The Home Study teacher communicates weekly with parents as well as monitoring the needs of students as she works with them in the weekly one-on-one and small group sessions.

Professional development and resources will be identified as additional needs become evident. Teachers have the opportunity to participate in the Shasta County Office of Education and/or the Mountain Valley Education Consortium professional development trainings. Teachers and support staff are also offered social emotional support by our counselor, upon request.

A school leadership/culture team has been established to identify ways to help staff feel safe and have the tools that they need to address the social, emotional and academic needs of their students.

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.]

During a hybrid schedule, students are expected to attend in-seat two days each week with the three other days set aside for distance learning. During in-seat days, student attendance is taken as normal with parents contacted if a student is absent. These students are marked as "excused" or "unexcused" within the Student Information System (SIS). During the three days students participate via distance learning, the teacher indicates if a student has participated in either the virtual synchronous meeting and/or if the student has completed the asynchronous work requirements. This information is kept on the weekly engagement log that is submitted to the school office on the Wednesday following the week the log accounts for.

Strategies and resources are being collected to provide parents with more detailed and timely information on instructional approaches, technology tips and tricks, and learning expectations to ensure that learning continues during in-seat, hybrid, and distance learning models. These resources and information are disseminated using social media platforms, during parent/teacher conferences/meetings, and during Student Study Team meetings.

School administration, the Curriculum Director, and the classroom teachers will use the Daily Engagement Logs, as well as scores on formative and summative assessments, to identify and target students that need additional support to ensure students are receiving a quality education.

The countywide Help Me Grow initiative provides schools with support for truant students so that we can re-engage students in school. A three-tiered system has been put in place to collect engagement and provide outreach to our most-vulnerable populations. Students who are not engaging school via distance learning platforms or are not picking up meals are contacted to inquire further regarding any connectivity issues and to ensure their well-being. A collaborative effort has been made with Human Health Services, Children's Legacy Center, Child Protective Services, the Shasta County Sheriff's Department, the Help Me Grow staff, and the Shasta County Office of Education to assist local schools with reaching out to students and their families when students are not attending school.

COVID 19 TIERED RE-ENGAGEMENT STRATEGIES

Tier 1 includes: UNIVERSAL SUPPORT

Priorities & practice supporting all families in the most inclusive & equitable way

Expected Percent of Families Served: All

Project Intervention: All Shasta County School Districts will provide communication to families regarding distance learning expectations and school provided resources.

Project Goal: 90% of students will have weekly contact with their school

COMMUNICATION

Schools send out information to parents (using multiple methods) describing distance learning and ways students can engage.

Schools send out the updated meal locations flyer for their attendance area.

TRACKING OF STUDENT ENGAGEMENT

Teachers take "attendance" on a weekly basis to see which students have engaged in either the pick up of a packet, completion of some work, and/or visually with the student online. This attendance is documented on engagement logs provided to the school office.

School lunches are provided free of charge to all students regardless of in-seat, hybrid, or distance learning.

ADDITIONAL ATTEMPTS AT COMMUNICATION

A process has been established to identify students who are not engaged as described below when attempts of the teacher to reengage the students (Tier 1) have been unsuccessful.

Tier 2 includes: SUPPLEMENTAL SUPPORT

Additional services provided for some families who require more support

Project Intervention: All families who have not made contact with their school for one week will be referred to Help Me Grow case management.

Project Goal: 95% of families referred to Help Me Grow will make contact with their school.

For a student/family to be referred to Tier 2 the following criteria must be met:

All Tier 1 interventions are complete

No CONTACT from student/family

CONTACT with no follow-up the following week

Tier 1 to Tier 2 Referral Tool

Each school will keep a record of students that meet the Project's Tier 1 to Tier 2 criteria.

School will complete a Referral Form (Google Form) for each student.

If the family makes contact with the school following the referral, the school will notify Help Me Grow using the same Referral Form.

Tier 2 Supplemental Support

HMG will receive referrals from schools using the Referral Form. The form will be used to enter student/family information into the STAR Database. Once a referral is received the following will occur:

Day 1: Call, Text, Email, and Mail the Family.

Day 2 & 3: Call, Text, and Email the Family.

Help Me Grow will use an incentive as a "hook" in our messaging to increase family engagement.

Help Me Grow will provide the program's typical case management until the case is complete.

Tier 2 to Tier 3 Referral Criteria

For a student/family to be referred to Tier 3 the following criteria must be met:

Help Me Grow Case Manager has attempted to make contact with the family for 3 days using mail, email, text, and/or phone call.

No CONTACT from family to school or Help Me Grow by Day 4.

Tier 2 to Tier 3 Referral Tool

Help Me Grow will keep a record of students that meet the Project's Tier 2 to Tier 3 criteria.

Help Me Grow will share this list using a secure Google Sheet with the Children's Legacy Center (CLC).

Once the family makes contact with Help Me Grow or the school following the referral, case will close.

Tier 3 includes: INTENSIFIED SUPPORT

Targeted support directed toward the few families with the greater needs

Project Intervention: All families who have not made contact with the school after Help Me Grow case management will be referred to the Project's multidisciplinary team for targeted intervention.

Tier 3 Intensified Support

Children's Legacy Center will receive referrals from Help Me Grow using a Google Sheet. The Sheet will be used to enter the families information into a new COVID-19 Section of the Collaborate Database.

