

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>.

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General Information

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

The Alternative Education division of the Student Programs and Services (SPS) Department at SLOCOE operates two alternative education schools: San Luis Obispo County Community School also known as Loma Vista Community School (LVCS) and San Luis Obispo County Juvenile Court School (JCS).

Due to San Luis Obispo County being on the California Department of Public Health COVID-19 Monitoring List, all SLOCOE programs have started the 2020-2021 school year in distance learning. COVID-19 has had a profound impact on our students and their families; students who are some of the most at-promise in the county. Although we have continued to offer assistance with accessing basic needs, such as food, healthcare, and housing, the support, structure and positive relationships that come with regular in-person class have critically impacted not only the academic progress, but perhaps even moreso, the emotional well-being of some of our county’s most vulnerable students.

On March 13, 2020 our schools went to Distance Learning and what we learned then has largely informed us on how to approach this school year. Students enrolled in SLOCOE’s Alternative Education programs received regular information and updates, including food service, childcare and closure information via SLOCOE’s website, automated calls, Remind app and direct phone calls, emails and letters. Students were offered a variety of distance learning opportunities, including mailed-out hard copies of assignments and curriculum, access to Google Classroom for notes, assignment completion and supplemental learning resources for all subjects, including CTE and access to the Edgenuity online learning platform. Students had the opportunity to complete and turn in work through any method (mail, email, text, Google Classroom, etc.) and were not penalized for late assignments. School staff modified the school’s PBIS matrix to reflect distance learning expectations and students had opportunities to earn incentives, such as gift cards for basic essentials, based on positive behaviors, work completion and weekly

check-ins with school staff. Teachers and school staff conducted regular student and family check-ins via phone, text or videoconference, providing academic and social-emotional support. Students with IEPs and 504 plans continued to be offered services remotely via phone and videoconference. Referrals were made to outside agency supports including County Behavioral Health and Drug and Alcohol services, and therapists and counselors to provide services via phone or videoconference. SLOCOE staff collaborated with outside agencies, including Probation, to conduct physically distanced home visits as needed to ensure families are supported, have materials necessary for distance learning, and/or facilitate continued participation in the IEP process. All programs had a 100% participation rate in weekly check-ins with staff as well as 100% of students have been provided with distance learning materials. There was an increase in parent involvement through the weekly check-ins. Additionally, there was an increase in assignment completion, positive use of technology and student motivation and morale with the implementation of the PBIS distance learning matrix and incentives.

Still, moving into closure and distance learning created a learning gap, achievement gap, and connection gap for our students. Their feedback informed us that they felt isolated, anxious and unmotivated. Students in distance learning struggled to take advantage of the resources we offered and we believe a big part of the reason for that is the disconnection they felt. Families, too, felt a sense of isolation through that time. As we enter 2020-2021 it is clear to us that a major point of focus is connection, relationships and support in addition to the technical aspects of ensuring all students have access to the instruction.

Stakeholder Engagement

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

During the COVID-19 school closure, SLOCOE’s alternative educational programs facilitated regular phone check-ins with students and families. During the phone check-ins, staff regularly solicited feedback regarding distance learning successes and challenges. In addition, students and families have been contacted directly through text messages and email. Our mass notification system has been used to send messages in both English and Spanish to families to provide information on site closures, food resources, distribution plans, and access to additional supports.

We have maintained thorough record keeping that has assisted us in determining specific household, technological, social emotional and educational needs, while also helping to identify those students who were not connecting with us. Through the support of our teachers, counselors, classified staff members and outside agency partners, including Probation, ongoing communication has occurred with students and families throughout the school closure.

Our Multi-Tiered System of Support (MTSS) teams met monthly to strategize on how to engage struggling students.

In order to align our pandemic response and provide ongoing learning opportunities for incarcerated students, Juvenile Court School staff and SLOCOE Administrators met regularly with our partners within the Department of Probation. This partnership ensures that students receive paper materials and Chromebooks in addition to virtual lessons and access to Google Classroom.

We continue to coordinate and communicate with our specific school partners who provide services to students, including County Behavioral Health and Drug and Alcohol Services.

During in-person meetings in July and August, school administration met with families and engaged in discussions with parents and students regarding distance learning. We had them each take part in a survey that solicited anonymous feedback regarding the need for resources (technology, food, clothing, etc.) and how the school could best facilitate their child's participation and engagement in distance learning.

Additional planning meetings were held in the spring and summer and included both certificated and classified staff to collaborate and discuss goals, needs and concerns regarding distance learning.

