

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 Colusa County Office of Education (CCOE) provides educational services to students TK-Adult. While the ages and grade levels may vary, the guiding principle is to provide a quality educational experience for all students. On March 18, 2020, CCOE programs were shut down to address the COVID-19 emergency. The CCOE Website was immediately updated with links for students and families in English and Spanish to obtain enrichment activities, information regarding the pandemic, as well as safety guidelines. In order to inform parents, we also made phone calls and posted announcements through social media. In addition to providing interpreting & translation services, the CCOE staff provided telephone support to parents, students and staff with questions related to the use of and access to technology. While our different schools began to initiate processes to transition to distance learning, the common thread was the impact of COVID-19 on our small county office. All students returned virtually to school with a higher degree of learning loss. The summer slide further widened and added to the lower achievement rates and a greater gap between our higher and lower achieving students than prior years. The wider range of learning needs coupled with lack of in person learning creates a greater challenge for alternative education, special education, and children services. Staff is tasked with creating an expedited individualized learning plan for every student that includes differentiated instruction based on a broader range of educational needs. The lack of explicit face-to-face instruction from teachers has further regressed student learning and engagement. Teachers are making every attempt to adapt content to deliver on an online platform while parents juggle work (if fortunate to be employed), childcare, lack of connectivity in remote areas, while providing instruction for the first time ever. Some students are struggling with isolation, are afraid of contamination, have food insecurities, and the loss of a routine that may further add to their anxiety. Absenteeism and lack of engagement have been expounded due to COVID-19. Although not impossible, it will be a challenge to provide the same level of in classroom instruction for our expelled, special education, and preschool students through virtual instruction as COVID-19 is making a negative impact on our small and rural communities.

Stakeholder Engagement

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

CCOE Programs solicited stakeholder feedback in means that were most productive for departments. The alternative education program located at CCOE, S. William Abel Academy (SWAA), initiated stakeholder feedback in various formats and at different times. The first effort to solicit feedback occurred in May 2020 after the pandemic hit and school was in its final weeks. The survey given to parents was to determine the effectiveness of how the school transitioned to Distance Learning and how those efforts could have been more seamless. In addition, trying to understand the effects that COVID had on our families, their reactions and needed adjustments were also part of the survey's purpose. The survey was provided in both English and Spanish. Surveys were distributed during weekly meal delivery but only a small portion were returned. To gather more input from parents and other stakeholders, a survey was given to each parent and student at registration/intake meetings in August. At this meeting, many surveys were completed, and the information was used to guide distance learning efforts. Daily check in with students and scheduled Individualized Learning Plan (ILP) meetings every six weeks will also provide an opportunity for stakeholder engagement. Students have a scheduled monthly virtual Stakeholder Meeting beginning on September 17th, that allows students the platform to share concern and ideas on how to improve the educational services at SWAA. Bi-weekly meal deliveries provide the opportunity for students and parents to share concerns regarding school and needs for students. In addition, a survey was emailed to stakeholders to garner feedback from partnering agencies and others instrumental in guiding the alternative education program. This LCP draft plan was provided to the teacher, principal, administrator, and other school personnel to review and make recommendations.

Due to the small population of students (7) at SWAA there is no existing ELPAC and we do not receive Title III Funding. Pre-COVID, we were in the process of securing a School Site Council to represent our parent advisory committee. Since COVID-19 the PAC is on hold and thereby this draft plan was provided to each parent and student on 09/02/20 in their native language (English and Spanish) to solicit feedback on the plan. The county superintendent will respond in writing to any comments received. This draft plan will also be posted on CCOE's website on 09/02/20 and will be presented to the Colusa County Board of Education on 09/09/20. The final plan is scheduled to be adopted by the CCOE Board on 09/14/20.

Special Education solicited feedback from stakeholders including the classified and certificated bargaining units through various methods. Surveys were sent out to better understand the needs of each family regarding connectivity, devices, desired schedule that worked for their family, and address any other concerns. Staff then made check-in phone calls to engage families and students. A distance learning plan was developed for each student that the IEP agreed upon, outlining how service would be delivered and goals addressed. Staff check-in with families ongoing to ensure that their needs are being met.

Children's Services solicited feedback through communication with parents via telephone conversations, emails, website postings, and conducted home visits to families of enrolled children's homes to determine the best way to maintain continued communication. Daily check ins involved meeting parents at school meal distribution "drive through" to obtain additional items such as learning materials, diapers and wipes, and available resources needed by the family.

