

Learning Continuity and Attendance Plan (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.]

COVID-19 has impacted the Alternative Education Program and the community by interrupting the overall educational continuity of students. This interruption includes access to basic needs and social and emotional supports, limiting the collegiality and professional interactions amongst teachers and staff, and increasing challenges for parents and other stakeholders to engage in the education system.

Impact on Instructional Continuity

The closure of schools resulted in immediate insecurity on how the Alternative Education Program would finish the 2019-2020 school year. The inability to work with students directly caused an urgency to find methods to re-establish the connection to students and the delivery of services. Due to this immediate need, the Alternative Education Program established a distance learning program, assessed student and staff access to technology, and identified best teaching practices in an online synchronous and asynchronous manner. The program created a distance learning program to conclude the 2019-2010 school year and began to plan the 2020-2021 school year with an opportunity to enhance the virtual learning model. Some challenges with access to technology remain, and the program is working to close the technology gap as quickly as possible. The primary challenge for the program includes aligning resources and support to increase student engagement. Overall, the impact of COVID-19 resulted in the program having to innovate a new instructional delivery platform in a short amount of time.

Impact on Access to Basic Needs and Social and Emotional Supports

The Alternative Education Program provides valuable resources to students to meet their basic needs and enhance students' social and emotional well-being. COVID-19 impacted access to resources that were previously delivered in person and provided to students at school sites. For example, meals that students have come to depend on and that were typically delivered at sites were disrupted. The program was able to access and refer meal distribution to students via partnerships with local districts. Thus, due to student and family concerns to exposure to the virus, keep them from accessing their essential needs. Moreover, this caused a disruption in social-emotional and mental health services, typically delivered in a one-on-one setting.

Impact to Staff Professional Development and Networking

COVID-19 has impacted teacher and staff instructional planning, resource allocation, and networking opportunities required to enhance and improve the instructional program and service delivery model for students. Initially, the program had to cancel professional development sessions, coaching opportunities, and professional learning community meetings. In a short amount of time, staff adopted new methods of connecting and learning through virtual meetings such as Zoom. For some, the learning curve of these virtual platforms was an initial challenge.

Impact on Parents and Stakeholder Engagement

Access to school offices and buildings presented an initial challenge to engage and partner with parents and other community stakeholders. The sudden stop to services such as parent training, student-parent-teacher conferences, and collaborative sessions with partners interrupted regular check-in routines and access to these groups. Initially, communication with parents and stakeholders was challenging, and new primary communication systems had to be established, such as relying on text messages, phone calls, and emails.

Stakeholder Engagement

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

The overall process for stakeholder engagement included multiple outreach opportunities with different strategies for each group, including students, families, teachers, administrators, principals, other school personnel (including bargaining units), and community members. Alternative Education's stakeholder engagement process started in March 2020 and will continue throughout the 2020-2021 school year. Soon after schools closed, the program surveyed students and parents to assess their access to technology, internet connectivity, and access to food. Additionally, the program worked to identify extenuating circumstances, such as homelessness and mental health issues. Surveys were administered in English and Spanish via phone conversations with individual parents and students. The program staff documented all survey responses and immediately aligned resources to address overwhelming issues. Survey methods included students who attend Wellington Smith School in the Juvenile Hall and the Youth Center. To this end, staff procured Chromebook computers that allowed these students to complete the survey and provide feedback. The program equally solicited input from the Monterey County Probation and Monterey County Children's Behavioral Health Departments. As key partners, their thoughts and ideas on the delivery of instruction and intensive support services are critical.

In June 2020, the Alternative Education Program again solicited feedback from all stakeholders listed above in preparing for the 2020-2021 school year. The staff administered this survey via telephone calls in English and Spanish with all Alternative Education families. Furthermore, the staff completed a survey to assess their input and ideas regarding the new school year's instructional and service delivery models. The purpose of both surveys was to identify the stakeholders' preferences regarding the instructional and service delivery models for the new school year, including 100% distance learning, a blended method of face to face and virtual learning, or 100% face to face learning with required health and safety procedures. In June 2020, the Alternative Education Program presented and submitted for approval of the 2020-2021 Alternative Education Program School Plan to the Monterey County Board of Education.

In July and August 2020, Alternative Education engaged with staff and stakeholders, including community members and MCOE bargaining units, through an online survey covering all aspects of Alternative Education's Learning Continuity Plan. *The current Learning Continuity Plan is designed based on input and feedback from these surveys.* Additional engagement opportunities included weekly meetings with all staff and site meetings between the principal, teachers, and paraprofessionals. During these sessions, the administration and staff discussed possible delivery options and brainstormed the pros and cons of the three instructional delivery models described in the 2020-2021 plan and how to best meet the needs of our student population. Additional input is received from parents and students during the intake survey process. Pertinent information regarding English learner, low-income, foster youth and students experiencing homelessness is gathered to best serve individual students needs and incorporated into a personalized learning plan.

The program also engaged partner agencies to seek their input and feedback. These agencies included; the Monterey County Probation Department, Monterey County Children's Behavioral Department, the Department of Social Services, the Monterey County District Attorney's Truancy Abatement Program, and the Monterey County Office of Education Foster Youth and Homeless Programs. These engagement meetings resulted in identifying areas of shared concerns, areas of priority, and coordination of support strategies. Among the topics identified included *mental health services, truancy and attendance interventions, case management, support to foster and homeless youth, and the identification of new risks to students and support strategies* as a result of Distance Learning. *This input was considered, found to be relevant and needed, and embedded into the Learning Continuity and Attendance Plan.*

Finally, the staff presented the Learning Continuity Plan to both the School Site Council, which also serves as the parent advisory committee, and the District English Learner Advisory Committee in English and Spanish. The staff documented, analyzed, and included the feedback from these advisory groups into the Learning Continuity and Attendance Plan. Alternative Education will continue to offer faculty, students, and parents a public forum to share their successes, challenges, and ideas to improve the Distance Learning instructional model.

