

# Learning Continuity and Attendance Plan Template (2020–21)

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

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

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

Tulelake Basin Joint Unified School District is a small district located on the Siskiyou and Modoc County line just a few miles south of the Oregon border. TBJUSD is comprised of two schools: Tulelake Basin Elementary (K-6th), and Tulelake High School (7th-12th). The area is primarily used for ranching and farming. The economic instability caused by drought and water insecurities, has caused a declining enrollment for years, this year we are starting to see enrollment stabilize a bit.

TBJUSD has a high unduplicated student count, especially in the areas of low income and English language learners. We provide many interventions such as SIPPS (Systematic Instruction in Phonemes, Phonics and Sight Words), Read Naturally (a fluency building program), and AVID (Advancement Via Individual Determination) with our English Learners and Low-Income students in mind, however, due to our small size these actions and services benefit all students. We are served by Modoc County Office of Education for our special education and coordination of our foster youth student services. These services for foster youth include collaborating, consulting, and coordinating with MCOE and other local agencies which include department of justice and child welfare agencies.

Staff takes great pride in seeing all the students succeed and reach their potential. The students have a lot of involvement with FFA, 4H, and various other extra curricular activities in the community. The staff works hard to learn and implement new technologies that allow our students to access material in different ways. The district is using what limited resources it has to bring more technology into the classrooms. The district's mission is to prepare all of our students for the future utilizing all district resources to ensure that students achieve their potential. This mission is set to be attained by way of the three LCAP goals that are the catalyst for the mission. They are: All students will be college or career ready with a firm foundation in 21st century skills, All students will receive high quality instruction from certificated staff that incorporates various levels of technology infused with best practices in California State Standards through a broad course of study, and all stakeholders will have access to a positive culture and a healthy environment.

The effects of the COVID-19 pandemic in our District and Community include: quickly shifting to a Distance Learning Model in March 2020, continuing to support student needs through the fourth quarter of school, providing summer school in a distance format, shifting to an in-person model with an option to distance learn in the Fall, and assessing and addressing learning loss of our students, especially our most at-risk.

## Stakeholder Engagement

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

We have utilized electronic resources (Messenger, Social Media) to share information and solicit feedback. A Parent Survey was performed in August 2020 and a Parent Information Night was held on August 17, 2020. The School Site Council and DELAC met on September 1, 2020 to review the Plan and offer input and feedback. We met with TBTA and CSEA for a Meet and Confer meeting on September 16, 2020. The Public Hearing for this Plan was held on August 26 with approval on September 30.

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

Since March 2020, all Board of Education Meetings have been available electronically for the Public to participate. This applies to all public meetings and public hearings. The link is posted on our web-page for each meeting.

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

The stakeholder groups asked clarifying questions and specific questions regarding expenditures and cash flow. Some of the specific expenditures included technology devices and access, safety and hygiene equipment and time for staff to support Distance Learning.

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

Feedback guided revisions to the Plan, which included clarifying language and specificity.

# 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.]

At the direction of our School Board, the Tulalake Basin Joint Unified School District will reopen with an in-person model, where students will attend 5 full days per week on a similar bell schedule as previous years. The purpose of this option is to meet the academic and social-emotional needs of our students in an on-campus setting. The intended outcome of reopening schools is to maximize student learning and reduce the negative impacts of school closures while diligently following guidelines to prevent the spread of COVID-19 as much as possible. Learning is best accomplished in a face-to-face format; therefore, it is the goal of TBJUSD to return to campus and return to the highest quality education as soon as is practicable. However, recognizing the extenuating needs of some vulnerable populations, distance learning will be offered as needed to those students even after schools reopen. The plan to reopen schools is based on current guidance from public health officials, state agencies, as well as your valuable input from the Reopening Schools Work Group, and will be updated as the situation evolves. The TBJUSD Reopening Plan covers the many procedures and protocols that are being put in place for a successful and safe reopening.

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

Description	Total Funds	Contributing
Purchase supplies related to physical distancing	\$120,000	Yes
Social Emotional Learning and Support - professional development, staff support	\$6,520	Yes
Teachers will use appropriate assessment measures to determine student achievement levels and will provide additional support to assist in closing gaps	\$56,000	Yes
Provide additional support to students who have suffered learning loss including additional time, pacing, materials	\$4,100	Yes
Provide individual contactless meal service for all district students	\$10,000	Yes

Description	Total Funds	Contributing
Update school facilities to ensure safety of all students and staff	\$80,000	Yes

## Distance Learning Program

### Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Teachers will provide synchronous lessons during regular school hours as if students were in the classroom. Every lesson will be available on Google Classroom or another online platform for students to access. All materials are available electronically for students to access on their district-issued device.

### 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.]

All students will have access to a Chromebook for use in school and at home. These devices will be checked out to students if/when TBJUSD moves to Distance Learning. Internet access is available at the school sites and immediately around the grounds. In addition, we will provide the same coverage at Newell School to cover that portion of the District.

### 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 provide synchronous lessons during regular school hours as if students were in the classroom, providing daily live interaction for all students.

