



Learning Continuity and Attendance Plan Template (2020–21)

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

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General Information

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

The impact of the COVID-19 pandemic on San Benito County Office of Education (SBCOE) varied by program. The Juvenile Court program never closed to in-person instruction during the spring of 2020. This program serves some of our most vulnerable students and being able to continue their education in-person was one of our highest priorities. Working with our county probation department, staff was able to continue services uninterrupted. Due to the nature of the program and with the cooperation of the local health department, all mandated health and safety guidelines were followed and allowed for uninterrupted delivery of high quality education.

The SBCOE serves as the Local Educational Agency (LEA) for Pinnacles Court School, Pinnacles Community School, and Santa Ana Opportunity School. These three programs, operated by the SBCOE, were impacted by COVID-19, as many students and families had their routines and lives disrupted by job loss and schools shifting to distance learning. The LEA had to adjust the daily schedule offered for students, but felt it was important to have teachers on site. There was an increase in communication through phone calls, text messages, emails, and social media postings with parents during the spring due to COVID-19. It was critical that the LEA had current phone numbers and emails for students and parents so communication could take place. Targeted and individualized interventions were provided for academic and social emotional support. The stress experienced by many parents, some of whom were out of work due to the pandemic, also affected the students as they were no longer receiving in-person interaction with teachers and their peers. Many businesses have been affected in our area and have suffered financially due to the pandemic. Although many parents have returned to work, financially, families are still struggling. Although equity issues have always existed in the community, in-person instruction had assisted to level and address many of these issues. When the LEA transitioned to distance learning, the digital divide became more apparent especially in the areas of accessibility to devices and internet. To address equity issues, students who needed devices and connectivity were provided ChromeBooks and hotspots to access the internet. In the 2020-2021 school year, the LEA provided hotspots and chromebooks to all students. Clearly, the lack of social interaction with peers and the families having to deal with financial issues have been a part of the impact on the community. In addition, the uncertainty about COVID-19 and the shifting health guidance has also created anxiety among community members, school staff, students and parents.

Demographic data and program descriptions:

The SBCOE operates San Andreas Continuation High School through a Memorandum of Understanding (MOU) with the San Benito High School District (SBHSD). Pinnacles Court School serves incarcerated youth while Pinnacles Community School serves students in grades 7-12 who are on probation or who have been expelled from districts throughout San Benito County. Students may also be referred to Pinnacles Community School from their district of residence. As a result, the population is extremely mobile, and students often arrive at the school credit deficient. Enrollment based on 2019-2020 California Basic Educational Data System (CBEDS) data at Pinnacles Community School was 13 students. Of those, 13 (100%) of the students were unduplicated students. Pinnacle's Community School population consists of 100% low-income, 46.2% English Learners, 15.4% Migrant students, 23.1% students with disabilities and 0% foster youth. CBEDS Enrollment at Pinnacles Court School was 10 students, comprised of 100% low-income, 20% English Learners, 10% Migrant students, 30% students with disabilities and 0% foster youth. Of those, 10 (100%)

are unduplicated students

Santa Ana Opportunity School serves as an alternative education program for students up to the age of 16 who are referred to the school by their district of residence. Students are referred based on behavior, academics, and truancy. Santa Ana serves students through grade 9. Enrollment based on 2019-2020 CBEDS at Santa Ana Opportunity School was 10 students. Of those, 7 (70%) of the students are unduplicated students. Santa Ana's population consists of 70% low-income, 50% English Learners, 10% Migrant students and 0% students with disabilities.

San Andreas Continuation High School is part of the SBHSD and serves students ages 16 and older. The SBCOE operates San Andreas Continuation School through a MOU and is responsible for the instructional program for the school. However, San Andreas Continuation High School is considered part of the San Benito High School District for funding and reporting matters. Students are referred to San Andreas by San Benito High School for a variety of reasons, including truancy, academics, discipline concerns, and by parent request. San Andreas Continuation High School has a very mobile population, and students often arrive credit deficient. Enrollment based on 2019-2020 CBEDS at San Andreas Continuation High School was 88 students. Of those, 82 (93.2%) students are unduplicated students. The school population consists of 93.2% low-income, 29.5% English Learners, 8% Migrant, 0 Foster Youth, and 6.8% students with disabilities.

Projected enrollment for 2020-2021, at San Andreas Continuation school is about half of what it was in 2019-2020. We are expecting an estimated enrollment of 45 students. Santa Ana Opportunity School will open with an estimated enrollment of 11 students. Pinnacle's Court and Community Schools will open the school year with an estimated enrollment of 10 students.

