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.]

Hearthstone School is an independent study charter school serving at-promise students in Butte County. Hearthstone has been impacted by school closures multiple years in a row. The county's first experience with closures was during the Oroville Dam crisis in 2017-2018, then the Paradise Camp Fire in 2018-2019 and now the COVID-19 Pandemic in 2019-2020 and both the pandemic and the Bear Fire impacting Oroville, CA and surrounding communities in Butte County.

Each spring, LEA administration and site principals work diligently to compile the annual data driven Needs Assessment to begin budgeting for the Annual LCAP. Ultimately, the best designed plans are impacted by these ongoing closures. Additionally, grant funding made available after the fact, or in large sums with a short-time period to spend offset recovery costs associated with the closures, but also create budgeting conflicts with other restricted funding sources. Additionally, recovery efforts from the dam crisis, the fire and now COVID, have left many students, staff and families emotionally and physically exhausted. Due to ongoing closures, the LEA continues to direct funding to

support trauma responsiveness, social emotional well-being, as well as increase the focus on improving student engagement, as determined in a root cause analysis Winter 2019.

Additionally, Hearthstone students and families have been impacted by the shift to full independent study in the following ways:

1. Families depend on the hybrid model of instruction to support high-quality first instruction.
2. The hybrid model provides a greater opportunity to create positive school relationships and social-emotional learning.
3. Students rely on the school for a productive learning environment with access to online instructional materials.

Staff have also been greatly affected by the ongoing trauma to both self and others in Butte County in recent years and are trying to navigate how to best meet their own needs while also trying to be a support to the students and families served.

Stakeholder Engagement

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

Hearthstone sent surveys to parents in June 2020. The results of these surveys supported next steps in our considerations for offering a variety of instructional models for Fall 2020.

All BCOE staff members were sent a survey to gather input on their concerns and solutions for mitigating concerns for re opening.

BCOE met with our certificated and classified bargaining units to develop MOUs for operations and reopening for the 2020-2021 school year.

All BCOE schools sites with site councils continued to operate meetings and gather input on needs. The BCOE school site council (SSC) process includes remote access via ZOOM meetings to ensure access. Information regarding these meetings are disseminated by email, phone and text messaging. The SSC met multiple times after the COVID-19 closure of schools and as we reopened in the Fall. We encourage all stakeholders to attend SSC meetings, as feedback is gathered and recorded in the meeting minutes and helps drive decisions. The SSC serves as the only advisory council at Hearthstone School.

SSC dates following order to shelter in place:
Hearthstone School - 4/27/2020 & 5/18/2020

Stakeholder input/Advisory Council dates following order to shelter in place:

Hearthstone School - 8/31/2020

BCOE LCP Public Hearing - 9/21/2020
BCOE LCP Approval - 9/28/2020

SSC and Board agendas are publicly posted 72-hours prior to the meetings at the school site and on the BCOE and/or school website with the ZOOM information. This information includes internet address and phone-in instructions. For SSCs, robo-calls, emails, social media and/or text messages are also used to invite families.

Hearthstone Parent Survey Summary:

Hearthstone sent a survey to all parents in June 2020. The survey was a reflection on distance learning in Spring 2020 and input on returning to school for Fall 2020. Results indicate that the majority of parents thought online assignments, clear communication, and flexibility all worked well in the spring. The challenges in the spring included a lack of interaction with peers and teachers and being 100% independent study.

Parents reported these as the top priorities in returning to school: Alternating days on campus, keep students on track academically, attend to students' social/emotional needs, protecting physical health, quality distance learning, clean school, symptom screening before school. Regular hand washing, and adequate safety training.

Practices that worked well in the spring and top priorities were all added to our Hearthstone Reopening Plan Committee that was comprised of students, parents, teachers, clerical staff, and school administration. Parents were sent one more survey in July with the Reopening Plan attached. The survey asked parents to make a final decision on program choice based on the Reopening Plan and provide further comments. The majority of families stayed with their original program choice and showed appreciation for the plan put in place.