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

The Alternative Education Program maximized every effort to provide stakeholders with the opportunity to share comments and feedback through remote participation in public meetings. Local governing board meetings are accessible telephonically and electronically. Multiple communication strategies are employed to make stakeholders aware of the public hearing. Staff posts the Public Hearing Notice and agendas of meetings on the Monterey County Office of Education (MCOE) website 72 hours prior to the scheduled Public Hearing. Furthermore, the staff posts Public Hearing Notice on Facebook with a link to the agendas and supporting documentation. Community members, who want to participate in the meeting, submit public comments in advance to public-comment@montereycoe.org. Staff hosts all other public meetings, such as the School Site Council and English Learner Advisory Committee meetings, via Zoom meetings and teleconferencing. The staff mailed the agendas in English and Spanish to the parents and guardians of the enrolled students three days before the meeting. The staff provides Spanish translation at all meetings.

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

During the Governor's initial shelter-in-place order in March 2020, the Alternative Education Program contacted 154 families to determine individual technology needs. The results indicated that 49% of the students needed internet or Wi-Fi access, and 55% required a computer device. Based on these results, the program expedited purchases of computer devices and internet hot spots and provided them to the students who needed them.

In June 2020, the program administered a student and parent survey to solicit feedback regarding preferences and opinions regarding the instructional models that included 100% distance learning, a combination of distance learning and classroom-based instruction, and 100% classroom-based instruction. Of the 88 responses, 40% preferred the 100% distance learning model, 45% preferred the combination of distance learning and face-to-face models, and 15% preferred the 100% face-to-face instructional model.

The staff participated in a similar survey to gather their preferences based on the three models. Of the 18 respondents, 67% of them preferred the 100% distance learning model, and 33% preferred the combination model to support students in all social-emotional and academic needs. Also noted in the staff survey, teachers and paraprofessionals requested professional development on trauma-informed practices to offer wellness activities, promote health and safety, and enhance existing relationships with students and families.

Program administrators collected additional input during meetings with all staff, site team meetings, and one-on-one conversations with students and parents/guardians. The consensus of this input and feedback was to start the school year with Distance Learning and provide all students access to the appropriate technology and online learning platforms.

On September 9, 2020, at the Monterey County Office of Education Board of Education meeting where the public hearing for the Alternative Education Learning Continuity and Attendance Plan was held, questions and input were received from stakeholders and community partners. We are committed to working alongside our families and community partners in bridging all equity gaps by keeping our most vulnerable populations at the center of our work. The following questions in bold were generated at the meeting, and the responses follow:

Eliminating the digital divide through ensuring free quality internet for all and technical assistance that truly meets the needs of families: The Alternative Education staff will evaluate every students' access to technological devices and internet connection. Devices such as Chromebooks and Wi-Fi hotspots are made available to all students in Alternative Education. After surveying families and determining needs, staff delivered technology to students to ensure 100% access for students in Alternative Education to a computer device and internet connectivity. Staff will continue to issue Chromebooks and Wi-Fi to all continuing and new students as needed.

Teacher training on effective distance/virtual learning methods to ensure quality education with the same effectiveness of in-person learning: The MCOE, Educational Services Division offers high-quality professional learning opportunities for teachers throughout the year. Bi-monthly coaching hours allow teachers to join with other colleagues and digital learning experts to discuss strategies and receive coaching on areas of need. Personalized learning is given by the Educational Services team on distance learning effective practices, and optimizing digital learning platforms as requested. Multiple trainings have already occurred and or are in process include: Rod Garcia, MCOE Educational Services, Zoom, Google Classroom, and Nearpod, Odysseyware as the main curricular digital learning platform, Virtual Job Shadow for career exploration, ICEV regarding industry certifications, CSU Chico - Digital Learning, MCOE Educational Services, Digital Learning Playbook,

NWEA as an assessment tool, Infinity Learning Maps used for digital individual learning plans, and collaboration in PLC's with a focus on best practices for digital learning.

Quality parent and student involvement in solution development (e.g. truancy): Alternative Education's instructional program is designed to promote, encourage, and engage the full participation of students and their families, and encourages partnerships in developing solutions. Input from students and parents begins during the intake and assessment process for all programs which helps guide the Alternative Education team to gather data, understand barriers to education, and begin the development of an individualized learning plan for each student starting with the program they are assigned to. Alternative Education frequently uses Surveys (Youth Truth) and local surveys (survey monkey) to gather key information. All students and parents are encouraged to participate in School Site Council, ELAC, and DELAC to foster collaborative decision making related to school and program governance. Parent/Student/Teacher conferences are held each fall spring with all students and their guardians where information regarding each student's learning is shared as well as input received from each student and parent. Student Success Team meetings are held whenever a student needs extra support regarding academics, social-emotional, and or basic needs. The Attendance Protocol is one example of a solution development for truancy, whereby students and families are encouraged to attend school on a consistent basis through positive reinforcement, close monitoring, and implementation of a tiered intervention system as needed. Alternative Education facilitates a Truancy Abatement Program in coordination with the District Attorney. The Truancy Abatement Program Model supports any student who is habitually truant. A Multi-tiered system for re-engagement allows Alternative Education to be proactive and support students. The multi-tiered system of support is as follows: Phase 1 - Individual phone calls are made with a focus on building positive relationships with students and families. Phase 2 - Letters are mailed home. Phase 3: A Meeting with students, families and Alternative Education staff is arranged to understand the situation and provide support. Phase 4 - Home visits are made to check on students and provide transportation if needed. Phase 5 – The District Attorney facilitates mediation with families to continually offer support with no punitive action in place and all necessary referrals for support are made. Students who improve attendance are rewarded with incentives.

Access to licensed counselors, social workers, and therapists to support culturally relevant and socioemotional needs: The teachers and staff will be the first point of contact to ensure students are academically engaged, feeling connected, are safe, and well. If there is a need for further support due to trauma, stress, or other social-emotional needs, a wellness check will be conducted by trained staff. Determined by the wellness check, further mental health supports, health care needs, and therapeutic supports are made available as needed. This quality care is made available before, during, and after school hours. Best practices for social emotional learning and support include access to caring adults, licensed therapists (Harmony at Home and Children's Behavioral Health), on-site clinicians are available at the Youth Center, Juvenile Hall, Rancho Cielo, Silver Star, SAFE, and Itap/. Independent study students county-wide have access to a Children's Behavioral Health therapist through the Silver Star referral process. Specific program offerings address social-emotional and culturally relevant needs to include: Trauma Informed Healing through Building Healthy Communities at Rancho Cielo, Ethnic studies through Hartnell College at Rancho Cielo and Youth Center, and Outdoor Education offered through the Ventana Wildlife Society.

