

Learning Continuity and Attendance Plan Template (2020–21)

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

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General Information

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

The Learning Continuity and Attendance Plan for the Klamath-Trinity Joint Unified School District is a living document and will continue to be evaluated and improved as conditions regarding the COVID 19 pandemic change. The number one goal is to provide instruction and education, including services of support, that are in the best interests of students and their ability to be successful. Information contained in this document covers input up to September 22, 2020.

The Klamath-Trinity Joint Unified School District and its community has faced many issues due to the impact of the COVID 19 pandemic. With recommendations and mandates coming from global, national, state, and county levels, the district has collaborated with the local tribes to ensure that the community is healthy and that the educational offerings are provided safely and adhere to standards that are in the best interests of students and families.

The shelter in place orders came from the governor's office and the Hoopa Valley Tribe on March 19, 2020, the county on March 20, 2020, and the Hoopa Valley Tribal Office of Emergency Services issued its Shelter In Place Orders along with curfews on April 1, 2020, that is still active. On March 19, 2020, the Yurok Tribe declared a Stay at Home Order and closed its reservation to non-residents on April 6, 2020. On April 2, the Karuk Tribe activated its COVID-19 Emergency Response Team to support tribal members in the community. These directives have placed restrictions on movement and personal interactions in the district and have limited community and family interaction. As of August 31, 2020, there were 46 confirmed COVID 19 cases in the Hoopa Valley area, with 3 still active, 43 recovered with no deaths. The rapid spike from one case on August 3, 2020 to the large number at the end of the month increased concern and anxiety in the community.

There are also impacts resulting in concerns for the education of students in the district. Initially when the KTJUSD closed in-person instruction beginning March 16th, teachers relied upon instruction provided through distance learning via on-line applications and/or packets of work for the remainder of 2019-2020 school year. Administrators and staff worked collaboratively to create a Continuous Learning Plan that outlined the mindset, safety, academic support for all students, and means for assistance for all stakeholders that includes monetary, technological, and social/emotional supports. The current Learning Continuity Plan is ongoing and continues to evolve through experiences

and input. The impacts on students and families included parents needing to have increased involvement in their child's education through assistance and supervision. Student work was picked up and was returned when completed. If instruction on-line was available, families needed to ensure they had the technology to access education online. Students were separated from peer interaction and the learning that takes place through teacher/student in-person group or individual discussions. These impacts have created additional stress that hampers the academic success for some students and families.

Discussions were ongoing during the summer for instruction for the 2020-2021 school year and the KTJUSD Board of Trustees voted at its regular meeting of July 30, 2020 to begin the 2020-2021 school year with a six-week cycle of distance learning. The limitations to reliable internet service and lack of broadband in the Klamath-Trinity region have a significant impact to the the delivery of any web-based instruction. Through surveys, stakeholder meetings including Parent Advisory Committee Meetings and discussions with district staff, families have reported the following: the need for increased Internet and technology access; the challenges of home-based instruction including parent availability because of work, providing supports to multiple children, and motivating children to do school work; the need for increased communications from the schools; the impact of the lack of services that students received while going to school such as counseling, mental health, and special education services; concerns with in-person instructional models and the potential health concerns for all with emphasis on elders; the lack of social interaction, and the need for student accountability for their education. The District has worked to determine solutions on how distance learning can improve and remove the negative impacts that COVID 19 has had on the education of the community's youth, while responding to a constantly changing landscape of health and safety concerns. The District expects that community input will guide the ongoing discussions.

Stakeholder Engagement

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

Stakeholder feedback has been ongoing and will continue to be part of the process to improve the educational experience for the students of the Klamath-Trinity Joint Unified School District. During the summer of 2020, the district formed the KT CoronaVirus Active Response and Educational Support (KT CARES) Team to address Health and Safety, Resources and Operations, and Instruction and Learning for the 2020-2021 school year. Teachers contributed significantly to the identifying need and developing instructional practices. Two surveys were sent out to families, with the intention of gauging the interest in distance, hybrid, and site-based instruction, and reviewing questions and concerns related to each option. During the week of July 20, the school sites held Town Hall meetings via Zoom. Regular meetings were held with the Education Directors of the Hoopa Valley, Yurok, and Karuk tribes. Two Parent Advisory Committee Meetings were held prior to the adoption of the LCP to gather additional input. Direct communications were made to each site's administration, the Administrative Assistant to the Superintendent, the Assistant Superintendent for Business/Personnel, the Assistant Superintendent for Student Services, the Transportation and Maintenance Director, the District Network Services Director, and the Cafeteria Manager for input for the LCP. There has been outreach to the community via phone, text messages, robocalls, email, the District Website, and the District Facebook Page, and print

surveys for solicitation of stakeholder input. The Learning Continuity Plan has been a discussion item at the Board meetings in addition to the Public Hearing requirement. The date for the expected approval of the draft LCP is scheduled for one week after the Public Hearing so that there is adequate time to review and incorporate additional information that is given at the Public Hearing. The KTJUSD believes that this stakeholder process is ongoing and will be used when making decisions regarding the educational options for students while providing a safe and effective educational environment.

