

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.]

California Heritage YouthBuild Academy (CHYBA) is a charter school in Shasta County that specializes in serving the educational needs of young men and women, between the ages of 14 and 24 in grades 9-12, who are seeking the success that has so often eluded them in school and in life. Through a partnership with YouthBuild, USA, CHYBA provides students with the high school education that they had previously been unable to attain. CHYBA is authorized by TCOE and operates under Education Code Sections 47605 and 47612, which provide a geographic and age limit exemption to a charter school program that provides instruction in partnership with a federally affiliated Youth Build program.

Our program specializes in creating personalized learning plans for each student and providing comprehensive support services. We use a variety of standards-based curriculum along with a heavy social emotional component to meet the needs of each student. Prior to COVID-19 we did not offer a distance learning option due to the nature of our program being a personalized trauma-sensitive wrap around services model.

CHYBA provides students with a comprehensive educational program that works to prepare them for college, but also focuses on needed job skills that prepare them for success in the workplace following graduation. Through collaborations with partner agencies and the services provided by our Case Manager and Mentor Coordinator, students can re-engage with academics, while also learning life, leadership, and vocational skills. CHYBA's program also helps students learn to give back to their communities, and in so doing, helps students to better appreciate that they have much to offer to their family and the community.

As always, it is our goal to provide a safe and engaging learning experience for all of our students and our development of this Learning Continuity and Attendance Plan is focused on that goal for our single site charter school authorized by Trinity County Office of Education. CHYBA is a trauma sensitive school program and was opened based upon the need to serve expelled youth, youth on probation, and other at-risk (at-risk) youth from throughout the county. The mission of CHYBA is to be a one-of-a-kind comprehensive alternative school serving at-risk students who need a second chance to succeed. Our motto is "Rebuilding young lives, Rebuilding the community."

The COVID 19 pandemic has had a significant impact on all aspects of our charter school, the community and our young people's socio-emotional well-being. The pandemic has altered the way we provide services and support for our students and families. As COVID-19 began to spread, we transitioned to a distance learning model for all students in March 2020 that was heavily based on connecting daily with students virtually and through a variety of other means including in-person home visits (using safety protocols), phone, text, social media private messaging, etc. Up to that point, most of our students had worked on Odysseyware, an online curriculum, but the work was completed onsite instead of in a distance learning format. This fact helped to make a somewhat smooth transition. Due to internet connectivity issues, some of our students worked on paper packets and turned in their work weekly or it was picked up by various staff members. Since March 2020, our staff has worked tirelessly to put new protocols, policies, and guidance in place to ensure the safety and health of our students, staff, and families. All staff made it a top priority to engage daily with students around academics and their social-emotional well-being. Unfortunately, some of our students had a difficult time learning in the distance learning environment and we believe some substantial learning loss did occur. Other students actually flourished in the Distance Learning format and made excellent progress with the consistent support that was offered by staff. Happily, we still graduated 24 students which is similar to our normal graduating class size.

When surveyed, most families expressed interest in returning to in-person learning, while about 30% have requested a Distance Learning option. As students and staff returned to school in August, we had to spend extra time and effort to put new practices in place for learning, moving around the facilities, and interacting with one another. We discussed and brainstormed solutions necessary to allow students back on campus during the pandemic. These topics included: requiring face masks, implementing social distancing protocols, staggering schedules, providing additional cleaning, modeling hygiene practices, addressing learning loss, implementing a Distance Learning option as well as an in-person learning option, developing protocols for communicating to parents and students, distributing technology, temperature checks, providing professional development in technology and social emotional learning, changing the way we serve meals, adding additional classroom space, and creating new desk/classroom arrangements. These topics are just some of the many things that were discussed with stakeholders.

After stakeholder input, we provided our staff and families with a Reopening Plan and multiple instructional models for accessing learning. This plan addresses some of the items that have been impacted as a result of the pandemic.

During the summer, we instituted a distance learning and onsite learning opportunity for students to try to alleviate some of the potential learning loss. The administrative staff regularly addressed any needs or concerns the staff had and provided updates from the County Health Department Guidance to the CHYBA community as they became available. We collected stakeholder engagement data to seek feedback from our staff and parents prior to reopening school. The administrative team also met weekly via Zoom with the Trinity County administrators to gain insight and critical updates. The staff had regular Zoom meetings with stakeholders to identify needs, successes, and challenges as the pandemic progressed.

We are now in the process of using our Reopening School Plan to implement the plans we have developed to create that safe and engaging learning experience we have tried to provide since the school's inception. The Learning Continuity and Attendance plan, as explained in the following sections, will help guide us through this process.

Stakeholder Engagement

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

Surveys and in-person meetings were conducted, as well as a personal phone contact to each family in an attempt to engage all stakeholders to seek feedback regarding the reopening of our school. Specifically, we asked for feedback on distance learning vs a hybrid model vs onsite learning and their concerns about each, as well as input on meals, safety, and school communication. Since the 19-20 school year has ended, our school staff has directly communicated with each family/caregiver of each student by phone and captured their input on their preferred method of schooling for the 20-21 school year. The phone calls included conversations around what families would choose for their child's learning format as we returned to school for the 20-21 school year and what concerns or related suggestions they might have. Input was given on returning to 5 days per week onsite; a hybrid in-person/distance learning model; and/or continuing with the distance learning model. Other issues like transportation and the need for a device to access online learning were also discussed.

The Learning Continuity and Attendance Plan was also presented at the Parent Advisory Committee meeting. This meeting was held in-person with a virtual option provided via Zoom. Social distancing and mask protocols were in place for the in-person meeting, and virtual participants could access the Zoom meeting on their cell phone or other device. Upon request, a Chromebook and WiFi access were provided for meeting participants not having these resources.

Multiple opportunities were provided to the community, families, and staff to provide feedback for our plan. We used the following to communicate with our families: conversations, flyers, Google surveys, virtual meetings, email, phone calls, texts, ParentSquare notifications, and the school website. Social distancing and mask requirements were implemented for those parents and community members that wanted to meet face-to-face to provide feedback on the plan. Upon request, students, families, educators, and other stakeholders that did not have access to the internet were provided with a Chromebook and WiFi access to attend the virtual meeting and to eliminate barriers for our most at-risk families. Additionally, we provided free internet access in our parking lot so that stakeholders could join meeting(s) from their cars.

Information on how to attend School Board Meetings was provided in advance of every meeting on the posted agenda at the district and on the website. The public was encouraged to attend and provide feedback on the plan. There were multiple opportunities for public comment during the meeting. The Board President introduced the allotted period of time for Public comments, organized the comments, and indicated who would be speaking next. Additionally, staff assisted families that needed extra support to access online surveys and meeting agendas with links. Upon request, those with special needs were accommodated.

Stakeholder feedback was analyzed by the staff to identify areas of concerns, areas of strength, and new ideas were taken into consideration when editing the final version of the plan.

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

As stated above, the Learning Continuity and Attendance Plan was presented at the Parent Advisory Committee (PAC) meeting and was open to all CHYBA families by way of Zoom. This virtual option allowed for video\internet connection, cell phone, or phone access. Virtual participants were assisted with the technologies they had available and all stakeholders who desired to participate were able to access the meeting on their cell phone or another device that they owned. However, upon request, a Chromebook and WiFi access were provided for the/PAC meeting participants not having these resources.

Additionally, upon request, all students, families, educators, and other stakeholders that did not have access to the internet for the public meetings and the Public Hearing were also provided with a Chromebook and WiFi access to attend the virtual public hearing and board meetings so as to eliminate barriers for our most at-risk families. Additionally, we advertised that families could access our free internet service in our parking lot so that stakeholders could join public meetings from their cars.

Information on how to attend School Board Meetings was provided in advance of every meeting on the posted agenda and on the CHYBA website. Staff assisted families that needed extra support to access online surveys, meeting agendas, or that had technology glitches or needed training on using the resources and links offered.

The Learning Continuity and Attendance plan was posted to the website and families were encouraged to provide feedback by phone, text, or email; or by virtually attending the meetings and sharing their input verbally; or by using the Google survey provided on the website for their use.

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

Parents/Community: A majority of the parents have requested that we provide in-person instruction 5 days a week with social distancing and hygiene protocols in place. Some have indicated a need for their students to participate in remote learning or a hybrid model. Regarding our Foster Youth, we identified a significant need to ensure that foster youth, particularly those living in group homes, could come back on campus for instruction. We also received feedback to continue our wrap around mental health and trauma-informed supports for our students and their families.