Employee surveys:
BCOE received 515 staff surveys. Of the 515 who responded to surveys, 70% of the staff indicated they were moderately to very comfortable returning to work. 30% indicated they were uncomfortable or very uncomfortable.

The top concerns from staff were:
1) potential of being exposed to the COVID-19 virus at work;
2) concerned employees will not adhere to social distancing and;
3) concerned coworkers will not follow public health guidelines.

Stakeholder feedback stated at SSC meetings included, but is not limited to:

*uncertainty about the length of school closures and concern about whether school would re-open in the fall
*the availability of technology and Internet access for all students
*how to continue to implement a multi-tiered system of supports, including PBIS, remotely
*monitoring student accountability to complete school work
*insufficient revenue to cover the costs of adequately protecting students and staff from potential infection

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

Parent surveys:
To address the physical safety concerns, the request for in-person instruction, the need to provide social emotional supports and to ensure students without devices would get them, the re opening school committees began to integrate these needs into the reopening plans. Further, to address the digital challenges, Hearthstone has ordered additional hot spots and devices for students to ensure they have the equipment needed for independent study.

Employee Surveys:
Safety measures to address employees concerns were put into BCOE reopening procedures and added to our bargaining unit MOUs developed for the 2020-21 school year.

School Site Councils:
Site Plan Goals and Actions are influenced by specific stakeholder input gathered at School Site Council meetings in response to each site's annual "Site Plan Self-Evaluation". The self-evaluation contains a data driven needs assessment, which is reviewed, discussed and revised to include stakeholder input. Site council members review plan expenditures and provide feedback before taking the plan to the Butte County Board of Education and submitting the final plan to the State.

In August 2020, Site Councils reviewed both the existing needs assessment and expenditures approved late Spring 2020 to determine whether any material changes should be made based on newly identified needs resulting from school closures and Summer 2020 LEA and school site implementation team reopening planning.

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.]

BCOE has worked across divisions, departments and bargaining units to develop plans and protocols to ensure the safety of students and staff. We have BCOE agency protocols, BCOE School LEA protocols and individual site plans. All of our plans and protocols are aligned with public health guidance and include entrance, exit and movement within the school, hygiene practices, protective equipment, physical distancing, cleaning and disinfecting to ensure physical health and safety as well as protocols for health screenings for students and staff. The detailed protocols can be found on the BCOE website https://www.bcoe.org/Districts--Schools/BCOE-Schools/Reopening-Protocols/index.html.

Hearthstone is an independent study school. Students generally come on site for 1:1 meetings and intervention/additional instruction support. Because Butte County is on the Governor's County Watch List, students will begin the year with full independent study. Teachers and support staff will meet with students remotely until we are allowed to bring students back on campus.

Because Hearthstone serves primarily at-promise students, it is important to ensure staff have the capacity to provide engaging learning opportunities, evidence-based interventions and a multi-tiered system of supports. Where possible, schools will reduce the student teacher ratio to support learning needs. In order to provide continuity of learning, the LEA federal reservation will fund instructional coordinators and assigned coaches to provide student-centered instructional coaching support for the integration of real world learning with content standards, and social emotional learning. The Student Programs and Educational Support Coordinated District Service team will provide academic coaching and site-based professional learning opportunities on a variety of topics that support building a multi-tiered system of supports.

To support this, the BCOE will continue to direct LEA reservations toward strategies that better engage students, as this is the root cause of school climate, and attendance data that reflects negatively for Hearthstone on the CA Dashboard and/or in locally disaggregated data. The BCOE will provide professional development to support teachers with integration of course material with social emotional learning. There will be a focus on use of teacher/student tools that can be used on or off site. Staff will also be trained to support and engage students with career exploration, a process that includes a student interest-based learning plan. This is a precursor to rolling out a full internship program in coming years.

