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.

<table>
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<tr>
<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
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<tbody>
<tr>
<td>Placer County Office of Education</td>
<td>Susan Connolly Assistant Superintendent</td>
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</tbody>
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General Information

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

Situated in the Sierra Foothills, Placer County Office of Education serves over 75,000 students in 16 school districts across Placer County. In order to serve the students of Placer County, PCOE provides an array of programs and services to meet student needs. This task is accomplished by providing high quality specialized programs for students; recruiting, retaining, and developing highly qualified staff; and monitoring fiscal accountability and expenditures.

This Learning Continuity and Attendance Plan represents three unique school programs operated by PCOE:

Koinonia Community School (Loomis) serves students who are receiving treatment related to substance abuse and currently live in Koinonia Group Homes located in Placer County. Through collaborative efforts with the Placer Children's System of Care (CSOC), Placer County Probation Department and local volunteer organizations, Koinonia Group Homes offers Koinonia Community School students substance-abuse counseling services on and off site. Koinonia Community School provides Common Core Standards based curriculum and instruction to students grades 7-12. Whole group instruction, as well as individualized interventions, are provided to increase academic achievement. Career Technical Education is currently provided. Academic and Career Counseling is provided and a broad course of study is available using a blended model of in-class instruction and on-line coursework. Koinonia Community School typically serves 15-20 students at any one time. However, these students transfer in and out of the program intermittently throughout the school year.

The Tahoe-Truckee Community School (Truckee) is a partnership between the Placer County Office of Education and the Tahoe-Truckee Unified School District. Tahoe-Truckee Community School provides intensive intervention tailored to students' academic and social-emotional needs. Common Core Standards-based curriculum and instruction are provided to students in grades 7-12. Whole group instruction, as well as individualized interventions, facilitate academic, social, and emotional achievement. Tahoe-Truckee Community School has a low teacher-student ratio which enables teachers to provide differentiated, meaningful and rigorous instruction to all students. Tahoe-Truckee Community School provides counseling to students in need of social-emotional support, substance abuse awareness instruction and interventions related to anger management and appropriate choice making. Academic and Career Counseling is provided to all students.
Tahoe-Truckee Community School typically serves between 10 and 15 students at any one time. However, these students transfer in and out of the program intermittently throughout the school year.

The Honour Schaps Court School (Auburn) is operated by the Placer County Office of Education and serves incarcerated youth in our community. Honour Schaps Court School provides intensive intervention tailored to students’ academic and social-emotional needs. Common Core Standards based curriculum and instruction are provided to all students. Whole group instruction, as well as individualized interventions, facilitate academic, social and emotional achievement. Honour Schaps Court School has a low staff to student ratio which enables teachers to provide differentiated, meaningful and rigorous instruction to all students. Honour Schaps Court School provides counseling to students in need of social-emotional support and interventions related to anger-management and appropriate choice making. Academic and Career Counseling is provided and a broad course of study is available using a blended model of in-class instruction and online coursework. Less than one percent of students who attend Honour Schaps Court School are enrolled for more than 30 days.

PCOE Court and Community Schools typically serve students for less than one year. Students are placed in specific programs due to incarceration, court order, expulsions, probation referral or voluntarily through the School Attendance Review Board (SARB) process. Because of the transient nature of student enrollments, traditional academic cohort data is not available and is not an appropriate indicator of student learning loss or progress. Student progress is measured two times per year using a norm-referenced assessment (NWEA MAP) to determine if students have met specific growth targets in reading, language usage and math.

Due to the school closures related to the COVID-19 pandemic, Koinonia Community School, Tahoe Truckee Community School and Honour Schaps Court School transitioned to a Distance Learning model in March 2020. At this time (Fall 2020), the Distance Learning model continues to be in place for all three Programs. Collectively, these three programs serve approximately sixty students at three distinct locations countywide.

PCOE programs responded to the COVID-19 pandemic in the following ways:

Distance Learning Plans and guidelines were developed. The plan and guidelines include curricular options, instructional delivery options, and resources for teachers, students and parents/guardians.

These plans were developed to ensure equity of access for all student groups, including those who have an Individualized Education Plan. Plans for providing specialized academic instruction and support services will be determined by the service provider and his/her supervisor, in collaboration with the parent/guardian. The Distance Learning Plan and guidelines will be modified as needed throughout the duration of this alternative instructional model.

Distance Learning Implementation:

- Notified community partners of school closures and moved to distance learning
- Identified resources for students and families
- Developed website for students and parents to access online learning links and resources
- Surveyed student technology needs
- Distributed educational materials to students/families
• Prepared devices and hot spots for distribution
• Set date and time for students/parents to pick up devices and/or hotspots at designated site
• Delivered devices/hotspots to families who were not able to pick up devices and/or hotspots at the school site

Communication Structure:
• Distance Learning website gives access to contacts and family resources
• Teachers use student email, Google Meet, Canvas, Cyber High and MS Teams to communicate expectations and assignments
• Social workers, Student Support Practitioners, and Bilingual Parent Liaison act as school liaisons calling parents as needed for support, communication about student progress, and to provide information regarding community resources
• Teachers and Case Managers keep records of student/family attendance, contact and engagement
• Administrators communicate regularly via email, MS Teams and virtual meetings

Professional Development and Certificated Staff Expectations:

Teachers and administrators participated in professional development and collaboration opportunities related to the high quality provision of Distance Learning provided via video-conferencing. Professional development was provided to staff in the areas of Universal Design for Learning, providing high quality distance learning to English learners and students with disabilities, Google Suite, Microsoft Office 365, Canvas, Google Classroom and curricular content areas.

Certificated staff are:
• Providing lessons and assignments to students
• Providing regular support and feedback to students
• Maintaining daily office hours for students and families
• Maintaining records of student work, participation and engagement
• Maintaining records of any services provided
• Sharing best practices and joining in professional development opportunities
• Making and uploading encouraging videos to students
• Checking email often and responding in a timely manner
• Available to participate in video-conferencing during work hours
• Available to report to work within 90 minutes of notification

PCOE will continue to provide a high quality education to our students, while ensuring that all staff have the materials, resources, equipment and training necessary. This alternative educational model will remain in effect until PCOE programs can safely re-open for in-person instruction.

The Placer County Office of Education is committed to the following guiding principles in the reopening of our student programs and providing in-person instruction as soon as possible during the 2020/2021 school year:

1. Health and Safety - The health and safety of staff and students is the single highest priority.
2. Cohorts - The core operational structure of our school programs is a cohort of students and staff whenever possible. This structure helps to mitigate the spread of germs, enables health providers to trace contacts in the event of an infection, and isolates the need for potential closures.

3. Physical Distancing - For some students, the cohort in itself is the physical distancing practice (some students with special needs are not expected to maintain six feet distance). For other student groups, physical distancing (six feet) will be maintained whenever possible.

4. Procedures and Protocols - Specific safety protocols including daily health self-monitoring, temperature checks as needed, lunch procedures, restroom use procedures, paths of travel, outdoor recreation activities, substitute procedures, will be carefully planned, implemented, monitored and updated on a regular basis for each school site.

5. Academic Success - In-person instruction provides an effective learning environment for students to meet learning objectives and to access instructional support from caring adults.

6. Social Emotional Support – Relationships and in-person connectivity are critical components of social development for students. Each program utilizes a multi-tiered system of supports framework which outlines data, systems, and practices which support the social-emotional well being of students at all levels of need.

7. Responsiveness – The PCOE Student Services Leadership Team is available to interface with sites and Placer County Public Health to answer any questions or concerns that arise. The PCOE Student Services Leadership team will consult with the Placer County Health Officer and utilize California Department of Public Health Guidance for Schools and School Based Programs:

### Stakeholder Engagement

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

Our stakeholder engagement process began in March 2020 and continues through the Fall. A series of opportunities to share feedback was made available to parents, staff, students, bargaining units and board members.

In May, feedback was collected from parents on return to classroom instruction comfort, concerns and preferences. In July, feedback on access to technology and internet connectivity was solicited (257 participated). Also in July, feedback regarding comfort with resuming classroom based instruction (161 participated) was solicited. In August, feedback on many parts of this plan - including technology, distance
learning and social emotional well being - was solicited from parents (76 participated), students (36 participated), and teachers and staff (22 participated).

In June 2020, a board meeting presentation was held to present the COVID-19 Operations Written Report and the implementation of distance learning in the school program. Translation was offered to accommodate all non-English speaking parents.

Stakeholder feedback was collected via electronic surveys, hard copy surveys, one-on-one phone calls to parents, as well as facilitated virtual opportunities for all Placer County Office of Education (PCOE) staff to provide input.