Teachers, Support Staff and Admin: Sick leave, Family Medical Leave, safety protocols, and COVID exposure protocols were discussed at great length. Other items that were discussed were: the need to provide adequate PPE, identify essential standards, provide professional development in identified areas of need, provide technology and technology training, cleaning schedules, additional cleaning stations, thermometers, water bottle fill stations, support for truancy, staggering schedules, implement minimum days when needed, distribution of Chromebooks to students, changing Back to School Night format, and training parents on how to use technology and access the online adopted curriculum.

School Site Council/Parent Advisory Committee Members: The members wanted in-person learning as much as possible, especially to continue our CTE curriculum and construction component. Some wanted access to Distance Learning due to a variety of COVID-related issues. Members requested updates on the latest protocols and processes to provide a quality education for students.

Students: Requested in-person learning and an opportunity to continue in CTE classes, electives, and to reconnect with their peers.

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

As a result of the feedback received, CHYBA decided to provide the opportunity for students to come back onsite for the start of the school year utilizing the community supported and board approved reopening plan that matched public health guidance. If a family chose to enroll in distance learning, the teachers offered that student the same instruction and support as onsite students and gave online support for the student. During a meeting with the Child Abuse Prevention Council, it was identified that the number of referrals for abuse and neglect to the child welfare hotline had declined during COVID-19. We were informed that when students were in the school setting, abuse and neglect was more easily identifiable and reported to the hotline. When students are isolated in the home setting, abuse and neglect may remain undetected. Understanding this, our decision to reopen and to continue with face to face weekly contact with families should we have to move to a distance learning format in the Fall was heavily influenced by the child welfare information.

The staff requested more PPE, improved technology, and training on virtual platforms and schoolwide protocols. Support for truancy was also an expressed concern, so plans were made for an intervention plan to be instituted for students when they miss at least 3 days of school.

Stakeholders also suggested that the water bottle filling station should be modified to dis-engage the water fountain section and it was suggested that students should bring their own water bottles. Hand sanitizing stations were installed in the main classroom, the warehouse/kitchen area, and all breakout rooms. Another hand washing station was installed on the campus. Frequent handwashing was implemented and lessons in hygiene were provided by staff at the suggestion of stakeholders.

Stakeholders were also concerned about the circumstance that might occur where all students would be required to completely return to distance learning. To plan for this potential event, additional Chromebooks were ordered since some Chromebooks were returned in unusable condition. However, we still have Chromebooks on back-order which have not yet been received. We have adequate Chromebooks for students who currently need them in the distance learning format, but the purchase of additional Chromebooks will alleviate the concern of not having enough Chromebooks available to be checked out should we be forced to abandon the onsite learning component and require all students to be involved in distance learning.

Parents and staff felt strongly that students should be allowed back on campus, but they had concerns about safety issues. Stakeholders pointed out the limitations that existed in terms of the space needed at our main site to accommodate the amount of students that would want to return to campus. We began the year in a hybrid model, alternating half of our students on campus each day to resolve this issue. Nonetheless, stakeholders continued to express the desire for all students who wanted to be educated on campus 5 days a week, to have

access to come on campus each day. During this time we took additional input and suggestions and then worked to make modifications so more students could be safely instructed in the main classroom. We added plexiglass barriers between desks and at the main entry staff desk. These additions allowed us to rearrange the seating so that more students could safely be seated in the main classroom. Additionally, at the suggestions of stakeholders, we leased additional classroom space to allow us to spread out the students and purchased additional desks so they could be spread out for 6 feet of social distancing.

Volunteers and visitors are discouraged at this time as recommended by stakeholders. However, suggestions were made that put forth the idea that any necessary visitors or delivery persons should be required to enter with a mask and exit in a timely manner. There was a concern that all students and all staff members, including van drivers, wear masks at all times so this became part of our policy. The CHYBA community has been collaborating together to give input, but even more importantly, all stakeholders have been working together to find solutions to concerns and problems as they arise.

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.]

As stated by the American Pediatrics Association, it is critical that we balance the risks of COVID-19 in children, which appear to be minimal, with the harms of school closure which negatively impacts their academic achievement, as well as physical and mental health. It should be recognized that it will not be possible to remove all risk of infection and disease now that SARS-CoV-2 is well established in many communities. We also recognize the mitigation of risk, while easing restrictions, will be needed for the foreseeable future. As such, it is our strong desire to offer classroom-based instruction whenever possible, while implementing personal health and safety in school facilities and vehicles. To this end the school staff will be teaching, practicing, and using the following practices: proper hygiene, social distancing, cohorting of student groups, protective equipment, cleaning and disinfecting, working with employees to provide necessary training and accommodations, and communicating with students, parents, employees, health officials, and the community.

The goal of this plan is to provide ongoing rich and robust standards-based instruction while maintaining instructional delivery that furthers student academic success, as well as to advance learning by progressing through the state standards. Students at CHYBA are at-risk students who have already experienced a number of risk factors. Therefore, classroom-based instruction is preferred for our students due to their need for extra support. Our instructional plan is guided by our focus on our students who have experienced significant trauma throughout their lives, in addition to the learning loss that occurred due to the interruption of in-person instruction as a result of COVID-19 during the 2019-20 school year.

CHYBA has planned for four (4) different phases of school operation for 2020/21 that may need to be implemented. We are committed to ensuring the safety of students, parents, and staff members. In order to begin the process of resuming in-person instruction in compliance with local, state, and federal safety guidelines, CHYBA developed a phased-in hybrid approach to our reopening. The implementation of small group instruction, focused one-on-one intervention sessions, and daily check-ins with students will contribute to continuity with instruction and learning for our students. In order to address the academic needs of our learners it is essential for our teachers to have communication with our students and their parents. Our model ensures that we are providing our students with a robust academic program with built-in supports. Our instructional plan also includes support for the socio-emotional needs of our students. These supports will provide students with a safe place to manage the challenges that may impede their participation with learning. The tools acquired promote healthy responses that students can utilize both inside and outside of the classroom.

Phase 4: All students return to school with no restrictions.

Phase 3: All students return to school every day with restrictions (i.e., spacing, face coverings, cohorts).

Phase 2: Hybrid Learning, a combination of in-person and remote learning, with reduced numbers of students on campus, cohorted attendance days, and a modified schedule.

Phase 1: Full Remote Learning with limited in-person instruction in small groups.

If Shasta County is moved to the “watchlist,” we will then have to move to Phase 1.

Distance Learning opportunities are available for students whose parents choose not to send their children for in-person instruction due to the risks of COVID-19. If CHYBA is required to close due to exceeding the percentage of available staff in the school or an infected staff member or student, we will immediately migrate to a remote learning model for all students.

After careful consideration and input from stakeholders, the CHYBA School Board made the decision to offer in-person instruction to start the school year, as possible, in addition to a Distance Learning option. CHYBA was able to start the 2020-21 school year on August 19, 2020, with in-person instruction, offering onsite instruction in Phase 2 (Hybrid Learning), along with a Distance Learning option. Students came back in this hybrid model with half of our onsite students coming every other day to accommodate for space restrictions at the facility and the need for social distancing. As we assessed the number of students who would be coming onsite, we also pursued modifications that could be made to the facility to accommodate more students onsite so we could transition to all students who wanted to be onsite, being on campus every day.

We worked diligently to make additional modifications including remodeling the main classroom to open it up so more students could fit in the space, building plexiglass partitions so as to be able to more appropriately place student desks for optimum space, and leasing additional space in an adjacent location to allow for more social distancing. Additionally, we needed to order additional desks to separate students who normally sit two students to a table. With all of these modifications accomplished, after two weeks of hybrid instruction, we were able to move

to Phase 3 on September 2, 2020. Now all of our onsite students come on campus every day for instruction while implementing social distancing, hygiene practices, and requiring students to wear protective masks while on campus or in school vehicles.

We are anticipating spending significant time on targeted instruction that includes intervention support for students who were at a higher risk of learning loss. CHYBA will be utilizing Renaissance STAR assessments in Reading and Math, which the students will take each 6-week block. These assessments will determine where the students are in the California learning progression and what they need to learn next. CHYBA staff will have access to instruction and practice tools to support students' academic progression and closing the gap in learning loss. Using consistent learning management systems to support online learning, such as Edgenuity and Renaissance assessments will be a continuous practice as we have moved back into in-person instruction and potentially transition back into a virtual learning platform if COVID-19 outbreaks occur.

Social-emotional support has been designed to promote full participation with classroom instruction by addressing the well-being of our students

- Participation with weekly wellness check-in with CHYBA staff
- Participation with mindfulness groups
- CHYBA has a Case Manager who will screen for behavioral health issues and will refer to a licensed clinician from Hill Country Health and Wellness Center to provide individual and group counseling to students on-site. When a higher level of care is necessitated, the clinician will link

the student/family to the needed service.

