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.

Kern County has a high population of residents who are employed by companies related to agriculture, food production, and energy production. Since these industries are considered essential by the state of California, the economic impact of COVID-19 in Kern County may be less than what other areas have experienced. However, many residents, including Alternative Education families, have been impacted by shutdowns, layoffs, and furloughs. According to 2019 statistics, 20.5% of Kern County residents live in poverty. Due to the COVID-19 pandemic, this percentage is expected to increase. Data shows that over the past several months there has been an increase in the number of people experiencing homelessness. A count conducted in January 2020 indicated there were approximately 1,580 homeless individuals across the county, with the majority of them living in Bakersfield.

The impact of COVID-19 on the social emotional well-being of Kern County residents is harder to measure. While the pressures of a pandemic can affect anyone, those with mental health needs or who have previously experienced trauma may be more likely to suffer during these times. Factors including social isolation, financial insecurity, and family stress can exacerbate pre-existing concerns or create new concerns in those without a history of mental health needs or trauma.

Kern County saw a surge in COVID-19 cases over the summer. As of September 15, 2020, Kern County had a total of 30,916 residents test positive for the virus. Out of the total people tested, 17.0% tested positive and the virus has a death rate of 0.98%. The vast majority of people who test positive in Kern County are in the 18-49 age group. Prior to this surge, the Alternative Education program was preparing to have in-person instruction on campuses. However, the increase in COVID-19 cases put Kern County on the state's monitoring list and distance learning was mandated.

One of the biggest challenges the Alternative Education program has faced during this crisis is students lacking basic technology in order to engage in distance learning. Due to over 97% of the program's students qualifying as socioeconomically disadvantaged, many students do not own the necessary technology, including an appropriate electronic device and Internet access, to successfully participate in distance learning. Since March 2020, the Alternative Education program has provided approximately 500 Chromebooks and 50 hot spots to students in need. As of August 2020, nearly all parents/guardians indicated their child had sufficient equipment to participate in distance learning. The program has added equipment checkout to the enrollment process and will continue to provide the needed technology equipment for any student who is lacking to enable him/her to access the curriculum and participate in learning.

The statewide closure of schools in spring 2020 due to the COVID-19 pandemic required parents/guardians to participate in their child's education at a higher level. Many parents/guardians were not equipped for the responsibility of providing high levels of academic support. Parent/guardian levels for the 2019-20 school year show that of Community School parents/guardians, 22% are not high school graduates, 23% are high school graduates, and 35% declined to state. Due to this, it is inevitable that some students sustained learning loss. Although a combined total of 20% of parents/guardians had

some college education, were college graduates, or received education beyond a college degree, many are unfamiliar with how to teach their children using Common Core State Standards and the use of technology as an instructional tool.

Stakeholder Engagement

A description of the efforts made to solicit stakeholder feedback.

The Alternative Education program consulted with stakeholders in the development of the Learning Continuity and Attendance Plan through the following processes. All virtual meetings provided the option of participating via telephone for those without Internet access.

Parents/Guardians, Students, and Families: In preparation for creating the 2020-21 LCAP, the program hosted three Town Hall meetings at school sites around Kern County in an effort to seek input from parents/guardians. At the meetings, parents/guardians were asked to complete the LCAP survey, which was available in both English and Spanish. A total of 71 parents/guardians completed the survey. During February and March 2020, students were asked to provide input and feedback through the LCAP survey. A total of 675 students completed the survey. Due to the COVID-19 pandemic, the Methods of Instruction Regarding Distance Learning survey was sent to parents/guardians of students who were enrolled in July 2020. This survey asked for input on possible methods of instruction for the 2020-21 school year and was distributed in both English and Spanish by School Messenger, which communicates with parents/guardians through phone call, email, and/or text message, depending on their preference. A total of 51 parents/guardians completed the survey.

Alternative Education Staff: During February and March 2020, all staff, including administrators, teachers, paraprofessionals, transition counselors, educational associates, clerical staff, and custodial staff, were asked to complete the online LCAP survey as part of the LCAP stakeholder engagement process. A total of 123 staff members responded to the survey. In addition, a survey regarding the potential methods of instruction for the 2020-21 school year was distributed electronically to staff during July 2020. A total of 155 staff members completed the survey.

Community Partner Agencies: As part of the LCAP stakeholder engagement process, community members and partner agencies from the Kern County Probation Department, School Community Partnerships, mental health agencies, and various advocacy groups were invited to attend a Town Hall meeting. Attendees were asked to complete the LCAP survey, with a total of 22 community partner agency members doing so. In addition, during July 2020, staff members from the Kern County Probation Department who are employed at school sites were asked to complete an online survey to determine their preferences related to possible methods of instruction for the 2020-21 school year. A total of 21 probation staff completed the survey.

Advisory Committees: A draft of the Learning Continuity and Attendance Plan was provided to the committee members prior to a virtual meeting to discuss the plan and seek input. Committee members included representatives from Court School Site Council, Community School Site Council, Court School English Learner Advisory Committee, Community School English Learner Advisory Committee, and the District English Learner Advisory Committee. As with the Local Control and Accountability Plan (LCAP), these committees also serve as the program's District Advisory Committee and Parent Advisory Committee. Committee members were given the opportunity to submit in writing any questions or comments they had for the Superintendent related to the Learning Continuity and Attendance Plan.

Bargaining Units: Representatives from the Kern County Education Association (KCEA) and the Superintendent of Schools Classified Association (SOSCA) were provided with a draft of the Learning Continuity and Attendance Plan in advance of a virtual meeting to discuss the plan, provide input, and answer questions related specific action items and expenditures included in the plan.