Hearthstone will continue to administer regularly scheduled benchmark assessments, including:
1) Fall Enrollment Assessment:
 a) iReady reading and math are administered to all students the first two weeks of school and/or within the first two weeks for new enrollments.
 b) Write Score assessment administered once to all students enrolled between 8/17 and 8/28.
2) Winter Assessment:
 a) iReady reading and math are administered in the weeks prior to the winter holiday break.

b) Write Score is administered to all students between 11/30 and 12/1.
3) After April 1st, annually, students are either administered the CAASPP assessments or iReady assessments as a final evaluation of student progress.

iReady provides correlating intervention and instructional materials in reading, and math. Write score provides intervention/instructional materials to support student learning. Teachers monitor and adjust student learning based on data and identified need. Teachers also use the online curriculum platform, Edgenuity, to formatively assess student progress and the My Path units to support with appropriate interventions. Hearthstone will continue to use the Aeries Student Information System extensively to document attendance, interventions, discipline and track actionable data that allows for rapid response to at-promise students.

The BCOE developed implementation teams at the district and site level to create plans and protocols that ensure the safety of BCOE students and staff. These plans and protocols are consistent with public health guidance and include considerations for campus access, hygiene practices, protective equipment, physical distancing, and cleaning and disinfecting to ensure physical health and safety in school facilities.

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

Description	Total Funds	Contributing
Hearthstone will support student's College and Career Readiness by providing additional instructional materials, curriculum, supports, and classes to increase student achievement.	$428,662	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 BCOE Distance Learning five phase platform engages and supports educators with various aspects of distance learning relevant to any emergency based on existing levels of distance learning knowledge. This platform is fluid and allows Hearthstone and additional resource to personalize support for both independent study site administration and staff through implementation phases from 'getting started and determining need' to 'high quality instructional design'.

In accordance with regulations, Hearthstone will continue to follow independent study requirements, including IS attendance accounting/ audit requirements.

Hearthstone uses Edgenuity, an online core/elective curriculum, to personalize independent study learning for students. Edgenuity curriculum can be modified/ supplemented to create a more robust and engaging course for students, blending online curriculum with real world, student interest based learning opportunities. This program allows students to continue working anywhere with real time feedback and allows teachers to communicate with students as they monitor student progress remotely. Google Classroom is being used in many classrooms to support day to day instruction as students move from school to home instruction. Elementary programs have the option of using publisher's online platforms to support delivery of core instructional materials.

The BCOE is supporting the use of Kern County Department of Education and San Diego County Office of Education TK-12 distance learning curriculum. These materials were created by staff from CCEE and a consortium of county offices of education. These free courses were developed on the foundations of Universal Design For Learning and early childhood education. Lessons and units of study are aligned to the CA State Standards, which include Universal Design For Learning principles, English Language Development strategies and embed social emotional learning.

All online platforms allow for continuity and fluidity in instruction as schools adjust to Public Health mandates. Additionally, schools not using a remote learning core curriculum like Edgenuity are integrating Google Classroom into instructional practice to support the same. Hearthstone prides itself in serving at-promise youth well. All curriculum and instructional materials are equitable and accessible to all students regardless of the method of delivery.

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.]

Hearthstone is an independent study program and will continue to offer instruction as usual, including addressing any pre-existing assessment of access to devices and Internet connectivity at home and in the community. Although students have access to online instructional materials in core subjects for use in school and at home, materials are not always identical for every student to be considered equitable. Materials are selected based on student need, interest and the best fit for the learning environment.

The majority of Hearthstone students have access to site Chromebooks with hot spots, checked out as 1:1 devices. The principal works closely with staff and families to determine and address unmet technology needs. As necessary, additional technology is purchased to address unmet needs. Some students and families elect to work more traditionally from textbooks and written assignments.

Hearthstone may use any combination of the following options when students do not have access to the Internet or an appropriate device:
*checking out district-owned devices, including hot spots;
*picking up pre-loaded USB drives or devices with relevant content and materials;
*visiting an open computer lab or classroom with computers, consistent with social distancing guidelines;

*accessing a developed instructional sequence of activities that aligns to grade level standards and student needs;
*picking up a paper instructional packet; and
*providing teacher interaction through phone calls or small group sessions at the school site, consistent with social distancing guidelines

As necessary, Hearthstone will purchase and make available additional technology to create a 1:1 computing environment. Hearthstone will also check out any assistive devices to families on an as needed basis.

