

Learning Continuity and Attendance Plan Template (2020–2021)

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.]

Many SCOE students and families live with enduring challenges during stable (non-pandemic) times, so the current situation has increased the struggle faced by many in the SCOE community of learners.

The SCOE Court and Community Schools (CCS) provide programs for incarcerated youth, expelled youth, and an educational option for students seeking a small and highly supportive school environment with extensive Social Emotional Learner (SEL) supports. SCOE CCS also offers a diploma program for young adults who did not graduate from high school within the traditional four-year timeline. SCOE coordinates services for foster and homeless youth in Sacramento County through the Foster Youth Services Coordinating Program (FYSCP) and homeless students through Project TEACH.

The SCOE Special Education programs provide services to students ages 3-22 years old who have disabilities that require significant and highly specialized support. SCOE serves students who need extensive supports in the realm of behavioral and mental health supports. SCOE has programs from first – twelfth grade for these students. All students in these programs are referred to SCOE by their district of residence and the referring district remains the district of special education accountability for the duration of their schooling.

The COVID-19 pandemic has greatly affected SCOE students and families. SCOE schools have high rates of students living in foster care, experiencing homelessness, with special education needs, and living in households with very low familial income.

Before the pandemic, some SCOE students struggled with a shortage of computing devices, insufficient internet connectivity, or a lack of a quiet and predictable place to study – all conditions that are exacerbated by the COVID-19 pandemic.

In the past, in-person instruction and personalized supports provided a welcoming school environment for SCOE students. SCOE staff has extensive expertise in developing personal, positive, and appropriate relationships with students and families. Last spring, the shift to Distance Learning provided an opportunity for SCOE educators to build new skills and methods to meet, engage, and build relationships with students remotely. The current situation also provides an opportunity for SCOE students to invest in their habits of responsibility, individual perseverance, and digital proficiency.

Stakeholder Engagement

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

Beginning in March of 2020, with the shutdown of schools, SCOE initiated a variety of engagement strategies to gather input from students, parents and guardians, faculty and staff, and community partners. Since March, SCOE programs have sent out a variety of surveys to help inform our planning and have received over 165 family responses and 536 staff responses.

Students at each site responded to online surveys and provided feedback on their device and connectivity needs. Parents and guardians were engaged via site councils and phone calls while those who speak Spanish were engaged via the SCOE English Learner (EL) Parent Liaison. Parents speaking other languages were supported through Transcend Translations. All parents were invited to engage in verbal surveys and online survey processes.

SCOE had direct dialogue with SCOE employee associations and conducted staff surveys regarding plans to complete the 2019-2020 school year, CCS summer school, Extended School Year for Special Education programs, and the year-round school for incarcerated youth. SCOE continues to engage the employee associations regarding the 2020-2021 school year.

SCOE solicited and responded to all input provided by certificated and classified membership. Due to the unique nature of El Centro Jr./Sr. High School within the Sacramento Youth Detention Facility (YDF), SCOE collaborated with Sacramento County Probation (Probation) to secure input from students, faculty, and probation staff via online surveys. SCOE staff also met with El Centro parents within the visitor center and via paper surveys handed out by Probation during visitation hours.

Families, students, and staff in SCOE Special Education programs received hardcopy and digital surveys, phone calls, and emails starting in early March 2020 and this outreach continued throughout the summer break. Hard copies of surveys were translated for families and when engaged in family outreach, interpreters were utilized as necessary. At the early stages in the spring, SCOE worked with stakeholder groups to determine device and connectivity sufficiency. SCOE also surveyed students and families about their skill level regarding technology available within specific programs. When Distance Learning started, SCOE worked with all stakeholders to design schedules, communication protocols, and record keeping protocols. As SCOE started winding down the 2019-2020 school year, staff began working with stakeholders to gather feedback on the quality of Distance Learning and how to improve SCOE's process in the future.

