

Learning Continuity and Attendance Plan Template (2020–21)

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

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

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

When school physical sites were closed abruptly in March, Valley Charter High School transitioned quickly to distance teaching and learning utilizing the Florida Virtual system and Google Meets and Zoom platforms to engage students virtually. Attendance was taken daily for each class; however, based on the directions from the state that no student would be harmed by the shutdown, students eventually learned that they did not have to do the work if they were satisfied with their existing grade. Never the less, teachers and staff continued to do outreach daily and keep as many students engaged as possible. Based on a survey, 43+% of parents felt their student’s learning progress was the same as prior to shut down 29+% felt student progress was somewhat less than before shut down, and 27% felt their student’s progress was significantly less than before shut down. 65% of parents felt their students completed more than 50% of assigned work, and 32+% of parents felt their students completed less than 50% of the work. Based on this information is was perceived that a major impact of the pandemic has been less student engagement and academic follow-through; thus, student engagement needs to be a top priority going forward, and it is assumed that since every day, every grade, every assignment now “counts” toward a student’s final grade, student engagement will be improved as we implement consistent outreach protocols. Additionally, based on input from students and parents, there is a greater interest in providing more opportunities for students to take advantage of Early College opportunities at our charter school because they are less concerned about students playing sports, which we do not have. Providing clear information regarding programmatic choices is crucial.

Stakeholder Engagement

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

To facilitate communication and strengthen school to family and community relationships, an initial survey was sent via email to stakeholders with a 40% return and participation rate. Stakeholders were informed via robo-calls and emails that the survey was coming. Parents were offered a second opportunity to take a different on-line survey when they arrived with students at scheduled times to pick up Chromebooks. The surveys asked stakeholders to indicate their priorities and concerns for services and programs at school. In addition, letters in both English and Spanish were sent, soliciting feedback on the Learning Continuity Plan. Robo-calls were made to solicit input. Information also posted in social media to invite participation in input. Students, parents, and staff were invited to provide input and feedback on the content of the Plan, via phone calls and emails made by staff to solicit input. The Plan was discussed and edited according to relevant input. Notices regarding the Plan and inviting input were placed on the website and posted at the school in advance of the hearing dates. Feedback was accepted via emails, phone calls, letters, texts, and in person when possible. Elections held via google survey for Site Council voting members.

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

All meetings and hearings, were and are accessible to the public via the zoom platform. Notices and zoom links were and are published on school websites and social media sites at least 72 hours prior to the event. Stakeholders are notified via robo-calls, emails, and social media platforms. Participation was also invited via phone calls, texts, emails, or regular mail. All students are provided Chromebooks and every effort made to ascertain that families have access to internet connectivity by referrals to low/no cost services; SCOE will also provide hot spot devices and connectivity to families as needed. These devices can be used to provide input and join zoom meetings. Translation services are also offered as well as Spanish translations.

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

Thirty-five (35)% of respondents to the survey indicated they would not want their student to return to a traditional five-day a week if the school is allowed to physically open, with most indicating they have concerns about health/safety; 46% indicated a desire to return to a traditional program in some manner, and almost 19 % were undecided. 78% indicated they would prefer a hybrid program consisting of small in-person groups combined with virtual instruction. Over half indicated their preference for Distance Learning during times of school closures, with interactive daily virtual instruction. Almost one third of respondents indicated they felt their students completed less than half of work assigned between school closure in March and the end of school, and they felt the need for more support in getting the students' to stay engaged. When asked about priorities for services, approximately 80% indicated a need for mental health service accessibility. 70% of parents whose students receive Special Education services indicated their preference for face-to-face support at school or via virtual meetings, and none felt telephone support was useful. In general, parents expressed concern about feeling they were unable to support the content learning (for example- they could not help with math problems) and they were challenged to keep students engaged online. They also expressed concern about increasing anxiety and depression in their students.

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

In response to this input, VCHS offers Independent Learning as well as virtual classroom based programs. Attendance and engagement tracking will be customized to meet distance learning modalities. VCHS will provide opportunities for 1:1 Special Education support as possible during school closures, and will offer virtual support on a daily basis. Classes will meet daily to encourage student engagement and

continuity of learning. Mental Health services will be adapted for distance support based on stakeholder feedback; SCOE will also provide a phone app allowing students to access mental health services; the app is being developed by Seity and will provide a triage process to identify students in need of immediate support and provide contacts and follow up to these students. Also, VCHS will provide opportunities for parents to meet virtually via zooms to discuss and share ideas for home support and coping strategies. Teachers will be provided professional development opportunities for distance teaching and increasing student engagement. Student engagement and technology needs will be prioritized to ensure teaching and learning continues as much as possible in similar ways to pre-pandemic modes.

