

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 COVID-19 pandemic impacted the entire Alternative Education community. The health and well-being of students and their families and staff and their families are the greatest concerns of everyone in the community. Limiting exposure to the coronavirus led to the increased reliance on technology to conduct communication, collaboration, and instruction at home. Implementing the remote/online instructional program requires the collective response from all stakeholders.

The COVID-19 pandemic impacted the instructional program and the partnerships with our collateral agencies and service providers for the Riverside County Office of Education (RCOE) Alternative Education Community School and Court School. As a result of remote/online instruction, Alternative Education Court School staff needed support from Riverside County Probation staff to supervise students during teacher directed instruction since students are unable to access the internet in their housing units. RCOE Alternative Education continues to meet with partners through online collaborative meetings. Meetings with the community colleges to implement the K-12 Strong Workforce Readiness Grant continue online through Zoom. Other online meetings are on the calendar with the Juvenile Justice and Delinquency Prevention Commission, and the Juvenile Justice Coordinating Council.

The safety of students, staff, parents, and community is the highest priority of our Superintendent and all of the leadership team at RCOE. RCOE Alternative Education opened the 2020-2021 school year with distance/online learning based on the guidelines established by the California Governor, SB 98, CDE, CDC, and the Riverside County Superintendent of Schools.

The daily instructional minutes were changed to address the needs of students and their families during the COVID-19 pandemic as delineated in Senate Bill 98. Instructional minutes for students in the Community School were reduced from 360 minutes per day to 240 minutes per day for the beginning of the school year during remote/online instruction. Instructional minutes in the Court School were reduced from 330 minutes per day to 240 minutes per day for the beginning of the school year during remote/online instruction.

During the fall of the 2020-2021 school year, the Alternative Education Community School provides a comprehensive remote/online and on-campus instructional program for district referred students (expelled, SARB, parenting teens) and Probation referred students. When students transition back on campus, the school day will transition to 360 instructional minutes each day. The school district closures in Riverside County led to a small decrease in student enrollment in the Community School. The school year remains at 180 days of instruction for students.

During the fall of the 2020-2021 school year, the Alternative Education Court School provides a comprehensive remote/online instructional program for students in juvenile hall in collaboration with Riverside County Probation. When students transition back on campus, the school day will transition to 330 instructional minutes each day. The distance/online instructional program relies on our Probation staff in the juvenile halls to supervise students during the 240 minute instructional day as the teachers provide instruction through Canvas and/or Zoom. The Court School enrollment is determined by the Riverside County juvenile justice system which has limited placement in the juvenile halls during the COVID-19 pandemic. Alternative Education currently serves nine classrooms across three probation facilities. The three distinct populations in the Court School include students in detention (short enrollment spans which typically can range from one day to 30 days for students with pending court proceedings), students enrolled in Youth Treatment and Education for treatment (enrolled six months to a year with a commitment order from the court with focus on therapy), and students in security (longer enrollments due to the nature of their offense and ongoing court proceedings). Riverside County Probation requested an emergency extension of Title 15, Section 1370 (Educational Program) from the Board of State and Community Corrections (BSCC) due to changes in the program. Riverside County Probation initiated their safety procedures requiring student health checks, social distancing, and PPE. The school year remains at 247 days for students.

RCOE Alternative Education addresses learning loss from the school closure and distance/online instruction that occurred from March 16 through the end of the June 2020 through initial diagnostic pre-tests in ELA/ELD and math with post-tests after 90 days of instruction. Learning loss is also identified in history-social science and science through in-class assessments in these subjects by teachers. Learning loss is addressed through multiple approaches and programs, depending on the student needs. Options to address learning loss include targeted and differentiated instruction in class by the teacher, ELA/ELD and math intervention courses (online and on-campus when schools re-open), one-on-one or small group instruction during the teacher office hours, student support/coaching by STEMulate math intervention teachers, after school tutoring by teachers, online and on campus tutoring, and credit recovery from 12:30-2:30 p.m. through Edmentum courseware (learning modules with pre-/post-tests).

The Riverside County Office of Education Alternative Education created the Learning Continuity and Attendance Plan, which addresses the needs of students, parents/guardians, and staff in on-campus and distance/online instructional formats. During the time that schools are operating distance/online instruction, students continue to experience rigorous and standards-based learning. The Learning Continuity and Attendance Plan enables teachers the continued flexibility in providing differentiated instruction and enhances the use of technology in all modes of instruction. Our remote/online instructional program provides students with standards-based learning activities and increases their digital literacy skills (communication, collaboration, critical thinking, and creativity).

Stakeholder Engagement

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

Alternative Education provided multiple options to solicit stakeholder feedback. The automated telephone system sent messages in English and in Spanish about surveys, stakeholder meetings, and information on when to come to the school to speak with the principal. Surveys (English and Spanish) were administered to parents and students in June, July, and August 2020 to determine technology and other needs for distance/online learning. The surveys were emailed and sent by text. Principals received feedback from parents and students on individual needs over the telephone, through emails, and in-person during school registration.

Meetings were scheduled in August before the school year started on August 17 in the Community School and after the school year started on July 1 in the Court School in order to meet the short timeline for writing and obtaining approval of the Learning Continuity and Attendance Plan.

CDE released the Learning Continuity and Attendance Plan template on August 1, 2020 and the Board of Education is required to approve it by September 30, 2020. Meeting notices were sent by the auto-dialer, email, and website postings in English and Spanish.

Staff, parents/guardians, students, and community partners were involved in school site online Learning Continuity and Attendance Plan stakeholder meetings on August 11 (ARLC and AMCYTEC), August 12 (BGGRLC), August 13 (DLLRLC and Southwest Court School), August 14 (DFKRLC and LF Smith Court School), August 17 (Palm Springs Community School), and August 18 (VVRLC), 2020. Translators attended the online Zoom meetings and interpreted for Spanish speaking families.

Online meetings were conducted for the School Site Council, ELAC, DELAC, and PAC. The District English Learner Advisory Committee (DELAC) provided input on August 10, 2020. The Parent Advisory Committee (PAC) met to provide input on August 10, 2020. The School Site Councils (SSCs) provided input at meetings on August 15, 2020. The English Learner Advisory Committee (ELAC) provided input on August 17, 2020. Translators attended the online Zoom meetings and interpreted for Spanish speaking families.

The Alternative Education Leadership Team (administrators, principals, coordinators, counselors, social worker, school psychologists, and school nutrition program specialist) provided input at Leadership Team meetings in July and August 2020.

Meetings with the Riverside County Office Teachers Association (RCOTA) and the California School Employee Association (CSEA) were held on August 10, 2020 for review and input. The public hearing of the Learning Continuity and Attendance Plan was held on August 22, 2020 at the Riverside County Board of Education meeting and it was adopted at the Board meeting on September 2, 2020.

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

The options for remote participation to submit written comments regarding specific actions and expenditures proposed to be included in the Learning Continuity Plan at the School Site Council, ELAC, DELAC, PAC, and school site stakeholder meetings included the use of Zoom and feedback in writing through email, mail, or in-person delivery. RCOE held public meetings via teleconferencing and made public meetings accessible telephonically or otherwise electronically to all members of the public seeking to observe and to address the meeting.

The Learning Continuity and Attendance Plan was presented at the Riverside County Board of Education meeting for public review and input on August 22, 2020 and for approval on September 2, 2020. The meetings were conducted via Zoom and displayed for public viewing in an adjacent room. Only authenticated users had access to participate in the Zoom proceedings. Public comments needed to be communicated/mailed/emailed to be read into the record. Any individual with a disability who required reasonable accommodation to participate in the Board meeting was able to request assistance with at least 48-hour notice. A remote viewing room for up to 10 socially distanced members of the public was available.

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

Feedback from Parent and Student Surveys

The needs identified by parents and students from the survey sent through Aeries and text messaging centered on access to technology, printed materials, and tutoring. The parent responses from the Aeries survey indicated the following needs for remote/online instruction from home: laptop computers, internet/hotspots, printed materials, and tutoring. The student responses from the Aeries survey indicated the following needs for remote/online instruction from home: laptop computers, internet/hotspots, printed materials, tutoring, and access to transcripts.

RCOE Alternative Education sent surveys to all 59 families of students with disabilities enrolled with the Community School. The survey was delivered through email, text, and at the end of each Learning Continuity and Attendance Plan stakeholder meeting with a 32% rate of return from all formats. Parents were asked questions related to the types of technology available and needed at home (computer, laptop, smartphone, and internet), the support they needed for learning, and an open ended question on any needs during distance/online instruction. A total of 24% of homes indicated that they were in need of a computer or laptop for students to access the virtual platform with eight individuals indicating a need for internet connectivity/hotspot devices. When asked what other supports were needed, parent responses focused on counseling and support for motivation.

Feedback from District English Learner Advisory Committee (DELAC) Meeting

Parents need school supplied laptops for instruction at home.

Parents want tutoring for their children.

Parents appreciate the Spanish translators at the DELAC and school site meetings.

Feedback from Parent Advisory Committee (PAC) Meeting

Parents need school supplied laptops and internet access for online learning at home. Some parents have more than one child in school and only have one computer at home which is why they need school supplied devices.

Parents need support in keeping their child engaged in online learning as they have more than one child at home in online classes.

Parents want extra support for their children, especially in upper grade math and science classes.

Feedback from Community School and Court School – School Site Council Meetings

Parents requested weekly communication from teachers on the progress of their children in online classes.

Parents requested the return to school campus as soon as possible once it is safe.

Feedback from Community School and Court School –English Learner Advisory Committee Meetings

Parents requested support for their children in English and math.

Parents want their children to continue taking elective classes.

Feedback from the Certificated and Classified Associations

The Riverside County Office Teacher Association (RCOTA) recommended to check student temperatures when they enter campus or in the classroom by a nurse.

RCOTA suggested that RCOE should consider a hybrid approach for some students and staff after receiving notice from CDE, CDC, and the Riverside County Superintendent of Schools that it is safe to return to the school campus.

CSEA prioritized working from home to the extent possible to ensure staff safety.

Feedback from Administrators, Principals, Counselors, Social Worker, School Psychologists

Administrators, principals, counselors, the social worker, and school psychologists identified the need for Canvas, laptops, Kajeets/hotspots for students to use at home, online tech support, online tutoring, online counseling and mentoring, SEL approaches, and extra-duty hourly pay for additional planning time for teachers to develop lessons for online instruction.

Parent Feedback from School Site Stakeholder Meetings

Parents need laptops at home for instruction. Some families need internet. Parents requested tech support if their children have trouble with the laptops or logging on to Canvas. Parents want regular communication when their children are not completing assignments. Parents requested support with online instruction/class work/homework and tutoring.

Parents want access their son/daughter's credits to know that they are on track. Some parents would prefer the option to keep their children at home if schools re-open. Parents want textbooks at home during online instruction. Online counseling for guidance on college and careers.

Some parents expressed a desire for the school sites to re-open as soon as possible because they were having a difficult time watching their children and trying to work. Other parents wanted their children to be able to interact and socialize with others in person.

When schools re-open, parents want to ensure that social distancing, wearing face masks, and classroom sanitizing will take place. Parents want to be notified if there is Coronavirus on a campus.

Student Feedback from School Site Stakeholder Meetings

Students need support with online instruction in math, tutoring, and counseling.

Staff Feedback from School Site Stakeholder Meetings

Instructional assistants need time with their teachers to be on the same page with regard to what lessons will be provided and how to go about it. IAs value communication with the teacher so they know the students, grades, and issues the students may be confronting from the past. IAs want to be prepared when students come in, know which classes are needed, limitations, concerns, and be prepared to help the students.

Teachers need collaboration time with IA, ongoing support with online instruction (Canvas). Court School teachers stated that computer mouse and headphones would be helpful for online instruction.

When schools re-open, staff want to ensure that social distancing, wearing face masks, and classroom sanitizing will take place.

Feedback from Community Partners

Riverside County Probation requested additional laptops to use for breakout rooms during online instruction.

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

The aspects of the Learning Continuity and Attendance Plan that were influenced by stakeholder input are organized in themes.

Technology Support at Home Included in the Access to Devices and Connectivity Section

All stakeholders identified the need for students to have school issues laptops and hot spots at home if needed.

All stakeholders identified the need for online tech support for students and their families.

Attendance in Online Instruction Included in the Pupil and Family Engagement and Outreach Section

All stakeholders identified the need to support students with daily attendance and the need to incentivize attendance.

Academic Supports Included in the Pupil Learning Loss Section and Support for Students with Unique Needs Section

All stakeholders identified the need for online academic counseling to monitor and support students with courses for high school graduation and college and career readiness.

All stakeholders identified the need for online instructional support for students in the core classes, particularly math.

All stakeholders identified the need for online tutoring.

Administrators and principals identified the need to pay teachers extra-duty hourly for after school instruction/tutoring for students who experienced learning loss.

Social-Emotional Learning Included in the Mental Health and Social Emotional Well Being Section

All stakeholders identified the need for social-emotional learning and support through online academic counseling and behavioral health/mental health counseling.

The Alternative Education administrators and principals identified the need for online mentoring.

Professional Development in Canvas and UDL Included in the Distance Learning Professional Development Section

Administrators and principals identified the need to pay teachers extra-duty hourly for additional planning time to build their Canvas classrooms and to develop UDL lessons for online lessons.

Parent Communication Included in the Pupil Participation and Progress Section and Pupil Learning Loss Section

Parents/Guardians identified the need for regular weekly communication on their child's attendance, grades, and credits.

Administrators/Principals identified the need for parent trainings on Canvas and online learning.

Staff Collaboration Time Included in the Distance Learning Professional Development Section and Pupil Learning Loss Section

Instructional assistants identified the need for regular need communication with the teacher on students.

On Campus Instruction Included in the In-Person Instructional Offerings

When schools re-open, all stakeholders identified the need to ensure that social distancing, wearing face masks, and classroom sanitizing will take place. Parents want to be notified if there is coronavirus on a campus.

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.]

RCOE Alternative Education will determine if re-opening on campus will be possible based on CDC/CDE/State/RCOE guidelines on October 9, 2020 (end of 1st quarter) or January 4, 2021 (beginning of 2nd semester). When school re-opens on campus, safety practices will be implemented. All staff will be trained through on-line webinars on COVID-19 safety procedures, PPE, and social distancing prior to the return to on-campus instruction. In-person instruction is defined as instruction under the immediate physical supervision and control of a certificated employee of the LEA while engaged in educational activities required of the student.

Enrollment Process

Parents have options on the process of enrolling their children in school. Online enrollment or in-person (with social distancing and PPE) are available this year. During the enrollment process, staff will check student health records for any health symptoms that may be impacted by wearing face coverings all day. If a student has health issues that would be impacted by wearing a face mask all day, schedule students in independent study or in remote/online instruction. Staff will schedule students in classes to ensure that physical distancing requirements will be maintained.

Student Scheduling

All students are scheduled in on-campus (or to continue online based on parent preference) courses to meet the RCOE high school graduation requirements with specific attention to their individual preferences and college/career goals. Formative assessments (Exact Path ELA and math pre-/post-tests) are administered online to diagnose potential learning loss and to measure student learning and progress. Students who have experienced learning loss receive support.

Teachers provide standards-based instruction in ELA, ELD, mathematics, history-social science, science (NGSS), visual and performing arts, and world languages. AB 2306 enables Court School students in their 11th and 12th grade years to complete the minimum graduation requirements of 130 credits as defined by the state in specific subjects as specified in Education Code Section 51225.3. AB 1124 permits the pupil, upon agreement between the county office of education and the pupil or the person holding the right to make educational decisions for the pupil, to take coursework or other requirements adopted by the governing board of the county office of education, and to defer the granting of the diploma until the pupil is released from the juvenile detention facility.

Alternative Education principals utilize transcripts and Aeries to schedule students in their classes. Course approval forms are used to enroll students in the specific courses to meet their individual preferences for the graduation requirements and electives. All students, including unduplicated pupils and individual with exceptional needs, are enrolled in UC a-g approved core academic courses based on their age and credit completion. The Aeries graduation status report is used to monitor grade-level course completion in order to meet the required 200 credits for high school graduation. All students have full access to a broad course of study.