PCOE provided opportunities for parent and guardians and other stakeholders to review and comment on the learning continuity and attendance plan. We presented the plan separately to the Parent Advisory Committee, Board members and PCOE's bargaining units' representatives, including the Placer County Education Association and the California School Employees Association. We shared the plan with our Parent Advisory Committee which includes parents/guardians of low-income, English Learners and foster youth. Comments from the group were collected, the superintendent responded in writing, and recommendations were incorporated into this plan. PCOE student population does not have enough English Learners to necessitate an ELAC.

We engaged in stakeholder input conversations with the Juvenile Detention Facility (JDF) School, Tahoe-Truckee and Koinonia students, staff, parents, Placer County Probation, and noncustodial parents. Each non-English speaking parent and parents of foster and homeless students were individually called by a PCOE program administrator and verbally asked survey questions designed to solicit stakeholder feedback.

Along with parent, student and staff feedback and recommendations, PCOE considered guidance and recommendations from regional, state and federal agencies including Placer County Public Health, the California Department of Education, the California Department of Public Health and the Centers for Disease Control and Prevention. PCOE determined (to the extent possible) whether and how to implement the guidance and considerations while adjusting to meet the unique needs and circumstances of our local school communities. Principals and administrators were engaged in a series of interactive meetings where feedback was collected, and recommendations were made that informed this plan.

Members of the public were notified of opportunities to submit written comments regarding specific actions and expenditures proposed via a School Site Council meeting and a public hearing of the board.

- Learning Continuity and Attendance Plan was presented at a public hearing of the board on September 10, 2020.
- Learning Continuity and Attendance Plan was presented for board adoption on September 24, 2020.

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

Opportunities to participate were promoted via School Messenger and direct staff outreach (phone calls and remote in-person interviews). All stakeholder engagement participants were provided the option of participating via survey or phone. Additionally, several virtual meetings were offered during which remote participation was available via Teams or phone call. During the spring (and summer at JDF and Koinonia), teachers led weekly virtual meetings where students were encouraged to provide feedback. Staff meetings were held virtually, and
Feedback was solicited and incorporated into the future plan of action. Feedback was solicited from staff and parents at virtual School Site Council meetings. A virtual orientation with families was offered.

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

PCOE operates unique programs serving a variety of students and families. In preparation for the opening of classrooms on isolated school sites and PCOE school sites, the Placer County Office of Education surveyed parents and staff about what was most important to parents before sending their children back to school and to staff before reporting back to the classroom.

Overwhelmingly, 89% of parents (8/9 survey responses - parents of students who are incarcerated or are living in a court-ordered group home setting were not surveyed), are ready to send their students back to school. Survey respondents shared challenges such as: limited internet access (29%), childcare limitations (19%), and not feeling prepared to educate their children (13%). The parent survey also captured the top two actions Pathways Charter School could do to make the majority of parents feel comfortable when sending their children back to school including:

- Assurances around regular cleaning and disinfecting (68%)
- Encouraging and reinforcing handwashing and the use of hand sanitizer (53%).

The staff survey reflected similar results to the parent survey - staff are eager to return to school and the workplace with assurances around the availability of hand sanitizer (50%). Staff also wanted to ensure PCOE programs are not returning “too soon” and shared feedback about working in close proximity to others (50%).

The results of August survey are below:

- 72% of students have someone who can help them with technology at home.
- 86% of students are comfortable or very comfortable using Google classroom.
- 72% of students are comfortable or very comfortable using Zoom.
- 44% of students are comfortable or very comfortable using Microsoft Teams.
- 40% of students are comfortable or very comfortable using Canvas.

Students prefer to receive help from their teachers via email (31%), text (25%) or scheduled one-on-one video chats during office hours (17%). Many students expressed missing school and interacting with their teachers and friends.

Parents and Staff agree that communication between each other was successful during Distance Learning in the spring. Both groups agreed phone calls and text messages were most successful.

To better support their students, parents expressed they wanted training on basic computer skills and introductory trainings related to learning management systems. Nearly half of parents (43%) wanted Google Classroom 101 (43%) or Zoom meetings 101 (43%) training. One in four parents wanted training on "Navigating a website - where do I start?" (24%). The same number of parents wanted training on managing all the website logins (24%). When asked about what gives them angst while their students learned from home, parents expressed concerns about keeping their student motivated, managing multiple schedules in their household and helping their student in Math. Some
parents also requested if Zoom meetings could be recorded. Across the board, parents shared positive feedback when asked about communication with teachers and the school while students learned from home in March though June.

Feedback collected from staff in the fall indicated that many staff felt moderately comfortable using new technology platforms and requested professional development on specific tools with Canvas, Teams and Google Classroom. This was consistent with parent feedback. Teachers and staff also shared positive feedback related to communicating with parents and families during learning from home March through June. Phone calls seemed to be the most effective means of communication, and one teacher shared "relationships were strengthened" due to the increased communication. However, when asked about the biggest challenge with engaging parents, 65% of teachers shared they had difficulty reaching parents, reporting "some parents were just unreachable" and "some were hard to get in touch with." Teachers shared concerns over how to keep students motivated and engaged, reaching all students, and juggling teaching and their own family’s needs from home. Teachers are proud of how their staff has come together, appreciate the "terrific" support provided by the PCOE IT department and feel valued and heard by their administration.

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

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<thead>
<tr>
<th>The stakeholder engagement process influenced the development of the Learning Continuity Plan in these specific sections and actions:</th>
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<tbody>
<tr>
<td>1. In-person Instructional Offerings</td>
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<td>In response to parent and staff feedback, and in compliance with local, state and federal guidelines for safety, PCOE has developed a Framework of Reopening Schools. PCOE will provide essential protective gear, cleaning supplies, hand-washing supplies, signage and thermometers to all school sites.</td>
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<td>2. Distance Learning Program</td>
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<td>In response to stakeholder concerns over student engagement and social emotional well-being:</td>
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<td>- Establish office hours with regular availability.</td>
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<td>- Build in regular check-ins with students or families.</td>
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<td>- Plan for students to earn additional incentives for consistent participation, attendance and academic efforts/achievements.</td>
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<td>In response to stakeholder technology and connectivity related concerns:</td>
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<td>- Provided devices and hot spots to all families who needed them. Delivered materials and technology to families and students at designated locations whenever necessary.</td>
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<td>- Equipped classrooms with large interactive panels to support synchronous instruction.</td>
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<td>- Identified and continued to support a qualified educator for each program to serve as the lead technical assistance provider and supported follow-up coaching and troubleshooting with technology related to distance learning.</td>
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<td>- Provided technology support to students and parents/guardians as needed from designated support staff at school sites and a designated technology parent support line.</td>
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• Offered weekly appointments for pick-up and drop-off of materials and student work.
• Provided technology training, including ongoing Google Classroom and Canvas training for staff and parents/guardians.
• Provided students with appropriate technology to access education during Distance Learning - Student Chromebooks, Kajeet Hotspots and peripheral accessories, iPADS, Apple Care Plan
• Provided staff with the appropriate technology to support Distance Learning - Troxell Interactive Panels, Dell laptops
• Provided staff and students with the appropriate web-based platforms and curricular materials to support Distance Learning - Zoom licenses and Screencast-O-Matic

3. Mental Health and Social Emotional Well-Being
   • Koinonia, Honour Schaps, and Tahoe Truckee all held weekly student staffing meetings between March 2020 and June 2020 to identify students in need of additional social-emotional-behavioral supports, and monitor the progress of students currently receiving intervention supports. Koinonia, Honour Schaps, and Tahoe Truckee will all continue to hold weekly meetings to review student progress and determine whether additional supports are needed. Currently, ten students are receiving interventions (e.g., counseling, behavior intervention supports, family meetings/contacts).
   • Provide quarterly professional development on a variety of topics (see Mental Health and Social Emotional Well-Being section for full details).
   • Refer students to PCOE, community, and public based services as needed.

4. Pupil Engagement and Outreach
   • Provide devices and hotspots and other needed supplies to help facilitate distance learning.
   • Focus heavily on explicitly recognizing students for meeting the expectations of distance learning.
   • Students and school staff meet every 1-2 weeks to review their progress towards their goals, including credits earned, grades, work completion, and attendance. In March 2020 through June 2020, Honour Schaps and Koinonia staff reviewed this information with every student upon intake and then weekly; 100% of students participated in weekly meetings to review grades/credits/ progress towards goals during this time.

One student at Tahoe Truckee was unresponsive to contact attempts; the remaining 88% participated in meetings to review this information every 1-2 weeks. Currently, Honour Schaps and Koinonia continue to review this information with every student upon intake, and 100% of students participate in weekly meetings to review grades/credits/progress towards goals. Tahoe Truckee begins school on September 1st, 2020 and will begin weekly reviews the second week of school.