Input has also been solicited from SLOCOE staff and community partners through formal and informal processes including, but not limited to staff meetings, SPS Leadership meetings, SLOCOE Cabinet meetings, School Site Council/Parent Advisory meetings, DELAC meetings, monthly Board of Trustee meetings at which the bargaining units regularly participate, bargaining unit negotiating meetings, Juvenile Justice Commission meetings and various subgroup meetings related to foster youth, at-promise youth and students with exceptional needs.

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

During the COVID-19 school closure, school board meetings, school site council meetings and Positive Behavior Intervention and Supports (PBIS) Implementation Meetings (as part of our MTSS implementation) are being held virtually via Google Meet. Parent and student representatives are notified about the meeting both by phone and email, and all participants are provided with the meeting agenda 72 hours prior. We strongly encourage their participation in the meeting and their feedback is documented, and then included in the minutes and in the plan of action.

This Learning Continuity and Attendance Plan will go before the SLOCOE Board of Trustees for a public hearing at a regularly scheduled meeting on September 3, 2020. The draft of the Plan is made available to the public at any of the SLOCOE sites upon request as well as it is posted with the Board Agenda on the SLOCOE website. All members of the public will be able to comment on the Plan, either in person or virtually.

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

Throughout all of our stakeholder meetings and opportunities for input and through our parent survey, the overwhelming trends included the need for increased Positive Behavioral Interventions and Supports (PBIS) incentives for behavior and academics, increased mental health supports, increased opportunities for CTE (Career and Technical Education) and Work Experience, and frequent check-ins by school staff reporting on student progress to parents.

Overwhelmingly, nearly all the feedback relayed the need for increased social-emotional support and Google Classroom training to support students with distance learning, including more frequent check-ins/communication with students by school staff and more frequent checks for understanding of the expectations for students.

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

Feedback informed us on the need for stronger staff/student relationships. In response, we created a Case Management/Coaching Program that assigns a small group of students to each teacher and behavior health specialist. Those staff members will act as a coach to encourage engagement in distance learning, create student-led goals and action plans and build relationships.

We are engaged in continual work to improve our development and coordination of a Multi-Tiered System of Support (MTSS) and implementation of Positive Behavior Intervention and Supports (PBIS) to reflect distance learning expectations, which will support all students with both academic and behavioral/social-emotional needs; in addition, this structure has been refined to provide increased incentives for engagement.

We recognize the need to continue to expand CTE and Work Experience and continue to plan on how to offer those opportunities to students.

We recognize the need to work on our practice to ensure a transformational school climate/culture to address the areas of restorative practices, alternatives to suspensions, and continuing to develop our focus on establishing and maintaining relationships between students and staff.

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.]

Both LVCS and JCS strongly desire to resume in person instruction. A majority of our students encountered difficulties in the Spring with engagement and assignment completion. For our population we know it is essential to increase the level of engagement and to provide more intensive in person services than their referring district.

In accordance with all of the CDC guidelines as well as the guidelines coming from the CDPH, instructional services will incorporate all of the COVID-19 mitigating and preventative measures. These measures include establishing routines and protocols that support social distancing, wearing of face coverings, proper hygiene, and the creation of static cohorts. The LVCS in-person instructional plan is designed to have two cohorts of students per day receiving classroom instruction; one in the morning and one in the afternoon. Through dividing the student body in two equal parts, it ensures that we have small class sizes whereby students and teachers can always be socially distanced

inside of the classroom. Students will attend school three days per week in this cohort model and will work from home two days each week on assignments from supervising teachers designed to reinforce the classroom instruction and remediate where necessary. In addition, there will also be a virtual support offered for those who are working at home or need extra assistance. Due to the current low census, the JCS in-person instructional plan will be to resume as before school closure with the implementation of all safety protocols.

While in the classroom, students will have the extra support needed from behavior health specialists, will have access to special education services, as well as access to a County Behavioral Health therapist or Drug and Alcohol counselor to address social-emotional needs.

Through our Multi-Tiered System of Support structure, we will be able to respond to students' social-emotional, and physical and/or academic needs with a team approach. Our faculty and staff is receiving ongoing support and professional learning in our curriculum and interim assessments along with learning to effectively create a classroom environment and flexible structure that is conducive to learning and meeting the needs of each student.