Quality access and services to Early Education, special consideration for their learning needs, additional support tailored to families to ensure individual learning needs are met: Alternative Education does not provide services for Early Education, as it serves grades 7-12. However, quality early care and education programs can be found to meet families' individual learning needs by contacting the Monterey County Child Care Planning Council at 831-784-4141. Dr. Laurie Ramirez is the lead and can be reached by email at laramirez@montereycoe.org for assistance on finding the right childcare services across Monterey County or contact the Monterey County Early Learning Program at 831-755-0352 or Senior Director Sonia Jaramillo at sjaramillo@montereycoe.org

Quality access and services to Special Education special consideration for their learning needs, additional support tailored to families to ensure individual learning needs are met: The Alternative Education staff supports all students, including special education students, by access to grade-level content, as well as providing additional resources to ensure individual educational needs are met. In collaboration with case managers and resource teachers, team members ensure proper supports are given by understanding student needs, providing individualized support, frequently monitoring student success, and measuring progress towards Individual Education Plan goals. Students with unique needs will be given access to grade-level content and will receive additional support as needed, based on progress monitoring and communications with teachers and parents. Alternative Education maintains a designated SPED administrator to oversee the SPED program and provide oversight in case management, has two designated resource teachers for court and community schools, paraprofessionals in every classroom to assist in educational learning plans, a contracted psychologist for evaluations, a contracted speech and language pathologist, and a designated SPED interpreter and community liaison to ensure communication and coordination with families is clear. Alternative Education frequently hosts training to build capacity for teachers and paraprofessionals regarding IEPs and services for students with disabilities. Designated curriculum, digital tools, and intervention materials to address needs of students are available to all teachers and students at every site.

Ensuring health & safety of students by providing access to the proper Personal Protective Equipment (PPE) such as school supplies, hygiene products, and food: Personal Protective Equipment includes any specialized equipment designed to protect specific body systems against hazards. In the school setting, and as listed in [“Stronger Together: A Guidebook for the Safe Reopening of California’s Public Schools”](#) released by the California Department of Education in June 2020, for students, this includes wearing face coverings while entering the campus, while on school grounds, while leaving school, and while on the bus. Alternative Education will provide all students with face coverings to ensure student and staff safety. General services provides all needed PPE for students and staff as ordered by Alternative Education. Sanitation is a priority in all school settings performed by staff at the local level and trained MCOE, janitorial service. All other materials, such as school supplies and hygiene products, are also provided to all students upon entry of the school year, and in addition, are provided when requested. School nutrition is provided through the local school district lunch programs offered by the Alisal Union School District, Salinas City Elementary School District, Santa Rita School District, and North Monterey County Unified School District. These programs include breakfast and lunch to any student enrolled in Alternative Education. Meals will be distributed at remote sites based on district schedules. When students are back to in-person instruction, meals are delivered to each school site daily.

Investment on virtual workshops such as higher education, career readiness, and tech support: All students have access to a bank of 82 CTE classes through Odysseyware. Career exploration is available through Virtual Job Shadow. Industry certifications can be obtained through ICEV. Two dual-enrollment, Ethnic Studies, college courses are offered at Rancho Cielo and Youth Center. Concurrent college classes are available to all qualified students through Hartnell and MPC. Alternative Education specifically offers CTE courses in the aviation and media technology pathway programs at SAFE and Itap. Internships and work study are available through Perkins, and WIOA with respective industry partners. Students are trained to use digital technology that includes all digital learning platforms. If an issue arises, technology support is available for students through first; teacher support, and then through Alternative Education, Education Technology Coordinator. Finally, the Monterey County office of Education technology support department provides more intense support if needed.

Students are not marked as truant due to absences and late connection during the pandemic. All schools ensure that proper student support is provided instead of utilizing punitive practices: The Alternative Education program is designed to promote, encourage, and

engage students and families to participate fully in the educational program. Recognizing that distance learning may present problems for some students, the Alternative Education program has a tiered reengagement attendance protocol to encourage and celebrate student success and then utilize targeted tiered methods of support to re-engage students. Alternative Education facilitates a Truancy Abatement Program in coordination with the District Attorney. The Truancy Abatement Program Model supports any student who is habitually truant. A Multi-tiered system for re engagement allows Alternative Education to be proactive and support students. The multi-tiered system of support is as follows: Phase 1 - Individual phone calls are made with a focus on building positive relationships with students and families. Phase 2 - Letters are mailed home. Phase 3 - A Meeting with students, families and Alternative Education staff is arranged to understand the situation and provide support. Phase 4 - Home visits are made to check on students and provide transportation if needed. Phase 5 – The District Attorney facilitates mediation with families to continually offer support with no punitive action in place and all necessary referrals for support are made. Students who improve attendance are rewarded with incentives.

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

Due to Monterey County's inclusion in the Governor's COVID-19 Tiered System, all Monterey County Schools will start the 2020-21 school year with 100% Distance Learning. The Alternative Education Program will begin the school year with distance learning and align the instructional and support model to the feedback recovered from all stakeholder engagement sessions and surveys. Moreover, the delivery of instruction and support will include plans to meet students' health and safety needs, including behavior and mental health support. Feedback included the expectation that if face to face interactions is necessary, the program will adhere to protocols for personal protective equipment (PPE), sanitization of work and class areas, social distancing, and protocols for checking in and out site buildings.

Alternative Education administration set September 1, 2020, as the date to reevaluate whether it will be feasible to transition to a hybrid or in-person model or continue with the Distance Learning model. Guidance from the state, and stakeholder and staff input will influence the decision to adjust the 100% distance learning plan. Other data and specific recommendations derived from all staff meetings, site team meetings, regularly scheduled stakeholder meetings, and additional surveying also influenced the plan. This input included defining re-entry processes and protocols, attendance policies, professional development requirements, digital learning tools, remediation/intervention coursework, and student engagement tracking requirements due to Distance Learning, all of which are further defined in the document.