   • Consider a range of Tier II or Tier III intervention supports as a team.

5. Additional Actions
   • Provide Positive Behavioral Interventions and Supports related to student and family engagement.
   • Student Support Practitioner to facilitate efficient and positive student transitions from Honour Schaps Court School to comprehensive schools.
   • Provide counseling sessions (cognitive behavioral therapy (CBT) and dialectical behavioral therapy (DBT) practices such as mindfulness, distress tolerance, emotional regulation, examining negative self-talk or self-thought, implementing positive healthy
coping skills) through a trauma-informed lens. Since March 2020, six students have received counseling services provided by PCOE staff in the Court and Community Schools.

For each of the areas described above, the learning continuity and attendance plan describes how federal and state funding included in the original or revised budget adopted by the Placer County Board of Education is used to support the efforts described in the learning continuity and attendance plan, including federal and state funds provided for learning loss mitigation. Some actions and expenditures are not included in the budget or the learning continuity and attendance plan, and therefore, will be included in the first interim report of the county office of education.

Continuity of Learning

In-Person Instructional Offerings

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The Placer County Office of Education (PCOE) looks forward to the opportunity to resume in-person instruction for students. PCOE anticipates returning to in-person instruction with targeted cohorts to support our students. PCOE is committed to ensuring the safety of students, parents, and staff members. In order to begin the process of resuming in-person instruction in compliance with local, state, and federal guidelines for safety, PCOE has developed a Framework for Reopening Schools. The Framework includes the following components:

Administrators and staff will make every effort to implement and share best practices including:

1. Implement physical distancing best practices
2. Regular safety meetings with all staff
3. Have clearly designated family curbside drop-off/pick-up station
4. Support and encourage self-monitoring
5. Stay home if showing or experiencing any sign of sickness
6. Post signage of COVID 19, risk assessment and preventative measures
7. Parent volunteers are not permitted at this time
8. Restrict activities and visitors, including volunteers and parent tours
9. Require students and staff to conduct handwashing or sanitizing as their first activity upon arrival each day and regularly throughout the day
10. Stock cleaning supplies for each cohort/classroom
11. Have a stock of face coverings in the event that a child or staff member exhibits symptoms
12. Clean and disinfect frequently
13. Keep play materials on site; and not allow equipment to go home with students
14. Keep emergency contact information up to date.

The Placer County Office of Education is committed to the following guiding principles in the reopening of our student programs for the 2020/2021 academic year:

Classroom Based Instructional Model - Establishing Cohorts:
The ability for schools to reopen is based upon the strict understanding that students will be separated into cohorts, meaning:
1. The same group of students are in the same group each day.
2. Whenever possible, students should not change from one cohort to another.
3. Each group should be in a separate room and not mix with other cohorts.
4. Whenever possible, teachers should also remain solely with one group of students.

Health and Safety Protocols:
PCOE student programs will adhere to the following health and safety protocols:
1. Essential Protective Gear (EPG) will be stocked, inventoried and replenished as needed (see below).
2. Daily health self-monitoring will occur including temperature and symptom self-check at home prior to coming to school or work.
3. To ensure cohorts do not co-mingle, site administrators and teachers will coordinate and schedule outdoor activities, restroom breaks and lunch periods.
4. The use of specific facilities at each school site will be defined whenever possible for each cohort (entrances, restrooms, paths of travel to ensure no mixing of cohorts whenever possible).
5. All staff will implement regular cleaning and disinfecting procedures throughout the day.
6. Should a staff member or student exhibit symptoms of illness or COVID-19, follow containment guidelines from Placer County Public Health and notify school principal or program coordinator.
7. Should a staff member or student be exposed to a laboratory-confirmed COVID-19 case, follow exposure and isolation guidelines from Placer County Public Health and notify the PCOE Student Services Leadership Team immediately at PCOEprograms@placercoe.org.

Health Self-Assessment:
Before coming to school or interacting with others, parents and staff will be required to self-assess daily using the following criteria. If the answer to any of the questions below is “yes” student and staff must stay home.

1. Do you or your child live with anyone or have you or your child had close contact with anyone with a prolonged cough, fever, flu-like symptoms or who has been diagnosed with COVID-19 within the last 14 days?
2. Do you or your child live with anyone or do you or your child have a fever, cough and/or shortness of breath? For children and adults, fever is 100.4 degrees or above using a thermometer.
3. Do you or your child live with anyone or do you or your child have any other signs of communicable illness such as a cold, flu, rash or inflammation?
4. Do you or your child live with anyone or have you or your child experienced diarrhea or vomiting (within the past 24 hours)?
Signs of Illness During the School Day - Students and staff will be monitored for signs of illness throughout the day including:

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

If a staff member or student has any one of the first three symptoms* (fever or chills, cough or shortness of breath), they will be sent home immediately. Those exhibiting any of the other above symptoms will be monitored, required to wear a face covering and may be sent home early. Touch-less thermometers are available at all school sites. Parents/guardians are required to and must agree to come pick up their child without delay when contacted.

Staff Essential Protective Gear (EPG):
All staff will be trained to implement best practices in the use of Essential Protective Gear (EPG) including, but not limited to:

1. Wear a face covering at all times indoors and when staff cannot physically distance (see additional information below). *Subject to updated mandates from the California Department of Public Health.
2. Wear gloves when cleaning and disinfecting.
3. Use disinfectant regularly to clean and wipe surfaces and high touch areas.
4. Require hand washing for staff and students upon arrival, before and after meals or snack time, before and after going to the restroom, and regular intervals throughout the day.
5. Instruct students using physical barriers (e.g., face shield, face covering, gloves) if needed.

Face Coverings for Students and Staff:

1. Students (3-12) are required to wear face coverings or clear facemasks when indoors. *Subject to updated mandates from the California Department of Public Health.
2. Students (TK-2) are strongly encouraged to wear face coverings or clear facemasks when indoors. *Subject to updated mandates from the California Department of Public Health.
3. Staff are required to wear face coverings or clear facemasks when indoors. *Subject to updated mandates from the California Department of Public Health.
4. Each site will have a supply of face coverings and clear facemasks for anyone who is unable to provide their own.
Cleaning:
1. All school sites will be equipped with cleaning, sanitization and disinfectant supplies (i.e., hand sanitizer, gloves, sanitizing and disinfecting wipes, disinfectant solutions).
2. All staff will be trained to regularly clean, sanitize and disinfect high touch areas and surfaces in their work areas in accordance with the cleaning and disinfecting procedures described in detail in by the Centers for Disease Control and Prevention (CDC) for communities, schools and workplaces.

Responsiveness - The PCOE Student Services Leadership Team is available to interface with sites and Placer County Public Health to answer any questions or concerns that arise. The PCOE Student Services Leadership team will consult with the Placer County Health Officer and utilize California Department of Public Health Guidance for Schools and School Based Programs:
1. Mask and isolate symptomatic student or staff member
2. Notify Health Officer, parents/guardians, staff and community partners
3. If positive for COVID-19, close areas used by positive individual(s)
4. In consultation with the Placer County Health Officer, close classroom or site
5. Engage distance learning model
6. Assess length of closure with the Placer County Health Officer
7. Initiate communications plan
8. Implement cleaning and sanitization strategies
9. Stay in contact with the Placer County Health Officer for re-opening and communicate with parents/guardians, staff and community partners
10. Follow re-opening procedures

Competency Development/Targeted Instruction with additional supports for students who have experienced learning loss:

Koinonia Community School -
1. Systematic cycle of assessments including NWEA MAP for initial screening and growth measures and formative and summative assessments
2. Identify individualized growth targets for each student
3. Meet with individual students to develop Individualized Learning Plans and review growth targets
4. Utilize assessment results to determine areas of focus and form small groups based on student need (subject specific)
5. General Education and Special Education teacher along with administration will meet bi-monthly in a multidisciplinary approach to case manage the students in the intervention groups to ensure learning and growth is taking place
6. Provide designated ELD instruction to English learners with appropriately credentialed teacher
7. Provide small group intervention 2-3 times weekly to work towards targeted growth areas as set in goal setting meetings
8. Re-assess to determine if growth targets are being met and set new growth targets
9. Continued progress monitoring will drive flexible regrouping
10. Compare percentage of students who met 2019-2020 fall to winter growth target goals with percentage of students who met 2020-2021 fall to winter growth target goals (note: these are different student groups)
11. Percentage of Koinonia students who met growth targets from fall to winter (2019):
Language Usage - 86% (19 out of 22 students)
Math - 82% (18 out of 22 students)
Reading - 68% (15 out of 22 students)