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.]

Currently, all classes are offered via distance learning in accordance with state guidelines. Classroom-based, in person learning will resume as soon as feasible. When schools are allowed to open, we will maintain small class sizes to allow appropriate physical distancing within the classrooms or in outdoor spaces as feasible. Small class size will provide improved opportunity for individualized adaptations and accommodations to support students who experienced greater learning loss. Classrooms will be appropriately set up and equipped to allow for health safety. Subsequent to doing student assessments, curriculum, delivery methods, and/or time frames may be modified to provide opportunities for students to learn/relearn, and practice what they may have not learned or may have lost during school closures. Frequent assessments, formal and informal, formative and summative, will be done to measure student progress. Students identified as having experienced significant learning loss (greater than what would be expected over summer in normal circumstances) will be provided additional academic support to mitigate the loss and help them catch up. Daily schedules may be adjusted from block to daily as needed for subjects such as math and ELA and to support students at greater risk of learning loss. Daily face-to-face tutoring after school, in appropriate small groups, will be offered to students at a greater risk of learning loss. The hope is that the daily in- person instruction will resemble pre-covid instruction as much as realistically and healthily possible. Resuming availability of face-to-face support from mental health clinicians and Student Support Advocate will offer increased and improved services to address social and emotional well-being of students. Teachers are cognizant of the importance of addressing issues of the pandemic and integrating them authentically into their curriculum and addressing them in their lesson plans.

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

Description	Total Funds	Contributing
Increased cleaning and sanitizing of rooms as well as PPE and room equipment such as dividers will mitigate anxiety regarding viral spread.	42,000	Yes

Description	Total Funds	Contributing
Smaller class sizes to accommodate need for physical distancing as well as realistic accommodations for re-teaching and accelerating review and skills mastery, especially for students at greater risk of learning loss such as foster youth, homeless students, and English Learners.	500	Yes
Class schedule will be assessed and may be adjusted from block to daily as needed, especially for math instruction.	100	Yes
Resuming of in-person tutoring available to all and 1:1 support as needed for students with IEP's.	22,000	Yes
Every student is assigned a Chromebook and assessed for internet connectivity. Referrals for low/no cost service or hot spots and equipment made to improve delivery of instructional services. Students are provided hot spot devices and connectivity free of charge as needed.	35,000	Yes
Regular and more frequent than usual assessments to measure learning loss and improvement in skills and content mastery.	500	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.]

Virtual classrooms are set up to follow a specific daily schedule, with 240 minutes of instruction offered daily. Zoom and Google Meets are the primary platforms for distance classroom instruction and learning. Attendance is taken in each virtual class for each period. Teachers instruct from their school-based classrooms to provide them access to technology and resources, and to provide for collaborative planning. Students meet virtually in small class groups and are able to interact visually and verbally with their teachers. Assignments are turned in electronically. Additional support for students with IEP's or for any student who needs additional tutoring is offered on a daily basis by the resource staff, also via Zoom, Google Meets, phone, or mail. Resource support staff push in to the virtual classrooms to provide support and assure each student with an IEP receives mandated service minutes. To assess learning loss due to building closures in 2019-20, all teachers in ELA and math areas administered assessments at the beginning of the 20-21 school year and adjusted instruction and provided supplemental assistance as indicated. For example, one section of Algebra I was redesigned to move at a slower pace and include more review to provide opportunity for relearning and allow students to catch up before moving on the second semester Algebra. The Student Support Advocate (SSA) and the mental health clinician were enlisted as support to address the academic as well as SEL needs of especially vulnerable students, including but not limited to those who may be in transitional housing or without permanent housing, and those who may be experiencing significantly increased anxiety or depression, and/or those in the Foster system. Their outreach was and will be via phone calls, text messaging, and/or emails with 1:1 meetings when possible with appropriate and necessary health precautions in place. Referrals for support are also made by teachers based on their assessment of a student's need as exhibited in their virtual classrooms and contact with the student. In limited circumstances, accommodations for students in need of face-face instruction or support may be created to allow them to meet with their teacher, counselor, or other support team member on a 1:1 basis or in small groups (five or fewer) in an outdoor, appropriately socially distanced environment with necessary health precautions (PPE) in place, as may be permitted by CDE guidelines. For students in the Independent Learning program, their meetings with the teacher take place via Zoom or Google Meets, via phone, and in certain circumstances face to face, again with all necessary precautions in place. The curriculum is UC a-g approved and is, in part, adapted from FLVS, an online program already in use in the district and which provides links, videos, exercises and assignments. It is important to note that VCHS teachers will not teach exclusively from these platforms; their virtual instruction will include a wide variety of techniques and methods to engage students in interesting and meaningful ways. Distance Learning involves more than having students sit in front of their Chromebook every hour, and teachers are incorporating physically active engagement. Teachers will also be available to provide individual support by responding to emails and phone calls to support students in their learning.