Actions found in the LEA's Learning Continuity and Attendance Plans are funded from a variety of state and federal funding sources including but not limited to: SB 117 COVID-19 LEA Response Funds, Elementary and Secondary School Emergency Relief (ESSER) Funds, Learning Loss Mitigation (LLM) Funds, and the Corona Virus Relief Fund or Cares Act funds.

Stakeholder Engagement

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

The LEA reached out to stakeholders starting in March to the present through individual telephone calls, text messages to students and parents and Google surveys to gather and analyze data for the creation of the Learning Continuity Plan. We conducted these surveys last spring and continued to gather data through surveys in July, August, and September of 2020. During shelter-in-place, in-person meetings were not permitted. The results of surveys were tracked and individual phone calls were made to follow up so that each family had input into the plan. This information informed the LEA about what worked last spring and what did not work. All communication was translated into the home language to ensure that parents who spoke a language other than English could fluently interact with a staff member answering questions. The following is a summary of the surveys conducted:

Surveys:

Home Computer & Internet Access Survey

Administered on-line from March 19 to April 2, 2020. The survey asked parents/guardians for contact information including phone and email address, if their child could log onto the school issued Chromebook, and for a description of their technology access at home. 123 participants responded representing 78.8%. Note, those that did not respond to the on-line survey were contacted by phone to **ascertain** the information.

Weekly Check-In Survey

Administered on-line from March 23 to April 2, 2020. The survey asked parents and students about the social emotional and physical health of their family members. There was also

an opportunity for open ended questions. 93 participants responded representing 89.4%.

Re-Opening Survey

Administered on-line and over the phone from July 17 to July 22, 2020. The survey asked parents/guardians if their student had a device other than a smartphone or tablet, if the internet was accessible at home, and for questions and concerns. 37 participants responded representing 92.5%.

Remote Instructional Delivery Survey

Administered on-line from July 23 to August 3, 2020. The survey asked parents and students what is the best method of communication, what is the best time to communicate, was the amount of communication adequate, were teachers and staff accessible, did you and your student feel supported, comments and suggestions, what was challenging about distance learning, what changes could be made to address the challenges, what part of distance learning went well, what strategies were effective, and would you provide feedback for our plans for the upcoming school year. 40 participants responded representing 88.9%.

Lunch Program Survey

Administered on-line from August 6 to August 24, 2020. The survey asked parent/guardians if their child would need breakfast and lunch during distance learning, and if so would they prefer pick up or delivery. 44 participants responded representing 97.8%. Follow-up phone calls were made to families that did not respond on-line.

Student Survey

Administered on-line from to . The survey asked students to identify their needs, concerns, suggestions for improvement, and ideas for new program designs. 62 participants responded representing 84.9%.

Parent Meetings:

School Site Council (SSC) and English Learner Advisory Committee (ELAC) Meetings

A SSC and ELAC meeting will take place on September 16, 2020 to share the Learning Continuity and Attendance Plan (LCP) for stakeholder feedback and input.

Reopening Task Force

A Reopening Task Force was formed in July of 2020 so stakeholders including educational staff could provide input on the safe reopening of schools. This task force included teachers, paraprofessionals, secretaries, parents and administrators to ensure that input was gathered from a wide variety of stakeholders in the educational community. Two Task Force meetings took place via Zoom and translation services were available during those meetings. The task force focused on the analysis of survey results from parents and students, as well as guidance and input from behavioral health and the local health department. What we learned from our stakeholders informed the finalization of the plan.

Staff Input:

Re-Opening Survey

Administered on-line from May 4 to May 8, 2020. The survey asked SBCOE staff to indicate their concerns, suggestions, and ideas about returning to work safely. 48 participants responded representing 66.7%.

Staff Transition Back to Workplace Survey

Administered on-line from June 4 to June 23, 2020. The survey asked SBCOE staff for specifics about their worksites, and their priorities for a safe and structured return. 20 participants responded representing 27.8%.

Board Meetings:

August 13, 2020-the board received a copy of the LCP template and the SBCOE's initial draft of the as an report/information item.

September 10, 2020-Public Hearing and review of first draft of the LCP for the 2020-2021 school year.

September 24, 2020-Approval of the LCP.

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

A Zoom link was made available for participation in the public hearings. The link was emailed to all parents and made available online through Facebook and Twitter. Participants could call ahead to register to participate in the hearings and participate in the meeting utilizing their computer or phone. The surveys were key to our parent engagement as many parents work multiple jobs. The parents were sent the

link to complete the survey through text message, voicemail and email. Parents who did not complete the survey were contacted by phone to ensure their input. The multiple options for remote participation proved to further build our relationships with parents.