RCOE Alternative Education utilizes the Aeries courses scheduling report and the course approval form to ensure all students had access to a broad course of study across school sites. The process of enrolling students includes the use of the RCOE Prospectus, Course Reference Guide, and the course approval form to ensure that students are enrolled in a broad course of study.

Safety Practices for On Campus Instruction

Parents will screen children before leaving for school (check temperature to ensure temperatures below 100.4 degrees Fahrenheit, observe for symptoms outlined by public health officials) and to keep students at home if they have symptoms consistent with COVID-19 or if they have had close contact with a person diagnosed with COVID-19.

Staff will provide face coverings for students. Students will be required to wear face coverings while at school, maintain social distancing of six feet between others, and wash their hands regularly throughout the school day. Hand sanitizer will also be available. School staff will check student temperatures with no-touch thermometers as they enter campus. Staff will conduct wellness checks throughout the day. Parents/Guardians will need to pick up their students if they have a temperature over 100.4 degrees Fahrenheit. Students must wash or sanitize hands as they enter campus and wear a face covering all day.

Staff will notify families immediately of any possible cases of COVID-19 while maintaining the confidentiality/privacy of the students who may or are infected with any illness. Access to the school by nonessential visitors will be limited. Staff member will self-screen before leaving for work (check to ensure temperatures below 100.4 degrees Fahrenheit, check for symptoms outlined by public health officials) and stay home if they have symptoms consistent with COVID-19. Staff will conduct wellness checks throughout the day. Staff will be required to wear face coverings while at school, plastic face shields, maintain social distancing of six feet between others, and wash hands regularly throughout the school day. Hand sanitizer will also be available. Plexiglass shields will be installed around teacher and IA desks. Classrooms will be disinfected to ensure physical health and safety in school facilities and vehicles.

In alignment with CDC, state, and local public health guidelines, RCOE will clean and disinfect all occupied areas and common spaces no less than once per day. All disinfectants used will be registered on the EPA N list. Typically, the process will include the wiping down of surfaces to remove soil, a towel applied application of commercial disinfectant on hard surfaces such as desks, and a sprayer applied bulk disinfectant treating the balance of high-touch surfaces. In addition, disinfecting wipes will be available for site staff to spot disinfect throughout the day as needed.

In the juvenile hall Court School sites, Probation staff will check staff and student temperatures with no-touch thermometers as they enter campus. Staff will conduct wellness checks throughout the day. Students who develop symptoms of illness while at school will be separated from others right away, isolated in an area through which others do not enter or pass. Students will remain in isolation with continued supervision and care. Students are will not return until they have met CDC criteria to discontinue home isolation.

Social-Emotional Well Being

The Alternative Education social-emotional learning (SEL) STARS (Strengths, Teamwork, Appreciate Diversity, Reflect, Set Goals) approach is integrated in on-campus instruction. STARS focuses on CASEL's five SEL competencies: Self Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision Making. Within the approach, Digital Citizenship refers to the responsible use of technology by anyone who uses computers, the internet, and digital devices to engage with society on any level. STARS Digital Citizenship consists seven key competencies: Empathy, how the internet works, understanding user data, practicing digital literacy, acknowledging the digital divide, practicing digital wellness, and securing digital devices. The STARS flow chart provides accountability through restorative practices and PBIS, a wraparound process to addresses student accountability through consistent observations and documentation of problem behaviors in a school based comprehensive approach by both staff and site principal to ensure safety and appropriate interventions to better support students. STARS is an incentive-based program (Star Bucks) that promotes positive school culture. STARS incentives acknowledge the importance of school culture and climate with the expectation that all students, parents, and school staffs experience of school life and its associated norms, goals, values, interpersonal relationships, teaching and learning practices be supported through positive reinforcement.

Teachers enact the STARS approach in their daily on-campus lessons within the framework of Universal Design for Learning (UDL) SEL connections, such as the three SEL signature practices of the Collaborative for Academic, Social, and Emotional Learning (CASEL). CASEL's three signature practices include welcoming/inclusion activities; engaging strategies, brain breaks and transitions; and optimistic closures.

A multi-tiered system of support (MTSS) and approach to interventions provides mental health services in Alternative Education that focus on promoting positive mental health/social and emotional development; addressing mental health problems as they present barriers to learning; providing linkages to community agencies and resources; and mental health resources delivered within or linked to school settings. Parental/guardian supports are available to families at each site addressing broad mental health needs with opportunities for individual referral. Universal prevention and intervention strategies identify and intervene with children who manifest potential difficulties in their social, behavioral, and emotional development. Selective or targeted interventions are used with students who require more than universal strategies but less than intensive individualized interventions. Educational related mental health services (ERMHS) provide an opportunity for intensive treatment interventions for youth who have significant symptoms of a disorder. Alternative Education contracts with Riverside University Health System-Behavioral Health for services in the Court School and uses social work interns and the Wylie Center for services in the Community School. Alternative Education contracts with Care Solace to provide students, parents and staff with an online system of mental health services.

Classroom Instruction

Formative assessments (Exact Path ELA and math pre-/post-tests) are administered to diagnose potential learning loss and to measure student learning and progress. Students who have experienced learning loss receive support and those who demonstrate advanced proficiency are scheduled in courses and credit recovery to accelerate their learning.

This year, Universal Design for Learning will be implemented in all grades and subjects in the Community School and Court School during on-campus instruction. During the past two years, UDL was implemented by some teachers as early adopters. Teachers will provide students with on-campus lessons within the framework of Universal Design for Learning, which addresses multiple learning modalities. Teachers will provide multiple ways for students to engage in learning by promoting individual interest and choice in resources and topics, options for collaboration and feedback, and supporting self-regulation and access to content/information (e.g., auditory or visual supports that clarify information). Teachers will provide students with multiple means of representation by allowing students to choose options for perception, language and symbols, and comprehension. Teachers will create options for action and expression by providing multiple ways for students to express what they learn (e.g., verbally, in writing, in drawing, through physical demonstration).

The UDL approach invokes a culturally responsive teaching approach inclusive of cultural integration, community-building, promotion of identity, equity integration and participatory methods. The first four elements are being integrated in instructional practices this year within UDL (Project-based service learning has been a past practice). The approach of cultural integration involves culturally responsive teaching and culturally relevant pedagogy. These two practices reflect sociocultural and constituent-involving strategies, and include the following features: connecting student's cultural assets and references to academic concepts and skills, employing curricula that encourages student reflection on their own lives and society, supporting student cultural competence by facilitating learning about their own and other cultures, and pursuing social justice through critiques of discourses of power. Community-building approaches include morning meetings/advisory; individual and classroom goal setting and social contracts; modeling and practicing of classroom routines; empowering teacher language; planning and reflection on student products; collaborative problem-solving among students; and balanced discipline strategies that highlight student self-control. Promoting ethnic-racial identity development involves evidential and constituent-involving program materials and interpersonal interactions aimed at improving the ethnic/racial identity of African America adolescents. Integrating equity content is primarily accomplished through exploring issues of race/ethnicity in history/social science and language arts classes. Students learn historical examples of conflict, injustice, and discrimination to teach tolerance, social skills, and civic responsibility. Project-based, experiential, and participatory learning, including service learning, has been used in Alternative Education classes for the past three years. Project-based service learning increases social and civic skills across diverse groups of students and positively impacts youth participatory action research on social, emotional, and academic outcomes for children

and youth. Teachers and instructional assistants will provide on campus instruction for six class periods each day using Universal Design for Learning when schools re-open.

The middle school daily schedule will be Monday-Friday for 360 minutes in the following courses: ELA/ELD for 60 minutes, math for 60 minutes, history for 60 minutes, science for 60 minutes, PE for 60 minutes, and ELA or math intervention or electives 60 minutes. The high school grade 9 daily schedule will be Monday-Friday for 360 minutes in the following courses: ELA/ELD for 60 minutes, math for 60 minutes, science for 60 minutes, PE for 60 minutes, ELA or math intervention for 60 minutes, electives for 60 minutes. The high school grade 10 daily schedule will be Monday-Friday for 360 minutes in the following courses: ELA/ELD for 60 minutes, math for 60 minutes, science for 60 minutes, history for 60 minutes, PE for 60 minutes, ELA/math intervention or electives for 60 minutes. The high school grade 11 daily schedule will be Monday-Friday for 360 minutes in the following courses: ELA/ELD for 60 minutes, history for 60 minutes, and courses needed by students such as VAPA 60 minutes, world language 60 minutes, electives 60 minutes, CTE 60 minutes, Dual Enrollment 60 minutes, credit recovery in courses needed by students, ELA intervention 60 minutes. Online credit recovery for students is also available outside of school hours. The high school grade 12 daily schedule will be Monday-Friday for 360 minutes in the following courses: U.S. Government for 60 minutes (one semester), economics for 60 minutes (one semester), and courses needed by students such as VAPA for 60 minutes, world language for 60 minutes, electives for 60 minutes, CTE for 60 minutes, Dual Enrollment for 60 minutes, credit recovery for 60 minutes. Online credit recovery for students is also available outside of school hours.

Independent study is scheduled for selected students with parent approval which consists of using the required procedures/forms (Master Agreement, Weekly Assignment Contracts, Daily Engagement Logs) for weekly instruction. Independent study is comprised of teacher-assigned lessons with self-paced learning activities and personalized practice for students. Students access online (or printed) textbooks/instructional resources through Canvas. Students access the online Edmentum courseware for credit recovery as well which is personalized instruction through menu-driven activities allowing for self-pacing, monitoring of student time on task and work completion.

Alternative Education offers CTE pathways in the Food Service/Hospitality at DFKRLC and Palm Springs, Residential Commercial Construction/Construction Technology at BGGRLC, Welding at DLLRLC, Networking at ARLC, and Multimedia Production at VVRLC.

Online courses in Dual Enrollment and Spanish (world language) provide access to all students at all sites in the Community School and Court School. Students enrolled in the UCR-Extension Center Dual Enrollment history/science and CTE Networking Pathway use ELEARN online platform and students enrolled in Spanish/AP Spanish used Zoom. Alternative Education partners with the University of California, Riverside-Extension Center to implement a Networking pathway as dual enrollment courses for the Professional Certificate for Computer Technician. Alternative Education offers four courses (140 total hours of instruction and 14 units of college coursework) in the Professional Certificate for Computer Technician. The Networking pathway includes Maintaining and Supporting Computers (Introductory), Networking (Concentrator), Security+Certification Training (Capstone), and IT Help Desk Operations and Support (Capstone). Students who successfully complete the courses will earn college credit from UCR. Students who pass the CompTIA® exams will earn industry--recognized certifications (CompTIA® A+ certification, CompTIA® Network+ certificate, CompTIA® Security+ certificate).

The school counselor will provide students with on-campus and online support and resources through on-campus meetings and her website that contains links to the FAFSA, scholarships, college applications, and career opportunities.

An on-campus after school performing arts and tutoring program provided by From the Heart Performing Arts engages students in music, theater and visual arts classes based on the performing arts standards. The program culminates in a performance by the students. The From the Heart Performing Arts tutorial sessions are conducted by professional instructors. Each tutorial session is between 35-40 minutes which include practice quizzes and resources. From The Heart Performing Arts operates a high quality enrichment program that serves communities

and schools for at-promise students. The program creates opportunities for children to express themselves through dance, theater, music, and visual arts. FTHPAC provides mentoring, tutoring, and internship.

Parent Engagement and Training

The schools implement on-campus programs for parents that promote building relationships between school staff and families. Parent programs develop the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families. School staff create welcoming environments for all families in the community. Programs support staff to learn about each family’s strengths, cultures, languages, and goals for their children.

Communication with parents/guardians is multi-faceted to ensure that the families are well-informed of the school activities and their students’ progress. Teachers and principals communicate and meet with parents through on-site visits, telephone calls, and email. The Annual Notification of Parent Rights and Responsibilities is provided to families at registration each year along with the student handbook, Technology Acceptable Use Policy and other information items that enabled parents to understand the programs that are a part of the education of their students. Communication on school activities, meetings, and important events is provided through an automatic telephone system. Written materials are translated into Spanish. Parents have real-time access to the course grades and progress of their children through Aeries Parent Portal (Aeries is the student information system). Teachers contact parents to discuss attendance, behavior, and student concerns. Teachers and principals communicate with parents/guardians through formal and informal conferences, at Back to School Nights, and during the quarterly parent/student involvement events.

Parent workshops are provided in order to connect families with community resources that provide educational enrichment and support. Alternative Education implements parent engagement and training programs that include College Success, Nurturing Parents, Triple P, and family health education services. Alternative Education contracts with the College Success Parent University for Leadership and Academic Success (CSS). The College Success Services (CSS) conducts 12 sixty-minute parent training workshops based on a robust bi-lingual, bi-cultural, holistic, culturally relevant, motivational, educational, leadership-based curriculum that has a lasting impact on parents’ ability to become full participants in their children’s education and academic success. Parent University coaches parents on the what, how, and why of educational engagement in their children’s education. Nurturing Parents is offered through the Alternative Education contract with Riverside County-University Health System Behavioral Health. Nurturing Parents is an interactive 10 week course that helped parents better understand their roles. The program helps in strengthening the parents’ relationship and bond with their children. Parents learn new strategies and skills to improve the behavior of their children. Triple P is offered through the Alternative Education contract with the Wylie Center. The Triple P program content focuses on learning theory, developmental research on social competence, cognitive social learning theory, and public health and community psychology.

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

Description (Based on the assumption that on-campus instruction will resume on January 4, 2021 and continue until the last day of school on May 28, 2021)	Total Funds	Contributing
Certificated Instructional and Administrative Staff Costs. Contributing by coordinators, teachers, and IAs who provide instruction, support, and intervention services/programs to low income, EL, and Foster Youth (extra-duty hourly for teachers to build lessons, MTSS data teams, intervention courses and additional learning time for students).	3,947,342	Yes

Description (Based on the assumption that on-campus instruction will resume on January 4, 2021 and continue until the last day of school on May 28, 2021)	Total Funds	Contributing
Classified Employee Staff Costs. Contributing by instructional assistant support for intervention courses and additional learning time for students.	\$1,973,671	Yes
Textbooks, Instructional Materials, Supplies.	\$278,935	No
Technology Equipment and Resources.	\$401,389	No
College and Career Readiness (CTE Pathways, Dual Enrollment, Contracts). Contributing by school counselor and contracted services for college transition activities.	\$456,847	Yes
Professional Development. Contributing by contracts and professional learning/forums such as UDL.	\$13,940	Yes
Improving Attendance, Campus Climate, Intramural Sports. Contributing by school social worker to support student attendance in school.	\$53,275	Yes
Safe and Clean Facilities.	\$504,479	No
Parent Involvement Programs.	\$38,129	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.]

RCOE Alternative Education opened school using distance/online instruction on August 17, 2020. Distance learning is defined under Education Code section 43500(a). Participation and Engagement is under EC 43504(d)-(e). EC 43503 Distance Learning attendance requirements. Distance learning is defined as instruction in which the pupil and instructor are in different locations and pupils are under the general supervision of a certificated employee of the local educational agency (CDE, 2020). Distance learning may include but is not limited to all of the following: Interaction, instruction, and check-in between teachers and pupils through the use of a computer or communications technology; video or audio instruction in which the primary mode of communication between the pupil and certificated employee is online interaction, instructional television, video, tele-courses, or other instruction that relies on computer or communications technology; and the use of print materials incorporating assignments that are the subject or written or oral feedback (EC 43500(a)).

Enrollment Process

Parents have options on the process of enrolling their children in school. Online enrollment or in-person (with social distancing and PPE) are available this year. All students receive a laptop and internet hot spots if they need the devices to use at home. All parents received the

welcome back letter with information on enrollment, class schedules, laptop/Kajeet/hot spot checkout times, and directions and log information for their Google emails and Canvas accounts. Students and parents who did not select the online learning option receive printed materials and textbooks to use at home. Teachers and principals facilitate the delivery of assignments and drop off of completed work for grading.

Student Scheduling

All students are scheduled in remote/online courses to meet the RCOE high school graduation requirements with specific attention to their individual preferences and college/career goals. Formative assessments (Exact Path ELA and math pre-/post-tests) are administered online to diagnose potential learning loss and to measure student learning and progress. Students who have experienced learning loss receive support and those who demonstrate advanced proficiency are scheduled in courses and credit recovery to accelerate their learning.

