



Santa Cruz County Board of Education • 400 Encinal Street, Santa Cruz, CA 95060 • Tel (831) 466-5900 • www.santacruzcoe.org
Ms. Jane Royer Barr • Ms. Rose Filicetti • Ms. Sandra Nichols • Ms. Sue Roth • Mr. Dana Sales
Mr. Abel Sanchez • Mr. Bruce Van Allen

Santa Cruz County Board of Education
Special Board Meeting
Thursday September 10, 2020
Open Session 3:00 P.M.
Held by Videoconference Only

NOTICE:

In order to meet the most recent guidelines from the Santa Cruz County Health Services Agency in regard to COVID-19, this meeting will be **limited to virtual participation only** and made available online via a live video-conference at the following web address:

<https://santacruzcoe-org.zoom.us/j/83018880831>

Webinar ID: 830 1888 0831

Or join by phone:

US: **+1(669) 900-6833**

Meeting ID: **830 1888 0831#**

PUBLIC COMMENT:

Any person wishing to make a public comment will have the opportunity to do so via videoconference during the virtual meeting for up to three minutes each for any item not listed on the agenda, or for up to two minutes for any item listed on the agenda. To submit a comment about to be read aloud on your behalf either listed or not listed on the meeting agenda, please send a comment no longer than 300 words to sleibenson@santacruzcoe.org no later than 2pm on July 16th. Each individual may only make one comment per topic.

AGENDA

1. CALL TO ORDER, ROLL CALL AND ESTABLISHMENT OF QUORUM

Sue Roth (President), Jane Royer Barr, Rose Filicetti, Sandra Nichols, Dana Sales, Abel Sanchez, Bruce Van Allen
Faris Sabbah, Secretary

2. PLEDGE OF ALLEGIANCE

Superintendent Sabbah (Secretary) will lead the Pledge of Allegiance.

3. APPROVAL OF AGENDA

Agenda deletions and/or changes of sequence will be approved or the agenda will be approved as submitted.

4. PUBLIC COMMENT

This is an opportunity for the public to address the Board regarding items not on the agenda. The Board President will recognize any member of the audience not previously placed on the agenda who wishes to speak on a matter directly related to school business. Each speaker, on any specific topic, may speak up **three (3) minutes** unless otherwise limited or extended by the President. The President may allot time to those wishing to speak but no action will be taken on matters presented (EDC § 35145.5). If appropriate, the President, or any Member of the Board, may direct that a matter be referred to the Superintendent's Office for placement on a future agenda. Please refer to item, *Please Note*, on the last item of this agenda.

5. CORRESPONDENCE

Official correspondence received by the Board is included herein.

6. PUBLIC HEARINGS, NEW BUSINESS, AND ACTION ITEMS

6.1 PUBLIC HEARING: Santa Cruz County Office of Education Learning Continuity Plan

The Santa Cruz County Office of Education student programs Learning Continuity Plan template memorializes the planning process already underway for the 2020–21 school year and includes descriptions of the following: conducting meaningful stakeholder engagement; maintaining transparency; addressing the needs of unduplicated pupils, students with unique needs, and students experiencing homelessness; providing access to necessary devices and connectivity for distance learning; providing resources and supports to address student and staff mental health and social emotional well-being; and continuing to provide school meals for students. The Board will conduct a public hearing to determine the level of interest and support from community members, teachers, and students of the district.

Presenter: Jennifer Izant Gonzales, Project Director, Alternative Education

Open, conduct,
& Close Hearing: Sue Roth (President)

6.2 PUBLIC HEARING: Santa Cruz County Career Advancement Charter Learning Continuity Plan

The Santa Cruz County Career Advancement Charter Learning Continuity Plan template memorializes the planning process already underway for the 2020–21 school year and includes descriptions of the following: conducting meaningful stakeholder engagement; maintaining transparency; addressing the needs of unduplicated pupils, students with unique needs, and students experiencing homelessness; providing access to necessary devices and connectivity for distance learning; providing resources and supports to address student and staff mental health and social emotional well-being; and continuing to provide school meals for students. The Board will conduct a public hearing to determine the level of interest and support from community members, teachers, and students of the district.

Presenter: Denise Sanson, Senior Director, Student Programs

Open, conduct,
& Close Hearing: Sue Roth (President)

7. SCHEDULE OF MEETINGS AND COMING EVENTS

Santa Cruz County Board of Education
Regular Meeting (Virtual)
September 17, 2020
4:00 p.m.