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

The Advisory Committee and Bargaining Units meetings were held virtually on August 25, 2020, and August 26, 2020. As required by law, the Learning Continuity and Attendance Plan was presented for a public hearing at a Kern County Board of Education meeting on September 8, 2020. The meeting was held virtually and postings for the meeting indicated how the general public could participate in the meeting as well as access a draft of the Learning Continuity and Attendance Plan in advance of the meeting.

A summary of the feedback provided by specific stakeholder groups.

Parents/Guardians, Students, and Families: Of parents/guardians who participated in the surveys, the majority agree that their child's school is preparing students for future college and/or career paths (86.96%) and their child is challenged and interested in the instruction at his/her school (81.43%). Parents/guardians would like the program to continue to focus on helping students complete their high school requirements and preparing them for college and/or a career. When it comes to educating students during the COVID-19 pandemic, 15.7% of parents/guardians indicated students should participate in daily classroom instruction, 25.5% responded that students should receive a combination of classroom and online instruction, 54.9% said that students should receive instruction through independent study, and 3.9% responded "other," which by comments left, indicated online instruction.

Alternative Education Staff: Staff surveys indicated a further need to focus on high quality instruction and students' social emotional well-being. Of those who participated, 69.7% agreed with the statement, "Instruction at my school is rigorous, grade-level appropriate, and aligned to the Common Core State Standards," with 11.8% being undecided. In addition, 73.9% agreed with the statement, "My school is preparing students for college and/or career paths," with 7.6% being undecided. As far as students "looking forward to school each day," only 47.9% of staff agreed with this statement, which identifies an opportunity to improve school culture and climate and also address the social emotional well-being of students. In response to possible methods of instruction for the 2020-21 school year, 25.2% of staff indicated students should receive daily classroom instruction, 42.6% said students should participate in online learning instruction, 30.3% responded the program should offer a combination of classroom and online learning, and 1.9% chose "other."

Community Partner Agencies: Community partner survey results also speak to the supports needed surrounding students' social emotional health. In response to the statement, "Students look forward to attending school each day," 54.55% agreed and 27.27% were undecided. Input related to methods of instruction for the 2020-21 school year indicate that 66.6% of probation staff feel students should receive daily classroom instruction while 33.3% said students should participate in a combination of classroom and online instruction.

Advisory Committees: Members of Alternative Education's Court School Site Council, Community School Site Council, Court School English Learner Advisory Committee, Community School English Learner Advisory Committee, and District English Learner Advisory Committee participated in a virtual meeting to discuss the Learning Continuity and Attendance Plan. Members were given the opportunity to submit questions in writing to the Superintendent related to the plan. No changes were made to the Learning Continuity and Attendance Plan based on discussion and input at the meeting.

Bargaining Units: Representatives from the Kern County Education Association (KCEA) participated in a virtual meeting to discuss the Learning Continuity and Attendance Plan. No changes were made to the plan based on discussion and input at the meeting.

Reviews of the Learning Continuity and Attendance Plan:

- August 25, 2020: Presented draft of the Learning Continuity and Attendance Plan to the certificated bargaining unit, Kern County Education Association (KCEA), and the classified bargaining unit, Superintendent of Schools Classified Association (SOSCA)

- August 26, 2020: Presented draft of the Learning Continuity and Attendance Plan to the Advisory Committees

- September 8, 2020: Presented draft of the Learning Continuity and Attendance Plan at a public hearing

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

Surveys from parents/guardians, Alternative Education staff members, and community partner agency members, as well as verbal input from advisory committee members and bargaining unit representatives, were reviewed and input was considered prior to finalizing the Learning Continuity and Attendance Plan.

Alternative Education stakeholders agree the program should continue to focus on its previous Local Control and Accountability Plan (LCAP) goals, which include all students demonstrating growth in their social emotional development and all students demonstrating growth in literacy and numeracy leading to college and career paths. In response to input indicating further support of students' social emotional well-being is needed, the program is in the process of hiring a MTSS Coordinator to support students and staff. In addition, beginning August 2020, the program will implement 30 minute Social Emotional Learning Canvas courses into the daily schedule. Social Emotional Learning topics will include setting and achieving positive goals, responsible decision making, and understanding and managing emotions. Although there is no LCAP for the 2020-21 school year, the program will continue to focus on these two areas in order to promote academic achievement and support the social emotional well-being of students, whether in-person or through distance learning.

Due to Kern County being placed on the state of California's COVID-19 Monitoring List, the Alternative Education program will not be allowed to start the school year with in-person instruction and, therefore, will begin the year with a distance learning format. When Kern County is eligible to hold in-person instruction, the program will take the necessary steps to transition to in-person instruction or a blended in-person/distance learning model.

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.

The Alternative Education program strives to provide students with a quality education while prioritizing health and safety. In an effort to promote this, and in accordance with state mandates, the program will begin the fall semester of the 2020-21 school year using a distance learning format. The goal is to have all students back on campus for in-person academic instruction once it has been determined it is safe to do so. The program is also preparing for the potential of switching between in-person instruction and distance learning instruction multiple times throughout the school year.

In order for quality teaching and learning to take place once the Alternative Education program is allowed to resume in-person instruction, staff and students must first feel they are in a physically safe and healthy environment. The program will follow all protocols put in place by the Kern County Public Health Department. These protocols may include smaller class sizes to accommodate social distancing, staff and students wearing personal protective equipment, and procedures for deep cleaning and sanitizing of school sites. In addition, appropriate signage will be placed in all classrooms and high traffic areas to remind staff, students, and visitors to maintain social distancing, encourage regular hand washing, and self-check for symptoms of COVID-19.