## 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.]

MCOE has provided learning opportunities in a "Boot Camp" model as well as providing coaching support. District Teacher in-service time was spent on supporting teachers using Google Classroom and other technology needs. Technical support for staff and students is provided through the District Technology staff

## Staff Roles and Responsibilities

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

Support staff will be utilized to assist in screening students for symptoms in our in-person model. Adjust Custodial staff duties to provide additional cleaning. If we move to a full Distance Learning model, staff assignments will adjust accordingly to meet student needs.

## 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.]

TBJUSD is working closely with MCOE and SELPA to perform student needs assessments. Through this process, we are identifying individual needs and potential support actions to be taken to ensure student learning.

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

Description	Total Funds	Contributing
Purchase Devices to support Distance Learning including teacher laptops with cameras and student devices	\$240,000	Yes
Provide additional Internet coverage at school sites and at Newell School Utilize current infrastructure and add access points to ensure good connectivity; provide additional places for students to access Internet while off site	\$12,000	Yes
Provide professional development to support teachers in a distance learning environment	\$6,520	Yes

Description	Total Funds	Contributing
Adjust staff schedules and re-deploy to provide screening of symptoms and additional cleaning for in-person instruction	\$5,000	Yes
Walk through as a team <ul style="list-style-type: none"> <li>• Google Classroom/Meet/Zoom (breakouts)</li> <li>• Go through the first week of school lessons</li> <li>• How to keep interactive classrooms without breaking the distancing</li> <li>• Guidelines on Health procedures</li> <li>• Trauma Informed Care</li> </ul>	\$6,520	Yes
Ensure all students have a signed and current Acceptable Use Policy	0	No
Student needs assessments completed with assistance from MCOE and SELPA. Supports identified and implemented as appropriate	\$3,200	Yes

## Pupil Learning Loss

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

Teachers will use appropriate assessment measures to determine student achievement levels and will provide additional support to assist in closing gaps

## 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.]

Teachers will use appropriate assessment measures to determine student achievement levels and will provide additional support to assist in closing gaps, especially in English Language Arts, English Learner Development, and Mathematics

## 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.]

Teachers will use appropriate assessment measures to determine student achievement levels and will provide additional support to assist in closing gaps, especially English Learners, Low-income pupils, and Foster youth

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

Description	Total Funds	Contributing
MAP Assessments, Classroom Assessments	\$9,600	Yes
provide additional support for students to close gaps through in-class instruction and additional time	\$50,000	Yes
Utilize supplemental learning resources to reinforce skills and provide additional practice to close gaps	\$10,500	Yes

## Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

Utilizing our PBIS model, we will monitor students' mental health and well-being. We will provide behavioral supports as needed, and teach relationship building strategies. We will instruct students for transition to Distance Learning, if needed. MCOE and our SEL team will support staff through an in-service day training and follow up. SEL Competencies have been identified and will be explicitly taught and supported in both learning environments.

MCOE Continuous Improvement Coaches will be supporting the District in the implementation of social emotional learning. Teams for each school site were created in June to support students and staff for the 2020-2021 school year in the areas of social emotional learning, trauma informed practices and positive behavioral interventions and supports. Three areas of focus include staff self care, empower staff to make SEL a priority, and restorative practices for highest needs students. Anticipated areas for SEL needs for teachers/practitioners in the areas of compassion fatigue, explicitly teaching social skills with passion, and healthy self care. In addition, anticipated the SEL needs for students will be in the areas identifying emotions, managing emotions and healthy coping skills. Additionally, we will utilize County Behavioral Health Counselors to provide support for students and professional development for staff.

## 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.]

The Tulalake Basin Joint Unified School District's instructional program is designed to promote, encourage, and engage full participation of our students and their families. We are committed to trust and transparency through active and continued two-way communication with clear, consistent and specific protocols at the site and district levels. We will communicate in both English and Spanish as needed by our community. The District will utilize personalized and automated phone call and email communication methods, our district website, and social media outlets to communicate critical and updated information to our families. To help ensure instructional engagement, Teachers will provide instruction that engages students and promotes daily participation.

Tier I: communication includes staff reach out to student and families through email, chat, and phone calls

Tier II: Attendance clerk will attempt to reach out to family and emergency contact. The communication with the family or emergency contact is documented.



Tier III: A socially distanced home visit that follows the guidelines by the federal and state health officials will be made to the student's home by the administrator and attendance clerk. A written communication will be left at the residence requesting that immediate contact be made with the program administrator or other authorized District designee. The visit and parent correspondence letter will be documented. SARB will be utilized as necessary.

## 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.]

All students will receive a meal that meets the nutrition guidelines of 3 out of the 5 components which are: Meat or Meat Alternative, Grain Breads, Vegetable, Fruit, and Dairy. Each student will receive a milk as well with their meal. The meals will be available on site in the cafeteria areas for those in person with little to no touch and when applicable available by delivery to those on distance learning.

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

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

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
30.73%	\$1,144,692

## 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 the high populations of English Learners and low-income students in our district, our actions and services are principally directed and effective in supporting in the supports they provide.

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

Foster Youth, English learners and low-income students are considered at risk in the areas of academics, behavior and social-emotional/trauma. The effects COVID-19 have magnified these areas. We will address their learning needs through in class and out of class supports as identified during student data reviews.  
Due to the high populations of English Learners and low-income students in our districts, our professional development and academic support services are principally directed and effective in supporting in the supports they provide.