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

S. William Abel Academy Stakeholders are provided information regarding public meetings and events through our Monthly Newsletters as well as reports to the Colusa County Board of Education. Per Governor Newsom's Executive Order N-29-20, all meetings subject to the Brown Act were held digitally in accordance with CCOE Board Policy. Board meeting and access information are provided to the public on the www.ccoe.net website. Both options allow for participation in public hearings. Special Education provided information to stakeholder regarding public meetings and events through staff communication, postings on social media and CCOE website, and posting in the Special

Education office. Children's Services stakeholders are provided monthly information through the Policy Council, which is comprised of community representatives including elected parent representatives. Parent feedback was also obtained through phone conversations and ongoing communication during daily meal distributions. Our Colusa County Superintendent of Schools provided updates through podcasts and videos to keep the community engaged and corresponded with local Public Health Department for current directives.

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

Feedback from the Stakeholder survey for alternative education included preference for instruction delivery methods; methods of contact; challenges faced due to distance learning; device and connectivity challenges, schedules, how to promote parental participation; and the meal program provided. Stakeholder feedback for Special Education include the preferences for schedule, amount of live learning, connectivity and device concerns, distance learning plan input, re-opening documents suggestions.

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

Input from stakeholder for S. William Abel Academy has provided direction in ways to communicate with parents and students. Most feel that in-person meetings are still the most effective way to communicate therefore intake meetings were conducted prior to the beginning of the school year using appropriate safety protocols. In addition, all respondents preferred in class instruction versus distance learning. As soon as Colusa County can return to in person instruction, schools at CCOE will open. Students preferred having their one-on-one time in the morning with the teacher between the hours of 8:30-10:00 AM and the schedule was developed to accommodate preferences. Parents rated the lunch delivery system extremely effective, while students rated it moderately effective. Student Stakeholder Meetings will provide direction in how to improve instruction as well as the meal program. Parents unanimously reported that home visits were the primary motivators to support student academic outcomes as students are visited twice weekly. Regarding academic engagement, students and parents described external factors and a dislike for 100% Distance Learning as the primary reasons for lack of engagement in previous distance learning.

Since all students were provided a device for online learning before the end of the school year, no concerns were voiced from parents or students. Due to the lack of available hot spots some students have recently been able to access online curriculum programs. In the interim, these students were provided paper/pencil packets to be completed and submitted weekly.

Listening to parents' concerns regarding the social-emotional wellbeing of their children at the beginning of the pandemic situation prompted SWAA to immediately deploy and make available our licensed family mental health therapist for students and parents. The therapist was and still is readily available for all students and reaches out weekly to check in with students and parents. Student's and parent's desire to return to school in a hybrid program has prompted administration to develop a re-opening plan for when in class instruction can begin.

The influence from stakeholder input affected Special Education's distance learning schedule, the need for devices and hot spots, amount of live learning that would occur, and meal delivery. Stakeholder input was also taken into consideration when developing the re-opening plan for when traditional school can begin.

Children's Services received feedback and full-day full-year preschool programs are currently open and in operation through in-classroom instruction for children to meet the needs of working families. Preschool group size of no more than ten children are present at one time to maintain learning continuity. Part day preschool sessions will follow local elementary school districts requirements and local and state

requirements as we transition into traditional classroom learning. Preschool instruction for part-day programs will be implemented through virtual learning opportunities until returning to classroom settings.

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.]

S. William Abel Academy realizes the need for in-person instruction for its At-Promise Youth it serves, but since Colusa County remains on California’s monitoring list, this method of delivery is currently unavailable due to Governor Newsom’s order dated July 17, 2020 that schools may not open if they are located in counties that are on California’s Covid-19 Monitoring list. Recognizing that in person instruction would be most beneficial, SWAA will continue to operate a distance learning program to serve student’s academic and social-emotional needs until it is safe to return to in person instruction.

Special Education is working in collaboration with Colusa County Public Health to create a process that would be safe for students to come to CCOE campus to receive services. The students enrolled in CCOE programs are considered high needs and once approval is given for in-person instruction, Special Education will provide service to student in-person when appropriate. Through staff check-ins, if students are deemed to be in crisis, the staff will meet to determine if in-person visits are needed. Students current levels are being monitored by staff and measured with levels prior to school closure to gauge learning loss. This is done by work completion and NWEA assessment results. Each student completes a standardized assessment through NWEA to get a baseline of levels, which occurred in the Spring of 2020. The NWEA will be given upon return to school to determine the exact learning loss. The gaps of learning loss are being documented and when given authorization for in-person instruction, staff will address the learning loss gaps through intensive interventions. The IEP team will determine if goals need to be adjusted to account for the learning loss that occurred. IEP meeting will be held when needed to adjust each student individualized plan.