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.]

Hearthstone uses Aeries attendance/supplemental attendance features for independent study attendance accounting and follows IS audit requirements.

Site educators will focus on providing feedback to support growth. Hearthstone staff understand that in remote learning, there is a loss of many nonverbal clues, so specific feedback becomes even more critical to make clear to a learner what strengths and opportunities an educator sees in their work.

To address these issues, educators may:
*use digital tools at their disposal and performance based learning to frequently offer oral or written feedback.
*provide feedback in the form of comments on a submitted assignment, responses to journal entries or other writing assignments, or via phone calls, or video chats.
*use frequent formative assessments, including Google Forms, Google Classroom quizzes, online curriculum assessments, student presentations or demonstrations of learning to determine which students may be struggling with new learning.
*gauge student learning and plan instructional moves, including personalization of content, that keeps all students on track and engaged.

Additionally, Edgenuity, an online core curriculum used by BCOE middle and high school students, tracks time on task and provides immediate feedback on progress toward completing a course.

Hearthstone administers, and requires all students complete, beginning and mid year assessments in reading, writing and math. Families can always track progress in a course by accessing Aeries Parent Portal and/or the Edgenuity Portal for grade and assignment information.

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.]

Multi-Tiered System of Supports

The BCOE, in collaboration with the Hearthstone principal, has created a 2020-2021 professional development plan for the school site. Because of the number of emergency school closures in recent years, the LEA's primary focus for supporting at-promise students is to first provide students with an appropriate multi-tiered system of support. In 2020-2021, professional development includes, but is not limited to trauma responsiveness, restorative practice, Positive Behavior (PBIS), social emotional (SEL) and Nurtured-Heart (NHA). This professional development is offered as a push-in site level series provided by the BCOE Coordinated District Support (CDS) team. It is funded with an LEA federal reservation.

Instructional

In order to increase student engagement in 2020-2021, the principal/ coordinator in collaboration with the BCOE CDS Team will provide a series of professional learning opportunities in two areas: 1) ELA/social studies/SEL integration 2) NGSS with a lens on distance learning. The two teams planning and providing this professional development are working collaboratively to ensure alignment in tools, resources and strategies to help build internal capacity at the school site. This professional learning will be provided to staff that the principal selected based on job assignment and is funded with an LEA federal reservation.

Contracted curriculum and assessment programs are offering ongoing professional development specific to distance and hybrid learning. Staff are able to attend sessions with Edgenuity, iReady and even Google Classroom free of charge.

The LEA is supporting the use of San Bernardino County Superintendent of Schools "Professional Learning Courses" for distance learning. These materials were created by staff from CCEE and a consortium of county offices of education. These free courses include Foundations of Early Numeracy, Reading Foundational Skills, Behavior Management, Social-Emotional Learning and Wellness, At Home Learning for Families and Universal Design for Learning.

Technology

The Butte COE Educational Technology (Ed Tech) team has been supportive of the Hearthstone school program and is working collaboratively with the principal to meet individual site needs. The Ed Tech team also includes BCOE school staff in countywide distance learning professional development opportunities that benefit independent study staff. The Ed Tech team will continue with this approach moving forward. There has been no cost to BCOE schools for this service.

Student Information Systems/Data

As noted in other areas of this plan, an LEA federal reservation will continue to fund school site support in fully implementing the student information system to provide real time data for actively enrolled students, document interventions, including parent communication and discipline records and support engagement with access to student records through the Parent/Student Portal.

Staff Roles and Responsibilities

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

BCOE school programs are small and operate with few financial resources every year. All staff have multiple responsibilities. While these responsibilities may shift slightly from site to site to support full independent study engagement and follow up with students and their families working from home, staff will largely continue doing business as usual, albeit remotely.

Hearthstone staff's responsibilities have shifted to address the fully independent study learning environment. All changes fall under staff's current job descriptions and there were no significant job title or description changes.