During in-person instruction, the Alternative Education program serves students in seven Community Schools and five Court Schools, including four that are residential facilities. Students are enrolled in either the classroom program or independent studies. Due to the wide variety of factors that vary from school to school, including self-contained and cohort classrooms, each site will develop their own schedules, procedures, and protocols to ensure compliance with state regulations and to maintain safety for staff and students.

In order to provide students with academic consistency and to align with many of Alternative Education's referring school districts, the program will be utilizing Canvas as its online learning management system. Canvas allows schools to build digital learning environments that are compatible with the unique needs of the students they serve. Teachers will be able to utilize Canvas during both in-person instruction as well as when instructing through distance learning. This consistency will help minimize the number of students who experience learning loss due to changes in how they receive instruction. In addition, instructional staff will utilize approved curriculum and instructional strategies including Thinking Maps, Close Reading, Step Up to Writing, and Write to Learn, in order to provide a high quality, Common Core-aligned education to students.

To support the learning needs of students, the program will maintain paraprofessionals program-wide to continue the 1:1 teacher/paraprofessional ratio in every classroom. Paraprofessionals provide individual and small group instructional support to assist students in achieving academic success and ensure student attendance and participation. This additional layer of support will be critical for students who may have experienced learning loss due to school closures.

Students who are in need of English and/or math intervention curriculum will continue to be placed in the appropriate Common Core-aligned intervention curriculum. In addition, the Teacher – ELA Specialist and Teacher – Math Specialist provide instructional staff with the supports needed to instruct in these content areas. The Specialists regularly host meetings to answer questions, provide guidance, share lesson strategy ideas, and provide support for implementation of curriculum.

Assessing students on a regular basis is key to determining each student's academic level and future growth. Given that the vast majority of Alternative Education students have academic abilities that are well below their grade level, it will be critical to ensure students receive the necessary supports to keep them from falling further behind or to make up for learning loss that occurred during school closures. Teachers utilize various assessments, including curriculum-embedded benchmarks, to continually assess student progress. In addition, students are tested every 90 days in reading and math to highlight areas of growth and determine where additional support is needed.

Measures are in place to support the academic achievement of English learners, including timely identification of EL students, appropriate program placement to ensure the best opportunity for academic success, regular monitoring of students' academic progress, and ongoing professional development for instructional staff. The Teacher – EL Specialist closely monitors the academic progress of all EL students as well as those who have been reclassified.

The social emotional well-being of Alternative Education students has been a program focus for several years. Due to the trauma that many students have faced in their lives, it is critical that staff is prepared to support students when the need arises. The program's MTSS Coordinator will be responsible for training staff in various areas, including Trauma Informed Care, so they are better equipped to support students in this area. Transition Counselors are able to make referrals for students and their families for outside resources, including mental health agencies. The School Social Worker collaborates with school personnel to promote an environment that is responsive to the needs of students and also provides individual, group, and family counseling. The Community School program contracts with BASE Education to provide support for students' social emotional learning. Students are assigned online modules based on their area of need (truancy, anger management, substance abuse, etc.) to complete. BASE is used as a tool to help students rethink their negative behaviors.

Positive Behavioral Interventions and Support (PBIS) is in various stages of implementation through the Alternative Education program. The program will continue to provide PBIS training to staff in order to continue to build a positive climate and culture on each campus. Campus Supervisors' duties include working to improve school climate through regular classroom visits and building relationships with students while helping to ensure campus safety.

According to the 2020 LCAP survey, 68.46% of students agreed with the statement, "The staff at this school cares about me," with 17.49% being undecided. In addition, 68.17% agree with the statement, "There is at least one adult at my school with whom I have a positive connection/relationship," with 16.74% being undecided. School staff will continue to work toward increasing school culture and climate to support the social emotional well-being of students.

Actions Related to In-Person Instructional Offerings

Description	Total Funds	Contributing
Action #1: All instructional staff will receive ongoing training in Canvas, an online learning management system.	$6,500.00	N
Action #2: Administrators will ensure the implementation of Canvas using Common Core State Standards and approved instructional strategies through classroom walk-throughs.	Cost of this action is included as part of regular staff duties.	N
Action #3: Maintain paraprofessionals program-wide in order to continue the 1:1 teacher/paraprofessional ratio in every classroom to provide individual and small group instructional support to assist students in achieving academic success and to ensure student attendance and participation.	$2,179,229.17	Y
Action #4: The Teacher – ELA Specialist will provide direct support to instructional staff designed to improve student achievement.	$117,552.81	N
Action #5: The Teacher – Math Specialist will provide direct support to instructional staff designed to increase their expertise in the delivery of math instruction.	$112,949.32	N
Action #6: The Teacher – EL Specialist will assist in the identification of EL students and monitor the progress of EL students as well as those who have been reclassified.	$130,775.55	N
Action #7: Purchase supplemental instructional materials and training/coaching days to support the implementation of *Language! Live*, the program's reading intervention curriculum.	$17,384.00	Y
Action #8: Purchase supplemental instructional materials and training/coaching days to support the implementation of *Math 180*, the program's math intervention curriculum.	$51,310.00	Y
Action #9: The MTSS Coordinator will coordinate trainings for staff and students.	$148,721.00	N
Action #10: Transition Counselors will work with students and families to make appropriate referrals to outside agencies for social emotional supports.	$826,213.93	N

Description	Total Funds	Contributing
Action #11: The School Social Worker will consult and collaborate with school personnel to promote a school environment responsive to the needs of students. The School Social Worker will provide individual, group, and family counseling sessions.	$120,000.00	Y
Action #12: Contract with BASE Education to provide online social emotional learning curriculum related to mental health education, prevention, and intervention programs.	$3,000.00	Y
Action #13: Campus Supervisors will improve school climate through regular classroom visits, building meaningful relationships with students, and helping to ensure campus safety.	$372,058.63	Y
Action #14: Continue to expand implementation of Positive Behavioral Interventions and Supports (PBIS).	$10,000.00	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.

