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.

<table>
<thead>
<tr>
<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Santa Clara County Office of Education (SCCOE)</td>
<td>Dr. Steve Olmos Assistant Superintendent Student Services and Support Division</td>
<td><a href="mailto:solmos@sccoe.org">solmos@sccoe.org</a> 408-453-6560</td>
</tr>
</tbody>
</table>

General Information

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

ALTERNATIVE EDUCATION

Alternative Education operates three programs: Sunol and South County Community Schools, Osborne and Blue Ridge Court Schools, and the Alternative Education Independent Study Program. Upon notification to move to distance learning, teachers were provided instruction regarding delivery of distance learning through the SCCOE Professional Learning and Instructional Support Division. Students were delivered online instruction through blended learning, which included both instructional materials and technology-based courses. Teachers monitored students per caseload or class assignment, and weekly staff meetings were held to include: (a) teacher collaboration, (b) updates, and (c) training. Graduation ceremonies were held with respect to social distancing and included student families and staff in a drive by environment. Students were provided care packages containing instructional materials and supplies. Instructional kits were delivered to students via drive by stations or delivery to homes. Alternative Education staff collaborated with Probation partners to provide instructional materials and online learning opportunities to incarcerated students. Probation monitored classroom processes, and SCCOE staff monitored instruction and progress. Special education staff worked collaboratively to support student IEP needs through connection with families and empowerment of teachers. As a first response and throughout the change in program, staff reached out to parents to support social and emotional needs of students as well as academic needs, and families were provided resources for food distribution and social and emotional support services.

Our Independent Study program had been using Odysseyware at the time our program shifted to distance learning. The purchase of additional Odysseyware licenses supported the community and court school students and staff. During the transition to distance learning AED distributed packets of course work to students at all school locations. Our office staff and site administrators handled the copying and transportation of packets. Students who could not pick up materials had materials dropped off at their residence by site administrators or staff. Every student who needed a computer received one including all Foster Youth and those in community or group home placements. Teachers checked in with students daily to support student academic needs as well as making mental health referrals if needed. English
Learners continued to be supported by staff through the use of our online Learning Management System and Rosetta Stone to address their ELD needs. Students with disabilities continue to receive specialized academic instruction as well as accommodations and modifications to curriculum on an ongoing basis. Parent conferences were supported through Zoom as a way to support student progress and continue fluid and constant contact with families. We had 100% participation during the community school and independent study program parent conferences. Included in the parent conferences were administrator, teacher, para, counselors and school office coordinators. Student engagement has been sustained through regularly scheduled Zoom meetings, individual check-in phone calls, socially distanced home visits by administrators, shared information on where to pick-up student meals, face-to-face check-ins for court school students by their administrator, and collaboration with school counselors and school therapist. Also engaged in this process were a number of community-based organizations we contacted when identified needs arose.

Differences between needs of each program (court, community, and independent study) were noteworthy. While we were able to support community school and independent study students via Zoom, this was not available for our court school students. We have been able to remedy this situation and are working toward having teachers virtually in classrooms via Zoom in court school classrooms in September. Along with group and individual email communicating changes, weekly staff meetings were held via Zoom to share and receive updates on each program. Court schools launched a security system called Feronics Insight which gives the staff the ability to monitor what students are viewing on their laptop. This gives the Insight Team an ability to shut off a computer being used for non-approved activity and then notify the onsite counseling staff. On July 6th all students went to Odysseyware and packets were discontinued. The shelter-in-place directive had an impact on our graduation ceremony, which is a highlight of the year for our students. The physical graduation was cancelled and a drive through graduation ceremony was put in place. Students were given a shadowbox with their diploma and 2020 tassel. Filming of students took place and a compilation video was produced with a congratulatory message from staff members, the superintendent, and members of the Golden State Warriors professional basketball team.

SPECIAL EDUCATION

The Santa Clara County Office of Education Special Education program serves students at 53 school sites in 137.5 classrooms. The department serves as a partner with the county's 31 public school districts and 5 charter schools to serve students with disabilities. The special education professional team includes special education teachers, itinerant specialists, para-educators, psychologists, nurses, other support staff and administrators. Each member of the team plays an important role in delivering quality instruction to all students. The professional team helps to meet the special education needs of students in accordance with their Individualized Education Plan (IEP) from birth to age 22. Each year, students benefit from the intensive instructional programs and services provided at a variety of sites. Infants and toddlers receive early intervention services. Parents are provided information and resources to support their child’s needs. The special education program operates classes on public school campuses to maximize inclusion opportunities. Professional teams align special education goals with common core state standards and preschool learning foundations.

Upon notification to move to distance learning, a coordinated effort began to ensure that all students and families in the special education program were supported. The impact of moving students that receive highly specialized academic instruction and supports from an in-person model to a distance learning model cannot be overstated. The professional team were provided instruction regarding delivery of distance learning through multiple agencies and departments. Speech and occupational therapists received training on how to deliver therapy services online, teachers and instructional support providers participated in weekly training in order to develop strategies on creating interactive live
lessons via Zoom for students, partnerships with school districts were strengthened as efforts were made to ensure students had access to food services in their local communities, social, emotional, and behavioral needs of students and families were addressed by multiple team members including social workers, therapists, school counselors, and behavior specialists. Coaching for parents would occur via the phone or Zoom. Classroom websites were created by each teacher and professional learning communities were created that met on a weekly basis in order to develop best practices to address the ever changing needs of students and families.

The department continues to address all issues that have arisen throughout the pandemic and continues to modify practices to meet the ever changing needs of the student population we serve. Challenges that have been felt and addressed through the pandemic have been related to delivering high quality specialized academic instruction and therapy (speech, occupational, audiology, etc.) in a virtual format. Many students and families initially experienced difficulty with having access to technology and the internet. The department ordered and distributed technology and hot spots in order to meet this need. Students receiving support in the special education program have also needed access to their specialized equipment, such as alternative augmentative communication devices, that are usually based at the school site. The speech and occupational therapists quickly worked to procure the devices from classrooms and organized delivery of the materials to student's homes. Many students initially lacked the necessary materials and supplies at home in order to participate in the daily learning activities introduced by the teaching staff. To meet this need, the department organized a care package delivery for each student, in which input was taken from the teachers and service providers on the most useful materials to include in the packages. Students who have programs that rely on the interaction in the workplace and community, in our classes for students ages 18-22, have had to pivot in terms of what school looks like. Teachers and the Workability team have focused on new ways to bring independent living programming ideas to students and families. Families that speak a language other than English at home have needed support in order to participate in the daily Zoom lessons conducted by their teacher, as well as the therapy provided to their student. The department has reorganized bilingual paraeducator support in order to ensure that this need is met. As many of the students require the support of an adult in order to access their education, it has been vital for the department to provide translation services in real time for any families that speak a language other than English. In addition, rites of passage for students in the program, graduating or receiving a certificate of completion from high school, as well as finishing the post-secondary program needed to be adjusted in order to have students and families still celebrate these moments, but within a mode that kept them, as well as team members safe.