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

Upon analysis of our feedback in the spring we learned the majority of parents wanted their children to return to school. However, a subsequent summer survey indicated less than half the parents felt comfortable sending their children back to school. Parents had questions regarding how safety measures were going to be implemented. They understood that any face to face instruction would require students and staff to socially distance themselves while on campus and that face coverings would be required to be worn. Parents appreciated the fact that small cohorts of students would be created and teachers would rotate classrooms. Feedback on our options for remote participation indicated parents wanted us to continue with phone calls, emails and surveys. Parents also wanted up to date information about their child's performance.

Educational staff expressed a desire to continue the professional development activities and time to further develop lessons to better engage students and deliver content. Staff also expressed a need for administrative staff to continue to reach out to students and families when their efforts to connect with the students and parents were not enough. The mental health clinician, restorative justice coordinator and probation department, were added to the Google Classrooms so that they could stay connected with the students during distance learning, similar to what was happening with face to face instruction.

Survey Results

Home Computer & Internet Access Survey

- Can your child currently log into the Chromebook they have been using at school? 72% Yes and 28% No
- My family has internet access and a computing device at home to do at-home assignments. 65.3%
- My family does not have access to the internet at home. My child would need to have assignments that do not rely on the internet to complete. 9.1%
- My family has internet access but my child does not have access to a computer or similar device to do at-home assignments. 25.7%

Weekly Check-In Survey

- Our family is doing just fine, all are healthy. 87.7%
- We are struggling a bit with cabin fever, but we are doing okay. 9%
- We are sick, but we are doing okay at this time. 2.2%
- We are sick and need help. Please check in on us via phone or email. 1.1%

Re-Opening Survey

In response to the open ended questions, four themes emerged:

1. Concerns about getting sick
2. How to safely return to school
3. Internet connectivity and access to a device
4. Engagement and motivation

Remote Instructional Delivery Survey

What is the best way to communicate with you about student concerns and school updates?

- Text 92.5%
- Email 47.5%
- Mail 22.5%

Did you feel that communication from the staff was adequate during distance learning?

- Very good 70%
- Adequate 20%
- A little more communication would have been helpful 7.5%
- Not adequate 2.5%

Were teachers and staff accessible and responsive during distance learning?

-Yes 90%
-Average 10%
-No 0%

Did you and your student feel supported by staff, teachers, and administration?

-Yes 95%
-No 5%

What parts of distance learning did you and your student find challenging?

-Quality of learning 32.5%
-Time management 25%
-Difficulties with technology 42.5%
-Flexibility 7.5%
-Independence 27.5%
-Staying engaged 47.5%
-Missing friends 20%
-Family concerns 22.5%

What part of distance learning did you and your student find went well?

-Home and family needs 40%
-Fewer disruptions 47.5%
-Independence 35%
-Flexibility 45%

Lunch Program Survey

Will you need breakfasts and lunches for your student during distance learning?

-Yes 68.2%
-No 31.8%

If you will need meals, do you prefer to pick up your student's meals at the school? Or to have the meals delivered?

-Pick up 4.5%
-Delivered 63.6%
-Do not need meals 31.8%

Student Survey

98% of students feel their family wants them to do well in school.

82% of students say teachers treat students with respect.

79% of students report that if they are absent from school, a teacher or someone at the school notices that the student is not there.

78% of students felt that teachers are good at giving feedback that helps them learn.

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

Our parent stakeholders informed the LEA that electronic devices and internet connectivity would be important. Another key item that was important to parents was the ability to stay connected to the school and with their child's teachers. Specific information was gathered from parents about the best time to contact them, and what mode and the frequency of communication worked best. Parents and students indicated that the use of Google Classroom to access assignments and lessons worked both synchronously and asynchronously. The stakeholder feedback provided valuable information to the LEA on the development of the in-person instruction, hybrid model, distance learning model, and pupil engagement and outreach sections of our plan.

Reopening Plan link: https://www.sbcoe.org/files/user/26/file/Re-Opening%20Plan%20SBCOE%20Programs%207_30_20.pdf

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.]