Honour Schaps Court School -
1. Systematic cycle of assessments including NWEA MAP for initial screening and growth measures and formative and summative assessments
2. Take assessment results and find the targeted concerns and form small groups based on needs (subject specific)
3. Teacher will hold small group intervention 2-3 times weekly to work towards targeted growth areas during Advisory period. Goals to be set during goal setting meetings
4. Multidisciplinary meetings held every Wednesday with probation and support staff to identify more targeted case management around academic needs
5. Continued progress monitoring will drive flexible regrouping when students are moved from unit to unit
6. Documentation and results are recorded and shared with staff to ensure efficacy and smooth transitions
7. Provide designated ELD instruction to English learners with appropriately credentialed teacher
8. Compare percentage of students who met 2019-2020 fall to winter growth target goals with percentage of students who met 2020-2021 fall to winter growth target goals (note: these are different student groups)
9. Percentage of Honour Schaps students who met growth targets from fall to winter (2019):

Language Usage - 80% (16 out of 20 students)
Math - 42% (8 out of 20 students)
Reading - 71% (14 out of 20 students)

Tahoe Truckee Community School -
1. Systematic cycle of assessments including NWEA MAP for initial screening and growth measures and formative and summative assessments
2. Take assessment results and find the targeted concerns and form small groups based on needs (subject specific)
3. Teacher will hold small group intervention 2-3 times weekly to work towards targeted growth areas as set in goal setting meetings
4. General Education and para professional along with administration and TTUSD support staff will meet bi-monthly in a multidisciplinary approach to case manage the students in the intervention groups to ensure learning and growth is taking place
5. Continued progress monitoring will drive flexible regrouping
6. Provide designated ELD instruction to English learners with appropriately credentialed teacher
7. Compare percentage of students who met 2019-2020 fall to winter growth target goals with percentage of students who met 2020-2021 fall to winter growth target goals (note: these are different student groups)
8. Percentage of Tahoe Truckee students who met growth targets from fall to winter (2019):

Language Usage - 42% (3 out of 7 students)
Math - 28% (2 out of 7 students)  
Reading - 42% (3 out of 7 students)

Social-Emotional Well-Being:

1. To support student social-emotional well-being during the transition back to in-person instruction, all programs will align with the CDC’s six guiding principles of a Trauma-Informed approach: Safety, Trustworthiness & Transparency; Peer Support; Collaboration & Mutuality; Empowerment & Choice; and Cultural, Historical & Gender Issues.

2. School site teams will develop specific guidelines for students and care providers related to existing and modified school-wide expectations. By explicitly teaching and reinforcing expectations across a variety of school-based contexts, it will provide consistency and predictability which will support the transition back to school. These expectations will also include clearly explaining and describing new health and safety protocols to students and their families.

3. Students will also be taught options for how and when they may utilize coping skills if needed to help support their adjustment to returning back to in-person instruction. This includes how coping skill options may be impacted or modified due to transitional health and safety protocols.

4. School site teams will actively acknowledge students for behaviors related to academic engagement, resilience, and following health and safety protocols.

5. Staff will greet students individually and positively on a daily basis, and actively monitor student responses for changes in affect or engagement. Students who appear to be "off baseline" by engaging in withdrawn or escalated responses will receive individualized check-ins and support, and will be reviewed by the site’s intervention team/clinical support staff.

6. On a monthly basis, staff will complete a social-emotional screening tool which rates internalizing and externalizing behaviors (Student Risk Screening Scale - Internalizing and Externalizing; SRSS-IE). Clinical support staff, administrator, and community partners (e.g., Placer County Probation, Koinonia Family homes, and/or Tahoe Truckee Unified School district staff) will analyze the results and select intervention supports for students who are rated in the high risk range.

7. Students will be enrolled in social-emotional learning platforms to support the development of healthy decision-making skills, coping skills, and planning for the future (BASE education and/or School Connect).

8. School staff will focus on providing a calm, predictable, and safe environment for all students, where all students feel seen, heard, and connected to at least one adult on campus.
### Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

<table>
<thead>
<tr>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assess students to assist in determining targeted areas of growth - NWEA MAP</td>
<td>$2,100</td>
<td>No</td>
</tr>
<tr>
<td>Provide ELA instruction and mental health support via social-emotional learning curricula - Base Education, Reading with Relevance, School Connect</td>
<td>$17,150</td>
<td>No</td>
</tr>
<tr>
<td>Provide Essential Protective Gear, cleaning supplies, hand-washing supplies, signage, thermometers to all school sites and employees</td>
<td>$21,490</td>
<td>No</td>
</tr>
</tbody>
</table>

### 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.]

Due to the school building closures related to the COVID-19 pandemic, students will access synchronous and asynchronous instruction through Google Classroom, Canvas and Cyber High. Teachers will assign students the appropriate coursework required to progress toward earning a high school diploma.

Virtual lessons provided by the classroom teacher, along with regularly scheduled small group instruction, will ensure continuity of instruction in the online learning environment. Teachers will continue to utilize adopted curriculum and will provide students with digital, standards-based materials in all subject areas. Regardless of whether learning is provided in-person or remotely, digital materials and web-based platforms will continue to be utilized for instructional continuity.

**All Content Areas and Electives - Cyber High (A-G High School Courses)**

- English Language Arts - Houghton Mifflin Harcourt Collections (ELA/ELD), Reading with Relevance, Character Based Literacy, News ELA, Cyber High
Math - College Preparatory Mathematics, Kahn Academy, Keys to Algebra, Cyber High

Science - Pearson Conceptual Integrated Science, National Science Teacher Association, Discovery Learning, Khan Academy

Foreign Language/Visual and Performing Arts - Cyber High

History/Social Studies - Cyber High

Social Emotional Learning - BASE Education, School Connect, Reading with Relevance

Career Technical Education - provided by a CTE credentialed teacher through Google Classroom and Canvas, CTEonline

General Guidelines to Ensure Instructional Continuity:

- Establish office hours (regular availability).
- Build in weekly check-ins with students or families.
- Build in ways for students to stay connected with teachers and classmates. Focus on relationships and connections whenever possible.
- Have a good balance between on-screen and off-screen tasks.
- Focus on key or essential concepts, knowledge and skills.
- Provide some activities that include teacher “presence” (e.g. video recordings, interactive learning opportunities) each day.
- Focus more on “active” versus “passive” learning activities. Have a mix of discussion (even with chat), collaborative work, hands-on activities and individual or creative work time.
- Give students frequent opportunities and multiple options for how to show their understanding and mastery.
- Chunk content into small and manageable pieces. Distance learning can be more physically and cognitively taxing in general, and the added stressors of these unique circumstances are considerable.
- Be flexible with pacing. Build plans that go over a week, with windows of time and opportunities for differentiation of deadlines and due dates.
- Provide frequent and specific positive feedback to seat-based students when they are following the expectations of daily live interaction and daily participation on accountability logs, and are displaying the values of the program (e.g., Perseverance, Accountability, etc.). Implement a plan for students to earn additional incentives for consistent participation, attendance, and academic efforts/achievement. Communicate progress to parents in the following ways: phone calls and email correspondence between teachers and parents, AERIES updates through the AERIES parent portal (Koinonia and Tahoe Truckee) and by sending postcards to families monthly to celebrate successes with attendance, credit completion, adherence to school values (e.g., PBIS values), and demonstrations of growth mindset/effort.

Administrators, teachers and student support practitioners will continue to meet with students remotely as they review student transcripts, Individual Learning Plans, and student progress. Outreach to families will be provided via online platforms or phone calls.
Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

School staff connected with students and families who were unable to access devices and connectivity in spring 2020 by scheduling in-person appointments (following all safety protocols and procedures) or via telephone calls. Staff made arrangements to deliver materials and technology to families and students at designated locations whenever necessary.

In July 2020, all families were surveyed electronically or via phone call regarding their technology needs, including access to devices and internet connectivity. Educational staff analyzed the survey data to determine student needs in the home for Distance Learning. All students have access to a personal device (Chromebook) and WiFi hot spot with internet access. Students with disabilities have access to touchscreen devices when needed. Parents will also be provided contact information related to low-cost internet providers that provide service in Placer County.

Students and parents will receive technology support as needed from designated support staff at school sites and a designated technology parent support line.

Students with unique circumstances (no internet connectivity due to rural location, homeless status, inability to access learning on a web-based platform) will be supported in a variety of ways. Students may make appointments at school sites to access web-based platforms, complete work and turn in assignments. Students will also be provided with more traditional learning materials in order to access their class assignments, e.g., consumables, textbooks and novels, assignment and project packets when needed. Weekly appointments will be available for pick-up and drop-off of materials and student work. Currently, there are two students/families who meet this criteria at Tahoe Truckee Community School.