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.]

Instructional staff will administer ongoing formative assessments to identify learning progress and needs throughout the school year with an emphasis on students who have experienced significant learning loss due to school closures. Based on these results, the staff will adjust their instructional strategies, including consideration for classroom-based instruction and support under strict health and safety protocols and the direction of local and state health offices and Governor orders. Instructional staff will work with each student to create or revise the student's

Individual Learning Plan to ensure that the learning model meets their academic needs. Additionally, staff will contact parents regularly via phone calls, text messages, emails, and virtual meeting platforms to review student progress and grades. The teacher or administrator will communicate concerns to the parent and modify the individual learning plan for students who are not adequately engaged in the academic program for more than 30% of the instructional week, including an option for classroom-based instruction when and if permitted by Health and Safety Regulations.

Instructional staff will provide supplemental instruction and support for English learners, students with exceptional needs served across the full continuum of placements, students in foster care, students experiencing homelessness, and migrant and low socio-economic students. Staff will implement the following steps:

1. All subgroups will receive priority access to instructional academic supports and resources.
2. EL students will receive instructional support via EL Support Workshops and the EL Program Manager, as outlined in the Alternative Education Program’s English Language Learner Plan.
3. EL students will have access to FEV Digital Tutoring, Rosetta Stone, and Read Naturally.
4. Foster, McKinney-Vento, i.e., homeless, and socioeconomically disadvantaged students will be provided support by the Foster and Homeless Program Managers and priority registration.
5. Students with Individual Education Plans (IEPs) will continue to receive support from the Special Education Coordinator and the support provided by resource teachers, as outlined in the student’s IEP.
6. Staff will provide academically high achieving students academic guidance by their teachers and the College and Career Coordinator. This guidance will include advanced educational opportunities to take college preparatory requirements and earn community college credit while being dually enrolled and earning credits towards high school graduation. Additionally, through OdysseyWare online learning, students can complete courses for additional requirements for college entrance.

The program will continue to meet the student's social-emotional needs during classroom-based instruction through a fully credentialed therapist who will provide direct service to students during school hours, before school, and after school. Also, Children's Behavioral Health therapists are located and accessible to students at Rancho Cielo, Silver Star, Youth Center, and Juvenile Hall sites. Students can be referred for services by teachers, paraprofessionals, and administrators.

Protocols for campus access, hygiene practices, protective equipment, physical distancing, cleaning, and disinfecting will be adopted and aligned in accordance with local and state guidance. Staff will post all protocols and communicate them to students, faculty, parents, and community members, in both English and Spanish.

Actions Related to In-Person Instructional Offerings

Description	Total Funds	Contributing
The Student Services Coordinator will identify the learning needs of unduplicated students, build capacity with teachers to provide targeted interventions, and facilitate, monitor, and evaluate student learning progress.	\$20,000	Y

The College and Career Coordinator will work with staff and students to facilitate college course participation, industry certifications, career exploration, and related CTE for all staff and students.	\$20,000	Y
The school-based therapist will provide social/emotional support and mental health counseling for students enrolled in the Salinas Community School pathway programs.	\$30,000	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.]

Alternative Education has used OdysseyWare, Alternative Education online learning platform, for more than ten years as part of our blended learning environment, which includes the Board adopted standards-based curriculum and instructional materials. OdysseyWare allows teachers to quickly pivot from distance learning to classroom-based instruction or a hybrid model while ensuring instructional continuity and minimizing learning loss. Transitioning from distance learning to classroom-based instruction or a Hybrid model will be communicated in English and Spanish to families and stakeholders via phone calls, emails, and letters.

To provide continuity of instruction during the 2020-21 school year, Alternative Education staff will continue their focus on each student's Individual Learning Plans (ILPs) and enrollment in online courses in OdysseyWare for the self-paced portion of the distance learning model. Student progress in these courses will be regularly monitored by teachers to ensure students stay on pace to complete the needed units within a predetermined time period. The distance learning model will consist of daily meetings between students served by the Alternative Education Program and instructional staff with supplemental instruction and support provided via a virtual setting (e.g., Zoom). In addition to their OdysseyWare classes, all students will participate in direct instruction, using the same curriculum that is available during classroom-based instruction, from their teachers through the daily Zoom meetings or Google Classroom. This model allows teachers and students to have daily interaction for both instruction and support purposes. When classroom-based instruction commences, students will continue their OdysseyWare coursework and direct instruction from their teachers. Staff will offer instruction and support in both synchronous and asynchronous settings. This model's structure meets (high school) or exceeds (middle school) instructional minutes outlined in California Department of Education's annual minimum instructional minutes. Staff will record the daily engagement and attendance in synchronous and asynchronous learning in the student information system, Aeries. When students are not appropriately engaged in their academic program for more than 30% (which is more rigorous than the state legislation of 60%) of the instructional week, Alternative Education's Progressive Discipline Policy requires that teacher and/or administrators communicate concerns with parents. Parents will be contacted regularly via phone calls, text messages, emails, or virtual meeting platforms (e.g., Zoom). Moreover, the staff will utilize the ParentSquare communication application (in conjunction with Aeries) to enhance student and parent communication. OdysseyWare, Google Classroom, Zoom, Virtual Job Shadow, North Western Evaluation Association, Rosetta Stone, and FEV Digital Tutoring will comprise the Alternative Education Program's virtual settings. Staff will provide Chromebooks and internet access to all students. Staff will administer assessments, and develop individual learning plans for all students per each student's unique needs, skills, interests, and goals. These plans will facilitate teachers' ability to provide

targeted intervention to students, as needed. Staff will support and supplemental instruction for Special Education students, English learners, foster, homeless, migrant, and low socio-economic students to include the following:

1. All subgroups will receive priority registration for all academic support.
2. All subgroups will receive priority access to instructional academic supports and resources.
3. EL students will receive instructional support via EL Support Workshops and the EL Program Manager, as outlined in the Alternative Education Program's English Language Learner Plan.
4. EL students will have access to FEV Digital Tutoring, Rosetta Stone, and intervention curriculum for language development needs.
5. Foster, McKinney-Vento, i.e., homeless, and socioeconomically disadvantaged students, will be provided support by the Foster/Homeless Program Manager as well as priority registration.
6. Students with Individual Education Plans (IEPs) will continue to receive support from the Special Education Program Manager in addition to the support provided by resource teachers as outlined in the student's IEP for distance learning or emergency closures.
7. The Alternative Education Program will continue partnerships with Monterey County Behavioral Health and Harmony at Home to coordinate services with MCOE's fellow Student Service Division programs (Migrant, Foster, and Homeless Departments) for students when necessary/appropriate.