Students will be assigned to classrooms where small cohorts will be formed to the extent possible. A six period day with 60 minute periods will be offered. Social distancing and the requirement of wearing face coverings will be expected for all students and staff who attend in-person classroom instruction. Active health screening will also be implemented daily for students and passive screening will be implemented for staff. These screenings include temperature checks and a series of safety questions will be answered by students and staff. Personal protective equipment such as face shields, face coverings, gloves, touch less thermometers and hand sanitizer will be provided at the point of entry and throughout the campus. Visitors are not permitted to enter the site. They must call the office and make an appointment and there will be one point of entry to the campus to ensure all students and any visitors are screened. Daily logs of all people who are on campus will be kept. All public health recommended signage has been posted at essential locations on the site. Classrooms will have student desks arranged that follow the health and safety guidelines. Students will be issued their own device, instructional materials or other instructional equipment or supplies which will not be shared. Daily cleaning will follow all industry grade standards. The LEA has created a schedule where staff move between classrooms instead of students.

The LEA has invested in the IXL and Edgenuity programs for assessment and online courses. Training has been provided for staff in these programs to better deliver instruction to students. These programs are designed to measure learning loss and pinpoint specific areas that students may be struggling in. A warm-up lesson to measure student's prior knowledge will be the norm this year followed by instruction and guided assessments. The model of "I do", "We do" and "You do", gradual release of responsibility will be the design for each daily lesson. The standards based instruction will be delivered to students using the Learning Management System (LMS), Google Classroom. All teachers using the same LMS will provide consistency for students across classrooms. This platform works with in-person and for distance learning instruction models. Another benefit of Google Classroom is that it allows for students that are absent to access the lessons and participate in the instruction. When in-person instruction resumes and students who are struggling academically are identified by established assessments, interventions will be available. These interventions may include, small group instruction, reviewing student individualized academic plans with students and parents, after school tutoring, Saturday Academy, and frequent check-ins with the school counselor. In addition, the LEA will ensure that parents have access to student academic progress through grades and progress reports and parents will be notified electronically when their student's grades would fall below a passing level.

The approved standards based curriculum will be used for both in-person and distance learning instruction models. This curriculum will not need to adjusted or modified if the LEA would move to distance learning as there are digital subscriptions and all textbooks and materials would be taken home. Social Emotional Learning activities would be embedded into each lesson. The chunking of instruction will be a strategy that will allow for teachers to frequently check for understanding and can be easily implemented into distance learning models.

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

Description	Total Funds	Contributing
The LEA is providing 10 days of professional development for all teachers before the start of the year. There will also be 3 days of additional mandatory training for all staff. These	\$5,000.00	Yes

Description	Total Funds	Contributing
trainings will be vital towards transitioning traditional lessons to lessons that engage students from a variety of methods. ie. (In-person instruction, Hybrid Model and Distance)		
Purchase IXL to measure learning loss and implement skills to help mitigate the learning loss during the 2020-2021 school year.	\$2,888.00	Yes
Purchase STAR 360 to measure baseline data on students in the areas of ELA and Math.	\$2,420.31	No
A Social Worker will be hired to address chronic absenteeism and social emotional issues with students during the 2020-2021 school year.	\$38,532.00	Yes
Contract with Youth Alliance for Restorative Justice Coordinator and support for restorative practices implementation	\$100,000.00	Yes
Purchase of cleaning and sanitizing supplies, including masks and face shields.	\$3,000.00	No

Distance Learning Program

Continuity of Instruction

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

The LEA is using the same standards-based instructional materials and offering those both digitally and in print. In addition, the LEA will continue and extend the use of Google Classroom by implementing the same schedule used during in-person learning. This will help students maintain a schedule at home similar to in-person instruction. The lesson design, using a gradual release of responsibility model, will also stay

the same and students will be expected to attend daily synchronous instruction. Google Classroom will be the Learning Management System used by the LEA and additional resources such as IXL and STAR360 for assessment, and Springboard and Cengage digital for instruction will ensure that students receive the same access to state adopted materials that were being used during in-person instruction. Assignments will be delivered, collected and graded through Google Classroom.

In addition, Edgenuity on-line course ware has been purchased to provide A-G, Career Technical Education and other elective courses along with credit recovery to all students. All content areas have embedded integrated English Language Development standards in their curriculum maps and a Designated English Language Development course is being offered to qualified students. The LEA will frequently communicate with English Learner families in Spanish and in English and continue the English Learner Advisory Council. Students picked up all the necessary program materials, along with a school supplied Chromebook, physical textbooks, consumable workbooks and supply kits prior to the start of school. 92% of the students picked up materials prior to school starting and the remaining materials were distributed the first week of school. A Distance Learning Handbook was developed and distributed to parents/guardians on both English and Spanish.

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.]