Staff technology needs were also surveyed and all staff were transitioned to laptop devices with keyboards and monitors. Classrooms were equipped with large interactive panels to support synchronous instruction.

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.]

Educational staff have carefully considered and developed a program that is aligned with effective distance learning practices. This includes aligning with expectations recently released by the California Department of Education for Distance Learning programs in California schools.

Daily Live Interaction:
Certificated staff will engage in two-way communication with students each instructional day, at the actual time of occurrence. Daily live interaction is required for every student with both a certificated employee and their student peers.
Minimum Instruction:
Students will receive a minimum amount of daily instruction that can be met through a combination of virtual (live) instruction and the “time value” of work or activities assigned. There are no set requirements for how many of these minutes must be provided online.

3 hours (or 180 minutes) per day for our preschoolers and Kindergarten students.

3 hours, 50 minutes (or 230 minutes) per day for students in grades 1-3.

4 hours (240 minutes) per day for students in grades 4-12.

Documentation of Daily Participation:
Staff must maintain weekly engagement records describing live contacts, synchronous (teaching and learning take place simultaneously in real time) and asynchronous instruction (coursework is delivered via the Internet, email, non-digital, etc. and students are able to work at their own pace on the coursework - teaching and learning may happen at different times) and the time value of each activity for every student. Attendance recording is required for each day of school. Teachers should utilize the total number of minutes accessed by a student via distance learning (both synchronous and asynchronous instruction) divided by the total minutes offered to determine a percentage of participation. This should be recorded on the student’s Accountability Log on a weekly basis. Based on the weekly percentage, daily attendance is assigned and reported in the Student Information System. Specific attendance guidance has been provided to certificated staff who report attendance during Distance Learning.

Staff must monitor participation under the distance learning plan and must work with parents to develop a tiered plan for re-engaging with students who are absent from distance learning for more than three school days or 60% of instructional days in a school week.

Support for Students with Attendance Concerns:

For students who are receiving less than 60% participation on the weekly Accountability Log, tiered re-engagement strategies (e.g., verification of current contact information, daily notification to parents or guardians of absences, plan for outreach from the school to determine pupil needs, connection with health and social services as necessary, transitioning the pupil to full-time in-person instruction) will be provided. School staff will discuss the student’s Learning Plan with the parent and make appropriate adjustments and plans to increase participation. If adjustments are not successful, school staff shall contact administration to consider an SST, IEP, or 504 meeting and a referral to the site intervention team, and/or the Prevention Supports and Services team for intervention and support. If adjustments to the Learning Plan and additional supports are not effective in increasing participation, school staff shall consider a referral to the School Attendance Review Board for additional community supports.
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.]

Professional learning opportunities related to high quality and engaging distance learning strategies and resources were provided in spring and will continue to be available throughout the school year to teachers and staff. To promote the rigorous implementation of the curriculum, along with the continuity and full use of the approved online platforms and curriculum, staff will continue to participate in continuous professional development including ongoing Google Classroom and Canvas professional development opportunities throughout the school year. In addition, each program has identified a qualified educator to serve as the lead technical assistance provider within the program, to support follow-up coaching and troubleshooting with technology related to distance learning.

Professional development will include, but is not limited to: Suicide Prevention and Intervention, Commercially Sexually Exploited Youth Identification and Engagement Strategies, Developing and Teaching Norms and Routines for Distance Learning, Supporting Social-Emotional-Behavioral Health both during and after Distance Learning, and Evidence-Based Strategies to Promote and Maintain Student Engagement (e.g., reinforcement/student acknowledgement systems, providing frequent and varied opportunities to respond). When appropriate, follow-up coaching and support will be provided. For example, a coach may help a teacher plan out specific opportunities to respond within a class lesson plan and then observe the online class and provide feedback and coaching as needed. Coaches and administrators will also monitor teachers’ use of the strategies and tools presented in professional development sessions, and will recognize staff for using those strategies effectively, or provide reminders and support to do so if needed.

Professional development will be offered virtually, and when possible, in person. Opportunities for inclusion in PCOE Educational Services and Prevention Supports and Services professional development are available to all PCOE Student Services Staff, as well as Student Services specific professional development opportunities.

Staff Roles and Responsibilities

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

The roles and responsibilities of our staff members have been adjusted in order to promote equitable access to the core curriculum and wellness supports. Teachers have not been able to meet with students in person since March 2020. In order to provide a robust learning environment for our students through distance learning, our staff will follow specific actions. Our staff will engage students with a standards based distance learning program that includes the following modifications:

Teachers:

a. Teachers will engage students through daily lessons taught via Zoom or MS teams.
b. Live daily interaction between the students, teachers and peers via Zoom, MS Teams and phone calls.
c. The use of printed materials will be provided if necessary but will not serve as the primary mode of instructional delivery.
d. Daily schedules and lesson plans will be provided to parents and students.
e. Teachers will assess student progress through the use of the NWEA MAP assessments, teacher-designed formative assessments, assignments, projects, and group discussions.
f. Teachers will monitor the attendance and participation of all students daily.
g. For the 2020-2021 school year, students in grades 7-12 will receive 240 minutes of daily synchronous and asynchronous instruction.
h. Staff members will participate with professional development training sessions that support the use of our online curriculum materials, online teaching platforms (Google Classroom and Canvas), and Positive Behavioral Intervention and Supports (PBIS).

Classified Custodial Staff:
a. Will perform thorough cleaning on high-traffic areas such as break rooms and lunch areas, as well as areas of ingress and egress including stairways, stairwells, escalators, handrails, and elevator controls.
b. Will frequently disinfect commonly used surfaces including doorknobs, toilets and hand washing facilities.
c. Will be provided time to implement cleaning practices during their shift.
d. Will be provided adequate time for regular thorough cleaning and disinfection of work spaces.

teaching Assistants:
a. Help with copying and preparing curriculum materials.
b. Deliver curriculum or other resources to be mailed/delivered (mileage reimbursement will be provided).
c. Help provide support during instructional sessions, including behavior data collection and prompting, academic data collection, translation, and other assistance.
d. Help model instruction for parents via 1:1 instruction as designed by supervising teacher.
e. Record lessons which will be provided to students under the direction of the teacher.
f. With guidance from supervising teachers, contact parents to help with check-ins, monitor completion of work, collect attendance data, and provide coaching on how to complete instructional activities.

Program Coordinators/Principals:
a. Will engage staff members with weekly check-in meetings in order to discuss student progress and engagement, including a comparison of individual student engagement and academic progress from week to week based on data from accountability logs, grades and assessment results.
b. Monitor instructional minutes in order to meet the goal of 240 instructional minutes per day.
c. Provide regular communication with students and families via MS Teams, School Messenger and phone calls.
d. Coordinate the pick-up and delivery of technology and curriculum materials.
e. Coordinate professional development related to providing high quality Distance Learning.
f. Develop appropriate systems and guidelines for Distance Learning.
g. Recommend purchases to support Distance Learning.
h. Coach and support teaching staff through the process of utilizing formative and summative assessments for progress monitoring.

Student and Family Support Staff:
a. Student Support Practitioner will monitor re-enrollment of students exiting the Juvenile Detention facility.
b. Prevention Supports and Services staff will engage with families who are experiencing barriers to participating fully in education or need other supports.
c. Referrals to the Student Attendance Review Board will be made as needed to support families in removing barriers to school attendance and participation.

d. PCOE staff, including School Social Workers and School Psychologists, will engage community-based and local community partners in supporting the mental wellness of staff and students. Whenever possible, resources offered by these entities will be leveraged to support the needs of PCOE staff and students.

e. PBIS Coach/Behavior Specialist will provide professional development, coaching, and facilitated planning sessions which specifically target increasing and maintaining student/family engagement during Distance Learning, utilizing a Multi-Tiered System of Supports. PBIS Coach/Behavior Specialist will also assist teams with identifying and monitoring a variety of data points which serve to monitor student progress and wellness, and will assist in coordinating the delivery of tiered intervention supports to students as needed during Distance Learning.

Office Staff:

a. Many regular duties will be performed remotely via phone calls, virtual appointments and email.

**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.

Special education services will be coordinated with each program to provide students with a Individualized Distance Learning Plan developed by school staff in consultation with parents/care providers. Students will receive specialized academic instruction and designated instructional support services via MS Teams with their respective special education teacher(s) and provider(s). To support special education students at Honour Schaps Court School, special education teachers and support staff will be on-site on instructional days to provide consultation to probation staff during Distance Learning. If any special education students are struggling with academic engagement in a distance learning format, the service providers will collaborate with the student to develop an individualized school success plan, specifically addressing the obstacles experienced by the student. An amendment IEP may be held to discuss whether additional supports or services are warranted, to address student needs during Distance Learning.