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.]

Upon enrollment, students and parents complete a Chromebook user contract and each student is assigned a Chromebook. Each family is asked if they have or need internet connectivity. Hot spot devices and free hot spot accessibility is provided as needed. Process for repairs and to address any tech problems is clearly communicated via letters, emails, social media postings, and robo-calls. Prior to school site

closure in March we ascertained that every student had a Chromebook and connectivity by asking every family and tracking responses. The same procedure is in place at this time.

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.]

Daily virtual bell /class schedules will be followed to provide continuity and clarity of engagement expectations. Participation will be measured by daily attendance being taken in each class based on visual confirmation of student presence in the virtual classroom, pupil participation during virtual class sessions on the selected platform, and assignments turned in and graded/assessed by the classroom teacher. The Aeries system will be utilized to track attendance, live contacts, and synchronous/asynchronous instructional minutes and the strategies utilized by each teacher. 240 minutes of instruction will be provided every day. Teachers will assign appropriate learning experiences/work assignments that align with the 240 minutes of instructional time. For example, during a 60 minute math class, the teacher might explain a concept via lecture and examples for 15 minutes; there then might be 10-15 or so minutes of virtual class discussion. The teacher might then assign some problems and answer questions about the process for 15 minutes. The teacher might assign a specific task to assess if the student's mastered the concept or need re-teaching. Then the teacher might assign some homework practice to be turned in electronically. By using a variety of effective interactive and practice opportunities, student participation and time value of work will be assessed accurately. Tech support for students is available throughout the school day to assist them if they are having an issues with their Chromebook or connectivity to learning platforms. GoGuardian alerts teachers and administrators if a student is accessing inappropriate sites; this access can then be blocked.

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.]

Tech support is available through the SCOE help desk, so teachers have access to support throughout the school day and can call or email for support. Professional development support and training for online platforms such as zoom and Google Meets and Distance Teaching and Student Engagement techniques was provided before school started and will continue twice a month throughout the school year. All formal PD is provided by SCOE. Informal training and teaching support is provided at least once a month or more frequently as needed or desired at the school site by teachers teaching teachers and sharing and demonstrating a variety of innovative ideas for distance learning. The district CTE director provides on-line links and sources for CTE classes on a regular basis. The Preventions department at SCOE provides resources for teachers and students related to SEL, homelessness, and other related exceptional circumstances.

Staff Roles and Responsibilities

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

The Career Navigator's role is being expanded to support the increased interest of students enrolling in the Early College program during this time. The Student Support Assistant and the Campus Supervisor are being enlisted to help track, contact, and provide attendance intervention for students who are absent from their virtual class session(s). Parents/guardians are contacted after the first missed class session. If necessary, these staff may travel to the student's home to assess the problems and provide support to get students engaged and

attending their virtual classes. Teachers were directed to use sanitation equipment to clean their rooms and work areas frequently. All staff are required to wear appropriate PPE (masks). Staff is required and trained to use distance learning technology effectively for teaching, staff meetings, and PDs. Custodial staff is trained and instructed to use sanitation supplies and equipment to clean frequently touched surfaces regularly throughout the day. All staff are responsible for completing a daily Self-screening Log upon arriving at work each day and to be aware of the guidelines to assess themselves for infection risks and to follow all district guidelines for self-quarantine if necessary. Teachers who wish to utilize district childcare opportunities must complete the appropriate forms for approval. Support staff was enlisted to sanitize all Chromebooks and other equipment used by students.

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.]

