

Learning Continuity and Attendance Plan (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
Solano County Office of Education	Amy Chavez Director - Student Services, Equity, and Support	achavez@solanocoe.net 707-399-4840

General Information

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

The Solano County Office of Education (SCOE) operates two alternative education schools: Golden Hills Community School (GHCS) with campuses in Fairfield and Vacaville and Evergreen Academy located in the Solano County Juvenile Detention Facility (JDF). Both of the GHCS and the JDF programs are fully accredited by the Western Association of Schools and Colleges (WASC). Our equity-focused program provides students with access to standards-based instruction, intervention support and full access to the curriculum. Our relationships with parents and community partners further demonstrates the inclusive and supportive design of our program. Our student-centered program is designed to provide students with the social-emotional and academic tools necessary to support them with their future academic, career and life goals.

Students enrolled at GHCS are referred from the Fairfield-Suisun Unified School District (FSUSD) and the Vacaville Unified School District (VUSD). The alternative education schools serve students in grades 7-12 who have been expelled, referred by the Solano County Probation Department (Probation), or are recommended by a Student Attendance Review Board (SARB). The program is overseen by the Director of Student Services, Equity and Support Services, who manages the program's overall operations. Additionally, the Program Administrator of Educational Options provides school site leadership focused on curriculum and instruction and monitors the overall operations of the schools. Starting August 2019, the school also began serving a small number of students expelled by the Vallejo City Unified School District (VCUSD). Students in the programs are enrolled for one semester to one calendar year. The cumulative number of students served over the entire 2019-20 school year reached 119 students. Prior to school closures related to the COVID-19 pandemic, the distance learning option at GHCS included a blended instructional model where students attended once per week. During the 2019-20 school year, the distance learning program served a total of 53 students with an average enrollment of 25 students.

The Evergreen Academy for incarcerated high school students is operated in collaboration with the Solano County Probation Department. During the 2019-20 school year, we served a daily average of approximately 22 students in three classrooms. The majority of these students were credit-deficient and required credit recovery with specific grade level instruction. The instructional program focused on providing students with courses that allowed them to progress toward graduation through the online program, Edgenuity.

During 2019-20, our programs employed a total of six general education teachers, a Career Technical Education (CTE) teacher, four Para-Educators, and a Resource Specialist teacher serving students with disabilities. Special Education related services for GHCS students were provided by SCOE staff and the referring district. Through Local Control and Accountability Plan (LCAP) funding, we supported the social-emotional needs of foster, homeless, expelled, low income, and English learner (EL) students by employing two Student Support Specialists (SSSs). The SSSs provided social-emotional learning supports, anger management programs, and supported implementation of individual student transition plans. In addition, more intensive social-emotional wellness counseling was provided by a licensed Clinical Wellness Specialist. SCOE provided transition case management for students exiting JDF and returning to their schools of residence. Additionally, the Solano County Probation Department provided mental health services at JDF.

SCOE has included comprehensive college and career readiness instruction and work-based learning services as part of the Juvenile Court and Community School (JCCS) programs. Students at JDF completed college classes both online and in person through a partnership with Solano Community College. College counselors also supported students in their college planning as well as provided strategies for funding a college education. In addition, SCOE provided Work-Ready! certification and Safe Food Handler certification at both sites. In 2019-20, in partnership with Solano County Probation, SCOE established an Introduction to the Construction Trades class which served high school students and graduates. SCOE created a MakerSpace Lab at GHCS that supported Project-Based Learning, where weekly robotics instruction and hands-on learning opportunities were offered.

SCOE alternative education schools predominantly serve male students of color. Seventy-nine percent of students identify as African American or Latino. During the 2019-20 school year, SCOE served 15 students classified as English learners. Approximately one third of the students qualified for special education services. The student demographic data highlights the need to provide comprehensive academic, social-emotional, and behavioral interventions that address the unique needs of the student population. The student demographic data was as follows:

- African American 40%
- Latinos 39%
- White 17%
- Native American 1%
- Filipino 1%
- Pacific Islander 1%
- Multi-race 1%

Due to school closures related to the COVID-19 pandemic, all SCOE programs transitioned to a distance learning delivery model beginning in March 2020. All students received a Chromebook and a MiFi devices was also provided for families who did not have reliable internet access. Distance learning instruction included teacher-student interactive work on the Edgenuity and Google Classroom online platforms. In order to ensure consistent communication and encourage student engagement, teachers met with students weekly. Multiple attempts were made to contact families via phone, email, or United States Postal Service when students did not regularly participate in distance learning activities.

Stakeholder Engagement

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

The JCCS administrative leadership team focused on ensuring stakeholder input was central to the development of the Learning Continuity and Attendance Plan. The SCOE stakeholder engagement process was held during June and July 2020. Four stakeholder engagement meetings were held with the GHCS, Evergreen Academy School, Solano County Probation, SCOE's foster and homeless youth, and with noncustodial parents. The SCOE stakeholder engagement process also included consultation with representatives from SCOE staff bargaining units. Outreach efforts included individual phone calls to each student and their family in JCCS by the SCOE Program Administrator of Educational Options. The Program Administrator also conducted a Google online survey with each student/family designed to solicit stakeholder feedback. English-Spanish translation was available throughout the stakeholder engagement process with all groups via the use of Language Line. Additionally, in June 2020, the COVID-19 Operations Written Report, which included the implementation of the JCCS distance learning proposed plan was presented to the County Board of Education members at the SCOE board meeting.