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

Description	Total Funds	Contributing
This space intentionally left blank due to the LEA not offering in-person instruction.	N/A	N

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.]

All schools at CCOE are devising systems to create continuity of instruction for their students. While the systems may look different, the end goal is to ensure that pupils have full access to curriculum regardless of method of delivery. For S. William Abel, current instruction is accomplished through online curriculum; daily dedicated time individually with the teacher; morning check-ins and afternoon exit tickets. SWAA realized that to be able to create a successful Individualized Learning Plan for each student, it was necessary to begin the year with diagnostic testing to determine student's strengths and weaknesses. These tests in Reading, Language Arts, English Language Development, and Math help determine the essential areas in which students need support. In addition, it helped chart a path for skill building and to mitigate learning loss. Individualized Learning Plans were completed at meetings with parents, students, and the school team prior to the start of school for all students. Individualized Learning Plan meetings are held every six weeks to review progress and academic goals with students and parents. School calendars were provided to students and parents depicting grading periods and parent teacher conferences. Teacher communication with students and parents will provide monitoring of student grades and credits. S. William Abel Academy uses platforms such as Google Classroom and Zoom to provide continuity of instruction for all students. Edmentum Courseware provides instruction in core classes for all students while textbooks are provided in other areas. Students request various methods of instruction to mitigate lack of motivation. All classes are made available to students, but meetings with parents and students determine necessary requirements and course focus. Intake meetings and follow up ILP meetings dictate the student's trajectory. Each student is created an individualized schedule to ensure access to rigorous courses and the schedule includes 180 minutes of daily instruction. Exact Path, an online platform, is used to build skills in student deficiency areas. When the school transitions to in person instruction these same curriculum models will be utilized. Students participating in Independent Study follow the same curriculum models as those participating in Distance Learning with weekly check ins rather than daily. Since SWAA maintains only one full time teacher on staff, the transition from distance learning to a hybrid program will be a seamless transition. The Licensed Marriage/Family Therapist (LMFT), employed by SWAA, is also a licensed academic counselor. She reviews student transcripts and provides case management for each student. This includes one-on-one support, home visits or any other necessary resources.

Special Education has transitioned the adopted curriculum to a digital platform so that it can easily be delivered in either setting. Nearpod, NWEA, Unique, Google Classroom and Zoom are being utilized to ensure that the quality of content remains the same from classroom to distance learning. Special Education implemented Unique, NWEA, and Google Classroom throughout 2019-2020 school year, so students are familiar with the platforms and can access the content when delivered in these methods. The content and curriculum have remained the same and can be delivered in either format.

Distance learning instruction for Children's Services part-day preschool programs will include a virtual classroom model with important aspects from classroom curriculum and will be modified. Instruction delivery methods include both virtual and hands on learning opportunities to ensure an individualized approach for varying learners. Educators will utilize theme studies from current research-based

curriculum that includes a focus question of the day and learning experiences to strengthen creativity, confidence, and critical thinking opportunities. Footsteps2Brilliance and Clever Kids University are part of virtual instruction and provides interactive eBooks that can easily toggle between both English and Spanish languages and promote pre-reading skills such as letter recognition, writing, and phonemic awareness. These electronic applications integrate with current preschool curriculum and promotes language and literacy, mathematics development, scientific reasoning, social and emotional development, approaches to learning, and physical and perceptual development that prepares children for kindergarten readiness. Educators plan weekly lesson plans and distribute hands on learning materials that support activities to the homes of each child. Learning kits that are delivered to the child's home include books, art materials, counting objects, and manipulatives that support planned learning objectives. Teachers will have access to comprehensive library of books and a library of videos that provide unlimited resources. Recorded instruction and lessons will allow children and parents to view together and build upon establishing family engagement and partnerships. Full day programs will continue with children's regular classroom attendance and will phase into increasing the number of children in attendance to full capacity once safe to do so and is recommended by our local public health officials. As we plan for absenteeism amongst classroom employees, part-day Assistant Teachers provide classroom support to full-day centers to ensure ongoing instruction and to meet increased sanitation requirements. Current data systems such as Child Plus and Learning Genie supports family engagement and virtual and in classroom learning. Children's Services will meet the significant learning loss identified in children ages 0-5 years through the focus of a consistent routine and daily learning activities that promotes academic and social emotional learning. A plan for completing child assessments and collection of data will be based on parent and teacher observations and type of instruction provided. Smaller group sizes support individual needs of children and provide more one on one opportunities for positive teacher-child interactions. Full day programs where children are in attendance will continue to identify strengths and areas for growth through formative child assessments and informed instructional practices. Individualized Learning Plans prepared for each child will identify focus areas for development and identify progression.

