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/lrnngcntntytnatndncpln-instructions.docx.

<table>
<thead>
<tr>
<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
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<tbody>
<tr>
<td>Sonoma County Office of Education</td>
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</tr>
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General Information

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

The Sonoma County Office of Education (SCOE) Alternative Education Program serves approximately 135 students daily and over 400 students annually throughout the county. Our education services are provided for students who are incarcerated, have been expelled from school, identified as habitually truant, pregnant or parenting, placed on probation by the court or otherwise referred by a school district, probation or social service agency. In the 2019-20 school year, 80% of SCOE Alternative Ed Community School students were identified as socioeconomically disadvantaged, including those students that are eligible for Free and Reduced Price Meals (74%), identified as Foster Youth (03.7%), identified as Homeless Youth (.01%) and/or identified as English Learners (24.6%).

The COVID-19 pandemic has affected the SCOE Alternative Education school community and has drastically altered the lives of our students, families, and staff. The unexpected closure of schools in March 2020 has impacted the physical, emotional, social, and educational needs of our students and has added stressors to them and their families. The closure of schools has impacted many students and families by challenging their ability to access basic services. The broader economic impacts of the pandemic, including increased unemployment, have increased existing challenges such as food insecurity and access to technology/connectivity. Families and students have also been impacted by the physical separation from targeted supports and services that are typically provided in-person, including many services for English Learners, Foster Youth, Homeless Youth, and Students with Disabilities. The COVID-19 pandemic has also resulted in increased isolation and disconnection due to the physical and social separation from the classroom and school community. Curriculum pacing, traditional methods of instruction, and assessments of student learning have also been disrupted.

During the COVID-19 emergency, our first step was to contact Community School students and families to offer assistance in accessing resources related to basic needs. This initial contact included informing them of the suspension of in person classes and the development of a distance learning program. Printed curriculum were mailed home to all students that covered two weeks worth of assignments to allow time for the distance learning program to be developed and implemented. Initial outreach included an inquiry as to whether or not families had access to the Internet and to a device that could be utilized during distance learning. Our webpage was enhanced and was regularly updated.
to provide parents with information and resources in English and Spanish. Parents were provided with electronic copies of the Parent Guide to Google Classroom as well as a Distance Learning Guideline document. Following the initial outreach and throughout distance learning, parents were kept informed via email, letter, phone calls and webpage updates. We addressed language barriers with our Spanish speaking families by providing verbal translation services as well as providing all print materials in Spanish as well as English.

We were initially able to make contact with 68 Community School students/families (87.1%). We determined that virtually all students had Internet access but that 30 (38.4%) of the students contacted needed a device. Arrangements were made for these students to pick up a device at their school site. All were given a brief refresher tutorial in the use of the Chromebook and were provided with tech support as needed throughout distance learning. A small number of our families have Internet connectivity issues due to where they live - those students were offered printed curriculum as an option to the online platforms. Simultaneous to planning for the Community School program, we collaborated with Probation administration related to the Court School program and it was determined by mutual agreement that teaching staff and Probation staff would utilize devices but students would work primarily from printed curriculum. Probation staff managed the devices that were utilized to connect Court School students with school program staff.

Prior to the start of the 2020-21 school year, families were again surveyed to determine needs for devices and to address any connectivity issues families faced. Chromebooks and hotspots were checked out to all Community School students in need. Teachers were provided with additional professional development related to distance learning in general and the use of Google Suite, in particular. Students have been scheduled into distance learning classes in a way that maximizes synchronous instructions, while building in flexibility for support services. Teaching staff are working with students to re-acclimate them with the distance learning platforms, begin to ascertain learning loss and put in place plans to support students in their academic and social-emotional learning this year. Outreach to parents continues through formal surveys, webpage updates and regular phone and email communication. Feedback from agency partners, parents, staff and students have helped to inform the Learning Continuity Plan.

Federal and state funding included in the adopted program budget for the 2020-21 school year is being utilized to support the efforts described in the Learning Continuity Plan. In addition, the program also anticipates receiving approximately $405,000 in learning loss mitigation funds (Governor’s Emergency Education Relief/GEER, Coronavirus Relief and Learning Loss Mitigation). This funds will also be utilized to support the actions and services outlined in this plan.

### Stakeholder Engagement

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

At the onset of the COVID-19 emergency, one of the first steps was to contact Community School students and families to offer assistance in accessing resources related to basic needs. Part of this initial outreach included an inquiry as to whether or not families had access to the
Internet and to a device that could be utilized during distance learning. Our webpage was enhanced and has been regularly updated to provide parents with information and resources in English and Spanish. Following the initial outreach and throughout distance learning, parents were kept informed via email, letter, phone calls and webpage updates. We addressed language barriers with our Spanish speaking families by providing verbal translation services as well as providing all print materials in Spanish as well as English. Utilizing bilingual staff to provide targeted outreach to our Spanish speaking families is a priority for our program in order to hear and learn more about our EL families perspectives on distance/hybrid learning.

Shortly after the 2019-20 school year ended all Community School parents were sent a Learning from Home Survey (in English and Spanish) to assess their perceptions of the program’s distance learning program and to learn more about their experiences and concerns about school closures. The survey’s intent was to get parent feedback to help the program address the needs of families as students were engaged in schooling from home. A follow up Reopening Schools survey was sent to parents (in English and Spanish) prior to the start of the 2020-21 school year. Parents were also invited to attend Zoom a informational meeting where information was shared and questions were answered about distance learning for the 2020-21 school year. At this meeting the School Reopening Plan and the Learning Continuity and Attendance Plan drafts were shared. Translation is provided for all parent meetings, with follow up outreach to those families not engaging so that we can learn more about their experience with our distance learning program. Students will be surveyed within the first month of the 2020-21 school year to learn more about their experience with our distance learning program.

In July, program staff were surveyed related to school reopening for the 2020-21 school year. The survey provided staff the opportunity to provide input related to reopening school sites in the Fall, express their comfort level in returning to work, provide input on specific measures the program can take to increase their confidence in the safety of in-person classes, and get their input on what type of educational program would be best for students in the Fall. This was followed up with an all-staff school reopening update meeting. Check in meetings with staff are ongoing and regularly scheduled (weekly for classified staff and bi-weekly for certificated staff).

The Department Director has been engaged in conversations with partner, agency and district stakeholders related to the Alternative Education educational program during distance learning in the Spring and as plans were being formulated for the delivery of educational services in the 2020-21 school year.

The draft Alternative Education School Reopening Plan was shared with all stakeholders for input and feedback and was submitted to the Sonoma County Board of Education for approval with a Resolution Declaring Instructional Method for 2020-2021 School Year.

The above actions and stakeholder engagement have led to an improved understanding of current needs, not only for our students/families and staff but our agency and district partners as well. The feedback received from all stakeholders has informed the development and refinement of the Learning Continuity Plan. Following input, a draft of the plan was distributed to all stakeholders electronically, including Parent and EL Parent Advisory Committees, for further input. Hard copies were made available to those without internet access and bilingual outreach was made to Spanish speaking families. Stakeholders were provided with the opportunity to submit written comments regarding the actions and expenditures proposed in the Learning Continuity Plan. The Learning Continuity Plan was presented to the community at a public hearing of the County Board of Education on September 3, 2020 and the plan was adopted in a special public meeting of the Board of Education on September 23, 2020.
The Zoom meeting platform is utilized for remote participation in public meetings and public hearings.