Santa Cruz County Board of Education
Regular Meeting (Virtual)
October 15, 2020
4:00 p.m.

Santa Cruz County Board of Education
Regular Meeting (Virtual)
November 19, 2020
4:00 p.m.

8. ADJOURNMENT

The Board President will adjourn the meeting.

PLEASE NOTE:

Public Participation:

All persons are encouraged to attend and, when appropriate, to participate in meetings of the Santa Cruz County Board of Education. If you wish to speak to an item on the agenda, please be present at the beginning of the meeting as any item, upon motion, may be moved to the beginning of the agenda. Persons wishing to address the Board are asked to state their name for the record. The president of the Board will establish a time limit of three (3) minutes, unless otherwise stated by the president, for comments from the public. Consideration of all matters is conducted in open session except those relating to litigation, personnel and employee negotiations, which, by law, may be considered in closed session. Expulsion appeal hearings are heard in closed session unless a request for hearing in open session is made by the appellant.

Backup Documentation:

Any writings or documents that are public records and are provided to a majority of the governing board regarding an open session item on this agenda will be made available for public inspection in the County Office of Education, located 400 Encinal Street, Santa Cruz, CA 95060, during normal business hours.

Translation Requests:

Spanish language translation is available on an as-needed basis. Please make advance arrangements with Sage Leibenson by telephone at (831) 466-5900. Traducciones del inglés al español y del español al inglés están disponibles en las sesiones de la mesa directiva. Por favor haga arreglos por anticipado con Sage Leibenson por teléfono al número (831) 466-5900.

ADA Compliance:

In compliance with Government Code section 54954.2 (a), The Santa Cruz County Office of Education will, on request, make this agenda available in appropriate alternative formats to persons with a disability, as required by Section 202 of the Americans with Disabilities Act of 1990 (42 U.S.C. Sec 12132), and the federal rules and regulations adopted in implementation thereof. Individuals who need this agenda in an alternative format or who need a disability-related modification or accommodation in order to participate in the meeting should contact Sage Leibenson, Administrative Aide to the Superintendent, 400 Encinal St., Santa Cruz, CA 95060, (831) 466-5900.



SANTA CRUZ
COUNTY OFFICE OF
EDUCATION
DR. FARIS SABBAH • SUPERINTENDENT OF SCHOOLS

Santa Cruz County Board of Education • 400 Encinal Street, Santa Cruz, CA 95060 • Tel (831) 466-5900 • www.santacruzcoe.org
Ms. Jane Royer Barr • Ms. Rose Filicetti • Ms. Sandra Nichols • Ms. Sue Roth • Mr. Dana Sales
Mr. Abel Sanchez • Mr. Bruce Van Allen

NOTICE OF PUBLIC HEARING

NOTICE is hereby given that on **Thursday September 10, 2020 at 3:00 p.m., or as soon thereafter as the matter can be heard, via videoconference ONLY at the following web address**, the Santa Cruz County Board of Education will hold a public hearing to consider the level of support for the Learning Continuity Plans for the **Santa Cruz County Office of Education** and the **Santa Cruz County Career Advancement Charter**. The Learning Continuity Plan template memorializes the planning process already underway for the 2020–21 school year and includes descriptions of the following: conducting meaningful stakeholder engagement; maintaining transparency; addressing the needs of unduplicated pupils, students with unique needs, and students experiencing homelessness; providing access to necessary devices and connectivity for distance learning; providing resources and supports to address student and staff mental health and social emotional well-being; and continuing to provide school meals for students.

This meeting will be hosted in a webinar format. No registration will be required. Use the following link to join the meeting:

<https://santacruzcoe-org.zoom.us/j/83018880831>

Alternatively, join by phone using the following phone number at the time of the meeting:

Phone Number: **+1 (669) 900-6833**

Meeting ID: **830 1888 0831**

Any person wishing to make a public comment will have the opportunity to do so via videoconference during the virtual meeting for up to three minutes each for any item not listed on the agenda, or for up to two minutes for any item listed on the agenda. To submit a comment about to be read aloud on your behalf either listed or not listed on the meeting agenda, please send a comment no longer than 300 words to sleibenson@santacruzcoe.org no later than 2pm on July 16th. **Each individual may only make one comment per topic.** The agenda for the meeting will be made available no later than the Sunday prior to the meeting at <https://santacruzcoe.org/board/board-agenda-and-minutes/>.