Stakeholder Engagement

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

The Santa Clara County Office of Education Student Services and Support Division kept in contact with parents since the COVID-19 shelter in place was enacted in March of 2020. Contact with families in both the Special Education and the Alternative Education departments began through survey and personal contact processes. Parents, staff members (administration, certificated and classified), and students were
offered a Reopening Survey in July of 2020 that was delivered through Google forms and email. In addition, School Office Coordinators and administrators contacted parents via phone if they were known to limited or no access to the internet or needed the survey interpreted. We pride ourselves in the close relationships with parents and guardians and found them to be very receptive of our efforts to include their feedback. Virtual meetings along with status briefings were also held with community partners on a weekly basis which allowed for their feedback in planning. In May of 2020, Santa Clara County Office of Education facilitated a county-wide survey to solicit family feedback regarding reopening of schools, safety and health needs of families, and perceptions regarding needed PPE. Two areas of outreach to families throughout the COVID-19 crisis has been outreach regarding food distribution sites in Santa Clara County and solicitation of information regarding needed devices and Internet access for families.

The Learning Continuity Plan will be presented to the Parent Advisory Committee, the English Learner Advisory Committee and the District English Learner Advisory Committee during the month of September. Our Public Hearing will be held during our regular Board meeting on September 2. The plan will be adopted at our regular Board meeting on September 16.

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

Special Education and Alternative Education staff and administrators provided one to one outreach to parents and families to solicit input and garner information on family needs. This outreach was conducted by phone and also remotely through Zoom conferences and parent meetings. Language support was provided for multi lingual families.

Parents and families who participated in the stakeholder engagement process included parents of English Learners and Foster Youth. English to Spanish interpretation was available in all interactions, as well as English to Vietnamese. Engagement meetings were held specifically to identify and address concerns of all stakeholders to include families, students, community partners, and staff. Possible options for reopening were discussed for the different school settings in the upcoming school year. Each meeting allowed for a deeper understanding of concerns and development of a comprehensive plan that addresses the concerns of our stakeholder community. A number of surveys were circulated to offer additional stakeholder input and surveys were provided in multiple languages.

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

**ALTERNATIVE EDUCATION**

To ensure connectivity, we surveyed families about their technology needs. Initial indicators point to parents/guardians with just over 50% having reliable internet and computers in the home, which identified a significant need for technology in the form of computers and access to wifi/internet. There is an even split with parents regarding interest in their child participating in either full distance learning or coming back to the classroom for some length of the day. In continuing full distance learning approximately 60% of parents stated they are ready and equipped to continue full distance learning for the fall. Responses indicated families wanted daily interaction between their student and the teacher. Regarding importance of protection of students and staff along with cleaning/sanitizing, the following were extremely important: enhanced cleaning occurring, temperature checks upon entering building, access to hand sanitizer, physical distancing, masks/face...
coverings for all students and staff, arranging work stations to maintain physical distance and staggering student schedules to allow for social distancing within the classroom. Approximately 56% of parents would like the option of having their child remain in distance learning.

Stakeholder feedback gathered from the various meetings and surveys identified six common areas of concerns.
1. Daily interaction between student and teacher
2. Access to a computer for school work
3. Access to reliable WiFi/Internet
4. Regular cleaning/sanitizing of facility
5. Access to face coverings and hand washing/sanitizing
6. Access to online curriculum with support while student remains at home

SPECIAL EDUCATION

A survey was sent out to families in June, 2020 via email in order to gather input on their thoughts and perceptions for distance, hybrid and in person learning. 233 families completed the survey. Noteworthy results of the survey were as follows: live synchronous learning with their child’s teacher was ranked as very important, as well as online learning activities that can be accessed at any time. In addition, families ranked the ability to access a classroom website as very important. Parents had the opportunity to write in their own thoughts as well, in which several themes were identified. Families expressed the need for distance learning to be engaging. Some families indicated the need for home learning packets and materials to be provided, and there was also an overwhelming response in which families wanted to be sure that classrooms would be cleaned regularly and safe prior to reopening.

605 families participated in phone surveys that were conducted in July and August. Results of the phone surveys in which families were contacted individually to obtain their thoughts and perspectives on the upcoming school year, the following was found: 48% of families would allow their child to attend an in-person school program, while 52% would not, 30% of the students that are served are able to wear a face mask, while 70% are not, 50% of the families surveyed said they would allow their child to ride a school bus if the transportation service was part of their educational program, 40% of the families surveyed indicated that they did need a device for their student to participate in distance learning. Of the students that need a device, families preferred an iPad (72%) over a Chromebook (28%). Of the families surveyed, 19% have indicated that they do need access to a hot spot for internet access. While not all families have participated in this survey, staff continue to seek all parents input in order to make decisions that support the needs of families.

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

ALTERNATIVE EDUCATION

During all meetings with parents and community partners, AED received repeated feedback on how valuable students found daily interaction with their teachers. Teachers and support staff continue to engage students through daily interaction during synchronous learning sessions. Survey results regarding computers resulted in AED making laptops available to all students for the remainder of the spring semester. In
anticipation for the fall semester, AED also placed an order for Chromebooks and Internet hot spots. The administrative staff have been in direct contact with all returning families to ensure they have necessary materials and devices to sustain a learning environment for their student; which has included not only technology, but care packages created for students to have learning materials and supplies at home. In regards to the survey results of wanting a safe, clean, and healthy classroom, AED has purchased equipment to be used by students and staff while in the classroom. This includes hand soap and sanitizer. In response to students and parents requests to continue to have access to distance learning, our plan includes the option for parents to have their student work from home.

SPECIAL EDUCATION

Similar to the alternative education department, parents and guardians in the special education department reported access to reliable internet and computers as a need. Available technology was provided to students and families, as well as an order placed for 400 iPads, 200 Chromebooks, and 160 hot spots to be distributed in August, 2020. Home learning packets and materials have been provided in the home, as well as alternative augmentative communication devices for students. Professional development has been designed in order to train staff on best practices in using technology to provide therapy. Additional online resources for staff have been identified and purchased based on teacher and service provider input. Continued professional development is being provided on how to utilize online resources to provide rigorous instruction to students. In addition, technology for staff will be purchased in order to ensure that they are able to fully support students in a distance, hybrid or in person learning model. Individual materials for students and The department continues to monitor the need of technology and access to internet for students and has placed a priority in securing devices / hot spots for those that need them. Staff have been reassigned to assist in students, families, and staff directly, based on the needs obtained from the survey results: distributing technology, linking families to outside resources for food, distributing PPE materials, creating work packets, and organizing individual materials and supplies for students to use at home and school.