[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 a Zoom meeting which could be accessed by a personal electronic device or telephone. The Language Line provided translation services and opportunities for non-English speaking stakeholders to participate in any stakeholder meeting.

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

Four stakeholder engagement meetings specifically addressed the concerns and needs of JCCS students, families, and staff. Each stakeholder engagement meeting included a presentation of possible options for reopening school buildings with an on-site instruction model, a hybrid model, and a full distance learning model for the 2020-21 school year. The presentations highlighted the recommendations for school reopening provided by the Centers for Disease Control (CDC), California Department of Public Health (CDPH), the California Department of Education (CDE), and the Solano County Public Health (SCPH) Department. The stakeholder engagement meetings provided an opportunity to solicit input relative to the distance learning and in-person school options. All families within the JCCS program were contacted individually for a one-on-one discussion of individual needs for the 2020-2021 school year. SCOE administrators received comprehensive input from stakeholders which supported the identification of potential challenges and influenced the development of priorities. Each level of stakeholder engagement provided the essential input necessary to develop a comprehensive plan to address the needs of all students.

Stakeholder Feedback highlighted the following priority areas:

1. Provide daily engaging and robust instruction.
2. Provide access to technology devices.
3. Provide access to WiFi/internet.
4. Provide online instructional resources and virtual platforms.
5. Provide daily interaction and instruction between staff and students.

6. Provide trauma-informed professional learning and individual outreach and counseling supports that will address the mental health/social-emotional needs of students.

The stakeholder feedback provided administrators the tools necessary to develop goals, actions, and services that focus on creating a rigorous virtual learning environment. Stakeholder input highlighted the need to ensure students are provided an opportunity for daily interaction with teachers and staff and supportive and strategic mental health services. SCOE will utilize universal school-wide interventions such as social-emotional learning curriculum, trauma-informed practices, and mindfulness practices to address and support student social and emotional well-being. Prior to COVID-19, state and local Foster Youth Services agencies and the SCOE Foster Youth Liaison, identified the need for foster youth to have access a multi-tiered level of mental health services based on traumatic experiences before and during placement in the foster care system. Due to COVID-19, foster youth have an increased need for mental health supports and trauma-informed approaches. Recommendations from stakeholders for additional professional learning related to trauma-informed care is consistent with the recommendations from the foster youth agencies.

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

Rigorous academic instruction, access to technology and internet, and mental health services are priorities that influenced the development of the Learning Continuity and Attendance Plan. Families and students identified the ongoing need for technology devices, daily interactions with their teachers, individual meetings, and daily instruction as top priorities. As a result, all JCCS students will continue to receive a Chromebook, families and students will receive technical support to access the virtual curriculum, and families without internet will receive a MiFi device. Additionally, all students will have access to a multi-tiered continuum of social-emotional and mental health services.

The stakeholder engagement activities identified that students and families had a varied level of concern with returning to in-person instruction. Based on input, 60% of students and families expressed concern with returning to school for in-person instruction for the start of the 2020-21 school year. Additionally, 20% of SCOE families felt somewhat comfortable returning to in-person instruction and 20% identified being comfortable returning to in-person instruction. When asked if the families and students were comfortable with the use of personal protective equipment (PPE), 57% stated they were very comfortable with the use of PPE, while 43% did not feel comfortable with the use of PPE.

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.]

SCOE JCCS administrators and staff are preparing to resume in-person instruction for all students when allowed by the state mandates. Currently, Solano County is mandated to provide virtual learning due to the fact that the county is on the state's COVID-19 watch list. SCOE will begin the 2020-2021 school year by providing targeted instruction to all students in a virtual learning environment that includes additional intervention support for students who are at a higher risk of continued learning loss. The SCOE instructional plan is focused on ensuring students have access to a comprehensive and rigorous instructional program that meets the needs of each student. A multi-tiered continuum of services will be provided to students who may have experienced, or are at greater risk of experiencing, learning loss due to the interruption of in-person instruction as a result of COVID-19.

SCOE is committed to ensuring the safety of students, parents, and staff members. In order to begin the process of resuming in-person instruction, SCOE will follow mandates and guidance from the California Department of Public Health (CDPH), California Department of Education (CDE), and Solano County Public Health. SCOE JCCS programs will adapt to all state and local mandates and update the phased reopening plan accordingly. The current phased reopening plan includes the following:

- Individual students can come to campus for scheduled appointments with staff for one-on-one meetings for the purpose of assessment, intervention, or service provision.
- Daily check-ins with students while following CDPH, CDE, and public health guidelines.
- Small group instruction will be offered, when possible, following CDPH, CDE, and public health guidelines.
- Rigorous robust academic instruction with intervention support.
- The Director of Student Services, Equity and Support Services and the Program Administrator of Educational Options will provide oversight to all instructional programming and professional learning.
- Star Renaissance assessments in Reading and Math will be implemented for the specific purpose of providing daily monitoring and analysis of student progress. The Director of Innovative Programs and Student Success will oversee the implementation of this

program. As SCOE moves into a virtual learning platform for the 2020-2021 school year, we will use consistent learning management systems to support online learning, such as Google Classroom, Edgenuity, and Renaissance Learning.