The LEA provided Chromebooks for all students and purchased hotspots for students and families who needed internet access based on surveys used to ascertain access to devices and connectivity. We provide parents and students with technical assistance, through personal phone calls assisting with technology and connectivity issues, so that accessing Google Classroom and other instructional materials would not be a barrier. Last spring all students were provided access to a device and connectivity. In preparation for the current 2020-2021 school year all students and parents were assigned a time to pickup their devices, hotspots, and all instructional materials. This occurred two days prior to school starting. The LEA administrators and teaching staff assisted with the distribution of all school supplies. Twenty additional connectivity contracts were purchased for students for the 2020-2021 school year. The LEA had enough Chromebooks for a one-to-one deployment. All students and families were provided written instructions with login information and access information for their Chromebooks and the Learning Management System to assist with proficiency in both English and Spanish. Newly enrolled students will receive all the necessary technology, program materials and assistance to ensure participation in class. Devices are checked regularly and replaced when necessary.

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.]

Attendance will be taken at the start of each class and students that are not present during synchronous instruction will be marked absent or tardy to class, just like they would during in-person instruction. Instructional periods are broken into six 60 minute class periods daily. The model 60-minute instructional period begins with a Social Emotional Learning warm-up activity, 15 minutes of direct instruction, 20 minutes of guided practice, 15 minutes of review, reteaching and independent practice, and ends with a formative assessment activity based on the learning goals. Teachers will determine and set the time value for assignments and pupil work completed. Daily and weekly attendance that measures presence during live instruction and assessments completed will be recorded. The schedule fully demonstrates the expectation of student participation in synchronous instruction. Through the development of curriculum maps, unit plans and daily lessons, teachers determined a scope and sequence lesson design with shared components. The daily schedule of synchronous learning exceeds the required instructional minutes and is greater than the previous 2019-2020 school year.

Stakeholder feedback indicated families wanted access to current academic performance levels, intervention options, and support if a student was not meeting coursework expectations. The LEA will provide access and training for parents on our grade book program and parents will be notified when their student's grade falls below the passing mark. This notification will be delivered electronically from the student's teacher or school counselor. The supports provided will include an academic success plan developed in collaboration with the teacher, student, parent/guardian and counselor. This plan could include tutoring, participation in a Saturday Academy or after-school enrichment program, and additional online program support.

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.]

The LEA provided ten days of professional development prior to the start of the school year. The content of this professional development included training on the Learning Management System (LMS) Google Classroom, and using the digital resources included with the adopted standards based curriculum. Embedding Social Emotional Learning activities into lesson plans was also a part of this professional learning. The professional development included understanding content based supplemental and ancillary digital materials included with the standards based programs. This enabled teachers to utilize these materials to individualize and reteach based on specific student needs. During the three-day pre-service all staff members were provided safety and health protocol training. This training also included a review of the "Reopening Plan for SBCOE Instructional Programs" document which outlines the specific processes and procedures that will be used in all three instructional models (distance learning, hybrid, in-person). In addition, Positive Behavior Intervention System (PBIS) and Restorative Justice (RJ) practices were topics of professional learning.

Ongoing professional development for staff will include the Educational Services Department (ESD) providing virtual training on Wednesday's up to two times a month. These training will focus on enhanced use of Google Classroom by adding extensions and understanding new features as they are developed, like Google breakout rooms. Teachers will also be able to participate in a county-wide Distance Learning Collaborative, which will build on their previous professional development received during the summer of 2020. In addition, classroom observations and coaching support will be provided by the ESD in cooperation with site level administration. The LEA plans to add new technology to each classroom to enhance the learning experience for students and expand virtual teaching strategies. All new technology used by teachers will be supported with additional training provided by the Technology Department and the ESD.

Staff Roles and Responsibilities

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

The role of teachers has changed to include providing daily synchronous classes adhering to the in-person class instructional schedule. During the spring teachers used both synchronous and asynchronous instruction based on the changing needs of students. Bus drivers and paraprofessionals roles changed to include providing distribution and preparation of meals and instructional materials to all students for pick up following a set schedule. Staff have become comfortable with the new safety expectations and procedures and understand their roles have changed to support those safety regulations. The maintenance/campus supervisor now assists the custodian in the cleaning and sanitation of the classrooms and campus area. All changes in responsibilities were agreed upon through negotiations that resulted in Memorandums of Understanding between both classified and certificated bargaining unions. In addition, the LEA met regularly with both bargaining units through Consult Employer/Employee Relations Committee meetings. As a result of these meetings certificated staff have agreed to be on campus during distance learning at a minimum two days a week and may provide instruction from home the other three days, with the option to be on campus all five days a week. As a result of COVID-19, additional personnel including a Community Liaison, and Technology Support Specialist will be hired.