Though English Learners (ELs) are a small portion of PCOE’s student population, teachers will provide support for ELs by incorporating both Designated and Integrated English language development (ELD) in daily instruction. In addition, a properly credentialed teacher at each site has been appointed to develop individualized content and will be meeting one-on-one or in small groups with each English Learner students.

Progress monitoring data will also be disaggregated by category to determine whether certain groups are experiencing similar challenges. If trends are identified in one or more groups, the school team will meet to examine its instructional delivery model for students in that group, and evaluate whether changes are needed in how that group of students is served. In addition, when pupils with unique needs are displaying either academic or social-emotional challenges during Distance Learning, school sites have access to a range of targeted Tier II intervention supports, including but not limited to: individual or group social-emotional online learning modules (BASE education), small group video
counseling sessions with the school social worker or school psychologist, inclusion in additional online labs/study hall sessions for small group support with specific academic content, enrollment in Social-Emotional classes to support organization/coping skills/school success strategies (School Connect, synchronous instruction), and/or enrollment in the Check-in Check-out intervention.

If data indicates that pupils with unique needs continue to face barriers to success in either academic or social-emotional domains, the team will consider Tier III interventions, such as SST/504/IEP meetings, individualized counseling, individualized behavior contracts or behavior plans, individual academic check-in or support sessions with teachers or administration, increase in frequency of phone calls home by clinical support staff, and/or intensive person-centered planning supports provided through the RENEW intervention.

Site intervention teams will meet 2-3 times per month to review progress data, and determine whether students who are enrolled in Tier II or III interventions are making progress, or whether additional supports are needed. As students begin to stabilize either academically or socially-emotionally, intervention supports will gradually be faded out over time.

In collaboration with our Prevention Supports and Services department, we will be offering a variety of additional supports for students who are in foster care and experiencing homelessness. Key staff in this department, 7 Student Support Practitioners and 1 Bi-Lingual Community Liaison, are available to provide enhanced services to these vulnerable populations. Collectively, these staff are referred to as the Foster/Homeless/CSEC (Commercial Sexual Exploitation of Children) Team. Enhanced supports this team can provide include:

a. Consultation for Foster, McKinney-Vento and/or CSEC youth:
The Foster/Homeless/CSEC team are available to provide consultation and guidance to teachers, administrators, and other staff around student needs/areas of concern; identity next steps and resources available to the student/caregiver; and address pandemic-related barriers (loss of job, housing, wifi access, mental health services, community activities).

b. Pandemic Referral Form:
Teachers, school staff, and administrators can make direct referrals to the Foster/Homeless/CSEC team for students/families about whom they are concerned due to distance learning in particular and the pandemic, in general. These staff will reach out directly to families/caregivers and provide a variety of resources and referrals including social services, employment, mental health, food security, housing, and other referrals.

c. Home visits:
The Foster/Homeless/CSEC team is available to conduct joint home visits with school staff for students/families who are struggling with engagement/attendance and other pandemic-related stressors.

d. Direct outreach to all foster youth enrolled:
Foster Youth Services Student Support Practitioners will reach out to all resource homes, group homes, and relative placements for all foster youth attending PCOE schools to check in on distance learning engagement, assess needs, and make referrals.

e. Backpack distribution for McKinney-Vento students:
Backpacks and school supplies will be delivered to all McKinney-Vento students. These backpacks also include referrals to community housing and social services resources.

f. Foster or Homeless Ed:
Tier III school-based wraparound meeting conducted virtually by Student Support Practitioners for foster or homeless youth struggling with attendance, academics, or behavior.

g. Foster/Homeless/CSEC Youth Services training:
The Foster/Homeless/CSEC team will provide general professional development for any staff, including classified staff, on how to support and identify foster, homeless, and CSEC youth, including red flags identified through a distance learning environment.

<table>
<thead>
<tr>
<th>Description</th>
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<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide students with appropriate technology to access education during Distance Learning - Student Chromebooks, Kajeet Hotspots and peripheral accessories, iPADS, Apple Care Plan</td>
<td>$191,429</td>
<td>No</td>
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<tr>
<td>Provide staff with the appropriate technology to support Distance Learning - Troxell Interactive Panels, Dell laptops</td>
<td>$68,933</td>
<td>No</td>
</tr>
<tr>
<td>Provide staff and students with the appropriate web-based platforms and curricular materials to support Distance Learning - Zoom licenses, Boardmaker, News 2 You/Unique Learning Systems, SeeSaw Plus, Screencast-O-Matic</td>
<td>$19,377</td>
<td>No</td>
</tr>
<tr>
<td>Provide students with low-incidence disabilities (DHH,VI) with materials and technology to support learning in the home environment - Oticon, Supporting Success</td>
<td>$2,346</td>
<td>No</td>
</tr>
</tbody>
</table>
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.]

PCOE will employ a systematic approach to regularly assess student learning status. PCOE will administer NWEA MAP to all students to assess students learning status in Reading, Language Usage and Math. For Science, the LEA will use Smarter Balanced Interim Assessment Blocks when appropriate. Assessments will be administered three times throughout the year: within the first three weeks on the first day of school, winter and spring. Students who enroll after the first day of school and outside of the testing window will be assessed using NWEA MAP within two weeks of enrollment. The first administration of these assessments will act as no-stakes diagnostic assessments that provide quick, accessible information about what our students know and can do. In addition, teachers will use curriculum embedded assessments to regularly monitor student learning status. Progress monitoring data will also be disaggregated by learning domain to determine whether groups of students are experiencing similar challenges. If trends are identified, the school team will meet to examine its instructional delivery model and evaluate whether changes are needed.

In ELD, PCOE will review each English Learner's most recent ELPAC results. When appropriate, PCOE will also administer optional summative ELPAC, ELPAC practice tests, and/or ELD Curriculum based assessments. PCOE will also explore Tools for Teachers website for formative resources to assess English language development.

These assessments do not require a secure browser, and students can access the assessment in-person and remotely. PCOE will communicate the value of use of assessments with parents and students, provide testing guidelines, and monitor testing remotely.

School wide assessment results will be analyzed by the Site Testing Coordinator, and the results will be shared with Site Principals during District Leadership Team meetings. This team will analyze trends and needs. In addition, To get a more complete picture of a student’s learning status, teachers will have access to past assessment results, when appropriate and available. The team will use this information, in combination with results from assessments given within the first weeks of school, to determine which prerequisite skills will be most important for each student. Teachers will work jointly with students to set individualized learning goals based on MAP results. These learning goals are revisited frequently, and re-assessed after each administration of NWEA MAP.

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.]

PCOE instructional programs include an array of Tiered Intervention and differentiated instructional strategies that support our students' diverse academic needs. Data from our formal and informal assessments serves as feedback to inform instructional choices. In order to effectively address learning loss and accelerate learning progress for pupils through an equity lens, the following strategies will be used.

- Administer diagnostic assessments early in the 2020-2021 school year.
- Collaboratively maintain weekly engagement logs and record on Student's Accountability Log.
- Discuss the student’s Learning Plan with the parent and other staff members and make appropriate adjustments and plans to increase participation.
- Employ targeted checks for very specific subject and grade-level instructional purposes.
- Focus on the depth of instruction, not on the pace.
- Host frequent one-on-one meetings with Gen Ed and SpEd teacher
- Host weekly one-on-one check-in meetings with student and teacher to discuss plan of action towards graduation

Tiered Intervention Plan:

As students begin the academic school year, teachers begin implementing diagnostic assessments designed to measure student progress across benchmarks in various subject areas. Upon review of the results, teachers will determine appropriate Tier I strategies to implement with students who may be struggling based on assessment data. Learning loss as a result of Distance Learning or other COVID-19 school closure related factors are also addressed through these means.

The criteria for determining whether a student or group of students require more intensive intervention depends on several factors. Once teachers have implemented Tier I interventions there may be a need for a more in-depth approach, in which case a Request for Assistance form will be filled out by the teacher and submitted to the Schoolwide Intervention Team. Teachers engage in weekly intervention meetings where they make a collaborative decision on which intervention(s) are most beneficial for each student.

If the need is academic, the team looks at criteria based on assessment results. Examples of assessment results/criteria could include:
- MAP RIT score resulting in one grade level below student status norm
- Additional curriculum-embedded diagnostic assessments

If a student is identified as needing intervention/having demonstrated learning loss, they may be placed in one or more of the following:
- One-on-one math or language arts intervention blocks (one day per week, one hour per session)
- Small intervention groups during hybrid school days, with a homogeneous content focus
- Online intervention (Khan Academy “MAPPERS”- students use MAP scores to customize Khan Academy math instructional sequences)
- In-class small group interventions focusing on discrete skills (2-3 times a week for 30 minutes per session)
- Academic lab class which could be small group or one-on-one depending on the need.