Referrals will be reviewed by a multidisciplinary team (MDT) including representatives from the student's school, Help Me Grow case management, Children's Legacy Center, Law Enforcement, Health Human Services, Children's Services, and potentially others during a weekly HIPAA compliant Zoom meeting.

Intervention may be provided by Community-Based Organizations (CBO), a coordinated response among multidisciplinary team members and Community-Based Organization, and/or a request for a Welfare Check completed by Law Enforcement.

The results will be discussed at the next multidisciplinary team meeting. The school and Help Me Grow will inform the team if the family/student has made contact.

This Project is not a referral to or a pathway to Children and Family Services. An objective of the Project is to help ensure the health and safety of our students. We will endeavor to do that using support from our schools and our community. Our ultimate aim is safe and healthy students who are engaged in distance learning.

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.]

Grab-and-Go Breakfast is offered to students as they arrive at school. A full lunch is provided to students who are in-person on a staggered schedule within the student cohorts. Breakfast and lunch are available to students who are in-seat or distance learning. Meals are free to all students until December 31, 2020 as per the federal requirement.

If the school transitions to a full Distance Learning model, students may pick up meals at Foothill High School, which is contracted to provide meals.

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
5.82%	\$118,459

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.]

All actions and services will be provided on an LEA-wide basis in our small rural school district. The supplemental funds will be principally directed to support the unduplicated pupils and enhance the overall program. The school does not qualify for concentration funds.

In determining the most effective use of supplemental funds, the following information was sought and used:

- * Review of survey results from stakeholder groups.
- * Review of one-on-one feedback from parents, staff, students, and community members.
- * Review of the CA School Dashboard student group report to identify which student groups need additional support.
- * Current local and state metrics with actions and services in place.
- * History of success with actions and service in district programs.
- * Refinement of district programs to improve services to students.
- * Validity of services based on best practices of effective schools and relevant research.

With this analysis, the District has determined that the implementation of the following actions and services are the most effective uses of the supplemental dollars to meet the needs of our identified student group populations of socioeconomically disadvantaged, Foster Youth, and English Language Learning students:

- * Social emotional learning and support provided through counseling services, the Shasta County Office of Education Professional Learning Department, and the Mountain Valley JPA.
- * One-on-one support and small group instruction provided by paraprofessionals and the intervention teacher.
- * Assisting parents with tips and tricks for educating their students at home through the school newsletter, teacher back to school night, and via the school's website.
- * Family outreach and individual check-ins with our most vulnerable students by administration utilizing weekly engagement logs, initial SARB process, and the County "Help Me Grow" initiative.
- * Student Study Team, Student Data Systems and progress monitoring with additional support by the curriculum director.
- * Monthly collaboration meetings to identify students that need targeted support.
- * Multi-tiered system of support.

- * Professional development instructional strategies to support our most vulnerable students.
- * Teacher "Office Hours" for student and parent check-ins when students are at home during the hybrid schedule.
- * Chromebooks given to all students with free WiFi access available on the school campus and, as needed, through hot-spots.
- * Essential school supplies and materials provided free of charge.
- * Sharing of community resources for our most at-risk families.
- * Counseling services and supports for staff, students, and parents.
- * Foster youth/homeless youth/English Learner liaison coordination with county programs and other school districts.
- * Providing additional instructional days for special needs students beyond the 2 in-seat days provided to the general education students.

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

For the 2020-2021 school year, the district 's estimated unduplicated percentage of students identified as low income, foster youth, and English learner will be approximately 29.12%. Our district will receive approximately \$118,459 in supplemental funds, \$90,998 in CARES and Covid Relief Funding to provide improved and increased services for identified students.

The district will spend the increased funding of \$118,459 on Academic Intervention Services, Instructional Support Services, Student Support Services to serve English Learners, Foster Youth, and Low Income students. The actions listed above show how we have increased and improved services for our most vulnerable student groups.

Online and in-person meetings - Staff meetings, special education, and home visits for one-on-one parent meetings will take place to ensure our most at-risk students are being served.

Student Engagement-A tiered system has been put in place to collect engagement data. Students who are not engaging in school via distance learning platforms or are not picking up the "Grab and Go" meals are contacted to address any barriers to learning. A collaborative effort has been made with Human Health Services, Children's Legacy Center, Child Protective Services, the Shasta County Sheriff's Department, the Help Me Grow staff, and the Shasta County Office of Education to assist local schools with reaching out to students and their families when students are not attending school.

Teachers check in with students regularly. During these check-ins, teachers will offer tutorials, feedback on projects, enrichment work, and support by listening during this challenging time.

WiFi Access/Computers/Lesson Delivery-School closures exposed the need for our rural and low income families to have reliable internet services in order for our staff to implement and our students to access Distance Learning. Our LEA has a plan to quickly transition from students attending in person to Distance Learning in a hybrid model of virtual/packet Distance Learning. We will distribute both paper learning packets and checked-out Chromebooks to students.

Student Engagement during Distance Learning - A three-tiered system has been put in place to monitor engagement. Students who are not engaging school via distance learning platforms or are not picking up the “Grab and Go” meals are contacted to inquire further regarding any connectivity issues and to ensure their well-being. A collaborative effort has been made with Human Health Services, Children's Legacy Center, Child Protective Services, the Shasta County Sheriff's Department, the Help Me Grow staff, and the Shasta County Office of Education to assist local schools with reaching out to students and their families when students are not attending school.

Meals are provided free to all students until December 31, 2020 as directed by the federal education department.