PARENT LEARNING FROM HOME SURVEY:

Prior to the start of the 2020-21 school year parents were surveyed related to the logistics of remote learning last Spring and the reopening of school this year in a distance learning model. A summary of responses/input are as follows:

Technology and Home Learning Environment:
- 22% of parents indicated that they either a) don’t have a computer or tablet or have enough devices at home; b) internet access is sometimes too slow or doesn’t always work or c) sometimes they don’t know how to use the remote/distance learning software.
- 22% of parents also reported that their child doesn’t always have a quiet, undisturbed space to do schoolwork.
- 25% of parents reported being not at all concerned about their child having a regular schedule for schoolwork, play, and sleep.
- 25% of parents reported being not at all concerned about their child feeling bored or under-stimulated, getting enough physical exercise or getting enough sleep.

Instructional Program:
- 50% of parents agree/strongly agree that their child received adequate instruction from teachers to support assigned work and 51% agree/strongly agree their child received regular feedback on the schoolwork she/he submitted.
- 54% of parents reported that during weekdays, their child did schoolwork from home 0-3 days/week and 39% reported that their child did schoolwork from home 3-5 days/week. 88% of parents report that their child completed 0-2 hours of schoolwork from home on an average weekday.
- During the school week, 75% of parents reported that their child participated in video conferencing with his/her teacher 0-1 day/week. However, 75% reported their child talked with friends using a phone, tablet, laptop, or computer daily or a few times/week.
- 50% of parents agree/strongly agree that the school remote learning program required too much of parents, although only 26% of parents think the school remote learning program required too much of students.
- 50% of parents disagree that their child had opportunities to connect and interact with classmates during remote learning. Additionally 50% of parents reported being not at all concerned about their child not being able to interact with teachers and other students.
- 63% of parents reported being quite concerned or extremely concerned about their child falling behind academically.

Communication and Support:
- 63% of parents agree/strongly agree their child knew what schoolwork was expected to be completed each day but 75% of parents report their child was not motivated to complete the schoolwork he/she was assigned.
- 63% of parents agree/strongly agree that the school provided parents with advice and resources to support their child’s social and emotional needs as well as advice and resources to support their child’s learning.
- 75% of parents agree/strongly agree that the school has done a good job keeping them informed about remote learning.
75% of parents agree/strongly agree that their child’s teachers checked in with her/him personally at least once a month.

88% of parents agree/strongly agree that their child’s teachers were responsive to their child’s social and emotional needs and 63% agree/strongly agree that support staff like counselors, psychologists, and wellness staff were available to their child if he/she needs them.

63% of parents agree/strongly agree that their child feels hopeful about the future.

63% of the parents reported they identify as Hispanic/Latinx.

75% of the parents indicated that their student received a free or reduced-price breakfast or lunch at school prior to remote learning.

STAFF SCHOOL REOPENING SURVEY:

Prior to the start of the 2020-21 school year staff were surveyed related to the reopening of school. A summary of responses/input are as follows:

46.7% of school site staff reported that if the State of California deems it safe and allows schools to open for the 2020-2021 school year, and SCOE follows all of the county health guidelines, that our school sites should open in the Fall, while 20% felt that school should not open in the Fall.

58.8% of staff reported that if the State of California deems it safe and allows schools to open for the 2020-2021 school year, and SCOE follows all of the county health guidelines, feeling personally comfortable returning to work. 11.8% reported they are not.

When asked if there are specific measures that could be taken to increase staff confidence in the safety of in-person classes and/or return to work, responses were as follows:

- Difficult to keep social distance/indoor air questionable/will we be disciplining students all day to stay apart, keep masks on, cleaning spaces
- I'm comfortable working at Amarosa given the physical size of that classroom. I'm not sure how seeing kids in person will work at JJC and PC if the pandemic is still raging.
- I would like to get information about the Skyline climate control system, as I've read that's an area of concern when people spend consecutive hours inside a building
- As long as everybody is adhering to safety protocols, mask, 6 ft, all that stuff
- Parents should understand and comply with the following:

* Upon arrival, all students have a temperature check, if elevated they must return home.

* All students must wear masks throughout the school day; new disposable masks will be provided by the school upon student check in and tossed at the end of the school day.

* Every classroom will have ample hand sanitizer
* Every classroom or student work space, will have sanitizing wipes for students to clean their desk or work space each period, before sitting down.

When asked if the State of California deems it safe and allows schools to open for the 2020-2021 school year, and SCOE follows all of the county health guidelines, what type of educational program do you think would be best for students in the fall?

- 61.5% of staff reported feeling that students should return to school but on a modified schedule (a hybrid schedule with a reduced amount of time on campus and the balance in distance learning during the week).
- 15.4% reported feeling that students should continue distance learning from home.

Additional thoughts or concerns included:

1. Until the coronavirus is no longer a significant threat to our community, schools should continue distance learning. While this brings its own significant challenges to students, families and school staff, I believe that having children and teens, who are more likely to be asymptomatic carriers, in school everyday will only increase our community's infection rates.

2. If we go back only to discipline all day and have anxiety about if we are being exposed, (along with asymptomatic students/staff) it certainly will affect the quality of teaching. I know of no age group that is able to not touch, play around, and function when they see their friends and stay 6 feet apart.

3. I'm concerned about bringing in Covid to the JJC students & staff... The idea of me being the wildcard in the closed environment scares me. So, I'm not worried about GETTING Covid, I'm worried about possibly TRANSMITTING it...

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

Aspects of the Learning Continuity and Attendance Plan influenced by specific stakeholder input include expanding use of online platform and tools to enhance instruction for teachers and increase engagement for students and include the following specific actions:

Parents/Students:

- Chromebooks and hotspots were distributed to all families that indicated a need. Staff have provided 1:1 sessions with students and parents to provide tutorials on using the distance learning technology and software/platforms to help students become more independent learners in terms of participating in the distance learning program. Additionally, staff have worked with parents to identify barriers to students completing schoolwork, including coaching related to organization and time management tools.
- All social-emotional supports and services will continue to be provided to respond to students' social and emotional needs. Staff will continue to be available to parents to provide advice and resources to support students' social and emotional needs as well as advice and resources to support student learning.
- Structured, live/synchronous instruction and peer interaction has been increased and will now occur four days/week.
- Parents reported that SCOE Alternative Education has done a good job keeping them informed about remote learning. To maintain that level of communication, we will continue our outreach to parents and will continue to communicate in multiple formats: calls,
emails, webpage updates. 63% of survey respondents reported being Hispanic/Latinx, reinforcing the need to continue providing information and outreach in both English and Spanish.

- We will continue to work with our district partners to ensure our families have access to 'Grab n Go' meals and will communicate this information to families in multiple formats.