These will be offered outside of the actual class time and done in a synchronous manner. The frequency would be determined by the level of need. It could be anywhere from 1 period weekly to 1 period daily.

English Learners:

Though English Learners (ELs) are a small portion of PCOE's student population, teachers will provide support for ELs by ensuring implementation of both Designated and Integrated English language development (ELD) in daily instruction.
• Place English Learners with qualified teachers who provide both integrated and designated ELD in the remote classroom.
• Provide supports to parents during independent study activities in the home environment.
• Place English Learners in a small group with teacher in Google classroom
• Support educator planning of Integrated and Designated ELD by providing designated time for collaborative planning opportunities.
• Document both Integrated and Designated ELD instruction through internal system (Aeries).
• Develop a protocol to support teachers in providing Integrated and Designated ELD to help define how such lessons can be implemented in a virtual and hybrid setting.

Low Income:

PCOE will address learning loss and accelerate learning for low income pupils by implementing our Tiered Intervention plan. In addition, since many of our low income students have time sensitive responsibilities and unreliable internet at home, PCOE will be flexible with scheduling and one-to-one devices and hot spots have been distributed to all students who need them. To further support students with unreliable internet connectivity due to lack of sufficient data or rural locations with spotty service, PCOE will provide a school based location for students to do school work in empty classroom with connectivity. In this case, students must make an appointment, parent supervision will be encouraged for younger students, and all students and parents (when needed) will be required to follow all health and safety precautions. If a staggered return to classroom base instruction is recommended by the County Health Office, PCOE will bring back students without internet access first. In addition, PCOE provides “traditional” materials including paper pencil assignments, project packets, hard copy text books and consumables for students with no or limited access to internet. For students who use these materials, do not have reliable internet access and cannot come to a school site to use the internet, teachers will provide new content via phone meetings.

Foster Youth and Pupils experiencing Homelessness:

Students identified as McKinney-Vento receive the same intervention process, in addition to resources provided through various agencies including tutoring services, etc.

Key staff in this department, 7 Student Support Practitioners and 1 Bi-Lingual Community Liaison, are available to provide enhanced services to these vulnerable populations. Enhanced supports this team can provide include:
• Send bi-monthly surveys are sent to students to ask about personal academic needs
• Share End of Day reports with PCOE administration, staff and probation to collaborate around engagement and accessibility

Pupils with Exceptional Needs:

Special education services will be coordinated with each program to provide students with a Individualized Distance Learning Plan developed by school staff in consultation with parents/care providers. Students will receive specialized academic instruction and designated instructional support services via MS Teams with their respective special education teacher(s) and provider(s). To support special education students at Honour Schaps Court School, special education teachers and support staff will be on-site on instructional days to provide consultation to probation staff during Distance Learning. If any special education students are struggling with academic engagement in a distance learning format, the service providers will collaborate with the student to develop an individualized school success plan, specifically addressing the
obstacles experienced by the student. An amendment IEP may be held to discuss whether additional supports or services are warranted, to address student needs during Distance Learning.

**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.]

PCOE will measure the effectiveness of services supports provided to address learning loss by tracking the following metrics:

- % of students above 60% engagement (Expected outcome is at least 90%).
- % of students meeting expected growth targets in each content area of NWEA MAP (Expected outcome is at least 80%).

PCOE will analyze the data to determine effectiveness of our opportunities with educators to review results of data analysis by:

- Testing coordinator is responsible for collecting and analyzing MAP data
- Teachers are responsible for collecting attendance/engagement data on Student Accountability logs
- Principals/Coordinators, and teachers are responsible for analyzing Student Accountability Log data and bringing to a collaborative conversation at Intervention Team Meetings.

The PCOE staff will analyze weekly data captured in the student Accountability Logs, specifically referencing student engagement and academic progress. In addition, weekly data collected by individual teachers and staff members through their personal and individual meetings with students will be discussed and considered. The PCOE site administrator will meet with staff weekly to discuss the effectiveness of implemented pupil learning loss strategies. Monthly Tier 2 will be conducted meetings to discuss students with identifiable learning loss and what the plan will be for these students moving forward.

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

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<thead>
<tr>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
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<tbody>
<tr>
<td>Intervention Teacher to provide 1:1 and small-group English Language Development and academic intervention</td>
<td>$22,206</td>
<td>No</td>
</tr>
<tr>
<td>Assess students to assist in determining targeted areas of growth - NWEA MAP</td>
<td>$2,100 (duplicate)</td>
<td>No</td>
</tr>
<tr>
<td>Provide Bilingual Parent Liaison to support family and student school engagement</td>
<td>$5,461</td>
<td>Yes</td>
</tr>
</tbody>
</table>
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.]

PCOE schools are prepared to monitor and support student social emotional well-being and mental health as we embark on distance learning. To support student social-emotional well-being during distance learning as well as when resuming in-person instruction, all programs will align with the CDC’s six guiding principles of a Trauma-Informed Approach: Safety, Trustworthiness & Transparency; Peer Support; Collaboration & Mutuality; Empowerment & Choice; and Cultural, Historical & Gender Issues.

PCOE will employ an array of social and emotional well-being tools to support pupils and staff throughout the school year. School teams use a Positive Behavior Interventions and Supports (PBIS) three-tiered framework, which specifies the data, systems, and practices utilized to support social-emotional-behavioral well being, both during Distance Learning as well as during traditional in-person instruction. This includes monthly structured Tier I PBIS meetings, school-wide behavior expectations (for distance learning as well as in-person instruction), and an acknowledgement system. Students are acknowledged by school staff in a variety of ways for participating and staying engaged during distance learning; for example, students are individually recognized and awarded points in the online platform “LiveSchool”, or are given certificates of achievement for demonstrating commitment to their academic success, or are entered into raffles for consistently following their individual distance learning schedules and completing independent work. School staff also regularly communicate with families via phone calls, email, video, and/or mail, to recognize specific achievements of students.

Additionally, teachers and staff regularly complete social emotional screening tools, such as the "Student Risk Screening Scale- Internalizing and Externalizing" (SRSS-IE), which highlights a variety of social-emotional needs that can be addressed by site clinical staff and the site’s intervention team. The program’s School Social Worker is also available by phone, email, or appointment, if students or their families have concerns, or are looking for additional wellness resources. Social-emotional support provided to students also includes both group and individual enrollment in social-emotional learning courses, which focus on decision-making, coping skills, planning for the future, and other adaptive skills (e.g., BASE education modules, School-Connect course). The site team regularly monitors school-wide data in the areas of attendance, behavior infractions, academic engagement, and social-emotional wellness, to identify whether school-wide systems are in need of improvement, and/or identify students who need additional supports in any of these areas.

PCOE sites also hold bi-monthly or monthly Intervention Team meetings to identify students in need of additional social-emotional-behavioral supports, and to monitor the progress of students currently receiving intervention supports. These Intervention Team meetings are a way to discuss any students or families who require additional supports related to disengagement, atypical responses to material, atypical behavior, or social-emotional needs. Staff can directly refer students to the Intervention Team by completing a brief Request for Assistance form. The Intervention Team then decides next steps for support, which can include referrals to the school social worker, school psychologist, behavior
specialist, community resources, or the Check-In Check Out intervention (CICO). CICO is an evidenced-based intervention which is offered to increase student engagement in school and reduce problem behaviors. For distance learning, CICO is modified to have an at home component, and more frequent contact with caregivers/parents of students participating in the intervention. Sites also offer virtual or in-person group services, which may include Girls Circle Group with Credentialed School Psychologist and a Placer County Probation Officer; Decision Making, Anger Management, and Aggression Replacement with a Licensed Clinical Social Worker; the School-Connect (social-emotional-behavioral) course with a credentialed teacher; and other group offerings as needs are identified in the Intervention Team. Finally, for students needing mentoring support, social work interns are available to meet with students to address goal setting, self-care regiment, daily planning schedule, and building emotional awareness/insight. The team will monitor a variety of data sources which reflect student engagement and well-being during distance learning, including attendance in online classes, independent work completion, responsiveness to staff check-ins, student reinforcement trends, and student survey data.

For students and families with more intensive Tier III needs, a variety of services and individualized supports are available. Students can be offered Individual counseling with licensed clinical social worker or credentialed school psychologist; individualized behavior plan development by a Board Certified Behavior Analyst; referrals to community mental health agencies, with follow up case management support provided by the School social worker; and Family Team Meetings.

Staff have access to Health and Wellness activities and an Employee Assistance Program through Schools Insurance Group. 211 Placer is also available to all PCOE staff and is an information and referral system that connects Placer County residents with services and resources in their community.