Teachers provide standards-based remote/online instruction in ELA, ELD, mathematics, history-social science, science (NGSS), visual and performing arts, and world languages. AB 2306 enables Court School students in their 11th and 12th grade years to complete the minimum graduation requirements of 130 credits as defined by the state in specific subjects as specified in Education Code Section 51225.3. AB 1124 permits the pupil, upon agreement between the county office of education and the pupil or the person holding the right to make educational decisions for the pupil, to take coursework or other requirements adopted by the governing board of the county office of education, and to defer the granting of the diploma until the pupil is released from the juvenile detention facility.

Alternative Education principals utilize transcripts and Aeries to schedule students in their classes. Course approval forms are used to enroll students in the specific courses to meet their individual preferences for the graduation requirements and electives. All students, including unduplicated pupils and individual with exceptional needs, are enrolled in UC a-g approved core academic courses based on their age and credit completion. The Aeries graduation status report is used to monitor grade-level course completion in order to meet the required 200 credits for high school graduation. All students have full access to a broad course of study.

RCOE Alternative Education utilizes the Aeries courses scheduling report and the course approval form to ensure all students had access to a broad course of study across school sites. The process of enrolling students includes the use of the RCOE Prospectus, Course Reference Guide, and the course approval form to ensure that students are enrolled in a broad course of study.

Social-Emotional Well Being

The Alternative Education social-emotional learning (SEL) STARS (Strengths, Teamwork, Appreciate Diversity, Reflect, Set Goals) approach is integrated in remote/online instruction. STARS focuses on CASEL's five SEL competencies: Self Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision Making. Within the approach, Digital Citizenship refers to the responsible use of technology by anyone who uses computers, the internet, and digital devices to engage with society on any level. STARS Digital Citizenship consists seven key competencies: Empathy, how the internet works, understanding user data, practicing digital literacy, acknowledging the digital divide, practicing digital wellness, and securing digital devices. The STARS flow chart provides accountability through restorative practices and PBIS, a wraparound process to addresses student accountability through consistent observations and documentation of problem behaviors in a school based comprehensive approach by both staff and site principal to ensure safety and appropriate interventions to better support students. STARS is an incentive-based program (Star Bucks) that promotes positive school culture. STARS incentives acknowledge the importance of school culture and climate with the expectation that all students, parents, and school staffs experience of school life and its associated norms, goals, values, interpersonal relationships, teaching and learning practices be supported through positive reinforcement.

Teachers enact the STARS approach in their daily online lessons within the framework of Universal Design for Learning (UDL) SEL connections, such as the three SEL signature practices of the Collaborative for Academic, Social, and Emotional Learning (CASEL). CASEL's three signature practices include welcoming/inclusion activities; engaging strategies, brain breaks and transitions; and optimistic closures.

A multi-tiered system of support (MTSS) and approach to interventions provides online mental health services in Alternative Education that focus on promoting positive mental health/social and emotional development; addressing mental health problems as they present barriers to learning; providing linkages to community agencies and resources; and mental health resources delivered within or linked to school settings. Parental/guardian supports are available to families at each site addressing broad mental health needs with opportunities for individual referral. Universal prevention and intervention strategies identify and intervene with children who manifest potential difficulties in their social, behavioral, and emotional development. Selective or targeted interventions are used with students who require more than universal strategies but less than intensive individualized interventions. Educational related mental health services (ERMHS) provide an opportunity for intensive treatment interventions for youth who have significant symptoms of a disorder. Alternative Education contracts with Riverside University Health System-Behavioral Health for services in the Court School and uses social work interns and the Wylie Center for services in the Community School. Alternative Education contracts with Care Solace to provide students, parents and staff with an online system of mental health services.

Online Course Development and UDL

Teachers worked with administrators over the summer from May 26 – August 14, 2020 to update online course descriptions, syllabi, units of study, and lessons. During the summer of 2020, a contract with Canvas was processed and teachers were assigned log-ins. Aeries and digital textbooks/instructional resources were integrated with Canvas (Connect Ed/McGraw Hill, Savvas/Pearson, and Edmentum). Students were added to the online classes in Aeries for Canvas as they enrolled in school.

This year, Universal Design for Learning is implemented in all grades and subjects in the Community School and Court School for remote/online instruction. During the past two years, UDL was implemented by some teachers as early adopters. Teachers provide students with on-line lessons within the framework of Universal Design for Learning, which addresses multiple learning modalities. Teachers provide multiple ways for students to engage in learning by promoting individual interest and choice in resources and topics, options for collaboration and feedback, and supporting self-regulation and access to content/information (e.g., auditory or visual supports that clarify information). Teachers provide students with multiple means of representation by allowing students to choose options for perception, language and symbols, and comprehension. Teachers create options for action and expression by providing multiple ways for students to express what they learn (e.g., verbally, in writing, in drawing, through physical demonstration).

The UDL approach invokes a culturally responsive teaching approach inclusive of cultural integration, community-building, promotion of identity, equity integration and participatory methods. The first four elements are being integrated in instructional practices this year within UDL (Project-based service learning has been a past practice). The approach of cultural integration involves culturally responsive teaching and culturally relevant pedagogy. These two practices reflect sociocultural and constituent-involving strategies, and include the following features: connecting student's cultural assets and references to academic concepts and skills, employing curricula that encourages student reflection on their own lives and society, supporting student cultural competence by facilitating learning about their own and other cultures, and pursuing social justice through critiques of discourses of power. Community-building approaches include morning meetings/advisory; individual and classroom goal setting and social contracts; modeling and practicing of classroom routines; empowering teacher language; planning and reflection on student products; collaborative problem-solving among students; and balanced discipline strategies that highlight student self-control. Promoting ethnic-racial identity development involves evidential and constituent-involving program materials and interpersonal interactions aimed at improving the ethnic/racial identity of African America adolescents. Integrating equity content is primarily accomplished through exploring issues of

race/ethnicity in history/social science and language arts classes. Students learn historical examples of conflict, injustice, and discrimination to teach tolerance, social skills, and civic responsibility. Project-based, experiential, and participatory learning, including service learning, has been used in Alternative Education classes for the past three years. Project-based service learning increases social and civic skills across diverse groups of students and positively impacts youth participatory action research on social, emotional, and academic outcomes for children and youth.

Distance/Online Instructional Approach

The Community School and Court School implement synchronous/asynchronous online learning to provide access to all students at all sites. Synchronous learning takes place in real-time, with delivery of instruction and/or interaction with participants such as a live whole-class, small group, or individual meeting via an online platform or in-person when possible. Asynchronous learning occurs without direct, simultaneous interaction of participants such as videos featuring direct instruction of new content students watch on their own time.

The teachers use Canvas/Zoom to communicate/connect to students and provide instruction in the virtual environment. Zoom is a cloud-based video conferencing platform that can be used for video conferencing meetings, audio conferencing, webinars, meeting recordings, and live chat. Canvas supports teachers in improving student achievement for all levels, from the student who needs support to college-bound seniors and beyond. The Canvas learning management system provides familiar, consistent learning tools during the entire student experience. Canvas addresses the different learning styles of students and methods for assessing, certifying, and showcasing authentic learning artifacts. Canvas helps students create unique learning paths and digital learning portfolios that reflect their learning journeys, from K–20 to career. Google Drive and Google Apps work seamlessly with Canvas.

Teachers use the UDL approach and provide resources/instruction during live online lessons. Instruction is recorded as well. Teachers use selected materials (e.g., digital links, print materials, district-adopted textbooks) for their lessons. Teachers communicate with students in the Community School through telephone or other digital platforms selected by teacher.

Community School and Court School teachers use Zoom/Canvas for whole class-instruction and breakout rooms along with Plato/Edmentum for elective classes/credit recovery, in order to meet the required instructional minutes (240 minutes per day, five days each week) for grades/credits. Teachers may have up to four grade-level subjects (i.e., 9th, 10th, 11th, 12th grade ELA or World, U.S. History, Economics, U.S. Government) in a single period for online instruction, which is typical in on campus instruction as well. Teachers set up Canvas/Zoom breakout rooms and have the IA provide instruction for the students. Teachers have some students on for synchronous instruction while others are scheduled in asynchronous instruction. Teachers use a combination of synchronous and asynchronous online instruction. For example, synchronous lessons are segmented with time allocated for direct instruction with multiple means of checking for understanding (verbal, written, quick checks through surveys), Canvas/Zoom breakout rooms for student peer collaborations/discussions or work with the instructional assistant, researching topics for discussion or writing, and a completion of assignments/projects. Asynchronous lessons enable students to view videos and respond to prompts, read online articles/books of their choice and create video recordings, written reports, or other visual effects to demonstrate their learning. Students access digital textbooks/instructional resources for ELA (Savvas/Pearson), math, history, and science (Connect Ed/McGraw Hill). Some school sites have more than one teacher and can assign subject specific courses.

The daily online schedule consists of one hour of ELA/ELD and mathematics along with the courses based on student needs in history/social science, science, visual/performing arts, foreign language, physical education, and electives. Daily teacher office hours provide support for students with disabilities and English learners, and students needing intervention in ELA and math.

The middle school daily online schedule is Monday-Friday in the following courses: ELA/ELD for 60 minutes, math for 60 minutes, history for 30 minutes, science for 30 minutes, PE for 30 minutes, and ELA or math intervention or elective for 30 minutes. The high school grade 9 daily online schedule is Monday-Friday for 240 minutes per day in the following courses: ELA/ELD for 60 minutes, math for 60 minutes, science for 60 minutes, PE for 30 minutes, and ELA/ELD or math intervention or electives for 30 minutes. The high school grade 10 daily online schedule is Monday-Friday for 240 minutes per day in the following courses: ELA/ELD for 60 minutes, math for 60 minutes, science for 60 minutes, history for 60 minutes, and ELA/ELD or math intervention for 30 minutes during office hours. The high school grade 11 daily online schedule is Monday-Friday for 240 minutes per day in the following courses: ELA/ELD for 60 minutes, history for 60 minutes, CTE, Dual Enrollment, electives, credit recovery in courses needed by students, ELA/ELD intervention 30 minutes during office hours. Online credit recovery for students outside of school hours. The high school grade 12 daily online schedule is Monday-Friday for 240 minutes per day in the following courses: social science for 60 minutes, CTE, Dual Enrollment, electives, and credit recovery in courses needed by students. Online credit recovery for students outside of school hours is also available.

Court School students use laptops and textbooks in class supervised by Probation. Probation staff supervise students during physical education classes.

Online independent study is scheduled for selected students with parent approval, which consists of using the required procedures/forms (Master Agreement, Weekly Assignment Contracts, Daily Engagement Logs) for weekly online instruction. Independent study is comprised of teacher-assigned lessons with self-paced learning activities and personalized practice for students. Students access online (or printed) textbooks/instructional resources through Canvas. Students access the online Edmentum courseware for credit recovery as well which is personalized instruction through menu-driven activities allowing for self-pacing, monitoring of student time on task and work completion.

Alternative Education offers online CTE courses in the Food Service/Hospitality at DFKRLC and Palm Springs, Residential Commercial Construction/Construction Technology at BGGRLC, Welding at DLLRLC, Networking at ARLC, and Multimedia Production at VVRLC.

Online courses in Dual Enrollment and Spanish (world language) provide access to all students at all sites in the Community School and Court School. Students enrolled in the UCR-Extension Center Dual Enrollment history/science and CTE Networking Pathway use ELEARN online platform and students enrolled in Spanish/AP Spanish used Zoom. Alternative Education partners with the University of California, Riverside-Extension Center to implement a Networking pathway as dual enrollment courses for the Professional Certificate for Computer Technician. Alternative Education offers four courses (140 total hours of instruction and 14 units of college coursework) in the Professional Certificate for Computer Technician. The Networking pathway includes Maintaining and Supporting Computers (Introductory), Networking (Concentrator), Security+Certification Training (Capstone), and IT Help Desk Operations and Support (Capstone). Students who successfully complete the courses will earn college credit from UCR. Students who pass the CompTIA® exams will earn industry--recognized certifications (CompTIA® A+ certification, CompTIA® Network+ certificate, CompTIA® Security+ certificate).

The school counselor provides students with online support and resources through virtual meetings and her website that contains links to the FAFSA, scholarships, college applications, and career opportunities.

An online after school performing arts and tutoring program provided by From the Heart Performing Arts engages students in music, theater and visual arts classes based on the performing arts standards. Each week, students receive a link to go online to From the Heart YouTube channel to take the classes. Every week, students receive new instructional videos. Having the classes online allows students to learn at their own pace, pause and rewind instructions. The program includes a virtual field trip to a museum and a live art show via Zoom. The From the Heart Performing Arts tutorial videos are conducted by professional instructors. Each tutorial session is between 35-40 minutes which include

practice quizzes and resources. From The Heart Performing Arts operates a high quality enrichment program that serves communities and schools for at-promise students. The program creates opportunities for children to express themselves through dance, theater, music, and visual arts. FTHPAC provides mentoring, tutoring, and internship.

Parent Engagement and Training

The schools implement on-campus and online programs for parents that promote building relationships between school staff and families. Parent programs develop the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families. School staff create welcoming environments for all families in the community. Programs support staff to learn about each family's strengths, cultures, languages, and goals for their children.

Communication with parents/guardians is multi-faceted to ensure that the families are well-informed of the school activities and their students' progress. Teachers and principals communicate and meet with parents through on-site visits, telephone calls, and email. The Annual Notification of Parent Rights and Responsibilities is provided to families at registration each year along with the student handbook, Technology Acceptable Use Policy and other information items that enabled parents to understand the programs that are a part of the education of their students. Communication on school activities, meetings, and important events is provided through an automatic telephone system. Written materials are translated into Spanish. Parents have real-time access to the course grades and progress of their children through Aeries Parent Portal (Aeries is the student information system). Teachers contact parents to discuss attendance, behavior, and student concerns. Teachers and principals communicate with parents/guardians through formal and informal conferences, at Back to School Nights, and during the quarterly parent/student involvement events.

Online parent workshops are provided in order to connect families with community resources that provide educational enrichment and support. Alternative Education implements parent engagement and training programs that include College Success, Nurturing Parents, Triple P, and family health education services. Alternative Education contracts with the College Success Parent University for Leadership and Academic Success (CSS). The College Success Services (CSS) conducts 12 sixty-minute parent training workshops based on a robust bi-lingual, bi-cultural, holistic, culturally relevant, motivational, educational, leadership-based curriculum that has a lasting impact on parents' ability to become full participants in their children's education and academic success. Parent University coaches parents on the what, how, and why of educational engagement in their children's education. Nurturing Parents is offered through the Alternative Education contract with Riverside County-University Health System Behavioral Health. Nurturing Parents is an interactive 10 week course that helped parents better understand their roles. The program helps in strengthening the parents' relationship and bond with their children. Parents learn new strategies and skills to improve the behavior of their children. Triple P is offered through the Alternative Education contract with the Wylie Center. The Triple P program content focuses on learning theory, developmental research on social competence, cognitive social learning theory, and public health and community psychology.

Access to Devices and Connectivity

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

Alternative Education administered surveys in June, July and August 2020 to ascertain the technology and internet needs of students and their families in order to ensure that students had access to devices and connectivity. The surveys indicated that a high number of families (77%) needed school supplied laptops at home (some parents/guardians with more than one child needed school laptops at home). Less than 25% of the families indicated a need for school supplied devices to access the internet. Alternative Education purchased laptops/Chromebooks and Kajeets/T-Mobile hot spots for students to use at home during online instruction based on surveys of technology needs at home. Alternative

Education created a contract with Instructure Inc. for the Canvas Learning Management System. RCOE Alternative Education provides Google integrated applications for single sign on. Online platforms can be accessed by going to <https://google.com>. Students use Google to access Canvas. Once in Canvas, the student homeroom class is the starting point that explains how to use the virtual learning platform.

