

Learning Continuity and Attendance Plan Template (2020–21)

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

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

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

The COVID-19 pandemic greatly impacted our LEA and community with the commencement of county-wide school closures on March 16, 2020. During the early summer our COVID-19 numbers were low in Santa Cruz County and we aggressively planned for reopening schools under low, medium, and high restrictions. As the summer progressed and COVID-19 numbers increased it was confirmed that all of our programs would begin the year in distance learning. Our programs immediately communicated with all stakeholders about the change and planned necessary professional development for our colleagues. Our administration team spent time digesting SB 98 and creating guidance for staff that upheld the requirements of the law while not losing what makes our Court and Community programs unique. We work together with our classified and certificated staff to continuously revise this living guidance document. As our school year begins we are fine tuning and revising our approach to distance learning alongside our community. In addition to the pandemic Santa Cruz County has been severely negatively impacted by the CZU Lightning Fire. Continuing to support the health and wellbeing of our staff, students, and community is our immediate priority.

Stakeholder Engagement

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

We began stakeholder engagement in the spring gathering feedback from students through a survey and parents through multiple means of communication including surveys and meetings. For our LCAP, just prior to the COVID-19 pandemic, we held in-person student focus groups across our sites. During the COVID-19 pandemic, weekly site check-ins occurred with the administration team and sites to discuss each student and create plans for students who were disengaging. At the beginning of this school year we sent out a survey to families and we held parent meetings via zoom to allow the community to share the impact of distance learning and make recommendations. As a team, we reviewed the data from stakeholder groups and included those recommendations and concerns in this plan. The draft Learning Continuity Plan will be presented in English and in Spanish to our stakeholders and we will make necessary adjustments based upon input. As previously mentioned, the CZU Lightning Fire has significantly impacted our community and it is important to mention that the beginning of the school year has been impacted by the fires which forced the evacuation of 64,000 residents and their health and safety is most important.

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

We still conducted our meetings as scheduled via Zoom in the Fall and pre-pandemic in-person. We provided information about our meetings through our parent communication system as well as through text messages, and phone calls. Translation of meeting notices and having both English and Spanish input sessions ensured access to provide input. We had our parent groups and English Language Advisory Committee participate in feedback sessions.

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

Our students reported to miss being in-class with their classmates. While some preferred the flexible schedule in spring, many felt like they needed more structure and routines. Our staff have mixed feelings about returning to in-person instruction because at the time of the survey our county was teetering between being on the watch list. Our employees provided great feedback regarding the professional development that is most needed for them to provide effective distance learning instruction. Our English Learner Advisory Committee expressed gratitude for our continued support of students through these many changes. The importance of providing technology was mentioned by families and many of our families are using their student's loaned Chromebook which emphasizes the need for devices and connectivity.

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

While we cannot bring back in-person instruction until it is safe to do so, we took into consideration the input from our stakeholders. Luckily, we already offer small class sizes, individual support, social-emotional support, and tailored academic instruction. The feedback from teachers directly impacted the professional development opportunities and will continue to do so. The feedback from our students to have more structure was taken into consideration and each school site has a clear schedule that students and families can reference.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

At this time, all schools in Santa Cruz County may only offer distance learning. Using the high and medium restriction model, our reopening plan provides information about how our LEA will support student and staff health and safety and how we will provide continuity of learning. Our learning plan includes potential hybrid schedules, delivering high quality instruction and attending to the social-emotional well-being of our students and staff. Regardless of being in full distance learning or returning to schools in a high restriction state, we will continue to provide services for all of our learners including English learners, Foster Youth, students experiencing homelessness, socioeconomically disadvantaged students, and students with special needs.

This summer and ongoing, our staff has been planning for the safe reopening of our schools. Our programs work with the Santa Cruz County Office of Education to appropriately prepare facilities and logistics. Each site has been through a rigorous safety inspection at prior to opening in any capacity we will ensure all planned safety protocols are in place which include but are not limited to signage, hand sanitizer, PPE, proper placement of furniture, staff training, and symptom checking stations. Prior to re-opening and ongoing, daily expectations and protocols for a healthy and safe work environment will be shared with all staff.

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

Description	Total Funds	Contributing
M&O transfer, including the cleaning of school sites.	\$231,067.26	No
Supplemental food and clothing offerings supporting the needs of our low-income students.	\$24,224.03	Yes
Instructional staff at Sequoia Schools campus, our school designed to meet the needs of our unduplicated student population.	\$530,063.59	Yes

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Distance Learning will be standards-aligned and aims to meet the needs of all students including those who qualify for special education, language learners, students in foster care, those experiencing homelessness, students with exceptional needs, and those requiring mental health support. Our Special Education team meets weekly to ensure they are discussing each student and providing services as well as communicating with teachers, students, and the families they serve. Students are provided with both synchronous and asynchronous learning opportunities that meet or exceed the standard of instructional minutes. We will continue the work we started last spring to provide connectivity and devices to all students who are participating in distance learning. Teachers and other certificated employees will connect with students daily through internet-based classrooms or phone communication. Interaction will ensure English Language Assessment, proficiency, and include English Language Development. The curriculum and instructional resources for distance learning classrooms may also be utilized in an in-person instructional model. We are utilizing Google Classroom as our Learning Management System and teacher have received training and they are ensuring students and families understand the platform as well.