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 Santa Clara County Office of Education Alternative Education Department (AED) and Special Education Department look forward to the opportunity to resume in-person instruction for our students. Our actions will place emphasis on students who have experienced significant learning loss due to interruptions of in-person instruction as a result of COVID 19 during the spring of 2020. Targeted interventions for each student based upon their individual needs will be offered as we begin the 2020-2021 school year in a virtual learning environment. We
recognize the importance of returning students to school campuses for in-person instruction, as well as the overarching need to protect health and safety of our broader community. Common to all phases of reopening will be a focus on reducing the risk of disease transmission in schools and other community settings. These will include a focus on county public health directives. At the time this document was developed the following directives were included: maintaining physical distance within and outside the classroom of 6ft. or as practicable, assigning stable seating arrangements, students and staff wearing face coverings, maintaining stable cohorts of learners with teaching staff, staggering drop-off and pick-up times, accessing hand washing areas and/or hand sanitizer, and frequent cleaning and disinfecting of frequently touched hard surfaces on school campuses. When food service is offered we will follow social distancing rules and any other requirements issued by county health office. Limited physical education will be offered outside with social distancing and wearing of face coverings. Organized sports will be considered with guidance from the county health office.

ALTERNATIVE EDUCATION

Distance Learning
- Complete closure.
- Work from home, essential staff on campus.
- All parent/student/staff meetings and individualized education plans (IEPs) via Zoom.
- Students work from home using our Learning Management System (Edgenuity) with teacher communication and instruction via Edgenuity, with chromebooks and, if needed, internet hot spots.

Hybrid
- Students can come to campus for scheduled appointments with staff 1:1 for the purpose of assessment or service provision.
- Students can come to class on a modified schedule while remaining in contained classroom cohorts.
- Most scheduled meetings with other staff and IEPs will take place via virtual meeting or conference call.
- Staff on site as well as students are to wear face covering and maintain 6ft of distance. Staff will have availability of face shields for wear while working with students.
- When students are not on campus and working from home, they will use AED's Learning Management System (Edgenuity) with teacher communication and instruction via Edgenuity and join their class via a video conferencing platform such as zoom.
- AED sites will follow all of the Governor's mandates regarding closure based on classroom or district outbreak.
- Parents will have the option of sending their student to campus for in classroom instruction or keeping their student home and continue in distance learning

Traditional Instruction
- Return to pre-COVID-19 instructional model.
- Whether students are on campus or working from home, they will use Edgenuity with teacher communication and instruction via Edgenuity and virtual learning sessions .
- Our focus will be to address learning loss and addressing trauma and mental health issues.

Students will return to the classroom while continuing to utilize the Edgenuity platform. Small groups and 1:1 sessions will focus on targeted interventions utilizing Edgenuity's embedded skill development program entitled MyPath. This learning intervention program offers data-
driven differentiated instruction in math and English Language Arts. MyPath is designed to meet students at their learning level with age-appropriate instruction using a variety of materials to include engaging videos and meaningful activities. The MyPath program integrates Renaissance Star assessment scores to create prescriptive learning paths. Teachers can personalize the instruction for individual students by assigning direct-instruction videos and practice. This supports skill development and ultimately allows a student a more successful progression within core content. Acquisition of skills will be assessed monthly using Renaissance Star assessments.

Plans and Protocols

In order to address AED classroom-based instructional schedule model, the plans and protocols of AED to ensure the safety of students and staff, including but not limited to campus access, hygiene practices, protective equipment, physical distancing, and cleaning and disinfecting to ensure physical health and safety in school facilities are as follows:

- Signage in all entrances, buildings, classrooms, and common spaces are reminding staff and visitors of their responsibility to self-check for symptoms associated with COVID-19, the importance of social/physical distancing and regular hand washing will be displayed. In addition, should social/physical distancing not be possible, it will be required that all staff and visitors wear a mask.
- Daily expectations and protocols for a healthy and safe work environment will also be shared with all staff members.
- Prior to starting the work day and prior to entering any building, staff members will be asked to perform a self-check for symptoms.
- Physical distancing of six (6) feet to the extent practicable.
- Masks are necessary in all areas of the campus.
- Wash hands frequently and often.
- Clutter free work stations.
- All staff will assist in wiping down their workspace and any other area they are using - this includes kitchen areas if used.

SPECIAL EDUCATION

Distance Learning

- Students work from home and receive a full instructional day, which will include a minimum of 1 hour per day of live, synchronous instruction with teacher communication via Zoom and 3 hours of asynchronous materials available for families to access classroom websites (Class DoJo or Google Classroom). Tele-therapy services will be provided for students, as appropriate.
- Complete closure.
- Work from home, essential staff on campus.
- All parent/student/staff meetings and individualized education plans (IEPs) via Zoom.

Hybrid

- Students receive a full instructional day, at a minimum of 240 minutes, which could include a combination of distance and in-person learning.
- Students can come to campus for scheduled appointments with staff 1:1 for the purpose of assessment or service provision.
- Students can come to class on a modified schedule while remaining in contained classroom cohorts.
- Most scheduled meetings with other staff and IEPs will take place via virtual meeting or conference call.
• Staff on site, as well as students, are to wear face coverings and maintain 6ft of distance. Staff will have availability of face shields for wear while working with students.
• Whether students are on campus or working from home, students and families will still be able to access material via Zoom and their classroom websites.
• Parents will have the option of sending their student to campus for in classroom instruction or keeping their student home and continuing in distance learning.
• Special education sites will follow all of the Governor’s mandates regarding closure based on classroom or district outbreak.

Traditional Instruction
• Return to pre-COVID-19 instructional model.
• Students receive a full instructional day, at a minimum of 240 minutes.
• Students will receive therapy services.
• Teachers will maintain classroom websites in order to support student and family connectivity to the classroom.
• Our focus will be to address learning loss and addressing trauma and mental health issues.

Plans and Protocols

In order to address the special education classroom-based instructional schedule model, the plans and protocols to ensure the safety of students and staff, include, but are not limited to campus access, hygiene practices, protective equipment, physical distancing, and cleaning and disinfecting to ensure physical health and safety in school facilities are as follows:
• Signage in all entrances, buildings, classrooms, and common spaces are reminding staff and visitors of their responsibility to self-check for symptoms associated with COVID-19, the importance of social/physical distancing and regular hand washing will be displayed. In addition, should social/physical distancing not be possible, it will be required that all staff and visitors wear a mask.
• Daily expectations and protocols for a healthy and safe work environment will also be shared with all staff members.
• Prior to starting the work day and prior to entering any building, staff members will be asked to perform a self-check for symptoms.
• Physical distancing of six (6) feet to the extent practicable.
• Masks are necessary in all areas of the campus.
• Wash hands frequently and often.
• Clutter free work stations.
• All staff will assist in wiping down their workspace and any other area they are using - this includes kitchen areas if used.