The Community School parent and student welcome back letter (mailed home to parents, posted on the webpage) included the process for logging on to Google and Canvas. The letter explained that laptops/tablets and Kajeets/hot spots are checked out to students based on technology needs. Textbooks are available online and in printed hard copies. Principals set up times to check out devices at the school sites. Textbooks and equipment are distributed at the front of the school and staff wear masks and gloves and maintain social distancing.

All students have access to laptops/tablets in the Community School and Court School. Additional laptops/Chromebooks were purchased to ensure that a one to one ratio of student to computer was maintained for distance learning. Headphones were purchased for the Court School students to use in the classrooms for the online Zoom sessions supervised by Probation staff. Upgraded cameras and microphones were purchased for the interactive televisions in the Court School classrooms to enhance the teacher Zoom sessions. Additional Kajeets/T-Mobile hotspots were purchased to ensure that a sufficient supply was available for families who needed internet at home.

Court School students use laptops in class supervised by Probation and access internet in the classrooms. Community School principals checked out laptops and Kajeets/T-Mobile hot spots (for Wi-Fi filtered internet access) to students for use at home. The device checkout process requires that the laptops are charged and logged in with the RCOE login daily so they are ready for pick-up. Device checkout forms (Student Printed Name, Device, Asset Tag, and Student Signature) are placed on tables located in the front office or outside of the front doors. The parent/student complete and sign the checkout form outside of the office or six feet away from our staff. The asset tag number is recorded on the form and a copy is made for parent/student. The checkout form has staff emails on it along with username and password to use at home. The laptop is logged in at the school site with same ID and Password that student will be using at home. The laptop is not log offed or shutdown once connected, just closed with the laptop still running.

During the laptop/tablet/Chromebook checkout process, students receive their login for Zoom and Canvas along with instructions in a form. The form includes the principals' direct line and email in case they have questions. Students are shown how to login to the laptop and how to login to Zoom and Canvas on their laptop or smartphone.

All students must sign the RCOE Alternative Education Acceptable Use Policy for the use of technology upon registration in school. The student in whose name an on-line services account is issued is responsible for its proper use at all times. Users shall keep personal account numbers, home addresses and telephone numbers and passwords private. They shall use the system only under their own account number. Students shall use the County Office of Education's system safely, responsibly, and only for purposes related to education. Commercial, product advertising, political, and/or personal use unrelated to an educational purpose is strictly prohibited. The County Office of Education reserves the right to monitor any activity to ensure the system is being used responsibly. Electronic communications and downloaded material, including files deleted from a user's account, may be monitored or read by County Office of Education officials. Users are expected to abide by the generally accepted rules of network etiquette and conduct themselves in a responsible, ethical, and polite manner while online. Students are prohibited from accessing, downloading, posting, submitting, publishing or displaying harmful matter or material that is threatening, obscene, disruptive or sexually explicit, or that could be construed as harassment or disparagement of others based on their race/ethnicity, national origin, sex, gender, sexual orientation, age, disability, religion or political beliefs. Harmful matter includes matter, taken as a whole, which to the average person, applying contemporary statewide standards, appeals to the offensive interest and is a matter which depicts or describes, in a patently offensive way, sexual conduct and which lacks serious literary, artistic, political or scientific value for minors (Penal Code 313). Users shall not use the system to

encourage the use of drugs, alcohol or tobacco, nor shall they promote unethical practices or any activity prohibited by law or County Office of Education policy. Copyrighted material may not be placed on the system without the author's permission. If granted permission from authors, users may download copyrighted material for their own use only. Users shall not read mail or files not intended for their viewing; they shall not attempt to interfere with other users' ability to send or receive electronic mail, nor shall they attempt to delete, copy, modify or forge other users' mail. Students shall not disclose, use or disseminate personal identification information about themselves or others when using electronic mail, chat rooms, or other forms of direct electronic communication. Students shall not disclose such information by other means to individuals located through the Internet without the permission of their parents/guardians (Personal information includes the student's name, address, telephone number, Social Security number, or other personally identifiable information).

A help desk icon is located on the Alternative Education webpage for support with technology issues at home. Parents are able to access online support from Alternative Education staff by accessing the icon on the webpage. Parents are also able to call or email the school principal in order to receive support with technology issues.

Central office administrators, principals and campus security supervisors conduct home visits to reach students and families who were unable to access laptops and Kajeets/hot spots.

Teachers, instructional assistants, classified employees, and administrators were able to take their desktop or laptop computers to work at home. Staff accessed Instructional Technology Services if they needed support with their devices while working from home.

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.]

Students are required to attend remote/online classes for four hours (240 minutes) each day by logging on to the online classroom each day or by completion of printed classroom assignments/assessments that are submitted to the school/teacher. The structure of the daily online class schedule is from 8:00 AM to 12:00 PM, Monday – Friday. All school attendance requirements are still in place for remote/online instruction. The Community School and Court School document student attendance in online learning each school day using Aeries and communicates with parents/guardians on a daily basis when the students are not attending online learning. School staff communicate on a weekly basis with parents on student academic progress. Staff communicate with parents when students are absent through telephone calls, emails, and home visits. The Attention to Attendance letters are mailed home for student absences.

Student attendance in distance/online learning is documented in Aeries, the student information system. A student engagement record is completed for each student documenting synchronous and asynchronous instruction for each day of distance learning, verifying daily participation and tracking assignments. New attendance codes were added to Aeries in order to address student engagement in the virtual setting. Teachers enter one of the following codes in Aeries to record student engagement during distance/online learning: 1-VL-Could not contact; 2-VLLogged in but disengaged; 3-VLTechnology Access Issues; 4-VL-Technology Fluency Issues; or 5-VL Home responsibility matters. New codes were added for the return to school site to address COVID-19 (6-VL-Concern for Corona Virus; 7-VL-Confirmed Case Coronavirus).

For 2020–2021 during distance/online instruction, the Community School and Court School report as a day attended as days in which a student attended a day or part of a day in distance learning. Per Education Code section 43504(d)(2), daily participation in distance learning “may include, but is not limited to, evidence of participation in online activities, completion of regular assignments, completion of assessments, and

contacts between employees of the local educational agency and pupil or parents or guardians." For 2020–2021 during distance/online instruction, the Community School and Court School report days absent excused (non-suspension) as reasons that are deemed by the school administrator, based on the student's circumstances, as constituting a valid excuse, which includes whether the absence was due to circumstances outside of the student's control. For example, a distance learning absence might be excused if the absence was due to lack of connectivity or equipment over which the student does not have control (consistent with EC sections 48205, 48225.5, 48260(c)). An unexcused absence under distance learning would be when no excuse is provided, or when the excuse that is provided is determined not to be valid based on the LEA's policy or based on the discretion of a school administrator pursuant to EC Section 48260(c).

RCOE Alternative Education teachers measure student learning and progress through multiple assessments that include online class assignments, projects, quizzes, and teacher developed tests. Teachers measure student learning through online class assignments, projects, quizzes, and teacher developed tests.

Online formative assessments (Exact Path ELA and Math pre-/post-tests, IABs, the Test of English Language Learners) are administered to measure student learning and progress. Exact Path ELA and math (Edmentum) pre-tests/post-tests are administered to all students in order to measure student growth in ELA and math. Short-cycle assessments in ELA and math were administered as a second formative assessment. The Smarter Balanced Interim Assessment Blocks (IABs) are administered in ELA and math during each quarter as well.

Teachers monitor student participation in Plato/Edmentum and how much time students spent to complete each module, which helped identify content/skills where students needed additional support in each subject. Principals track student time in each course in Plato/Edmentum. Principals track pre-test/post-test results for each module in the Plato/Edmentum courses. For assessments, students needed to receive a minimum score on a quiz or exam for each course module in order to receive a certificate or access the completion screen.

Central office administrators and principals monitor and support teachers' virtual classrooms and provide feedback on content and instruction. Principals access the teachers' Canvas classes in order to review assignments and graded student work and to monitor textbooks and instructional materials. Principals monitor the instructional supports provided to English learners and students with disabilities. Administrators/Principals use the teacher links to Canvas and Zoom sessions in order to virtually monitor live instruction. Administrators/Principals meet with teachers weekly through Zoom to support teachers and provide feedback.

Principals monitor student work completion and graded assignment/test as recorded by teachers in Aeries Gradebook. Administrators/Principals receive a weekly automated grade report through email that is generated from Aeries in order to monitor student progress. Parents/Guardians monitored their child's learning using Parent Portal.

Students are able to enroll in online credit recovery in the afternoon outside of the four periods of teacher directed learning. Teachers enroll students in the online credit recovery classes. Teacher office hours are scheduled from 12:30 p.m. to 2:30 p.m. in order to provide individual support to students.

Instructional time for distance learning is calculated based on the time value of synchronous and/or asynchronous work products/assignments made by qualified credentialed/certificated teachers of RCOE. A total of 240 minutes of instruction per day (minimum required minutes per EC Section 45301) includes in-person, distance-learning, and blended learning models. Partial credits (less than 5 credits) may be awarded due to length of time in course and/or concepts/content/standards completed (Schools have a legal obligation pursuant to Education Code Sections 49069.5 and 51225.2 to calculate, issue, and accept partial credits).

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 Alternative Education professional learning calendar for teachers includes multiple formats and levels of support. Professional learning on Universal Design for Learning was initiated in January 2020 with webinars on UDL leadership and an early adopter webinar series for teachers, instructional assistants, and administrators/principals.

Professional learning on online instruction started in March 2020 with the school closure and continued through the summer into August. Teachers were paid extra-duty hourly to work collaboratively to update course descriptions, syllabi, units of study, and learning activities for online instruction. During July and August 2020, teachers engaged in self-paced training in Canvas on *Setting up Your K12 Instance* located in the Training Services Portal, *Growing with Canvas Teacher Training Course*, and the *Training Service Portal*. Structured Canvas training was provided on July 27 and 30 and on August 10 and 13, 2020. The staff development included navigating the Canvas system, using the tools, and creating courses, syllabi, units of study, and learning activities.

Professional learning for teachers, instructional assistants, principals/administrators includes the August Summer Institute of Learning and Knowledge (SILK week) and weekly professional learning community (PLC) collaborative meetings on Wednesdays (from 1:15-3:00 p.m.) sustained by online support/classroom embedded training from the Coordinator of Instructional Innovation and Support.

This year, SILK week (August 11-14, 2020) focused on online instruction using Canvas, Universal Design for Learning, and the process to administer the Exact Path ELA and math assessments. Weekly PLCs on Wednesdays include ongoing professional learning on Universal Design for Learning (9 PLCs with follow-up online class coaching from Novak consulting), MTSS collaborative teams (8 PLCs), and site-based strategic planning (7 PLCs) based on teacher needs/interests (i.e., technology, online instruction, Canvas).

Teachers engaged in training during SILK week on Universal Design for Learning (UDL) SEL connections for students, such as the three SEL signature practices of the Collaborative for Academic, Social, and Emotional Learning (CASEL). CASEL's three signature practices include welcoming/inclusion activities; engaging strategies, brain breaks and transitions; and optimistic closures. During SILK week, teachers practiced mindfulness activities for their own well-being and learned approaches to use with their students during online learning.

Teachers are paid extra-duty hourly to engage in UDL instructional coaching after their work day. Each coaching session is one hour in duration and with two coaching sessions per week on the same day. Each one-hour coaching session serves up to eight teachers, which means up to 16 teachers receive coaching each week. Teachers are paid extra-duty hourly to continue to build lessons for online instruction after their work day.

Staff Roles and Responsibilities

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

The roles of site-based and central office staff changed during remote/online instruction as a result of COVID-19. All certificated and classified staff follow their regular work day hours and work year calendars while working remotely and online from home from the beginning of the school year (July 1 for 220-day teachers, August 11 for 185-day teachers, August 10 for 210-day instructional assistants, and August 14 for 182-day instructional assistants) until it is safe to re-open schools. Some staff are considered essential workers and are needed on campus regularly/daily. Teachers and instructional assistants provide remote/online instruction from home five days each week. Periodically, teachers

pick up printed student work for scoring grading. Teachers may choose to come on campus for remote/online instruction. Teacher office hours are scheduled from 12:30 p.m. to 2:30 p.m. in order to provide individual support to students (English learners, students with disabilities, foster youth, homeless youth, students who need support in ELA and math). Teachers schedule students based on needs. Central office staff work from the office and at home to provide support teachers and facilitate program implementation. When schools re-open on campus, all site staff will return to campus to provide instruction and services to students.

The RCSS and the California School Employees Association (CSEA) Chapter #693 signed Memorandum of Understanding (MOU) - Number 42 in response to Coronavirus (COVID-19) emergency and school reopening on August 4, 2020. RCSS and CSEA recognize the importance of maintaining safe facilities and operations, for the benefit of the students and communities served by the Riverside County Office of Education (RCOE) and its employees. RCSS and CSEA recognize the importance of prudent measures to prevent employees, students, their families, or other people using RCOE facilities from being exposed to or infected with coronavirus (COVID-19) and that care should be taken to identify potential exposure and prevent the spread of the disease. RCSS and CSEA agree that reasonable continuity of RCOE operations should be maintained, and provisions should be made for the employees who are impacted by the emergency.

RCSS and CSEA agree that RCSS will inform CSEA as soon as practicable should the RCSS learn of a confirmed or likely COVID-19 infection of RCSS employees or students and at which campus or worksite said infection was found, and notify bargaining unit members, that RCSS is aware of, that may have been in close contact with the individual. Bargaining unit members who learn that they have contracted a confirmed or likely infection of COVID-19 shall notify the RCSS (Risk Management). RCSS will maintain privacy rights under HIPAA and CMIA. Bargaining Unit Members who have underlying health conditions that may put them at higher risk for COVID-19 infection shall notify RCSS (Risk Management). RCSS will engage with the Bargaining Unit Member in an interactive process to determine reasonable accommodations as appropriate.

At the start of the bargaining unit member's workday, it is recommended but, not required that bargaining unit members complete the self-screening before leaving home for work. In all instances where the bargaining unit member stays home or returns home, the bargaining unit member is to contact their supervisor and complete a Request Verification of Attendance (VOA) form. If this is the first time the bargaining unit member had a temperature above 100.4F or answered yes to any of the questions of the self-screening, the bargaining unit member should write "self-screening" on the VOA. The bargaining unit member's leave will not be utilized for the first day such conditions occur. Sick leave should be checked for any subsequent absences. The bargaining unit member should contact Risk Management regarding eligibility for FFCRA.

The RCSS will provide information to its employees in public health measures, hygiene, and sanitation to help prevent the spread of the virus and will make a reasonable effort to ensure that its facilities have supplies for preventive sanitation measures (such as soap and water, disposable towels or tissues, and hand sanitizer), to the extent such supplies are available. CSEA will cooperate with the RCSS in any necessary public health actions, including those actions recommended by Federal, State, or local health officials.

During any RCOE closures or if any RCOE operations are curtailed due to the COVID-19 emergency, all CSEA bargaining unit members are to be available during their normal work hours on their normal workdays and may be required to complete work remotely. If needed, staff will be provided laptops and other necessary equipment to perform their duties remotely. RCSS may provide hotspots to bargaining unit members that do not have internet access or provide space in an RCSS work location for the bargaining unit member to complete work. Bargaining unit members who are required to use their personal telephone to perform their assigned duties remotely, may be eligible for the cell phone stipend for the duration of that requirement, in accordance with the regular cell phone stipend procedure. Bargaining unit members are expected to check their RCOE e-mail for updates throughout the workday.

During any RCOE closures or if any RCOE operations are curtailed due to the COVID-19 emergency, the RCOE will continue to provide some essential services which necessitates the need for some bargaining unit members to report to work in support of both students and employees. RCSS may require some bargaining unit members determined to be essential to these continued operations to remain onsite and perform their regular work assignment. The parties agree to meet to negotiate extra duties that may be required to be performed beyond reasonably expected duties of the position. Other unit members not required to remain at work shall be "on call" and subject to direction by RCSS during their normal scheduled work hours.

All bargaining unit members who are needed to perform "essential work" will be assigned to work on a rotating basis in the event of workplace/school closures, making a reasonable effort to equitably distribute the work among all bargaining unit members within the identified classifications, subject to the varying needs of divisions and programs. The RCSS will determine which sites and work shifts will be needed. It is understood the work shifts may be different from a bargaining unit member's regular work shift. The RCSS will first ask "essential staff" within each classification to provide their preference for the days they wish to work and to the extent feasible shall make assignments in accordance with those preferences.