The Alternative Education Program will provide social-emotional support for students in need to encourage full participation with distance learning instruction and to address the well-being of our students. A therapist will provide direct services to students 100% of the time via Zoom meetings and will be available to students during school hours, before school, and after school. Additionally, Children's Behavioral Health therapists are located and accessible to students via Zoom meetings at Rancho Cielo, Silver Star, Youth Center, and Juvenile Hall sites. Staff will support students who are not at these sites via a referral process.

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.]

Monterey County Office of Education Board Policy 6157 Distance Learning recognizes that Distance Learning can be a viable alternative instructional strategy that supports student achievement of academic goals during the COVID-19 pandemic. Board Policy 6157 further outlines that Distance Learning opportunities must be available to all students, including economically disadvantaged students, foster and homeless students, students with disabilities, and English learners. It furthermore states that staff must evaluate students' access to technological devices and an internet connection. Devices such as Chromebooks and Wi-Fi cards may be loaned to students to use at home. During the Governor's initial shelter-in-place directive in March 2020, staff contacted 154 families to determine individual technology requirements so students could access Alternative Education's online learning platform, OdysseyWare, Google Classroom, and Zoom meetings to begin Distance Learning. This surveying results indicated that 49% of the students needed internet or Wi-Fi access, and 55% required Chromebooks. Staff delivered all technology to students before the start of distance learning, at Wellington Smith Jr. School (WSS), students were issued a Chromebook daily with access to the online learning platform, OdysseyWare, and Zoom meetings. Staff equipped each WSS classroom with a teacher MacBook connected to a Zoom meeting to allow students to speak live to their teacher for support and questions under the supervision of a probation officer. For the 2020-2021 school year, staff surveyed all returning students from Spring 2020, as will all new students, to determine who has

home internet and computer access. All returning students who did not have one or both were issued the specific technology by Alternative Education staff. When needed, staff will grant new students with a Chromebook and WIFI hotspot and access to all the digital learning tools. Teachers will be engaging with students daily and monitor access and connectivity. Staff or students will forward any issues to the Principal, data coordinator, and MCOE's Technology and Operations department for immediate resolution or replacement.

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.]

To effectively monitor student progress, staff will expect that students participate in school each day. Students will be required to attend daily teacher Zoom meetings, complete assignments from direct instruction and Google Classroom, and demonstrate acceptable progress in their assigned OdysseyWare classes. For direct instruction assignments, the teacher will evaluate work effort and completion, taking into consideration all students' needs, including English Learners, homeless and foster youth, and students with exceptional needs. All students will engage in 240 minutes of daily instruction in a combination of both synchronous and asynchronous. Teachers will provide many different ways for students to demonstrate their understanding of the standards and allow them to utilize strategies and technologies which fits each student's differing context and needs. Teachers will effectively monitor OdysseyWare assignments by accessing the OdysseyWare grade book. Additionally, many OdysseyWare assignments require review and grading by the teacher.

Teachers will keep weekly Distance Learning Logs detailing student engagement. Staff will use these logs to verify daily and weekly participation in synchronous and asynchronous instruction and identify and evaluate coursework assigned. Our certificated staff determines the time value calculated for synchronous assignments. These logs will also be used by staff and administration to notify parents and reevaluate individual student needs and support(s), including connections to health and social services.

Teachers will enter weekly grades in Aeries, Alternative Education's Student Information System (SIS) per the MCOE, and Alternative Education guidelines in the 2020-2021 Staff Handbook. Teachers will also regularly update parents/guardians on their child's academic progress, again following the guidelines outlined in the Staff Handbook. Additionally, staff will schedule parent/teacher/student conferences each semester to review student progress, grades, attendance, and other issues. Faculty designate these conferences on the Alternative Education's 2020-2021 School Calendar sent to each family.

Distance Learning Professional Development

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

The program provides all staff with technological resources appropriate to the position and job duties. The program provided all teaching staff training on OdysseyWare, Virtual Job Shadow, FEV Tutoring, Zoom meetings, Google classroom, NWEA, and Aeries, (then new Student Information System). The program will offer technical training on an as-needed basis during the 2020-2021 school year. Teachers will be able to request coaching support from Alternative Education Special Education Coordinator, EL Coordinator, College and Career Coordinator, and the Principal. Best practices for utilizing our digital learning tools will be discussed and developed at the Professional Learning Community

(PLC) meetings scheduled throughout the school year. All MCOE and Alternative Education guidelines for Distance Learning, including grading and attendance, have been documented in the 2020-2021 Staff Handbook and reviewed at the All Staff meeting on August 4, 2020.

As noted in the staff survey, teachers and paraprofessionals requested professional development on trauma-informed practices to offer wellness activities, promote health and safety, and enhance existing relationships with students and families. Staff scheduled initial training for August 26, 2020.

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 COVID-19 Alternative Education has had to adapt staff roles and responsibilities in the following ways:

- Teachers have a greater reliance and focus on OdysseyWare classes, Google Classroom, and Zoom meetings as instructional delivery models.
- Teachers are required to document weekly Distance Learning Logs detailing student engagement. Staff will use these logs to verify daily participation in synchronous and asynchronous instruction and identify and evaluate assigned coursework to ascertain any pupil learning loss and needs.
- Teachers and administration are required to notify parents/guardians about student progress or lack of, and when necessary, reevaluate the student's needs and supports, including connections to health and social services.
- Paraprofessionals are required to monitor student attendance and engagement daily and communicate to parents/guardians of students who are not engaging in OdysseyWare classes, Google Classroom, and Zoom meetings.
- Court school paraprofessionals have the new responsibility of setting up, tearing down, sanitizing classroom technology, student Chromebooks, and teacher MacBook daily.
- Resource teachers have adapted their roles by joining classroom Zoom meetings to monitor assigned students with IEPs and meeting with them 1:1 via Zoom meetings. Supports for students 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.]