Due to mandated school closures, the Alternative Education program will begin the 2020-21 school year with a distance learning format. All students will access curriculum and participate in learning through the use of electronic devices and Internet connectivity. As mentioned previously, the program will be implementing Canvas as its online learning management system. When instructing in-person or through distance learning, teachers will utilize the program-designed lessons in Canvas and approved instructional strategies in order to provide a high quality and consistent education to all students. Whether students are receiving a traditional in-school education or are participating in distance learning, they will utilize the same online learning management system, curriculum, and materials in order to maintain continuity and limit the education time lost due to an unexpected transition between one method of instruction and another. During distance learning, instructional staff will be available to students for synchronous instruction throughout the duration of the full distance learning instructional schedule.

Throughout the 2020-21 school year, instructional staff will continue to receive professional development related to the implementation of Canvas and its use as an instructional tool. The county office's Instructional Services department will conduct trainings for Alternative Education staff. In addition, the Teacher – Technology Specialist will support teachers in their use of Canvas.

Access to Devices and Connectivity

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

Upon school closures in March 2020, students who needed digital devices and/or Internet connectivity were provided with the necessary items in order to access curriculum and participate in online learning. School sites were in regular contact with the parents/guardians of students who failed to check out devices upon school closures. Staff members made phone calls, sent letters home, and made home visits in an effort to communicate with parents/guardians and to inform them of the technology supports available through the school so their student could continue his/her education. Some families lived in areas where students were unable to utilize Chromebooks and hot spots due to technology infrastructure issues. These students were provided with traditional curriculum to complete in order for them to stay current with their peers. As of August 2020, all students have access to devices and the vast majority of students have Internet connectivity in order to participate in learning. Based on where some students reside, they may have limitations in Internet connectivity. The Alternative Education program is collaborating with Kern County Superintendent of Schools' technology department to identify a remedy for those rare and unique circumstances.

Upon enrollment in a Community School or non-residential Court School, students and parents/guardians will indicate if the student has an electronic device and Internet connectivity at home. Students who are in need of a digital device and/or Internet connectivity are able to borrow a Chromebook and/or hot spot from the school site. Students will use this technology to participate in academic instruction throughout the duration of distance learning. Students enrolled in residential Court Schools will have access to Chromebooks and Internet through their school site.

In order to determine staff and student growth and needs in various areas of technology, the Alternative Education program contracts with BrightBytes to survey staff and students annually. This survey helps the program determine the impact of technology on student learning. Questions related to technology access at school and at home are included, which highlight if additional resources or training are needed for staff and/or students in these areas.

Teacher office hours are built into the daily schedule. Students and parents/guardians can attend these designated times to receive support related to the technological components of the curriculum. The Alternative Education program technology team will troubleshoot any issues that may arise with the new online learning management system.

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.

Teachers will have daily synchronous interactions with students for the purposes of instruction and maintaining school connectedness. Student participation is required during each day of live remote instruction or the student will be documented as absent. In addition to tracking daily attendance, teachers will complete a Weekly Engagement Record for every student during distance learning. The Weekly Engagement Record will document synchronous and asynchronous instruction for each whole or partial day of distance learning while verifying daily participation and tracking assignments. Distance learning will require teachers to measure the participation and progress of their students through class discussions, online activities, and completion of assignments and assessments. Student grades will reflect time spent participating in discussions and the accuracy of assignments completed.

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.

Beginning March 2020, the Alternative Education program started using Google Classroom as the method of instruction for distance learning as teachers and paraprofessionals had already received training in this learning management system. In addition, with school closures happening so quickly, sufficient time was not available to fully train all instructional staff in a new platform. In an effort to align with many of the program's referring districts, administrators, teachers, and paraprofessionals received initial training in Canvas, a different online learning management system, on the following dates:

- August 6, 2020

- August 7, 2020

- August 11, 2020

- August 14, 2020

- August 20, 2020

- August 21, 2020

Administrators and instructional staff will continue to receive training in Canvas throughout the 2020-21 school year to assist with continued implementation.

The Teacher – Technology Specialist continues to support teachers with the technology component of distance learning. Small group and one-on-one virtual trainings give instructional staff the tools necessary to provide academic instruction from a distance. The Teacher – ELA Specialist and Teacher – Math Specialist continue to support instructional staff in these content areas through virtual workshops and one-on-one trainings. The Teacher – EL Specialist continues to provide teachers of EL students with the supports needed to work with students from a distance, helps to determine progress made, and participates in content area virtual trainings in order to provide input from an EL perspective and to further support instructional staff.

Administrators will regularly meet with their instructional staff to provide guidance and determine what additional academic and social emotional supports are needed during distance learning.