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.]

The LEA provides wrap around services to pupils with unique needs, and either the principal, counselor, or office staff check in regularly with each student. During the spring, teachers provided additional one-on-one instruction and tutoring through office hours to assist students above and beyond the regular classroom schedule. A Restorative Justice (RJ) Coordinator meets virtually with small groups of students and a Positive Behavior Intervention System (PBIS) process is implemented school wide. Behavioral and Mental Health Case Managers, a Social Worker, and Clinician support students as needed. Check-ins by phone with each parent will occur at least every other week to ensure parents are aware of student progress and upcoming educational expectations.

Special education case managers will monitor progress on a regular basis assessing all touch points, including goals and objectives, social emotional well being, and technology needs. Goals and services outlined in each students Individual Education Plan (IEP) will be followed. Interaction with peers will also be a component of instruction, progress monitoring, and maintaining school connectedness. Daily participation includes completing assignments and assessments, and contact between the LEA and pupil or parent/guardian. Educational and Resources Specialists will provide appropriate support services remotely and/or in-person. Low Incidents Services will be part of Google Classroom run remotely through direct instruction and/or in-person at a minimum of two days per week pending public health approval. Specialized personnel are available to ensure access to materials and technology.

Our distance learning model has specific expectations for English Learners including integrated English Language Development (ELD) and a designated ELD class. Classes utilize Springboard integrated and designated ELD curriculum. Lessons taught by teachers include components to support English Learners such as, content and language goals and objectives, frequent checks for understanding, explicit vocabulary instruction, and student interactions using academic language. The site principal and the Educational Services Department (ESD) personnel are co-teachers in each Google Classroom and conduct virtual walkthroughs to support implementation.

Supports for students in foster care, pupils who are experiencing homelessness, and students who are socio-economically disadvantaged are supported by site administration, office staff, counselor, teachers, social worker, clinician, RJ Coordinator, and ESD staff. Staff works to remove barriers for families and students and connect them to school and community resources. They support the student school re-engagement process, make home visits, and check in with students and families regularly. Students are monitored and appropriate interventions are provided. Individual support plans are developed in conjunction with the student, parents, community agencies, administration, and teachers. Students and families participated in a drive through Resource Fair in August 2020. School supplies, backpacks, dinner, and community agency information was provided.

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

Description	Total Funds	Contributing
The LEA will purchase hotspots to all students without reliable internet. The SBCOE Technology Department will be available to staff, students and families to ensure that students have the necessary tools they need to engage and participate in synchronous learning.	\$6,050.04	Yes
The LEA will purchase laptops and instructional cameras for classrooms. The laptops and cameras will provide a better instructional experience for students in all instructional platforms.	\$75,000	No
The LEA will purchase digital subscriptions to textbook adoptions used in the classroom.	\$4,450.93	No
The LEA will hire an additional Technology Support Specialist to assist with the implementation of the new cameras and laptops as well as provide technical assistance to staff.	\$57,000.00	No
The fuel cost to deliver meals to students during distance learning.	\$5,679.00	Yes
The purchase of Edgenuity, an online platform to deliver courses not offered by the LEA, including Career Technical Courses to students.	\$14,750.00	Yes

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

The LEA will assess student learning loss by having students complete STAR 360 assessments three times a year in the areas of ELA and Math. This will provide teachers a baseline for where students are to start the year and for returning students it will provide a comparison to where they were a year ago. The second STAR 360 assessment will show growth during the year for each student in Math and ELA. Students will also be assessed using IXL, which will also give data points on specific standards that students may be struggling with in the areas of ELA and Math. Identified English Learner students will also be assessed during their ELD instruction to determine gaps and baseline levels to further guide instruction for those students. Formative assessments will also be implemented daily by teachers to assess student progress towards daily learning goals. Formative assessments given by the teachers will also measure the learning loss in content specific subjects.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

The use of STAR 360 and IXL will allow teachers to determine where students are academically and provide not only class trends in content knowledge, but also individual reports to allow teachers to adjust lessons and provide specific teaching strategies and assessments to help each student grow during the course of the year. The key to this plan will be to ensure that all students can take the assessments from home during distance learning and allow students to take the assessments at school if needed. The use of IXL ensures that students and teachers get real-time diagnostic data and provide personalized guidance for each student in each core subject area. This data can then be used by teachers and shared with students and parents to keep everyone engaged and informed with the students academic program. The strategies used for each program will be the same for all students, however ensuring that all students complete the assessments will be important. The identification of any barriers for each student and assisting those students in overcoming those barriers will ensure that any learning loss is accurately measured for each student and addressed with intervention strategies such as after school tutoring and reteaching by the teacher.