To request further information about these public hearings, please contact Sage Leibenson, Administrative Assistant to the County Superintendent of Schools, at the Santa Cruz County Office of Education at (831) 466-5900 or sleibenson@santacruzcoe.org.



SANTA CRUZ
COUNTY OFFICE OF
EDUCATION
DR. FARIS SABBABH • SUPERINTENDENT OF SCHOOLS

SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM

Board Meeting Date: Sept. 10, 2020

☐

Action

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Information

TO: Santa Cruz County Board of Education

FROM: Administrative Department

SUBJECT: Correspondence

BACKGROUND

Correspondence received by the board is included herein.

SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION:

Receive correspondence.

FISCAL IMPLICATIONS:

None.



REGIÃO AUTÓNOMA DOS AÇORES
SECRETARIA REGIONAL DA EDUCAÇÃO E CULTURA
DIREÇÃO REGIONAL DA CULTURA

Ao

Superintendent Michael C. Watkins. Santa
Cruz County Office of Education
400 Encinal Street
CA95060 Santa Cruz

S/ referência

S/ comunicação de

Processo

N/ referência

Data

SAI-DRAC/2020/2383

14/07/2020

Assunto: AGRADECIMENTO/ ACKNOWLEDGEMENT

The Regional Directorate for Culture acknowledges and is grateful for the resolution adopted by Santa Cruz Board of Education to include the contribution of Azorean whalers for the development of Monterey Bay, as 8th grade History and Social Science Standards, in all California schools under its jurisdiction.

Best regards,

Com os melhores cumprimentos,

A Diretora Regional da Cultura

Susana Goulart Costa

CP



SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM

Board Meeting Date: Sept. 10, 2020

☐

Action

☒

Information

TO: Santa Cruz County Board of Education

FROM: Jennifer Izant Gonzales, Project Director, Alternative Education

SUBJECT: PUBLIC HEARING: Santa Cruz County Office of Education Learning Continuity Plan

BACKGROUND

The Santa Cruz County Office of Education student programs Learning Continuity Plan template memorializes the planning process already underway for the 2020–21 school year and includes descriptions of the following: conducting meaningful stakeholder engagement; maintaining transparency; addressing the needs of unduplicated pupils, students with unique needs, and students experiencing homelessness; providing access to necessary devices and connectivity for distance learning; providing resources and supports to address student and staff mental health and social emotional well-being; and continuing to provide school meals for students. The Board will conduct a public hearing to determine the level of interest and support from community members, teachers, and students of the district.

SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION:

Open, conduct, and close public hearing.

FISCAL IMPLICATIONS:

None.

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
Santa Cruz County Office of Education	Jennifer Izant Gonzales Project Director	jizant@santacruzcoe.org (831) 466-5739

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 Lightening 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 Lightening 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



SANTA CRUZ COUNTY BOARD OF EDUCATION

AGENDA ITEM

Board Meeting Date: Sept. 10, 2020

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Action

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Information

TO: Santa Cruz County Board of Education

FROM: Denise Sanson, Senior Director, Student Programs

SUBJECT: PUBLIC HEARING: Santa Cruz County Career Advancement Charter Learning Continuity Plan

BACKGROUND

The Santa Cruz County Office of Education Career Advancement Charter Learning Continuity Plan template memorializes the planning process already underway for the 2020–21 school year and includes descriptions of the following: conducting meaningful stakeholder engagement; maintaining transparency; addressing the needs of unduplicated pupils, students with unique needs, and students experiencing homelessness; providing access to necessary devices and connectivity for distance learning; providing resources and supports to address student and staff mental health and social emotional well-being; and continuing to provide school meals for students. The Board will conduct a public hearing to determine the level of interest and support from community members, teachers, and students of the district.

SUPERINTENDENT'S RECOMMENDATION FOR BOARD ACTION:

Open, conduct, and close public hearing.

FISCAL IMPLICATIONS:

None.



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
Career Advancement Charter, Adult Re-entry High School for Santa Cruz County Office of Education	Denise Sanson Senior Director	dsanson@santacruzcoe.org (831) 466-5680

General Information

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

The Career Advancement Charter (CAC) is an Independent Study program for adult learners to earn their high school diploma while gaining academic and technical skills that will lead to college and career readiness. As part of the Santa Cruz County Office of Education, the CAC collaborates with community partners to achieve this mission by engaging students through work-based, relationship-focused, innovative and welcoming learning experiences. The CAC serves students ages 18 and older who are working to achieve their high school diploma. All services are free and programs are provided in multiple locations within Santa Cruz County.