English Learners and families are provided support with translations of assignments as well as communications from school to home, training in how to use computer applications for translation services, and individual support from teachers to re-explain assignments and referrals to language academy schools if they are interested. Pupils with exceptional needs are supported via the resource department and services from the resource teacher and para-educators who push in to their zoom/virtual classes and provide individualized tutoring support during different hours to make sure all IEP requirements are being met. Students in foster care or who are experiencing homelessness or are in transitional housing are supported by the full time Student Support Advocate who can assess needs, make referrals, follow up on needs, and provide emotional support. The Advisory class time has been expanded to one full hour to provide extra time during the school day to offer support for all students with unique needs.

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

Description	Total Funds	Contributing
For English Learners- Teachers may translate assignments into the student’s primary language. For example, we have a few students from Ukraine and the history and English teachers have provide translated versions of reading assignments. The students are expected to attempt to respond in English in both written and verbal modalities; the writing and speaking expectations are modified, and feedback provided to help the student improve their English fluency. English Learners are also provided opportunities to work collaboratively with their compatriots on assignments. The Spanish teacher is available to provide support in the way of extra explanations or clarifications of lessons and assignments in Spanish. Referrals to district language academies are provided if the student/family is interested.	1,000	Yes
For students with exceptional needs- Teachers are informed of necessary accommodations indicated on 504 plans and IEP’s so they can support students' needs. The Resource Specialist monitors this process to make sure all hours of service are met, pushes into classes, assesses student progress toward goals, and provides academic and	17,800	Yes

Description	Total Funds	Contributing
behavioral/emotional support as needed, along with the para-educator. The Resource Specialist also communicates with parents frequently to apprise them of their student's progress or needs.		
For students in foster care or experiencing homelessness- Student Support Advocates meet with students and/or families either virtually or 1:1 as allowed and safe, and assess needs, make referrals, and provide emotional support. The SSA's office, real or virtual, provides a place of safety and comfort. Teachers have been trained to use Trauma Informed classroom practices, and even on virtual classrooms they are aware of the need to build positive and nurturing relationships, to be aware of signs or signals that a student needs help, and to follow through appropriately with necessary reports or referrals to school administration and staff and/or outside agencies.	27,100	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.]

Teachers administered assessments, both written and oral, at the beginning of the 20-21 school year. The assessments were created collaboratively with other teachers to determine what content ideally should have been mastered, based on California state standards, during the 19-20 school year. Special attention will be paid to the content taught in the last quarter of the year when school buildings were closed.. Parents were also asked to assess their perception of learning loss in a survey. Based on the beginning of the year assessments, support services will be offered and course instruction and content may be modified to allow student necessary opportunity to learn, relearn, or review the most vital content and to provide continuity of learning as much as possible

Math- .For students coming to us for the junior high/middle schools and entering Algebra I class, with 70% identified as a passing score, the mean score was 48.63%, the high score was 82% and the low score was 21.43% . 76% scored below or significantly below expectations and 23% score near, at, or above expectations. For students transitioning from Algebra I (9th grade) to Geometry (10th grade) the mean score was 55.24%, the low score was 16% , and the high score was 96%. 50% of students scored significantly low (50% or below); 30% scored slightly below (65%) and 20% score at or above the passing level. To summarize, 85% of students transitioning to 10th grade scored above, at, or near expectations. Analysis indicates that greater learning loss occurred in students transitioning from the middle schools/junior highs

as contrasted with students transitioning from Algebra I to Geometry. Remediation will be provided for all students whose scores indicate a skill deficit. On going assessments will take place over the semesters to measure learning recuperation and growth.

ELA- Incoming 9th graders: 57% score in the low range (below expectations). 28% score in the middle range (meeting expectations) and 14% score in the high range (exceeding expectations). Three students were identified as ELL: one score low, one in the middle , and one did not complete the assessment. For 10th graders- the assessment was broken into three categories. Writing a standard essay- 25% were at expectations and 75% were below; grammar check 1100 % were at expectations; ability to read and interpenetrate prompt 90 % were at expectations and 105 were below. For 11th grade-59% score low, 13% score in the middle, and 27% score high. Out of the 59% who score low, 48% were designated EL or are students who receive Resource support services. For 12th grade- 20% exceeded expectations; 67% were at expected levels, and 13% were below for the standard writing task.. For grammar 100% met expectations; for ability to read and interpret and respond to a prompt,93% were at expectations, and 1% was below. The remaining percentages indicate student that did not complete the assessment. Various factors might account for the low scores however, re-learning strategies will be put in place for all students via adjusted curriculum, reteaching, reviewing, and sufficient opportunities to practice skills. Subsequent assessments will be given mid term to measure how much student have been able to catch up.