- Individual Education Program (IEP) meetings will take place via Zoom, or in person, as appropriate, while following CDPH, CDE, and public health guidelines.
- The College and Career Readiness (CCR) Vocational Specialist will provide job related learning skills following CDPH, CDE, and public health guidelines.
- The College and Career Assistant Director will support the implementation and delivery of high-level Career Technical Education (CTE) including the implementation and provision of instruction for the Construction Trades Program following CDPH, CDE, and public health guidelines.
- The Program Manager of Workforce Development will support and supervise the Vocational Specialist to ensure the provision of services following CDPH, CDE, and public health guidelines.
- Social-emotional support designed to promote full participation with classroom instruction by addressing the well-being of our students (see Mental Health and Social Emotional Well-being section for more details) will be provided following CDPH, CDE, and public health guidelines.
- SCOE will implement plans and protocols to provide for the safety of students and staff, including but not limited to campus access, hygiene practices, protective equipment, physical distancing, and cleaning and disinfecting surfaces and buildings to ensure physical health and safety in school facilities and vehicles.
- Strong student and parent engagement and outreach strategies will be implemented by all JCCS staff.
- High quality professional learning will be provided using a variety of on-line platforms, and in person, as appropriate following CDPH, CDE, and public health guidelines.

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

Description	Total Funds	Contributing
Student Wellness Specialist, who is a licensed clinician, will provide multi-tiered level of mental health services to include screening, assessment and direct services including foster youth, English learners and low-income students.	\$75,320	Yes
Student Support Specialist will provide multi-tiered academic support, along with mental health support to include daily check ins, identification of needed community resources including foster youth, English learners and low-income students.	\$13,9000	Yes
College and Career Readiness Vocational Specialist will provide activities and services that support students in career exploration and attaining work readiness skills.	\$56,000	Yes
Assistant Director, College and Career Readiness, will support the implementation and delivery of high-level Career Technical Education.	\$64,000	Yes
Program Manager, Workforce Development, will supervise the Vocational Specialist, and based on students' needs, will provide additional resources and co-enrollment into other supportive programs.	\$12,200	Yes
Director, Innovative Programs and Student Success, will oversee the implementation of monthly academic assessment programs, and the annual assessments of English learners.	\$23,600	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, all JCCS students will receive virtual instruction through the use of individual Chromebooks at the beginning of the 2020-2021 school year. The Edgenuity online learning platform will be utilized to provide instruction for all academic courses. Each student will be enrolled in the appropriate Edgenuity courses based on grade level or as required for progress toward high school graduation. This will allow the students full access to all curriculum remotely. Edgenuity will also be utilized for credit recovery and to access elective courses throughout the school year. Whether SCOE provides an in-person learning environment,

or distance learning instructional model, Edgenuity will provide curriculum that will meet the student's individual learning plan. The GHCS students will also be given a log-in for Google Classroom access. The Director of Student Services, Equity and Support Services and the Program Administrator of Educational Options, in collaboration with teachers and support staff, will address the academic and social-emotional needs of students. Daily scheduled virtual lessons, provided by the classroom teacher, and daily scheduled small group instruction, will ensure a robust and rigorous online learning environment.

The Director of Innovative Programs and Student Success and the Director of Student Services, Equity and Support will provide professional learning for teachers to assess student academic needs and support virtual learning. JCCS administrators will research the use of NWEA (Northwest Evaluation Association) Map Skills which would allow teachers to gain accurate and detailed insights into the academic levels of their individual students throughout the school year. As we move into a virtual learning platform for the 2020-2021 school year, we will use SCOE's learning management systems to support online learning, such as Google Classroom, Edgenuity, and Renaissance Learning.

The Student Support Specialists will meet weekly with students one-on-one, as they review student transcripts, individual learning plans, and student progress. Outreach to families will be provided via Zoom or by phone. Academic information, attendance, and other relevant data will be collected and analyzed to determine the efficacy of strategies outlined in the plan to support student learning.

SCOE's approach to student engagement through the distance learning program will include a three-tiered Attendance Plan which is addressed in the Pupil Engagement and Outreach section of the document. The School Attendance Liaison will provide attendance monitoring, ongoing support, and follow up when/if students are not engaging in their learning.

The Assistant Director of College and Career Readiness will support the implementation and delivery of high-quality Career Technical Education (CTE). The Assistant Director will support the Construction Trades Program courses by supplying curriculum to engage students in exploring and preparing for a career in this field. Support will be provided directly to the Construction Trades teacher with professional learning, classroom observations, and professional feedback. Professional learning areas will include classroom management, CTE pathway structures, course implementation and curriculum support. The Assistant Director of College and Career Readiness will support the implementation of the pathway to be effective in engaging and preparing students for roles post-graduation.