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

Description	Total Funds	Contributing
All certificated and classified staff, which includes: 5 classroom teachers; 5 behavior specialists; 1 RSP teacher, 1 CTE teacher; and administration and clerical.	\$1,231,714.00	No
NWEA benchmark assessments three times a year in English language arts and math	\$1,500.00	Yes
1:1 student Chromebooks	\$43,259.45	Yes
Homeless/Foster Liaison PPS Counselor	\$31,325.00	Yes
Staff to assist with MTSS implementation	\$60,000.00	Yes
Supplemental curriculum, materials, tools and technology to increase student achievement	\$15,000.00	Yes
Implementation of Positive Behavior Interventions and Supports (PBIS)	\$10,000.00	Yes
Contract of San Luis Obispo County Probation Department to staff a probation officer at LVCS to support student and staff safety	\$113,353.00	Yes
Contract with San Luis Obispo County Behavioral Health to staff mental health therapists and drug and alcohol counselors to provide prevention and early intervention student support counseling	\$69,300.00	Yes
Contract with San Luis Obispo County Behavioral Health to staff mental health therapists to provide Educationally Related Social Emotional Supports and Services (ERSESS)	\$40,894.00	Yes
Maintenance, custodial and PPE	\$371,158.00	Yes
Contract with Edgenuity to provide on-line learning classes	\$4,009.00	Yes

Distance Learning Program

Continuity of Instruction

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

“Distance learning” refers to instruction in which the student and instructor are in different locations. This may include interacting through the use of a computer and communications technology, as well as delivering instruction, and check-in time with the teacher. Distance learning may include video or audio instruction in which the primary mode of communication between the student and instructor is online interaction, instructional television, video, telecourses, or other instruction that relies on computer or communications technology. It may also include the use of print materials incorporating assignments that are the subject of written or oral feedback.

On July 15, 2020, San Luis Obispo County was placed on the State COVID-19 Monitoring list which requires us to provide Distance Learning for all students. We have distributed Chromebooks to every student needing a device to access daily synchronous and asynchronous instruction by our teachers. Teachers will use Google Classroom and Google Meet as the primary tools for delivering instruction and assignments. During our individual enrollments, all students and families received essential training on how to operate the Chromebook, a unique login, how to access their Gmail, Google Classroom and how to connect via Google Meet. Additionally, we provided some simple and frequently used troubleshooting techniques to resolve anticipated glitches. Where students lack internet connectivity in their homes, we have issued hotspots for them to gain access.

We developed a daily schedule of live instruction over Google Meet ensuring that students have access to the full curriculum and are making progress toward their high school diploma. They will be enrolled in all core classes as well as PE, electives, and CTE. Staff will leverage online tools, instructional videos, and supplemental curriculum to ensure that each student's schedule is individualized toward their specific needs. Classes run from 9:00 am-1:00 pm daily with teachers providing live instruction with support from our Behavior Health Specialists. In the afternoon we have allocated that time to work with students 1:1 as needed or in small groups for tiered supports or further individualized instruction. This daily live instruction allows for a consistent and seamless transition when we are off the State COVID-19 Monitoring list and providing in person instruction once again.

We anticipate that for some students, online learning will be extremely challenging due to individual learning styles, comfort with technology and keyboarding as well as overall patience with the student user's learning curve. On a case by case basis we will make hard copy packets available for students for whom it becomes clear that they require the hard copy for optimal engagement. In addition, school staff will make contact daily to offer support via phone or videoconference. Prior to moving away from technology, because we believe it is an important life skill as well, we will put forth every effort to support the student in using the Chromebook to access instruction as well as to complete and turn in their assignments.

We believe it is essential that our students feel connected and are engaged with our staff in order for them to be successful. The feedback we received from parents regarding increased communication between school staff and students, prompted the development of our Case

Management Coaching Plan to assign a small group of students to each teacher and behavior health specialist, who will act as a coach to encourage engagement in distance learning, create student-led goals and action plans and build healthy adult relationships. Staff members will make individual contacts approximately three times per week to set goals, provide support and assistance, intervene as necessary, encourage and hold them accountable. It is greatly hoped that these relationships will provide the motivation and progress monitoring necessary to help students be successful and be an early source of intervention when students are struggling.

We know that the emotional and mental health needs of our student are paramount to their engagement in distance learning, so in addition to all core subjects, all students participate and have access to DBT-Steps A curriculum--a social emotional, school based curriculum that helps adolescents manage difficult emotional situations, cope with stress, and make better decisions.

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.]

