

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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General Information

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

Opportunity Youth Academy (OYA), chartered by the Santa Clara County Board of Education as a countywide dependent charter in August 2016, is designed to serve opportunity youth and disengaged youth ages 16-24 in Santa Clara County. OYA currently operates six classroom sites across Santa Clara County, serving approximately 380 youth. OYA’s population is highly mobile, and in all, OYA staff see approximately 600 students per year. Our mission is to provide students with courses and opportunities that will allow them to progress toward graduation and be college and career ready.

OYA offers its students an online curriculum in a blended learning environment, and students have access to A-G, grade-level curriculum in all content areas and a variety of electives. OYA’s curriculum is aligned with state standards, rich with reading, writing and critical thinking activities, and integrates science labs and small group instruction. OYA employs ten (10) Specialized Academic Instructors who possess a valid California general education credential (multiple or single subject) and a valid California Special Education credential, six (6) para-educators, two (2) navigators, a college and career liaison, an academic counselor, a mental health therapist, a program specialist, and an administrator.

During the 2019-20 school year, OYA served an overall weekly average of approximately 250 students. The weekly average remained stable throughout the school year. Special Academic Instructors (SAI) and a support staff of para educators, counselors, and college liaison all help to support student needs and daily operations of OYA. At the end of the 2019-20 school year, the number of active students in OYA was 254. The cumulative number of students served over the entire 2019-20 school year reached 550 students.

The ethnic background of the overall student population in our school is as follows:

Latinos: 85%

White: 3.5%

American Indian: 1%
Asian: 2.9%
Pacific Islander: 1%
Filipino: 1%
African American: 5.9%
Multi-Race: 1.3%

Due to the school closures related to the Covid-19 epidemic, our school program switched to a distance learning delivery model in March 2020. All OYA students were given access and were able to take Chromebooks home. In addition, we provided hot-spot solutions for families who did not have an internet connection. Distance learning guidelines were established and implemented, and included staff communication protocols, flexible learning options, device distribution process, and instruction and assessment practices that aligned with an online learning environment. All teachers met with students, individually and in cohorts, via Zoom every day. For students who were not engaging with teachers, or not responding to our Navigators, multiple modalities were offered to attempt to get in contact with the individual students and/or families. Phone calls, emails, and Remind text messages were sent to both students and parent by the teacher, Navigator, counselor, para educator, and school administrator. Should the student and/or family still not in be in contact with us, a letter of concern and support was sent via USPS mail service. When contact was made with students and/or families, information regarding resources was shared and referred to organizations or personnel to provide support and guidance. Major impacts of the closures on our students ranged from unemployment, housing, food and lack of technology. Fortunately, we were able to assist our students and/or families with many of those hardships.

Stakeholder Engagement

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

Our stakeholder engagement process began in June 2020, ending in August 2020. Stakeholder engagement meetings specifically addressed the concerns and needs of both staff and students within our school community. At each meeting we discussed possible options for reopening school sites for the 2020-21 school year. The discussions surrounded the multiple ways for an opening under the local and state guidelines, along with highlighting the recommendations for reopening provided by the Santa Clara County Office of Education, the Santa Clara Public Health Department, and the California Department of Education. In addition to meetings, students, parents, and staff were surveyed about the upcoming school year. Stakeholder engagement meetings included virtual meetings with members of the Governance Council and at weekly staff meetings. We also consulted with School Site Council members and representatives of English Learner committee. On September 10, 2020, a public hearing was held to present the Learning Continuity and Attendance Plan. The Opportunity Youth Academy Governing Board adapted the Learning Continuity and Attendance Plan on September 24, 2020.

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

All stakeholder engagement participants were provided the option of participating in Zoom meetings, as well as being able to participate in surveys via Google Forms or Survey Monkey.

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

The priorities identified by staff, students, and parents showed that 80% of our students felt comfortable working on a computer with an online program that can be accessed at school or at home, while 14% wanted to return to the classroom, 3% wanted to do lessons on paper at home, and 3% wanted to watch online lessons and ask questions as they complete work. When asked about the use of personal protective equipment (face masks, gloves, etc), 79% of students stated they want everyone to wear a mask or face covering. Eighty six percent (86%) of our students stated a safe and clean classroom is most important for when they return to a classroom. When asked what types of support would be needed if distance learning continued in the fall, students identified a counselor or adult who checks in when they are not attending/logging in to school or having a bad day and available technology devices, if needed.

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

We received important and relevant input from our stakeholders, and through dialogue, we were able to identify areas that indicated shared concerns and priorities. This feedback allowed us to develop a plan that is responsive to our stakeholders' concerns and interests. The plan includes a focus on increasing a robust and rigorous virtual learning environment, an opportunity for daily interaction with staff and teachers, along with supportive and strategic mental health approach for all of our students.