Staff:

- The School Reopening Plan was developed with staff input and included information about PPE/safety protocols, both for distance learning only and hybrid learning models. Site protocols were developed and signage posted at the school sites.
- A process for screening at the school sites was developed, communicated and implemented.
- Additional hand sanitizer dispensers were installed at the Community School sites and facility cleaning expectations were reviewed with the custodial service.
- Administration has been available to staff to discuss and problem-solve individual staff concerns.
- Communication and collaboration with bargaining units has been regular and ongoing.

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.]

The Alternative Education Reopening Plan identified solutions intended to make transitioning between online-only and various scenarios of in-person instruction as seamless as possible. These solutions and options are based on the best available public health data at the time, best practices and the practical realities of managing our school program in a variety of settings. Understanding that this continues to be a very fluid situation, we have identified possible school schedules that can be implemented or modified as conditions permit. Although in-person instruction is not currently allowable due to our county being on the state watch list, our plan allows for us to pivot to in-person instruction when health and safety allows for it.

When in-person instruction is feasible, school site plans will be individualized and refined to address site needs/circumstances and will be done in collaboration with agency partners for our Court School program. New daily school operation procedures will be established for the Community School program to include health screening, increased hygiene measures, and social distancing protocols. Student, class, and school site schedules will need to be reconsidered in the plans to return to school to provide instruction in varied modes. Details, including plans and protocols to ensure the safety of students and staff, consistent with public health guidance, are contained in the Alternative Education School Reopening Plan [https://www.scoe.org/files/2020-21_Alt_Ed_School_Reopening_Planv2-accessible.pdf](https://www.scoe.org/files/2020-21_Alt_Ed_School_Reopening_Planv2-accessible.pdf)
Academic intensive intervention services, social-emotional supports and counseling and enrichment activities will be made available to all students. Teacher direct instruction and support services will be prioritized for students who have experienced significant learning loss due to school closures in the 2019-2020 school year, or who are at a greater risk of experiencing learning loss due to future school closures. Targeted instructional support for students who have experienced learning loss will include individual tutoring, small group instruction and assessment of English proficiency. To identify students who have experienced significant learning loss due to the school closures in 2019-20, SCOE Alternative Education will use a cycle of assessments, starting with administration of the Scholastic Reading and Math Inventory within the first 30 days of the 2020-21 school year. This initial screening will be followed by classroom formative and summative assessments, as well as information provided by the intensive intervention and classroom teachers. This data will be used to make any needed modifications in the instructional program to address student needs with a focus on implementation of intervention strategies to accelerate learning for identified students at risk of experiencing continued learning challenges due to the impacts of COVID-19 and ongoing distance learning. Individual student progress and academic and social-emotional needs are discussed at weekly site case management meetings. Additionally, students are closely monitored by the school and mental health counselors.

SCOE Alternative Education will prioritize providing a high-quality instructional program by following best practices in the areas of:
• Curriculum selection and instructional delivery models
• Assessment practices and policies, including local and statewide assessments
• Services to special populations, including students with disabilities, socioeconomically disadvantaged students, English Learners, Homeless and Foster Youth
• Access and use of instructional technology
• Expanded learning opportunities

SCOE Alternative Education looks forward to resuming in-person instruction as soon as local COVID conditions improve and it is safe to do so. Our instructional plan is guided by our focus on students, many of whom experienced some degree of learning loss due to the interruption of in-person learning during the fourth quarter of the 2019-20 school year. We started the 2020-21 school year with targeted interventions and supports in place to address our students’ academic and social-emotional needs and to help mitigate further learning loss. In distance Learning, per AB98, as stand-alone and as a part of a hybrid model there will be:
• Daily live interaction with students
• Daily attendance taking
• Content aligned grade/subject level standards
• Connectivity and devices
• Supports and intervention
• Designated and Integrated ELD
• Special Education and related services in the IEP

Our learning model considerations provide a range of options to serve all students in the current moment, particularly students who have experienced significant learning loss or are at greater risk of experiencing learning loss due to school closures and include:
Hybrid Learning Model

The scheduling example shown below offers a cohorting model that provides safe, social distanced, robust academic programs, social-emotional support and interventions for struggling students. The key elements include:

- Students divided in cohorts to minimize student/teacher daily contact
- Small group instruction and intervention services
- Cohorts will rotate in the week, allowing time for site cleaning between cohorts
- Daily interaction with all students (in-person or online)
- Standards based curriculum/assessment - academics focused on the teaching and learning in the classroom and/or remotely
- Student engagement through instructional best practices and interactive technology
- Classroom based interventions and enrichment to address the needs of all learners - focused on providing customized learning, intensive intervention, enrichment activities, social-emotional learning, counseling and skill development
- Supplemental digital support for academic and social-emotional learning
- Students will be provided important learning and support opportunities:
  - Academics, focused on the teaching and learning in the classroom and/or remotely
  - Support & Enrichment - focused on providing customized learning, intensive intervention, enrichment activities, social-emotional learning, counseling and skill development

Per AB98, as stand-alone distance learning and as part of a hybrid model there will be:

- Daily live interaction with students
- Daily attendance taking
- Content aligned grade/subject level standards
- Connectivity and devices
- Supports and intervention
- Designated and Integrated ELD
- Special Education and related services in the IEP

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

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<thead>
<tr>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
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<tbody>
<tr>
<td>Maintain ELD intensive intervention teacher provide academic support to English Language Learners (which may include foster youth and low income students), many of whom struggle with the online learning platform. Many students have worked online with this teacher previously - providing continued access during distance learning provides continuity of support and instruction for these students.</td>
<td>27991</td>
<td>Yes</td>
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<tr>
<td>Maintain Math intensive intervention teacher to provide academic support to all students, including foster youth, English learners, and low-income students struggling with the</td>
<td>26852</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Description | Total Funds | Contributing
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math/algebra curriculum. Many students have worked online with this teacher previously - providing continued access during distance learning provides continuity of support and instruction for these students. |  | Yes
Maintain school counselor position to provide ongoing guidance and support for all students, including foster youth, English learners, and low-income students and as part of the distance learning program, also teaches health curriculum to all students, part of which addresses social-emotional health and wellness. | 91678 | Yes
Maintain social-emotional counseling services as well as restorative resources groups via contract with outside agencies. These services are provided to all students, including foster youth, English learners, and low-income students. | 97194 | Yes
Maintain Student Accountability Specialist position to provide bilingual outreach and supports to students, including foster youth, English learners, and low-income students and families related to identifying barriers to school attendance and engagement. | 70259 | 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.

SCOE Alternative Education recognizes the need to ensure continuity of instruction during distance learning to ensure that students have access to a full curriculum of substantially similar quality regardless of the method of delivery that also ensures instructional continuity for students if a transition between in-person instruction and distance learning is necessary. In distance learning in order to provide continuity of instruction and learning, students will interact with their teachers and peers using a computer/device and communications technology and
platforms such as Zoom, Whereby, Hangouts and Google Meets. Devices and hotspots have been distributed to all students who had a need. Direct teacher interaction will be prioritized for students with the greatest needs, including English learners, low income, foster and homeless youth. Students receive instruction, connection and community-building time with teacher/s, peers and other staff daily. Distance learning may include video and/or audio instruction in which the primary mode of communication between the student and instructor is online interaction, video, or other instruction that relies on communications technology. It may also include the use of print materials of comparable educational content, incorporating assignments that are subject to written or oral feedback. Print materials may be mailed home, delivered by staff or made available for pick up at the school sites.