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.]

Hearthstone understands the burden of distance learning falls disproportionately on students with the greatest need. In large part, these are the students County Office schools serve each year. Hearthstone remains committed to engaging pupils in meaningful student interest-based learning through its independent study model.

Ensuring Equity and Access for All

Hearthstone will focus planning efforts to continue serving all students by personalizing distance learning opportunities to the greatest extent practicable under the circumstances. Hearthstone will continue to assess whether independent study provides the most meaningful educational opportunity for each student. If so, the site will ensure equitable access, and if not, the site will analyze alternate deliveries models discussed in previous sections.

Hearthstone school serves at-promise youth and always gives special consideration to all unduplicated student groups and students with IEPs etc. These students may be required to attend on site/virtual classes more frequently than other students for added support. The LEA is aware the federal government has not waived the federal requirements under the Individuals with Disabilities Education Act (IDEA).

General Accessibility Strategies to Support Any Student

Below are some general strategies sites may use to remove barriers to learning and ensure equity and access for all students when designing remote learning environments.
*take advantage of the accessibility features built into most online platforms
*provide transcripts of video or audio announcements made by teachers, as practicable
*when linking to external videos, including closed captioning
*use descriptive titles, headers and subtitles to provide added context

*use meaningful text in links to make it easier for users to predict where navigation will take them. For example, avoid "click here" or "read more"
*provide a balance of text, image, video and audio. Instruction and resources provided in more than one format provides broader support for the greatest number of users
*implement universal design for learning (UDL) to remove barriers to learning
*use support staff such as resource specialists, instructional aides and parent liaisons to check in one-on-one with students and provide small-group or direct services to students and their families
*be flexible in providing access to school-purchased assistive technology devices, when necessary. Ensure children have access to devices they typically use at school
*create a document that holds all the work students are supposed to do for the entire week and embedded with hyperlinks, when appropriate

IEPs, Visual Impairments and Other Accessibility Needs

Below are some strategies sites may use to remove barriers to learning and ensure equity and access for all students when designing remote learning environments.
*continue providing related services consistent with the student's IEP. This may involve providing services on one or more school site, consistent with social distancing guidelines and accounting for the health needs of students and staff
*ensure compliance with laws pertaining to visual impairment
*use Alt-Text to allow users with screen readers or with slow connection to identify images, graphs and charts

English Learners

Below are some general strategies sites may use to remove barriers to learning and ensure equity and access for all students when designing remote learning environments.
*ensure students have access to grade-level appropriate materials by designing supports for rigorous learning content
*host office hours when students can log on and meet virtually or over the phone for help
*assign students an "online tech buddy" who shares the same home language
*create assignments intended for the family to complete together in their home language
*set up virtual meetings via video calls to teach lessons or check in with students
*whenever possible, provide graphic organizers for lessons to aid comprehension
*record video or screen-sharing lessons to model processes, explain instruction, and teach new content
*use videos with closed captions or subtitles when possible or provide video links
*present new instruction in multiple modes (video, synchronous instruction, audio, or slides)
*distribute tutorials and guides on how to access translation extensions or apps such as Google Translate, Microsoft Translator, Microsoft's Immersive Reader, etc.
*provide Designated ELD in small homogeneous groups on a regular basis

Students Experiencing Homelessness

Below are some general strategies sites will use to remove barriers to learning and ensure equity and access for all students when designing remote learning environments.
*use the LEA Homeless Liaison's capacity to do outreach
*use all available means of communication to reach families and students, including reaching out to emergency contacts and other students to support with connecting
*use a consistent form to guide weekly conversations with students and families
*share resources by post flyers, brochures, and posters where students and parents might see them
*work with community partners to connect families and youth to school liaisons and early childhood programs for education-related needs
*create user-friendly information about community resources, food distribution, and distance learning, including how to obtain devices and internet connectivity
*encourage families to reach out for assistance from school staff
*frequently ask about other needs besides school work
*provide parents and youth with the technology they need to stay in touch, such as 1:1 devices with hot spots

