

Learning Continuity and Attendance Plan Template (2020–21)

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

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General Information

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

The COVID-19 pandemic has impacted the Charter Community School Home Study (CCHSA) programs and community in a variety of ways. The most significant impact has been on families who have faced challenges with the distance learning program. Many families live in areas where internet services are inconsistent and very costly. Because of the school's home school/independent study program, families were familiar with supporting their children's learning but the move to an online curriculum and lack of access to technology raise concerns around equity and access to the schools full academic program.

COVID-19 closure beginning on March 16, 2020 by tailoring distance learning options for each of its programs. These included a variety of strategies and tools, including providing or expanding options for hard-copy materials, checking out Google Chromebooks, utilizing online learning management systems and/or learning platforms, and coordinating ongoing outreach and engagement with students and families. Options for families depended on a variety of factors. For example, since our independent study students and families were already used to using online learning management systems or portals, those programs were utilized to shift to fully online/distance learning, while direct outreach was increased through the use of new online tools - e.g., Zoom meetings, Google Hangouts, Google Classroom, ScreenCastify (for showing/posting teacher lessons), video announcements from principals, ParentSquare announcements, email, and direct mail. Charter College & Career Prep, our seat-based attendance program, also utilized some of these same tools, but provided all families with hard-copy materials through direct mail and/or pick-up/drop-off for students to complete at home.

A significant challenge for all of the programs has been addressing the Digital Divide, in which some families face significant hurdles in accessing online/digital content. EDCOE and the Charter Programs have helped address this by providing a variety of ways for students to access/complete work, providing open & increased Wi-Fi access in proximity to all EDCOE facilities, providing a mobile “wireless hot-spot” bus to various locations around the county, and utilizing mail and phone calls. EDCOE’s Special Education Services Department continued to provide outreach with program staff to support students with IEPs.

Stakeholder Engagement

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

Stakeholder feedback began immediately after the Charter Community School Home Study Academy (CCHSA) school program went to distance learning on March 16. This time was used to regularly communicate with relevant stakeholders about the schools options during distance learning and solicit feedback on what was working and what additional supports families needed in order to access the curriculum. The school shared important information to families via Parent Square and reached out directly to families who were not engaging regularly with the teachers during the spring. During the summer there were surveys sent out to families and staff members to gather information about their views on returning to school and what protocols they would like to see implemented in order to feel comfortable with having their children participate in school and, for staff, what they would like to see in place in order to feel comfortable working on campus.

Prior to the end of the school year, all instructional staff participated in planning for several different instructional options for August of 2020. They shared what worked during the initial distance learning and what would need to be in place in order to improve instruction, student participation and learning. The staff generated detailed plans on a variety of instructional options and were ready to implement any of those options for the start of the school year. Once it became clear that the school would start the year in distance learning, school administrators communicated with families and staff to share the plan for six weeks of distance learning to start the new school year. Although not all students have access to reliable internet service, they do have cell phones and landlines which the administrators used to communicate the plan for the new school year. In addition, staff members visited students both in the community and at home to reach out to them to inform them of the plan and to ask for input on the needs they had to make sure they were successful in distance learning.

A School Site Council meeting was held on August 20, 2020 to seek input from families and staff about the impacts of distance learning during the spring of 2020 and the plans surrounding distance learning to begin the 2020-2021 school year.

Additional outreach to families with limited internet access included making phone calls to families to communicate with them about the plan to start the new school year and to work with them to provide access to technology such as chrome books and T-Mobile hotspots in order for them to be able to access the online learning environment to star the year. Each family had an in person appointment on campus at the start of the new school year in order to have an orientation on the learning platform and to provide any necessary support they needed to access the curriculum and instruction being provided in the online distance learning platform

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

CCHSA is a charter program within the El Dorado County Office of Education (EDCOE). Stakeholder engagement included soliciting input from staff, students, and families during the spring and summer and at the beginning of the school year. In addition, a school site council

meeting was held on August 20 and all parents and students of CCHSA were invited to participate in the meeting via Zoom. EDCOE had a Board of Education meeting on September 2, 2020 which was held via Zoom and the public had access to the meeting via a public Zoom link where they could provide questions or comments to the board during public comment about the Learning Continuity and Attendance Plan which was on the agenda.