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

During the current COVID-19 restrictions, the Sacramento County Board of Education is conducting Board meetings via Zoom video and/or teleconference, with Board members participating from remote locations via video, telephone, or other electronic means. These meetings are accessible to members of the public via Zoom video and/or teleconference. The public may view the Board meetings by computer, tablet, or smart phone by following instructions and links posted on the SCOE website. Members of the public may submit public comments through Google forms via links posted on the SCOE website, or by following instructions for written or phone-in comments posted at the David P. Meaney building and SCOE school sites. Public comments are accepted up to 30 minutes prior to the start of the scheduled Board meeting and are read during the teleconferenced Board meeting at appropriate times.

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

Prior to the shutdown of in-person learning in March 2020, SCOE sent home three weeks of hardcopy work to each student, as a precaution in the event the schools would close. This gave SCOE time to repurpose on-campus Chromebooks and secure an initial round of hotspots for students. SCOE also used the three weeks to contact students and parents to determine internet access and device availability in each household.

Feedback gathered during the initial month of Distance Learning from students enrolled in the SCOE community schools varied by program:

Senior Extension students, who study within an independent study model, felt the least affected and continued to earn credit towards graduation. Many of these young adults stated that they had engaged in online learning programs in the past, and would rather utilize a personalized Google Classroom delivery model. Many of the young adults in this program also wanted to utilize textbooks and hardcopy units of study created by SCOE faculty. They stated they missed working with their teachers in-person but were comfortable adapting to the new “full distance learning model”.

The middle school CARE program administrator (hosted on district sites) received feedback from students and parents that students were engaged in the distance learning curricula provided by the host district. Overall, parents wanted more student access to SEL support and more engaging assignments. In general, these student and parents had very strong bonds with their teachers and found ways to successfully stay engaged. Many of the families reported that they underreported their need for hotspots and devices. They didn't anticipate the reality that all children, and often parents, now had to engage in distance learning or remote work. Families' single internet connection and one or two computers were insufficient for the increased demand for bandwidth and devices.

SCOE faculty received feedback from approximately 50% of parents and families in the initial survey. The team continued to reach out and eventually made contact with 90% of SCOE students and families. Based upon the feedback, SCOE teams set up a socially distanced system for providing work and devices at school sites, or for dropping off materials on the household porch. The parents appreciated this effort and outreach immensely.

SCOE staff continued to work in the Youth Detention Facility for one week after the other SCOE schools closed. During that time the faculty and leadership from El Centro Jr./Sr. High School collaborated with Probation to develop a plan designed to meet the needs of students and the Probation staff. SCOE staff provided hardcopies of instructional materials/assignments and Probation staff served as on-site facilitators of distance learning. A plan to utilize hardcopy packets was developed and continuous feedback was evaluated to fine tune the system around a weekly schedule of work-in and work-out. Eventually the continuous feedback from the Probation staff led to iPads for teacher/student virtual meetings, non-contact meetings with students in the visitor center, and implementing Edgenuity as the online learning platform.

Within the Special Education schools, stakeholder feedback varied. Several themes did emerge when reviewing the data. Sufficient and appropriate technology was an identified concern. When first planning for distance learning many families reported they had adequate devices. As distance learning started across all programs it became apparent that the number of devices, the quality of internet connection, and the ability to use technology were areas of concern. Staff and families had a desire for more connectivity and better devices to improve each student's ability to access information and succeed within the distance learning model.

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

SCOE is:

Continuing to expand its inventory of computing and connectivity devices to ensure availability for each student, anticipating enrollment growth, device loss and damage.

Expanding the Social Emotional Learning (SEL) and mental health clinician support provided to each student delivered by faculty and staff, school counselors, mental health clinicians, and partnering non-profit organizations.

Developing expertise in Distance Learning via summer professional development and daily collaboration among faculty and staff. This includes expanded training in Edgenuity and Google Classroom and virtual project-based learning.

Continuing to support student career and college readiness with remote support for employment readiness and college enrollment processes.

Increasing the number of high-quality computing devices for staff delivering Distance Learning. This includes computers with touch screen monitors that can deliver the Zoom Whiteboard platform.

Providing on-going professional development sessions specifically targeting components of delivering high-quality distance learning.

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.]