Support from CCOE's Technology Services Department has created a Google Tenant to support LMS standards to allow Teachers to interact with students through Google Classroom and to communicate through Gmail with students. The CCOE Technology Department has worked to secure and ensure Child Internet Protection Act (CIPA) compliance to all student devices to help facilitate distance learning for our students Monitor usage of LMS to determine if certain content areas or grade levels may need additional support or resources.

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.]

Connectivity issues is the primary focus of the CCOE Technology Department as it pertains to distance learning. Without connectivity students cannot participate in distance learning adequately. Colusa County is very rural. ISP services inside Colusa County often stop at the edge of the cities, limiting access to families outside of those ranges. Compounding the issue, due to low return on investment in our small communities, LTE carriers only provide coverage to major interstates and highways in our community. Families that live further out in the farmlands cannot utilize these services.

To help provide students that are currently unable to leverage any connectivity, CCOE is leading a consortium consisting of the Colusa County Office of Education, Colusa Unified School District, Maxwell Unified School District, Pierce Joint Unified School District, and Williams

Unified School District to build an LTE network that we are calling the “Colusa County EduNet” to resolve these issues. We have partnered with T-Mobile to leverage underutilized LTE spectrum in our county to deploy the EduNet. We have also partnered with the cities in our communities to place our LTE radios and antennas on the water towers to broadcast our LTE signal throughout the community. This will allow CCOE to extend our network to the homes of the students safely and securely. Students near our signal will receive it on their district provided LTE Router and convert it to Wi-Fi to work with their county or district provided device.

The EduNet will provide access from 4 to 7 miles outside of the larger cities in the Colusa County valley. We expect this to reach up to 90 percent of our students. Some of the families in our county cannot afford the price to have internet at home. The EduNet would help provide these students safe and secure CIPA compliant internet access. The cost of the EduNet is substantially less than the cost of “out of the box” vendor solutions with greater coverage.

To ensure equitable access, the CCOE Technology Department is mapping students that do not have connectivity on a Google Map. From there, the technology department assesses each student's best solution ranging from either Comcast or Frontier if they live in the city limits and have adequate access to hotspot or the Colusa County EduNet depending on which best suits their needs. Once the student is online the CCOE Technology Department works with other departments to ensure that the students has the resources necessary to conduct distance learning.

To resolve any connectivity or device issues, the CCOE Technology Department has a helpdesk system that all departments leverage. When the need arises, the CCOE Technology Department works to address the situation to ensure that issues are resolved. This immediate call to action helps eliminate any issues that would result in a loss of distance learning. In addition, Board Policy has been created as it relates to distance learning.

Devices are chosen based on specific needs of the children and resources available. Special Education students may require specialized equipment to help provide an adequate learning experience whereas other departments may choose a standard laptop to achieve 1:1 for student to device deployment. Schools at CCOE approached access to devices according to what was the best method to meet the needs of their students.

S. William Abel Academy has provided all students devices and connectivity for the previous and current school year so that students can participate in online curriculum and digital platforms. Device issues and trouble-shooting support is provided by SWAA staff to students on as needed basis. The teacher is also provided support to ensure distance learning and communication with students is readily available.

Through a technology survey delivered to Special Education families, it was determined who needed assistance with connectivity and hot spots have been ordered for the families that need assistance. Devices were delivered to each student in the Spring of 2020. Kits and other materials were delivered to student's homes to assist with learning.

Children's Services purchased electronic devices such as tablets and headphones for all preschool programs. CCOE has been awarded an Innovative Approaches to Literacy Grant from the U.S. Department of Education that allowed the purchase of over 300 child tablets that will be sent to the home of each 2-5 year old child and family to provide greater access to digital literacy. Utilizing technology in the child's home will provide families with greater access to educational programs, e-books, and interactive learning activities that promote distance learning. In addition, several books are sent home with each child to build their home libraries.

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.]

Assessment methods to determine pupil progress are created by each school and implemented to meet the needs of their students in accordance with Senate Bill 98. S. William Abel Academy students receive daily contact with certificated staff three times during the school day. The morning check in frames the student's schedule for the day and provides an opportunity for early intervention for those not present. Simultaneously, the teacher alerts office staff of students' absences and follow up phone calls to student and parent begin immediately. The check ins are done through Zoom teleconferencing software and Google classroom. The teacher assigns coursework through Google Classroom, Edmentum, and Exact Path, which provides student progress, course completion, and verifies student participation. Asynchronous work assigned is either placed in student work folders distributed weekly during meal delivery or uploaded to Google Classroom. This work is assigned time-to-value credit. Synchronous and asynchronous methods are used to ensure that a student completes 180 minutes of instruction. A daily participation and attendance log designating activities completed, check ins and meetings are compiled by the teacher and given to the administration to ensure that students are engaged and participating in daily activities. This attendance/activity log also helps identify students who are at-risk of learning loss.