The RCSS and the Riverside County Office Teachers Association (RCOTA) signed Memorandum of Understanding (MOU) - Number 39 in response to Coronavirus (COVID-19) emergency and school reopening on August 4, 2020.

RCSS and RCOTA recognize the importance of maintaining safe facilities and operations, for the benefit of the students and communities served by the Riverside County Office of Education (RCOE) and its employees. We recognize the importance measures to prevent employees, students, their families, or other people using RCOE facilities from being exposed to or infected with coronavirus (COVID-19). Care should be taken to identify potential exposure and prevent the spread of the disease. We agree that reasonable continuity of RCOE operations should be maintained, and provisions should be made for the employees who are impacted by the emergency.

RCSS will inform RCOTA as soon as practicable should it learn of a confirmed or likely COVID-19 infection of RCSS employees or students and at which campus or worksite said infection was found. Bargaining unit members who learn that they have contracted a confirmed or likely infection of COVID-19 shall notify the RCSS (Risk Management). RCSS and RCOTA will maintain privacy rights under HIPAA and CMIA. The RCSS will provide information to its employees in public health measures, hygiene, and sanitation to help prevent the spread of the virus and will make a reasonable effort to ensure that its facilities have supplies for preventive sanitation measures (such as soap and water, disposable towels or tissues, and hand sanitizer), to the extent such supplies are available. RCOTA will cooperate with the RCSS in any necessary public health actions, including those actions recommended by Federal, State, or local health officials.

RCOE will provide continued support, guidance, assistance, and professional development to bargaining unit members for a variety of instructional delivery models, with training from internal staff or external trainers as appropriate. Performance evaluations that have not been completed as of June 30, 2020, will be suspended for the 2019-2020 school year, except for bargaining unit members serving on CTC documents that require an annual evaluation for renewal. Evaluations covering 2019-2020 that do or will contain Needs-to-Improve or Unsatisfactory ratings on any Standard, including General Employee Expectations, shall be completed prior to October 1, 2020, and improvement plans developed. Except for the bargaining unit members covered by the previous sentence, bargaining unit members on one-year evaluation cycles, shall have 2019-2020 performance addressed in the 2020-2021 evaluation, and bargaining unit members on a two-year cycle shall have 2018-2019, 2019-2020, and 2020-2021 addressed in the 2020-2021 evaluation.

During any RCOE closures or if any RCOE operations are curtailed due to the COVID-19 emergency, all RCOTA bargaining unit members are to be available during their normal work hours on their normal workdays and may be required to complete work remotely. If needed, bargaining

unit members will be provided laptops and other necessary equipment to perform their duties remotely. Subject to prior written approval (email included) actual and necessary expenses incurred by the bargaining unit members to perform the required duties remotely will be reimbursed in accordance with normal procedures. Bargaining unit members who are required to use their personal telephone to perform their assigned duties remotely, may be eligible for the cell phone stipend for the duration of that requirement, in accordance with the regular cell phone stipend procedure. Bargaining unit members are expected to check their RCOE e-mail for updates throughout the workday.

During the period of full virtual instruction, four of the five hours per week afforded in Appendix DI Section VI. C. and Appendix D2 V. C.I. will be reserved for teacher preparation time to develop/plan virtual lessons. With prior approval, a bargaining unit member may provide instruction or related services outside their normal work hours/days and the bargaining unit member will be compensated at their regular hourly rate.

In the event that an RCOTA bargaining unit member will not be available during normal work hours on a normal workday, the bargaining unit member must notify RCOE, in accordance with Article XIV, sub-section 14.2.5 of the Collective Bargaining Agreement and complete the Request Verification of Attendance (VOA) form. If a bargaining unit member is quarantined by the County or City Health Department of the bargaining unit member's county or city of residence because of the illness of the employee or another person due to COVID-19, the bargaining unit member will be afforded any leave for which they are eligible for under the Families First Coronavirus Response Act (FFCRA)*. In all other circumstances involving quarantine, the bargaining unit member shall use sick leave. In all cases, the RCOE shall require that the bargaining unit member provide written verification of quarantine and the dates thereof from the controlling agency to Personnel Services. Without such verification, the absence shall be unpaid. If a bargaining unit member is not subject to official quarantine by public health authorities; however, the RCSS has confirmed that an employee has symptoms associated with COVID-19 (e.g. fever, coughing and/or shortness of breath), the RCSS may require the bargaining unit member not to report to work and the bargaining unit member will be afforded any leave for which they are eligible for under the Families First Coronavirus Response Act (FFCRA)*.

During any RCOE closures or if any RCOE operations are curtailed due to the COVID-19 emergency, the RCOE will continue to provide some essential services which necessitates the need for some bargaining unit members to report to work in support of both students and employees. RCSS may require some bargaining unit members determined to be essential to these continued operations to remain report to a site and perform their regular work assignment or work outside of their regular work assignment. Other unit members not required to report to a work site, will be subject to direction by RCSS during their normal scheduled work hours. Pursuant to Labor Code 230.8, employees who have been identified as required to perform essential work and may be required to report on site, but have issues related to child care, may utilize available vacation/non-duty, personal business or personal necessity leave, or partially paid leave, if eligible, under the Families First Coronavirus Response Act (FFCRA)*, to care for their child(ren).

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.]

Alternative Education staff utilize assessments, technology, and specific strategies to assist all students during distance/online learning, particularly those with unique needs, including English learners, students with disabilities, pupils in foster care, and youth experiencing homelessness. Supports for students are based on Exact Path pre-tests in ELA and math (with post-tests after 90 days of instruction) and the language learning needs of EL students, accommodations and services for SWDs, and school connections for youth in foster care and students experiencing homelessness.

All Students

The unique needs of student groups are addressed in subsequent sections, however, all students receive supports for academic achievement, attendance, and social-emotional learning. Supports include in-class and online instructional differentiation with the use of supplemental instructional resources (online resources in ELA/ELD and math), use of Universal Design for Learning, on-campus and online intervention classes in ELA and math, online support from teachers during their afternoon office hours, online intervention programs from STEMulate math, and in-person and online tutoring. Students access live one-on-one online tutoring through Focus Education (FEV). The online tutors are available 24 hours per day, seven days each week and create personalized learning plans with targeted instruction to achieve SMART goals.

Teachers engage students in synchronous online collaborative conversations through the use video conferencing applications to engage students in group discussions and create breakout rooms during synchronous online group sessions to allow for small-group discussions or problem-solving and have students share out to the larger group. Teachers create online rubrics in Canvas that students can use to measure their own and their peers' success in applying particular aspects of content and language during collaborative oral and written interactions. In the asynchronous context, teacher provide students access to shared online documents to complete assignments where they contribute to group writing and problem-solving activities by adding to or commenting on the text. Teachers encourage students to continue using oral and written language on a daily basis, whether in English or in their home language, in activities such as interviewing family members, surveying family members about a topic and recording and writing the results, reading to siblings, learning a song or poem from a family member, writing about the literal or inferential meaning of a song, poem, or story, and recording in writing the steps of preparing a dish, either a traditional family dish or a new one.

English Learners

English learners receive ELD instruction and supports based on their language proficiency levels and program needs. Alternative Education's online EL instructional program focuses on overcoming language barriers and providing meaningful access to the same academic achievement goals as all other students. In RCOE Alternative Education, all teachers possess certification to teach English learners (CLAD, BCLAD, or SDAIE/SB1292). Assessments are administered to determine initial language proficiency in English (diagnostic assessment), progress in learner English (formative assessment), and levels of achievement (summative). The English Language Proficiency Assessments for California (ELPAC) is used to identify English learners who need support to learn English or as proficient in English. The ELPAC initial assessment is administered within 30-days of school enrollment and the ELPAC summative assessment is administered to all English learners from February 1 through May 31 each year. The Test of English Language Learning (TELL) from Savvas Education is used to diagnose student skills in order to establish a baseline at the time of enrollment to the end-of-semester. The TELL enables teachers to target specific skills in listening, speaking, reading, and writing for instruction in ELD and for support in the intervention class. TELL occurs on classroom iPads. Headphones are utilized creating a private experience unique to the student being tested.

English learners, including newcomers, long-term English learners, and EL students with disabilities receive designated ELD and integrated ELD during on-campus and remote/online learning. The instructional program in ELD is focused on using English purposely, interacting in meaningful ways, and learning how English works. ELD standards are taught using the ELA/ELD textbook or iLit resource in the on-campus class and the online learning environment with support by the instructional assistant. Support for newcomers include a Spanish translator who is invited to the Canvas/Zoom link for the students. Online translation services are provided for newcomer EL students.

Designated ELD is provided by teachers with EL authorizations during a protected time during the regular school day on campus or online. As a part of the core program, designated ELD is implemented during the ELD course using the ELD standards. Teachers provide designated

ELD during the online ELD class or during their teacher office hours in the afternoon. Students are heterogeneously grouped for instruction based on their language proficiency levels. EL students are grouped for designated ELD by English language proficiency levels (Emerging, Expanding, Bridging). EL students engage in a rich, standards-based curriculum with instructional scaffolding and high expectations, discourse, inquiry, and critical thinking. The instructional program in designated ELD is focused on using English purposely, interacting in meaningful ways, and learning how English works. Teachers use the California ELD standards as the focal standards in ways that build into and from content instruction to develop the critical language ELs need for content learning in English.

Integrated ELD is provided by teachers with EL authorizations to ELs across all subjects by all teachers of ELs. The California ELD standards are used in tandem with the California Common Core State Standards for ELA/literacy and other content standards to ensure students strengthen their abilities to use English as they simultaneously learn content through English. Instructional assistants monitor online breakout sessions and provided supports to ELs. Many of the online curriculum instructional resources are available in Spanish or can be translated through Google translate. Teachers create lessons that extend EL student learning outside of the teacher directed online synchronous instruction that include project-based learning with peers, their families, and their community which enables them to apply their learning and practice their skills.

English learners need linguistic and content supports to understand and respond to instructions or prompts, and to content presented in English, whether orally or in writing. In the classroom, teachers provide students with a variety of print texts on the topic at hand, either in English or in a student's home language, along with reading guides and a note-taking device so the students can follow the ideas and organization of the text as they read on their own and summarize in their own words. Teachers provide a handout with prompts that invite students to reflect on analyze and make connections to a text, along with a few related formulaic expressions, to scaffold students' language and content-area thinking, and provide assignments that can be completed at home. During online synchronous instruction, teachers structure visual and oral instruction in chunks, with deliberate pauses, giving students time to process, reflect, and practice or respond to what they have heard or seen in each segment of instruction. Teachers provide formulaic expressions in a visual format, followed by orally modeling how to use them appropriate for a given task and provide additional support for ELs by supplementing online group sessions with online or telephone office hours and/or individual or small-group sessions, dependent upon student needs. During online asynchronous instruction, teachers use video to deliver instruction and add captions, provide online posters, or other visual supports that call out key words and phrases. When using video in lessons, students are able to "hit pause" and to reread or listen again to words, phrases, or sentences they did not understand.

English learners need routines to help reduce the linguistic and cognitive demand of complex tasks and help English learners focus more deeply on the academic content being taught and learned. In on-campus and online instruction, teachers use routines that include interactive activities and tasks with structured steps that help students predict what is coming next or tackle a complex text or task. Routine tasks are used on a recurring basis to serve as preparation for and/or reflection on academic activities. In the synchronous context, just as in would be done in the classroom, teachers begin online lessons with familiar routines, such as going over the calendar, weather, or announcements from the principal and read aloud to students during video or audio conferences. Teachers have students complete a quick-write or solve a problem and immediately share their work in an online space. In the asynchronous context, teachers have students tune into the many regularly scheduled online read-alouds offered by young adult book authors. In addition to reading their own books, some authors read those of their own favorite authors. Teachers assign students a daily quick-write or problem solving task that they post to a shared space.

English learners need frequent opportunities to engage in collaborative activities with extended and meaningful exchanges of languages as a way of supporting their understanding of key content areas. During on-campus and online instruction (synchronous and asynchronous), teachers engage ELs in structured and extended interactions with peers through oral discussions, collaborative writing, and providing and

discussing peer feedback on writing. English learners are able to participate in authentic dialogue around meaningful and interesting content-based concepts, which leads to learning and authentic use of content-related language. In the online context, collaborative activities are conducted through Canvas Conferences or through Zoom.

Students with Exceptional Needs

The needs of students with disabilities (SWD) are included in on-campus and online models by using the IEP process to customize educational opportunities and provide supports when necessary. The individualized education program for a pupil with exceptional needs includes a description of the means by which the individualized education program is provided under emergency conditions in which instruction or services, or both, cannot be provided to the pupil either at the school or in person for more than 10 school days, as specified. Students with disabilities receive specialized academic instruction (SAI) services as listed in the IEPs through Canvas/Zoom meetings with the teacher (with supervision by Probation staff in the juvenile hall Court School). Students access curriculum resources which are integrated to support instruction.

All students receive the special education and related services identified in his/her IEP, to the greatest extent possible, delivered in a synchronous learning format. Due to the unique nature of this programming, students' IEP services are adjusted to reflect services accordingly. In RCOE Alternative Education, all students receive 1200 minutes a week of instruction through a synchronous platform. Students continue to be taught by dual credentialed teachers for the core subject areas. Dual credential teachers hold education specialist instruction credential as well as single or multi-subject credentials. Students receive their primary special education services through this synchronous platform. Additional supports are provided to students who have disabilities based on their individual education plans (IEPS). Student case carriers reach out to individual families for weekly check-ins as well as provide additional minutes of support based on the current minutes of specialized academic support (SAI) identified in their IEP. All SAI minutes are tracked using SEIS service tracker, synchronous as well as extra time.

The spirit of the IDEA is to ensure each student receives a Free and Appropriate Education (FAPE) in the least restrictive environment (LRE) and to ensure each student's IEP is developed in partnership with parents. Teachers continue maintaining equity at the center of their work by ensuring accessibility and providing accommodations. Ongoing monitoring, redesigning, and reflecting on practices fosters a culture of success for all students. Any students with IEPs that will not have current service minutes met are provided additional support time offered through an individual learning plan that identifies compensatory services with the amount of time and schedule for delivery.

Teachers implement processing supports for students with disabilities in online and in-class learning. General supports for students with disabilities include connecting abstract concepts/text to current/local events and places (provide relevancy), using/showing real objects, artifacts, and manipulatives to develop concepts, focusing on quality vs quantity, allowing for partner sharing of written drafts as well as review of new topics, using audio books and graphic organizers for reading and writing (Venn Diagrams, thinking maps, Cornell notes), teaching the use of highlighting and summarizing in margins, and using clear paced speech and inflection. Students with auditory processing deficit receive supports such as auditory instruction/cue instruction followed by visuals, frequent checks for understanding (rephrasing, repeat back, identify key points), directions and instructions in multiple formats, teaching abstract vocabulary word roots/synonyms/antonyms, and pairing words with pictures or symbols. Students with short-term memory deficit are supported by chunking information into smaller, easier to understand blocks during instruction, repeating back information presented/reviewed, providing extra time/wait time/pacing, breaking larger assignments into smaller pieces with more frequent deadlines, reviewing key points before students work independently and providing written or visual list of steps/directions and have student check off as completed. Teachers support students with a visual processing deficit by pairing words with pictures or symbols, limiting visual information presented in writing, allowing space on worksheets/documents to ease processing, using software that minimizes visual distractions for reading, using different fonts and color coding (vocabulary, main points, places, dates), and

dictating answers or use of Google speech to text software. Teachers address the needs of students with attention processing deficit by checking for understanding throughout lessons with questioning or prompting, extending wait time, providing visual supports for task completion, allowing for timed cognitive/movement breaks, using verbal frame to guide responses, designating specified amounts of time (use visual timer) for task completion, using key phrases to emphasize important topics, and providing close sentences frames/note sheets to complete during online presentations/collaborations.