The Program Manager of Workforce Development will support and supervise the Career and College Readiness Vocational Specialist. The Program Manager will provide additional resources and co-enrollment into other supportive programs such as the Department of Rehabilitation, Transition Partnership Program, WorkAbility I, and Workforce Innovation and Opportunity Act (WIOA) Out of School Youth Program based on the individual needs of students. Additionally, the Vocational Specialist will provide learning skills through Google Classroom that has been referenced in the In-Person Instructional section.

All JCCS students will receive a behavioral health screening, via a virtual platform, to more fully understand the social-emotional and wellness needs at the start of the school year. The screening process will take place again mid-year. A mental health clinician will review the screening with the student and make appropriate referrals and connections with the student/family as appropriate. SCOE will have a licensed clinician or clinical intern, provide individual and group counseling to students. The clinician or clinical intern will link the student/family to the needed service when a higher level of care is identified. SCOE currently has a School Wellness Center on campus available to JCCS students. In light of COVID-19 pandemic, strategies to encourage wellness will be created for students to access virtually. SCOE shares

apps, websites, articles and informative videos on the SCOE website as a resource for students and their families. SCOE is also currently in partnership with outside organizations to develop and maintain a wellness website for teachers and school staff. The resources available on this virtual site will be regularly disseminated to staff. SCOE has a long-standing partnership with Solano County Behavioral Health, Solano County Public Health, Solano County Child Welfare, local health care agencies, and many community-based resources. SCOE will continue to collaborate with partner entities through community partner meetings, committee meetings, and individual communication which strengthen these partnerships. Whenever possible, resources offered by partners will be leveraged to support the needs of SCOE staff and students.

Access to Devices and Connectivity

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

All students will have access to a personal device (Chromebook) and a personal MiFi, if needed. Families will also receive support with accessing these devices in their homes, if necessary. Currently, it has been identified through the stakeholder process that 70% of JCCS students have access to a device in their home, and 90% have access to WiFi in their home. For those students who may not have access to one or both of these digital components, SCOE is prepared to provide a device (Chromebook) and MiFi to students, if needed. One hundred percent (100%) of all students that attend Evergreen Academy have access to a device, WiFi, and their online learning portals.

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 each school day will be expected by all students and staff. Student attendance will be closely monitored to ensure that students are receiving adequate access to the curriculum. The SCOE instructional 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 live daily larger group instructional sessions a minimum of three (3) days per week. The other two days will allow for live individual student and teacher check- in meetings or small group intervention sessions.
- Attendance will be monitored closely. Follow-up calls, emails or text messages will be sent to students who are absent.
- Outreach to families will be conducted on a regular basis in order to promote continued relationships with SCOE 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 as the three programs provide instruction to students via distance learning. Edgenuity training will be provided to all JCCS teachers at the start of the year as a refresher for seasoned teachers and as an introduction to any newly

hired staff to promote implementation of the curriculum. JCCS teachers will participate in on going professional learning videos, accessed online through recorded modules and Zoom professional learning training. Teachers will also receive on-going training with the use of Google Classroom. Professional learning will include Universal Design for Learning (UDL), Creating a Robust Distance Learning Classroom, Suicide Prevention and Intervention, Trauma-Informed Practices, Attachment-Informed Practices, Commercially Sexually Exploited Youth Identification and Engagement Strategies, Working Through a Lens of Cultural and Linguistic Appropriate Strategies, Mental Health First Aid, and Responding to COVID-related Mental Health Needs, etc. Professional learning will be offered virtually, and when possible, in person.

Staff Roles and Responsibilities

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

The roles and responsibilities of SCOE staff members have been adjusted in order to promote equitable student access to the core curriculum and wellness supports. Given the context and ever-changing needs and conditions, SCOE will continue to shift and adjust practices in order to be responsive in support of students. Some examples include:

INSTRUCTION AND RELATIONSHIP BUILDING

A. Teachers

- Lessons are designed to engage students and promote continued connections with students and their families in the absence of in-person instruction.
- Teachers will engage with weekly lessons taught via Zoom. Students will receive instruction that mirrors the same type of in-person teaching that they would receive in a traditional classroom setting. Chromebooks and MiFis will be provided to students and staff members in need of technology.
- Students and teachers will communicate daily. The primary mode of communication between the students and teachers will be through Zoom and telephone calls.
- The use of printed materials will be provided if requested by the student, but will not serve as the primary mode of SCOE's instructional delivery.
- Teachers will provide weekly schedules and lesson plans to the program administrator.
- Teachers will assess student progress through the use of the Star Renaissance assessment, Edgenuity assessments, weekly assignments, projects, and group discussions.
- Teachers will monitor the attendance and participation of all students daily.
- Staff members will participate with professional learning that supports the use of SCOE's online curriculum materials, lesson planning, and Positive Behavioral Intervention and Supports (PBIS).

B. Program Administrator of Educational Options

- The Program Administrator of Educational Options will engage staff members with weekly check-in meetings virtually in order to discuss student progress and assist with the design and implementation of lessons.
- Communication with students and families will take place via regular mail, phone calls, text messages, Zoom meetings and when needed, home visits.

WELLNESS AND AUTHENTIC PARTNERSHIPS (Staff/Family/Solano County Districts/Community Partnerships)

C. Student Support Specialists (SSS)

- SSS will outreach to families will be provided via Zoom or by phone.
- SSS will collect academic and engagement data that will be reviewed with the Program Administrator of Educational and Director of Student Services, Equity and Support Services on a weekly basis.