Staff Roles and Responsibilities

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

As a result of state mandated school closures, instructional staff will work with students virtually in an effort to keep everyone safe and healthy. Although the roles of teachers and paraprofessionals will look different during distance learning, they will continue to provide academic instruction and support to students. Through daily live instruction with teachers, students will receive a comparable education as to what they would receive during in-person instruction. This will support continuity of learning and help mitigate learning loss. Special Education instructional staff will be utilized within a co-teaching model to increase inclusion of students who receive Special Education services. Administrators will sit-in on virtual direct instruction in lieu of classroom walkthroughs. Transition Counselors will assist in creating social emotional learning courses for Canvas in addition to continuing to support students' academic progress. Depending on the school site, some office staff will be available in-person to enroll students and assist parents/guardians while others will be working remotely.

Supports for Pupils with Unique Needs

A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.

English Learners: The program's Teacher – EL Specialist will continue to support teachers and students during distance learning. Instructional supports and resources are regularly posted to the shared Google Classroom that all teachers have access to. The Teacher – EL Specialist attends Google Meet sessions related to various content areas in order to provide guidance and answer questions. Teachers receive emails from the Teacher – EL Specialist related to the English learners that are enrolled in their classes. Time is built into the daily instructional schedule for staff to meet with English learners in order to provide further intensive instruction.

Pupils with Exceptional Needs: In order to support students who receive Special Education services, Special Education teachers are co-teachers within Canvas. This allows Special Education teachers to work with individual students as needed and to monitor progress toward each student's IEP goals. Special Education teachers have the ability to provide the necessary modifications and accommodations to students in accordance with their IEPs. The program's Special Education Program Specialist provides support and guidance to the Special Education and general education teachers. Special Education teachers will have weekly drop-in times to further support students.

Pupils in Foster Care: The Alternative Education program coordinates and collaborates with the Kern County Network for Children to identify foster youth students who are enrolled in a Court or Community school. Utilizing Foster Focus, the program is able to determine where foster youth students are enrolled and share any necessary information with the teacher of record.

Pupils Who Are Experiencing Homelessness: Alternative Education's homeless liaison works closely with Kern County Superintendent of Schools' Dream Center to identify students and their families that may qualify for services under the McKinney-Vento Homeless Assistance Act. Students who qualify are provided a variety of resources to meet their needs, including hygiene products, clothing, and public transportation passes.

Actions Related to the Distance Learning Program

Description	Total Funds	Contributing
Action #15: All instructional staff will receive ongoing training in Canvas, an online learning management system. (Duplicative of Action #1)	$6,500.00	N
Action #16: Administrators will ensure the implementation of Canvas using Common Core State Standards and approved instructional strategies through virtual classroom walk-throughs.	Cost of this action is included as part of regular staff duties.	N
Action #17: The program will provide students with Chromebooks and hot spots, as needed, in order to access curriculum and participate in learning.	$76,000.00	Y
Action #18: Contract with BrightBytes to determine technology needs of staff and students.	$4,000.00	Y

Description	Total Funds	Contributing
Action #19: Two Educational Associates – Technology will provide technology support related to the online learning management system.	$229,450.88	Y
Action #20: The Teacher – Technology Specialist will provide direct instructional support to teaching staff and monitor the implementation of Canvas.	$122,656.98	N
Action #21: The Teacher – ELA Specialist will provide direct support to instructional staff designed to improve student achievement. (Duplicative of Action #4)	$117,552.81	N
Action #22: The Teacher – Math Specialist will provide direct support to instructional staff designed to increase their expertise in the delivery of math instruction. (Duplicative of Action #5)	$112,949.32	N
Action #23: The Teacher – EL Specialist will assist in the identification of EL students and monitor the progress of EL students as well as those who have been reclassified. (Duplicative of Action #6)	$130,775.55	N
Action #24: The Special Education Program Specialist will support unduplicated Special Education and general education instructional staff through professional development and providing academic resources.	$136,886.17	Y
Action #25: Collaborate with foster youth staff from Kern County Network for Children to determine eligible students and to refer for resources.	Cost of this action is included as part of regular staff duties.	N
Action #26: Title I, Part A set-aside for students experiencing homelessness.	$1,000.00	N

Pupil Learning Loss

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

The majority of students who are enrolled in the Alternative Education program have academic ability levels that are well below their grade levels. Data shows that, on average, a high school student in the Alternative Education program is deficient 50 credits and reads at the 5th grade level. These students are at a greater risk of experiencing learning loss in all subject areas than students who are current on credits and test on grade level as they are already attempting to make up deficits while potentially falling further behind.

An additional barrier the Alternative Education program faces is that due to the transient nature of the program's students, matched scores in various assessments typically are not available. A large percentage of the students who were enrolled in the Alternative Education program in the spring of 2020 will be starting the 2020-21 school year at their home district. In addition, the program will be enrolling students for the 2020-21 who were in other districts during the initial school closures. This can make determining learning loss due to the pandemic challenging.

Whether participating in in-person instruction or receiving instruction through distance learning, students who qualify for reading and math intervention will be assigned the appropriate intervention curriculum to build students' basic skills in these content areas in order to close the achievement gap. The reading and math intervention curriculum have built-in assessments and benchmarks to monitor student progress. In addition, all students will continue to be assessed in reading and math through STAR Renaissance every 90 days. STAR Renaissance results help teachers determine areas of instructional focus and if further intervention is needed. The Teacher – ELA Specialist and Teacher – Math Specialist are available to work with targeted students one-on-one or in small groups, either during in-person instruction or during distance learning, to provide intensive intervention and instruction.