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 planned for reopening schools under low, medium, and high restrictions. As the summer progressed and COVID-19 numbers increased it was confirmed that all school programs would begin the year in distance learning. Our program 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 CAC program 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 impacted by the CZU

Lightening Fire, displacing nearly 70,000 residents. 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 following eliciting feedback from students through a survey and multiple means of communication. Weekly check-ins occurred with the administration team and sites to discuss student need and create plans for students who were disengaging. At the beginning of this school year we sent out a survey to students and we held community 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.

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

We still conducted our meetings as scheduled via Zoom. We provided information about our meetings through our communication system as well as through Google Classroom, text messages, and phone calls. Translation of meeting notices and concurrent translation of meetings ensured access for all stakeholders.

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

Some students reported that Zoom meetings are challenging for many reasons. While some preferred the added flexibility of this virtual schedule, others acknowledged that doing everything remotely also can be challenging. Similarly, some students and staff expressed being ready to return for 1:1 instruction/interaction while others communicated that they don't feel ready to meet in person. Our staff gave very positive feedback about the professional learning opportunities that we have been offering to support the shift to remote instruction. Many students have expressed the need for both a device and a hotspot in order to connect to the Internet. At least one student expressed the difficulty of learning a new language is this distance learning format and was hopeful that language instruction would be available in person as soon as possible.

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

Feedback from stakeholders stressed the importance of flexibility and regular contact with teachers. This was identified as a strength of programming offered thus far. Communication will continue to be critical during this time as information changes quickly. We have made pick

up times available at various locations in the county and will offer flexible hours for both tech and food pick up for students who work until the evening hours.

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 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.

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

Description	Total Funds	Contributing
Maintenance and Operations transfer for services	45,000	No

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.]

Currently students enrolled at our high school diploma program in the correctional facilities as well at our site locations are participating in Distance Learning, Independent Study. Teachers are providing individualized assignments based on transcript needs. Teachers provide weekly feedback and new assignments.

Distance Learning will be standards-aligned and aims to meet the needs of all students including those who qualify for special education, language learners, those experiencing homelessness, students with exceptional needs, and those requiring mental health support. 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 regularly 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.

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 device have been assigned a Chromebook. Our local internet service providers have offered temporary free internet service to families who qualify. The CAC purchased new Chromebooks and hot spots to distribute to families who were not able to access the free internet services and still needed internet access at home. Additional materials are on order for incoming students as well as to replace devices as needed.

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.]

We will identify students who are not engaging. Independent Study 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, those experiencing homelessness, students with exceptional needs, and those requiring mental health support.

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. Professional learning opportunities to support distance learning will continue throughout the 20-21 school year and will also include an emphasis on staff wellness and self-care. Our staff has completed COVID-19 specific health training and we have spend 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 by local wildfires. We are grateful for 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 contributed as professional learning leaders. Teachers

and support staff will hold weekly virtual appointments with students to offer academic and social-emotional support. We will continue to offer CTEP courses via distance learning until it is deemed safe to return to in person instruction by our public health department.

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 CAC works very closely with our homelessness support 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 individual appointments. Students receiving special education services maintain their services with their resource teachers.

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

Description	Total Funds	Contributing
Chromebooks and hotspot devices to support connectivity and access for all students	20,000	Yes
Bilingual Project Coordinator to support unduplicated students with enrollment and access to resources	129,226	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 administer the CASAS (California Adult Education Accountability and Assessment) upon enrollment and use this tool to assess quarterly. A shift to remote testing is currently underway. We also monitor progress by assessing credit accrual along with grades 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 intensive student support from a team including the teacher, support staff, and administration. Teachers meet individually with students to create strategies to support learning loss mitigation. New students enrolling in our programs have an intake that reviews their experience 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.

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 can also use our CASAS assessments to compare results.

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

Description	Total Funds	Contributing
Pupil Data Specialist to support with assessment implementation, distance learning, and data collection	88,117	Yes
Instructional Aide to support student learning and assessments as well as transitions from the correctional facility to community college or workforce	33,358	Yes
English as a Second Language Instructor	20,000	Yes
Student Programs Senior Director, bilingual administrator to support with organizational programming and student support	99,062	Yes
Materials and supplies for Career Technical Education (Culinary and Construction) distance learning classes	14,000	Yes
Instructional Aide to support student learning and assessments at the Watsonville CAC site	16,389	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. 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. Our teachers have woven in social and emotional lessons and activities throughout their lessons. 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. 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. This approach is not punitive and is intended to be supportive and strengths-based.