SCOE Alternative Education will prioritize providing a high-quality instructional program by following best practices in the areas of:
- Curriculum selection and instructional delivery models
- Assessment practices and policies, including local and statewide assessments
- Services to special populations, including students with disabilities, socioeconomically disadvantaged students, English Learners, Homeless and Foster Youth
- Access and use of instructional technology
- Expanded learning opportunities

Per California Assembly Bill 98, during Distance Learning teachers will:
- Establish an appropriate schedule to check-in with students and families weekly by phone, Zoom (or other online platform) in order to help identify students falling behind in their work or in danger of failing or dropping out of school;
- Keep a weekly engagement record for each student documenting synchronous or asynchronous instruction for each whole or partial day of distance learning, verifying daily participation and tracking assignments;
- Maintain learning time (to include synchronous and asynchronous instruction) equivalent to seat time in the hybrid

Additionally, Distance Learning will include:
- Daily remote instruction and live interactions with teacher/s and peers
- When conditions allow, teachers deliver instruction onsite from their classrooms (PPE and social distancing protocols in place)
- Most scheduled meetings take place via Zoom (or other online platform)
- Social-emotional supports/counseling services
- Standards-based curriculum and instruction
- Student engagement through instructional best practices and interactive technology
- Targeted intervention and enrichment
- Supplemental digital support for academic and social-emotional learning

Per AB98, as stand-alone distance learning and as part of a hybrid model there will be:
- Daily live interaction with students
- Daily attendance taking
- Content aligned grade/subject level standards
- Connectivity and devices
- Supports and intervention
- Designated and Integrated ELD
- Special Education and related services in the IEP

Regardless of the platform (in-person or online), teachers will provide a rigorous, standards-aligned curriculum for students that is high interest and meets individual student academic needs. They will leverage relationships with students and make student engagement in learning a priority and driver in developing lessons and support. Classrooms and learning environments that are safe, welcoming and supportive for students will be created. Communication with parents will be ongoing - parents will be treated as partners in their child's education and will be invited to attend workshops (English/Spanish) on strategies to support their students' learning. The school team will work together with parents to problem-solve areas of concern and celebrate accomplishments. Structures, routines and communication will be established that make transitioning from one method of instructional delivery to another as seamless as possible.

A key component for distance learning instruction is that the class/course expectations for the week are clearly communicated to students and families. Students/families are provided with the scheduled zoom times for synchronous instruction, as well as course content, criteria by which student success will be determined, and all assignments and due dates. This communication is a critical component of the our effort to help parents/guardians gain a deeper understanding of their student’s learning process and how to effectively partner in their education. This has never been more critical than now, with parents/guardians and family members taking on a much more prominent role in the daily learning of their students within the distance context. In the Community School program teachers will assign student coursework through Google Classroom. This allows students full access to the same curriculum both during in-person and online instruction. Students in the Court School program will have full access to the regular standards-aligned curriculum, which will be delivered by teachers daily via live interaction and instruction.

A robust distance learning plan includes a combination of synchronous and asynchronous learning. SCOE Alternative Education acknowledges that distance learning is challenging and does not envision students, teachers, and parents/guardians sitting in front of a screen all day long. The program distance learning model is flexible and includes breaks, with balance between synchronous and asynchronous learning and between whole class and small group support. Lesson design ensures that students have access to a full curriculum of substantially similar quality, whether instruction is in-person or online. The curriculum and instructional resources being utilized ensure instructional continuity for students, as they transition between online and in-person instruction and learning. In addition to direct, live instruction every day for every student, a key expectation is teacher availability to students outside of that time. Access and availability is acknowledged as a key element enabling students to fully access the curriculum regardless of the mode of instruction. Whether at a distance or in-person, students - and family members - need consistent and reliable access to teacher support. This includes maintaining open communication channels and identified times at which support can be obtained.

The school counselor is also available via online platforms to all students and teaches an online weekly health class to all students. All students also have access to social-emotional counseling (including Education Related Mental Health Services) via an online platform or phone.

SCOE Alternative Education will continually assess whether the distance learning strategy provides the most meaningful educational opportunity for students and will take steps to ensure equitable access. We realize there may be times when not all students will have equal
access to the curriculum from home, so our plan includes analysis of alternate deliveries of comparable educational content when necessary to meet the individual needs of students.

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.]

SCOE Alternative Education is committed to ensuring access to devices and connectivity for all students to support distance learning. In developing our distance learning program we looked at the following factors:

- Whether a student has access to the internet
- Whether a student has access to a device and what alternatives exist for them to access a device
- How familiar a student is with the device and necessary support to ensure they are familiar with navigating its features
- Additional support for teachers

Prior to the start of the 2020-21 school year, families were surveyed (In English and Spanish) to ascertain their access to devices and connectivity. Based on the response to the survey and outreach, over 50 devices were distributed to students/families who identified a need. Hotspots were also provided to students with connectivity issues. This addressed the issue of reaching students and families who were unable to or had difficulty accessing connectivity following school closure in the 2019-20 school year. Staff is available to provide ongoing technology support to students and families, as needed. Regular check in communication between families/students and staff help to ensure that equipment, material, internet and supplies are adequate for student participation. All communication and outreach are in both English and Spanish.

Technology access and support needs will be continually monitored and reassessed.

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.]

SCOE Alternative Education will track and monitor student progress through live contacts and synchronous instructional minutes. Daily, live interaction is expected of all students. Attendance is closely monitored in order to ensure that students are receiving access to the curriculum and instruction. Community School students participate in synchronous Zoom instruction four times weekly and 1:1 or small group check-ins once weekly. Synchronous instructional minutes delivered during distance learning are scheduled in strategic chunks and include whole-class, small-group, and independent activities. Consistent and effective formative assessment practices will enable staff to best utilize these minutes to meet collective and individual student needs. One example of such practices is the building into lessons of frequent ‘Checks for Understanding.’ This might be a series of short comprehension questions following a reading or a practice question following a math lecture segment. These brief, informal opportunities are embedded into lessons and provide teachers a real-time assessment of collective and individual student understanding of a specific concept or skill. This information in turn allows a teacher to determine whether additional practice or reteaching is needed before moving forward with the lesson. It also allows for identification of specific students’ needs and supports differentiation of instruction.
Attendance is taken after each instructional block and recorded in the student information system, with staff following up with students who have not engaged in their classes. Teachers maintain weekly engagement logs to track daily student synchronous and asynchronous engagement and participation. Assignments are given and submitted via Google Classroom. Court School students attend school daily, with teachers providing instruction via Whereby. Printed assignments and materials are delivered to the facilities as needed and completed student work is picked up from the facilities weekly for evaluation by the teachers.