- Suicide prevention and awareness information will be disseminated to students and families by the Case Manager and to all students during May for Mental Health Awareness Month.

In order to address CHYBA's classroom-based instructional model, there have been careful plans and protocols outlined to ensure the safety of students and staff, including but not limited to: campus access, hygiene practices, protective equipment, physical distancing, and cleaning and disinfecting to ensure physical health and safety in school facilities and vehicles.

These include the following specific actions:

- Signage will be displayed in all entrances, buildings, classrooms, and common spaces to remind staff and visitors of their responsibility to self-check for symptoms associated with COVID-19, as well as the importance of social/physical distancing and regular hand washing
- All staff and visitors will be required to wear a mask.
- Daily expectations and protocols for a healthy and safe work environment will also be shared with all staff members and students
- Prior to entering any building, staff members will be asked to perform a self-check for symptoms.
- Physical distancing of six (6) feet is expected at all times, as possible.
- Only one (1) person at a time may enter a building
- Wash hands frequently
- Health and safety stations will be set up throughout the facility areas to provide: masks, disinfectant, hand sanitizer as needed

- Clutter free work stations will be encouraged
- All staff will assist in wiping down their workspace and any other area they are using - this includes kitchen areas.
- We will extend the contract for custodial services so that she comes each night to disinfect high touch areas as a final effort to have a clean and sanitized facility to return to each morning
- Students will be assigned to a permanent learning desk in a self-contained classroom and teachers will rotate between the newly added additional learning areas

Teachers and administrators will establish a common protocol for regular and consistent communication to parents. ParentSquare will be utilized effectively through the implementation of "all call" recordings, emails, texts, and private/small group/whole school messaging. Zoom meetings and phone calls from teachers and other staff will also be used to communicate effectively with students and parents to keep them informed of any important update to our Reopening Plan as changes are necessary.

The district has developed best practices for safety and health based on public health's most recent guidance. High standards for cleaning have been implemented. The best ways to protect oneself from infection include frequent handwashing, social distancing, and wearing face coverings. As a result, these will be practiced on campus for as long as recommended. In order to minimize the potential risk of spread. We will not hold assemblies or field trips, nor allow visitors or volunteers on campus for the time being. Extra-curricular activities are on hold until further notice. Career tech courses will continue with the above safeguards in place.

Parents are asked to help prepare their young people by teaching them about face coverings and proper hand washing. The district promotes the use of soap and water and the use of hand sanitizer with at least 60% alcohol when soap and water are not available. Parents are asked to check their child's temperature each day before sending them to school. Children must stay home if they have a temperature of 100.4 or higher. To help protect everyone, families should be familiar with the symptoms of COVID-19 (included at the end of this document), and all students and staff members should stay home if they are feeling ill or experiencing symptoms. We will use the resource: "Talking to your students about Coronavirus" to give parents an excellent resource to help them share the appropriate information with their children.

Cleaning protocols will be put in place daily for each classroom. Site staff will ensure desks, masks, social distancing, hand-washing, and other protocols are implemented based on their classroom environment to ensure continuity of learning.

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

Description	Total Funds	Contributing
Teachers/Principal will oversee the implementation of academic assessment programs each block, the annual assessments of English Learners, and the RTI Interventions	\$16,200	Yes
CTE Staff will work on College and Career Readiness through career exploration and CTE coursework and activities to support students in attaining career exploration and work	\$2,300	Yes

Description	Total Funds	Contributing
readiness skills, industry-recognized certificates, and Career Pathway completion with modifications for COVID guidelines and restrictions		
Purchase cleaning & disinfecting products, PPE	\$4,200	Yes
Summer and early morning tutoring support for students that have significant learning loss or need additional support.	\$7,500	Yes
Paraprofessionals/Instructional Aides- Provide multi-tiered academic support including one-on-one support for at-risk students	\$9,000	Yes
Interventions/RTI-Small group and individual instructional support by teachers for students that have experienced learning loss	\$6,000	Yes
Social Emotional Learning resources & personnel	\$4,000	Yes
Professional Development-Google Classroom and Zoom Training, Universal Design for Learning, Trauma-Informed Education, Restorative Justice, Edgenuity & Capturing Kids Hearts Training	\$2,000	Yes
Supplemental materials for learning loss mitigation will be purchased	\$3,000	Yes
Edgenuity and Renaissance Software will be purchased for all students both onsite and distance learning in case of the need to transition back to Phase 1 occurs	\$19,000	Yes
Attendance clerk & incentives/Engagement Home Visits will coordinate academic progress for students who become sick or need to be on distance learning short-term	\$12,000	Yes

Description	Total Funds	Contributing
Technology software for virtual platforms will be purchased - Zoom License, Internet security subscriptions. etc.	\$8,000	Yes
Tech Support for staff, parents, and students will be available	\$2,000	Yes
Parent Training for Chromebook, Google Classroom, & Edgenuity will be made available	\$500	Yes
Special Education Student Support and other high risk youth: positive behavior intervention supports; connect students with community resources and wrap around services with focused attention on serving our foster youth, students with exceptional needs and low- income students.	\$2,300	Yes
Classroom Supplies- desk containers for supporting organized, clean environments, etc.	\$400	Yes
Additional furniture to maximize learning spaces for students within the classroom and the newly leased additional learning area to support social distancing: desks, plexiglass dividers, etc.	\$3,600	Yes
Case Manager, Life Skills Coach, Mentor Coordinator and other mental health support staff provide multi-tiered level of mental health services to include screening, assessment and direct services with special attention given to our foster youth, low-socioeconomic students. and other students with exceptional needs	\$13,000	Yes
Signage - directional, hygiene, masking, cafeteria, floor and sidewalk distancing spots	\$200	Yes

Description	Total Funds	Contributing
Additional custodial support hours for daily evening cleaning and sanitizing high touch areas	\$1,200	Yes
Additional student supervision to ensure protocols are being followed, including in CTE settings	\$1,200	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.]

The possibility of a virus resurgence in our community certainly exists and is out of our direct control. Therefore, the possibility of alternating between virtual learning and in-person classroom activities also exists. Nonetheless, we are prepared to 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.

We will ensure continuity of instruction by:

- Maintaining instructional rigor

- Identifying and addressing gaps in learning and unfinished learning through formative assessment, focused instruction, and prioritizing a RTI model utilizing our adopted curriculum and various intervention strategies

- Maintaining the inclusion of each and every learner

- Focusing on commonalities that students share in this time of crisis, not just on their differences. These principles reflect high-quality instruction and will be integrated with a social-emotional and mental health response.

- Work will be differentiated for each student based on the Universal Design for Learning principles.

If a transition between in-person instruction and distance learning is necessary, teachers will continue with the already well established Zoom meetings, Edgenuity coursework, packets for those who live too remotely for internet, phone calls, and individual conferences. During the hybrid model at the start of the year, CHYBA staff made it a priority to make sure every one of our students were supported in learning how to successfully navigate all of these platforms.

Teachers will also be expected to teach or provide rigorous lessons in mathematics, English Language Arts, and Social Emotional Learning at a minimum of 240 minutes per day of both synchronous and asynchronous instruction each day. Daily schedules for Zoom meetings will be provided to students and parents/caregivers.

Students and teachers will have time to interact and build a community of learners in both on-campus and remote pathways. Students in remote settings will have schedules provided that match or exceed the daily minimum of 240 minutes. All teachers will be providing quality instruction to both distance learners and on-campus learners. In the event that circumstances change in our community, all teachers will quickly pivot to remote learning. Since all of them have already been working in this format, the transition should be relatively smooth. There is likely to be student movement across the cohorts and we are prepared to make this as seamless as possible.

Students will attend live sessions for community building, intervention and enrichment. These live lessons will allow peer-to-peer interaction and relationship connections with teachers. Teachers will set up one-on-one or small group meetings to support social and emotional learning as well as academic tutoring both onsite and online.

Grading will be the same for distance learning and on-campus learning. CTE classes will be modified to accommodate the learning cohorts and will provide for safety and social distancing for those who meet in-person.

The expectation will be a full day of instruction via asynchronous learning activities collected through teacher assigned coursework while engaging with and supporting students through classroom discussions, online lessons, and the completion of assignments. Teachers and support staff will take daily attendance and reach out to students that were not in attendance to find out how the school can support their learning. Attendance will be taken daily in School Pathways, and determined to be synchronous, asynchronous, or both. Teachers will also assess if the student participated in peer/staff engagement. This attendance and engagement data will be collected through the School Pathways program on a daily basis and a Weekly Engagement Data form will be generated based on this information.. Students will be expected to complete and turn in daily work to receive credit for the day.