For the students enrolled at Loma Vista Community School, all families were surveyed on technology needs. For all students who needed a device, the school supplied them a Chromebook. Approximately 90% of our students needed a device. Students and families participated in a brief training and orientation so students understood how to operate the device, use it to connect with instruction and perform some simple yet frequent troubleshooting solutions. Hotspots were provided to students who need assistance with regular internet access. Local internet providers were contracted to provide internet access to students in rural areas.

For the students enrolled at SLOCOE Juvenile Court School, staff has collaborated with San Luis Obispo County Probation to implement high-quality distance learning opportunities which include daily access to 1:1 Chromebooks and internet access, to staff via videoconferencing and telephone calls and daily lessons presented through paper packets, Google Classroom, Google Meets and on-line learning platforms.

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.]

In order to effectively monitor student progress, daily participation on each school day will be expected. Daily student attendance will be taken and closely monitored in order to ensure that students are receiving adequate access to the curriculum. We will monitor student progress through the CDE provided Weekly Engagement Template. Our plan includes the following measures:

- *Daily classroom participation - Online lessons provided by teachers, completion of regular assignments, completion of assessments, and participation with check-in meetings.
- *Students in grades 7-12 will be provided with 240 instructional minutes each day.
- *Students will engage with live instructional sessions five days per week.
- *Attendance will be monitored closely. Small caseloads assigned to each staff member will create relationships that provide intimate knowledge of student issues and allow for consistent follow-up calls, emails or text messages to be sent to any absent students.
- *Outreach to families will be done on a regular basis in order to promote continued relationships with our families

In our daily and weekly monitoring, as staff become aware of students needing support and/or intervention students, individualized recommendations will be made that may include additional support time in the afternoon working with teachers in specific content areas, software remedial programs, attendance and engagement improvement plans through a system of incentives and accountability check-ins, referrals to counseling, therapy, or Drug and Alcohol services and more intensive individual and family supports.

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.]

Prior to the schools reopening, foundational training in Google classroom, Google meet, synchronous and asynchronous learning and Lightspeed Relay were provided to all teachers and behavioral health specialists. Additional, professional development in the area of coaching, analyzing the data from the universal social emotional screener, and suicide prevention are planned to support student mental health and wellness needs. Similarly, all ongoing Positive Behavior Intervention and Supports (PBIS) training will be modified to reflect best practices in a distance learning environment.

SLOCOE’s IT Department has been instrumental in providing support to teaching staff as they develop their Google classrooms and as students encounter technical difficulties during the distance learning.

Staff Roles and Responsibilities

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

Teachers’ responsibilities have changed in many ways to ensure distance learning is substantially similar in quality and rigor to in-person instruction during times of distance learning or hybrid learning. Teachers have adapted their normally prepared lessons to be completely online lessons that can transition to a hybrid model when the number of cases begins to decline. Teachers will also be responsible for the valuation of the instructional time, value of student work and tracking of participation in the distance and hybrid learning environments to determine attendance. Instead of traditional classroom management, teachers and behavioral health specialists will need to manage online behavior, in addition to daily live interactive sessions with students via online communication tools like Google Meet. In addition, teachers, behavioral health specialists and administration will need to communicate much more with families (via Google Meet, phone calls, texts, emails, social media, etc.) to assist with any technical issues students may have, offer academic intervention or support social emotional issues. As part of the department’s tiered reengagement strategies for pupils who are absent from distance learning, administrators, in collaboration with our probation officer may conduct home visits.

Behavioral Health Specialists will support instruction within the virtual classroom and collaborate with teachers to provide necessary accommodations for students in the general education classes including offering pull-out small group instruction for reteaching and intervention. Additionally, they will serve as additional coaches to work on goal setting, motivation, support and accountability.

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.]

Due to the high percentage of unduplicated students, English learners, foster youth and socioeconomically disadvantaged students, served in our programs, above 93%, all of our students benefit from the intensive programs and services. These programs include: curriculum embedded in the distance learning that addresses the social emotional needs of our unduplicated students including mindfulness activities and social emotional learning lessons. Counseling services continue to be provided virtually. Support to parents for meals is offered within districts of residency. We continue the use of PBIS matrices for behavior and an added distance learning matrix with continued incentives for students meeting these positive behaviors are in place. In addition to our other assessments that monitor academic progress (curriculum-embedded assessments, NWEA), we adopted a social-emotional screener, the Strengths and Difficulties Questionnaire (SDQ). The SDQ will allow us to monitor our students' social emotional progress, as well as our need to change our courses of action. Our screener process will help to guide our work in MTSS, in which we are able to offer support in academics and behavior in order to help the student become more successful in reaching their academic and social/emotional needs.