Students in Foster Care
Below are some general strategies sites may use to remove barriers to learning and ensure equity and access for all students when designing remote learning environments.
*maintain a list of current and former foster students from the CALPADS 5.7 report weekly, even during school closures
*changes in placement will still be happening and may even increase during times of community stress
*update all caregiver contact information for foster students with the help of the local Child Welfare system
*use all available means of communication to outreach to foster parents and other caregivers
*make sure that foster families, caregivers, and social workers know the LEA plan for promotion and graduation
*engage caregivers and students by asking what they need to feel healthy and safe
*connect caregivers and students to community resources for transportation, counseling, food, or other supplies as needed
*strengthen connections with the local Child Welfare system and reach out to individual social workers to coordinate distance learning plans for foster students

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

Description	Total Funds	Contributing
Technology and materials for Personalized Instruction and Support Distance Learning: Hearthstone provides access to one-to-one devices and internet at school and home.	$12,089	Yes

Description	Total Funds	Contributing
Staffing to provide continuity in instruction through distance learning a. Distance learning curriculum development content area experts	$9000	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.]

Hearthstone will administer baseline enrollment assessments (iReady and Write Score) in reading, writing and math to determine learning loss. School sites utilized implementation teams to create plans for reopening and learning acceleration. In addition, school sites use various other diagnostic assessments to support with identifying student need and personalizing instruction.

Hearthstone uses state and local assessment/ EL data to create individual Academic Support Plans for English learners and students reclassified four or less years. These plans align actions with the ELD/ELA standards, respectively, and provide an ongoing mechanism to track and monitor progress. When students do not make adequate progress for one year, a parent meeting is required. When students do not make progress for two years, an SST is required.

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.]

Hearthstone is an independent study charter school. When schools closed in the spring, Hearthstone students continued with independent study instruction, working from home as they typically would. Hybrid classes that support high quality first instruction moved online, as did intervention services. Hearthstone anticipates learning loss will be minimal, however, based on the at-promise population served, Hearthstone intends to address gaps in learning with the following:

Hearthstone is implementing Advisory periods to support with engagement, community building, social emotional learning and goal setting/monitoring. Schools will begin integration of social emotional learning with core content instruction to support students emotional well-

being so they are more capable of completing rigorous coursework.   As needed, students may be required to attend additional onsite support classes, consistent with social distancing guidelines to mitigate learning loss.

Hearthstone personalizes instruction for the at-promise population of students served. Edgenuity, a BCOE schools online core curriculum, released several new courses to support mitigating learning loss. Content added to the platform for reopening includes:
*Learning loss courses for grades 6–12, a nine-week courses designed to help ensure students learn the content covered during school closures
*Booster courses for grades 6–12, designed to prepare students for grade-level ELA and math courses by covering essential concepts and skills from the previous grade. These eight-week courses begin with a pretest to ensure students only receive the instruction they need
*Summer Bridge course suite to ensure rising sixth and ninth grade students are prepared for the increased difficulty of middle and high school

i-Ready provides individualized learning plans through an online platform. This intervention/ acceleration tool assigns K-8 lessons to any student based on individual learning needs determined in the diagnostic assessment. Most students enrolled in BCOE schools are credit deficient and classified as two or more levels below grade level at time of enrollment. The vision of the BCOE Student Programs Curriculum and Instruction Department is to, "Transform Lives through Exemplary Education."   BCOE staff believe the purpose of DASS accountability model schools is to engage students in an instructional model that closes the learning gap and re engages students in learning that supports their future goals.

The BCOE is supporting the use of Orange County Department of Education (FLIP) Supplemental Tier 2 Supports for students in TK-8 to start the school year. These materials were created by staff from CCEE and a consortium of county offices of education. These free courses were developed on the foundations of Universal Design For Learning and early childhood education. Lessons and units of study are aligned to the CA State Standards, which include Universal Design For Learning principles, English Language Development strategies and embed social emotional learning.