When the Sacramento County Public Health Officer clears secondary schools to reopen for in-person, reduced cohort size instruction: SCOE teams will ensure social distancing for students and staff on SCOE campuses or in its programs and will offer four days per week of instruction and one day of full distance learning support and parent engagement. The four days of in-person instruction will service two distinct cohorts of students who will engage in-person learning two days per week. SCOE programs housed at school district sites will follow the schedule and cohort models established by the district.

Due to the nature of SCOE programs, including special education, community school programs and court schools, we will individualize instruction to meet each student’s needs. We will continue to develop lesson plans specifically designed for each student’s academic level while setting realistic yet ambitious goals for their learning.

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

Description	Total Funds	Contributing
SCOE has purchased COVID-19 related safety equipment and cleaning supplies for all school sites.	\$79,256	Y
SCOE has provided extensive professional learning for CCS and Special Education certificated and classified staff in the areas of COVID-19 safety protocols, lesson planning, and instructional planning for appropriate in-person, socially distant instruction, and campus operation protocols.	\$76,940	Y
SCOE has retained all certificated faculty and classified staff to support in-person instruction (when approved by the county health officer) and high-quality distance learning instruction.	\$892,259	Y

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.]

Each student who enrolls in a SCOE program, general education or special education, receives the support necessary to develop a Student Success Plan (general education) or Individualized Educational Program (special education). This commitment to differentiating instruction and curricula for each student helps SCOE faculty focus on assigning work that is appropriate and challenging. This also allows us to ensure that each student has continuity of instruction and learning, whether the student is engaged in a hybrid model of in-person instruction and Distance Learning or full Distance Learning.

During April of 2020, SCOE secured a contract with Edgenuity for an online learning platform. Faculty have received professional development from Edgenuity trainers and the SCOE technology team has linked Edgenuity to the SCOE student information system, PowerSchool. The system now refreshes student enrollment on a daily basis, ensuring that each enrolled student appears within the Edgenuity database of students.

While the online curriculum is ideal for many of SCOE programs, the students who do not have the cognitive and/or physical ability to learn through a virtual platform will be provided hardcopies of their lessons. The primary audience for this method will be SCOE students with moderate to severe disabilities. These students will have a physical copy of the lesson plan and the families will be provided with virtual lessons to support their child at home learning.

Access to Devices and Connectivity

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

SCOE purchased sufficient devices and hotspots for connectivity during the spring of 2020 and is purchasing additional devices and hotspots to cover potential growth in enrollment and loss of devices due to damage. SCOE has also received over 325 donated computers that have benefitted all student programs. SCOE site leaders and the technology department monitor the need for devices and connectivity daily and order additional components as necessary.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Synchronous learning opportunities will be provided daily through whole class with individualized live contact to meet personalized student needs as appropriate. Staff will collect student progress data regarding: established goals, curriculum-based assessments, informal assessments, and through synchronous learning sessions.

Synchronous minutes will be tracked by the teacher facilitating the learning. The time value of student work will be determined by certificated staff by gathering feedback from students and families on how long they worked daily on at home learning assignments. That time will be averaged for students who have similar assignments to ensure that we are giving enough work to all students.

Independent study student progress will be tracked by our established process of establishing a master agreement with students that defines assignments with associated engagement time and credit value. Faculty will engage students on a daily basis.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Professional development sessions will be on-going. The initial focus will center on topics that are necessary for Distance Learning. SCOE has provided sessions on Google Classroom, Zoom, Edgenuity, Distance Learning protocols, Distance Learning best-practices, confidentiality, professional boundaries, mental health during the pandemic, how to conduct virtual meetings and IEPs, and health and safety protocols. We have surveyed and continue to gather feedback from SCOE staff about what trainings would be beneficial for teaching and ensuring student engagement. We have time built into program schedules to allow for a minimum of one hour of weekly professional development for all school staff.

Staff Roles and Responsibilities

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

All administrators, certificated faculty, and classified staff have new roles for supporting or implementing Distance Learning. This includes the use of Google Classroom, Zoom, Edgenuity, and other remote options for supporting student learning.

SCOE has hired a new Director of Computer Science and Distance Learning to support Distance Learning for SCOE staff and faculty.