Staff concerns include the health and safety of students and staff with in-person teaching. In addition, staff were equally concerned with the protocols and expectations for how sites will be sanitized, students and staff socially distanced, and all staff safety while providing in-person instruction. Expectations and protocols for checking into and out of site buildings, sanitizing work areas, socially and physically distancing, and the wearing of a mask when in common areas, and hallways are outlined later within this plan.

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.]

Opportunity Youth Academy looks forward to the opportunity to resume in-person instruction for our students. Our instructional plan is guided by our focus on our students who have experienced significant learning loss due to the interruption of in-person instruction as a result of Covid-19 during the 2019-2020 school year. We anticipate starting the 2020-2021 school year in a virtual learning environment with a targeted instruction that includes intervention support for our students who are at a higher risk of continued learning loss. OYA is also committed to ensuring the safety of students, parents, and staff. In order to began the process of resuming in-person instruction in compliance with local, state, and federal guidelines for safety, we developed three (3) instructional scenarios: a distance learning model, a hybrid instructional schedule and a traditional (in-person) instructional schedule with necessary modifications as directed by the County Office with consideration of the State of California and/or the County of Santa Clara recommendations, orders, and/or regulations.

Distance Learning Model:

- *Teachers and support staff will conduct daily check ins with students via phone call, Zoom or email.
- *Student cohorts are scheduled via Zoom or Google Classroom.
- *All meetings are held via Zoom or Google Hangout.

Hybrid Instructional Schedule:

- *Teachers and support staff on sites providing robust distance learning for students at home, from their classrooms/offices.
- *Teachers and support staff continue daily check ins with students via phone call, Zoom or email.
- *Students can return to sites to participate in scheduled small cohort instruction.
- *PPE is provided and required for students and staff members. Social distancing practices implemented on sites.

Traditional (in-person) Instructional Schedule:

- *Teachers, support staff and students will return to a traditional in person model used in the Fall of the 2019-2020 school year.
- *PPE is provided and required for students and staff members. Social distancing practices implemented on sites.

Renaissance assessments in Reading and Math, which the students will take monthly, will determine where the students are in the California learning progression and what they need to learn next. Using consistent learning management systems (LMS) to support online learning, such as Schoology, ELLoquence, Naviance, and Renaissance will be a continuous practice as we move from a virtual learning platform to a more in-person instructional model.

Social-emotional support will be provided by a mental health therapist who will address the well-being of student in the following ways:

- *Individualized counseling sessions
- *Group counseling sessions.

*When a higher level of care is needed, the therapist will link the student/family to the needed service.

*Suicide prevention and awareness will be disseminated to students and families during September for Suicide Prevention Month.

College and Career Liaison will provide students learning skills and career development skills through Zoom and/or in-person.

*Coordinate and support students in Naviance College and Career Online Curriculum.

*Coordinate and support students in Career Labs. Career Labs present students with employment opportunities and identifies career strengths and abilities.

*Will assist students with developing a post -secondary plan to college and/or career opportunities.

In order to address one-on-one and/or small group instruction, the plans and protocols of OYA to ensure the safety of students and staff, including but not limited to site 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 the importance of social/physical distancing and regular hand washing will be displayed.

*Masks are required in all classrooms, hallways, and common areas.

*Wash hands frequently and often.

*Daily expectations and protocols for a healthy and safe work environment will also be shared with all staff members.

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

Description	Total Funds	Contributing
College and Career Liaison supports students with post-secondary transition plans, arrange college site visits, create access to apprenticeship and internship opportunities, and provide guidance to students in college and career exploration activities.	95,716	Yes
Safety Equipment and Personal Protective Equipment for staff and students (e.g. masks, gloves, face shields, portable plexiglass barriers)	5,000	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.]

Due to the school building closures related to the COVID-19 pandemic, students will use individual Chromebooks and receive hot spots for internet access. This will allow students full access to the curriculum remotely and in person. Teachers will assign each student Schoology courses needed to progress toward graduation in collaboration with support from our para-educators, Navigators, College and Career Liaison and Academic Counselor. Schoology is the learning management system used for students to access all academic courses throughout the school year whether in an in-person learning environment or distance learning. Daily scheduled virtual lessons provided by the teacher, along with scheduled small group instruction, will ensure a robust and rigorous online learning environment. We will continue to ensure that all lessons are Standards-based lessons and aligned with our State mandates.

Attendance monitoring and follow up when/if students are not engaging will be on-going through our Navigators. Our distance learning model is designed to encourage and promote the full participation of our students and their families.

The Academic Counselor will meet with students one-on-one remotely as they review student transcripts, individual learning plans, and student progress. Outreach to families will be provided via Zoom, email or phone.

The College and Career Liaison will provide learning skills through Zoom and Naviance that have been referenced in the In Person Instructional section.