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.]

Formative assessments and IXL will be used to determine how effective the intervention and supports are that are put in place. Daily formative assessments will determine prior student knowledge on content standards and will provide the teacher with the data needed on student comprehension levels for each lesson and provide guidance for the any reteaching and intervention that may be needed for the entire class or individual students. Student grades will also be used to determine the effectiveness of reteaching and intervention that is provided. STAR 360 will also be used as a measurement of student growth while interventions are implemented.

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

Description	Total Funds	Contributing
Utilize IXL program to provide baseline data and frequent data points in content areas such as ELA and Math that can help monitor and address strengths and weaknesses in student comprehension. The data provided for students, parents and teachers will be used for instruction and intervention throughout the year.	\$2,888.00	Yes
Hire a Community Liason to deliver after school intervention and enrichment programs to students.	\$15,000.00	Yes
Provide after school tutoring for students.	\$5,000.00	Yes
Purchase STAR 360 to provide baseline data on students and track progress throughout the year in ELA and Math.	\$2,420.31	No

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.]

The LEA plans to implement a tiered approach to monitor and support mental health and the social and emotional well-being of pupils and staff. Teachers will be provided continued professional development on Restorative Practices and the integration of Social Emotional Learning (SEL) instruction into daily lessons. Teachers will be trained in the process to refer students to the site level team for more targeted support. The team will be comprised of the Restorative Justice Coordinator (RJC), the mental health case managers, mental health therapist, social worker and school counselor. The RJC will support students with focused intervention based on students needs. The mental health case managers will identify and connect students and parents to mental health services provided by the mental health therapist. The social worker will provide case management and counseling to chronically absent students. The school counselor will provide academic support, counseling and connect students to additional supports if necessary.

Professional development provided to teachers will occur on Wednesday afternoon each week and will focus on strategies that teachers can use to identify students that are struggling with their emotional well-being. The LEA is beginning the third year of implementing Positive Behavior Intervention and Supports (PBIS). The PBIS lead and coordinator will provide additional training to ensure continued implementation.

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.]

The LEA will implement daily attendance procedures. Teachers will enter daily class attendance in the Aeries student information system. Period and daily attendance will be recorded in the student information system. The asynchronous assignments will be tracked weekly. If a student does not log into synchronous instruction through Google Meets, the teacher will contact the student through text, email and/or phone to ask the student to join the class. If a student does not respond, teachers will notify the office secretary and/or counselor to reach out to students and their parent or guardian. The site staff will reach out through automated calls, email and direct phones calls until a response is received. Parents and guardians will be notified the same day of the absence and if the student continues to be absent from distance learning a meeting will be scheduled with the principal, counselor, student, teacher and parent to determine barriers and solutions to overcome engagement issues and reengage the student. Students in the juvenile court system will be supported by the probation department to reengage students through outreach and follow up. All contacts will be logged into the student information system and re-engagement efforts and meetings will be documented. All contacts will be made in the students/parents home language. The county Student Attendance Review Board will also be utilized as part of the re-engagement process.

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.]

During the Spring, all parents were surveyed to ensure that all students who needed a breakfast and lunch received one each day. The survey, email, text message and phone calls ensured that all parents were aware of the availability of breakfast, lunch and the delivery methods. This year parents will continue to be contacted regularly to ensure that students are receiving meals. Meals are prepared and delivered twice a week. The LEA will provide drive up service and home delivery service during distance learning. Home delivery service and drive up service times will be communicated to parents via text message and email. Last spring over 8,000 meals were served to the students of our LEA. All of our students are eligible to receive free meals as the LEA is Community Eligibility Provision. Bus drivers and paraprofessionals will be used to assist with the preparation and distribution of meals. When the LEA moves to in-person learning, those students that continue in distance learning will receive their meals. Meals would be delivered to classrooms for students during in-person learning to ensure proper social distancing and maintain cohorts as much as possible. All safety guidelines outlined by Centers for Disease Control and California Department of Public Health would be adhered to.