D. Student Attendance Liaison (SAL)

- SAL will provide communication with all Solano County school districts via Zoom.
- All in-person meetings between JCCS families and the SAL will take place via Zoom.
- The SAL will increase support with JCCS attendance and engaging those students and families that are not engaging online.
- SAL will collect weekly attendance data that will be reviewed with the Program Administrator and Director of Student Services, Equity and Support Services.

E. Office Staff/ Support Staff Members

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

F. Professional Learning

- All staff members will engage with professional learning sessions that are presented via Zoom. Staff members will be provided with opportunities to engage with professional learning sessions that are self-paced along with group sessions.

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 school, by their respective special education teacher/Resource Specialist teacher, who will provide students their individual services via Zoom. The special education teacher and related service providers will meet via Zoom at a pre-scheduled day and time to provide individualized special education services virtually to students attending Evergreen Academy and GHCS-Fairfield. The GHCS-Vacaville Special Education Program is managed by the Vacaville Unified School District Special Education Department.

The SCOE JCCS English learners population represents a small portion of the total student population. English learners will be provided with Specially Designed Academic Instruction in English (SDAIE) focusing on a teaching approach intended for instructing various academic

content in English with learning scaffolds and support. Teachers will also provide support to English learners by incorporating both Designated and Integrated English Language Development (ELD) into their daily instruction.

All enrolled students will receive a behavioral health screening via Zoom at least twice per year. A mental health clinician will review the screening with the student and make appropriate referrals and connections to the student/family when appropriate. SCOE will have a licensed clinician (and potentially an intern) assigned to screen for behavioral health issues and to provide individual and group counseling to students virtually or on-site. When a higher level of care is necessitated, the clinician will link the student/family to the needed service. The entire plan for Mental Health Social and Emotional Well-being is addressed in that corresponding section of this document.

The Foster and Homeless Youth Services programs will provide foster youth and students experiencing homelessness with school supplies and other resources, as appropriate. In addition, SCOE will continue to collaborate with Foster and Homeless Youth Services programs to identify and respond to the changing foster youth student needs and address their barriers to education.

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

Description	Total Funds	Contributing
Student Attendance Liaison will provide oversight and support with students not engaging in the digital learning format, or for students not attending school.	\$65,810	Yes
Director of Student Services, Equity and Support will provide oversight with the JCCS program and support to ensure students have access to a full curriculum of substantially similar quality regardless of the method of instruction.	\$69,100	Yes
Student Support Specialists - shared expense with in-person learning and pupil learning loss.	N/A	Yes
Director of Innovative Programs and Student Success - shared expense with in-person learning and pupil learning loss.	N/A	Yes
Assistant Director of College and Career Readiness - shared expense with in-person learning and pupil learning loss.	N/A	Yes
College and Career Vocational Specialist - shared expense with in-person learning and pupil learning loss.	N/A	Yes
Renaissance is the current assessment tool used to evaluate and analyze students' academic progress on a monthly basis.	\$6,850	Yes

Description	Total Funds	Contributing
Edgenuity is the current online academic system to allow for credit recovery and progress toward high school graduation requirements.	\$14,700	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.]

In order to mitigate the interruption of instruction during the 2020-2021 school year, SCOE will implement the use of Chromebooks for all JCCS students. These devices will be utilized to support instruction and continue the connection between the teachers and their students.

The following strategies detail the actions that have been or will be taken to support all learners:

2019-2020 School Year

*English Language Arts - Students participated in online instruction and were assessed through the Star Renaissance Reading Program. Student assessment data was also collected and analyzed through completed classroom assignments, projects, and discussions.

*English Language Development - All English learners were provided access to Specially Designed Academic Instruction (SDAIE) instructional strategies to support their access to the online curriculum. These strategies included: graphic organizers, directed reading, brainstorming, and reflections. SCOE English learners were also provided evidence-based practices and instructional strategies incorporated into the Edgenuity program.

*Mathematics - Students participated in online instruction that supported them with accessing the mathematics curriculum online. Staff utilized Star Renaissance Math to assess and analyze student of comprehension of mathematical concepts.

*Teachers engaged their students in one-on-one weekly meetings to address their academic and social-emotional needs.

*Credit Recovery - Students were engaged with the Edgenuity credit recovery program. Students were afforded the opportunity to gain credits in English Language Arts, Mathematics, and other core content areas.

*Assessments - Star Renaissance Reading, Math and Edgenuity were implemented throughout the school year.

2019-2020 Extended School Year

SCOE Summer 2019-2020 Extended School Year (ESY) Program was designed to support students with credit recovery in English Language Arts, Mathematics, and additional core content areas as needed. SCOE's ESY program was designed to support the varied needs of all learners. Students engaged in weekly meetings with their teachers to review their academic progress. The one-on-one sessions were designed to provide students an opportunity to engage with their teachers and receive additional support when needed. Students in need of intervention were provided with additional support and instruction while extension assignments were provided to students working at or above grade level. The utilization of Edgenuity supported all learners and incorporated specific strategies for all English learners.