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

Stakeholder feedback was gathered in a variety of forms including surveys, phone calls, and school site council meetings. Feedback was gathered from teachers and staff as well as families and students attending the school. The survey data was gathered twice from each group and the during the spring and summer of 2020 to gather information about the preferred method of instruction (distance, hybrid, or regular).

Below is feedback from the families and staff and this information, along with information from Public Health agencies, continues to be used to inform the program options being offered to students

Families

- 50% were comfortable and preferred in-person learning
- 50%+ preferred to operate under normal schedules with in-person learning
- 30% preferred outdoor instruction as much as possible

Staff

- 39% were concerned with EDCOE ability to abide by official health guidelines
- 50%+ felt that being provided PPE and assurance EDCOE would abide by official health guidelines would help them feel more comfortable
- 60% felt that maintaining social distance and work spaces being sanitized would help them feel more comfortable

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

As stated above, several contingency plans were made and reviewed in June. Upon input from stakeholders, as well as input from County and State Health officials, these plans were revised to include flexibility for families to return in hybrid as well as fully distanced learning modes. Each program, CCA, CUPrep, CHSA, and CCP have designed programs that will allow flexibility for families. Specifically:
CCA/CUPrep: All courses will be taught in a twice-weekly format where students remotely attend zoom lessons via the LMS, Canvas. Recording of these sessions are posted in Canvas for students to access asynchronously. Upon re-entry, the courses will resume in-person, but for those who cannot attend or choose to remain in the distance learning format, the classes will be recorded and posted in Canvas. Supplemental activities to those lessons are posted in the LMS for students to complete on non-classroom days as is normal business for CCA and CUPrep.

CCP created a plan to include specific program options for in-person, hybrid, and distance learning to meet the needs of their students and families. Distance learning included asynchronous learning with daily check-ins with students. This plan also included on-on-one on-boarding for students prior to the start of the school year to ensure students had access to the on-line learning systems and technology they would

need to be successful. The hybrid and full programs included protocols to ensure students and staff are able to be on site in a safe and sanitary environment.

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.]

CUP/CCA - The loss of instruction was minimal for students at CCA and CUPrep during the Spring 2020 closures due to the already established twice-weekly class format with supplemental activities given through the LMS. However, we did see a significant need for many students to engage in person to person contact. Staff development commenced in March and has continued through the summer to enhance the skills of staff to provide screencasting, online discussions, various zoom formats, use of video and audio for delivering and receiving student feedback. All students and parents attended an in-person orientation to the Canvas LMS and courses were designed to have the same format in order to reduce anxiety. The LMS was integrated with zoom for twice weekly scheduled lessons in all classes. Every student and parent are contacted at least every two weeks for academic and logistical support. Staff have created grade level teams to identify students with academic or social-emotional needs. Students are referred to Counseling and Life Coaching support.

The school has developed a variety of instructional schedule models to respond to the ongoing COVID-19 public health emergency. These models include distance learning, hybrid models (one and two days per week) as well as full-time, in person instruction. Small group and on-on-on instruction and supports will be provided to students who need additional support due to learning loss or other academic or social-emotional needs.

CCP - : Full capacity, 100% (100 - 120 students, on campus)

All enrolled students would be on campus daily

CDC recommended protocols for health and safety implemented to include:

Staff training

Student training

Parent communication

Regularly scheduled classes would proceed as planned; classes would alternate on the A/B schedule, including Friday.