English learners are regularly monitored for appropriate instructional placement and academic success. In English Language Arts, ELs who read two or more years below grade level are assigned to the reading intervention curriculum. In all other content areas, EL students use the core curriculum and are supported with Specially Designed Academic Instruction in English (SDAIE) strategies and are given opportunities to listen, speak, read, and write in English using academic language. Twice per year, teachers meet individually with their EL students to identify current progress on the criteria that will lead to reclassified as fluent in English. The Teacher – EL Specialist reviews these forms for any areas of academic concern and works with teachers to provide additional support and intervention. During each semester, the Teacher – EL Specialist reviews academic indicators in the student data base system for students in the program who have been reclassified as fluent English proficient in the previous four years and works with teachers to provide additional supports and intervention when needed.

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.

Instruction in the Alternative Education program includes differentiated instruction and strategies to meet the diverse needs of each student. Students who are academically behind in English and/or math or who experienced learning loss in these content areas will be assigned to the English and/or math intervention curriculum utilized by the program, both of which are research-based and aligned to the Common Core State Standards. The purpose of these programs is to quickly help students bridge gaps in their basic skills and accelerate their learning in an attempt to close the achievement gap.

English Learners: Over the past two school years, instructional staff has participated in professional development dedicated to supporting English learners. Content covered included reviewing ELD standards, understanding the proficiency levels, determining the difference between designated and integrated ELD, writing language objectives, and academic conversations. Teachers will use this knowledge to further support the needs of their English learners. Students may be assigned Rosetta Stone to help accelerate their language proficiency. In addition, time is built into the daily schedule for EL support.

Low-Income Students: Over 97% of Alternative Education students are classified as socio-economically disadvantaged. Due to this high percentage, all academic supports are geared toward assisting this subgroup of students, including access to core and intervention curriculum. Students who need electronic devices and Internet connectivity are provided with these items to enable them to access academic content and further their learning. Paraprofessionals are available to provide students with more intensive supports. Students can utilize teachers' office hours in order to receive small group or one-on-one assistance.

Foster Youth Students: The Alternative Education program works closely with staff at Kern County Superintendent of Schools' Dream Center. The Dream Center is a one-stop resource center for foster youth. Students have access to Foster Youth Services staff, employees of the Kern County Probation Department, and a mental health agency. Students are able to receive tutoring by a certificated teacher, as needed. This wrap-around support system for foster youth helps promote academic achievement.

Pupils with Exceptional Needs: Students who receive Special Education services have access to core and intervention curriculum with appropriate accommodations and modifications as outlined in their IEPs. Students are enrolled in general education classes and receive support from a Special Education teacher and paraprofessional. The general education teacher and Special Education teacher collaborate to support students in an effort to help them reach their IEP goals. The Special Education Program Specialist works closely with Special Education staff to determine best practices for students receiving services. Special Education teachers have office hours that students may attend for further support.

Homeless Students: Alternative Education's homeless liaison works with staff from the Dream Center to support students who may be experiencing homelessness. Personal resources include emergency hygiene and clothing items, medical services, counseling, and shower and laundry services. Students can also receive academic supports including tutoring, access to a resource library, and use of computers and Internet. The combination of personal and academic resources assists students with their academic success.

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.

In order for students to achieve academically, they must attend school regularly and be engaged in the content. Each school site's PBIS Leadership Team will meet regularly to discuss activities and strategies to promote attendance and engagement. Instructional staff will rely on a variety of measures to determine the effectiveness of academic supports. The Weekly Engagement Record will provide a quick snapshot for each student to determine his/her attendance, participation in daily instruction, and completion of assignments. Administrators will regularly meet with teachers to determine successes and struggles. For areas in which staff and/or students are struggling, appropriate supports will be researched, including the use of Teacher Specialists, to determine the most appropriate and effective methods of support. Teachers will review assessments, benchmarks, and STAR Renaissance scores to determine student growth and areas of need. Also available to the Alternative Education program is data from the Kern Integrated Data System (KIDS) program. This system tracks a variety of real-time student outcome data to determine progress made for each student and to assist the program in making informed decisions.

Actions to Address Pupil Learning Loss

Description	Total Funds	Contributing
Action #27: Purchase supplemental instructional materials and training/coaching days to support the implementation of *Language! Live*, the program's reading intervention curriculum. (Duplicative of Action #7)	$17,384.00	Y
Action #28: Purchase supplemental instructional materials and training/coaching days to support the implementation of *Math 180*, the program's math intervention curriculum. (Duplicative of Action #8)	$51,310.00	Y
Action #29: Utilize Rosetta Stone software as a supplement for English learners.	$825.00	Y

Description	Total Funds	Contributing
Action #30: Biannually monitor the progress of reclassified students to ensure correct classification, placement, and additional support, if needed.	Cost of this action is included as part of regular staff duties.	N
Action #31: The Teacher – EL Specialist will assist in the identification of EL students and monitor the progress of EL students as well as those who have been reclassified. (Duplicative of Actions #6 and #23)	$130,775.55	N
Action #32: The Teacher – ELA Specialist will provide direct support to instructional staff designed to improve student achievement. (Duplicative of Actions #4 and #21)	$117,552.81	N
Action #33: The Teacher – Math Specialist will provide direct support to instructional staff designed to increase their expertise in the delivery of math instruction. (Duplicative of Actions #5 and #22)	$112,949.32	N
Action #34: The Special Education Program Specialist will support unduplicated Special Education and general education instructional staff through professional development and providing academic resources. (Duplicative of Action #24)	$136,886.17	Y
Action #35: Collaborate with foster youth staff from Kern County Network for Children to determine eligible students and to refer for resources. (Duplicative of Action #25)	Cost of this action is included as part of regular staff duties.	N
Action #36: Collaborate with staff from the Dream Center to provide students who are experiencing homelessness with the needed personal and academic supports.	Cost of this action is included as part of regular staff duties.	N
Action #37: Continue to utilize Aeries.net as the program's student database system.	$15,500.00	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.