Teachers will arrange regular check-ins with students - either one-on-one, in small or in large groups settings. At a minimum, students will check-in with teachers at least once a day and attend the teacher-classroom connection meeting.

CHYBA offers the same curriculum for both in-seat and distance learning options. Stakeholders evaluated both Odysseyware and Edgenuity online curriculum. We had previously used Odysseyware but after evaluating both programs, the stakeholders felt that Edgenuity would be more effective for students who are doing distance learning. Therefore, CHYBA staff made the decision to purchase the Edgenuity program for all students and also provide paper packets as a supplement for students who live too remotely to have access to reliable internet. We believe teacher supported Edgenuity courses ensure the best possible opportunity for our students to be successful both onsite and online. Specifically, the teachers, counselor and Program Director will assign each student Edgenuity courses needed to progress toward graduation in collaboration with assistance from our Student Support Assistants (SSA's) and Instructional Aides. This format allows the students full access to the curriculum remotely and in-person. This online program is used for credit recovery and to access elective courses throughout the school year whether in an in-person learning environment or distance learning instructional platform.

The principal will ensure equity and support services, as well as oversight for teachers and support staff. The principal will provide access to our support staff that can address the academic and social-emotional needs of all students.

Daily scheduled virtual lessons provided by Edgenuity and the classroom teacher, along with daily scheduled small group instruction, will ensure a robust and rigorous online and in-person learning environment.

The principal and teachers will facilitate the monthly Renaissance assessments in reading and math, in both the virtual and in person formats. CHYBA staff will continue to meet weekly with students one-on-one remotely and in-person, depending upon the phase we are in and the choices the students' families have made to have students work remotely or onsite.

Students and staff will work together to review student transcripts, personalized learning plans, and student progress. Weekly Professional Learning Community (PLC) meetings will take place in a Response to Intervention format to determine which students need additional support whether they are in the Distance Learning or the Onsite cohort. Outreach to families will be provided via online platforms or phone. Data collection will be reviewed weekly during PLC staff collaboration time. Attendance monitoring and follow up when/if students are not engaging will be on-going with primary responsibility assigned to the teachers and Attendance Specialist. Our instructional program is designed to promote, encourage, and engage the full participation of our students and their families. Our approach to student engagement through our distance learning program will be heavily based upon making personal contact either via ZOOM or via phone every day. CHYBA staff will follow-up with a call to each student who doesn't attend the group ZOOM meeting, resulting in multiple contacts to each student and their family weekly. The teachers and support staff will be responsible to maintain a log of these contacts.

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.]

CHYBA will provide Chromebooks to all students who need a device to access Zoom, Edgenuity and communicate with staff and other students. Although we have placed an order with Office Depot for additional Chromebooks, we are still on a waiting list to receive them. Unfortunately we did not receive any Chromebooks, devices, or hotspots from the "donation" process last year, as many districts did, even after filling out the surveys expressing our substantial need. Most districts did receive a generous quantity of these resources, but we did not receive anything in that process. Many of our Chromebooks that we checked out last year (starting on March 16 when we started full-time distant learning) came back damaged or not working. Some of our high-risk students are homeless, couch surfing, or living in other compromising situations that make keeping the Chromebooks safe very difficult, so we were not surprised by this unfortunate result. Also some of our students are living independently without monetary support, so holding them responsible for the damage is also difficult. Our IT technician is working to repair those Chromebooks that can be repaired or piece several together to make one working Chromebook. Having enough Chromebooks to check out to students if we should need to go back to Phase 1 is a serious concern at this point.

Nonetheless, all students who currently need a Chromebook and are in our Distant Learning cohort, do have a Chromebook checked out. It is our hope that we will receive Chromebooks soon and they will be able to replace those that were damaged, before we need additional Chromebooks should more students need to move to Distant Learning. Parents and students will sign a user-agreement when a

Chromebook is checked out. A check-out process is in place in case we are required to shutdown on a moment's notice. Our parking lot/WiFi access points will be open 24/7 for parents and families to be able to access the internet.

The district also worked with a local internet provider to secure reduced rates for internet access and to eliminate barriers for our most at-risk families. During the first two weeks of school, teachers made it a priority to teach students from both the hybrid and distant learning cohorts about how to use the various remote learning platforms and distance learning expectations within the first few weeks of school in the event and individual student or the whole student population has to transition to a distance learning model.

During our Back to School night event, teachers will again survey families to determine more individualized information regarding the deployment of devices and available internet access at home. Teachers will also assist parents in understanding Chromebooks, Google Classroom, Zoom, attendance expectations, learning expectations and tips/tricks for monitoring student work at home. This will take place at our virtual Back To School Night events. Teachers will direct parents on how to access tech support for those parents needing extra support.

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.]

Teachers will assess students at the start of the school year and at the end of each six-week block. Students will also participate in ongoing formative assessments through the Edgenuity platform and through teacher-created assessments. Additionally assessment will follow the following guidelines:

Individual Education Plans (IEPs) will be adhered to in all testing environments.

Teachers, support staff and/or school testing coordinators will be trained on how to deliver online assessments.

Instructional authentic assessments will be delivered online through a variety of modalities. All assessments will guide instruction.

Using the assessment data, personalized learning plans will be developed. We will use formative assessments to gauge student progress and to adapt curriculum to support student learning. Weekly PLC meetings will give teachers an opportunity to implement individual RTI plans.

In order to effectively monitor student progress, daily participation on each school day will be expected. Student attendance will be closely monitored in order to ensure that students are receiving adequate access to the curriculum. Each day students will log into our online Zoom meetings. Students will also be expected to engage with their online coursework through the Edgenuity platform (or packets for those students unable to access the internet) where they will receive instruction and support in completing daily assignments. Tutoring hours will also be set for each student based upon need. This will be offered to both in-person and students learning from home. This will afford

students with opportunities to check in, talk through assignments and get tutoring when needed. Participation will be measured by tracking the attendance rate of the daily online classroom and the successful completion of the assigned work.

Progress reports will be provided and shared with parents/guardians. At the end of every 6 week block, feedback and grade reports will be provided. Additionally, intermittent feedback will be provided to students regularly.

Students will access assignments, including assessments, projects, and communication through various remote learning platforms or by learning packets. Students are expected to complete assignments on a daily basis.

A teacher will input the student's attendance into School Pathways, based on the student's engagement. Support staff and teachers will follow-up with students who are not fully engaged.

Active engagement means a student is active in his/her coursework and participates daily in synchronous activities.

Active engagement also includes:

Completion of lessons- activities, assessments, projects on a daily basis

Attending synchronous (live lessons) for tutoring, intervention, enrichment

Daily contact with the teacher.

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.]

Last spring, staff participated in synchronous and asynchronous professional learning and collaboration meetings. These trainings continued throughout the summer and prior to the start of the school year in August.

Professional learning opportunities related to high quality and engaging distance learning strategies and resources will also be provided throughout the current school year to all staff as the programs provide instruction to students via distance learning and/or in-person instruction. Edgenuity training will be provided to all CHYBA staff. To promote the rigorous implementation of the curriculum, along with the continuity and full use of what Edgenuity has to offer, the entire staff will continue to participate in more Edgenuity trainings online through recorded modules and Zoom professional development trainings.

CHYBA staff also have the opportunity to participate in the Shasta County Office of Education, Trinity County Office of Education, and the Mountain Valley Education Consortium professional development training, as well as trainings focused solely on the needs of the CHYBA staff.

Professional development will include, but is not limited to: Mental Health First Aide, Suicide Prevention and Intervention, Trauma-Informed Practices, Capturing Kids Hearts, Restorative Justice, Response to Intervention and MTSS, Responding to COVID-related Mental Health Needs, etc.

Technological support will be provided to staff on an as needed basis. IT will be available to assist staff during in-person and remote learning.

PLC Collaboration time is conducted every week for staff to connect with their peers and to build staff capacity in delivering on-campus and remote instruction. The district will provide continuous learning for staff to continue to be proficient in the implementation of distance learning. Teachers will work together to teach one another tips and tricks for distance learning.

Job embedded support for teachers will include teacher observations, professional learning communities, mentoring, coaching, examining student work, modeling, and a focus on analyzing high-impact instructional strategies.

Staff Roles and Responsibilities

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

Flexibility will be the key to the CHYBA staff implementing new roles and responsibilities as a result of COVID-19. Staff will provide the necessary support to make each of our children and their families successful. We will work together to ensure our students receive a high-quality education and a nurturing/supportive environment necessary for success during these challenging times.