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

Section	Description	Total Funds	Contributing
Distance Learning Program (Distance Learning Professional Development)	Provide Google training for teachers and parents to better understand Google Classroom and Google Meets.	\$36,200.00	No

Section	Description	Total Funds	Contributing
Distance Learning Program (Supports for Pupils with Unique Needs)	Purchase Naviance to assist students with College and Career Readiness. This program creates strong connections for students with their strengths and interests to success after graduation.	\$3,950.00	No
Mental Health and Social and Emotional Well-Being	Purchase of Suite 360 Alternative to Suspension Program to provide Social Emotional Learning and character development to students.	\$13,132.00	No

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
2.62%	\$79,468.00

Required Descriptions

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

Of the four Alternative Education programs operated by the SBCOE, only Pinnacles Community School and Pinnacles Court School receive Supplemental and Concentration funds. Funding for Santa Ana Opportunity School is received through a bill-back model in which each student's district of residence is billed for part of the total program cost. Funding for San Andreas High School is on a pass-through model whereby the San Benito High School District contracts with the SBCOE to operate the program using some of SBHSD's supplemental and concentration funds. These dollars are therefore not identified as Supplemental/Concentration grant dollars in the San Benito County Office

of Education LCAP, but are identified as such in the district LCAPs. Therefore the discussion of increased or improved services will refer solely to students enrolled at Pinnacles Court and Pinnacles Community Schools.

The students that attend Pinnacles Community School are on probation or have been expelled from their districts of residence. Virtually all students who enroll at either site are unduplicated and arrive with a variety of needs, including being below grade-level in reading, ELA, and math; having significant social-emotional needs, and being unmotivated to attend school. Based on these identified needs, several actions and services will be offered to students on a schoolwide basis.

The Star 360 Assessment System will be used to assess all students when they enroll and throughout the year. This program was chosen because it can be used across all grade levels and is nationally-normed so the data gathered is comparable to that of all other students in the United States, allowing teachers to accurately determine whether a student is on grade-level or not. In addition, the system provides multiple resources to help students in each standard area.

Professional development for all staff members is provided to ensure that students are able to access the curriculum in each content area and that they are able to take part in interventions as needed. One area of increased service is the addition of a Social-Emotional Learning professional development series, based on a well-attended and well-received workshop provided in the 2018-2019 school year. Staff will also receive additional training in Trauma-Informed Practices to continue to grow in their understanding of the long-term affects of childhood trauma. The Restorative Justice Program, begun in partnership with Youth Alliance in 2017-18, was chosen because it is research-based and has been effective in other alternative education settings. To coordinate the implementation and provide support for our unduplicated students, SBCOE will continue to contract with Youth Alliance, a community-based organization, to provide a Restorative Justice Coordinator. Students and staff will also continue to be trained on restorative practices and "RJ circles" will be implemented in the classroom. The coordinator will build the capacity of teachers and staff in using restorative practices as well as work with students individually and in small groups.

Empathy interviews will be conducted to measure student English Language Learner's experience with distance learning. The survey will measure students' opportunities to engage in speaking activities, as well as supports provided for reading and writing. The survey will also inquire about the students overall experience in Developing English in the distance learning model. Survey results will be analyzed and adjustments to instruction will be made to accommodate the English Language Learners immediate needs.

The actions outlined in this plan are designed for the students served at Pinnacles Court and Pinnacles Community Schools. These students have very specific needs and actions/programs like the School Social Worker and the Restorative Justice Coordinator are designed to help students address their specific social emotional needs. These actions in addition to the academic actions outlined in this plan provide students with the opportunity to graduate from high school and continue in the workforce or continue their education beyond high school. The weekly meetings with Restorative Justice and support by the probation department provide students and their families with strategies to address any situation in a positive manner. The academic actions listed in this plan allow credit recovery and career electives to continue to be taken by each student no matter what career path they may pursue. As stated above the funding for the other two programs comes directly from the student's home school district. Although some actions may be utilized for all four schools, each of the actions are specifically designed for the students at Pinnacles Court and Pinnacles Community Schools.

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

The School Counselor and Guidance Technician will continue to meet with English Learners and Foster Youth and their parents to discuss their academic progress as well as, when applicable, their progress towards English Proficiency. In addition, the School Counselor and Guidance Technician will work with SBCOE to ensure Foster Youth services, including tutoring and mentoring, are being provided so that those students are successful academically. Foster youth and juvenile court school students who are eligible will be provided with a transition plan to allow them to graduate with the state minimum credit requirements. English Language Development courses will be offered to English Learners through a blended model that utilizes the Springboard ELA/ELD Program as well as supplemental in-class activities.

The LEA's percentage of funding for increased or improved services is 2.62% or \$79,468.00. The LEA knows that in the current environment, additional actions and services are essential to the success of all students and more specifically those that are more at risk including Socio-economically Disadvantaged, Foster Youth, English Learners, and Homeless Pupils. The LEA has identified actions and services in this plan to benefit these students that exceeded the percentage of funding for increased or improved services.