For Special Education, the distance learning plan that are connected to each student's IEP, will guide staff to use work completion and assessment to monitor goal progress. The distance learning schedule that was developed with stakeholder input, has live and synchronous instructional minutes embedded. Each morning starts with live learning and check-ins to outline the activities for the day. Attendance is taken each day and a percentage of work completion is documented. The completion of work and activities is documented to measure baseline and goal progress. If students are not making progress, then a meeting is held to alter the distance learning plan. The two Special Education programs in Coastal Buttes are using the same methods to ensure consistency. The time value of assignments has been adjusted to fit the current distance learning schedule and monitored by staff. Staff gage student completion and determine if less or more work needs to be assigned. Also, staff have assigned activities that can be completed asynchronous at students preferred times.

Children Services' Teachers are assigned a list of enrolled children and begin with an Orientation with parents to discuss the importance of regular and positive attendance. Teachers monitor and track attendance on daily attendance sheets. Teachers in part-day classrooms that provide virtual learning will correspond with parents weekly through email, interact through Learning Parent Engagement application, and telephone conversations. Teachers encourage families to develop meaningful home learning environments and utilize materials sent home to family. Parents are encouraged to share photos of their child's work. Ongoing and responsive communication will improve each child's outcomes.

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.]

S. William Abel Academy staff is offered professional development in distance learning and online programs utilized. Administration participated in The Distance Learning Playbook webinar and has access to resources to support the distance learning program. The teacher has been provided multiple professional development opportunities to ensure success in distance learning and delivering rigorous content

through Edmentum and Exact Path. Consistent weekly check-ins between administration and teacher result in discussions in improving processes and curriculum for students. Tech support is provided for teacher and staff as needed through the county office of education.

In Special Education, staff has been provided Nearpod, Unique, Sondag Intervention, and google classroom training. Staff meetings are scheduled monthly to determine any new staff needs that need to be addressed.

Children's Services approaches professional development needs by providing monthly professional development opportunities for teachers with weekly check-ins to ensure continuity of instruction in between school sites. Teachers receive daily pre-scheduled planning time and meet monthly for peer to peer collaboration opportunities. In addition, a training plan is created that consists of monthly professional development trainings on a variety of educational topics focused on program goals and increased quality. Topics for trainings include health and safety protocols, monitoring, classroom modifications, environments and interactions, lesson planning and individualization, and program procedures. Trauma informed practices is one training topic that staff received due to the affects the pandemic has had on families.

Staff Roles and Responsibilities

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

S. William Abel Academy staff had anticipated the need to implement distance learning before COVID-19 occurred as it was discussing offering a hybrid program. Because of COVID-19, it forced administration to create the distance learning program that would be put in place during and after the pandemic. Distance learning has not created any additional roles as providing instruction is key regardless which platform is utilized. The administration will continue to monitor student progress and attendance just as it has in the past. Student to staff ratio is not a problem due to small class sizes.

In Special Education, staff have transitioned well to distance learning during school closures. Due to the small size of our programs, student to staff ratio is also not an issue. Staff are able to keep their current job duties working remotely and any training request by staff are immediately provided. Each student has a comprehensive IEP and their services are being met through the agreed upon distance learning plan. Staff negotiations took place on August 18, 2020 to review safety precautions, telecommuting guidelines, safety precautions and to gather input on roles and responsibilities.

The role of Children's Services staff is to remain flexible to meet the changing needs of families and to best meet the needs of the program. Employees from classrooms where virtual learning is the current option, are utilized to support full-day classrooms where children are in session. During the pandemic, many employees have requested temporary leaves therefore, leaving positions unfilled. Staffing patterns are subject to change to meet necessary changes and to fill vacant positions. In-service training provided safety protocols for reopening and included guidance from health officials to ensure transparent communication. Consistent staffing patterns and continuity helps young children develop safe and trusting relationships with adults and lesson the spread of Covid-19. However, maintaining consistent staffing patterns has been extremely difficult. In addition, there are staff that that will not adjust their work schedules because of home commitments which places additional pressures on other employees. A significant number of employees resigned from their positions because they were

afraid of being exposed in the classrooms which increased our number of vacant positions. Employees received a list of vacant positions with an opportunity to request a transfer to another location to support staff.