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.]

All students who need a computer have been loaned a Chromebook. Our local internet service providers have offered temporary free internet service to families who qualify. The Santa Cruz COE purchased new Chromebooks and hot spots and that were deployed to families who were not able to access the free internet services and still needed internet access at home.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

One of our talented administrators made a student engagement and attendance sheet that not only tracks the type of learning and the amount of engagement each day, it also creates a cumulative record so that we can identify quickly students who are not engaging. We started the year utilizing this sheet and as of the writing of this document we are

trying out the CDE attendance and engagement template as well. Participation in distance learning includes synchronous time with certificated staff and time with support staff, online activities, completion of assignments, completion of assessments, and contacts between staff and pupils or parents or guardians. Distance learning instructional time shall be based on the time value of assignments as determined by teachers. It must be standard-aligned and meet the needs of all students including students who qualify for special education, language learners, students in foster care, those experiencing homelessness, students with exceptional needs, and those requiring mental health support. We are closely monitoring student progress and intervening when a student shows signs of disengaging.

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.]

We started the 20-21 school year with a robust week long Professional Learning Summit. The sessions focused on supporting students, re-engaging students and families, Google Classroom, ed-tech resources, reviewing local guidance and SB 98, and plenty of time for collaboration. On-going professional learning will be tailored to meet the needs of our staff and focused on facilitating high quality instruction, supporting students and families, and supporting and collaborating with colleagues. Our staff has completed COVID-19 specific health training and we have spent significant time reviewing each school site in preparation for returning to in-person instruction.

Staff Roles and Responsibilities

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

Currently, our staff are impacted not only by COVID-19 but also greatly impacted by local wildfires. We are incredibly proud of how our staff have stepped up to support our students and each other. We have provided continuous meal service and have provided social and emotional support to students. Our colleagues with specific expertise beneficial to distance learning have stepped up as professional learning leaders.

Supports for Pupils with Unique Needs

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

The Alternative Education Department works very closely with our Foster Youth and homeless youth liaisons. During the pandemic and wildfires many students and staff have been displaced and our community has come together to support each other. English learners receive ELD instruction from their teachers as well as have structured support through small group or individual appointments. Staff receive professional development focused on effective instructional practices for supporting English Language learners as well as curriculum for English Learners. Students receiving special education services maintain their services with their resource teachers and there is continual communication with our Special Education team, our teaching staff, and administration.

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

Description	Total Funds	Contributing
Technology Coordinator ensuring tech and access for all students including unduplicated students	\$177,583.14	Yes
Instructional Aides in classrooms serving high proportions of unduplicated students	\$ 702,728.54	Yes

Description	Total Funds	Contributing
Community Organizer, Project Specialists, and Project Coordinator supporting the students and families of unduplicated students.	\$404,384.53	Yes
Professional development focused on supporting the needs of our English Learners during Distance Learning and for in-person learning.		Yes

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

Pupil learning loss will be assessed, monitored, and mitigated through a comprehensive approach. We use the Star Renaissance assessments to assess ELA and Math, and we monitor ELPAC scores, along with grades and credits to address the needs of English Learners. Our counselors, teachers, and support staff work collaboratively to address the social and emotional needs of our students. This year we have more robust structures, guidance, and routines in place during distance learning that reflect the lessons learned from students, teachers, and families during the spring.

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.]

Our programs are small and allow for intense student support from a team including the teacher, counselor, support staff, and administration. Teachers meet individually with students and their families to create strategies to support learning loss mitigation. New students enrolling in our programs who did not successfully complete their Spring semester at their comprehensive high school have an intake that reviews their experience during the Spring semester and this intake begins the plans that are solidified by their new teacher to help them re-engage in school and overcome learning loss. It is a unique journey for each student and we are fortunate to be able to work so closely with our students and families.

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.]

Important ways to measure the effectiveness of learning loss strategies include, the engagement of the student, mastery of concepts, and grade and credit evaluation. We also use our Star Renaissance exams to compare assessment results.

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

Description	Total Funds	Contributing
Star Renaissance	\$9,915	Yes
Professional development focused on learning loss mitigation, specifically for unduplicated students and Star Renaissance training.		Yes

Mental Health and Social and Emotional Well-Being

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

We have invested significant time and resources to focus on mental health and social and emotional wellbeing. Our daily instruction begins with a whole group connector. Each staff member understands that connection comes first and in order to get to a point where students can experience academic success they must first feel safe. We have a large network of counselors who work with all of our sites. Our teachers have woven in social and emotional lessons and activities throughout their classes. Teachers and support staff continuously monitor the health and wellbeing of their students and promptly discuss any concerns to ensure appropriate services are provided.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

We have a tiered student support system in place to actively and swiftly support students who are disengaging from their education. Our number one goal is the health and wellbeing of our students and staying connected to them. All students receive universal supports and individual attention. Students who begin to miss school are discussed at a site level with their team including, the teacher, support staff, RSP teacher is applicable, counselor, and site administrator. If the student continues to not engage in school they are referred to a more acute support team who works closely with each individual family to do a deeper dive into the barriers being faced by the student and family and provide more counseling and specific supports based on the need of the individual student and family.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

The Santa Cruz COE ensures access to student meals while maintaining physical distancing protocols. Families in need of meal service will continue to receive notification that they can access safe school food distribution centers. Families will be advised of pick-up locations, dates and times—and reassured that not only were all meals are free of charge, no family will be turned away.