Bell schedules would remain as planned, periods 1-3 before lunch and period 4 after lunch

Food services would be normal

Transportation with special scheduling would need to be arranged through El Dorado Transit, as Folsom Lake College courses are only online in Fall of 2020; a limit of 16 riders per bus could mean as many as 3 buses may be needed
Additional social distancing could be encouraged, though six feet would not be possible between staff and students at all times
Personal protective equipment (PPE) may be implemented
No additional cleaning regiment would be scheduled for instructional staff

CCP - 50% enrollment capacity, (60-80 students on campus)

Students attend school 2 days per week

Students would attend either a Monday/Wednesday, or Tuesday/Thursday schedule

Friday may be used for the following:

Makeup days

Additional support for IEP/EL/504 students

Teacher prep time

Staff check in for caseload support.

Teacher office hours

Staff training/professional development/norming

Teachers will utilize Google Classroom as a common platform.

Teachers will utilize 2-3 common apps for instruction, i.e. screencastify, etc.

Each student will attend their scheduled A-day classes one day, and their B-day classes the other day on campus

Direct instruction of normal class periods would continue as normal, though less class material would be covered in direct instruction

Students are expected to work independently when not on campus.

Coursework for each class is available Monday and due the following Monday.

Bell schedules on the block schedule would remain as normal

Periods 1-3 or 5-7 before lunch and period 4 or 8 after lunch.

During in-person instruction, the school will follow the protocols outlined in the EDCOE Return to Worksite Plan Guidance document created in conjunction with the El Dorado County Office of Public Health. The plan covers the following: Daily wellness checks/protocols for students and staff, use of facial masks, restroom use, entrance and visitor protocols, occupancy loads, deep cleaning and disinfection of restrooms and work spaces, hand washing/sanitizing standards and social distancing. This also includes identification of employees or students who are symptomatic and the protocols for how different situations will be handled based on the personnel and students involved and the level of exposure for each situation.

Health and Safety Protocols for Students/Staff on Campus at all CCHSA programs:

On campus, masks must be worn at all times.

When entering the classroom, all must utilize the motion activated hand sanitizers.

When exiting the classroom, all must utilize the motion activated hand sanitizers.

Each classroom will have two tables with two chairs a minimum of 10 feet apart for each student/parent pair.

The sanitized Chromebook will already have been placed on the student's table with the student folder and parent registration folder.

The pens used to complete the registration folder will remain with the student.
 Collected registration folders will be placed in an envelope.
 After exiting the classroom, staff will use the sanitizer and towels to wipe contact areas: table, chairs, and interior door handles.*
 If a student does not need the Chromebook, it will be sanitized before used again.
 This practice will continue for all on-site or in-person instruction. Should additional measures be required due to changes in the EDCOE Return to Worksite Plan Guidance, procedures will be amended accordingly.

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

Description	Total Funds	Contributing
Provide sufficient PPE equipment and supplies for students and staff to ensure a safe learning environment during in-person instruction	\$7,200.00	Yes
Purchase and Utilization of a Hypochlorous Acid Machine to sanitize work stations, classrooms, and restrooms	\$23,454.00	Yes
Purchase of Plexiglas barriers to provide safe conditions for students and staff	\$5,000.00	Yes
Increase custodial cleaning and sanitizing of rest rooms, high-touch surfaces, and classrooms	\$15,000.00	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.]

CCA/CUPrep: All courses will be taught in a twice-weekly format where students remotely attend zoom lessons via the LMS, Canvas. Recording of these sessions are posted in Canvas for students to access asynchronously. Upon re-entry, the courses will resume in-person, but for those who cannot attend or choose to remain in the distance learning format, the classes will be recorded and posted in Canvas. Supplemental activities to those lessons are posted in the LMS for students to complete on non-classroom days as is normal business for CCA and CUPrep.

CCP - Prior to Distance Learning Orientation, administration prepared a graduation plan for each student based on credits earned and credits needed. Student schedules have been created based on student graduation and/or learning goals. Specific consideration is given for students who are designated EL or have IEPs. Any student who needs additional scaffolding and support in ELA or Math has been scheduled into an additional standards based support class.