The shift to offering a virtual platform currently affords our students and staff members to engage in safe learning environments that promote equity and continuity. Our staff members will make adjustments to our procedure as needed. Our protocols and procedures will be carefully monitored and updated as needed. The Principal/Teacher will attend all scheduled administrator meetings to ensure the latest guidance from the State and County Public Health is adhered to. Staff members will be prepared to shift their work completely to a virtual platform due to COVID-19 response, as needed, to ensure staff safety, the safety of our students/parents and our community.

Some new roles and responsibilities include, but are not limited to:

Office Staff- Isolate students or staff with COVID symptoms. Protect those at the school facilities by keeping visitors from entering campus.

Transportation- Clean vans between student use.

Instructional Aides/Support Staff-Assist in temperature checks. Assist as needed with COVID related items. Clean facilities in-between student and staff use including cafeteria, classroom areas, bathrooms, and other high use areas.

Teachers-Provide a quality education for all students utilizing multiple means of accessing the curriculum. Be able to pivot and transition quickly from a brick and mortar classroom model to a distance learning model. Plan for both distance learning students and in-class learning. Teach students proper hygiene, hand-washing, social distancing protocols. Teach students and parents how to use Chromebooks and

remote learning platforms. Establish and implement daily routines for both in-person and remote delivery. Include and interweave stress management and mindfulness practices in daily classroom routines.

Administrators-Train all employees on health and safety protocols, including correct application of disinfectants and maintaining physical distancing. Teach and reinforce handwashing and use of a cloth face covering by employees when near other employees or students. Have adequate supplies for both employees and students including soap, hand sanitizers, cleaning solutions, tissues, masks, and other PPE.

Staff members will be prepared to shift their work completely to a virtual platform due to COVID-19 response, as needed, to ensure staff safety, the safety of our students/parents and our community.

CHYBA will engage community-based and local government partners in supporting the physical and mental wellness of staff and students at CHYBA. CHYBA is currently connected with many community-based resources. CHYBA will continue to interact with these entities via community partner meetings, committee meetings, and one-on-one engagement strategies. Whenever possible, resources offered by these entities will be leveraged to support the needs of CHYBA staff and students.

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.]

CHYBA will continue to work with stakeholders to identify a remote educational delivery approach that accommodates, as much as practicable, the unique situations of each child. It is possible that our most vulnerable students will face multiple challenges. During this time, we will seek to maintain meaningful relationships and connections through personal contact with on-campus meetings, one-on-one virtual meetings, Zoom meetings, texts, and phone calls to ensure student success.

The Case Manager makes behavioral health referrals for screening via a virtual platform or in-person. A mental health clinician will review the referral and make appropriate linkage supports for the student/family. CHYBA and Hill Country Health and Wellness Center will work together over the 2020-21 school year. In light of COVID-19, strategies to encourage wellness will be created for students to access virtually. Apps, websites, articles and informative videos will be shared on the CHBYA website as a resource for students and their families.

Technology devices will be provided to all students who need them, including those with unique needs, so that they can participate equitably in remote learning while at home. Assignments will be differentiated and adaptations will be provided as needed for individual students with disabilities, Foster Youth, Homeless Youth and English Learners.

Currently, there are no English learners enrolled in the program. If we do have English learner students enroll, they will receive integrated and designated English language development, either in-person or virtually. The Principal and Program Director are available to assist families with translation and other supports needed for their child to be successful in school.

For students with disabilities, special education teachers will work with general education teachers, students, and families to minimize barriers the student may experience in a remote setting. Plans will be made to support the best learning options available on a case by case basis for our students with disabilities. Special education services will be coordinated to provide students their services via Zoom or in-person with the special education teacher. Special education services will be provided in accordance with each student's IEP. RSP services will support students' progress in their general ed class. Other service providers may deliver services in-person or virtually. The IEP will include a description of the means by which the IEP will be provided under emergency conditions, as specified, in which instructions or services, or both, cannot be provided to the pupil either at the school or in person for more than 10 school days, as specified. Our goal is to create multiple means of engagement through IEPs and 504 plans. Additionally, we plan to generate student interest and motivation for learning, represent the information and content differently by providing leveled and personalized learning, and provide more affirmative and corrective feedback.

CHYBA will implement Tier 1, 2, and 3 intervention supports on a daily basis. Students will be targeted for support based on their identified needs. Support staff will also be assigned to students that need additional support. RTI time will be provided to struggling students that have experienced learning loss.

Collaboration will occur between the Foster and Homeless Youth Services programs and CHYBA to identify student needs and address barriers to education. A Foster Youth liaison will work with each of our foster youth to provide the necessary support needed to succeed both inside and outside of school. The Liaison will work to connect the foster youth families to outside resources when necessary.

Foster youth, homeless students, and special education students may attend more in-person instruction, as needed, during at-home learning days.

Home visits will take place by our homeless/foster youth liaison and/or counselor/administrator/case manager when students are not engaging with school.

Our most at-risk students will be assigned a staff member that will provide regular check-ins to ensure students are receiving the necessary support to be successful. Teachers, administrators, special education teachers, counselors, and support staff will work collaboratively to ensure all students have contact with the school. Teachers and administrators will establish a common protocol for regular and consistent communication to parents with pupils with unique needs.

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

Description	Total Funds	Contributing
Purchase Edgenuity software online learning curriculum for all students. Edgenuity is the new online academic system to allow for credit recovery and progress toward high school graduation requirements.	\$18,000	Yes

Description	Total Funds	Contributing
Training expenses for Edgenuity, Capturing Kids Hearts and other needed professional development activities	\$5,000	Yes
Paraprofessional serving in the attendance liaison role will provide oversight and support for students not engaging in the digital learning format, and for students not attending school.	\$6,300	Yes
Principal will provide oversight of the overall program and support to ensure students have access to a full curriculum of substantially similar quality regardless of the method of instruction.	\$10,500	Yes
Purchase Renaissance Star Testing for reading and math. Instructional aide and teacher to implement both the onsite and remote testing. It is the assessment tool used to evaluate and analyze students' learning gaps and academic progress during each 6-week block.	\$2,600	Yes
Principal/Teachers will be responsible to ensure direct services to students for online/distance learning and to successfully mitigate pupil learning loss.	\$16,200	Yes
Added position to serve as part-time credentialed High School Counselor to assist students with academic and social-emotional interventions needed and referrals	\$26,000	Yes
Instructional Aides- 3 new hires for Spring 2020, summer session, and continuing to help with learning loss mitigation efforts for students who need credit recovery or to help to intervene with learning loss gaps	\$57,960	Yes
Case Manager, Mentor Coordinator, Homeless Liaison, Foster Youth Liaison: home visits, referrals, support services- salary and transportation costs	\$7,200	Yes
Technology-Devices to support remote learning, meetings, in-person learning	\$7,500	Yes

Description	Total Funds	Contributing
Tech Support	\$2,000	Yes
Professional Development in technology	\$750	Yes
Zoom and Docusign Licence	\$2,000	Yes
Remote Learning Teachers	\$16,560	Yes
SARB/SART/CALPADS/School Pathways Data Coordinator to establish and record new data requirements related to Distance Learning	\$4,000	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.]

With the closure from March to June 2020, we are expecting skill and credit deficiencies. Although teachers and learning coaches (parents/guardians or other adults/peers) may have attempted to assist students, the depth of the concepts and expectations within the curriculum may not have been met by all students. Data collection, lesson design, interventions, enrichments, and support for students, teachers, and families are now more fully in place to support student success.

CHYBA had implemented the use of one-to-one Chromebooks for our students who were completely onsite prior to the COVID-19 school closures. In order to mitigate the interruption of instruction during the end of the 2019-2020 school year, these devices were checked out so as to be utilized to support instruction and continue the connection between our teachers and students.

The following strategies detail the actions taken to support our learners during the time of the school closure:

2019-2020 School Year

Students were assessed in English language arts, mathematics and English proficiency within the first 30 days of their attendance at CHYBA and this data was used to identify gaps and areas of need. No testing was completed after the school closure, except assessments within the curriculum.

English Language Arts - Students participated in online instruction and were assessed through the Odysseyware Program. Student assessment data was also collected and analyzed through completed classroom assignments, projects, and discussions. Our students were provided access to SDAIE instructional strategies, as needed, to support their access to the curriculum. Our students were also exposed to evidence-based practices and instructional strategies incorporated into the Odysseyware program.

Mathematics - Students participated in online instruction that supported them with accessing the mathematics curriculum. The Renaissance Assessment program was utilized in order to assess the mathematics comprehension of our students. Teachers engaged our students with one-on-one meetings to check-in with students concerning their academic and socio-emotional needs.

Credit Recovery - Students engaged with Odysseyware and a packet based credit recovery program. Students were afforded the opportunity to gain credits in English language arts, mathematics, and other core content areas.