Students' mental health and social emotional well-being has long been a priority for the Alternative Education program. For the past four years, the program has dedicated a Local Control and Accountability Plan (LCAP) goal to this area. The program's Transition Counselors routinely meet with students and refer students and families to appropriate outside agencies when the need arises. In addition, the School Social Worker assists families in

securing the resources they need. Built into the daily instructional schedule is 30 minutes of social emotional learning. Teachers use Canvas to teach these courses and guide students through the activities based on topics such as setting and achieving positive goals, responsible decision making, and understanding and managing emotions.

The Alternative Education program is hiring a MTSS Coordinator. This person will work with school site administrators to coordinate and provide instruction that addresses character and quality of school life conditions, including social emotional learning. Professional development will be provided to staff to support students in their social emotional learning. The MTSS Coordinator will also provide access to opportunities for self-care professional development for staff.

Using BrightBytes, the program annually surveys staff and students in order to determine growth and needs in various areas of technology. Starting in the 2020-21 school year, the program will include additional survey questions to determine the social emotional well-being of students and staff. Data will indicate where additional supports are needed and strategies can be put in place to meet those specific needs.

The program is able to access and utilize data from School-Wide Information System (SWIS) and Kern Integrated Data System (KIDS). SWIS data is directly related to PBIS and uses student behavior data to inform decision making related to school culture and climate and students' social emotional well-being. With the real-time data available through KIDS, potential interventions and referrals can be made in a timely manner.

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.

Given that a percentage of Alternative Education's population are enrolled with the program due to truancy, lack of regular school attendance is an issue even during a traditional school year. During distance learning in the spring and summer of 2020, the program saw an increase in the number of students who participated in school minimally or not at all.

Tier One reengagement strategies for a student who is absent from distance learning starts by connecting with the parent/guardian. Attendance is taken every class period and if a student is absent, a phone call home to the parent/guardian is made to determine the reason for the absence and if support is needed. The outcome of each contact is documented.

Tier Two reengagement strategies start when a student has been absent from distance learning for at least three days in one week. In addition to a phone call to the parent/guardian, the School Social Worker and school site administrator are made aware of the student's absences. The School Social Worker will connect with the family to determine what barriers are in place to the student's daily participation in distance learning. The School Social Worker will make any necessary referrals on behalf of the student and/or family, as needed. In addition, the site administrator may request a conference with the student and parent/guardian. If the student is on formal probation, the appropriate probation officer will be notified regarding the student's lack of attendance. All Tier Two reengagement strategies will be documented.

Tier Three reengagement strategies will be implemented if Tier Two strategies are unsuccessful. Tier Three strategies include a home visit and, depending on the result of the home visit, a follow-up with appropriate state agencies. If the home visit is unsuccessful, written communication will be left at the residence requesting that the parent/guardian contact the school site. The goal of the home visit is to identify barriers to regular school attendance and connect the family with appropriate resources.

For all reengagement strategies, translation services will be utilized as needed.

Students are expected to attend distance learning sessions daily and to participate in discussions and assignments. Instructional staff will monitor students who attend distance learning in order to determine if students are actively engaging in the instruction. If a student is attending but not participating, instructional staff will note this on the Weekly Engagement Record. Teachers and paraprofessionals will communicate with the student to determine if there are barriers to the student not participating, such as a noisy home environment. If the student continues to attend but not participate, staff will connect with parent/guardian to inform them of their child's lack of participation and how this may affect his/her academic credit. If further supports are needed, instructional staff will reach out to the Transition Counselor, School Social Worker, site administrator, and/or the student's probation officer, if applicable. Translation support is available for all parent/guardian contact.

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.

Since March 2020, Community School sites and Bridges Career Development Academy have provided students with two meals per day during the school week. Each school site has a food distribution schedule that has been communicated to parents/guardians. Staff who are distributing meals wear gloves and masks. In order to follow social distancing guidelines, meals are placed on a cart, which is then pushed up to each car. This practice allows families to pick up the appropriate number of meals while avoiding contact with school staff. The Kern County Probation Department provides meals for students who are enrolled in the institution facilities. During in-person instruction, all students are offered a free breakfast and/or lunch on campus. In addition, any time during the school year, Transition Counselors may make referrals for families to Golden Empire Gleaners, which provides food for those in need.

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Action #38: Contract with BrightBytes to annually survey staff and students to determine social emotional needs. (Duplicative of Action #18)	$4,000.00	Y
Mental Health and Social and Emotional Well-Being Pupil and Family Engagement and Outreach School Nutrition	Action #39: School Messenger will be utilized by school sites to supplement communication with parents/guardians.	$3,000.00	Y

Mental Health and Social and Emotional Well-Being Pupil and Family Engagement and Outreach	Action #40: Transition Counselors will work with students and families to make appropriate referrals to outside agencies for social emotional supports. (Duplicative of Action #10)	$826,213.93	N
Mental Health and Social and Emotional Well-Being Pupil and Family Engagement and Outreach	Action #41: The School Social Worker will consult and collaborate with school personnel to promote a school environment responsive to the needs of students. The School Social Worker will provide individual, group, and family counseling sessions. (Duplicative of Action #11)	$120,000.00	Y
Mental Health and Social and Emotional Well-Being	Action #42: MTSS Coordinator will coordinate trainings for staff and students. (Duplicative of Action #9)	$148,721.00	N