To ensure all students received appropriate assistance, teachers met with each student and a parent for Distance Learning Orientation for one hour.

All teachers present a common lesson in order to have consistent messaging. If a student has an IEP, the Special Education teacher as well as the general education teacher is present. If the student receives ERMHS, the Mental Health Clinician makes contact with the family at the same time.

All teachers have office hours equal to a school day.

Teachers are available a minimum of two days, on campus, per week, to assist (by appointment 1:1) a struggling student, an IEP student, an EL student, homeless, and foster student.

All teachers also have a minimum of two hours per day via ZOOM. ZOOM links are on the stream in every Google Classroom.

All teachers will use Google Classroom, ZOOM, SeeSaw, Screencastify, Flocabulary, and Google Classroom Meet. If DL appears to extend beyond the anticipated period, we will research more interactive applications.

All coursework is standards based and on track to meet benchmark criteria.

Some subject teachers have collaborated on the following: practice assignments, assessments, and pacing. Some subject teachers will assess student achievement by sharing and comparing data. Two professional development dates per month are scheduled in order to continue to calibrate coursework and identify learning gaps.

All teachers will use a common grading criteria, equitable student workload, and assignment due dates. Student projects can take no more than 90 minutes per week for a student to complete.

Administration has been added to every class as a teacher and a student in order to observe and evaluate student progress and teacher effectiveness.

Teachers will post grades every Friday by 5:00pm.

All students may retake assessments for grade improvement up to the grading period.

At College and Career Prep, the curriculum and instructional resources utilized in distance learning will also be utilized for in-person instruction. In-person instruction may include any of the following: ZOOM/teleteaching, 1:1 academic intervention, hybrid cohort, hybrid integrated, or typical school year model. Instructional continuity will be maintained by utilizing and expanding the learning platform, professional development for instructors regarding the learning platform, and a continued cycle of inquiry regarding student learning and engagement.

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.]

School staff reached out to each family enrolled in their programs via phone to arrange an in person appointment prior to the start of the school year. During the phone call, and again in the meeting, they discussed access to technology with the families.

The plan for ensuring access to devices and connectivity began during the spring of 2020 with tracking the number of students who needed to check out chromebooks. During outreach in the summer, additional information was gathered about the needs students would have in the fall of 2020 if distance learning continued. There were 100 Verizon hotspots ordered to meet the needs of students who had unreliable access to internet service in their home and additional chromebooks were inventoried and updated to check out to students in order for them to have one-to-one access in the home if there were multiple children from the same family.

There were 100 T-Mobile hotspots ordered to meet the needs of students who had unreliable access to internet service in their home and additional chromebooks were inventoried and updated to check out to students in order for them to have one-to-one access in the home if there were multiple children from the same family.

During the school closure in the 2019-20 school year there were some families that did not have access to reliable internet services. During that time, students were provided with access to books, curriculum, and materials, as well as assignments from the curriculum and materials to complete. Families were able to communicate with teachers using other means such as phone class and check-ins when returning their work to the school site. T-Mobile hotspots were ordered to increase connectivity and all schools, libraries, and other community buildings set up public WiFi hotspots so students could access the internet close to their homes.

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.]

CCA and CUPrep are independent study programs using a hybrid model where students attend classes twice weekly and complete assignments daily. Work is turned in to the teachers in person or electronically through the Canvas LMS. During distance learning all work is turned in electronically. Student progress is tracked by work completed. Daily work logs are kept. Assignments are recorded in Canvas.

Master Agreements and Course Contracts are retained according to independent study regulations. Audits are conducted annually. There is no change in Attendance (ADA) accounting during distance only learning from other school years. Contact with parents and students will occur during twice weekly zoom lessons and bi-weekly personal phone contact.