Teachers are responsible for assigning the time value of assignments for their respective classes/courses. Instructional time for distance learning is calculated based on the time value of synchronous and/or asynchronous assignments given by the teachers and include the following measures:

- Daily classroom participation: synchronous instruction provided by teachers, completion of assignments, completion of assessments and participation in check-in meetings.
- Students will engage in synchronous lessons at least four (4) days per week, with the fifth day being utilized for 1:1 or small group check-in meetings with the teacher/s.
- Attendance is monitoring several times each day - follow-up phone calls and emails are made to absent students and their parent/guardian.
- Parent outreach and engagement continues to be a priority and daily focus. Outreach occurs in English and in Spanish.

SCOE Alternative Education recognizes the importance of partnership with students and parents in the effective monitoring of progress. Regular communication to students and parents/guardians about progress is vitally important. Not only does this provide students and parents/guardians information about progress, but it will also open communication channels that allow for two-way communication and feedback. This communication might include details of any obstacles preventing full engagement in learning or identification of specific content/concepts that are presenting difficulty. These channels of communication will improve the ability of all stakeholders involved to effectively partner in supporting improved teaching and learning outcomes.

**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.]

SCOE Alternative Education is committed to supporting the professional growth of its staff, both certificated and classified. In response to the County’s Shelter in Place order and the move to distance learning, professional development was offered virtually on March 25, 2020, focused on tools and strategies to support a distance learning model of instruction. In July, program teachers along with administrators, participated in SCOE’s DISRUPT 2020 (Designing Instruction & Supporting Responsive User Focused Plans Together), a virtual learning institute designed to assist Sonoma County’s school districts with preparing for the uncertainty of the 2020-21 school year by expanding their skills in distance instruction. Sessions included designing lessons on fostering student engagement during distance learning, and sharing best practices and strategies and resources during this extraordinary time in public education.
As we open the 2020-21 school year, the program recognizes and supports the need for additional, ongoing training and collaboration that will focus on highly effective tools, skills and strategies for meeting the diverse needs of our students in unprecedented times. To insure equitable learning and social and emotional outcomes for all students during this new way of teaching and learning, as well as the expectation of AB 98, all staff are expected to participate in professional development. Following are professional development topics and formats under consideration. This list reflects current needs in light of these new models of instruction, hybrid and distance learning.

- Teaching and Learning: Instructional Design and Delivery
- Essential standards
- Content specific
- Best practices for distance learning
- Addressing unfinished learning
- Strategies to motivate students in a distance learning environment
- Effective lesson design for distance learning
- Strategies for student engagement in a hybrid/distance learning format
- Flipped classroom
- Project Based Learning
- Diagnostic tools
- Technology
- Google Suite: Google Classroom, Google Meet, Docs, Slides, Forms
- Screencastify
- Zoom
- ParentSquare
- How to create engaging videos for online teaching and learning
- Social-Emotional Learning & Mental Health
- Trauma Informed Education
- Self-Care
- Class and Site Meetings
- Classroom Community Building
- Restorative Dialogue
- Managing social media consumption
- Safety protocols and precautions
- Digital Literacy
- Addressing current events through grade level appropriate conversations
- Encouraging and supporting voice and advocacy

The ongoing goals of professional learning for administration and teachers to support effective delivery of distance learning are:

1. Administrators/teachers will engage in professional learning focused on understanding the state standards and how to plan and deliver lessons for in-person, virtual and blended learning environments.
2. Administrators/teachers will use data (short, medium and long-term cycles) to inform and drive instruction (in person, virtual or blended).

3. Administrators/teachers will effectively engage all students in learning, in either a virtual, in-person or blended learning environment, by intentionally incorporating culturally relevant content and social emotional supports.

4. Administrators/teachers will effectively engage parents and families as partners in their students’ learning.

SCOE Alternative Education is committed to integrating high quality digital instructional materials to enable and enhance student learning by providing a variety of activities that include options for in-depth learning through authentic problem solving and experiences, and utilizing best practices that improve access to learning for all participants. The program will continue to utilize Google Classroom as a platform for the 2020-21 school year. Zoom and Whereby are other applications that are commonly used for video conferencing. The following areas will be considered in selection and utilization of online platforms:

- Ensure the content aligns with standards
- School email will be functioning for all Community School students
- Focus learning on student mastery of the essential standards
- Prioritize equity and access
- Includes opportunities for asynchronous and synchronous learning
- Ensure all students have access to devices
- Ensure hotspots are available to students who need access
- Provide technology support for students and families
- Provide technology support for staff

Overall, SCOE Alternative Education's professional learning for delivering instruction in a distance learning environment will focus on the following:

- Meeting the needs of ALL students, explicitly students with disabilities, English Learners, and gifted students.
- Using necessary technology tools, such as Google Classroom
- Integrated and Designated ELD
- Culturally Responsive Teaching and Learning / Anti-racist Teaching
- Social Emotional Learning (SEL) and Restorative practices
- Use of data to drive instruction (short, medium, and long term cycles)
- Assessment, Feedback, and Grading Practices
- Supporting and engaging families as partners in their children’s education

Staff Roles and Responsibilities

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

The roles and responsibilities of staff members have been adjusted where needed in order to promote equitable access to the core curriculum and social-emotional supports. Teachers, support staff and support providers have been unable to meet with students in person...
since March 2020. In order to provide a robust learning environment for our students through distance learning, staff expectations during distance learning are as follows:

**Administration:**
- Support teachers/staff with Google Classroom and other online learning platforms
- Provide teachers with feedback and support related to distance and hybrid learning models
- Provide appropriate professional development and training for staff (apps, learning platforms, etc.)
- Support staff in collaborating to reflect on assessment and grading practices
- Communicate with parents/guardians to clarify and explain grading and assessment practices when necessary
- Support teachers in use of online platforms and/or applications to support student learning
- Work with teachers to identify additional supports for struggling students
- Engage all stakeholders to ensure the online classroom is a safe, welcoming environment for students
- Provide a robust parent outreach program that includes workshops/trainings for Google Classroom, support/intervention, learning models/platforms, etc.
- Ensure systems are in operation for all areas of student supports: academics, attendance, student wellness and student behaviors
- Ensure systems are in operation for monitoring and developing interventions and supports for students and families

**Teachers:**
- Work with site teams in the establishment of support and intervention plans
- Provide a rigorous, standards-aligned curriculum for students that is high interest and meets student academic needs
- Leverage relationships with students to inspire learning. Make student engagement in learning a priority and driver in developing lessons and support
- Collaborate with administration, counselors and other staff to support students and families
- Create a classroom and learning environment that is safe, supportive and welcoming for students
- Communicate with families regularly-treat parents as partners in their child’s education—work together to problem-solve areas of concern and celebrate accomplishments
- Work collaboratively as part of the site team to provide student support: academics, attendance, student wellness and student behaviors
- Establish, communicate out and maintain a regular platform for communicating student progress
- Notify student and parents/guardians if a student is not completing work or is at risk of not meeting academic standards
- Utilize a variety of assessments to determine student learning
- Share grading policy with students, parents, and administration
- Teach students how to use online platforms and/or application required for demonstrating learning

**Site Based Classified Staff:**
- Support students with distance/online learning
- Support classroom instruction as needed including phone calls home about attendance and learning
- Work collaboratively as part of the site team to provide student support: academics, attendance, student wellness and student behaviors
• Reach out and connect to Spanish speaking students/families to support instruction and school connection

## 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.]

Every student deserves to learn in a supportive environment where they can thrive, and it is our mission to continue to provide an environment for our students to flourish. SCOE Alternative Education will provide additional supports during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs, pupils in foster care and pupils who are experiencing homelessness.