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

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<td>Professional development and instructional coaching provided to teachers in order to support high quality educational programming in the classroom.</td>
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Technology: Chromebook and hot spots purchased for students. English Learners, Foster Youth and Low Income students will be able to access and take home devices in order to participate in Hybrid Model. Student devices purchased under the distance learning line item will be transitioned to use in the classroom when students come back to the In-Person Instructional Model. In addition, Chromebooks, DocuCams and Instructional carts purchased to be used in the classroom.

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### Distance Learning Program

#### Continuity of Instruction

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

The Alternative Education Department and Special Education Department will open the 2020-2021 school year in a distance learning format, as we are currently experiencing mandatory closures due to COVID-19.

**ALTERNATIVE EDUCATION**

Students will be provided a full day of instruction and assignments to meet the minimum instructional minutes through a combination of synchronous and asynchronous assignments. All students will begin the school year working in a distance learning model with individual Chromebooks and using the Edgenuity learning management system for standards-based online courses. Counselors will review student transcripts for remaining courses required for graduation. Teachers will assign students courses and instruct students on how to utilize the new platform. Whether fully online, in class, or a hybrid for this school year, all courses will be assigned and completed within Edgenuity. Chromebook and hot spot distribution will be scheduled between August 20th and 28th. Students enrolling after this time will have individual pick-up times scheduled through their site administrator. Students will engage in daily check-ins with teachers, 1:1 student-teacher sessions, and small group cohort sessions with peers through an online virtual meeting platform. Teachers will utilize MyPath to personalize student skill development. MyPath utilizes scores from the Renaissance Star assessments to develop individualized pathways within the program. The pathways are structured so teachers can create a unique set of review exercises and videos to assist each student by targeting those areas a student needs to build skills and be successful in mastering content in their courses.
SPECIAL EDUCATION

Students will be provided a full day of instruction and assignments to meet the minimum instructional minutes through a combination of synchronous and asynchronous assignments. All students will begin the school year working in a distance learning model. Technology devices and hot spots will continue to be passed out and a staff member has been dedicated to answer any questions related to technology / internet access needs of students and families. Teachers will provide robust instruction to students in the distance learning model utilizing curriculum, such as Unique, Star Online Learning Systems (SOLS), as well as access to the general education curriculum as indicated in each student's IEP. Teachers will provide daily live interaction with students, as well provide asynchronous learning activities for students and families. Students will receive therapy sessions and related services as indicated by their Individualized Education Plan (IEP) and if the student can benefit from the service delivery model via distance learning. As students transition to an in person learning environment, similar educational programs and tools will be used in the physical classroom. Teachers will continue to maintain their classroom websites, in order to support students that continue to be in a distance learning format and/or to support families that want to stay connected with what is occurring on a daily basis in the classroom. Team members will focus on each student's IEP in providing targeted instruction and support in the distance, hybrid, and in-person learning model.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

ALTERNATIVE EDUCATION

All AED students will be given a Chromebook. Students will also have access to a wifi hot spot. The process used to ascertain the needs of students will include a survey and contacting students from last year who had previously signed out a computer and/or wifi hot spot. Distribution will occur during the first week of school at each school site. If a student requires their device(s) to be serviced they will be scheduled to return the device and pick up a replacement at the school site. All students were able to access devices and connectivity during the school closures in the 2019-2020 school year.

SPECIAL EDUCATION

All special education students that requested a device to be used at home will be provided with one. In addition, all students and families that request access to a hot spot will be provided with one. Surveys via email and the phone have provided a list of students that need a device and/or internet access. In addition, a staff member in the department has been reassigned to address all technology needs of students and families. She manages all requests and coordinates pick up of Chromebooks, iPads, and hot spots. If a device requires servicing, this staff member also serves as the point person for families in order to get the support needed.
Pupil Participation and Progress

A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.

ALTERNATIVE EDUCATION

AED students will communicate with their teachers via Zoom, phone, email, and instant messaging through the Learning Management System (LMS). All activity on the LMS will be monitored for task completion. Instructional minutes will be measured by student time on task as well as any live contact with teaching staff through direct instruction, tutoring, or interacting with assignments including multi-media. The teacher of record will document engagement throughout the 24 hour period for purposes of recording time value of pupil work. Staff engaged in live contact with student will report time value of pupil engagement to the teacher of record at the end of the regular school day. The teacher of record will ensure student work done after regular school hours is recorded for that day. Student engagement record will be submitted weekly to site administrator.

SPECIAL EDUCATION

Special education students and families will communicate with their teachers and service providers via Zoom, phone, email, Google Classroom and Class Dojo. Teachers and service providers will monitor daily attendance and participation in the program by students. Engagement data tracking tools will indicate the level of participation of each student and will be tailored to the ability level of each student. For instance, some students may have engagement tracked by eye gaze, vocalizations, etc. while others may have engagement marked by assignments turned in via email to the teacher. IEP goals will be monitored for each student by the case manager and service provider responsible for tracking each goal. Principals will have access to engagement records completed by teachers and service providers. Engagement records and participation logs will be shared with families during IEP meetings.

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.

ALTERNATIVE EDUCATION

Professional development for AED staff has been provided to certificated and classified staff weekly and has included distance learning strategies, health and wellness for staff and students, training on new Learning Management System (LMS), data migration and course development, as well as security system training for use of Feronics Insight program which support the monitoring of student computer usage within the LMS. Additional training will include cleaning protocols, face covering and face shield use and care, and additional health and wellness training to include Trauma Informed Instruction.
SPECIAL EDUCATION

Professional development for special education staff has been provided to certificated and classified staff weekly and has included the following: utilizing tools on the Google Suite, setting up a classroom website, utilizing tools on Zoom, data tracking for attendance, engagement, and participation, cleaning protocols, Positive Behavioral Interventions and Supports, supporting students, families, and staff in social and emotional health, Star Online Learning Systems, Unique, News 2 You, SymbolStix, and other curricular programs. Additional training will include cleaning protocols, face covering and face shield use and care, and continued professional development related to utilizing distance learning tools and curriculum.

Staff Roles and Responsibilities

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

While roles and responsibilities have remained similar, staff have pivoted in both the alternative education and special education settings to provide instructional support in a distance learning format.