At CCP asynchronous assignments and student participation and progress will be tracked utilizing the following:

All teachers post student progress every Friday by 5:00pm.

Administration examines data utilizing Aeries (student information system) for assignment completion, student progress, and student engagement. This information populates an internal tracking document which includes all students, the number of classes they have, the progress in each class and the level of intervention, if any, is needed.

Administration has been added to every class as a teacher and a student.

Tier I interventions by the teacher involve phone calls, emails, and outreach to parents.

Tier I intervention may also involve a 1:1 in-person support by the general education and/or special education teacher.

Tier II interventions by administration and program lead involve phone calls to parents, students, and may also involve home visits.

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.]

CCA and CUP-During the Spring 2020 semester, staff at CCA and CUPrep conducted two live, in person sessions to learn how to implement screen casting and recording of instructional content and how to embed these into our LMS. Teachers attended two sessions in the late spring to transition to the Canvas LMS. Staff attend two days in service prior to school to learn how to create and record Zoom lessons and prepare their Canvas classes for distance learning. Every two weeks during the fall semester, staff will attend in-service sessions to build their technical expertise in Canvas and using technology to enhance student learning and social-emotional outcomes

CCP-From March 2020 through June 2020 College and Career Prep staff met twice per month regarding the distance learning including the continued development of common applications every teacher will use in the 2020-2021 school year using the Google Classroom platform as the MLS.

The MLS, common supporting applications, and calibrated student expectations were finalized in June 2020. At CCP, the staff is prepared for multiple learning scenarios.

In August 2020, teachers developed a common message for students which was presented at the Distance Learning Orientation. Parents also attended the orientation. During the orientation, students signed in to all of their classes, received a copy of their transcript, graduation plan, class schedule, login and password, chromebook (if needed), hotspot (if needed), contact information for all staff, and materials necessary to successfully complete assignments.

Staff Roles and Responsibilities

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

Teaching staff have had to develop a high level of competency working with technology to deliver academic content and monitor student outcomes. Teachers have expanded their repertoire of curriculum delivery methods while also individualizing feedback remotely to include phone calls, zoom, text and email systems.

Staff have developed academic support teams and associated responsibilities to help identify struggling students and provide services or referrals for services.

Office staff have needed to enhance their skills to include collection and distribution of information that uses technology as well as using LMS and SIS software at a much higher level.

Priority for tasks to be done on site and off site have been identified and personnel have been identified to perform those duties.

Custodial staff will have modified schedules to perform sanitizing during the school year when students are on campus.

The Mental Health Clinician is providing and coordinating mental health supports for students via Zoom and phone calls during distance learning.

Additional support staff at CCP are being utilized to reach out to students and families to increase communication and connection during distance learning.

Special education staff have modified their services to ensure student support either in person or in an on-line setting as appropriate.

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.]

CCA and CUP- CCA provides educational services to girls at Summitview's Agape House. During the school closure period, the house is locked down and outside visitors are not allowed on site. The students will continue with daily support at the home, provided by Agape house staff. CCA staff will provide weekly supervision and contact via Zoom meetings. Special Education services will continue to work with Summitview and CCA staff to provide Special Ed Services remotely.

Since CCA and CUPrep are independent study programs, services to EL learners, foster Care, homeless students, will continue as we have always served. We maintain regular contact with parents and students via phone and have grade level teams review student progress and identify students who need additional support.

CCP:- Currently has six students identified as English Learners. During Distance Learning Orientation, interpreters were provided if needed for the parents. If students are not completing work, an interpreter, working with administration, contacts the family. Currently, our students with exceptional needs are in general education (virtual) classrooms and are also assisted by full time special education teachers. Students needing ERMHS are contacted by the school Mental Health Clinician according to the IEP guidelines. Special education teachers are added as a co-teacher to the virtual classroom so they may assist with student work. Students qualified as foster or homeless are supported by several layers: teacher, administration, outside county agencies, mental health coach, site program lead. For all students with unique needs, our internal tracking and SIS provides weekly updates on attendance, achievement, and engagement.