To support student's needs, including English learners, foster youth, homeless youth, and students with exceptional needs during distance learning, Alternative Education initially evaluated student resources to determine the demand for Chromebooks and internet/Wi-Fi services. Technology distribution was facilitated based on student needs.

All English Learner students will be assigned a highly qualified teacher for integrated English Language Development. At the referral of a teacher, administrator, student, or parent, students can be offered additional academic and language development support by a paraprofessional, intervention teacher, or the use of a specialized curriculum. Instruction in the student's primary language is available if needed.

Staff may use available tools to translate the curriculum for the student from English to Spanish and Spanish to English. The teacher may use text to speech, highlight critical vocabulary development, allow for remediation coursework, and offer the customization of courses and media clips for visual supports for differentiation, and multiple modes of instruction.

Teachers will participate in Professional Learning Communities to collaborate on best practices of integrated ELD and adapt curriculum using Universal Designs for Learning and ensure they meet student needs. Teachers will review local test data using the NWEA diagnostic screening to determine where their students are in their language development and course sequence. Staff will use this information to develop Individualized Learning Plans (ILPs) for using the online curriculum, OdysseyWare.

Staff will use Universal Screening using the NWEA within the first three weeks of school and review the results during Professional Learning Community sessions to analyze results and determine the next steps for instruction. Staff will monitor progress throughout the year with subsequent NWEA assessment and formative assessments within the coursework. OdysseyWare and adopted online curriculum allows for the individual differentiation of curriculum and assessments.

Staff will extend one to one student tutoring support through the FEV Online Tutoring system, and college and career readiness through the Virtual Job Shadow Program. Resource teachers and specialists will provide supplemental instruction via Zoom meetings, phone calls, and or other forms of digital communication to their assigned students as outlined in the student's IEP.

English learners (ELs) will have access to Rosetta Stone, which is offered online and adaptable to the distance format. The intervention teacher will receive specialized training from Rosetta Stone to support the development of language for the most at risk EL students.

Case managers for students with disabilities will collaborate directly with the General Education teachers and other support providers to ensure students succeed and continue to progress towards their IEP goals. Special Education teachers will provide monthly progress reports for parents indicating student progress towards IEP goals.

General Education teachers will track engagement and review Student Engagement Logs for the need to provide additional supports. When necessary, teachers and specialists will hold a student study team with partner agencies to address concerns that may develop during distance learning with additional support and services for students and parents/guardians.

Students who are nearing completion of a diploma or those who desire concurrent enrollment with local community colleges will be provided academic guidance by their teachers and the College and Career Coordinator. These services will include advanced educational opportunities to take college preparatory requirements and earn community college credit while being dually enrolled and earning credits towards high school graduation. Additionally, through OdysseyWare online learning, students can complete courses for additional requirements for college entrance. Paraprofessionals are also available to assist struggling students via Zoom meetings virtually.

Actions Related to the Distance Learning Program

Description	Total Funds	Contributing
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Alternative Education invested in technology for staff and students to allow a 100% digital distance learning platform, including hardware, software, internet connectivity, communication mediums, and cybersecurity.	\$100,000	Y
Alternative Education invested paraprofessional capacity building for each program to support parents/student engagement and academic intervention through digital learning platforms.	\$100,000	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 2020–21 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 Alternative Education Program will focus on engagement and intervention to address learning loss due to COVID-19. Teachers will complete Distance Learning Logs detailing for each student. These logs will be recorded digitally and will include student engagement with the teacher, performance on assignments, areas of concern, requested interventions, interventions attempted, attendance, and progress towards required credits. The student engagement logs will be forwarded to the Principal every week. The school Principal and Intervention/EL/SPED Coordinator will monitor progress reports of students referred for intervention and evaluate the effectiveness of interventions.

Pupil Learning Loss Strategies

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

The Alternative Education Program will focus on student engagement using the following strategies:

1. The Alternative Education Program will support families in ensuring access to the school curriculum and instruction using Chromebooks and MiFi internet hotspots.
2. Monitor and promote regular attendance in synchronous classes with available individual assistance from paraprofessionals for any student who requests assistance.
3. Respond quickly and accordingly with other means of communication when a student is not present in an asynchronous online session.
4. Asynchronous learning opportunities will be made available for students who need flexibility for school schedules due to homelessness or needs identified by the teacher or school administrators.
5. Academic baselines will be established in the first three weeks of school using the NWEA diagnostic screening. Staff will provide parents with NWEA diagnostic reports to support their understanding of their student's academic performance and domain-specific needs.
6. Staff will provide all enrolled students with a Parent/Student Handbook outlining the additional supports available during distance learning.
7. Certificated staff will meet bi-monthly in Professional Learning Communities with a greater focus on student engagement and interventions.

The Alternative Education Program will use the following intervention strategies to support students who are English Learners, low-income, foster youth, students with exceptional needs, and students experiencing homelessness:

1. Alternative Programs will utilize digital learning platforms that support English Language development with tools available to have text defined, read aloud, and linked to supportive content.
2. Staff will provide students with headphones and other hardware when needed for distance learning.
3. Students will have access to instructional paraprofessionals online for tutorial support and academic assistance at the request of a student or parent.
4. Students who fail to show improvement on the NWEA measures of Language, Math, or Reading will be offered additional tutorial assistance through distance learning platforms from paraprofessionals, special education teachers, FEV tutoring, or program specialists.
5. Staff will closely monitor students with exceptional needs for progress towards identified goals in Individual Education Plans (IEPs). Staff will support students with 504 accommodations for needs arising during distance learning, and modifications to accommodations will if needed.
6. Staff will make available digital intervention curriculum to all students at teacher discretion, including, but not limited to, FEV Tutoring, Readworks.org, Rosetta Stone, and ReflexMath. FEV tutoring will be made available in all the SCS sites and the Youth Center by parent/student request or teacher referral for individualized online 1:1 instruction. FEV tutoring is available 24 hours a day, seven days a week, for individualized instruction. Students may elect to receive tutoring in their preferred language. Students may upload an assignment or connect directly to OdysseyWare with an FEV tutor.
7. School attendance will be monitored and reported when insufficient to the Deputy District Attorney for further intervention.
8. Homeless students will receive ongoing support from the Alternative Education Homeless Liaison.
9. The School administration will review the disaggregated data from the NWEA and Student Learning Logs to identify and respond to subgroups that are not progressing or at-risk during distance learning.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