English learners need additional support to rebalance and refocus on the task of learning and being productive in the school community with the goal to achieve the same rigorous grade-level academic language standards that are expected from all students within a reasonable period of time. To accomplish these goals, all English learners must receive a comprehensive program of both designated and integrated English language development (ELD) instruction targeted to their proficiency level and appropriate academic instruction in a language acquisition program. Designated ELD instruction by a certificated intensive intervention teacher is available to English learners in the SCOE Alternative Education Program. This Designated ELD instruction is targeted at EL proficiency levels with groupings of not more than two proficiency levels, aligned to the California English Language Development Standards, focused on communicative purposes, address the speaking, listening, reading and writing domains and includes systemic development of academic vocabulary. We will ensure that materials essential for instruction are available to all students, including school supplies, course materials and supplemental materials in the language of instruction (English) as well as providing access to bilingual and primary language reference materials.

Distance Learning or Hybrid Learning ELD Models will include the following:

### Synchronous Designated ELD
- Live virtual lesson/meetings
- Phone calls/text messages
- Small group lessons by proficiency levels with scaffolds
- Mixed level groups for fluency building
- Teacher feedback and support as needed

### Asynchronous Designated ELD
- Previously recorded lessons and videos
- Phone and text messages
- ELD assignments/projects using approved ELD curriculum
- Paper and pencil activities
- Reading logs and journals
• Goal setting and reflection

It is important to engage and support our English learner families to receive information in a language they understand. The program Student Accountability Specialist (SAS) has been instrumental in communicating with and supporting families in times of need. The SAS will continue to work closely with administration and staff to provide support, communicate with students and families and disseminate information. The English learner intensive intervention teacher will support the implementation of the English Language Development program to ensure English learners meet appropriate language acquisition proficiency levels, ensuring academic goals are met as determined by English Language Proficiency Assessment for California (ELPAC) and academic expectations of the SCOE Alternative Education program.

To every extent possible, students with special needs shall have the elements in their Individualized Education Program (IEP) met. This could include both in-person (when available) and distance learning settings. The student’s case manager will meet with families to determine if any services need to be adjusted. During this time, regardless of the model, all elements of the Individual with Disabilities Act (IDEA) must be met. Service providers such as speech and language pathologists or counselors will continue to provide services, either through an online platform or in-person as developed in the IEP. Students with mild to moderate disabilities may benefit from hybrid models that include some in-person (when available) and some time in the distance learning model. These decisions will be made in consultation with the IEP team. The IEP is the roadmap for each student with a disability, and in these challenging times it is critical that the IEP team meets and works with the family to jointly determine what is working for each student in distance learning and/or a hybrid environment as well as what accommodation and modality of learning allows the greatest access. To support the student’s access to the general education classroom within the hybrid and distance learning models and to meet the required elements of the IDEA, SCOE Alternative Education will:

- Provide services in the IEP in the least restrictive setting.
- Meet current service obligations of all IEPs, or modify current IEPs to meet the needs of any changes in service.
- All Related Service Providers, school psychologists speech and language pathologists, school nurses shall provide services to the students they are assigned as outlined in each student’s IEP.

SCOE Alternative Education is committed to supporting the foster and homeless youth in our program. We recognize that additional challenges may occur for this population during the COVID-19 pandemic and are committed to providing the necessary support for their physical, emotional and academic health. This support takes the form of collaboration with students and families, school staff and other county agencies in order to remove barriers to educational access and expand educational opportunities. The department’s Foster Youth Services Coordinator assists in ensuring that foster and homeless youth in our program benefit from uninterrupted educational access. AB 175 (Foster Youth Bill of Rights) provides protections for this vulnerable population of students. School districts are also responsible for ensuring that youth who are experiencing homelessness have full access to educational programs in accordance with the McKinney-Vento Homeless Assistance Act. Resources for Foster Youth Services and Homeless Education can be located on the SCOE Alternative Education webpage.
<table>
<thead>
<tr>
<th>Description</th>
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<tbody>
<tr>
<td>Maintain ELD intensive intervention teacher to provide academic support to our English Language Learners (which may include foster youth and low income students), many of whom struggle with the online learning platform. Many students have worked online with this teacher previously - providing continued access during distance learning provides continuity of support and instruction for these students. Funds are reported in the In-Person Instructional Offerings section of this plan.</td>
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<td>Maintain school counselor position to provide ongoing guidance and support for all students, including foster youth, English learners, and low-income students and as part of the distance learning program, also teaches health curriculum to all students, part of which addresses social-emotional health and wellness. Funds are reported in the In-Person Instructional Offerings section of this plan.</td>
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<td>Yes</td>
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<tr>
<td>Maintain social-emotional counseling services as well as restorative resources groups are provided via contract with outside agencies. These services are provided to all students, including foster youth, English learners, and low-income students. Funds are reported in the In-Person Instructional Offerings section of this plan.</td>
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<td>Maintain staffing of Student Accountability Specialist position to provide bilingual outreach and supports to students, including foster youth, English learners, and low-income students and families related to identifying barriers to school attendance and engagement. Funds are reported in the In-Person Instructional Offerings section of this plan.</td>
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<tr>
<td>Purchase of additional Chromebooks so students can access distance learning at home.</td>
<td>TBD</td>
<td>Yes</td>
</tr>
<tr>
<td>Additional technology to support distance learning including: WiFi hotspots, headsets, mouse</td>
<td>TBD</td>
<td>Yes</td>
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### 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.]

SCOE Alternative Education is committed to providing devices and hotspots for all students in need to mitigate the interruption of instruction during the emergency school closures in March 2020 due to COVID-19. These devices were utilized to support instruction and continue the connection between teachers and students. The following provides a description of our plan to assess students to measure learning status in the areas of English language arts, English language development and mathematics.

#### 2019-20 School Year

During distance learning students (including all English learners) received additional supports based on their needs. They were provided with differentiated curriculum when necessary, as well as access to our intensive intervention teachers for English language arts and mathematics for individual tutoring and support. Supplemental materials such as Brain Pop and Rosetta Stone were used in conjunction with the Google Classroom and Khan Academy materials for English learners. Translation services were provided as needed for English Learners to increase and improve communication between teacher and student. Teachers provided multiple ways for students to access information and to express what they had learned (i.e., verbally, in writing, via video, etc.). The intensive intervention teachers met with students individually, utilizing distance learning platforms (i.e., Hangouts) that the students were already familiar with.