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

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	School counselor who supports students and families most in need, including providing lunch services and emergency resources for students and families.	\$155,413.17	Yes

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
12.02%	\$2,206,974.00

Required Descriptions

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

The needs of foster youth, English learners, and low-income students has been at the forefront of our decisions throughout the COVID-19 pandemic and now the horrific wildfires. The technology needs of our students, especially our low-income students is a priority. We ensured that we ordered more Chromebooks and hotspots to meet the needs of our students. We provided continued nutritional services for families and promoted nutritional offerings throughout the county which supported the basic needs of our low-income students. We worked closely with our Foster Youth liaisons to ensure students were being supported with their education. English learners received continued educational services from their teachers and our support staff. Our Community Organizer and Project Specialist/Project Coordinator support the students and families of unduplicated students through organization of parent groups, parent learning, student support, and logistical support primarily directed towards unduplicated students. We have staff development that is directly targeted at supporting our unduplicated student population and we collaborate with our Foster Youth team, Ed Services team, and internal Alternative Education staff.

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

The Santa Cruz County Office of Education calculates that it will receive \$2,206,974.00 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). Our programs exist to meet the needs of our unduplicated student population. That being said, the services outlined in this report represent an increase or improvement in excess of 12.02% when compared to services provided for all students for the 20-21 school year.

Contributing Actions Related to In-Person Instructional Offerings:

- The operation of the Sequoia Schools campus represents a massive effort to improve services for our unduplicated students. The Sequoia Schools campus serves over two hundred students through multiple programs. The vast majority of Sequoia students are considered unduplicated. These programs represent a set of our community school that is dedicated to providing the best possible education to our unduplicated students. The improvement of instruction for our unduplicated students, the provision of counseling services, tracking students and student data, the coordination of services for foster youth, and effectively communicating with non-English speaking parents are vital elements of our efforts to improve services for unduplicated students.
- We provide food and clothing for students in need by purchasing school shirts and sweatshirts and supplemental food.

Contributing Actions Related to the Distance Learning Program:

- Technology Coordinator ensuring tech and access for unduplicated students.
- Instructional Aides in classrooms serving high proportions of unduplicated students providing targeted support.
- Community Organizer and Project Specialist/Project Coordinator supporting the students and families of unduplicated students through organization of parent groups, parent learning, student support, and logistical support primarily directed towards unduplicated students.
- Professional development specifically targeted to support unduplicated students, this is done through collaboration with Educational Services, Foster Youth team, and our Alt Ed team.

Contributing Actions to Address Pupil Learning Loss:

- Utilizing Star Renaissance results to help assess and mediate pupil learning loss of unduplicated pupils and corresponding professional development for staff.

Additional Contributing Actions:

- Counseling and nutrition support for students in need of immediate counseling services, supplies, and food as well as counselor offering direct support and oversight for our tiered system of support.

2020-21 Learning Continuity and Attendance Plan Summary of Actions

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Santa Cruz County Office of Education	Jennifer Izant Gonzales, Project Director	jizant@santacruzcoe.org (831) 466-5739

Actions/Services Contributing to Increased or Improved Services Requirement

Focus Area	Action	Action Description	Total Funds
In-Person Instructional Offerings	2	Supplemental food and clothing offerings supporting the needs of our low-income students.	\$24,224.03
In-Person Instructional Offerings	3	Instructional staff at Sequoia Schools campus, our school designed to meet the needs of our unduplicated student population.	\$530,063.59
Distance Learning Program	1	Technology Coordinator ensuring tech and access for all students including unduplicated students	\$177,583.14
Distance Learning Program	2	Instructional Aides in classrooms serving high proportions of unduplicated students	\$ 702,728.54
Distance Learning Program	3	Community Organizer, Project Specialists, and Project Coordinator supporting the students and families of unduplicated students.	\$404,384.53
Distance Learning Program	4	Professional development focused on supporting the needs of our English Learners during Distance Learning and for in-person learning.	

Focus Area	Action	Action Description	Total Funds
Pupil Learning Loss	1	Star Renaissance	\$9,915
Pupil Learning Loss	2	Professional development focused on learning loss mitigation, specifically for unduplicated students and Star Renaissance training.	
Mental Health and Social and Emotional Well-Being	1	School counselor who supports students and families most in need, including providing lunch services and emergency resources for students and families.	\$155,413.17

Actions/Services Not Contributing to Increased or Improved Services Requirement

Focus Area	Action	Action Description	Total Funds
In-Person Instructional Offerings	1	M&O transfer, including the cleaning of school sites.	\$231,067.26