2020-2021 School Year

Given that Solano County is on the state COVID-19 watch list, distance learning will be the primary model of instruction as the 2020-2021 school year begins. Additionally, as health conditions change and under the guidance of the Public Health Officer, SCOE looks forward to the opportunity to shift to a hybrid model and ultimately an in-person, in-school model of instruction. Distance learning will be supported in the following ways:

- English Language Arts - In the distance learning and hybrid models, students will receive daily small group instruction sessions via Zoom. Teachers will teach and engage students with lessons that support their reading comprehension, writing, analytical thinking and speaking skills. Lessons will be standards-based and provide students with access to instructional strategies such as Guided Reading/Literature Circles, vocabulary development, journal writing, making meaning, independent reading, and group reading. Student assessment data was also collected and analyzed through completed classroom assignments, projects, and discussions.
- Assessments - Star Renaissance Reading, Math and Edgenuity will be implemented throughout the 2020-21 school year.
- English Language Development - SCOE's English learners will be provided access to Specially Designed Academic Instruction (SDAIE) instructional strategies to support their access to the curriculum. These strategies include: graphic organizers, directed reading, brainstorming, and reflections. Teachers will also provide support to English learners through incorporating both Designated and Integrated English Language Development (ELD) into their daily instruction. In addition, teachers will incorporate evidence-based practices and instructional strategies into the Edgenuity program. English learners will also receive support with their mathematics instruction through the use of online manipulatives (computer programs that provide math supports), mathematical vocabulary banks which gives English learners words and phrases that support them with their mathematical thinking, and group instruction with their peers in order to support their English language proficiency.
- Mathematics - During the distance learning and hybrid models, students will receive daily small group instruction sessions via Zoom. Teachers will engage students in lessons that support mathematical concepts and computation, and analytical thinking
- Professional Learning - Teachers will engage in professional learning sessions that provide targeted support for lesson planning and implementation of standards-based instruction, English learner support, and analysis of student data. Analysis of student data will assist teachers with designing engaging standards-based lessons that assist students with learning and ensure academic proficiency. JCCS monthly staff data talks will further support student data analysis and influence the instructional strategies utilized in all classrooms. These actions support SCOE's efforts to promote equitable classrooms and support students who have experienced academic learning loss.
- The JCCS student enrollment is currently comprised mainly of students who are new to the school. Students will receive both academic and mental health screenings in order to provide the school staff with a detailed profile of individual student needs. SCOE's goal is to meet both the academic and social-emotional wellness needs of all students.

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.]

SCOE's instructional program includes differentiated instructional strategies that support the diverse academic needs of the JCCS students. The student assessment data serves as the feedback for both teaching and learning. In order to effectively implement and monitor student learning through an equity focused lens, the following strategies will be utilized:

- **English learners:** Teachers will provide lessons for English learners that develop the use of and proficiency in all academic subjects. SCOE teachers will engage students with lessons and resources such as visual aids and manipulatives that assist them in understanding the content being taught. Skills such as higher order level thinking skills, questioning techniques, integrating listening, speaking, and writing across the curriculum will also be utilized. Students will have opportunities to work with teachers in one-on-one sessions. SCOE's Edgenuity program includes effective supports that further complement the English Language Development daily instruction.
- **Low-Income Students:** SCOE JCCS students are primarily designated as being low income. Access to the core curriculum and additional instructional intervention supports will assist all 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. Additional support will be provided to all students and their families through the support of our Student Support Specialists (SSS). Students and their families will receive support with basic needs such as food and other community resources. Social-emotional support services will also be provided to JCCS students to assist them with accessing the curriculum and support them with the basic necessities needed in their personal lives that affect their ability to participate in school.
- **Foster/Homeless Youth:** SCOE students who are in foster care, or experiencing homelessness, will receive the necessary intervention supports to bridge the gap in their learning including one-on-one instruction, small group instruction, and targeted intervention. Additional outreach to all foster families and social workers will contribute to SCOE's goal of providing rich instruction and social emotional support. Continued engagement with and outreach to our students and their foster families or social workers will further promote a "wrap-around" support system that focuses on the specific needs of students in the JCCS programs.
- **Pupils with Exceptional Needs:** SCOE students with exceptional needs will have access to the core curriculum along with individualized supports according to their Individualized Education Program (IEP). The general education teacher and the special education teacher will work collaboratively to design instructional supports and interventions that assist students with exceptional needs in accessing the core curriculum. SCOE's IEP teams will review the goals for students and work together to ensure that students are receiving the appropriate supports to assist them with learning.

- Classroom teachers will provide intervention support through an after school academic intervention program. Teachers will provide up to five hours per week of additional instruction beyond the regular school day for students who need intensive academic support. Students will receive targeted instruction designed to give them additional support with understanding core content.

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.]

SCOE staff will analyze data retrieved from the Edgenuity online portal, 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 and considered when adjusting individual student learning plans. The SCOE Program Administrator of Educational Options will meet with staff to support effective implementation of pupil learning loss strategies. Staff will meet to discuss students with identifiable learning loss and plan for ongoing interventions where the targeted need is identified.

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

Description	Total Funds	Contributing
Staff members will participate with professional learning sessions presented by Edgenuity. The professional learning sessions will focus on lesson planning, data analysis, support for English learners and intervention support.	\$3,000	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.]