#### 2020-21 School Year

We come into the 2020-21 school realizing that our students will be in a variety of places in terms of learning loss/unfinished learning. Within the first thirty (30) days of the 2020-21 school year, all SCOE Alternative Education students will be given the Scholastic Reading and Math Inventory to measure learning status in reading and mathematics. These scores will be compared to scores from the 2019-20 school year to assess learning status and any potential learning loss/unfinished learning. Formative assessment and progress monitoring will take place during teacher lessons to provide information about students’ learning status relative to the desired lesson goal. Teachers can then use this data to adjust their instruction and ensure student progress toward learning goals. All intensive intervention services and strategies from...
Spring 2019-2020 will remain in place. A case management approach is being utilized to monitor individual student progress, particularly in the areas of English language arts, English language development and mathematics, and targeted intervention strategies and supports will be developed, implemented and monitored, as needed.

### 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.]

The SCOE Alternative Education approach for addressing learning loss/unfinished learning will be intentional and includes providing just-in-time scaffolding for learning loss/unfinished learning, assessment-informed instruction and response to learning loss/unfinished learning. Teachers will provide grade-level content and rigor in instruction while monitoring for evidence of learning loss/unfinished learning. Learning gaps will be addressed by providing scaffolding and connection when needed to help students build grade-level content knowledge. Instruction will include daily re-engagement of prior knowledge in the context of grade-level assignments, moving toward more functional learning. Teachers will provide just-in-time scaffolding, support or corrective feedback with the context of a grade-level lesson when students seem hesitant or uncertain and will utilize strategies such as shortening text and planning mini-refresher lessons to help students get back on track if they are having difficulty handling grade-level materials. When there are serious gaps that make it difficult to access grade-level instruction, teachers will plan for explicit instruction that is designed to teach those skills using grade-level complex text as the source of ‘just in time’ learning. Teachers will collect and use data to check for students’ rate of progress and instruction will be targeted to prepare students for taking on grade-level reading or writing coursework. The distance learning schedule has been built to allow for additional student support beyond classroom time to address student needs. Targeted intervention for our special populations and students in need will be provided by our ELA/ELD intensive intervention teacher, our mathematics intensive intervention teacher and our resource specialist teacher, utilizing strategies specific to the needs of those populations. Intensive interventions include regularly scheduled sessions with intervention teachers/resource specialist through video conference (Zoom, Whereby or Hangouts), scaffolding for specific task assignments, more frequent feedback or check-ins, and time management and organization supports. Additional strategies being considered include: short courses with 1:1 or small group, focused on one standard at a time, short weekend classes, evening classes for our teen parents and access to intervention teachers via phone/text for immediate interaction. Assessment will be used to determine how to bring students to grade-level instruction and information will be gathered from not only formal assessments but formative practices, such as exit tickets, student work and student discussions, in all subject areas. "Listening to students read out loud, analyzing students' writing and engaging students in conversations about what they have read are the most efficient ways to understand what students know and can do, and where they need extra practice or other supports to access grade-level work." (2020-2021 Priority Instructional content in ELA and Mathematics). We will be thoughtful and intentional in our approach to addressing learning loss/unfinished learning, recognizing that social emotional well being and agency are also critically important during this time.

### 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.]

Frequent, formal and informal assessment will be used to measure the effectiveness of the services and supports provided to address learning loss/unfinished learning. Designated time during regularly scheduled site case management and teacher meetings will be set aside
for collaboration to analyze data, identify shifts and changes in instruction to meet student needs, implement intervention strategies and assess the effectiveness of instructional strategies, with a focus on continuous improvement. Communication with parents relative to student learning and progress will be regular and consistent and will allow for two-way communication between home and school. Parents are invited to join in weekly class/site meetings with students and school staff to hear information related to the school program and have an opportunity to have questions answered by school staff. Spanish translation is made available for all communication to parents.

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

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<td>Maintain school counselor to provide ongoing guidance and support for all students, including foster youth, English learners, and low-income students and as part of the distance learning program School counselor also teaches health curriculum to all students, part of which addresses social-emotional health and wellness. Funds are reported in the In-Person Instructional Offerings section of this plan.</td>
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<td>Maintain social-emotional counseling services as well as restorative resources groups via contract with outside agencies. These services are provided to all students, including foster youth, English learners, and low-income students. Funds are reported in the In-Person Instructional Offerings section of this plan.</td>
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<tr>
<td>Maintain Student Accountability Specialist to provide bilingual outreach and supports to students, including foster youth, English learners, and low-income students and families related to identifying barriers to school attendance and engagement. Funds are reported in the In-Person Instructional Offerings section of this plan.</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Resource Specialist Teacher provides specialized academic instruction and related services for special education students. Funds are reported in the In-Person Instructional Offerings section of this plan.</td>
<td></td>
<td>No</td>
</tr>
<tr>
<td>Scholastic Reading and Math Inventory</td>
<td>2200.00</td>
<td>No</td>
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**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 recognize that our school and larger community has experienced a significant amount of trauma in recent years. We have lost days of school due to fires, air quality, floods, Public Safety Power Shutoff (PSPS) and most recently COVID-19. As we begin the 2020-21 school year we know that school as we normally know it does not exist right now. We move into the new school year with positive intent and a plan for providing the support that staff, students and their families need to move through these unprecedented times. We know that students are better able to learn when their social-emotional needs are addressed. Social-emotional wellness is the ability to identify and manage emotions, express empathy, form healthy relationships, make responsible decisions and cope with stress. Social-emotional health is foundational to academic achievement, lifelong health and success. Schools that support student social-emotional wellness help students feel safe and supported and develop skills to communicate better, focus more on school work and typically have fewer behavioral issues.

The following best practices will be employed to address social-emotional learning (SEL):

- Emotional well-being will be at the forefront of all decision-making
- Both intra- and inter- personal SEL needs will be considered and opportunities will be built in for both within the structure of “the school day”
We will continue to remove barriers to student success that existed before COVID-19
Collaboration between teachers, staff, administrators, and families will be prioritized
SCOE Alternative Education will promote a culture within which educators understand that it is a collective effort to support SEL for students.
Resources and training will be provided - SEL is a built in component of teacher professional development for the year
Adults will be given the opportunity to connect, hear and cultivate their own social-emotional competencies
Staff will check in with every student every day through offline and real-time conversations and interactions. Students social and emotional status will be monitored as well as academic growth.
Teachers/staff will be encouraged to ask their students how they are doing and refer to counseling when students are struggling
SCOE Alternative Education will continue to offer students mental health counseling services through contracted service providers and program staff
Mental health counselors and other support staff will have direct communication with families to check in on student/family needs impacting participation in school. Outreach will be bilingual when necessary.
Students will be provided with more time to complete tasks and assignments and will be provided with opportunities to redo or revise a task or assignment

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.]