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

Since the onset of the pandemic public meetings have been accessible through Zoom. These meetings are advertised on the District Website, the District Facebook Page, and through email correspondence. In order to accommodate the public and maintain the security of the Zoom meeting, the meeting format was modified. Meetings are broadcast via the KTJUSD YouTube Channel. Public comment can be emailed, submitted on-line, or provided during the meeting via phone call after registering.

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

DISTRICT PLANNING:

District Administration and Management meetings, KT CARES Team meetings, and site level meetings provided the following feedback during multiple meetings:

The need for improved educational practices whether it be distance learning or in-person learning.

Identify resources that would be needed to accommodate any educational plan.

Identify allocation of resources for district and site budgets.

Identify requirements/practices in order to implement in-person instruction.

Develop protocols to keep all staff safe.

Provide meals to students.

Identify and provide services and supports to those students in most need.

Develop communication modalities to effectively communicate with all stakeholders, particularly students and families.

Address and find solutions to the lack of technology and technology access in the area.

Create a plan that responds to the increased numbers of confirmed COVID cases in the community.

PARENT ADVISORY COMMITTEE:

The Parent Advisory Committee provided the following feedback at the August 10, 2020 meeting:

The need for increased Internet and technology access.

Support for some families to assist with education especially for parents needing to work.

The need for increased communications from the schools to increase effective instruction.

The need for increased structure.

The need to access services that students received while going to school such as counseling, mental health, and special education services.

Concern with in-person instruction and the potential health concerns for all including elders.

The concern for children's emotional well-being due to lack of social interaction.

The need for student accountability for their education to include need for student motivation.

The Parent Advisory Committee Meeting of September 17, 2020 focused input from the following two prompts:

- 1) What do you need to send your child(ren) back to site based school instruction?; and
- 2) What are the top 3 ways to provide quality instruction through the distance learning model?

Feedback for sending students back to site based school education was:

Cleanliness and having safety measures in place, and knowing who is responsible for the implementation.

Determining safe class sizes.

Need for a strategic plan that describes what it is, who is in charge, what is the plan for both district and site levels, how is bussing going to be handled, and what safety measure will be in place such as the wearing of masks, taking temperatures, keeping social distance, etc.

Procedures if someone becomes sick at school.

What will be the physical layout of the physical facilities to insure all are safe?

When cohorts are developed will parents have a voice in their formation?

Who will be providing the safety equipment?

Will all of the needed equipment be ordered in a timely manner?

Is there enough staff to insure facilities are safe? It doesn't seem so.

There does not seem to be enough systems in place to insure school is safe.

What about behavioral issues with students? They will have problems adhering to the new rules. What about social-emotional issues that could include students having close interactions with their cousins as they have done their whole life.

Who will monitor the restrooms to insure that there is only one student using them at a time and that they are sanitary after each use?

Would it work better if all students stayed in the same classroom during the day; even at the high school level? In other words, stay with the same cohort throughout the day.

Should students attend school in a staggered rotation such as a week on and week off or two days on per week with cleaning times defined?

Can we brainstorm ways to have period breaks and lunch times especially at the high school with possible delivery of lunch at one location?

How will the cafeteria and food services be provided in a safe way?

It is important that all take care of themselves including students, teachers, and the community.

Regarding the top 3 strategies to for quality distance learning instruction, the following feedback was provided:

The need for improved instructional methods that is engaging with reflection of all age levels as each level may require different methods for engagement. The main thing is that instruction needs to be engaging.

There needs to be a support system for instruction that supports all, teachers, students, and community members supporting distance learning so that everyone understands how to use the computers and/or other technology. It is important that there is a comfort level for use.

Communication needs to be improved in terms of providing support for how to utilize components of the distance learning platforms and how to provide input for improvement.

There are equity issues as not all have access to technology. There needs to be hotspots or other ways to access technology. Those that can access and those that have to do packets creates an unequal access to education.

Currently there are not enough resources that students could utilize that could make the instruction more engaging. Not enough is being sent home and communication seems to be on a week-to-week basis and not long term.