English learners, foster homeless youth and students with disabilities will receive additional support from certificated teachers, paraprofessional staff and transition specialists throughout the year. Staff connect with students remotely during times of full independent study. Once sites are allowed to bring students back on campus, these students will be required to attend additional support sessions as assigned by the classroom teacher and administrative team.

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.]

Many Hearthstone school platforms allow for regular monitoring of student progress. As needed, elementary teachers will administer additional academic screeners. All teachers will engage in the formative assessment process in order to support personalization of learning. Additionally, BCOE coaches engage in a student centered approach to coaching that also embeds the formative assessment process.

Effectiveness will be measured by

1. Maintaining or improving LEA standardized assessment scores
2. Maintaining or improving attendance data
3. Maintaining or improving discipline data
4. Maintaining or improving graduation rates
5. Maintaining or improving credit deficiency

Internally, Hearthstone will measure Foster/ Homeless and English Learner progress, however, there are two few students to report data publicly.

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

Description	Total Funds	Contributing
Intervention support: a.students with disabilities and those identified through the Student Success Team process b. summer support to address student learning loss	$7,458	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.]

Because Hearthstone serves at-promise students, it is important to ensure staff have the capacity to provide a safe consistent learning environment with a multi-tiered system of supports. As a part of the existing strategic plan, the LEA will continue to provide training on MTSS topics, provide follow up student centered coaching support for effective implementation and provide Aeries Intervention training for consistency in documenting a tiered system of supports.

BCOE has played a major role in the statewide SEL efforts and we were a leader on the Advance SEL- CA initiative sponsored by the CDE, Education First and Beyond Differences over the summer. BCOE developed SEL modules for educators on their return back to school and will continue to prioritize SEL integration into instruction for students. Additionally, at the onset of the school closures and shelter in place orders, BCOE developed virtual "Wellness Communities" to support staff. These virtual support groups will continue.

Hearthstone uses Sanford Harmony SEL curriculum, Positive Behavior Supports and Interventions, and Restorative Practices to support student mental health and wellness. Additional training in Restorative Practices, and a school wide art project will be implemented in order to provide further support for building school community in this environment of virtual instruction.

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.]

The LEA strategic plan has been largely focused on re-engagement of the at-promise population served, even prior to COVID-19 school closures based on root cause analysis work resulting from continuous improvement efforts. The LEA believes this work is even more crucial following school closures based on the student population served.The LEA completed its third year participating in the Upstream Collaborative, a grant funded by the Stuart Foundation in partnership with Big Picture Learning. Big Picture Learning is a worldwide organization, whose mission is to change the face of alternative education. BCOE schools teams are working to develop learning through interest plans, student exhibitions of learning, career readiness skills and community partnerships that support job shadowing, internships and/or apprenticeships. While there is no cost to the LEA, this is an important component of the support work provided by the LEA leadership team. As described in other sections, Advisory and Career Exploration are key components of the work the LEA will address in 2020-2021 in support increasing student engagement, especially in light of COVID-19. These efforts are supported by a variety of stakeholders, including transition specialists, parent liaisons, paraprofessional staff parents,students and community partners.

Hearthstone is an independent study program and as such will continue to follow it's written procedure for tiered supports. When a student disengages from school the following system of supports is in place:

First Occurrence:
1) This first step requires the Supervising Teacher, parent and student to meet and discuss a plan for improvement. All parties are required to sign Truancy Letter #1 and plan for improvement. A Student Success Team (SST) may be held in the place of this meeting.
2) The Supervising Teacher will increase the frequency of the meeting schedule and/or enlist additional support from available support staff.
3) The Truancy Report is sent to the School Principal/designee. The school Principal/designee reviews the form and previous student records.

The School Principal/designee shall determine if:
1) The body of work assigned is appropriate and reasonable.
2) The plan for improvement is appropriate for the particular student.