Special education services will be coordinated with each program to provide students their individualized services via Google Meet with our resource specialist. All related services will also be provided using Google Meet. Online tutoring will be available on an as needed basis. In addition, all classroom teachers are dual-credentialed and hold special education credentials.

For English Learners in our school, specially designed academic instruction (SDAIE) focusing on a teaching approach intended for teaching various academic content using the English language to students who are still learning the English language. Teachers will provide support for ELs by incorporating both Designated and Integrated English language development (ELD) into their daily instruction through English 3D curriculum. Online tutoring will also be delivered in the afternoon in a 1:1 or small group online setting. Communication continues to be provided in primary home language including parent updates on the Remind app and automated system along with newly established office hours with interpretation as needed.

The Foster and Homeless Youth Services programs will provide school supplies to foster and homeless students in need to reduce the negative impacts of their situation academically, socially and emotionally. SLOCOE's Foster Liaison continues to track and support foster youth so we can reach out to meet basic needs plus technology and counseling needs and any other barriers to education.

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

Description	Total Funds	Contributing
All actions listed under In-Person Instructional Offerings apply to the Distance Learning Program	N/A	See Above
Purchase hotspots and monthly services to provide wifi access to all students	\$10,918.01	Yes
Purchase of cell phones and monthly services to provide open communication between staff and students and families	\$3,000.00	Yes
Implementation of case management coaching program to increase student engagement-included in cost of staff under In-Person Instructional Offerings	N/A	See Above
Contract with CUE to provide professional development to all staff regarding the Google platform and distance learning	\$3,000.00	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.]

We use multiple measures to assess pupil progress and potential pupil learning loss. All students will be assessed using the NWEA to measure academic levels and overall needs. In addition, subject areas teachers will use authentic assessments to gauge academic readiness in specific content areas.

In our orientation and input meetings, we discovered that there are several issues to address. Based on student and parent results we found that we needed to keep assessment close to instruction to be able to provide instantaneous feedback to students and families. Not only do we need academic data, but we need social-emotional learning (SEL) data, attendance data and task and assignment completion data. Our focus will be on a strong instructional program based on Universal Design for Learning that is coupled with access to essential standards and a cycle of assessment to consistently monitor and accelerate the learning trajectory of students. In addition, students will utilize online learning applications such as MangaHigh and English 3D, which will provide real-time diagnostics, open resource tutorials, and ongoing support in closing learning gaps in the area of math and English language development.

The first few weeks of school in Distance Learning will focus on teachers building relationships with their students and each other due to unforeseen exposure to some type of trauma during the COVID shutdown. Routines for Distance Learning will be emphasized so there is a sense that their day will have a calm, safe, and predictable rhythm. We will use our universal social emotional screeners and diagnostic assessments such as PSI-95% and Diagnostic Assessments from Wonders along with District/Teacher made assessments to gauge where students are in terms of their academic trajectory when they return to school. In addition, students will utilize an online learning applications, such as MangaHigh, which will provide real-time diagnostics, open resource tutorials, and ongoing support in closing learning gaps in the area of math.

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.]

Because all of our students are the most at-risk students in the county, our population is made up of all of the sub groups so our strategies apply schoolwide to English learners, socioeconomically disadvantaged, foster youth, students with exceptional needs and students experiencing homelessness. Instructionally, during distance learning we will teach students live through Google Meet from 9:00 am - 1:00 pm. We will then provide tutoring and small group instruction from 1:30 pm - 3:30 pm. We are placing a heavy emphasis on engagement and participation. It is vital for our students who are habitually truant, avoidant, expelled and largely disconnected from educational goals to have meaningful relationships always, but even more so during Distance Learning. We are taking on a unique approach to all of the subgroups by creating a coaching program that has our instructional staff serving as 1:1 coaches to a small group of students. The goal of this strategy is to have frequent contact with every student outside of class and form healthy meaningful relationships/connections. In individual coaching sessions, staff will focus students on goal setting, setting up actions to meet those goals and ongoing support, motivation, and accountability. Students will be incentivized to identify and achieve their goals through rewards. It is the intent of this program to have goals focused on attendance/engagement/assignment completion and then the further identification of goals that matter to the student that may be outside of school based activities (i.e. getting a job or driver's license.)