Para-educators assigned to court schools were assigned to the Insight Team, which supports students through monitoring real-time student progress within the learning management system. In the special education department, staff have been reassigned in order to meet the unique needs as a result of COVID-19. Staff have supported in organizing and distributing PPE materials, organizing and distributing student technology, organizing and distributing student care packages, providing student, family, and staff mental health support, gathering relevant information related to community resources and distributing these materials to students, staff, and families, creating work packets to be used at home, answering technology questions from staff, students, and families, and supporting staff with purchasing requests related to educational and safety needs as a result of the current pandemic.

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. ]

Professional development is provided to certificated and classified staff weekly in order to ensure that best practices are utilized in online instruction. Training has centered on supporting all students and creating accessible distance learning opportunities. Bilingual staff provide translation for parents participating in synchronous learning activities with their students and classroom teachers. In this way, parents are receiving coaching and support in instructing their students at home. Teachers, counselors, and administrators have taken an active role in providing families with local resources to address issues such as food scarcity, housing resources, and public health updates. Administration continues to participate in county, and state level meetings to stay up to date on services, programs, and supports available to students in high need groups.
ALTERNATIVE EDUCATION

Alternative Education continues to provide access to core curriculum for all students through Distance Learning. The student population represents 48% unduplicated students to include: (a) 37% English Learners, (b) >1% foster youth, and (c) 50% low income students. At the onset of the COVID-19 crisis, the district quickly worked to ensure that all students had access to a computer device, Internet, and assistive devices as needed.

Distance Learning includes teacher contact and support through text, phone, email, online chat, online courses, and Google classrooms. Curriculum is differentiated and appropriate accommodations and modifications per student's IEP or 504 are made. Teachers receive student lists every two weeks in order to identify and support teacher intervention for English Learners, and Special Education teachers work within student IEPs to address needs of English Learners. Reclassification processes were conducted in May for eligible students. Foster Youth are identified, and social workers collaborate with the Homeless/Foster Liaison to provide services to homeless families and students. Devices, care packages, and resources were provided to all students and families.

SPECIAL EDUCATION

The special education department continues to provide access to both core and individualized curriculum for all students through Distance Learning. The student population represents (a) 100% pupils with exceptional needs, (b) 37.9% English Learners, (c) 1.4% Foster Youth, and (d) 44.5% socioeconomically disadvantaged.

Similar to alternative education, distance learning includes teacher contact and support through text, phone, email, online, and via classroom websites. All curriculum is differentiated and appropriate accommodations and modifications per student's IEP or 504 are made. Teachers and service providers have current caseloads available via the online Individualized Education Plan program (SIRAS) and are also able to view individual student and family demographics utilizing AERIES Student Information System. A full day of professional development was provided to all teachers on August 4 for teaching staff to support English Learners. Teachers were instructed on how to support students with both designated and integrated English Language Development throughout the school day in a virtual format, utilizing the curriculum available in distance, hybrid, and in-person instruction. Both Unique Learning Systems, which is a standards standards-based program specifically designed for students with special needs to access the general education curriculum, has supports embedded for students that are classified as English learners, as well as STAR online learning systems, which is a curricular program that addresses functional, life, and behavioral skills. As each student classified as an English learner has an Individualized Education Plan, their goals specifically address the areas of needs. In addition, each student identified as an English learner has specific supports and accommodations related to their needs as indicated on their IEP.

Over 600 parent phone interviews were conducted in July and August and will continue to reach each family in order to assess any needs of students. Foster youth are identified and a social worker is on staff to support connecting students and families with needed resources. Devices, care packages, and resources have been provided (and will continue to be provided) to all students and families.
### Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

<table>
<thead>
<tr>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Materials and Supplies: Student care packages with new learning materials and supplies, student learning packets printed and mailed home, online subscriptions to support student learning, and STAR Online Learning Systems subscriptions.</td>
<td>1,081,359</td>
<td>Yes</td>
</tr>
<tr>
<td>Ongoing professional development to support staff in meeting legal requirements for special education students in a distance learning and hybrid learning format.</td>
<td>8,000</td>
<td>No</td>
</tr>
<tr>
<td>Upgraded translation services and utilized Language Line in order to provide staff with more readily available access to translation services in multiple languages, as the need to communicate on a more consistent basis with families that speak languages other than English, Spanish, and Vietnamese in real time has been experienced in distance learning. In addition, needed increase translation in American Sign Language in order to support deaf staff and students in professional development and the educational program.</td>
<td>17,110</td>
<td>Yes</td>
</tr>
<tr>
<td>Technology: Our programs received feedback via surveys that devices and hot spots were a need. Low Income, English Learners and Foster Youth will be able to check out devices in order to access DL. Programs purchased laptops, Chromebooks, and hot spots for students, classified, and certificated staff. iPads for students and staff were also purchased along with headsets for students and staff. Upgraded Zoom accounts were purchased in order to have all accessibility features available for students, staff, and family members that needed it. Funds available for technology requests by staff that are specific to the needs of their program and their Low Income, English Learners and Foster Youth students. Funds set aside for staff to go through Google Certification, as the Google Suite / Google Classroom is used on a daily basis.</td>
<td>765,983</td>
<td>Yes</td>
</tr>
</tbody>
</table>
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.]

ALTERNATIVE EDUCATION

Alternative Education implemented the use of one to one Chromebooks for our Community School students. Our Independent Study students were already in possession of a school Chromebook. Students in our court schools were given Dell Latitude laptops while they were in the classrooms. In order to mitigate the interruption of instruction during the 2019-2020 school year, these devices were utilized to support instruction and continue the connection between our teachers and students. The use of the devices continued through our 2019-2020 Summer School Program in our two court schools. The following strategies detail these actions taken to support our learners:

2019-2020 School Year

- English Language Arts - Students participated initially in packets as we transitioned to an online distance learning environment. Students had recently taken their English Renaissance Star Assessment.
- Our English Learners had participated in the ELPAC assessments, which will be used in the fall of 2020 to inform English Language Development instruction.
- Mathematics - Students participated in online instruction that supported their efforts to access the math curriculum. Initially packets were developed to continue student's work within the textbook. This quickly shifted to bringing all students onto the Odysseyware Learning Management System (LMS). Odysseyware proved to be a more effective communication tool as teachers were able to give students immediate feedback as students proceeded through content.
- Credit Recovery also utilized Odysseyware, which afforded students the opportunity to gain credits in English Language Arts, Mathematics, and other core content areas.
- Assessments used during this time were within Odysseyware. Renaissance Star math and reading scores were administered at the end of the first semester.

2019-2020 Summer School

- Our summer program was designed to support students with credit recovery in English Language Arts, Mathematics, and additional core content areas at our Blue Ridge and Osborne campuses. Students engaged in work using Dell Laptops and communicating to teachers and support staff through our Insight Team and directly by messaging teachers. Students were also able to communicate weekly with the administrator who would bring certificates to students who were showing improvement in a number of areas to include fortitude and tenacity as they did not back down as coursework became more challenging. Special education case managers were able to meet weekly with students on their caseload. This was done via zoom on a computer in the mental health counseling office. Case managers were able to get well being updates on students as well as offer coaching/mentoring opportunities as students were able to communicate more effectively while in a zoom meeting with staff.