2020-2021 School Year

Assessments - All students will be assessed in English language arts, mathematics and English proficiency within the first 30 days of enrollment at CHYBA to identify gaps and areas of need. Renaissance Star Reading and Star Math Assessment will be given at the beginning of the school year and the end of each six week block, administered by remote and in-person formats. Students are considered as the key consumer of the results of these assessments and results will be shared with the students so teachers and students can form a collaborative team to address any learning gaps that exist. Students monitor and chart their own progress and take ownership for the effort needed to see improvement.

English Language Arts - Students will engage with the Edgenuity English Language Arts curriculum with the support of credentialed teachers. As needed students will receive daily small group instruction sessions via Zoom and or via in-person instruction. If students are determined to have a learning gap, teachers will teach lessons and engage students with lessons that support their reading comprehension, writing, analytical thinking and speaking skills. Lessons will be standards-based and provide students with access to evidence-based instructional strategies. Assessments in English Language Arts will be conducted throughout the year to monitor the progress of our students. Our assessment tools will include Renaissance, Edgenuity, and teacher created assessments. Students will participate in data chats to discuss their progress and engage with intervention support when appropriate.

Mathematics - Students will engage with the Edgenuity mathematics curriculum with the support of credentialed teachers. As needed, students will engage with daily small group instruction sessions via Zoom or via in-person instruction. Students will receive support with mathematical concepts and one-on-one support if learning gaps are present. Assessments will be conducted throughout the school year through the use of Renaissance, Edgenuity, and teacher created assessments. Students will participate in data chats to discuss their progress and engage with intervention support when appropriate.

Credit Recovery - Students will be engaged with the Edgenuity platform and a packet based credit recovery program. Students will be afforded the opportunity to gain credits in English Language Arts, mathematics, and other content areas to meet the graduation requirements of CHYBA.

To aid in this process of mitigating pupil learning loss that results from COVID-19, teachers will engage with professional development sessions that provide targeted support for RTI lesson planning and effective implementation and analysis of student data. During weekly meetings, teachers examine each student's achievement and evaluate each student's need for additional support. Once a student has been identified as needing intervention or extension, each student receives the appropriate help in a timely manner. Students who continue to experience difficulty are identified to receive more intensive support targeted to the areas of his/her deficiency.

Our student data will assist our teachers with designing intervention lessons that support students with learning and promote academic proficiency. These weekly staff data talks will further support our student data analysis and influence the instructional strategies utilized in our classrooms. These actions will support our efforts to promote equitable classrooms and support students who experience academic loss.

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.]

While school closures have impacted all young people, students such as English Learners, students with disabilities, students with learning or attention issues, economically disadvantaged students, foster children, and homeless youth may be disproportionately affected by school closures and the unanticipated transition to distance learning. Now more than ever, we believe it is essential to ensure that each and every student has equitable access to engaging content and instructional rigor. We will provide students with different ways to engage in and process learning, and to express their learning needs to help reduce or eliminate barriers showing what they know and can do.

To ensure that we are not a source of further distress for our most at-risk students and families, we will work with families to support learning loss and not attempt to catch up for lost academic time through accelerating curriculum but instead focus on the most essential standards and tutoring. Curricula and instructional practices will be adjusted accordingly without the expectation that all lost academic progress can be caught up quickly. Support staff will work with our at-risk students in small groups and one-on-one to provide additional support due to learning loss. Interventions will take place within the classroom during a specific time of the day throughout the school week. Using formative assessment, teachers will identify the needs of each student. Furthermore, teachers will identify essential state standards for the current and

prior school year utilizing diagnostic testing in order to address any learning loss and accelerate students. Teachers will prioritize the concepts and skills that are of immediate importance in helping students access their current coursework. Learning goals will be set for each six-week block to focus on their areas of growth.

CHYBA focuses on the utilization of individual learning plans based on assessment data and credit recovery needs to achieve high school graduation. The staff work individually with the students to achieve whatever is necessary to be sure that the students are successful. Our instructional program includes differentiated instructional strategies that support the diverse academic needs of our students. Our student assessment data serves as the feedback for both teaching and learning. In order to effectively implement and monitor student learning through an equity focused lens, the following strategies will be utilized:

All Students - Teachers will provide lessons for all learners that develops the use of and proficiency in all academic subjects. Our teachers will engage students with lessons and resources such as visual aids and manipulatives that assist them in understanding the content being taught. Skills such as higher-order thinking skills, questioning techniques, integrating listening, speaking, and writing across the curriculum will also be utilized. Students will have opportunities to work with teachers in one-on-one sessions when needed. Our Edgenuity program includes effective supports that further complement instruction.

Low-Income Students - Our students are primarily designated as being low income. Access to the core curriculum and additional instructional intervention supports will assist our students in obtaining higher academic proficiency rates. Students will have access to small group instruction sessions as well as one-on-one check-in meetings with their classroom teachers either in person or online. Additional support will be provided to our students and their families through all of our staff and partner agencies. Students and their families will receive support with basic needs such as food and other community resources. Wellness services will also be available to our students to assist them with accessing the curriculum and support them with the necessities needed in their personal lives that affect their ability to participate in school.

Foster/Homeless - Our students who are in foster care or experiencing homelessness will receive the necessary intervention supports to bridge the gap in their learning. One-on-one instruction, small group instruction, and outreach to our Foster Families and Social Workers will contribute to reaching our goal of providing access to learning. Continued communication with our students and their foster families or social workers will further promote a "wrap-around" support system that focuses on our students' specific needs. Our students will have access to both instruction and resources that promote their academic and socio-emotional needs.

Pupils with Exceptional Needs - Our students with exceptional needs will have access to the core curriculum along with designated accommodations according to their individualized education plan (IEP). Students will engage with small group instruction sessions, one-on-one meetings with their general education teachers, and receive support from our special education teacher. The general education teacher and the special education teacher will work collaboratively in order to design instructional supports that will assist our students with exceptional needs with access to the core curriculum. Our IEP teams will review the goals for our students and work together to ensure that our students are receiving the appropriate supports to assist them with their learning. Assessment data will be analyzed in order to further analyze and modify lessons as needed.

Both in-person and remote tutoring and academic support will be provided for students that have significant learning loss or students who need additional help. Paraprofessionals/Instructional Aides, in collaboration with classroom teachers and support staff, will provide this

support. Interventions may include regularly scheduled 30 minute sessions with an intervention provider or specialist through video conference, scaffolding for specific task assignments, pre highlighted texts, more frequent feedback or check ins, time management supports, or maintaining a daily written agenda. Students may be offered guidance for monitoring their own progress and implementing supports like setting their own timer to chunk assignments, keeping a daily agenda that outlines tasks and goals, or creating a playlist or active routine to help with stress or anxiety management.

Research shows that for students with disabilities, the level of inclusion is a strong predictor of academic growth, stating the greater the level of inclusion (particularly 80% or more of the day), the greater the rate of academic growth. Foster youth, homeless youth, English learners and students with disabilities will participate in core instruction with push-in support provided by paraprofessionals.

We do not currently have any English learners at CHYBA. If we should have English learners enroll, they will be provided a deliberate and sound pedagogical approach for developing their academic language to enable them to engage with grade-level content. It is our goal to continue to ensure the goal of English learners acquiring fluent English proficiency as rapidly and effectively as possible. English learners will be provided additional support to rebalance and refocus on the task of learning and being productive in the school community. The goal remains for our English learners to achieve the same challenging work and cognitive demands as their peers in order to develop academic skills and grow as scholars. To accomplish these goals, all English learners will receive a comprehensive program of designated and integrated English language development instruction targeted to their proficiency level, and appropriate academic instruction in a language acquisition program.

Additionally, we believe engaging the parents of English learners, foster youth, homeless youth and low income students is important during distance learning and in-person learning. We will adequately notify parents of these at-risk populations of the same information about any program, service or activity that is shared with other parents in our district.

We will make grade-level content accessible for all students through the use of the principles of Universal Design for Learning (UDL). UDL principles are based on the understanding that students differ in the ways they are motivated to learn, and that students with language and/or cultural difference, sensory disabilities (e.g., blindness or deafness), and learning disabilities all require a different way of approaching content. We will provide students with different ways to engage in and process learning, and to express their learning, to reduce or eliminate barriers to showing what they know and can do. Teachers will use these classroom practices to help increase active student engagement, which is key to improving the rate of growth for all learners.