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.]

SCOE Administrators and faculty are imbedding best strategies for English Learners in scheduled weekly professional learning and collaboration. During the summer of 2020, faculty engaged in paid professional development that contained modules focused on practices that support English Learners. Additionally, SCOE administrators, faculty, and staff will participate in EL RISE! professional learning focused on supporting EL learners in full or hybrid distance learning formats. English learners at all English proficiency levels and at all ages in SCOE programs will receive both Integrated ELD and specialized attention to their particular language learning needs, or Designated ELD.

In addition to the SCOE English Learner family liaison (part-time), SCOE added additional contracted professional translation services for students and parents/guardians.

Students in SCOE special education programs receive individualized supports per their IEP. Distance Learning is challenging for many students, and it is even more challenging for students with severe disabilities. SCOE is approaching programming with the mindset of, ***whatever it takes***, to make Distance Learning meaningful and engaging for all students. All of SCOE service providers are making regular contact with families and developing virtual lessons for meaningful student participation. When students do not have the ability to operate a computer, their families support them with specialized technology and families are provided with a hardcopy of all lesson plans via U.S. mail.

All students in SCOE special education programs receive an individual Distance Learning plan every month. This ensures regular communication with families as well as regular updates on their progress during Distance Learning. The goals in the plan are based on the student's IEP.

Foster Youth:

- Foster Youth Services Coordinating Program (FYSCP) staff conduct a bi-weekly check-in with teachers to ensure youth are completing schoolwork and that teachers are able to contact youth and foster parents regularly.
- FYSCP staff contact students, foster parents, probation officers, or social workers as needed to encourage youth to complete their schoolwork and assist them in problem-solving solutions to obstacles.
- FYSCP staff collaborate with Probation to conduct education intake interviews via phone; obtain all missing transcripts/credits; and conduct AB 167 reduced-credit exemption reviews.
- FYSCP staff assist youth in transitioning to new school sites and follow-up to ensure the youth has enrolled in their new school.

Homeless Youth:

- Housing questionnaires and student and parent community resource folders are provided in an electronic form as an accessible resource during Distance Learning. Housing questionnaires are used as a tool for determination of student status. The student and parent community resource folders provide resources and referrals to community service providers.
- Teachers submit an electronic or hardcopy of the housing questionnaire to notify Project TEACH staff of a student who needs to be evaluated to establish if they are homeless. Project TEACH staff will review the questionnaires and interview students when appropriate.
- If a teacher is unable to reach a student who has a gap in attendance or has disengaged in schoolwork, Project TEACH staff will attempt to contact the student and/or parent and connect them to the teacher.
- Project TEACH assists teachers by connecting students to resources and addressing barriers due to homelessness. As supplies allow, Project TEACH provides backpacks, school supplies, and hygiene essentials to SCOE students who identify these needs as a barrier to learning.
- Reduced credit graduation (AB 1806) forms for eligible students are generated electronically and sent to counseling staff at SCOE programs.

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

Description	Total Funds	Contributing
SCOE purchased touch screen laptop computers for CCS faculty, to enhance each teacher's ability to provide Distance Learning lessons utilizing Zoom Whiteboard. SCOE purchased Edgenuity for all students in the CCS and Palmiter schools and has provided and will continue to provide professional learning for the learning management platform.	\$174,677	Y
SCOE purchased Chromebooks and connectivity devices for all students that lacked appropriate computing devices or connectivity. Limited staff are utilizing personal phones to support Distance Learning and receive a \$50/month stipend.	\$148,388	Y
SCOE has provided and will continue to provide extensive professional development to support Distance Learning. SCOE has allocated 0.5 FTE to a new Director of Distance Learning.	\$41,600	Y

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–2021 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.]

All students enrolled in SCOE court and community school programs are secondary students that transferred from other educational agencies. Establishing English and math proficiency level upon enrollment is standard practice for each SCOE program. Staff will continue to do so remotely. SCOE's new online learning platform, Edgenuity has embedded placement tests for English and mathematics. Each student will take placement exams remotely and faculty will monitor growth over time. Approximately 95% of SCOE work with students in the past focused on reducing loss of learning and we will continue to refine this work via Distance Learning.