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.]

With a strong focus on ELA and math, but not excluding other subject matter, students will be assessed at the beginning of the year and consistently during the semester. The needs of students with identified significant learning loss (that which is greater than the expected summer learning loss) will be accommodated by differentiated teaching strategies, modified curriculum to include additional review material and skills practice, opportunities for tutorials, opportunities for 1:1 instruction and possible in person instruction in an outdoor setting for groups of five or fewer students, as permitted. English Learners will be assessed for language acquisition and to ascertain what support services they need for academic success. Supplemental materials may be provided as needed in the form of text books or hard copy materials (as opposed to online or e-reading) and/or translated versions of text. Frequent informal assessment will be done throughout the first semester, with a concentration on the first quarter, to determine the rate at which identified students are catching up and demonstrating necessary mastery of content to move to the next level. Strategies for English learners, low income, homeless, foster care, and students with exceptional needs will focus on creating and maintaining close supportive relationships with students and families, providing choices in learning projects that allow creativity and build on their strengths while at the same time support growth, designing learning opportunities that take into account individual needs and living/learning circumstances, and providing necessary and appropriate support and opportunities in both technology and technology-free modalities. Staff collaboration with parents and outside resources will be an important component of addressing learning loss and accelerating learning for these identified students. The school will take care to immediately enroll and gain school records for any foster youth to minimize loss of school attendance time, ensure proper placement, and assess the student's needs. while maintaining confidentiality. For all impacted students, the school staff will implement trauma-informed practices (training was provide last year) to support student coping, learning, and growth. IEP's will be reviewed as needed to identify any additional accommodations or supports that need to be put in place to address learning loss and accelerate learning. For ELL who did not complete assessments- follow up will be done to determine why and support will be provided as needed in technology or language.

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.]

To mitigate learning loss, the school and staff will focus on eliminating social, emotional, or technology barriers that may limit a student's ability or initiative to engage in the distance learning process. Effectiveness of strategies will be measured by attendance and engagement tracking through the Aeries system. The instructional learning model for distance learning, which is a hybrid block schedule, allows increased time for each class that allows greater creativity and variety in teaching modalities and delivery of lessons and curriculum instruction. This model is intended to encourage hands-on and physical engagement rather than having students sit behind a computer every hour. The extended time will allow a teacher to divide the class for smaller group learning as needed. Effectiveness of these strategies will be measured by formal and informal assessments and observations, interviews with students and guardians to gain their perspective on progress and identify any additional needs for which support can be provided. This model was endorsed by stakeholder feedback. Staff planning time and opportunities to gather data and share input from students RE: what is working, what is not, will be provided on a regular basis. Teachers will review their lessons and planning to ensure that essential state standards are being taught. Initial assessments as well as ongoing formal, informal, formative and summative assessments will provide data to assess programmatic success or needs for modification. Consistency across school programs in assessment modalities will contribute to real and relevant data to drive instruction and identify when and what interventions may be needed. .

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

Description	Total Funds	Contributing
Beginning of the school year assessment in each core academic area to identify student content and skill mastery or deficits, especially in math and English language arts and development. This will improve curriculum and instructional focus and allow for necessary differentiation of instruction.	500	Yes
Curriculum accommodation to provide additional review material and skills practice for students to improve their mastery and mitigate the identified learning loss. May include hard copy as opposed to e-reading or online materials to support student needs and accommodate processing differences or English Learner needs.	17,200	Yes
Providing opportunities for 1:1 or small group (fewer than five) tutorials, utilizing para-educators for students who benefit from or require in person tutoring/ teaching to improve learning.	32,000	Yes
Creating and maintaining connections with families to encourage engagement and support of student learning. Use of translator to communicate via phone or emails with bi- or monolingual	1,000	Yes

Description	Total Funds	Contributing
parents who are more comfortable with the Spanish language. This will strengthen the school to home connection, provide information regarding needs for foster youth or which may result in improved student learning and engagement		
Ongoing and frequent assessments to measure student academic growth and provide continuity for next level of content instruction and learning. Requires revised assessments and use of online as well as virtual engagement methods.	2,600	Yes
Provide consistent access to mental health services and make referrals as needed; follow up and assess student SEL as needed to improve services and outcomes.	15,600	Yes
Ongoing and frequent assessments and gathering of data/information regarding students SEL status to identify needed interventions.	6,900	Yes
Frequent checks to make sure all students have access to necessary technology.	0	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.]