Teachers implement disability supports for students with disabilities in online and in-class learning. These supports include testing accommodations (typically 50%-100% more time), providing students with self-monitoring resources (checklists, rubrics, planning guides), using texts in different formats (spacing on learning handouts, fewer graphics, simple layouts), using multiple presentation formats (larger print, reducing number of items on slide/screen at one time, providing instruction orally and using closed captioning, allowing adequate time for responses, check for understanding frequently to keep students engaged). Teachers will provide students with increased access to office hours during online instruction or intervention support during classroom instruction. Teachers provide students with additional methods to communicate and collaborate (asynchronous lessons, chat rooms, polls, shared screens, video lessons so that they can be reviewed at a later time and offer outlines and graphic organizers to help students learn while on-line and present content in multiple ways (e.g., in a combination of text, video, audio, and or image).

While schools are closed, a hybrid approach is used for evaluations. Record reviews are completed when previous evaluation data are available in combination with using current local assessments, conducting parent, teacher, and student interviews via phone when possible. Teachers and parents are provided rating scales that can be completed on-line (for those with internet access), others are mailed home with phone follow up. When possible, testing of students takes place on day(s) that student can appear on campus by appointment. Prior to testing, school psychologists sanitize testing materials using approved cleaning products/wipes. Examiners wear masks and/or face shields and students wear face masks. Student are provided with hand sanitizer prior to and after handling of materials. Reports include an acknowledgement that results from questionnaires may not be accurate due to changes in circumstances resulting from COVID-19. IEP meetings are held via Zoom or in a room that allows for social distancing. When meetings are held in person, masks and hand sanitizer are provided, and all areas wiped down previous to meeting with seating arranged six feet apart. ESY is reviewed annually as indicated in the IEP. All students are assessed with Exact Path two weeks of beginning school and every 90 days thereafter to determine a baseline and foundation for decision making related to ESY.

Students with disabilities have transition services identified within their individual education plans (IEPs) by the age of 16. These transition plans identify post-secondary goals for education, career, independent living, community involvement, and self-care. Students who exit the K-12 school system with a diploma or certificate of completion also are provided a summary of performance (SOP) to ensure a smooth transition to adulthood.

Foster Youth

According to multiple studies, youth in foster care in California experience an average of 2.8 living placements, and more than half change schools upon entering foster care, causing them to enroll often in the middle of the school year. Transferring foster youth students face multiple barriers, such as failure of the schools to deliver records timely, being placed in the wrong classroom, or failing to receive credit for the work done if they did not complete a full school term, leaving them further behind. RCOE Alternative Education staff focus on expedited enrollment (foster youth do not need to provide documents during initial enrollment), school stability in the school of origin for foster youth, and provide bus passes to support transportation to school when on-campus instruction resumes. RCOE Alternative Education staff create place of stability in the lives of foster youth. Foster youth enroll in the Community School and begin attending immediately, even if they cannot produce normally

required documents, such as birth certificates, proof of guardianship, immunization records, or proof of residency. According to multiple studies, youth who experience abuse and neglect may have physical, cognitive, emotional, behavioral, and social problems, including attachment disorders, cognitive delays, and altered brain development. Children who are removed from their home due to neglect or abuse have often experienced trauma. The act of removal itself is considered a system-induced trauma. Foster youth receive support from the RCOE Alternative Education social worker and school counselor and contracted behavioral/mental health counseling services. If behavior issues occur, foster youth are provided with counseling and other means of correction. The records of foster youth are reviewed upon enrollment to ensure that 11th and 12th grade students who transition between schools after their second year of high school are afforded the opportunity to graduate under the California state minimum graduation requirements (AB 216). RCOE Alternative Education staff ensure that youth in foster care have access to the same academic resources, services, and extracurricular and enrichment activities that are available to all students and provide resources to foster youth to ensure they have access.

Homeless Youth

RCOE Alternative Education staff create a place of stability in the lives of homeless youth. Students who are experiencing homelessness enroll in the Community School and begin attending immediately, even if they cannot produce normally required documents, such as birth certificates, proof of guardianship, immunization records, or proof of residency. Students who are experiencing homelessness remain in school, even if their temporary living situation is located in another school district or attendance area. RCOE Alternative Education teachers play a crucial role in creating a classroom environment that is safe and supportive for homeless youth. Homeless youth often are highly mobile and have experienced trauma. Students who are experiencing homelessness participate fully in school activities and access all programs and services (intramural sports, credit recovery, career and technical education, after-school programs). The records of homeless youth are reviewed upon enrollment to ensure that 11th and 12th grade students who transition between schools after their second year of high school are afforded the opportunity to graduate under the California state minimum graduation requirements (AB 1806). RCOE Alternative Education staff ensure that youth experiencing homelessness have access to the same academic resources, services, and extracurricular and enrichment activities that are available to all students and provide resources to homeless youth to ensure they have access.

Foster Youth and Homeless Youth

Foster youth and homeless youth receive support from the Alternative Education social worker, school counselor, and contracted behavioral health counselors. The Alternative Education social worker dedicates time each week to check in with the foster youth and homeless youth on their attendance and academic progress and to assess unmet basic needs. The social worker offers encouragement and recognize the youth's talents and accomplishments. All staff use a trauma-informed approach by providing well-defined transition procedures from one activity to another and giving choices when appropriate to counter the loss of control experienced in their lives. The school and central office administrators ensure enrollment in the free meal program (students are automatically eligible for free meals, and do not need to complete an application) and ensure that the student has every opportunity to participate in school activities. Academic intervention and tutoring (in person and online) are provided to youth who have been identified by the ELA and math pre-tests and grades in classes. The Alternative Education school counselor meets with all 12th grade students to ensure that they are on track to graduate, college and career ready, and have completed the FAFSA and college applications. The counselor helps identify programs that expand foster care beyond age 18 so that youth can receive financial support and housing while pursuing education and/or job training.

Teachers use Universal Design for Learning (UDL) in the virtual environment which addresses multiple learning modalities. Teachers provide multiple ways for students to engage in learning by promoting individual interest and choice in resources and topics, options for collaboration and feedback, and supporting self-regulation and access to content/information (e.g., auditory or visual supports that clarify information).

Teachers provide students with multiple means of representation by allowing students to choose options for perception, language and symbols, and comprehension. Teachers create options for action and expression by providing multiple ways for students to express what they learn (e.g., verbally, in writing, in drawing, through physical demonstration).

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

Description (Based on the assumption that online instruction will occur from August 17 to December 18, 2020 and on-campus instruction will resume on January 4, 2021 and continue until the last day of school on May 28, 2021)	Total Funds	Contributing
Certificated Instructional and Administrative Staff Costs. Contributing by administrators, teachers and IAs who provide support and intervention services/programs to low income, EL, and Foster Youth (online intervention courses and additional learning time for students).	3,947,342	Yes
Classified Employee Staff Costs. Contributing by instructional assistant support for intervention courses and additional learning time for students.	\$1,973,671	Yes
Textbooks, Instructional Materials, Supplies.	\$278,935	No
Laptops, Kajeets, T-Mobile Hot Spots, Headphones for Online Instruction/Learning at Home and Interactive Televisions, Computer Microphones, and Computer Cameras for Online Instruction in the Court School.	\$401,389	No
College and Career Readiness (CTE Pathways, Dual Enrollment, Contracts). Contributing by school counselor and contracted services for college transition activities.	\$456,847	Yes
Professional Development in Canvas, Online Instruction, and UDL. Contributing by contracted services and professional learning/forums such as UDL.	\$13,940	Yes
Improving Online Attendance and Student Behavior. Contributing by school social worker to support student attendance in school.	\$53,275	Yes
Safe and Clean Facilities.	\$504,479	No
Parent Involvement Programs.	\$38,129	No

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.]

RCOE Alternative Education addresses learning loss through multiple assessment methods. Student learning and progress, as well as diagnosing learning loss is measured through Exact Path ELA and math pre-/post-tests, Alternative Education short-cycle assessments/performance tasks, IABs, TELL, and curriculum/classroom-based tests.

The common formative assessment used by all teachers for all students is the initial diagnostic pre-tests in ELA, reading, and math with post-tests after 90 days of instruction with interim check points every 30 days. Teachers measure student learning and progress through multiple assessment methods that include daily online class assignments, projects, quizzes, and teacher developed tests at the end of each unit (units range from four to six weeks of instruction). The Test of English Language Learners (TELL by Savvas) is administered when an EL student enrolls in school and a post-test is administered after 90 days to determine English language proficiency needs. Learning loss is also identified in history-social science and science through in-class assessments in these subjects by teachers. Alternative Education short-cycle assessments/performance tasks are administered each quarter (every nine weeks). Student grades indicate progress in each course and provide authentic information to measure in-class performance on assignments, projects, and tests.

Learning loss that occurred during the spring of 2020 will be addressed as follows: In-class and online instructional differentiation with the use of supplemental instructional resources (online resources in ELA/ELD and math), use of Universal Design for Learning, on-campus and online intervention classes in ELA and math, online support from teachers during their afternoon office hours, online intervention programs from STEMulate math, after school instruction/tutoring by the classroom teachers, and in-person and online tutoring through contracted providers. Students access live one-on-one online tutoring through Focus Education (FEV). The online tutors are available 24 hours per day, seven days each week and create personalized learning plans with targeted instruction to achieve goals.

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.]

RCOE Alternative Education addresses learning loss from the school closure that occurred from March 16 through the end of the June 2020 through formative assessments to determine needs, interventions to remediate/accelerate learning, and progress monitoring. Learning loss is discovered through initial diagnostic pre-tests in ELA/ELD and math (with post-tests after 90 days of instruction) along with teacher in-class assessments in ELA/ELD, and math. Learning loss is also identified in history-social science and science through in-class assessments in these subjects by teachers. Learning loss is addressed through multiple approaches and programs, depending on the student needs.

Alternative Education teachers and instructional assistants administer Exact Path pre-/post-test in ELA, reading, and math. Exact Path is a personalized learning program that promotes academic growth for K–12 students in reading, language arts, and mathematics. The program utilizes assessment data and/or teacher recommendations to automatically provide students with an individualized playlist of competency-based curriculum at the discrete skill level. Each learner, ranging from struggling to accelerated students, is then able to access a unique learning path made up of instruction, practice, and short quizzes precisely targeted to their achievement level. Over time, students can advance within the learning path to encounter more challenging material, all of which is designed to promote student achievement and academic growth.

Teachers administer the ELA, reading, and math assessment during the first week of a student’s enrollment. During remote/online instruction, teachers direct students to take the test on their computer at home and provide parents with tips on how to support their child (i.e. allocate 30-60 minutes to take the test, provide a quiet environment). Students complete a diagnostic test in Exact Path that adapts in real-time to adjust

the difficulty level of the questions that students receive. This allows each student to receive an efficient assessment that pinpoints both what a student knows and where they are ready to learn. The Exact Path diagnostic has high reliability and strong predictive validity evidence. Correlations between scores on the Exact Path diagnostic and scores on state tests in three separate states are approximately .75 to .85 for each of the content areas in mathematics, reading, and language arts. These high correlations provide evidence that scores on the Exact Path diagnostic are strongly related to scores on state tests. Following completion of the diagnostic, Exact Path automatically generates individualized learning paths for every student based on the assessment results. Teachers receive full diagnostic score reports with scale scores, national percentile ranks, growth, and details of the diagnostic administration including the skill statements of questions that students answered correctly and incorrectly.

All students receive the aforementioned academic intervention with concomitant strategies that differ for pupils who are English learners, low-income, foster youth, pupils with exceptional needs, and pupils experiencing homelessness. Low income students have unique needs based on access to resources. Due to these circumstances, low income students are provided with instructional resources, access to technology at home, UDL and differentiated instruction, and tutoring. In order to support student learning of the standards, students are scheduled in small class sizes and receive support from instructional assistants in ELA and math in order to acquire the skills that are necessary to be successful in their core classes. English learners have specific needs in understanding the English language in reading, writing, speaking and listening. Due to these needs, English learners receive differentiated instruction based on Exact Path, ELPAC and TELL scores that range from support from translators, scaffolds during instruction, intervention courses, and tutoring. Foster youth have often endured multiple home and school transitions and need support with school connections, learning progressions to address partial courses completions, counseling/mentoring, and support from the school social worker. Homeless youth need access to online resources, tutoring, counseling/mentoring, and support from the school social worker. Students with disabilities (SWD) have individualized needs based on their IEPs and need modified instruction, intervention courses, and tutoring.

Low income students, English learners, foster youth, students experiencing homelessness, and students with disabilities who have been expelled from their school districts or who are on Probation or in the Court School have experienced issues with behavior and/or attendance. Students need support from staff and action that connect them to school. Students need counseling to support behaviors such as self-awareness, self-monitoring, and self-control as measured by on-track indicators of post-secondary readiness (attendance, course completion, grades, and conduct). Services for meeting the needs for economically disadvantaged students, English learners, and foster youth include networks of support in social-emotional domains of learning in order to connect students to school in positive and safe learning environments. The networks of support include a school social worker to assist families with student attendance and behavior, behavioral health/mental health support and counseling, mentoring/intervention.

Strategies to address learning loss include targeted and differentiated instruction in class by the teacher, ELA/ELD and math intervention courses (online and on-campus when schools re-open), one-on-one or small group instruction during the teacher office hours, student support/coaching by STEMulate math intervention teachers, after school instruction/support/tutoring from their classroom teachers, online and on campus tutoring from contracted providers, and credit recovery from 12:30-2:30 p.m. through Edmentum courseware (learning modules with pre-/post-tests).

RCOE Alternative Education contracts with STEMulate Learning to provide intervention for students who need support in math. Interventions include live online instruction/coaching during the school day and after school. STEMulate Learning uses a holistic approach to learning and training, incorporating a triangular approach to rigorous mathematics instruction, consisting of social emotional learning, cultural competence, and a growth mindset framework. STEMulate Learning creates a positive learning environment that fosters a discovery approach to problem

solving and builds in students and instructors the mental edge necessary for success in all K-12 levels of math. STEMulate Learning provides students with the opportunity to explore math as it relates to their world, giving them ownership and pride in their learning. STEMulate Learning fosters a strong love of math by training teachers, empowering parents and engaging students in non-conventional, fun and culturally relevant ways. STEMulate promotes and advocates for lucrative careers in STEM-related fields for people of color living in impoverished communities where resources, educational opportunities, support, and income are limited. STEMulate Learning has embarked on a mission to promote and develop the love of math as the foundation for student success in the STEM/STEAM fields. Their experience in providing inquiry-based, culturally relevant and life-affirming instruction has helped students and instructors transform a fear of math into a love of the subject. STEMulate addresses common core state standards (with an emphasis on STEM) and issues of equity, cultural competence, student engagement, institutionalized racism and privilege. STEMulate implement learning systems to make mathematics relevant to the lives and cultures of students of color by infusing music, humor and storytelling to communicate abstract concepts and problem-solving skills.

The MTSS collaborative meetings are held online on Wednesdays each month for the first semester of the school year and on-campus when school re-opens in order to monitor student progress. The meetings each month are devoted to student attendance, behavior and academic achievement. Teachers, instructional assistants and principals use the intervention screen in Aeries to access current data on academics (grades, credits), attendance, and behavior. Student data dashboards allow staff to monitor attendance, academics, and behavior in real time. Grade classification by credit upon enrollment provides students with accurate information on the timeline for graduation and to accurately define students for the cohort analysis for the DASS one year graduation rate.

Automated reporting systems from Aeries provide real time data on student progress to teachers and principals. Principals receive daily student attendance/absence reports and behavior/discipline reports. Principals also receive weekly gradebook reports with students who are in danger of failing or failing their classes. These reports help identify students for the MTSS process. The MTSS process focuses on students with the greatest needs. The data on low income students, English learners, foster youth students experiencing homelessness, and students with disabilities are always reviewed first to prioritize services and supports to meet their needs.

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.]

The effectiveness of learning loss strategies is measured by student growth on formative assessments (Exact Path in ELA and math), the TELL for English learners, short cycle assessments/performance tasks, student performance on class assignments, and student grades.