SCOE Alternative Education will assess and monitor student engagement through live contacts, participation in synchronous and asynchronous instruction, work completion and participation in weekly class/site meetings. Staff check in daily with students who have missed any synchronous instruction class blocks and work to address any obstacles to engaging in the educational program, such as technology issues or navigating the online platforms. Teachers maintain daily attendance records as well as weekly engagement logs in the student information system. Support staff and administrators add to the attendance notes any interaction they have had with families. All communication, whether oral or written is provided in Spanish as needed. Communication with families will be clear, regular, in their home language and include designated Spanish speaking staff and mechanisms to support two-way communication. Families will be supported as partners in student learning, with workshops/meetings on topics such as: technical support, videos and workshops on uses of technology; resources for student learning at home; Zoom/Whereby sessions between teachers/staff and families to support and co-create instruction at home; workshops on strategies to support their students' learning at home.
In accordance with AB 98, attendance will be taken daily for each student. Absences will be recorded by the teacher of record in the student information system (SIS) each day. For attendance taking purposes, teachers mark students present or absent during in-person learning. Participation in distance learning (as recorded on the weekly engagement log) is met through the following:
- evidence of participation in online activities
- completion of regular assignments
- completion of assessments
- or contacts between any SCOE Alternative Education staff member and a student or their parent or guardian

Teachers will take attendance as required by AB 98 and any other state or federal mandates. A pupil who does not participate in distance learning on a school day shall be documented as absent for that school day. When students are not meeting compulsory education requirements or it is otherwise determined a student is not engaging in instruction and is at risk of learning loss, the following tiered re-engagement process is implemented:

Tier 1
- Daily phone calls will be made for each day a student is marked absent by the teacher.
- Teachers or other staff will attempt to make contact with the student and parent.
- Teachers will create, publish and inform students and parents of their grading practices in a hybrid or distance learning model.
- Teachers will assure assignments and grades are uploaded weekly.

Tier 2
- Students that are deemed 60% absent from the hybrid model or distance learning will be reported to the School Accountability Specialist.
- As part of the re-engagement strategy, the School Accountability Specialist will attempt to reach out and determine the cause for the absence. The SAS will:
  - Ensure that communication with the parent is working – ParentSquare, emails and internet access;
  - Determine if there is a breakdown in communication and make any corrections; and
  - Determine if the lack of participation is due to a lack of access, in which case the site will take the necessary steps to ensure the issue is resolved.
- The parents will be informed that continued absences from distance learning could include:
  - A conference with an administrator;
  - Development of an Attendance Plan through a Student Study Team (SST) process;
  - Through the SST process, other forms of support will also be discussed such as additional time needed, emotional or mental health supports and potential greater academic supports and interventions; and
  - Discussion of the intervention of the student being removed from Distance Learning (when in-person/in-class school is an available option).

Tier 3
- If the re-engagements strategies in Tiers 1 & 2 fail to improve distance learning attendance then a follow-up SST will be held.
- The site administrator may develop an Attendance Plan that includes:
- Teacher engagement
- Both reward and consequences for further attendance;
- Review of the family circumstances for outside connection with health and social service;
- Make a recommendation to transitioning the student to full in-person/in-class learning (when in class school is an available option).

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.]

SCOE Alternative Ed contracts with two of our local districts to provide school meals to our two Community School sites. At the onset of distance learning, these two districts were contacted to ensure that our students were eligible to participate in the district Grab n Go meal service program. Since we serve students from throughout the county, subsequent outreach was made to all referring districts to ensure that our families could access meals in their local community in addition to the communities in which the Community School sites are located. Our students (and family members) up to the age of 18 were eligible for meals five days a week. Families were notified of the Grab n Go meal service program via letter, email, phone call and the Alternative Education webpage.

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

<table>
<thead>
<tr>
<th>Percentage to Increase or Improve Services</th>
<th>Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.74%</td>
<td>717513</td>
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</tbody>
</table>

Required Descriptions
In the 2019-20 school year, 80% of SCOE Alternative Education Community School students were identified as socioeconomically disadvantaged, including those students that are eligible for Free and Reduced Price Meals (74%), identified as Foster Youth (03.7%), identified as Homeless Youth (.01%) and/or identified as English Learners (24.6%). A review of the data indicates that all of our students have a continued need for improving English Language Arts and Mathematics performance - 86.6% of all Community School students tested in 2018-19 did not meet standard for English Language Arts and 88.6% did not meet standard for Mathematics. However, our English Learners and low-income students have an even greater need for support and improvement - 100% of Community School English Learners did not meet standard for either English Language Arts or Mathematics and 95% of low-income students did not meet standard for English Language Arts or Mathematics.

In the Court School program, 19.6% of students were English Learners, 11.6% are Foster Youth and 100% of students are considered low income. 88.8% of all Court School students tested in 2018-19 did not meet standard for English Language Arts and 100% did not meet standard for Mathematics (fewer than 10 English learners were tested). During the COVID-19 emergency we strengthened our resolve and commitment to developing and utilizing engaging curriculum and to working collaboratively as a team to provide the level of support our students need to realize academic achievement and social-emotional wellness.

There are several actions that are contributing to the increased/improved requirement that are being implemented across the program. Actions related to devices and connectivity access are primarily intended to provide access for low-income students who may not have full access at home. Chromebooks were distributed to all Community School students in need - additional Chromebooks will be purchased and distributed to new students and any continuing students who still need a device (or replacement device).

The needs of our English learners will be met in part through services and targeted intervention provided by our ELA/ELD intensive intervention teacher. Our English learners receive focused ELD instruction aligned to their proficiency levels and continue to meet with the teacher individually and in small groups via Zoom or other online platform during distance learning. Ongoing, targeted professional development will ensure that staff have the necessary skills and information to provide the highest level of support for these students.

During distance learning the needs of foster youth, English Learner and low-income students were prioritized to ensure those students receive additional supports based on their needs. They are provided with differentiated curriculum when necessary, as well as access to our Intensive Intervention teachers for English Language Arts/English Language Development and Mathematics for individual and small group tutoring and support. Supplemental materials such as Brain Pop and Rosetta Stone are used in conjunction with the Google Classroom and Khan Academy materials for English Learners. Translation services were provided as needed for English Learners to increase and improve communication between teacher and student. Teachers provided multiple ways for students to access information and to express what they had learned (i.e., verbally, in writing, via video, etc.). The Intensive Intervention teachers meet with students individually, utilizing distance learning platforms (i.e., Hangouts) that the students are familiar with.
During distance learning all foster youth English learner and low-income students receive increased supports and services based on their needs. The needs of our low income and foster youth students who are not English learners will be met through through a variety of targeted intervention programs, including increased mental heath and academic counseling services, increased and expanded restorative practice services, intensive intervention teacher services and parenting classes. Teacher professional development related to engaging students in distance learning and purchase of additional technology for student use, are ongoing.

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

In addition to the basic services that SCOE Alternative Education provides to all students, the program provides a number of additional services and supports that are principally directed towards the needs of foster youth, English learners and low-income students, in order to increase or improve services by at least 3.74% - relative to services provided to all students and in proportion to the supplemental and concentration grant funds provided by the LCFF. These services are marked in the Learning Continuity Plan as contributing to increased or improved services. Using the calculation provided by the state, SCOE Alternative Education has calculated that it will receive $717,513 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). It should be noted that 100% of SCOE Court School pupils and 77% (in the 19-20 school year) of SCOE Community School pupils were unduplicated pupils. Although the programs identified above as contributing to increased or improved services are principally directed towards the needs of our unduplicated pupils, the remaining students have similar needs and our goals for these students are the same. Therefore, the majority of the services marked as contributing to increased or improved services are available for all students, are being provided to all students in the SCOE Alternative Education program (school or LEA-wide) and upgrade the entire educational program (school or LEA-wide).