Social-emotional and wellness support will be provided by our Mental Health Therapist. The Mental Health Therapist will provide individual and group counseling to students on-site, online or by phone. When a higher level of care is necessitated, the therapist will link the student/family to the needed service. In light of COVID-19 pandemic, strategies to encourage wellness will be created for students to access virtually. Apps, websites, articles and informative videos will be shared on our website or in email messages as a resource for students and their families.

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.]

All students will have access to Chromebooks and hot spots, if needed. They will also receive support with accessing it in their homes, if necessary. Currently, it has been identified through the stakeholder process that the majority of students have access to devices at their home. For those students who may not have access to one or both of these devices, OYA is prepared to provide devices to students if 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.]

In order to effectively monitor student progress, daily participation on each school day will be expected. Student attendance will be closely monitored in order to ensure that students are receiving adequate access to the curriculum. 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 will engage with individual or small group instructional sessions a minimum of four (4) days per week. The fifth day will be utilized for one-on-one check-in meetings, IEP meetings, and parent/teacher meetings.
- *Attendance will be monitored closely. Follow-up calls, emails or text messages via Remind will be sent to absent students.
- *Outreach to families will be done on a regular basis in order to promote continued relationships with our families.

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.]

Professional learning opportunities related to high quality and engaging distance learning strategies and resources will be provided throughout the school year to teachers and staff. Schoology training will be provided to all staff at the start of the year. To promote the rigorous implementation of the curriculum, the entire staff will continue to participate in more Schoology trainings accessed through Zoom professional development trainings. Staff will also receive training on using Zoom and Google Hangouts for instructional purposes.

Staff Roles and Responsibilities

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

Staff have not been able to meet with students in person since March 2020. In order to provide a robust learning environment for students through distance learning, our staff will provide the following modifications:

- Teachers:
- *Design lessons to engage students and promote continued connections with students and their families.
 - *Engage in weekly lessons taught via Zoom or Google Classroom. Chromebooks and hot spots will be provided to students and staff members in need of technology
 - *Communication between students and teachers will take place weekly. The primary mode of communication used will be through Zoom and email, telephone calls when necessary.
 - *Student progress will be assessed through the use of Renaissance, Schoology assessments/assignments, and small group discussions.
 - *Monitor student attendance and participation.

Administrators:

- *Engage staff members with weekly check-in meetings virtually to discuss student progress and report overall school progress.
- *Communication with students and families on the overall school progress.

Student Support Staff/General Office Staff:

- *All regular duties performed in person will be modified through the use of technology.

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.]

Special education services will be coordinated with each student/family to provide their services via Zoom with their respective special education teacher and the program specialist.

Teachers and para-educators will provide support for ELs by incorporating English Language Development strategies through ELLoquence into their daily instruction.

Mental Health Therapist will support students and make appropriate referrals and linkages to resources.

Foster and Homeless Youth students will receive support with school supplies, clothing, and food. Collaboration will occur between Bill Wilson, First Harvest, and ConXion to identify student needs and address barriers.

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

Description	Total Funds	Contributing
Purchase Chromebooks and hot spots. Technology equipment for students to access digital resources and online curriculum.	30,063	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.]

OYA implemented the use of one-on-one Chromebooks and hot spots for students prior to Covid-19 school closures. The devices were utilized to support instruction and continue connections between teachers and students. The following strategies detail the actions taken to support our students:

March 2020 - June 2020:

- *English Language Arts - Students participated in online instruction and were assessed through the Renaissance Star Reading Program. Student assessment data was also collected and analyzed through completed classroom assignments and discussions.
- *English Language Development - Our English Learners were provided access to ELLoquence online curriculum and instructional strategies. ELLoquence curriculum provides evidence-based practices and instructional strategies incorporated into the Schoology program.
- *Mathematics - Students participated in online instruction that supported them with accessing the Mathematics curriculum. The Renaissance Star Math program was utilized in order to assess the Mathematics comprehension of our students.
- *Teachers engaged our students with one on one meetings to check-in with students concerning their academic and socio-emotional needs.
- *Students are afforded the opportunity to gain credits in English Language Arts, Mathematics, and other core content areas.
- *Assessments - Renaissance Star Reading and Math, and Schoology.

2020-2021:

English Language Arts - Students will receive daily small group instruction sessions via Zoom.

- *Teachers will teach lessons and engage students with lessons that support their reading comprehension, writing, analytical thinking and speaking skills.
- *Assessments in English Language Arts will be conducted throughout the year to monitor the progress of our students. Our assessment tools will include Renaissance Star Reading and Schoology.

English Language Development - EL's will engage with daily small group instruction sessions via Zoom.