MTSS is part of the accountability process for monitoring student learning. Teachers and principals analyze student learning from assessments (Exact Path ELA and math pre-/post-tests, short-cycle assessments, IABs, TELL, curriculum-based tests, performance tasks) at monthly PLC meetings in order to target instruction based on needs and implement classroom interventions to address gaps in learning. Monthly MTSS collaborative time is used to develop targeted intervention plans. Targeted instruction is provided by teachers using small group instruction and through the textbook online intervention programs in ELA and math. The school sites submit the meeting notes from the MTSS collaborative meetings to the central office for discussion at Leadership Team meetings. MTSS data teams (held online) continue as a means to identify student needs at the classroom level. During MTSS collaborative meetings on Wednesday PLCs, teachers, classified staff, and principals review student data on attendance, behavior, grades, credits, and standardized test scores to determine classroom and school-wide interventions for students.

Teachers and principals communicate with parents on the progress of their children in all courses. Progress on assignments, projects, tests, along with overall grades and credits are a part of the conversation with parents and students.

The Alternative Education Leadership Team meets twice each month to monitor student achievement data, program outcomes, and actions/services. The Alternative Education Leadership Team is made up of site and central office administrators. Monitoring and evaluating the effectiveness of the plan is integrated with processes for the LCAP Annual Update, WASC accreditation review, and SPSA development. The Alternative Education Leadership Team uses our own local dashboard in Aeries to monitor student data in real time during the two meetings each month. During each meeting, student achievement data in ELA and math, graduation status/progress, dual enrollment/CTE pathway completion, student attendance, and student suspension rates are analyzed at the school level with the lists of students for each category in the Aeries dashboard. The data, input, and feedback are prioritized according to expected outcomes for the graduation rate, CCI, academic achievement, chronic absenteeism, and suspension rates by the Alternative Education Leadership Team every month in order to allocate resources and identify specific students who need interventions for each dashboard area. The actions are implemented and monitored for effectiveness. Our accountability system includes principal presentations on academic achievement once each month and attendance and behavior needs once each month. During the principal presentations, the members of the Leadership Team provide insight, suggestions, and strategies to support student learning, attendance, and behavior.

RCOE Alternative Education collaborative instructional reviews (on-campus and online) are part of the accountability process for monitoring and measuring the effectiveness of learning loss actions and strategies. Teachers send links and invite principals and administrators to their Canvas/Zoom sessions. Principals work in small teams to observe evidence of student learning: written and spoken student work. The purpose is to evaluate learning using a collaboratively designed rubric focusing on rigor, relevance, and engagement. After each walk through, the team reflects on best practices and next steps to coach for improved instruction.

The SSC, ELAC, DELAC, and PAC will continue to evaluate student growth and progress. Learning loss strategies will also be measured through the summative ELPAC and CAASPP when schools re-open on campus.

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

Description	Total Funds	Contributing
Employee costs for MTSS data teams, after school support/instruction/tutoring by teachers, intervention classes, and credit recovery using Learning Loss Mitigation and LCFF Supplemental/Concentration Grant funds for low income, English learners, and foster youth who experienced learning loss.	\$864,949	Yes
Contracted in-person and online tutoring, intervention, instructional materials/programs, and credit recovery programs using Learning Loss Mitigation and LCFF Supplemental/Concentration Grant funds for low income, English learners, and foster youth who experienced learning loss.	\$331,080	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.]

During online instruction and when students return to school, the social-emotional well-being students, staff, and parents is a high priority. According to *Stronger Together: A Guidebook for the Safe Re-Opening of California Public Schools* (CDE, June 2020), “the entire education community has been affected by the COVID-19 pandemic. The community has experienced high levels of stress from the disruption of daily lives and worries about the physical health of oneself and others, and many have been under financial strains. For many, especially children, living with these strains in the household and community, the stress and trauma threaten to have long-lasting negative impacts on the body and brain. Each person will need additional supports and systems that will help to rebalance and refocus on the task of learning and being productive in a school community.”

The Alternative Education social-emotional learning (SEL) STARS (Strengths, Teamwork, Appreciate Diversity, Reflect, Set Goals) approach. STARS focuses on CASEL’s five SEL competencies: Self Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision Making. Within the approach, Digital Citizenship refers to the responsible use of technology by anyone who uses computers, the internet, and digital devices to engage with society on any level. STARS Digital Citizenship consists seven key competencies: Empathy, how the internet works, understanding user data, practicing digital literacy, acknowledging the digital divide, practicing digital wellness, and securing digital devices. The STARS flow chart provides accountability through restorative practices and PBIS, a wraparound process to addresses student accountability through consistent observations and documentation of problem behaviors in a school based comprehensive approach by both staff and site principal to ensure safety and appropriate interventions to better support students. STARS is an incentive-based program (Star Bucks) that promotes positive school culture. STARS incentives acknowledge the importance of school culture and climate with the expectation that all students, parents, and school staffs experience of school life and its associated norms, goals, values, interpersonal relationships, teaching and learning practices be supported through positive reinforcement.

Teachers enact the STARS approach in their daily lessons within the framework of Universal Design for Learning (UDL) SEL connections, such as the three SEL signature practices of the Collaborative for Academic, Social, and Emotional Learning (CASEL). CASEL’s three signature practices include welcoming/inclusion activities; engaging strategies, brain breaks, and transitions; and optimistic closures. Teachers establish and implement daily routines for both in-person and remote instruction. UDL emphasizes the use of mindfulness practices in daily classroom routine. Use of restorative circles (in-person and virtually) is an options for teachers who have received training. Establishing a routine and maintaining clear communication are crucial. Teachers actively focus on maintaining attitudes of inclusivity so students feel valued and welcome. Teachers create online classes that focus on a sense of safety, feelings of connectedness, and feelings of hope.

The Adverse Childhood Experience (ACEs) screening assessment is administered to each student by our contracted service providers. Behavioral health providers and mentors administer the ACEs assessment.

A multi-tiered system of support (MTSS) and approach to interventions provides mental health services in Alternative Education that focus on promoting positive mental health/social and emotional development; addressing mental health problems as they present barriers to learning; providing linkages to community agencies and resources; and mental health resources delivered within or linked to school settings. Parental/guardian supports are available to families at each site addressing broad mental health needs with opportunities for individual referral. Universal prevention and intervention strategies identify and intervene with children who manifest potential difficulties in their social, behavioral,

and emotional development. Selective or targeted interventions are used with students who require more than universal strategies but less than intensive individualized interventions. Educational related mental health services (ERMHS) provide an opportunity for intensive treatment interventions for youth who have significant symptoms of a disorder. Alternative Education contracts with Riverside University Health System-Behavioral Health for services in the Court School and uses social work interns and the Wylie Center for services in the Community School. Alternative Education contracts with Care Solace to provide students, parents and staff with an online system of mental health services.

Riverside University Health System-Behavioral Health (RUHS-BH) provides services in the Court School. RUHS-BH participates in IEP meetings for Educationally Related Mental Health Services (ERMHS). ERMHS goals and present levels relating to students emotional/social skills are developed annually by RUHS-BH. These goals are written in measurable terms and have an identified baseline. Progress report/updates on goals is completed quarterly by RUHS-BH staff. Behavioral health services may be increased or decreased during IEP meetings. RUHS-BH provides data to support the increase or decrease of services and states how this increase/decrease relates to the educational setting. Delivers services prescribed in the student's IEP in accordance with the milieu of Juvenile Hall and/or YTEC. ERMHS is individualized to meet the needs of the student based on the Juvenile Hall and/or YTEC milieu. Services include screening, assessment, individual and/or group therapy, case management, collateral contacts, and linkage to appropriate mental health services following release.

The Social Work Intern (SWI) program provides tele-health/video conferencing and on campus (when school re-opens) behavioral health counseling. Social work interns at the Masters and Bachelors level from surrounding universities (Loma Linda University, CSUSB, CSULB, CSULA, UCLA, USC, and La Sierra University) work with students who needed support with academics, due in part, to environmental issues and or stressors. Social Work Interns work remotely with students. SWI provide supportive services through video conferencing and phone interactions using Google Calls to create pseudo numbers to ensure privacy. SWI receive verbal consent at the beginning of each session as well as ask for their current location in the event immediate intervention is required. SWI introduce themselves to students through video clips which are uploaded to Canvas with a referral link under their video. Students, school staff, are able to click the link if they would like to be seen by the intern or need any assistance. The referrals are filtered through the LCSW Social Work Intern program supervisor to oversee and ensure accountability. Anyone with access to Canvas can refer a student, to include the students themselves, their parents/guardians, and school staff. SWI create their caseloads from the referrals received. They schedule weekly video conferencing appointments with each student on their caseload between 30-40 minutes (can be altered as needed on a case by case basis). All intern initiated contact and scheduled appointments are made after the students have completed their school day. However, students, school staff as well as family members are able to reach out to the interns for services, questions, or assistance anytime throughout the school day. If a student is in need of immediate attention, a Crisis Referral is made at any time. SWI establish, to the best of their ability, that they are in a private room by scanning the room for the students to assure them that confidentiality is adhered to at all times during the video conference session. If applicable, interns also ask the student to scan the room they are in as well. SWIs ask for the student location to ensure authentication and get verbal consent and document for each video session. If needed, students are be able to communicate through video chat if they feel they do not have adequate privacy at their residence. Informed consent (all rules and expectations associated with the session) are discussed during the first session. Confidentiality and assent are also covered and documented. SWIs conduct an Initial Client Assessment with each student on their first visit. Students are assessing for depression/anxiety, stress, signs of feeling overwhelmed, self-harm, suicidal ideation, family dynamics and basic needs. This assessment is completed throughout several sessions. SWIs conduct wellness-checks/risk assessments with the students at each weekly meeting. Risk and safety assessments are ongoing. Interventions and referrals are made based on findings in the event a safety issue is discovered. SWI utilize safety plans with students as needed. SWIs create mutually agreed upon goals and objectives with each student and include both short-term and long-term goals. SWIs provide case management services to the students and their families to include community referrals, community outreach and overall support. SWIs create (and continually update) comprehensive resource fliers for each site which include health, safety, and wellness resources available in their communities. SWIs conduct bio/psycho/social assessments to include risk

factors, diversity and environmental issues, presenting problems, mental status exams, diagnostic formulations (for learning purposes only), interventions, resources and legal and ethical issues. All cases are reviewed weekly with field instructors during supervision. All emergency or suspected emergency situations are staffed immediately with the field instructor and program supervisor. SWIs incorporate evidence based psycho-educational group topics to include, resiliency, emotional regulation, anger management, healthy decision making, social skills, self-esteem, guided relaxation, communication skills, mindfulness, substance abuse, grief, healthy relationships, conflict resolution, etc. SWIs also complete certificated webinar trainings to advance and strengthen their skills as related to the supportive services they will be providing to RCOE students and their families. Such trainings include Psychological First Aid, Cognitive Behavioral Intervention for Trauma in Schools (CBITS), Suicide Risk and Assessment, Law and Ethics, Building Resiliency: Supporting Youth Affected by Trauma and Community Violence, etc. The main goal of the SWI is to assist the students in resolving the social and emotional issues that are preventing them from succeeding academically. The interns are here to work collaboratively with the schools in order to afford the students the opportunity to be their very best.

The Wiley Center provides tele-health/video conferencing and school based prevention and intervention services for students in immediate need. These services include counseling for individuals, group counseling, supports for staff and parents on issues regarding discipline, attendance, academic, family related problems, suicide prevention and parent classes. The Wiley Center provides trauma, drug/alcohol, crisis management and help with virtual community service hours. They also offer a building-resiliency program that is designed to individual student goals. The Adverse Childhood Experience (ACEs) screening assessment is administered to each new student that a Wiley Center counselor meets with each session. Students are provided with immediate crisis counseling on a daily basis beyond scheduled sessions and support services. Mental health therapy for more intensive treatment for students and families is provided for students who are medical eligible and referred post-screening. Services are provided by MSW/ MFT's and intern therapist.

Alternative Education contracts with Care Solace to provide students, parents and staff with access to reliable, ethical and high-quality care, regardless of income level, and to ensure that each affected family member land in the right hands for their exact need and situation. Students, parents, and staff access Care Solace through a user friendly interface that is a private and secure URL link for anonymity and confidentiality. It includes parent advocacy in multiple languages, case management for staff and follow-through needed with parents, and a wait time and availability filter so there are no wait times for families. In addition, Care Solace is a confidential and strictly vetted community of care for substance abuse and mental health related issues that matches by age, gender, issue type, insurance, and location. Further, Care Solace includes a video chat capability for connecting with the intake team and for running verification of benefits, a direct link to clinical intake personnel, and micro sites making it easy for parents to compare treatment centers by viewing facility photos and staff bios. Care Solace has fully licensed treatment centers with a minimum of five (5) years in business and is JCAHO Accredited (Joint Commission on Accreditation of Healthcare Organizations) and CARF Accredited) Commission on Accreditation of Rehabilitation Facilities).

Alternative Education provides student mentoring through contracted services with Tyrone Montgomery. Mr. Montgomery provides mentoring for students who experienced grief, post-traumatic stress, depression, anger, anxiety, crisis, or neglect or abuse at home. Mentoring and intervention services are provided by the NFL mentor to students who need support with attendance, academics, or behavior. Mentoring students during distance/online instruction due to the COVID-19 pandemic include video conferencing using Webex or Zoom for meetings with students, families, and staff, cell phone for text messages and verbal appointments where video conferencing is not an option. Instant messaging tool to allow student to instantly communicate during normal business hours, to schedules appointments/meetings, and immediately address crisis events. Family meetings are used to bridge communication when addressing issues and challenges with parents that may live in separate households. In-person visits when none of the above options are available or appropriate, using PPE and prevention measures. A report of student participation is submitted to the principal on a daily basis.

Alternative Education contracts with Community Now for the delivery of their Get Plugged In program to two Regional Learning Centers. These alternative learning environments are a place that allows students who have encountered some life challenges to redirect and find a renewed sense of purpose. Students receive augmented instruction with social- emotional interventions including ways of overcoming struggles, learning to respond with kindness, challenging negative thoughts and pointers on how they can “change their world” for the better.

The Alternative Education Suicide Prevention Plan is implemented to address the needs for high risk crisis issues. Teachers are trained on trauma-informed care.

SEL for Staff

During the Summer Institute of Learning and Knowledge, teachers engaged in multiple ways to maintain wellness. During SILK week, teachers practiced mindfulness activities for their own well-being and learned approaches to use with their students during online learning. RCOE Personnel Services provides staff with resources from their Employee Assistance Program (EAP). All staff completed the Keenan online COVID-19 safety training before the school year. The MOUs with RCOTA and CSEA provided guidance on COVID-19 leaves of absences.

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 is not engaging in instruction and is at risk of learning loss.]

Students are required to attend remote/online classes for four hours (240 minutes) each day by logging on to the online classroom each day or by completion of printed classroom assignments/assessments that are submitted to the school/teacher. The structure of the daily online class schedule is from 8:00 AM to 12:00 PM, Monday – Friday. All school attendance requirements are still in place for remote/online instruction. The Community School and Court School document student attendance in online learning each school day using Aeries and communicates with parents/guardians on a daily basis when the students are not attending online learning. School staff communicate on a weekly basis with parents on student academic progress. Staff communicate with parents when students are absent through telephone calls, emails, and home visits. The Attention to Attendance letters are mailed home for student absences.

Student attendance in distance/online learning is documented in Aeries, the student information system. A student engagement record is completed for each student documenting synchronous and asynchronous instruction for each day of distance learning, verifying daily participation and tracking assignments. New attendance codes were added to Aeries in order to address student engagement in the virtual setting. Teachers enter one of the following codes in Aeries to record student engagement during distance/online learning: 1-VL-Could not contact; 2-VLLogged in but disengaged; 3-VLTechnology Access Issues; 4-VL-Technology Fluency Issues; or 5-VL Home responsibility matters. New codes were added for the return to school site to address COVID-19 (6-VL-Concern for Corona Virus; 7-VL-Confirmed Case Coronavirus).