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.]

Each school’s demographics may vary so each school approaches support to students by meeting the individual needs of its students. S. William Abel’s cohort of seven students, that represents English Learners, pupils with exceptional needs across the full continuum of placements, pupils in foster care, pupils who are experiencing homelessness, migrant, and Socio Economically disadvantaged students. Since all categories are represented, services apply to all students. S. William Abel Academy students are provided supports both virtually and during bi-weekly meal deliveries. These supports are provided in areas of academics as well as social emotional. The daily check-ins with the teacher are the primary method of support. Next, dedicated individual class time daily with the teacher also provides supports to all students. The LMFT/academic counselor provides check in and provides home visits when the situation warrants such. S. William Abel works closely with the CCOE Prevention Services Team which is housed on campus and is readily available to provide support. Trusted relationships built with Behavioral Health and other county agencies allow resources to be provided to students.

In Special Education each student has an IEP and a distance learning plan. These documents guide the services that are delivered to each student. If an area of concern arises, the IEP team meets to determine if assessment and additional services are needed. Staff monitor student progress in all areas of services through baseline testing and therapy logs. This assures staff that they are addressing every area of needs and monitoring progress through student goals.

Children’s Services employees take an individualized approach with each child and family at the beginning of enrollment that identifies all unique needs. Employees conduct an assessment and refer each family to necessary and available resources. Developmental assessments and screenings are conducted with each child’s family to identify the child’s strengths and areas that need more focus. An Individualized Learning Plan will support the child’s learning and opportunities and will be monitored by staff. A Special Needs Coordinator, Family Engagement Coordinator, Health Specialist, and members of our Leadership Team are available to support the needs of all children and participate in monthly case management when a special need may arise.

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

Description	Total Funds	Contributing
Student technology acquisition including hot spots and internet access for all students.	\$5,052.00	Y
Professional development provided for staff to Distance Learning Programs.	\$898.00	Yes

Description	Total Funds	Contributing
Staff technology acquisition including webcams, professional Zoom accounts and headsets with built in microphones to ensure staff's ability to host online learning spaces	\$895.00	Yes
Increased transportation costs due to meal delivery and schoolwork drop off and pick up.	\$553.00	Yes
Student incentives for assistance and participation in distance learning.	\$1,539.00	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.]

All schools have plans to address pupil learning loss. S. William Abel acknowledges that there was a learning gap and learning loss from the summer slide from 2019-20. To determine the amount of loss and to be able to create a successful Individualized Learning Plan for each student, it was necessary to begin the year with diagnostic testing to determine student's strengths and weaknesses. These tests in Reading, Language Arts, and Math in Exact Path help determine the essential areas in which students need support. Moreover, Exact Path provides recommendations in charting a path for skill building and to mitigate learning loss. Individualized learning plans were developed at meetings with parents, students, and staff prior to the start of school for all students. Individualized Learning Plan meetings will be held every six weeks to review progress and academic goals with students and parents. English Language Learners will be assessed in the Spring to determine learning status through the ELPAC.

Special Education will use Goals testing and NWEA assessment results to gauge learning loss. If learning loss has occurred, intensive intervention will be given in the areas of loss. An IEP meeting will be held to discuss the learning loss and goal adjusted. When appropriate, compensatory education will be discussed and offered if appropriate.

Children's Services will utilize developmentally appropriate assessment results to identify progress and areas of need. Individualized curriculum opportunities will provide concentrated focus to improve developmental gains.

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.]

S. William Abel Academy students representing English Learners, Low income, foster youth, pupils with exceptional needs, pupils experiencing homeless, migrant, and Socioeconomically disadvantaged were tested in Reading, Language Arts, Math and English Language Development (integrated and designated) in Exact Path to help determine the essential areas in which students need support. Moreover, Exact Path provides recommendations in charting a path for skill building and to mitigate learning loss. Classroom instruction design will provide multiple opportunities for synchronous learning and asynchronous learning. Daily check-ins and exit tickets with the teacher are just a few of the strategies to determine student's daily progress. Individualized Learning Plans were developed at meetings with parents, students, and staff prior to the start of school for all students. Individualized Learning Plan meetings will be held every six weeks to review progress and academic goals with students and parents. In addition, Foster and homeless youth are supported through case management by the Foster/Homeless program coordinator. Families are connected with agencies and referred to community resources as need are identified. A backpack with school supplies was provide for these students.

Special Education students have specific goals that address areas of need in their IEP. Goal testing, informal assessment, therapy logs, and NWEA standardized assessment will be used to determine baseline levels. These forms of assessment will be delivered daily and NWEA will be given three times in a school year. Goals and services will be adjusted to fit student levels and need.