- * EL's will receive support with their reading instruction through the use of ELLoquence (online curriculum), words and phrases that support them with their critical thinking, group instruction with their peers in order to support their English language proficiency.

Mathematics - Students will engage with daily small group instruction sessions via Zoom.

- *Students will receive support with mathematical concepts and one on one or in small group support when needed.
- *Assessments will be conducted throughout the school year through the use of Renaissance Star Math, Schoology, and teacher created assessments.

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.]

In order to effectively implement and monitor student learning through an equity focused lens, the following strategies will be utilized:

English Language Learners - Teachers will provide lessons for our English Language Learners that develops the use of and proficiency in all academic subjects. Our teachers will engage students with lessons and resources provided by ELLoquence, such as visual aids and manipulatives that assist them in understanding the content being taught. Students will have opportunities to work with teachers in one on one sessions when needed. Our Schoology and ELLoquence programs include effective supports that further complement our English Language Development instruction.

Low-Income Students - Our students are primarily designated as being low income. Access to the core curriculum and additional instructional intervention supports will assist our students in obtaining higher academic proficiency rates. Students will have access to small group instruction sessions as well as one on one check-in meetings with their classroom teachers and para-educations. Additional support will be provided to students and their families through the support of our Naviagtors. Students and their families will receive support with basic needs such as food and other community resources.

Foster/Homeless - Our students who are in foster care or experiencing homelessness will receive the necessary intervention supports to bridge the gap in their learning, one on one instruction, and small group instruction. Outreach to our Foster families, by staff, will contribute to our goal of providing access to learning. Continued communication with our students and their foster families or social workers will further promote a "wrap-around" support system that focuses on our students' specific needs.

Pupils with Exceptional Needs - Our students with exceptional needs will have access to the core curriculum along with designated accommodations according to their individualized education plan (IEP). Students will engage with small group instruction sessions and one on one meetings with their designed Specialized Academic Instructor (SAI). The SAIs will work collaboratively in order to design instructional supports that will assist students with exceptional needs with access to the core curriculum. Our IEP teams will review student goals and work together to ensure that students are receiving the appropriate supports to assist them with their learning.

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.]

OYA staff will analyze weekly data retrieved from the Schoology and Aeries online portals, specifically referencing student engagement and academic progress. In addition, weekly data collected by individual teachers and staff members through their personal and individual meetings with students will be discussed at Friday afternoon staff meetings. Administrators and staff will meet weekly to discuss strategies for the effectiveness of implemented pupil learning loss strategies.

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

Description	Total Funds	Contributing
Purchase Chromebooks and hot spots. Technology equipment for students to access digital resources and online curriculum.	30,063	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.]

OYA staff will connect with students and families to check in on their social and emotional well-being.

The mental health therapist will ensure to assess, identify and monitor the health and well being of staff and students through the following:

- * Screen for behavioral health issues and to provide individual and group counseling to students on-site. When a higher level of care is necessitated, the therapist will link the student/family to the needed service.

- *Therapist will provide mental health training and workshops to students and staff at least quarterly.

- *Suicide prevention and awareness information will be disseminated to students and families during September for Suicide Prevention Month.

- *Staff mental health needs will be addressed by providing professional development on topics related to trauma and the impact it has on each individual.

- * Resources will be provided to students and staff to address trauma and other impacts of Covid-19 on the school community.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English,

when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

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

*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: Teacher and para-educator will attempt a second time to reach out to the student and family. The communication is documented.

*6th-7th day of absence: A Navigator will attempt to reach out to the student and family. The communication is documented.

*8th-10th day of absence: A written communication of concern for non-participation will be sent to the student's home. Student and family will be required to contact the school to discuss needs and concerns.

Teachers will provide instruction that engages students and promotes daily participation. The use of small group video lessons taught through Zoom will provide an additional layer of continued outreach to our students. Weekly 1:1 teacher/ student meetings will further assist our outreach to our students and assist with identifying the specific areas in the curriculum that our students are in need of support.

Students will engage with lessons and meetings with their teachers daily/weekly. Students will be reminded of their expectations as learners which includes daily attendance, participation, and completion of all assignments, and assessments.

Our plan will be ensuring that we are engaging our students and providing outreach to them and their families when they are absent from school.

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 Santa Clara County Office of Education (SCCOE) maintains a database of all food distribution throughout the county which is updated weekly and publicized via the website, SCCOE School District Meal Distribution. On a weekly basis beginning in March of 2020, the Opportunity Youth Academy Staff contacted every student and family and provided information as to meal availability and meal pick up stations within their local communities. As new information became available, students and families were updated with this information.

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

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Mental Health Therapist, who is a licensed clinician, will provide multi-tiered level of mental health services to include individual and/or group counseling.	92,654	Yes

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
23.95%	\$672,146

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.]

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 Goals.

They are as follows:

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.

[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.