Teachers will ensure that all students have the opportunity to engage in productive struggle with Tier 1 instruction, allowing sufficient time to make sense of a task or problem before intervening. In Tier 2, some students will need more time and engagement strategies through additional opportunities to practice, review, preview, academic language development, routines, and vocabulary development to show growth. In Tier 3, there will be students that may need even more intensified instruction to address skills deficits. These supports will not come at the expense of core instruction. Instead, the scaffolds that teachers and support staff employ to meet specialized student needs will be specifically targeted to individual student academic difficulties or language development needs and will serve to expand, not limit, their access to rigorous content and their development of higher order conceptual understanding and the corresponding academic language to convey their understanding.

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.]

Diagnostic assessments will be used to identify specific areas where additional instruction or intervention is needed to improve student learning and address learning loss. Universal screenings will be scheduled in a variety of intervals (beginning of the school year, every 6 weeks, and in other ways as needed.)

Formative assessments and progress monitoring will take place through the Edgenuity curriculum and provide actionable information about students' learning status relative to the desired lesson goals. Formative assessment examples will include using the digital platform at the end of each class session, whether online or in person; using an opener to reinforce skills and check for understanding on concepts recently taught; giving students opportunities to share what is working and what is not working; and continuing to provide ample opportunity for discussion and meaningful content interaction with students. Teachers will use data from the formative assessments immediately to implement intervention strategies and ensure students progress towards learning goals.

CHYBA staff will analyze weekly data retrieved from the Edgenuity online portal, and Renaissance Assessments, specifically referencing student engagement and academic progress for that week. In addition, weekly data collected by staff members through their personal and individual meetings with students will be discussed and considered. The principal and teachers will meet as a staff weekly to assess the effectiveness of implemented pupil learning loss strategies. The CHYBA administrative team will meet with all CHYBA staff monthly to monitor progress and address weekly Tier 2 and Tier 3 meetings to discuss students with identifiable learning loss and how the intervention plan is progressing for these and any modifications needed for these students moving forward.

A monthly PBIS meeting will be held with all staff to discuss ways to engage and motivate students with engagement issues. ELA and Math assessments will be administered electronically with each student after each six week block. This data will be analyzed and formulated to provide small group and one-on-one instruction with identified students. During these monthly collaboration meetings, the staff will complete a needs analysis on the effectiveness of the services and supports to address the learning loss mitigation of the program. Actions and services will be adjusted and refined based on student data and reflection.

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

Description	Total Funds	Contributing
Additional tutoring during RTI times & evening virtual support as needed	\$4,100	Yes
Instructional Aides to provide targeted assistance to students	\$3,100	Yes
Supplemental instructional materials to meet learning gaps	\$3,100	Yes

Description	Total Funds	Contributing
Scheduled Collaboration Time to address learning loss detected	\$16,560	Yes
Renaissance and Edgenuity training.	\$2,000	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 believe relationships and connectedness are at the core of our school community. We know from experience and the science of learning and development that meaningful relationships are essential for students to grow as learners. The student/staff relationships are the foundation of students' connectedness to the school community and learning. Staff to staff relationships provide the space for staff collaboration and growth. Student to student relationships allow peers to connect to each other and begin to understand diverse perspectives, helping them become more compassionate human beings. When school resumes, our staff will use specific practices to support students' social, emotional and cognitive development.

It is no exaggeration to say the past five months have been horrible. The pandemic abruptly disrupted all aspects of our lives, leaving most of us isolated, frustrated and impatient — and some of us lonely, depressed and even unsafe. We can anticipate that some of our students will be distracted and unfocused because of the turbulent environment we are in. When students come back to school — through distance learning or in-person — we will help them best by ensuring purposeful and intentional reestablishment and building connectivity and relationships. Our staff will interweave social emotional learning throughout the instructional day and provide families with tips and tricks for assisting their student(s) through these tough times. The CHYBA staff understand the importance of relationships and take the time to get to know every student individually and help students connect to their peers.

Our staff are also skilled at setting up routines that establish safe and supportive environments. Our staff give clear, simple directions and model expectations with their words and actions.

Building young people's resilience will be another priority. Our staff will intentionally create engaging, collaborative activities. Since our staff know our students and our families well, they are attuned to their emotional states and needs and can respond with the supportive words,

guidance and practices that help them learn how to manage and regulate their emotions. All of these practices are based on the way the brain develops and learns. And our staff is also here to provide social emotional support to our parents/teacher partners in the event we have to return to remote learning. Resources and tips/tricks will be shared with the parents to support their students while learning from home. Counselors will be available upon request or for students that are referred by staff members for additional support.

Plans are in place for outreach to students who do not return, given the likelihood of separation anxiety and agoraphobia in students. We anticipate that some students may have difficulty with the social and emotional aspects of transitioning back into the school setting, especially given the unfamiliarity with the changed school environment and experience. Special considerations will be provided and warranted for students with pre-existing anxiety, depression, and other mental health conditions; and young people with a prior history of trauma or loss; who may be particularly sensitive to disruptions in routines, policies, and procedures. Students facing other challenges, such as poverty, food insecurity, and homelessness will be provided additional support and assistance.

We will incorporate academic and behavioral accommodations for all students who may still be having difficulty concentrating or learning new information because of stress associated with the pandemic. Additionally, our Construction program staff naturally serve as role models, while helping to address the challenge of maintaining low student-to-staff ratios and support the social emotional well-being of every student. This year more than ever, our staff plan to laugh, play, listen and connect with our students and families so that they are ready and able to learn their reading, writing and mathematics.

Social Emotional Learning supports will be interwoven in daily lessons by teachers and support staff. Teachers will check in daily with students to build rapport and monitor their mental health. Teachers and support staff will reach out to parents and families when students are not attending school. Tier 1, 2, and 3 supports will be put in place to address attendance concerns. Administrators will follow-through on students that have been identified for Tier 2 and 3 support.

Professional development and resources will be identified as additional needs become evident. Teachers have the opportunity to participate in the Trinity County Office of Education, Shasta County Office of Education, and the Mountain Valley Education Consortium professional development training. This year, one half of our teaching staff attended Capturing Kids Hearts training and will deliver all-staff training to implement components of this training school-wide.

TCOE and CHYBA have provided links to resources to assist their staff with mental health. Administration has also encouraged all staff members to find a good work-life balance in these trying times. Administration has worked with staff to ensure they feel safe and have the tools that they need to address the social, emotional and academic needs of their students. We are encouraging staff to take time for self-care and setting boundaries between their work and their personal lives. We have also encouraged staff to use our counselor to discuss their fears, thoughts, anxiety and concerns about the classroom. We are taking time during staff meetings and professional development sessions for staff to personally reflect, encouraging staff to take time for themselves. Staff are also encouraged to focus on the things that they can control and prioritize the things that are healthy. Staff also have been encouraged to: 1. Carve out time for themselves in order to maintain their mental health, 2. Get their bodies moving to help with mental wellness, 3. Model self-compassion, 4. Set reasonable expectations for their students, parents and themselves, 5. Modeling healthy communication and being transparent about what is going on, 6. Be unapologetic about taking time for one's self, setting realistic goals, setting boundaries, and being clear and transparent about what they are

capable of (and what they need), 7. Creating a dedicated work space when working from home and having the tools they need to implement distance learning from the school classroom, and 8. Setting office hours while remote teaching.

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.]

Our instructional program is designed to promote, encourage, and engage full participation of our students and their families. Our approach to student engagement through our Distance Learning Program and or in-person or hybrid approach is as follows:

Staff will reach out to students that are not engaging in instruction by making personal phone calls to the student, parents/guardians along with emails and text messages. If staff are still unsuccessful after multiple failed attempts, CHYBA can utilize the support of Shasta County's Help Me Grow initiative. The countywide Help Me Growth initiative provides schools with support for truant students so that we can re-engage students in school. A three-tiered system has been put in place to collect engagement and provide outreach to our most-vulnerable populations. Students who are not engaging school via distance learning platforms or are not picking up meals are contacted to inquire further regarding any connectivity issues and to ensure their well-being. A collaborative effort has been made with Human Health Services, Children's Legacy Center, Child Protective Services, the Shasta County Sheriff's Department, the Help Me Grow staff, and the Shasta County Office of Education to assist local schools with reaching out to students and their families when students are not attending school.

Instructional Engagement: Teachers will provide instruction that engages students and promotes daily participation. Daily participation in Edgenuity will be monitored and tracked daily. Students or families of students, who are not engaged or progressing at a productive pace will be contacted by staff or administration to encourage and assist them with engagement and necessary lesson progression. The use of large and small group lessons taught through Zoom will provide an additional layer of continued outreach to our students. Our weekly 1:1 teacher/student meetings will further assist our outreach to our students and assist with identifying the specific areas in the curriculum that our students are in need of support. Our interactive distance learning program will assist with mitigating the number of students who advance from our Tier 1 Attendance level to Tier 2 and beyond.