Children's Services will continue to provide engaging activities that build connections to engage families. Children's Services' focus on instilling a consistent routine and daily educational activities promotes both academic and social emotional learning. Families will receive access to home-based literacy programs available in English and Spanish that will connect to classroom activities that build upon learning. Distribution of quality books to build a child's home library and interest in reading and hands-on learning materials will promote the learning progression in each child. Children's Services also deploys assessments to determine developmental levels.

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.]

S. William Abel Academy will conduct post testing through Exact path to determine the amount of learning loss that was regained. It will also be determined through transcripts and ILP plan reviews at six-week intervals. Daily monitoring of attendance and engagement through Aeries and Google classroom determines additional supports needed as well as rapidly identifying students needing or exceeding the 60% threshold of absences. Home visits and phone calls during extended hours and weekends for difficult to reach students and working parents help to address student needs.

Learning loss in Special Education will be measured through the IEP process of goal monitoring and NWEA assessment results. This monitoring will determine adjustments needed to the student's IEP. Goals and assessment drive the IEP and goals. These have legal timelines to be followed and will be adjusted accordingly to student need.

Children's Services will utilize checkpoints throughout the year and reevaluate the process. The Desired Results systems including the DRDP will be the developmental child screening assessment for programs currently in operation. Collected data will include parent and teacher observations through assessing the child's skills and providing individualized support. Observational data collected will inform curriculum implementation, instruction for children, and professional development opportunities.

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

Description	Total Funds	Contributing
Instructional and data technology driven tools to include Google Classroom and Zoom	\$1,155.00	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.]

CCOE recognizes the importance of supporting mental health and the social emotional well-being of its staff and students. While approaches may vary, the underlying principle to keep students and staff healthy is at the forefront of all schools. S. William Abel Academy supports the emotional and mental well-being through daily contact with the teacher and consistent contact with our LMFT. In addition, staff and student participation in Living Works, a suicide prevention program is also scheduled for the fall. Family wellness checks are provided to families of SWAA Students and referrals are made to the appropriate agencies. Prevention Services personnel also support the social-emotional well-being of students and parents as needed. Staff are provided the ability to participate in social emotional events/webinars and our county wide staff development addresses the need of self-care. CCOE provides flexibility to staff to telecommute when necessary and provides newsletters and information on emotional well-being.

Special Education has an ERMHS clinician and Behavior Specialist on staff. These individuals participate in each program and monitor students. Any need for training or concern by staff on a student, are addressed by these individuals. Trauma Informed Care is utilized in all special education programs and if a student need arises, the IEP will meet to determine is assessment is needed to address an area of concern.

Children’s Services utilizes various methods to support the well-being of young children. The Teaching Pyramid incorporates early childhood behavior support through promoting positive social-emotional development and support for children’s behavior. Staff are trained and utilize Teaching Pyramid tools for classroom management and monitoring practices. Curriculum support includes solving conflicts and regulating emotions. The Early Learning Second Step Program supports concepts such as empathy, problem solving, and emotional management. Staff received extensive training on relationship-based approaches to trauma, healing for support, and social-emotional resilience that are culturally responsive for early educators. A Special Needs Coordinator on staff partners with local Behavioral Health for mental health consultation services for children and families.

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.]

Communication is essential for continued success in all programs at CCOE. Realizing the importance of communication systems, each school designs pupil and family engagement according to the needs of its clients. Some processes for outreach are universal, while others vary. S. William Abel Academy believes the most consistent and reliable method to reach students is by having the teacher check in with students three times per day. For students who did not engage in distance learning during the day, S. William Abel Academy has developed a tiered reengagement strategy plan for pupils who are absent from distance learning. Attendance is documented daily in the attendance program, Aeries and in the Distance Learning Log. In addition, parent letters are sent in English and Spanish when students are not meeting compulsory education requirements and who have missed more than 60% of instructional days during any given week. Intervention strategies, home visits, and follow up conferences with students and parents are scheduled immediately to avoid the risk of learning loss. Due to the small student population, regular communication with parents is common practice.

In Special Education, staff also maintain regular communication with students and families. This is outlined in the students Distance Learning Plan. Each staff member has designated office hours for students and families. Translators are on staff to assist with language barriers. CAC meetings are also scheduled this school year as an arena to allow parents to give feedback. Special Education also has developed a tiered re-engagement strategy to address absent students, which includes calls, emails, letters to families. Like SWAA, attendance is also collected via AERIES for in-person instruction and documented in an attendance log for distance learning. It is taken daily, and re-engagement strategies as used when students are absent. If a student is having difficulties attending, an IEP meeting will be scheduled to see if the plan needs to be altered to promote engagement.