Professional development will be provided quarterly on a variety of topics ranging from trauma informed practices; teaching through a social emotional lens; understanding and accessing county systems (e.g. Child Welfare, Juvenile Probation, Children’s Mental Health); supporting student engagement and attendance through the use of positive behavioral strategies; strategies to address discipline disproportionality; addressing student mental health through a distance learning model; engaging parents; suicide risk assessment; and threat assessment. PCOE will also provide resources and support to pupils and staff to address trauma and other impacts of COVID-19 on the school community.

Pupil and Family Engagement and Outreach
Direct outreach will be conducted to the parents/caregivers of every foster, homeless, and English Learner enrolled in our schools through a partnership with our Prevention Supports and Services department.

Staff, including three bilingual Spanish/English staff, will call families and caregivers to survey them about their child's experience with distance learning in the spring; current needs and concerns; and if they would benefit from connection to community-based resources.

Families and students will be offered devices and hotspots, as well as other supplies to help facilitate distance learning in their place of residence.

School staff will focus heavily on explicitly recognizing students for meeting the expectations of distance learning. For example, students may be given points, incentives, certificates, and/or verbal recognition for actions such as logging in to class on time, participating in video instruction, contacting teachers for assistance, responding to staff calls/emails/messages, perseverance when their motivation is low, meeting their weekly Cyber High goals, or completing independent assignments.

School staff will engage in weekly phone or video calls with parents/care providers, with an emphasis on acknowledging student efforts and achievements while engaged in Distance Learning. Bilingual staff will be available to translate phone calls when needed for families of English Learners. School sites will also mail postcards to families 1-2 times per month for students who have been consistently engaged in Distance Learning, thanking the families for their support and partnership with the school, and highlighting individual successes of their students. Postcards will be translated for families of English Learner students. Students will meet with school staff every 1-2 weeks to review their progress towards their goals, including credits earned, grades, work completion, and attendance.

Any family/student not engaging in distance learning or meeting compulsory education requirements will be contacted by the school principal. In addition, on a weekly basis, teachers will notify their administrator of any students who are falling below the 60% attendance/participation threshold, and that student will be referred to the site's intervention support team the following week. The team will consider a range of Tier II or Tier III intervention supports, including, but not limited to: meeting with student/care provider/administrator, review of distance learning expectations, providing refresher training about the use of distance learning technology, enrollment in the Check-in Check-out intervention, enrollment in online social-emotional learning modules related to School Disengagement (BASE Education), development of individualized behavior support contracts, individual counseling, and/or intensive person-centered planning through the RENEW intervention.

If additional social services or community needs are identified, or if the family is unresponsive, the administrator can refer the family to the Prevention Supports and Services Foster/Homeless/Attendance Support team through a simple referral form. The team will attempt to reach out to the family to assess barriers to distance learning; identify school- and community-based supports available; and connect to social, health, mental health, housing, food, and other community resources. The team, in collaboration with the administrator, may also conduct a home visit.
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.]

While PCOE does not operate a food services program, the Court and Community Schools provide school nutrition through agreements with local school districts and Placer County Probation.

During Distance Learning, students, including students who qualify for free and reduced priced meals, are able to access school meals at designated schools and facilities daily. If applicable, students and families are notified of locations and pick-up schedules weekly. Local school district and probation personnel follow all safety protocols and procedures during meal distribution.

Once in-person instruction resumes, students, including students eligible for free or reduced price meals, will access school meals in their classroom with their class cohort. School and probation personnel will follow all safety protocols and procedures during meal distribution.

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

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupil Engagement and Outreach</td>
<td>Provide Positive Behavioral Interventions and Supports related to student and family engagement - LiveSchool, PBIS incentives and rewards for quality work completion and participation</td>
<td>$1,218</td>
<td>No</td>
</tr>
<tr>
<td>Section</td>
<td>Description</td>
<td>Total Funds</td>
<td>Contributing</td>
</tr>
<tr>
<td>----------------------------------------------</td>
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</tr>
<tr>
<td>Pupil Engagement and Outreach</td>
<td>Student Support Practitioner to facilitate efficient and positive student transitions from Honour Schaps Court School to comprehensive schools.</td>
<td>$92,741</td>
<td>No</td>
</tr>
<tr>
<td>Mental Health and Social and Emotional Well-Being</td>
<td>Provide counseling services to students who are impacted by COVID-19 - Individual counseling services were increased to support students facing challenging circumstances during the COVID-19 pandemic, particularly for those facing food insecurity, homelessness and anxiety/depression.</td>
<td>$52,878</td>
<td>Yes</td>
</tr>
<tr>
<td>Pupil Engagement and Outreach</td>
<td>Provide Bilingual Parent Liaison to support family and student school engagement - The bilingual parent liaison increased student and parent outreach and made weekly contact with non-English speaking parents to answer questions related to Distance Learning. Non-English speaking families were supported in the stakeholder engagement process and will continue to receive extra support as the program transitions back to an in-person learning model.</td>
<td>$5,461 (duplicate)</td>
<td>Yes</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Percentage to Increase or Improve Services</th>
<th>Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.44%</td>
<td>$259,580</td>
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</table>
### Required Descriptions

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

The following actions are provided to the entire school. The needs and circumstances of foster youth, low-income students and English Learners as as result of COVID-19 were considered first. Schools experienced a need to translate an increased volume of materials and conversations for our English learner students and their families. Many students displayed challenges with engagement and trauma influenced social emotional needs as a result of COVID-19; this was particularly evident in our low income and Foster Youth population. Our students also experienced increased food insecurity and homelessness which led to the need for additional social emotional support.

The actions described below were informed by the considerations of these specific student groups. While these actions support the learning and mental health of all students, they are intended to meet the specific needs of our foster youth, low-income and English Learner students.

1. **Provide Counseling/Social Emotional Learning services as a response to the COVID-19 pandemic:** This service is provided in our alternative settings for incarcerated, expelled, court ordered, Probation/SARB referred youth. Evidence based social emotional learning programs and individual counseling are important components of our MTSS Tier 2 and 3 interventions. The implementation of this action will support students, many of whom have experienced trauma, or have other mental health and substance abuse needs.

2. **Bilingual parent liaison to support SARB process and reduce truancy rate of English Learners:** This service is provided for students and parents at the Tahoe Truckee Community School. This action supports our MTSS Tier 2 and 3 interventions related to improving attendance and Positive Behavior Intervention and Supports (PBIS) implementation. The implementation of this action will provide directed support to EL students whose lack of attendance is impacting their educational performance. Attendance rates and chronic truancy rates will be closely monitored to determine if this action results in increased student engagement and achievement. School, economic, student, and family factors

The learning continuity and attendance plan describes how federal and state funding included in the original or revised budget adopted by the Placer County Board of Education is used to support the efforts described in the learning continuity and attendance plan, including federal and state funds provided for learning loss mitigation. Some actions and expenditures are not included in the budget or the learning continuity and attendance plan, and therefore, will be included in the first interim report of the county office of education.

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

Bilingual support services were improved through more robust communication and support for parents and families of English Learners. The bilingual parent liaison also increased student and parent outreach and made weekly contact with non-English speaking parents to answer
questions related to Distance Learning. Non-English speaking families were supported in the stakeholder engagement process and will continue to receive extra support as the program transitions back to an in-person learning model.

Individual counseling services for unduplicated pupils were increased to support students facing challenging circumstances during the COVID-19 pandemic, particularly for those facing food insecurity, homelessness and anxiety/depression.

Positive Behavioral Interventions and Supports related to student and family engagement were increased and improved to include a robust method of ensuring positive feedback and engaging students and families in the learning process. This includes incentives and rewards for quality work completion and engagement.

Student Support Practitioner services were increased at the Court school to facilitate efficient and positive student transitions from Honour Schaps Court School to comprehensive middle and high schools.

Access to learning through technology has been improved and increased for Foster Youth, ELs and low-income students by purchasing and deploying high quality 1:1 devices and ensuring internet connectivity through wireless access.

In collaboration with our Prevention Supports and Services department, supports for students who are in foster care and experiencing homelessness have increased. Student Support Practitioners are available to provide enhanced services to vulnerable populations. Consultation and guidance is provided to teachers, administrators, and other staff to address student needs/areas of concern; identify next steps and resources available to the student/caregiver; and address pandemic-related barriers (loss of job, housing, wifi access, mental health services, community activities). Teachers, school staff, and administrators also submit direct referrals to the Foster/Homeless team for students/families about whom they are concerned. These staff reach out directly to families/caregivers and provide a variety of resources and referrals including social services, employment, mental health, food security, housing, and other referrals.