Communication- Students/ Parents: Students will engage with lessons and meetings with their teachers daily/weekly. Students will be reminded of their expectations as learners which includes daily attendance, participation, and completion of all assignments, assessments, and projects. Parents will receive correspondences on a regular basis through phone calls and virtual meetings. We currently do not serve any families that speak languages other than English. We are prepared however, to use an interpreter and transcribe any documents in the appropriate language should the need arise, by using a translation/transcription service.

COVID 19 TIERED RE-ENGAGEMENT STRATEGIES

Tier 1 includes: UNIVERSAL SUPPORT

Priorities & practice supporting all families in the most inclusive & equitable way

Expected Percent of Families Served: All

Project Intervention: All Shasta County School Districts will provide communication to families regarding distance learning expectations and school provided resources.

Project Goal: 90% of students will have weekly contact with their school

COMMUNICATION

Schools send out the plan to parents (using multiple methods) for what distance learning will look like and ways students can engage if they have internet and if they do not.

Schools send out the updated meal locations flyer for their attendance area.

TRACKING OF STUDENT ENGAGEMENT

Teachers take "attendance" on a weekly basis to see which students have engaged in either the pick up of a packet, completion of some work, and/or visually with the student online. This attendance should be shared in some way with the school office.

School lunch personnel track which students pick up breakfast and/or lunch at least once a week. This information should be shared with the school office.

At the end of each week, schools identify which students there has been no accounting for, either through distance learning or meals.

ADDITIONAL ATTEMPTS AT COMMUNICATION

If no student engagement has been made that week, someone from the school will call (could be school counselors, psychologist, office staff or administrator) at least twice to clarify ways for families to contact the school so their student can engage, using emergency contact list if needed.

Tier 2 includes: SUPPLEMENTAL SUPPORT

Additional services provided for some families who require more support

Expected Percent of Families Served: Some

Project Intervention: All families who have not made contact with their school for one week will be referred to Help Me Grow case management.

Project Goal: 95% of families referred to HMG will make contact with their school.

For a student/family to be referred to Tier 2 the following criteria must be met:

All Tier 1 interventions are complete

No CONTACT from student/family
CONTACT with no follow-up the following week

Tier 1 to Tier 2 Referral Tool

Each school will keep a record of students that meet the Project's Tier 1 to Tier 2 criteria.
School will complete a Referral Form (Google Form) for each student
This document lists all of the information that you will need to gather to complete a referral.

Referral Form Link

If the family makes contact with the school following the referral, the school must notify HMG using the same Referral Form
All questions can be emailed to April Matthews at amatthews@shastacoe.org

Tier 2 Supplemental Support

HMG will receive referrals from schools using the Referral Form. The form will be used to enter their information into the STAR Database.

Once a referral is received the following will occur:

Day 1: Call, Text, Email, and Mail the Family

Day 2 & 3: Call, Text, and Email the Family

HMG will use an incentive as a "hook" in our messaging to increase family engagement. For instance it may be the COVID-19 Make Contact Contest. Every family that connects with school will be placed in a weekly drawing for a cart of groceries to be delivered to their home. HMG messaging will clearly state the need to connect with their child's school and an offer to help link them to other community-based resources.

If needed, HMG will provide the program's typical case management until the case is complete.

Tier 2 to Tier 3 Referral Criteria

For a student/family to be referred to Tier 3 the following criteria must be met:

HMG Case Manager has attempted to make contact with the family for 3 days using mail, email, text, and/or phone call.

No CONTACT from family to school or HMG by Day 4.

Tier 2 to Tier 3 Referral Tool

HMG will keep a record of students that meet the Project's Tier 2 to Tier 3 criteria.
HMG will share this list using a secure Google Sheet with the Children's Legacy Center (CLC).
Once the family makes contact with HMG or the school following the referral, case will close.

Tier 3 includes: INTENSIFIED SUPPORT

Targeted support directed toward the few families with the greater needs

Expected Percent of Families Served: Few

Project Intervention: All families who have not made contact with the school after Help Me Grow case management will be referred to the Project's multidisciplinary team for targeted intervention.

Project Goal: 100% of families referred to MDT will make contact with their school.

Tier 3 Intensified Support

CLC will receive referrals from HMG using a Google Sheet. The Sheet will be used to enter the families information into a new COVID-19 Section of the Collaborate Database.

Referrals will be reviewed by a multidisciplinary team (MDT) including representatives from the student's School, HMG case management, CLC, Law Enforcement, HHSA Children's Services, and potentially others during a weekly HIPAA compliant Zoom meeting. Intervention may be provided by Community-Based Organization (CBO) , a coordinated response among MDT members and CBO and/or a request for a Welfare Check completed by Law Enforcement.

The results will be discussed at the next MDT meeting. The school and HMG will inform the team if the family/student has made contact.

This Project is not a referral to or a pathway to Children and Family Services. An objective of the Project is to help ensure the health and safety of our students. We will endeavor to do that using support from our schools and our community. Our ultimate aim is safe and healthy students who are engaged in distance learning.

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.]

In-person Instruction- Students receiving in-person instruction will be served lunch and breakfast each school day. Students will be provided with a grab-and-go lunch which will include breakfast items to be taken home for the following day. Our food service is provided by the Enterprise Elementary School District's food service facilities. That district is currently in Distance Learning. If and when they return to on-site learning, we hope to return to our traditional lunchtime meal service, which would include "hot meal" lunch items.

Distance Learning-Breakfast and lunch meals will be put in place 5 days a week during instances of Distance Learning. Families may pick up meals at the school between 12:30 pm - 1:00 pm daily. In some cases, meals will be delivered to our most at-risk student populations. CHYBA will actively communicate with our students and families regarding updates related to child nutrition.

All lunches will be free of charge for all students until the federal waiver expires on December 31, 2020.

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

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

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
27.36%	137,126

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.]

Equity is at the forefront of every decision we have made with the COVID funding and supplemental/concentration funds. No matter the instructional schedule model, we continue to work to eliminate the barriers to student success that existed before the closure. We believe that we have an unprecedented opportunity to improve how we provide services and implement more student-centered designs for our most

at-risk families. We identified the areas of need for our foster youth, English learners and low-income students and reached out to their families, the first week of school, in order to provide the necessary tools and resources for their students to be successful in school.

All actions and services will be provided on an LEA-wide basis since we are a direct funded charter school. The supplemental funds will be principally directed to support the unduplicated pupils and enhance the overall program.

In determining the most effective use of supplemental and concentration funds, the following information will be principally directed to support the unduplicated pupils and enhance the overall program.

In determining the most effective use of COVID funds, federal funds, supplemental and concentration funds, the following information was considered:

Review of survey results from stakeholder groups

Review of one-on-one feedback from parents, staff, students, and community members

Review of the CA School Dashboard student group report to identify which student groups need additional support

Current local and state metrics with actions and services in place

History of success with actions and service in district programs

Refinement of district programs to improve services to students

Validity of services based on best practices of effective schools and relevant research

With this analysis, CHYBA has determined that the implementation of the following actions and services are the most effective uses of the supplemental dollars to meet the needs of our identified student group populations of socioeconomically disadvantaged, Foster Youth, and English Language Learning students:

Social emotional learning professional learning and support

Use of Explicit Direct Instructional practices

Early intervention in reading and math

One-on-one support and small group instruction

Establishing expectations for learning

Assisting parents with tips and tricks for educating their students at home

Family outreach and individual check-ins with our most vulnerable students

Student Study Team, Student Data Systems and progress monitoring in place

Weekly collaboration meetings to identify students that need targeted support

Multi-tiered system of support

Tiered system of support for student engagement and attendance

Professional development instructional strategies to support our most vulnerable students

Parent engagement and effective communication

Counseling services

Transportation of meals to low income families and/or multiple locations to access meals

Foster youth/homeless youth/English Learner liaison

Support staff

Tutoring
Goal setting.

We believe these actions are effective in meeting the goals for these student groups as they provide the additional resources needed to set students up for success. Using engagement and local assessments as a measurement, we will be able to see the progress students made during the first trimester. After we review the data, we will reevaluate the actions and services that support these student groups and adjust accordingly.

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

Our district will receive approximately \$9,200 in GEER funding, \$72,291 in CR 3220 funding, \$16,603 in CARES funding, and \$5,387 in GF 7420 funding, in 2020-21 COVID relief funding to provide improved or increased services for identified students.

The district proposes to spend the increased funding on Academic Intervention Services, Instructional Support Services, and Student Support, including expanded classroom space to accommodate mandated social distancing for onsite students.