Through these coaching relationships we also seek to ascertain any barriers that each student may be experiencing to learning and then quickly intervene through either accountability steps or supportive resources to resolve the issues. Our students have many behavioral and emotional challenges that a healthy coaching relationship may identify and then get the student the proper help that they need.

Additionally, all students will participate in the local NWEA benchmark at the beginning of the school year to assess academic learning loss in the areas of English language arts and math as well as participate in a social emotional universal screener to assess for mental health wellbeing. All students will again participate in the local NWEA benchmark in the winter and spring to assess for academic growth in the areas of English language arts and math. All other core subject areas are assessed through classroom curriculum based assessments on an ongoing basis.

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.]

Student progress will be monitored weekly through our Weekly Engagement Record and Case Management staff meetings as well as data review cycles which take place at the weekly SPS Leadership meetings. Our students' success is tied directly to their level of attendance and engagement. We will use classroom assessments, credit accrual records and coaching records in combination with their engagement histories to continually monitor the effectiveness of our strategies. Through our frequent staff meetings and Case Management meetings, we will discuss student progress and make decisions on any necessary tiered interventions. Specific academic success will be measured through NWEA assessments, formative classroom assessments, and credit accrual. Specific social emotional success will be measured through universal screeners, Distance Learning classroom referrals, weekly engagement data and staff observations.

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

Description	Total Funds	Contributing
NWEA benchmark assessments three times a year in English language arts and math	\$1,500.00	Yes
SDQ Strengths and Difficulties Questionnaire proctored to each student and parent to assess each student's mental health status	\$420.00	Yes
Services for English learners	\$2,631.20	Yes
Homeless/Foster Liaison PPS Counselor-included in Continuity of Learning	N/A	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.]

SLOCOE's alternative education programs adopted a universal screener called the Strengths and Difficulties Questionnaire (SDQ) to assess and monitor students' mental health and social and emotional well-being. Students and their parent/guardian each completed the questionnaire at the beginning of the school year. During the first month of school, staff will also complete the SDQ. Staff will be trained on interpreting the data to use in offering support and providing interventions and monitoring progress throughout the year.

All SLOCOE teachers were trained last year in DBT-STEPS A curriculum, addressing student mental health and wellness and offer daily lessons via Google Meet as part of the regular curriculum to build coping and social skills.

SLOCOE's alternative education programs partner with County Behavioral Health and Drug and Alcohol services and regularly refer students to their services which are currently being offered virtually or via phone. In addition, we plan to partner with County Behavioral Health therapists and Drug and Alcohol counselors to help provide interventions based on problem behaviors observed during virtual classes.

Students with IEPs or 504 plans who receive counseling services, will continue to be offered services virtually or via phone. It is our hope that in-person counseling opportunities will resume as soon as possible, even during distance learning, to address the social emotional needs of our most vulnerable or at-risk students.

SLOCOE has worked with internal staff to develop Mental Health Minute videos for employees that are posted on the SLOCOE website to address employee mental health. At the start of the 2019-2020 school year, the SPS department implemented Staff PBIS. All SPS staff were introduced to a Staff PBIS Matrix; staff are encouraged to recognize each other for being Safe, Responsible and Considerate. Each recognition is put into a lottery each month and two staff members receive a reward.

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.]

All students and families were contacted prior to the first day of school for individual enrollment meetings and overall orientation to Distance Learning. A strong emphasis on engagement was communicated to all as the key ingredient for student success. An intensive coaching program has been developed to ensure positive and productive staff/student connections whereby the staff member serving as a coach will have approximately three contacts per week with the student outside of the instructional periods to set goals and actions, monitor progress, motivate, and intervene as necessary. We anticipate that future engagement challenges will have a social emotional component to it as students have reported the feelings of isolation, depression and anxiety during the COVID-19 closure. As a response we have several counselors and therapists available to provide online and in-person therapy to work on the deeper issues and barriers to engagement with school.

Students and Families will be contacted and made aware through phone calls, emails and video conferencing of student engagement issues and together will be consulted and made part of the problem solving team. For any family speaking a language other than English, we will ensure all communication is made in their primary language.

Tier 1 approaches to engagement: All students will be assigned a Coach who will have frequent contact with students around engagement and progress by setting engagement goals attached to incentives.

Tier 2 approaches to engagement: For some students who are struggling to stay engaged, through a team support approach we will attempt to discover the reasons for disengagement and provide the necessary resources and supports to re-engage.