2020-2021 School Year
- Specially Designed Academic Instruction in English will be supported by the incorporation of instructional strategies within the Edgenuity Learning Management System (LMS).
- All instruction will begin in an online distance learning model with teachers supporting students via Zoom and messaging within the LMS. The Insight Team will also be available for students at Blue Ridge and Osborne school sites.
- Renaissance Star assessments will resume in a virtual manner with students being monitored by an adult within a student's home environment.
- Teachers will be receive additional training to support our English Learners in a hybrid setting where some portion of teacher interactions are done using video conferencing (primarily through zoom).
- Odysseyware was acquired by Edgenuity. The new Edgenuity LMS offers MyPath which utilizes Renaissance This intervention program offers students data-driven differentiated instruction in Math and English Language Arts. Designed to meet students at their learning level, the age-appropriate instruction spans grades 3-11 and is designed to help students get back on track. The data and reporting features in MyPath empower educators to monitor student performance at a glance, and quickly step in to offer extra help where needed. MyPath uses Renaissance Star assessments in math and reading to design individual programs to support students.

SPECIAL EDUCATION

- All students in the special education program receive instruction and services as indicated in their Individualized Education Plan (IEP). The IEP indicates what goals each student needs to work on to make progress academically, as well as in any other area of need. Case managers and service providers have pivoted their in-person instruction in order to provide support in a distance learning format to meet the goals of students. IEP goals that are unable to be addressed directly via a distance learning format have been addressed by either modifying the activities and/or providing parents and guardians with activities that can be done in the home setting. Case managers offer online, live instruction daily in which students and often parents can participate and provide updates to the teacher on the progress or areas of concern for their student. Bilingual staff translate in real time for families that need this support in order to access the content provided by the teacher.

- Students that participate in the moderate to severe programs, transitional kindergarten through age 22, are assessed with the Student Annual Needs Determination Inventory (SANDI) in the fall and spring. As this assessment is usually administered in person, the department did not administer it in the spring of 2020, during the shelter-in-place order. The SANDI has been updated and new professional development has been designed in order to train case managers on how to administer the assessment virtually. Case managers attended this SANDI training on how to administer the assessment virtually on either August 20 or September 10, 2020 depending on what date and time worked better with their schedule. As this assessment is given on an annual basis, it will be used to determine any potential learning loss in students from the fall of 2019 to the fall of 2020. This, in combination with the data staff are taking on progress on student's individual goals will be evaluated to determine any learning loss that has occurred during distance learning.

- Students that access core curriculum as part of their program, such as students in the Orthopedically Impaired, Deaf and Hard of Hearing, and Therapeutic Programs, are assessed in academics similar to their grade level peers. Their learning loss will be evaluated by teacher observation, curriculum based assessments, and standardized assessments (when those are available).
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.]

**ALTERNATIVE EDUCATION**

Students will take the Renaissance Star assessments to determine what they have mastered and where they are struggling. This prescriptive learning path does not require additional assessments. Students are assigned an individualized learning path focusing on skills and concepts they need to access the core curriculum. Age-appropriate instruction using age-appropriate videos and practice provides intervention, remediation, and enrichment opportunities.

**SPECIAL EDUCATION**

As indicated above, each student is on an Individualized Education Plan (IEP) in the special education department. Each student has a case manager and service providers (when indicated on their IEP) that take data and monitor progress on academic goals, as well as other areas of needs. Students also participate in a minimum of one IEP meeting per year in which the team meets together to discuss progress, develop new goals and address any concerns. Students that have experienced learning loss will continue to have their IEP modified in order to address their present levels of functioning and areas of need.

In addition, teachers assign daily tasks that target the goal areas of students in their classroom/roster. Students practice skills in real time and have the opportunity to engage in activities that are uploaded and stored in the class website. Teachers and service providers are monitoring the performance of students and adjusting assignments / activities based on this data.

**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.]

**ALTERNATIVE EDUCATION**

Teachers and administrators will received detailed and dynamic reports on student progress in real time using MyPath through Edgenuity. Students will also take Renaissance Star assessments at regular intervals throughout the school year to monitor effectiveness of program. Frequent teacher conferences with students and parents/guardians will also add to mitigation of pupil loss through parental/guardian support.

**SPECIAL EDUCATION**

Student data produced by curriculum based assessments, homework, and online activities, as well as the results of the SANDI and progress on goals will be used to determine the effectiveness of the services and supports that are being provided to address learning loss. Case
managers and service providers that see learning loss have access to various instructional tools and curriculum that can be introduced to the student to mitigate the loss. In addition, parents provide input about areas of concern for their child and the IEP team can meet at the request of the parent to address those concerns.

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

<table>
<thead>
<tr>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
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</thead>
<tbody>
<tr>
<td>Printing costs associated to make learning materials for students to use at home.</td>
<td>$20,000</td>
<td>Yes</td>
</tr>
<tr>
<td>Software purchased in order to analyze student data on a higher level, in order to make sure that student engagement and participation is tracked. Students that need more support and families that are struggling with attendance and participation are identified and quickly addressed in order to meet needs in real time.</td>
<td>$4,250</td>
<td>Yes</td>
</tr>
<tr>
<td>Added services for Language Line, which provides translation in multiple languages in real time. This allows staff in the special education and alternative education program the ability to connect with any family, no matter what the language need. This allows teachers and parents to be on the same page with the learning needs of students and to address any concerns related to learning loss.</td>
<td>$18,960</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### 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.]
AED will develop a system to connect with students and families to check in on their social and emotional well-being: Establishment of a bi-weekly Positive Behavior Intervention System (PBIS)/Student Study Team (SST) will meet to address system development and on-going monitoring of whole-school and individual student Social Emotional Learning (SEL) needs and learner supports. Identified staff who are trained in social emotional learning support, PBIS, and SST strategies will be approached to provide initial and on-going support in system development. The PBIS/SST staff will identify AED staff and community agencies to provide appropriate services and supports. These may include, but are not limited to:

- Follow up with teacher/staff concern through phone calls to families
- Collaborate with outside providers
- Connect families to local health agencies
- Establish student support groups
- Regular family check-ins
- Establish PBIS program at each school site
- Trauma informed professional development will be offered throughout the school year to AED staff.
- All staff have access to the Employee Assistance Program, in which employees and everyone in their household have access to up to 6 free and confidential counseling sessions per issue.
- All staff have access to myStrength, which is an online tool to help staff with their quality of life. There is support and help offered here for stress, anxiety, chronic pain, and more. It's safe, secure and personalized and staff are able to track their health, and participate in activities.