In order to monitor and support the mental health and social and emotional well-being of students and staff during the 2020-21 school year, SCOE will engage in the following:

- A. SCOE will implement a system to connect with students and families to monitor social and emotional well-being.
 - SCOE will establish a weekly PBIS Tier 2 staff meeting to address system development and on-going monitoring of whole-school and individual student Social-Emotional Learning (SEL) needs.
 - SCOE will utilize staff that are experts in SEL and Positive Behavior Interventions and Supports (PBIS) to provide initial and on-going training to ensure fidelity of implementation.

- B. SCOE will assess, identify, and monitor the health and well-being of staff and students.
- At the start of the school year, and again at the mid-year, all enrolled students will receive a behavioral health screening via Zoom and personal phone calls. A mental health clinician will review the screening with the student and make appropriate referrals for the student and family when appropriate.
 - The PBIS Tier 2 team will continuously address the needs of students and refer for a behavioral health screening or higher level of service when needed. The SCOE clinician will receive the referral in a timely manner (no more than 72 hours) and address the identified need.
- C. SCOE will support mental health and social and emotional well-being of pupils and staff during the school year.
- SCOE will have a licensed clinician (and potentially an Intern) assigned to screen for behavioral health issues and to provide individual and group counseling to students virtually or on-site. When a higher level of care is necessitated, the clinician will connect the student and family to the needed service.
 - The Student Wellness Specialist will provide on-going social emotional learning support via whole classroom instruction.
 - Clinicians will provide mental health and stigma reduction 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 and May for Mental Health Awareness Month.
 - Staff mental health needs will be addressed by providing professional learning on topics related to vicarious trauma and the impact it has on each individual.
 - Resources will be made available to the staff through the Employee Assistance Program (EAP).
 - SCOE is currently in partnership with a local health care agency to develop and maintain a wellness platform for teachers and school staff. The resources available on this virtual site will be regularly disseminated to staff. Specific topics will include Adapting to Change and Uncertainty, Self-Care, and Stress Management.
 - SCOE will utilize universal school-wide interventions such as social-emotional learning, trauma-informed practices, and mindfulness practices to address and support student and staff social and emotional well-being.
 - SCOE will continue to develop their PBIS strategies to address the Tier One Universal needs of all students. School-wide expectations will be set, taught, encouraged, and rewarded when they are followed by staff and students.
 - SCOE currently has a School Wellness Center on campus. In light of the COVID-19 pandemic, strategies to encourage wellness will be created for students to access virtually. SCOE will share apps, websites, articles and informative videos on the SCOE website as a resource for students and their families.
 - SCOE staff, clinicians and outside contractors will be utilized to employ social-emotional learning, trauma-informed, and mindfulness strategies.
- D. SCOE will engage community-based and local government partners in supporting the mental wellness of staff and students.
- SCOE is currently intricately connected with County Behavioral Health, County Public Health, Child Welfare, local health care agencies and many community-based resources. SCOE will continue to interact with these entities via community partner meetings, committee meetings, and one-on-one engagement strategies. Whenever possible, resources offered by these entities will be leveraged to support the needs of SCOE staff and students.

- E. SCOE will provide professional learning related to mental health and wellness to staff.
- Professional learning will include, but is not limited to: Suicide Prevention and Intervention, Trauma Informed Practices, Resilience, Attachment Informed Practices, Commercially Sexually Exploited Youth Identification and Engagement Strategies, Working Through a Lens of Cultural and Linguistic Appropriate Strategies, Mental Health First Aid, Responding to COVID-19 Related Mental Health Needs. Professional Learning will be offered virtually, and when possible, in person.
 - Monthly consultation sessions with the assigned SCOE clinician will occur, aligned with the PBIS Tier 2 needs that are identified for each student.
- F. Resources will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.
- All of the above-mentioned resources will be utilized. There will be material that can be disseminated, accessed, and consumed according to an individual's/family's comfort level. Specific mental health resources and interventions will be provided via the Student Support Specialists and Clinician to address the impact of COVID-19 on the school population at the community, whole-classroom, and individual student level.
 - A virtual trauma-informed professional learning session will be offered county-wide and will include SCOE staff. The professional learning will address trauma and the effect of COVID-19 on at-risk student populations and provide strategies to support students and staff well-being.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

SCOE's instructional program is designed to promote and encourage full participation from all students and their families. SCOE's approach to student engagement through their distance learning program includes the following components:

I. Three-Tiered 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: Attendance Liaison will attempt to reach out to family and all emergency contacts. SCOE staff will document all communication with the family or emergency contacts.

Tier 2:

6th-7th day of absence: The Program Administrator of Educational Options will reach out to the family and send a letter of concern for non-participation. SCOE staff will document all correspondence.

Tier 3:

8th-10th day of absence: SCOE staff will conduct a socially-distanced home visit following the guidelines by the federal and state health officials. SCOE staff will leave written communication at the residence requesting that immediate contact be made with the Program Administrator of Educational Options or Student Attendance Liaison. SCOE staff will document this visit and parent correspondence letter in the student's file.