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.]

All SCOE court and community school students have a team of administrators, faculty, transition specialists, school counselors, and mental health clinicians that support individualized student success plans. Students will receive support remotely from each of the above professionals during Distance Learning and in-person while we are engaged in a hybrid model of instruction.

All students will receive and/or engage in the following:

- A Chromebook, laptop, or desktop if needed
- An internet connection device if needed
- An Edgenuity account
- A Google account and Google Classroom support
- Standards based instructional materials assigned via their Student Success Plan
- Online assignments and personalized support from faculty and transition specialists in Edgenuity
- Online assignment and individualized support in Google Classroom
- Project Based Learning assignments designed in partnership with Big Picture Learning
- Distance Learning Assignments and support from Career Technical Education teachers
- Support from seven trusted non-profit agencies all focused on SEL support and specific topics such as green careers, entrepreneurship, STEM, computer science and coding workshops, journalism, creative writing, performing arts, and college and career readiness

SCOE's students enrolled in special education programs all have a team of professionals that are assigned to support their academic program based on the needs in the student's IEP. These professionals include a teacher, a school psychologist, a school nurse, and also may include a speech and language pathologist, occupational therapist, and a teacher of the visually impaired. These professionals work collaboratively to support the student's distance learning progress.

All students in SCOE special education programs receive and/or engage in the following:

- A Chromebook, laptop, or desktop if needed
- An internet connection device if needed
- A Google account and Google Classroom support
- Support setting up an at-home learning station that meets the student's needs
- Support for the family setting up a new routine around distance learning
- Individual and whole class lessons
- Lessons designed specifically to meet their individual educational needs
- At-home asynchronous learning activities to provide additional support for their distance learning lessons

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.]

Faculty will communicate with each student daily and will monitor student engagement daily. SCOE will measure the effectiveness of its strategies based on: student completion and proficiency demonstrated in online Edgenuity classes, Google Classroom assignment completion, and completion of Project-Based Learning assignments and standards-based hardcopy assignments. Faculty and staff will monitor growth in academics, career technical skills, career readiness, and student wellness.

Faculty will adhere to timelines of communicating progress to students on a weekly basis, parents on a two-week basis, and assigning formal grades on a quarterly basis.

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

Description	Total Funds	Contributing
SCOE engages in home visits to reengage students who are not engaged in Distance Learning through partnerships and contracts with non-profit agencies and the San Juan Safe Schools office. Collaborative teams engage families with social distance protocols “across the porch or yard” to develop solutions that support student engagement.	\$95,797	Y
SCOE is adding limited term assignment teachers to mitigate learning loss in the Special Education, Senior Extension, and Community School and Court School programs. SCOE provided summer school sessions to mitigate learning loss during June and July of 2020. SCOE will provide summer school during June of 2021.	\$460,064	Y
SCOE teachers have engaged in extensive professional learning to design custom lessons within Edgenuity and Google Classroom to support students that are below grade level.	\$76,940	Y

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.]

<p>SCOE has supported student mental health and SEL well-being in the past through the efforts of school counselors, non-profit partnerships and through contracts with part-time mental health clinicians. SCOE will hire additional part-time, limited-assignment mental health clinicians to support student wellness during Distance Learning and during hybrid instructional models that blend on-campus and Distance Learning. SCOE faculty will use SEL signature practices to build community and ensure opportunities for students to develop their social and emotional competencies in the distance learning classroom.</p> <p>The mental health clinicians provide wellness professional development to faculty and staff, teaching wellness protocols that initially benefit faculty, but then are taught to students by clinicians and supported and promoted by faculty to increase student wellness. Mental health clinicians will provide remote support to students via one-to-one sessions, group sessions and in-person during hybrid on-campus instruction.</p> <p>Non-profit partners support student wellness during the school day, after school, and on weekends. More than ten non-profit partners support SCOE students throughout the school year and seven supported students during the summer of 2020 via a City of Sacramento Summer Learning Initiative.</p>

Pupil and Family Engagement and Outreach

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

Tier I: Faculty and staff will contact each student every school day as part of daily instruction and intensive intervention. In the event students or parents/guardians don't engage when scheduled, the teacher will reach out to understand why the student did not attend.