The teacher and school administrators will monitor services and supports for students. FEV tutoring will provide data to show student engagement and use of the intervention. Staff will monitor student academic performance, benchmark testing, grades, attendance, and credit acquisition for improvement. Trends in weekly engagement reports will be used in conjunction with team site meetings and parent/student feedback to determine the effectiveness of learning loss strategies.

Actions to Address Pupil Learning Loss

Description	Total Funds	Contributing
Alternative Education certificated staff, Principal, and Student Services Coordinator will monitor and evaluate weekly student engagement logs and will consider the needs of English learners, low-income, foster youth, and	\$50,000	Y

students experiencing homelessness first, by provide necessary interventions through additional tutoring staff, FEV Digital Tutoring, and Rosetta Stone.		
Alternative Education certificated staff, Principal, and Student Services Coordinator will administer and evaluate <i>NWEA diagnostic and benchmark assessments</i> for students upon enrollment, and will use the data to closely monitor the progress of English learners, low-income, foster youth, and students experiencing homelessness. All students still enrolled at 90 days, will be given a post-test to measure growth and allow for targeted intervention and acceleration of instruction.	\$50,000	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.]

Teachers and staff will check-in with students daily to ensure that they are academically engaged, connected to school, and safe and well. Staff will use strategies in virtual settings to include providing daily structure and routine, maintaining ongoing and regular communication through various means (group video calls, one-on-one phone calls, sending emails, etc.), providing emotional check-in opportunities, and considering the impact of stress and trauma when assessing and supporting students. Alternative Education staff will receive training on trauma-informed practices to identify the difference between average levels of stress, chronic stress, trauma, and anxiety so they can determine appropriate interventions.

Suppose the teacher and paraprofessional cannot contact a student or feel the student is experiencing stress and trauma. In that case, staff may contact the principal, support staff, or Probation so that they may reach out to the student and family to conduct a wellness check. Staff will put into place a plan if the wellness check reveals home life circumstances related to the COVID-19 pandemic, appropriate to the nature of the student's situation. Teachers and staff can also refer a student to the Multidisciplinary Team. This team, which includes the Alternative Education Pupil Services Coordinator, meets bi-weekly to review referrals, organize and coordinate health and care services to meet the needs of students with complex care needs.

The Alternative Education Program has contracted a fully credentialed therapist through Harmony at Home, who provides therapeutic counseling to students at SAFE and ITAP four days a week. This therapist provides direct service to students 100% of the time and is available to students during school hours, before school, and after school.

The Monterey County Probation Department, Children's Behavioral Health, and the Department of Social Services, support staff may utilize school-issued computers with video conferencing technology to allow continued 1:1 session with students in need of services.

Staff and families will have access to the MCOE website containing information on mental health and wellness resources, coping with stress and anxiety and other county resources available, including the Substance Abuse and Mental Health Services Administration's (SAMHSA's) and the Disaster Distress Helpline to address the trauma and other impacts of COVID-19. Mental health and wellness communication will

continue to be enhanced and provided during the school year through the parent/teacher conferences held twice yearly, school events, School Site Council, ELAC/DELAC meetings, phone calls, and mailings. Suicide prevention training is provided annually to students, and suicide prevention information is available to students and parents in the Alternative Education Program Parent/Student Handbooks, distributed at the beginning of each school year, and as students enroll. Additionally, Alternative Education staff have access to the Employee Assistance Program (EAP), which provides a range of different services and resources for addressing a variety of personal problems and concerns that interfere with employees' well-being and work performance.

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.]

Alternative Education's instructional program is designed to promote, encourage, and engage the full participation of students and their families. The vast majority of distance learning instruction will utilize Google Classroom and OdysseyWare. OdysseyWare is self-paced, allowing students to resume their class from where they last left off, no matter the number of absent days in between. Google Classroom retains all assignments, teacher instructions, etc. indefinitely, so a student returning from a period of absence can review and make up missed work. The requirement of daily Zoom meetings also affords both the teacher and returning student the opportunity to meet face-to-face for further assistance/explanations on missed days and assignments.

To support students, families, and partners in this effort, MCOE Alternative Programs has implemented an Attendance Protocol to acknowledge and celebrate positive attendance while reducing chronic absenteeism and truancy through monitoring and intervention for those students who need more support. The staff has documented the Attendance Protocol in the 2020-2021 Parent/Student Handbook, mailed to every family at the start of the school year. The Attendance Protocol outlines a tiered system of supports for improving attendance and providing comprehensive strategies designed to enhance student engagement at school. The Alternative Education Program's approach to student engagement through distance learning follows our already established Attendance Protocol and includes the following components:

TIER 1: Student is absent 1-2 days

Teachers enter positive attendance in the Student Information System (SIS) daily based on the distance learning student engagement requirements outlined in the Parent/Student Handbook. Failure to adhere to the required distance learning student engagement requirements will result in the student marked "absent." Teachers and paraprofessionals will contact students who have not logged in daily. Teachers will make phone calls to the student's home and document the contact with the student or parent.

TIER 2: Student is absent 2 or more days

Teachers and paraprofessionals will continue with the process outlined in Tier 1. After two days of absences, the teacher will submit these students' names to the Principal. The principal, along with support staff, will contact the students and families to do a wellness check. If the wellness check reveals home life circumstances that prevent school participation, staff will put a support plan in place appropriate to the nature

of the student's situation. If, as a result of the wellness check, a student cannot provide a viable reason for why he/she could not participate or show proof of being actively engaged in the online learning for the particular day(s) in question, he/she will be marked "absent." Staff will remind parents that in all cases, if a student will be absent, a parent must call the school ahead of time and that the program will not accept a call from a sibling, student, other relatives, or friends.