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

Description	Total Funds	Contributing
Professional Development for staff to increase skills in on line learning setting	\$10,000	Yes
Provide Chromebooks for students in order to access the on line learning platform and software	\$44,153.00	Yes
Verizon hot spots for WiFi access for students	\$5,000.00	Yes
Zoom subscriptions for instructors	\$1,500.00	
On line learning software and platforms	\$25,000.00	

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.]

CCA and CUP - CCA and CUP offer hybrid models of instruction and were able to maintain a high level of instructional integrity during the spring of 2020. Student progress was monitored during the spring through assignments and curriculum based assessments. All students who are currently enrolled in CCA and CUP programs have been placed in the appropriate courses based on current transcripts and prior year course completion.

Instructional delivery at CCA and CUPrep consists of twice weekly zoom lessons which are recorded and posted in the students' Canvas course. Within the course, assignments, supplemental instructional videos, curriculum content, and assessments are embedded in the Canvas LMS. All students are monitored within each course by the teacher and each student is monitored overall by a supervising teacher who meets virtually with the student and parents at least once every two weeks.

CCP - Continued to offer coursework for all students during the spring of 2020. Student progress was monitored during the spring through assignments and curriculum based assessments. All students who are currently enrolled in CCA and CUP programs have been placed in the appropriate courses based on current transcripts and prior year course completion.

The asynchronous instructional delivery model at CCP includes the following: daily and weekly monitoring of course completion, weekly assessments, daily ZOOM access to every teacher, supplementary videos, online textbooks, KAMI, screencastify, Flocabulary. On a weekly basis, students who are not meeting benchmarks are contacted by the teacher, administrator, caseload manager, or program lead based on the level of intervention needed.

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.]

Students at CCA and CUPrep will be able to earn partial credit for work accomplished each semester. Individual Supervising Teachers create a learning plan for students to make up missing credit through additional work or online curriculum so that students can matriculate to the next level course. All students in CCA and CUPrep were able to make adequate progress during the Spring 2020 semester in order to move to the next level courses or were able to make up work over the summer in Summer School. Students falling behind will have a multi-level intervention including : Identification by individual teacher, SST by grade level committee, intervention and discussion with families, development of action plan for the student, monitoring by committee members and re-adjustments as necessary. Administration will monitor action plans and when students are able to be taken off of assistance lists.

Students and parents/guardians at CCP were provided a graduation plan tutorial during the Distance Learning Orientation. Students will be eligible to complete variable or full credit for work completed each semester. CCP offers credit recovery classes every day for ELA and Math. Students enrolled complete standards based, grade level assignments and assessments in order to successfully complete their graduation plan. For students who work well independently also have an online credit recovery opportunity through Edgenuity. Summer school 2020, although virtual, was very successful. Of the seventeen enrolled students, fifteen earned a minimum of 2.5 credits, thus enabling them to enroll in grade level classes.

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.]

CCA-CUP-Progression towards graduation and earning of credits will be the primary method to measure learning outcomes for CCA students. This will include all students including high risk. Students falling behind will have a multi-level intervention including : Identification by individual teacher, SST by grade level committee, intervention and discussion with families, development of action plan for the student, monitoring by committee members and re-adjustments as necessary. Administration will monitor action plans and when students are able to be taken off of assistance lists.

CCP-The effectiveness of supports utilized to assess learning loss are as follows:

- Successful grade level articulation.
- Student learning goals met for students with exceptional needs.
- On track to graduate status.
- Student/parent/staff survey.
- Need for credit recovery options.
- Grade level assessment data.