Children's Services maintains communication and attendance strategies with families also. Preschool classrooms that provide virtual learning will engage in virtual bi-weekly classroom instruction and weekly interactions with parents through email, text messages, and/or Learning Genie parent engagement application. A Family Calendar that outlines daily family-oriented learning activities is provided to each family at the beginning of the month and is available in English and Spanish. The calendar will be handed out to parents and emailed for programs offering virtual learning. Activities from the Family Engagement Calendar will be revisited during virtual learning and weekly interactions. Learning Genie provides parenting videos, children's books and activities, and resources and updates directly to a parent's electronic device. Staff problem solve with families and identify barriers to increase active attendance.

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.]

At the onset of COVID-19, meals were provided for all students through our county office of education at two meal sites. Breakfast and lunch were provided at no cost to all school-age children 18 years of age and younger. Addresses for meal locations were provided in the initial letter sent out by administration, as well as the information being posted to the CCOE website and social media posts. Currently, three-day meal supplies are delivered to all SWAA and Special Ed students including those eligible and non-eligible for free and reduced-price meals twice weekly when instructional resources are also provided. These meals are delivered to student's homes on Monday and Wednesdays.

Children’s Services approach is slightly different as it provides individual meals through the Child and Adult Food Program for all children in a classroom setting. Meals are delivered to each classroom. Mealtime procedures include monitoring and identifying that each child receives a meal at time of meal distribution. Meal service distribution is available for each enrolled child.

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

Section	Description	Total Funds	Contributing
N/A	There are no additional actions to include in this section.	N/A	No

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
26.69%	\$53,770

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.]

Colusa County Office of Education is utilizing LCFF supplemental funds to improve student achievement that principally meets the needs of low income, English Learners, and foster youth at the community school. Student academic improvement is provided through research-based curriculum, programs, and services. Due to the small school size, mobile student population, and extremely credit deficient students, LCFF supplemental funds are used schoolwide to increase or improve services for unduplicated pupils in the following manner:

Professional Development

By offering targeted professional learning opportunities to staff in Google Classroom, Zoom, Instruction that is Synchronous & Asynchronous, and social-emotional learning, we are preparing our staff to identify and specifically respond to the unique needs of our unduplicated student populations. By strategically supporting and providing interventions, we believe our students will have the best possible supports to help them better achieve academic success.

Increased Technology Supports:

Looking at the needs of our foster youth, low-income, and English learners, it is clear that the LEA need to close the equity gap presented by students and staff who are unable to connect in a distance learning environment through either limited connectivity or substandard devices has been the biggest challenge! Devices and connectivity have been provided to all students. All students have received a Chromebook and/or Mobile Hotspot. Access to devices and connectivity are essential for learning within the remote teaching environment. By acquiring technology devices and connectivity to meet the needs of students and staff, we are ensuring the infrastructure upon which distance learning is built and gives us the need to respond to the digital learning needs of our foster youth, low income, and English learners which has been an essential priority. While we know these needs may exist across all students, they have been the most pronounced in our unduplicated student populations.

Expanded Supports:

We will be offering social services along with mental health services to all students since we know that our foster youth and socio-economically disadvantaged populations are vulnerable to trauma-inducing environments which will most likely have been exacerbated by the conditions created by COVID-19. Providing these expanded health services will help address the first levels of socio-emotional needs through our LMFT, then further connect students and their families with community-based resources as well as timely higher-level mental health supports should they need them. In addition to these socio-emotional supports for these most vulnerable subgroups, we also provide student incentives to increase engagement.

Transportation & Other Supports:

In order to support our low-income and foster youth families, we have increased our staff transportation to make weekly home visits to all students to deliver meals, homework, conduct wellness check ins, and provide support with technology connectivity issues. In addition, we provided student backpacks with school materials and supplies that can support their academic success. For students who need clothing, shoes, and other personal necessity needs, we take them to our partner Churches who provide for these students such needs.

[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 or improved using the strategies mentioned above and taking into consideration the expenditures incurred to meet the improved service percentage of 26.69%. The services and supports listed above are robust, culturally responsive and leverage the various supplemental resources that we have acquired in technology programs, targeted professional development opportunities and curriculum. Curriculum utilized has imbedded integrated and designated ELD. Any group experiencing difficulties accessing curriculum including English Learners will be provided targeted interventions to ensure they have the necessary support to be successful. Counseling and mental health services are also available for students to ensure social well-being during this pandemic as well as during the regular school year.