For 2020–2021 during distance/online instruction, the Community School and Court School report as a day attended as days in which a student attended a day or part of a day in distance learning. Per Education Code section 43504(d)(2), daily participation in distance learning “may include, but is not limited to, evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between employees of the local educational agency and pupil or parents or guardians.” For 2020–2021 during distance/online

instruction, the Community School and Court School report days absent excused (non-suspension) as reasons that are deemed by the school administrator, based on the student's circumstances, as constituting a valid excuse, which includes whether the absence was due to circumstances outside of the student's control. For example, a distance learning absence might be excused if the absence was due to lack of connectivity or equipment over which the student does not have control (consistent with EC sections 48205, 48225.5, 48260(c)). An unexcused absence under distance learning would be when no excuse is provided, or when the excuse that is provided is determined not to be valid based on the RCOE's policy or based on the discretion of a school administrator pursuant to EC Section 48260(c).

The MTSS process for student attendance includes graduated responses/interventions for students who do not attend school/online classes. All Tier 1, 2, and 3 responses include communication to students and families in English and Spanish through mail, email, and telephone calls.

Tier 1 responses begin with school (teacher, IA, secretary, campus security, principal) telephone calls home and emails to students who do not attend online class each day and/or who miss up to two days of online class. Campus security supervisors focus on 9th, 10th, and 11th grade students who miss class (calling, emailing). The school counselor focuses on attendance for 12th grade students (calling, emailing). The school social worker focuses on middle school, foster youth, and homeless youth attendance (calling, emailing). Tier 1 responses also include Attention to Attendance letters that are mailed home to parents after 3, 5, and 7 days of missed class. Incentives for good or improved attendance include items that are motivating to students based on a comprehensive point-system. Students earn points for daily online attendance that build toward monthly, quarterly, and end of semester incentives.

Tier 2 responses/interventions include telephone communication with parents/guardians, parent meetings, home visits by school staff and the social worker, and virtual SART meetings with parents and students who miss three days of online instruction. Incentives for good or improved attendance include items that are motivating to students based on a comprehensive point-system. Parents are provided with supports in the areas of community connections and resources. Students earn points for daily online attendance that build toward monthly, quarterly, and end of semester incentives. Parents are provided with supports in the areas of community connections and resources.

Tier 3 responses/interventions include telephone communication parents/guardians, home visits by school staff and the social worker, virtual SARB meetings for students who miss up to four or more days of online instruction. Incentives for good or improved attendance include items that are motivating to students based on a comprehensive point-system. Students earn points for daily online attendance that build toward monthly, quarterly, and end of semester incentives. Parents are provided with supports in the areas of community connections and resources.

The school social worker meets remotely with middle school students to complete an Attendance Success Plan. The school social worker sets a goal with each middle school student to achieve a 90% attendance rate or higher and monitored middle school attendance for each student on a daily basis. The school social worker meets with every student who had an absence the week prior. The school social worker reviews attendance percentage, goals, and expectations and provides incentives for short-term and long-term goals, including weekly, monthly and for the semester. The school social worker calls parents/guardians, conducts home visits, attends remote SART and SARB meetings to address attendance concerns/issues, and makes referrals for additional resources when needed.

The after school program at Val Verde RLC engages students in online math tutoring and performing arts. Students receive math tutoring for one hour and a visual and performing arts program aligned to the California performing arts standards of dance, music, theater, and visual arts. Students conduct a live professional production for the community and the school at the end of the course.

Parent Engagement and Training

The schools implement on-campus and online programs for parents that promote building relationships between school staff and families. Parent programs develop the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships

with families. School staff create welcoming environments for all families in the community. Programs support staff to learn about each family's strengths, cultures, languages, and goals for their children.

Communication with parents/guardians is multi-faceted to ensure that the families are well-informed of the school activities and their students' progress. Teachers and principals communicate and meet with parents through on-site visits, telephone calls, and email. The Annual Notification of Parent Rights and Responsibilities is provided to families at registration each year along with the student handbook, Technology Acceptable Use Policy and other information items that enabled parents to understand the programs that are a part of the education of their students. Communication on school activities, meetings, and important events is provided through an automatic telephone system. Written materials are translated into Spanish. Parents have real-time access to the course grades and progress of their children through Aeries Parent Portal (Aeries is the student information system). Teachers contact parents to discuss attendance, behavior, and student concerns. Teachers and principals communicate with parents/guardians through formal and informal conferences, at Back to School Nights, and during the quarterly parent/student involvement events.

Online parent workshops are provided in order to connect families with community resources that provide educational enrichment and support. Alternative Education implements parent engagement and training programs that include College Success, Nurturing Parents, Triple P, and family health education services. Alternative Education contracts with the College Success Parent University for Leadership and Academic Success (CSS). The College Success Services (CSS) conducts 12 sixty-minute parent training workshops based on a robust bi-lingual, bi-cultural, holistic, culturally relevant, motivational, educational, leadership-based curriculum that has a lasting impact on parents' ability to become full participants in their children's education and academic success. Parent University coaches parents on the what, how, and why of educational engagement in their children's education. Nurturing Parents is offered through the Alternative Education contract with Riverside County-University Health System Behavioral Health. Nurturing Parents is an interactive 10 week course that helped parents better understand their roles. The program helps in strengthening the parents' relationship and bond with their children. Parents learn new strategies and skills to improve the behavior of their children. Triple P is offered through the Alternative Education contract with the Wylie Center. The Triple P program content focuses on learning theory, developmental research on social competence, cognitive social learning theory, and public health and community psychology.

Alternative Education Court School staff and Riverside County Probation collaborate with school districts to communicate the dates of release and the educational needs of pupils who had contact with the juvenile justice system, to coordinate immediate school placement and enrollment, and to ensure that probation officers in the community have the information they need to support the return of pupils who are being transferred from juvenile court schools to public schools in their communities. The MOU between the RCOE Alternative Education program and Riverside County Probation includes data sharing systems, transition services, and joint communication that allow for the immediate transfer of educational records. RCOE created the MOU for Partial Credit with the 23 school districts in Riverside County to ensure that all LEAs accept for credit full or partial coursework satisfactorily completed by a pupil while attending a public school, juvenile court school, or nonpublic, nonsectarian school or agency. The coursework is transferred by means of the standard state transcript. If a pupil completes the graduation requirements of his or her school district of residence while being detained, the school district of residence shall issue to the pupil a diploma from the school the pupil last attended before detention or, in the alternative, the county superintendent of schools will issue the diploma. The Court School Principal facilitates educational transition placement for foster youth and Court School students upon release into an educational program that meet the needs of the student and family for continued progress and success. The Court School Principal focuses on data tracking, making corrections/identifications of enrolled foster youth students, meeting with students individually to develop transition plans, tracks and aids in enrollment for former dropouts, and coordinates educational transition placements for Court School students. The Court School Principal assists with after-care probation for students while in facility on development of education component of pre-release plan and

coordinated education support for graduate students with ICEV/CTE & RCC/FASFA. The Court School Principal communicates regularly with school district CWA office when AB490 letters are received by probation for students returning back into their district of residence after successful completion of group home placements.

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.]

Food service locations provide breakfast meals and lunch meals to students so that one trip lasts up to five days at a time to reduce exposure and travel barriers. Families are notified through mass telephone calls, individual contact, and webpage postings. Meals are distributed at the front of the school in a grab and go style. Food service workers wear masks and gloves and maintain social distancing.

Kitchen protocols were enacted to address cleaning and sanitizing. Staff must wear face masks unless alone in the kitchen, ensure hair is restrained by use of hairnet, chef's hat, skull cap, ball cap or ponytail holder. Staff wash their hands and put on cleaning gloves (clear or off white, latex free) and only use RCOE approved cleaning products (order form provided). Staff wipe down all surfaces to remove any sanitizer residue from the previous evening and clean and disinfect all surfaces.

During meal service, staff wash their hands and put on food service gloves (clear or off white, latex free), prepare meals as need for service (i.e., grab and go, transport, frozen, cold or onsite service), and wash hands and change gloves as needed during breaks or task changes. Staff wipe up any spills as they occur, practice social distancing when handing out meals, and clean counters, equipment and other surfaces once meal service is completed. Staff wipe down and wash oven racks or sheets if food has spilled or accumulated, clean, disinfect and sanitize refrigerators and freezers prior to the arrival of new inventory. Staff rotate inventory, break down and remove boxes from area, make sure all trash is secured and lid is on the receptacle, and clean and disinfect all areas, including light switches and door handles prior to leaving for the day.

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

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Contracted in-person and online services for behavioral health counseling and mentoring, for low income, English learners, foster youth and all students who need behavioral/mental health intervention and support.	\$332,818	Yes
School Nutrition	Employee Costs.	\$350,814	No
School Nutrition	Food and Supplies.	\$280,600	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
4%	\$1,825,902

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 quantitative data (academic, attendance, and behavior) and qualitative information (student/parent/staff input, survey responses, observations) from low income, English learners, and foster youth are always examined first to determine student needs for resource allocations and services. Resources are coordinated to enhance academic achievement, attendance, and behavior of English learners, foster youth, and low-income students. The plan focuses the attention of the entire school community on the analysis of data and implementation of evidence-based practices. By providing an integrated program with input from all stakeholders, students receive a combination of services to meet their unique needs. LCFF supplemental and concentration grant funds enhance programs and services for students with the greatest needs to improve academic achievement, attendance, and social-emotional learning and behavioral/mental health.

Low income students have unique needs based on access to resources, academic interventions, and support. Due to these circumstances, low income students are provided with instructional resources, access to technology at home, UDL and differentiated instruction, and tutoring. In order to support student learning of the standards, students are scheduled in small class sizes and receive support from instructional assistants in ELA and math in order to acquire the skills that are necessary to be successful in their core classes. English learners have specific needs in understanding the English language in reading, writing, speaking and listening. Due to these needs, English learners receive differentiated instruction based on Exact Path, ELPAC and TELL scores that range from support from translators, scaffolds during instruction, intervention courses, and tutoring. Foster youth have often endured multiple home and school transitions and need support with school stability (bus passes for transportation support), counseling and mentoring (due to trauma), academic intervention (due to frequent home and school transitions and learning loss), credit recovery courses (to address partial courses completions), If behavior issues occur, foster youth are provided with counseling and other means of correction and support from the school social worker.

RCOE Alternative Education's estimated supplemental and concentration grant funding is \$1,825,902 for 2020-2021, which is based on 92% of unduplicated pupils (economically disadvantaged, English learners, and foster youth), and therefore, expenditures will be on an LEA-wide basis, across Alternative Education programs. All students in the Court School meet the state-defined criteria for low income. RCOE Alternative Education considered the needs, conditions, and circumstances of our English learners, foster youth, and low income students as a result of COVID-19.

Low income students, English learners, and foster youth who have been expelled from their school districts or who are on Probation or in the Court School have experienced social-emotional issues with behavior and/or attendance. Students need support with social-emotional learning such as self-awareness, self-monitoring, and self-control as measured by on-track indicators of post-secondary readiness (attendance, course completion, grades, and conduct). Students have experienced stress related to the quarantine and home isolation, various degrees of anxiety due to the uncertainty of community health conditions, and family members who may have contracted the coronavirus. Due to student social emotional needs and in response to the COVID-19 pandemic, LEA-wide services that are principally directed to and effective in meeting the needs of low income students, English learners, and foster youth include networks of online/on-campus support in social-emotional domains of learning in order to connect students to school in positive and safe learning environments. The networks of support include online and in-person academic counseling (school counselor), behavior/mental health counseling (contracted services), mentoring (contracted services), and support from the school social worker to address student attendance, behavior, and academic achievement.

English learners, foster youth, and low income students in the Community School and Court School have specific needs related to academic achievement and potential learning loss from the school closure due to the COVID-19 pandemic. Their needs are prioritized and targeted for actions and resources first. Low income students have unique needs based on access to resources outside of school. English learners have specific needs in understanding the English language in reading, writing, speaking and listening. Foster youth have specific needs related to school enrollment and school stability as they have often endured multiple home and school transitions which disrupt their learning progression and grade-level articulation. Due to the aforementioned needs related to academic achievement and potential learning loss from the school closure due to the COVID-19 pandemic, LEA-wide services that are principally directed to and effective in meeting the needs of low income, English learners, and foster youth are online instructional resources (Canvas, digital textbooks and resources), access to technology at home (laptops and hotspots), UDL and differentiated instruction through teacher professional development, AVID, and college transition activities such as support with the FAFSA. In order to support student learning of the standards, students are scheduled in small online and in-person classes and receive UDL and differentiated instruction in ELA and math from their teachers and instructional assistants in online and in-person formats, individualized support/small group instruction from teachers and instructional assistants in Canvas/Zoom and on campus, after school in-person and online tutoring, and online credit recovery classes.

In order for students to receive targeted instruction, LEA-wide services that are principally directed to and effective in meeting the needs for low income students, English learners, and foster youth include time for teachers to meet every month during Wednesday PLCs to collaborate and analyze results from Exact Path ELA and math pre-/post-tests, IABs, and the TELL that lead to the development of lessons with the tenets of Universal Design for Learning (UDL) and support from instructional assistants. Teachers engage in professional development in online instruction using Canvas and UDL during SILK week and Wednesday PLCs in order to provide students with rigorous learning activities. Teachers receive online support and coaching on Universal Design for Learning from the Coordinator of Instructional Innovation and Support and from Novak Consulting.

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

Services for low-income, English learners, and foster youth are increased or improved by more than 4% as compared to services provided for all students.

Low-income, English learners, and foster youth receive targeted academic support by teachers and instructional assistants through in-class and online instructional differentiation (individualized and small group instruction) and the implementation of Universal Design for Learning.

Low-income, English learners, and foster youth are scheduled in (in-person when schools are open and online during school closures) intervention courses and programs in ELA and math based on Exact Path pre-tests and progress monitoring data analysis during monthly MTSS collaborative meetings of teachers and instructional assistants.

Low-income, English learners, and foster youth receive support through extended learning time during online teacher office hours, after school support from teachers, online and in-person tutoring, after school STEMulate Learning instruction, and online Edmentum credit recovery courseware (UC a-g approved).

Low-income, English learners, and foster youth receive have access to on-campus and online tutoring.

Low income, English learners, and foster youth receive online and in-person behavioral/mental health counseling.

Low income, English learners, and foster youth receive mentoring during on-campus and online instruction to address social-emotional needs.

Low income, English learners, and foster youth are able to enroll in online Dual Enrollment classes in history, science, and CTE networking courses to earn college credit while enrolled in high school.

Low income, English learners, and foster youth are able to enroll in online and on-campus career technical education (CTE) courses in Building/Construction Trades, Hospitality/Culinary Arts, Multi-Media Production, Computer Networking, and Welding.

Low income, English learners, and foster youth are able to experience opportunities for internships and job shadowing and businesses in the community when school re-opens on campus.

Low income, English learners, and foster youth are able to enroll in the online and on-campus Advancement Via Individual Determination (AVID) classes which provide students with strategies (writing, inquiry, collaboration, organization, reading) to be successful in their core academic classes and support from AVID tutors.

Low income, English learners, and foster youth engage in post-secondary/college transition activities such as on-campus or virtual college visits and take PSAT and ASVAB, and complete financial aid (FAFSA) and college entrance applications in order to prepare for post-secondary education.

Low income, English learners, and foster youth participate in after school performing arts programs (on-campus and online), intramural sports (when on-campus instruction resumes), and eSports to connect and motivate students to attend school.

Low-income, English learners, and foster youth receive bus passes when school re-opens on campus in order to support transportation to school and improve attendance.

Low income, English learners, and foster youth receive online and in-person instruction from trained teachers in differentiated instruction, UDL, and online learning.

Low income, English learners, and foster youth are scheduled in in-class and online interventions from teachers who have engaged in regular in MTSS collaborative meetings during Wednesday PLCs.

English learners receive online and in-person instructional differentiation and scaffolding from trained instructional assistants in reading comprehension, academic writing, speaking, and listening in all content areas. English learners receive online and in-person support from

teachers and instructional assistants who receive ongoing training, UDL coaching, and support from the Coordinator of Instructional innovation and Support in Universal Design for Learning to support the acquisition of the English language in order to successfully engage in learning and to improve academic achievement.

English learners receive targeted online and in-person instruction from teachers who attend month during Wednesday PLCs to collaborate and analyze results from the TELL (pre-/post-test results and exit criteria for English learner students), ELPAC, and RCOE short-cycle assessments.

The parents of low income, English learners, and foster youth are able to participate in online and on-campus parenting workshops.