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

Description	Total Funds	Contributing
Provide software to ensure access to on line learning platforms and curriculum	\$5,000.00	
Provide additional on line support for students who demonstrate learning loss or who are falling behind due to distance learning	\$10,000.00	

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 school will use professional development time to increase trauma knowledge and skills. Engage staff in professional development about mental health de-stigmatization. Provide routine communication (in-person or virtual) to staff members to encourage self-care, including examples, and examples of wellness (e.g., saying no, accepting oneself and others, and not being at 100% all the time).

During the 2019-20 school year, the school established a process for students to be referred to or self-identify the need for mental health support. The support was provided with an outside agency who provided both group and individual support for both ongoing and crisis situations. Students were able to continue receiving mental health support either by phone or video conference.

For the 2020-21 school year, the school will continue to follow the process established during the previous school year and has hired a Mental Health Clinician to serve as the coordinator of mental health support for students and staff at the school. They will continue to reach out to students who were served last year in small group or one-on-one settings and receive referrals from staff to establish support for students who indicate a need for additional support.

The school will also include mental health and wellness resources on district and school websites and in communications with families (newsletters, emails, texts, robocalls, etc.) and will also conduct routine check-ins using a trauma- and resilience-informed lens.

Pupil 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.]

CCA and CUP-Students falling behind will have a multi-level intervention including : Identification by individual teacher, SST by grade level committee, intervention and discussion with families, development of action plan for the student, monitoring by committee members and re-adjustments as necessary. Administration will monitor action plans and when students are able to be taken off of assistance lists.

CCP- The following are the strategies in place at CCP for tiered engagement for students who are absent from distance learning:

Initial/Tier I: Individual 1:1 Distance Learning Orientation
Teacher contact when the student exhibits a lack of engagement: phone, email, ZOOM.
Weekly monitoring by administration via SIS gradebook summary.
Contact by caseload special education teacher if applicable.
Contact by MHC if a student receives ERMHS as a part of IEP.

Tier II: Teacher and administration outreach: phone, email, ZOOM, 1:1 meeting.
Weekly monitoring by administration via SIS gradebook summary.
Contact by program lead.
Contact by caseload special education teacher if applicable.
Contact by MHC if a student receives ERMHS as a part of IEP.
Administration may contact outside supporting agencies for foster or homeless if cooperative relationships have been established.

Tier III: Any combination of services indicated above. Each student's unique needs will be considered in developing a re-engagement strategy.

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.]

All Programs - During in-person instruction, students will be provided with adequate meals, including those students who are eligible for free and reduced-priced meals in a similar fashion as previous years. Meals are provided by the El Dorado County Food Services Department in compliance with federal guidelines.

During distance learning, families will receive an entire week's worth of lunches once per week. Parents will come to the school site one day per week to pick up their lunch packs which will include both perishable and nonperishable items provided by the El Dorado County Food Services Department in compliance with federal guidelines.

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

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Mental Health Clinician	\$138,894.00	Yes
Mental Health and Social and Emotional Well-Being	Mental Health Coach	\$58,764.00	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
10.13%	\$488,176.00

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.]

CCHSA will address learning loss specifically with foster youth, English Learners and low-income students by enhancing efforts to provide the continuation of intensive instruction and supports into the school year as described in the Pupil and Family Engagement and Pupil Learning Loss Strategies Sections.

CCHSA will provide additional academic supports for students through increasing access to technology and devices to support connectivity for distance learning, hybrid, and in-person instruction.

CCHSA will provide integrated pupil supports to address barriers to learning in the following areas: mental health services, professional development opportunities to assist teachers in supporting high needs students in a distance learning context, and access to school meal programs for students.

CCHSA will work with EDCOE staff to provide conditions for students and staff to work safely on campus in individual and small groups for intervention, academic support, and mental health services.

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

Services for foster youth, English Learners, and low-income students are being increased and improved through the increased mental health supports of the Mental Health Clinician and through the use of technology supports for students with difficulty accessing the internet. Additional services include providing professional development and support for instructors to provide high-quality distance learning and software subscriptions in order for students to access the curriculum in an on line setting.