Tier II: When students or families do not engage after a normally scheduled class or Zoom meeting, they will receive additional outreach attempts from the site administrator, mental health clinician, transition specialist, or school counselor.

Tier III: When contact is not established in Tier I or II, the family will receive an across the porch home visit (with appropriate social distancing protocols) from school management, contracted non-profit support providers, mental health clinicians, and at times, safe school personnel from the San Juan Safe Schools Office. Students in the SCOE court school will receive support in a collaborative effort from SCOE staff, probation staff, and phone conversations with parents.

Spanish-speaking students are supported by Spanish speaking faculty and staff, a Spanish speaking family liaison and a contract with Transcend Translations. Students from families speaking languages other than Spanish are supported by SCOE's contract with Transcend Translations.

Students in Foster Care and students experiencing homelessness will receive additional support at each of the tiers listed above from caseworkers employed within SCOE's Foster and Homeless support departments.

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.]

Each student/family receives updated food distribution hub maps and lists, and if necessary, receives phone assistance to ensure access to school district and food bank distribution sites.

During in-person learning all students will receive breakfast, lunch, and snack food as needed via SCOE food service contracts with local school districts.

SCOE also purchases food as appropriate to supplement district provided food service. At times, students arrive late for breakfast or know they won't have enough food for dinner and SCOE supplements individually.

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
4.86%	\$1,294,157

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.]

SCOE provides a part time bilingual family liaison to support needs of non-English speakers, and added additional contracted professional translation services for students and parents/guardians to ensure all languages were addressed.

Students in SCOE Special Education programs receive specific supports per their IEP. Distance Learning is challenging for all students, and it is even more challenging for students with moderate to severe disabilities. We are approaching SCOE programs with the mindset of “whatever it takes” to make Distance Learning meaningful for SCOE students. All of SCOE service providers are making regular contact with families and developing virtual lessons for the students. For students where they do not have the ability to manipulate a computer, their families support them with technology and they are also provided with a hardcopy of all lesson plans via US mail. All students in SCOE Special Education programs receive an individual Distance Learning plan every month. This will ensure regular communication with families as well as regular updates on their progress during Distance Learning. The goals in the plan are based on the student's IEPs.

Foster Youth Services Coordinating Program (FYSCP) Staff:

- Conducts a bi-weekly check-in with teachers to ensure youth are completing their schoolwork and that teachers are able to contact youth and foster parents regularly.
- Contacts students, foster parents, probation officers, or social workers as needed to encourage youth to complete their schoolwork and assist them in problem-solving any obstacles preventing them from doing so.
- Collaborates with Probation to conduct education intake interviews via phone; obtain all missing transcripts/credits; and conduct AB 167 (reduced-credit graduation exemption) reviews.
- Assists youth in transitioning to new school sites and provides follow-up to ensure the youth has enrolled in their newschool.

Homeless Youth:

- Housing questionnaires and student and parent community resource folders have been created in an electronic form to be an accessible resource during Distance Learning. Housing questionnaires are used as a tool for identification of students. The student and parent community resource folders provide resources and referrals to community service providers.
- Teachers can submit an electronic or hardcopy of the housing questionnaire to notify Project TEACH staff of a student who needs to be evaluated to establish if they are homeless. Project TEACH staff will review the questionnaires and interview students when appropriate.
- If a teacher is unable to reach a student who has a gap in attendance or has disengaged in school work, Project TEACH staff will attempt to contact the student and/or parent and connect them to the teacher.
- Project TEACH assists teachers by connecting students to resources and addressing barriers due to homelessness. As supplies allow, Project TEACH provides backpacks, school supplies, and hygiene essentials to SCOE students who identify these needs as a barrier to Distance Learning.
- Reduced credit graduation (AB 1806) forms for eligible students are generated electronically and sent to counseling staff at SCOE programs.