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 CAC 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 were 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	Community based intern clinician to support students and families in most need	6,500	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
5.93%	\$65,476

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 recent devastating racial violence amidst the backdrop of COVID-19 has made more evident the incredible disparities and oppression that many people of color experience on a daily basis. The needs of our unduplicated students is at the center of our decisions throughout the COVID-19 pandemic. The digital divide has become clearly evident throughout the past six months. The CAC is committed to providing access to technology for all of our students. We plan to continue offering ESL classes for our adult learners as well as employment support. Additionally we will continue to connect students to valuable resources in the community as well as make important and timely information available. Our Senior Director and Project Coordinator will support unduplicated students and their families with an intentional equity focus through organization of instructional programming, student groups, student support, and logistical support as needed. Professional learning opportunities will continue with our staff to provide the best possible instructional experience in this distance learning environment.

Providing a high school diploma program in the correctional facilities is intended to create opportunities for our students so that as they reintegrate into the community they are more prepared to enter the workforce or attend community college. We are working together with our community partners to create pathways and opportunities into college and the workforce.

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

The Career Advancement Charter calculates that we will receive \$65,476 in Supplemental funding under the Local Control Funding Formula (LCFF). Our program exists to meet the needs of our unduplicated adult learners. The services detailed in this report represent an increase or improvement in services of 5.93% when compared to services provided for all students for this 20-21 school year.

Contributing Actions Related to In Person Instructional Offerings: Services for actions contributing to in person offerings are for all students.

Contributing Actions Related to the Distance Learning Program: We have budgeted a substantial amount for technology devices so that all students have access to updated and working equipment upon request. We want to avoid having any student wait for a device or hotspot because of ordering issues. The bilingual Project Coordinator serves a critical role in linking our unduplicated students to resources both at school and in the community.

Contributing Actions Related to Address Pupil Learning Loss: Assigning a Pupil Data Specialist to support with the CASAS assessments and implementation will provide useful data to guide instruction, planning, and progress monitoring. This position is critical to support our unduplicated students in their academic and/or vocational journey. The Instructional Aide position will directly support unduplicated students with learning, assessments, and transition from the correctional facility to the community. ESL classes will directly support our English learners with language barriers. Assigning a bilingual Senior Director to support with organizational programming and student support directly supports our unduplicated students by providing cohesive systems that are designed to improve student outcomes. While our Career Technical Education classes will be virtual, the budget to purchase materials such as food ingredients for the Culinary class and small hand tools for the Construction class will support students in their efforts to continue their education with a hands-on approach that will continue to engage students. The Instructional Aide at the school site will directly support unduplicated students with learning and assessments over the course of this school year.

Additional Contributing Actions: A focus on student wellness and social emotional health is critical. We will work with our community partner, Encompass Community Services, to provide access to counseling services for students.



2020-21 Learning Continuity and Attendance Plan Summary of Actions

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Career Advancement Charter, Adult Re-entry High School for Santa Cruz County Office of Education	Denise Sanson, Senior Director	dsanson@santacruzcoe.org (831) 466-5680

Actions/Services Contributing to Increased or Improved Services Requirement

Focus Area	Action	Action Description	Total Funds
Distance Learning Program	1	Chromebooks and hotspot devices to support connectivity and access for all students	20,000
Distance Learning Program	2	Bilingual Project Coordinator to support unduplicated students with enrollment and access to resources	129,226
Pupil Learning Loss	1	Pupil Data Specialist to support with assessment implementation, distance learning, and data collection	88,117
Pupil Learning Loss	2	Instructional Aide to support student learning and assessments as well as transitions from the correctional facility to community college or workforce	33,358
Pupil Learning Loss	3	English as a Second Language Instructor	20,000

Focus Area	Action	Action Description	Total Funds
Pupil Learning Loss	4	Student Programs Senior Director, bilingual administrator to support with organizational programming and student support	99,062
Pupil Learning Loss	5	Materials and supplies for Career Technical Education (Culinary and Construction) distance learning classes	14,000
Pupil Learning Loss	6	Instructional Aide to support student learning and assessments at the Watsonville CAC site	16,389
Mental Health and Social and Emotional Well-Being	1	Community based intern clinician to support students and families in most need	6,500

Actions/Services Not Contributing to Increased or Improved Services Requirement

Focus Area	Action	Action Description	Total Funds
In-Person Instructional Offerings	1	Maintenance and Operations transfer for services	45,000