SPECIAL EDUCATION

All certificated staff, in additional to service providers attended a mandatory training on August 3, 2020 in order to learn how to best address the social-emotional needs of our students, staff, and families. All certificated and classified staff attended training on August 7, 2020 to integrate Positive Behavioral Interventions and Supports (PBIS) in the classroom. Case managers are responsible for daily interaction with each student and their family and are the first point of contact for any needs of the family. Case managers have access to other service providers to connect students and families to outside resources: mental health therapists, social workers, behavior specialists, administration, technology support, and foster/homeless youth liaisons. In addition, each cluster of special education programs, of which there are 8 clusters in the department, have between 8 - 10 staff as part of a PBIS leadership team. Other supports may include, but are not limited to:

- Follow up with teacher/staff concerns through phone calls to families (administration, direct service providers)
- Collaborate with outside providers (case managers, administration, direct service providers)
- Connect families to local health agencies (case managers, administration, direct service providers, nursing staff)
- Establish student support groups (social workers, behavior team, mental health therapists)
- Regular family check-ins (case managers, administration, direct service providers)
- Continue with established PBIS program at each cluster, with monthly professional development provided to staff
- Staff have access to professional development offered by Effective School Solutions, which is an organization that provides high quality mental health support and consultation to schools.
- All staff have access to the Employee Assistance Program, in which employees and everyone in their household have access to up to 6 free and confidential counseling sessions per issue.
• All staff have access to myStrength, which is an online tool to help staff with their quality of life. There is support and help offered here for stress, anxiety, chronic pain, and more. It’s safe, secure and personalized and staff are able to track their health, and participate in activities.

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.]

ALTERNATIVE EDUCATION

AED instructional program is designed to promote, encourage, and engage full participation of our students and their families. Our approach to student engagement through distance learning includes the following components:

Attendance Plan
Tier 1:
1st-3rd day of absence: Teacher makes a phone call to student's home and documents the contact with the student and family.
4th-5th day of absence: School Office Coordinator (SOC) will attempt to reach out to family and emergency contact. The communication with the family or emergency contact is documented.

Tier 2:
6th-7th day of absence: The program administrator will attempt to reach out to family and send a letter of concern for non-participation to the student's home. A copy of the correspondence will be made and added to the documentation for this action.

Tier 3:
8th-10th day of absence: A socially distanced home visit that follows the guidelines by the federal and state health officials will be made to the student's home by the program administrator. A written communication will be left at the residence requesting that immediate contact be made with the program administrator or other authorized AED designee. The visit and parent correspondence letter will be documented.

Instructional Engagement
Teachers will provide instruction that engages students and promotes daily participation. The use of small group lessons taught through Zoom will provide an additional layer of continued outreach to our students. Our daily student check-ins will further assist our outreach to
students and assist with identifying specific areas in the curriculum our students are in need of support. Our interactive distance learning program will assist with mitigating the number of students who advance from our Tier 1 Attendance Plan.

Attendance level to Tier 2 and beyond.
Communication- Students/ Parents
Students - Students will engage with lessons and meetings with their teachers daily/weekly. Students will be reminded of their expectations as learners which includes daily attendance, participation, interaction and completion of all assignments, assessments, and projects as assigned.
Parents - weekly contact with parent to update on student progress

SPECIAL EDUCATION

The special education instructional program is designed to promote, encourage, and engage full participation of our students and their families. Our approach to student engagement through distance learning includes the following components, noting that any absence (excused and unexcused will be counted):

Attendance Plan

Tier 1:

3rd day of absence: Teacher makes a phone call to student's home and documents the contact with the student and family. Teacher will record in their communication log.

5th day of absence: School Office Coordinator (SOC) will attempt to reach out to family and emergency contact. The communication with the family is documented in a letter (notice of truancy letter 1). The school nurse supporting the student's classroom will be notified. A copy of the truancy letter 1 is provided to the student's district. The letter is designed and worded in a way to offer support to the family and is not meant to be punitive in nature.

Tier 2:

7th day of absence: The program administrator will attempt to reach out to family and send a letter of concern for non-participation to the student's home. A copy of the correspondence will be made and added to the documentation for this action (notice of truancy letter 2). SCCOE administrator will contact the student's district administrator and provide them with a copy of truancy letter 2. The letter is designed and worded in a way to offer support to the family and is not meant to be punitive in nature.

Tier 3:
10th day of absence: A socially distanced home visit that follows the guidelines by the federal and state health officials will be made to the student’s home by the program administrator. A written communication will be left at the residence requesting that immediate contact be made with the program administrator or other authorized special education designee. The visit and parent correspondence letter will be documented. SCCOE administrator will contact the district in order to request a district Student Attendance Review Board meeting.

Instructional Engagement
All students will be provided with a full instructional day, in the distance, hybrid, and in-person models. Students will receive a minimum of 240 minutes of instructional support in synchronous and asynchronous learning, depending on the model of service delivery offered at that time. Teachers will provide instruction that engages students and promotes daily participation and interaction, with a minimum of a 1 hour scheduled Zoom class for each student and 3 hours of asynchronous instruction. Students that do not participate in live instruction will be contacted by the teacher in another method daily in order to check in on participation and engagement. Not all students in the special education department participate in their education via online methodology and some complete assignments in a paper-based format and/or by utilizing manipulatives provided to the student and family for use at home. The small caseload for each case manager allows constant monitoring of participation and engagement in the distance learning program. Case managers that are concerned about individual students will collaborate with their principal for support and follow up.

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.]

Alternative education and special education students come from a variety of school districts across Santa Clara County. Due to the large geographic area, the decision was made to have students access their local school meal program. We shared with all families an updated list of school sites offering the school nutrition program. This list was frequently updated and sent to families. Families were also given food bank information to include location and date/times of food distributions. Frequent contact with families in their home language and students aided these families in obtaining nutritious food and meals in a timely manner.

Depending upon the number of students who return to campus for in-person instruction individual meals will be purchased or contracts with school districts to supply meals will be reinstated.