TIER 3: Student is absent 3 or more days

When a student is absent three (3) or more days, staff will report these unexcused absences to the Monterey County District Attorney's Truancy Abatement Program or the Probation Department. Tardy students, 30 minutes late to their required daily student engagement meeting, will receive progressive warnings that may result in losing their place in school and prosecution by the Monterey County District Attorney's Truancy Abatement Program. Staff will send a copy of any correspondence sent to the District Attorney to the student's parents. Additionally, a socially distanced home visit, the following state, and local health guidelines may be made to the student's home by an administrator and designee. If there is no response, the administrator or designee will send a letter requesting immediate contact from the parent. Staff will document the visit and parent correspondence in the student information system (SIS).

Teachers and paraprofessionals will provide instruction that engages students and promotes daily participation. The use of group video lessons taught through Zoom meetings and Google classrooms will offer an additional layer of continued outreach to students and coursework in OdysseyWare. Teachers and paraprofessional will also implement the following distance learning strategies for student engagement:

- Helping students develop new routines and strategies, i.e., scheduling work and break times, setting goals, creating a checklist, finding a quiet space to work, etc.
- Reinforcing expectations for student engagement, including participation and work completion.
- Teaching students how to access class information and use technology.
- Being consistent in organizing and presenting class materials.
- Creating assignments to differentiate content for individual student groups.
- Keeping directions simple and making sure lessons are relevant.
- Consistently checking student progress to find out where they are excelling and where they need more practice.
- Incorporating social/emotional learning into distance learning to help students manage emotions, anxiety, stress, and trauma.
- Staff will document these distance learning engagement strategies in the 2020-2021 Alternative Education Staff Handbook.
- Maintaining positive relationships with students and families is essential, especially during distance learning. Staff will aim to over-communicate than under-communicate, so parents will most likely become active participants in their child's learning.
- Teachers will establish office hours by phone, mail, or text to answer any questions from students or parents, in English and Spanish. Teachers and paraprofessionals will do frequent check-ins with students who are struggling, including wellness checks.
- Staff will provide documentation on how to deal with trauma and stress and how it affects learning to parents in English and Spanish. Staff documented strategies on communicating with families during COVID-19 in the 2020-2021 Alternative Education Staff Handbook.

School Nutrition

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

During distance learning, Alternative Education students will participate in the local school district lunch programs offered by the Alisal Union School District, Salinas City Elementary School District, Santa Rita School District, and North Monterey County Unified School District. The food programs provided by these local districts will include breakfast and lunch to any student under the age of 18 years old. Teachers will notify students of the meal distribution schedules during their daily Zoom meetings with students. Additionally, staff will notify families by phone and a letter (English and Spanish) that their student has access to these food distribution sites and the required safety protocols. These are also posted on the MCOE website.

When in-person instruction commences, the Alternative Education Food Clerk will deliver lunches to alternative education school sites daily. These lunches will be distributed to the students on a 'grab and go' basis as they leave the site for the day to maintain safe social distancing based on guidance from the Food and Drug Administration and the Center for Disease Control.

Students enrolled at Wellington Smith School are provided three meals a day and snacks by the Monterey County Probation Department, both during in-person and distance learning.

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

Section	Description	Total Funds	Contributing
Pupil Engagement and Outreach	Alternative Education has established a tiered distance learning attendance policy that staff monitor through the Student Information System on a daily and weekly basis.	\$50,000	Y
Distance Learning	Alternative Education has increased ongoing capacity building for instructional staff related to the Learning Continuity Plan through professional learning communities on a bi-monthly basis to focus on student engagement and interventions.	\$42,000	Y

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
9.10%	\$314,797

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.]

Due to COVID-19, the Alternative Education Program recognizes that foster youth, English learners, and low-income students experience an array of challenges, are at a higher risk for trauma, drop out of high school, lack stability, and have significant mental health issues. A Multi-Tiered Systems of Support (MTSS) model will be utilized to determine needs and provide additional time and instructional assistance for subgroups of students needing augmented support. As a result, Alternative Education prioritizes the needs of these students in the following ways:

English Learners (EL):

Monitoring and coordinating the English Learner (EL) program is critical to the successful implementation of a high-quality instructional program for EL students. The English Learner program will be the responsibility of the English Learner Coordinator and Principal, and they will be responsible for implementing, monitoring, and evaluating the program. Ongoing access to appropriate instruction programs will be provided to all English learners, and his/her progress will be monitored and tracked. Additionally, staff will audit the EL program to ensure compliance with State and Federal mandates. The EL Coordinator and Principal will ensure effective delivery of the EL instructional program by conducting classroom observations, reviewing student engagement logs, analyzing benchmark testing, and providing feedback to teachers.

Low-Income Students:

Alternative Education has strong relationships with community partners who support our low-income students and families. Alternative Education administrators and coordinators work collaboratively, on a bi-monthly basis, with Monterey County Health and Human Services and Monterey County Children's Behavior Health. This collaboration allows us to connect students and families to services and resources provided by these organizations. The staff will assess the needs of low-income students and provide additional resources on an ongoing basis. Additional time and instructional supports will be provided for all students struggling with learning outcomes.

Foster Youth:

The Alternative Education Program supports foster youth's educational needs through collaboration with the Monterey County Office of Education Foster Youth Services Coordinating Program (FYS). The FYS program provides numerous professional development opportunities for the Alternative Education staff. Tutoring, through the EpiCenter, is being made available to all foster and homeless youth.

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

The Alternative Education Program services to all unduplicated students will include the following:

- Screening, assessing and implementation of mental health services
- Integration of local services within program models

- Additional technology, including but not limited to, Chromebooks and Wi-Fi
- Weekly individual student check-in meetings
- Increased professional development and virtual training for all staff
- Other opportunities for tutoring, via FEV Tutoring and the EpiCenter
- 1:1 tutoring with primary language support available in Spanish