Tier 3 approaches to engagement: For the few students still not engaging after attempts at intervention we may leverage the probation department for a further sense of accountability as well as develop a re-engagement plan that may include, but not limited to, holding an SST/IEP/504 meeting, developing an on-campus educational program and/or making referrals to outside agencies.

School Nutrition

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

The students enrolled at SLOCOE Juvenile Court School are incarcerated youth who reside at the Juvenile Services Center. These students are provided three meals a day by San Luis Obispo County Probation. The students enrolled at SLOCOE Community School reside in their districts of residence which are located throughout the county. To eliminate the need for students and/or families to travel outside their district of residence, the students are provided school meals, by their district of residence through the National School Lunch program, including

breakfast. SLOCOE continues to provide updated information regarding food services, including local organizations that provide food for all family members, via SLOCOE’s website, automated calls, Remind app and direct phone calls, emails and letters.

Once students are back to in-person instruction on our campuses, the nutrition for the incarcerated youth will remain the same. At the SLOCOE Community School, we anticipate being in a hybrid model the remainder of the school year which will necessitate a hybrid approach to school nutrition. To eliminate the need for students and/or families to travel outside their district of residence on those days they are not required to be at in-person instruction, SLOCOE will insure that the students will continue to be provided school meals by their district of residence through the National School Lunch program, including breakfast. When on campus for in-person instruction, the students will be provided a breakfast and lunch. SLOCOE will also explore the option of being able to provide bulk meals to the students to cover those days they are not on campus for in-person instruction.

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 Emotional Well Being	SDQ Strengths and Difficulties Questionnaire proctored to each student and parent to assess each student’s mental health status-included in Pupil Learning Loss section	N/A	See Above
Mental Health and Social Emotional Well Being	Contract with San Luis Obispo County Behavioral Health to staff mental health therapists and drug and alcohol counselors to provide prevention and early intervention student support counseling-included in Learning Continuity section	N/A	See Above
Mental Health and Social Emotional Well Being	Contract with San Luis Obispo County Behavioral Health to staff mental health therapists to provide Educationally Related Social Emotional Supports and Services (ERSESS)-included in Learning Continuity section	N/A	See Above

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
7.53%	\$370,195.00

Required Descriptions

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

SLOCOE serves alternative education students that are among the most challenging students in the county to serve. Our students are typically expelled, incarcerated, severely credit deficient, exhibit academic skills gaps, have special learning needs and/or have serious social emotional challenges facing them. Our programs are designed to meet these students' unique needs. Due to the high percentage of unduplicated students served in our programs, above 93%, all of our students benefit from the intensive programs and services principally directed to these unduplicated students. Such programs and services are designed to:

1. Bridge academic skills gaps
2. Address issues associated with mental health and drug abuse
3. Address the social emotional needs of our students
4. Increase parent/guardian and community engagement
5. Address the transitions of our highly mobile, at-risk population

Based on our needs assessment, stakeholder feedback, and California School Dashboard results, SLOCOE has been identified as needing Differentiated Assistance due to college and career readiness, English learner progress, suspensions and chronic absenteeism for students with disabilities, English learners and socioeconomically disadvantaged youth. We have set aside funding for English learner services, Foster Youth services and staff to implement MTSS to address the above-identified needs. These actions are being provided on an LEA-wide basis in an effort to improve the achievement of all students. However, the targeted services aim to provide more opportunities for teachers to work with staff specifically trained in working with the unduplicated populations to learn strategies to target the students with the highest need, our unduplicated student groups, in an effort to increase their rates more significantly and expeditiously.

Based on research and stakeholder feedback, students identified as foster youth need targeted and directed actions to meet their need for academic and social-emotional success. Additionally, research shows that the greater exposure to traumatic events can decrease a youth's ability to get the academic information and support necessary to reach their grade level standards and the personal development necessary for future success. Our data tell us that our foster youth are in need of academic assistance, as well as increased access to behavioral and academic interventions and support. Their suspension rates are at 11.4% placing them in the Orange section of the California School Dashboard. Finally, students identified as foster youth need to feel connected and belong to an environment. With this in mind, we will continue to direct targeted support to our foster youth both in dedicated instructional staff and support, in wraparound services such as mental, social, and emotional support services, and ensuring there is a plan for transition for each student as they progress through our system. These actions will be provided to all students, but because of the significantly lowered performance and because the actions are most associated with helping foster youth, we expect those students' needs will be met to a greater degree.