Students within the court school setting were provided meals.
### Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupil Engagement and Outreach</td>
<td>Additional personnel added to support engaging Low Income, English Learners and Foster Youth students and families in distance, hybrid, and in person learning. Staff are organizing and distributing technology, hot spots, learning materials and supplies. In addition, staff create work packets and materials for students to complete hands on learning at home. Staff provide technical support to students and families in answering basic questions related to technology issues, accessing classroom websites, etc. Staff provide resources to families for food and community resources.</td>
<td>$432,219.00</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### 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>5.61%</td>
<td>$1,726,876</td>
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### Required Descriptions
The following actions included in the Learning Continuity and Attendance Plan are considered increased and improved actions principally directed at supporting English Learners, Foster Youth, and Low Income students but are being made available for all students across an entire school or the whole district. Based upon stakeholder input, discussions, student data, and feedback, the Santa Clara County Office of Education will be implementing actions and services to increase or improve services for Low Income (LI), English Learner (EL), and Foster Youth (FY). Targeted support for the EL, LI, and FY student groups’ academic, planning, social-emotional and behavioral needs is provided as part of each of our areas of focus. These areas of focus are follows:

Access to technology and internet. Feedback collected via surveys and phone calls to families indicated that devices and hot spots were a need, especially for our English Learners, Foster Youth, and Low Income students. Students and families will be able to receive a Chromebook and hot spots in order to access DL. We anticipate returning top a Hybrid Model before we are able to return to In Person Instruction. Students will maintain access to their devices during these transitions. Many of our staff have also expressed challenges while in DL and Working From Home. We will also be providing devices for staff who need it in order to provide DL services to our students.

Professional development. Staff have been receiving professional development since March on Distance Learning. Professional development topics have ranged from pedagogy, use of technology, Zoom training, Google Docs, online curriculum, etc. Some of our PD has also focused on English Learners, Foster Youth, and Low Income students in our Special education settings as well as in our Court and Community Schools.

Materials and supplies. Students and families also need access to materials and supplies at home in order to fully participate in DL. We found that many of our English Learners, Foster Youth, and Low Income students were more comfortable working with hands on materials rather than online work. We have been providing options for our students and families in order to access DL from home.

Staffing increases. Additional staff was hired to work on special projects that directly relate to our distance learning and COVID-19 environment. An emphasis on these services will be for our English Learners, Foster Youth, and Low Income students. The services they will be providing directly relate to the type of projects listed here and are as follows: Organizing, distributing, and managing PPE materials, Organizing, sanitizing materials in an assessment center, Organizing, sanitizing materials in a service provider center, Creating packets for students and families (workbooks), Assisting families / providing phone support for our technology distribution, Providing tech support, Providing support to our new social worker in reaching families that need resources.

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

The Santa Clara County Office of Education is required to increase services for EL, Foster Youth, and Low Income students by 5.61% which is equal to $1,726,876 as shown above. This increased percentage is met by actions and services both included in the Learning Continuity
and Attendance Plan and actions and services outside of this plan which are traditionally intended to support the increased outcomes for English Learners, Foster Youth and Low Income students. The following actions described below meet and/or exceed the totality of the required percentage increase.

Actions In the Learning Continuity Plan
In the plan you will see the following actions marked as contributing which are included as part of the increased percentage: professional development and instructional coaching provided to teachers in order to support high quality educational programming in the classroom, technology purchased, including Chromebooks, DocuCams and instructional carts to be used in the classroom. Purchased laptops, Chromebooks, and hot spots for students, classified, and certificated staff. Purchased iPads for students and staff. Purchased headsets for students and staff. Purchased upgraded Zoom accounts in order to have all accessibility features available for students, staff, and family members that needed it. Student care packages with new learning materials and supplies, student learning packets printed and mailed home, online subscriptions to support student learning, and STAR Online Learning Systems subscriptions for special education teachers in the moderate to severe programs, upgraded translation services and utilized Language Line in order to provide staff with more readily available access to translation services in multiple languages, as the need to communicate on a more consistent basis with families that speak languages other than English, Spanish, and Vietnamese in real time has been experienced in distance learning. Software purchased in order to analyze student data on a higher level, in order to make sure that student engagement and participation is tracked. Students that need more support and families that are struggling with attendance and participation are identified and quickly addressed in order to meet needs in real time. Finally, additional personnel were added to support engaging students and families in distance, hybrid, and online learning. Staff are organizing and distributing technology, hot spots, learning materials and supplies. In addition, staff create work packets and materials for students to complete hands on learning at home. Staff provide technical support to students and families in answering basic questions related to technology issues, accessing classroom websites, etc. Staff provide resources to families for food and community resources.

Actions outside of the Learning Continuity Plan
Actions to support EL, Foster Youth, and Low Income students that contribute to the increased percentage outside of the Learning Continuity and Attendance Plan are multi-faceted, as both the alternative education and special education program have a high percentage of students that fit in at least one of these categories. Our resources are aligned in order to support students with their unique needs. Our programs are staffed with professionals that receive continued education on best practices to support English Learners, foster youth, and low income students. Our instructional day includes both designated and integrated English language development. The departments receive support from both a foster youth liaison and the homeless youth liaison. We coordinate with districts to ensure that students have access to meals on a daily basis. Our administrative team is trained on the rights of youth and families and serve in the role of advocates for their education.

Goal 1 All Students will participate in rigorous, relevant and engaging instruction aligned to 21st century skills to eliminate barriers and promote achievement. Actions Items include: Teacher collaboration and sharing of evidence-based practices will occur on a monthly basis through committees, online platform and Professional Learning Teams/Communities to improve instructional practice (may include but not be limited to implementation of Common Core, use of interim and formative assessments), Students will have access to online curriculum and assessments and other technologies used for individualized learning (may include but not be limited to SBAC assessments, Student Annual Needs), A comprehensive Professional Development plan will be developed to provide evidence-based effective practices to promote fidelity
and efficacy. Teachers, staff, and administration will collaborate on Professional Development activities to support the Differentiated Assistance, Maximize student learning by providing a rich learning environment that integrates technology through collaboration.

Goal 2 All students will leave prepared for a successful transition to college and/or career as a result of quality programs, services and curriculum. Action Items include: Expand mentoring/internships, programs, and develop CTE pathways to promote job training, college transition and student employment, All students will have an individualized transition plan to identify career options - College and Career Planning and Workability aligned with CTE Pathways and post-secondary options, Continue to offer Professional Development and teacher training to include but not be limited to, Career Technical Education (CTE), vocational training, job shadowing, Common Core, Trauma Informed Care, PBIS, MTSS, Strengths Based, and service learning, etc.

Goal 3 In partnership with community and family members, achievement levels will increase by engaging students in a rigorous curriculum in an environment that is culturally responsive and safe. Action Items include: Provide meaningful activities/classes that promote leadership, self-advocacy, a sense of belonging and life skills development, Involve and engage parents through activities to become effective partners in their child’s education, (this includes but is not limited to: encouraging students and families to regularly attend school, raise awareness of the negative impacts of chronic absenteeism and truancy, identify and address factors contributing to chronic absenteeism and habitual truancy, including suspension and expulsion, and ensure that pupils with attendance problems are identified as early as possible to provide appropriate support services and interventions), Engage community partners to provide resources for parents, students and staff.