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
18.85%	$7,401,114.00

Required Descriptions

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

Based on survey data, assessment data, and staff observations, the following needs have been identified for Alternative Education's unduplicated pupils, as a result of the COVID-19 pandemic:

- intensive academic instruction and instructional support to mitigate potential learning loss

- reliable technology and connectivity in order to access curriculum and participate in learning

- access to social and emotional well-being supports and services

- school connectedness due to instability in students' home lives

The Alternative Education program has dedicated action items in the Learning Continuity and Attendance Plan based on these identified needs. In order to support the potential learning loss of unduplicated pupils, the program employs paraprofessionals who work with students in small groups or one-on-one to assist students in achieving academic success. In addition, the program utilizes English and math Common Core-aligned intervention curriculum in order to build students' foundational skills in English and math and help close the achievement gap. In order to address the issue of unduplicated pupils having access to reliable technology and Internet connectivity, the Alternative Education program provides students with a Chromebook and/or a hot spot, based on individual need. The program employs Educational Associates who are responsible for ensuring instructional staff have updated and functioning technology to assist in the education of unduplicated pupils and ensuring unduplicated pupils have working technology in order to access curriculum and participate in student learning. To address the social and emotional well-being of unduplicated pupils, the School Social Worker collaborates with families to provide group and individual counseling as well as assists to address attendance barriers. To further support the social and emotional well-being of unduplicated pupils, the program utilizes specialized curriculum to address areas of social and emotional need. In order to address the issue of instability in the home lives of unduplicated pupils, the program will continue to implement Positive Behavioral Interventions and Supports (PBIS) and staff will build relationships with students while understanding the trauma they have experienced or are currently experiencing.

Student enrollment in the Alternative Education program is over 97% unduplicated. In order to ensure equity for all students, the program provides services and dedicates action items on an LEA-wide basis. This practice allows the program to best meet the intense academic and social and emotional needs of the program's students.

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

Action items in Alternative Education's Learning Continuity and Attendance Plan increase or improve services for foster youth, English learners, and low-income students by:

   - maintaining instructional support staff who have experience with the social emotional and academic needs of unduplicated pupils (Action #3). Stability in the program's instructional staff ensures that unduplicated pupils receive consistent intervention instruction in order to address their academic gaps.

   - supporting the academic needs of unduplicated pupils who are below grade level in reading and math in order to close the achievement gap (Actions #7, #8, #27, and #28). The use of supplemental intervention curriculum supports the learning loss needs of unduplicated pupils by building foundational skills and closing the achievement gap.

   - addressing the social emotional needs and attendance barriers of unduplicated pupils (Actions #11 and #41). Unduplicated pupils who have experienced trauma due to the COVID-19 pandemic are able to receive counseling services through the School Social Worker.

   - providing unduplicated pupils with social emotional curriculum in order to support growth in this area (Action #12). Unduplicated pupils who have experienced trauma related to the COVID-19 pandemic are able to access online curriculum to support personal growth in a variety of areas.

   - utilizing staff to build relationships and ensure a positive school climate which addresses the social emotional and academic needs of unduplicated pupils (Action #13). Due to instability in their personal lives, unduplicated pupils are in need of building relationships with staff and feeling a sense of school connectedness.

   - funding training for staff to focus on providing a positive school culture and climate for unduplicated pupils (Action #14). Building strong student-staff relationships and a sense of school connectivity through Positive Behavioral Interventions and Supports (PBIS) helps to support unduplicated students both academically and social emotionally. The program continues to provide tiered supports for students.

- providing unduplicated pupils with the necessary technology to access curriculum and participate in learning (Action #17).

- determining strengths and needs of staff and unduplicated pupils in the areas of technology and social emotional learning (Actions #18 and #38). Having an understanding of unduplicated pupils' technology and social and emotional needs allows the program to provide the necessary intensive supports needed.

- ensuring instructional staff have updated and functioning technology to assist in the education of unduplicated pupils and ensuring unduplicated pupils have working technology in order to access curriculum and participate in student learning (Action #19).

- providing necessary supports to ensure academic success for unduplicated pupils who receive Special Education services (Actions #24 and #34). Unduplicated pupils who receive Special Education services are more likely to experience learning loss than other students.

- providing English learners with additional resources and supports to increase their language proficiency (Action #29). Proving English learners additional opportunities to listen to and speak English will increase their academic vocabulary and support their language acquisition.

- allowing the program to monitor enrollment, attendance, academic credit, etc., which supports the social emotional and academic well-being of unduplicated pupils (Action #37). The use of a database system, including Foster Focus, to monitor the attendance and academic success of unduplicated pupils allows for early interventions if the needs arise.

- providing information to parents/guardians of unduplicated pupils and encouraging parental involvement (Action #38). Providing parents/guardians of unduplicated pupils are provided with professional development related to distance learning technology and resources are available to assist parents/guardians with helping their child with academic content at home.

Along with the action items included in this plan, the Alternative Education program will meet the increased or improved services requirement for unduplicated pupils through additional measures of support. These action items include, but are not limited to, the following:

- maintaining a career development program, which provides unduplicated students the tools needed to be successful in the work force.

- providing intensive instruction for English learners in order to increase the academic achievement of unduplicated pupils.

- updating technology hardware that is more than six years old in order to ensure the high percentage of socioeconomically disadvantaged students, who do not have access to technology at home, have the opportunity to be 21st century learners who are college and career ready.