Additional support systems and interventions have been and will continue to be developed and made available to staff, students, and families. Specifically, teachers were trained last year in using Trauma Informed strategies in the classroom and those strategies can be modified and utilized in the virtual Distance Learning classrooms. Site Council identified mental health needs as a priority last year; a mental health clinician is available every day and a referral process is in place. The district is developing (through Seity) a student app that allows students to check in on their app and track their mental health status. The system is able to triage students who indicate significant or

dangerous levels of anxiety or depression and initiate an immediate response and referral for support. Staff have the opportunity participate in a similar program. Through district PD's teachers will have the opportunity to become well informed regarding SEL issues and support resources for students as well as themselves. Emergency hot line numbers such as suicide hotlines are printed on student id cards. The survey sent to all stakeholders included questions about the need for mental health services, and plans are made in response to this feedback. 80% of responses indicated a need for access to a mental health clinician and/or other mental health support services. Additional services and PDs include access to Living Works and Mental Health First Aid training for adults and youth. SCOE offers multiple prevention programs through the Prevention department including a monthly letter that outlines resources. Suicide Awareness training is available to students and staff. The mental health clinician, contacted through MIRI, is available 5 days a week to meet with students and/or families to provide counseling and support students and their families regarding mental health needs. SEL is incorporated into Advisory classes for grades 9-12 and is also an integrated part of curriculum delivery in all classes. Through the re-engagement flow chart process, mental health needs are assessed for any student who falls into a pattern of missing classes on DL.

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.]

Pupil engagement begins with each student receiving a Chromebook and a school email address to provide means for communication. Attendance is taken daily for each class period. If a student is absent from their virtual class, their name is entered onto a list generated daily and the student/family is called. This contact is documented in the Aeries system (who called, was contact made, was message left, what number was called). This will be followed by an email message to parents. This initial call may be made by teacher, registrar/attendance clerk, or other school support personnel such as the Student Support Advocate. Messages and phone calls can be left/made in English or Spanish. In isolated cases, a third party identified by the family may be engaged to provide translation in languages other than English or Spanish. When a second absence occurs, the same procedure is followed. If there has been no response from parents and a third absence occurs, a letter may be mailed and a visit to the student's home may be made by school staff member such as the School Campus Supervisor or SRO if necessary or available. If necessary, the SARB process will be initiated. Every effort will be made to ascertain the reasons for the student's absence or lack of engagement and to provide mitigation and support. A flow chart of the re-engagement process and responsible is distributed to all staff and the process is reviewed in staff meetings.

School Nutrition

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

The school will continue to provide Grab and Go meals to all students eligible or in need.

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

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

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
11.88%	\$202,762

Required Descriptions

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

The needs of foster youth, English Learners and low income or homeless students are considered first by assessing needs for referrals, mental health support, college and career counseling, connecting families to community resources, methods for differentiating instruction, utilizing Trauma Informed strategies , and providing health, wellness, and coping workshops for families. The needs of these student populations as a result of COVID-19 were considered in light of what resources they might not have access to and how the pandemic may impact their learning and school engagement as well as their overall mental and physical well-being.

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

Student Support Advocate position added. (1 FTE) This position is dedicated to serving the needs of foster youth, homeless and low income students by providing referrals, follow up, interventions, and emotional support for students and families. This person provides workshops on parenting, community resources, coping mechanisms, and associated topics. She also provides interventions and support for students on campus and assists in outreach to students who are missing school to identify reasons and provide interventions/referrals to get them in school and engaged. Career Navigator position added. This person provides services to encourage, support, and guide foster youth, English Learners and low income students in getting started in the Early College program, getting enrolled at MJC, identifying a career path, and selecting classes. Academic Counselor position was increased from .2 to .4 to provide increased academic guidance and FAFSA workshops for students and families. Mental Health clinician position was increased to have clinician on site every day to provide assessment, intervention, counseling, and referral for unduplicated students. Professional development provided for teachers on using trauma Informed Strategies in the classroom/on virtual classrooms.