II. Instructional Engagement

SCOE teachers will provide instruction that engages students and promotes daily participation. Small group video lessons will provide an additional layer of continued outreach to students. SCOE staff, teacher and student meetings will further assist with outreach to all students and with identifying the specific areas in the curriculum where students are in need of more specific support. SCOE's interactive distance learning program will assist with mitigating the number of students who advance from the Tier 1 Attendance level to Tier 2 and beyond.

III. Communication- Students/Parents

Students will actively participate in engaging instruction and will meet with their teachers regularly. Students will be reminded of the expectations for them as learners which includes daily attendance, participation, and completion of all assignments, assessments, and projects.

Parents will receive correspondences from their child's school on a weekly basis through newsletters, phone calls and virtual meetings. These correspondences will be translated to provide equitable access for all families. SCOE will utilize the services of the Language Line to engage in conversations, utilizing the family's primary language, for those who speak languages other than English. The Language Line service provides live interpreters who will assist SCOE staff with communicating with all stakeholders.

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.]

Throughout the 2020-2021 school year, meals for students will be provided by their district of residence, while the meals at Evergreen Academy will be provided by Solano County Probation. During the period of school site closures, meals are available for all students at distribution sites within their school districts of residence. SCOE will be actively communicating with their partnering districts for updates related to child nutrition.

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
5.49%	\$359,104

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.]

Many students identified as foster youth, English learners or low-income, experience an array of challenges and are at a higher risk for trauma, dropping out of high school, lack of stability and significant mental health issues. As a result, SCOE prioritizes the needs for these students. Due to COVID-19, the staff has identified a greater need for these student populations.

- **English Learners:** Monitoring and coordination of the English learner program is critical to the successful implementation of a high-quality instructional program designed for students who are English learners. The implementation, monitoring and evaluation of the program will be the responsibility of the Program Administrator of Educational Options. Monitoring will ensure that each English learner is placed in an appropriate program of instruction and that their progress will be monitored and tracked. In addition, on an annual basis, the Program Administrator of Educational Options will conduct an evaluation to ensure that the English learner program is being implemented according to state and federal mandate[s]. During this process, the Program Administrator of Educational Options will ensure effective delivery of the instructional program for English learners by conducting classroom observations, either in person or virtually if necessary, and will provide feedback to SCOE staff members.
- **Low-Income Students:** SCOE has strong relationships with community partners that support low-income families and students. SCOE has staff co-located at Solano County Health and Human Services. SCOE works collaboratively with Solano County Behavioral Health on a variety of initiatives that support the mental health of the community. The collaboration has afforded SCOE the opportunity to provide JCCS students and families with additional resources to support their individual needs.
- **Foster Youth:** SCOE staff will provide services that support the educational needs of foster youth students through the collaboration with the Foster Youth Educational Planning Team (FYEPT). The FYEPT is comprised of school districts, Child Welfare Services, Solano County Probation, Courts, and Community Based Organizations. FYEPT was created as a part of the development of the Solano County Inter-Agency agreement. and meets bi-monthly to address the needs of foster youth. The membership has in depth experience and knowledge of SCOE's foster youth student population.

- Additional professional learning and support services will include:
- Providing professional learning, and technical assistance opportunities for all SCOE staff. Topics such Universal Design for Learning (UDL), Designing a Robust Online Classroom, Restorative Practices, Positive Behavior Interventions and Supports, Online Teaching, Edgenuity, Suicide Prevention, Mental Health Stigma Reduction, Commercially Sexually Exploited Children and other content specific trainings (Math, ELA, Science).
 - Providing expanded school-based wellness programs.
 - Focusing on cultural competency and stigma reduction with all staff members.
 - Participating in bi-monthly SCOE Foster Youth Services staff Tier 2 meetings.

These services and supports lead to increasing student achievement and social-emotional well-being by addressing potential barriers that many of the students encounter. Students are able to be more present in their learning and engage in the instruction that is more meaningful in addressing their needs when staff are well-informed and prepared to assist students with a range of learning and social-emotional needs. Students are better able to learn and grow when students feel that teachers and support providers understand them and work to build positive relationships. Trusting and supportive environments allow for greater opportunities for students to ask questions and gain the support they need in order to achieve short and long-term goals. The services and supports improve academic success, attendance, and student engagement within all JCCS schools.

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

SCOE services for all unduplicated students will include the following:

- Professional learning to support robust distance learning and focused intervention opportunities to target the needs of these learners
- Implementation of Tele-Health services
- Screening, assessing and implementation of mental health services
- Additional technology including but not limited to, Chromebooks and MiFis
- Development of a PBIS tiered system of supports
- Daily student check-in meetings
- Increasing the professional learning for all staff, including but not limited to, virtual trainings
- Expansion of wellness centers within all JCCS schools
- Intervention support provided through an after school academic intervention program

SCOE will work to implement a Multi-Tiered System (MTSS) framework that encompasses prevention strategies and problem-solving action steps that can be implemented to improve the academic, behavioral and social-emotional outcomes for students. The services outlined in the MTSS framework will promote increased levels of student achievement and support the emotional well-being of JCCS students. SCOE recognizes the importance of implementing a robust and rigorous academic program and comprehensive social emotional and mental health support.