Second Occurrence:
1) The supervising teacher completes a Truancy Report and forwards immediately to the School Principal/designee.
2) The school principal/designee again reviews assignments and prior plan for improvement and contacts the Supervising Teacher and any other pertinent staff to determine if there are circumstances that need consideration.
3) The school principal contacts the parent and follows up by sending Truancy Letter #2 to the parent/guardian.
4) The school principal/designee, supervising teacher, parent, and student will hold a Student Success Team to determine what further steps should be taken to help the student successfully complete their assignments. Supervising Teacher continues weekly meeting. Other support options include increased academic support, academic and social emotional counseling, and local contracted referrals for short and long term services related to the student identified needs.

Third Occurrence:
1) The supervising teacher completes a Truancy Report and returns it to the school principal/designee.
2) The School Principal/designee sends Truancy Letter #3 to the parent/guardian. This letter includes a notification of enrollment termination and Charter School Complaint Notice. (EC) Section 47605(d)(4) and (b)(5)(J)(iii)
3) The student will be withdrawn from the school on the basis independent study is not an appropriate placement for the student and the district of residence will be notified, unless the parent/guardian requests an appeal within five (5) working days of the date of Truancy Letter #3.
4) A special meeting with school principal/designee, supervising teacher, parent and student may be necessary when a parent requests an appeal.
5) If the parent fails to respond by the predetermined disenrollment date, the student will be withdrawn.

Hearthstone will provide Grocery and Gas cards to support student/families who lack reliable transportation to access school meal distribution and pick up/drop off school work as needed.

School Nutrition

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

At Hearthstone, school meals are free to all students at Hearthstone or Nelson Middle School regardless of instructional method (for example, in-person or distance learning). Meal schedules updated are posted on the school website and communicated to families by their Supervising Teachers.

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

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Professional Development and Release time for Restorative Practices	$2,000	Yes
Pupil Engagement and Outreach	Maintain positive relationships with students to keep them engaged and attending: a. Student enrichment vouchers and summer camps b. PBIS Incentives c. Grocery and Gas Cards to support student readiness and access	$7,000	Yes

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
27.27%	$439,350

Required Descriptions

The County Office of Education serves at-promise youth in its school programs. Hearthstone School serves a low income population of over 75, has a relatively few English Learners. Foster/Homeless youth and students with IEPs student counts vary year to year.

Because Hearthstone has small student group populations, the LEA disaggreggates student group data for internal use/decision making. The LEA and school staff first consider the low income student population needs and then look at smaller student group information to determine what additional unmet needs/ barriers those students may be experiencing. All actions in the plan, including LEA Reservations, are designed to reach these particular students groups, as this is the primary population served.

The LEA and Hearthstone are working to address our climate and academic program so as to better engage our students. This has been an ongoing process and commitment on the part of staff. In addition, Hearthstone has experienced emergency trauma in Butte County several years in a row. Every action is designed with the highest risk student groups in mind; to connect students, engage students and/or support students social emotional well-being and/or provide professional development and technical assistance to build staff capacity for this work. Hearthstone maintains a self-evaluation of actions that is developed throughout the course of the year, and discussed with stakeholders, in order to assess what is working, what is not and what changes should be made in implementation/practice to achieve better results.

The 27.27% to increase or improve services is reflected in providing additional monitoring, supports, enrichment opportunities and interventions for low income, foster youth, and English learner students.

Providing ongoing professional development on evidence-based approaches to best support students with the most need.

All actions are principally directed to serve our students in most need as determined by our comprehensive needs analysis with input from stakeholders.

While all students may receive some of the services, the actions and services provided are principally directed at increasing or improving services and outcomes for the neediest students. Based on annual reviews of programs, we believe no action provides a disproportionate increase or improvement in services for the 25% of students not included in the foster youth, EL, or low-income student groups.

Some specific examples from this plan include:

Increased Specialized Academic Services for foster youth, EL, or low-income students with significant learning loss and preforming multiple grade levels below as identified through the Student Success Team process. Additionally, Hearthstone staff will connect with families and students to design and develop individualized plans to support increased student engagement for all student groups.

Some examples of ongoing improved services include:
Increased direct instruction and synchronous learning opportunities for students. These opportunities allow teachers to address academic and social-emotional achievement gaps.