"The definition of parent engagement is parents [guardians] and teachers sharing a responsibility to help their children learn and meet educational goals." (Furlazzo, 1991) Our unduplicated students have the highest rates of chronic absenteeism, suspension, and the lowest

performance on English language arts and mathematics assessments. As an LEA we have seen the positive impact that parents, guardians, and social workers have on students' performance in school, college-going behaviors, and attendance. SLOCOE has dedicated staff to ensure acknowledgement of positive student successes including academic achievements, positive attendance and good citizenship. Teachers and school staff are maintaining regular communication with families, reporting on student progress and successes observed during distance learning. These engaging opportunities also help students and families meet their responsibilities and our expectations, showing great promise in attendance and performance. These services are provided on an LEA-wide basis, and we anticipate this level of support will increase the engagement of all parents/guardians and stakeholders.

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

All actions and expenditures of funds marked as contributing to increased or improved services were developed specifically to focus on the needs of our unduplicated population after an analysis of data and input from our stakeholders. All these actions are principally directed toward our unduplicated student population to help SLOCOE be effective in meeting identified goals and the identified needs of the unduplicated student population. Since our unduplicated student population count is greater than 93%, all of these actions and services are being performed on a schoolwide or districtwide basis in order to increase efficiency, delivery, and effectiveness of these actions and services.

To meet the needs of the unduplicated populations, the supplemental and concentrated funds are used to focus on the follow actions from the 2019-2020 LCAP:

Action 1: Small class size-Due to the nature of the students served in the SLOCOE programs, a significant gap exists between ALL of our students in comparison with students enrolled in other local county district schools in one or more of the following areas: academic achievement, attendance rates, suspension rates, and graduation rates. To bridge this gap, SLOCOE has dedicated staff to ensure a 23:1 or less student to staff ratio that allows for individualized academic, behavioral and social emotional support that will be provided virtually during distance learning.

Action 2: MTSS/PBIS implementation-Due to the nature of the students served in the SLOCOE programs, a significant gap exists between ALL of our students in comparison with students enrolled in other local county district schools in one or more of the following areas: academic achievement, attendance rates, suspension rates, and graduation rates. To bridge this gap, SLOCOE has dedicated staff to implement a Multi Tiered System of Support that includes Tier I-III academic, behavior and social emotional interventions. Staff have modified our PBIS systems to align with distance learning expectations.

Action 3: Probation onsite-Due to the nature of SLOCOE programs, the students who attend SLOCOE schools are highly mobile, at risk and experience multiple transitions especially in comparison to students enrolled in other local county district schools. To bridge this gap, SLOCOE provides an onsite probation officer who helps minimize these transitions by providing interventions for delinquent behavior with the goal of rehabilitation and return to district. During distance learning, school administration is partnering with probation to ensure engagement and to facilitate tiered reengagement support as needed.

Action 4: Access to drug and alcohol and mental health counseling-Due to the nature of SLOCOE programs, the students who attend SLOCOE schools have been referred due to expulsions or chronic absenteeism. Many of our students have been affected by one or more significant traumas including a history of school failure. In order to meet expulsion rehabilitation plan requirements as well as SARB dispositions, SLOCOE provides access, during the school day, to drug and alcohol and mental health counseling. School staff continue to make referrals to Drug and Alcohol Services and County Behavioral Health. Counselors are available via phone or teleconference to support in behavioral interventions as needed during the school day.

Action 5: Due to the nature of SLOCOE programs, the students who attend SLOCOE schools have been referred due to expulsions or chronic absenteeism. A significant attendance gap exists between ALL of our students in comparison with students enrolled in other local county district schools. To bridge this gap, SLOCOE has dedicated nursing case management hours to work with students and families to address barriers to attending school on a regular basis.

Action 6: Student success celebrations-Due to the nature of SLOCOE programs, the students who attend SLOCOE schools have been referred due to expulsions or chronic absenteeism. Many of our students have been affected by one or more significant traumas including a history of school failure and lack of parent/family engagement. In order to reengage the families in the educational process, SLOCOE has dedicated staff to ensure acknowledgement of positive student successes including academic achievements, positive attendance and good citizenship. Teachers and school staff are maintaining regular communication with families, reporting on student progress and successes observed during distance learning.

These actions/services represent a continuous support offered to the student population that we serve. The population served is at-risk and we provide professional development, increased technology, transportation, instructional programming, support for MTSS, efforts to increase family/caregiver involvement, increase collaborative partnerships, CTE, and coordinated countywide efforts to support foster and expelled youth. The services meet the needs of our unduplicated students and meet the requirements of the state priorities.