The smaller schools may not receive as much support as the larger schools because there are fewer voices and less access.

There needs to be more outreach to students and families for support.

Some subjects are not as well served as others. Math takes more time and there is not enough time provided to accommodate student needs for understanding.

Communication needs to be improved. Robocalls, flyers, and snail mail is the best because most do not want to or have the resources to access the website, Facebook, or in some instances, even email.

The services currently being provided for meal delivery could serve as a form of communication to delivery information.

There needs to be improved bandwidth and the financial backing to provide it.

More keyboards are needed especially at the high school so that it is not just speak to text.

Tech support for families.

Tutorials could be made available for instruction and for use of the equipment. Teach families how to best use technology that may even be as simple as showing people how to turn on accessibility features of their computers.

Standardizing educational tools and their use so that all are communicating in the same way regarding their use to minimize confusion.

Honor our students. Not only provide for their education but their social-emotional well-being and their socialization skills.

DISTRICT SURVEY:

June 2020

In the early stages of planning over the summer, the district survey focused on the type of educational plans families wanted and the biggest concerns families had with sending their children back to school. The following feedback was provided:

The preferred educational models in ranked order:

Distance Learning only

Hybrid model of in-person and distance learning

Attend school daily

Attend school two or three full days/week (at the time of the survey, this was considered an option for "full time" site-based learning).

The biggest concerns for sending children back to school:

Risks of COVID-19 - spread of the illness, social distancing, and proper disinfecting practices.

Wearing of masks.

Academic well-being of students including diminished socialization skills and students not receiving services they had received previously.

Responses to the prompt of what other helpful information would you like to share:

The majority focused on instructional models and strategies that they felt would be most beneficial for students, including specific ideas for full in-person instruction, full distance learning, a hybrid model of both, suggestions for improvement of the distance learning model from last year, technology improvements for distance learning, and parental assistance for those who work and cannot supervise their children's education and/or provide assistance. Other helpful information focused on school safety with plans for creating a safe learning environment when students return to school.

SCHOOL SITE SURVEYS:

July 2020

The survey questions for the site surveys focused on whether families wanted distance learning or on site learning, childcare needs, transportation needs, internet access, and any questions respondents may have. 229 responded to the survey.

PREFERRED EDUCATIONAL MODEL:

Distance Learning 1= 42%
2= 17%
3= 14%
Site-Based Instruction 4= 27%

CHILD CARE NEEDS:

No child care needs: 63%
Part-time child care needs: 16%
Full time child care needs: 21%

TRANSPORTATION NEEDS:

Child does not ride the bus: 40%
Family will provide transportation for their children: 31%
Family relies on school provided transportation: 29%

ACCESS TO INTERNET

Full access with video streaming capability: 45%
Access but cannot stream video: 13%
No internet or unreliable internet: 35%
No internet, but access through a family member, friend, or neighbor: 6%
Other: 1%

OPEN ENDED RESPONSES and QUESTIONS:

Health and Safety- threats to students or families with existing health conditions, safety measures and enforcement, availability of COVID testing, response if someone tests positive, protocols for cleaning, mask wearing, social distancing, use of experts to determine opening of schools.

Instruction- design of the school day, tech supports, issuance of devices, effectiveness of instruction, academic assessments, services for students with special needs, family input to cohort development

Completion of Educational Plan- there were some respondents who asked if the district would be making a plan for the entire school year or encouraged the district to make a decision.

INDIAN POLICIES and PROCEDURES TASK FORCE:

The IPP Task Force provided the following feedback at its September 9, 2020 meeting:

Develop a plan and establish safety protocols to provide parking lot access to WiFi, based on established safety protocols (stay in car, wear masks, no mingling with others).

Measures of success needs to include social/emotional health.

Provide brochures of what resources are available.

Drug information campaign distributed by teachers. Make it a part of assignments to help prevent future use and raise awareness.

Coordinate program services (KTJUSD, Two Feathers, LCAP, Tribes, Trauma Informed groups, Indian Education programs etc).

Individual teachers should give updates on how things are going every couple of months, including how many students are actively participating in distance learning.

Strive to integrate cultural aspect into the distance learning program.

Students receive credit for service learning and life skills, such as hunting, fishing, gardening, wood cutting

Include culturally relevant writing prompts in student assignments (Elsie and Margo will create).

Include Yurok language instruction for elementary students (Elsie will talk with Victoria Carlson).

Follow-up work includes:

The IPP Task Force members will help get responses to the LCP Survey.

Task Force members volunteered to engage in public relations focuses on why school is important (newspapers, flyers, signs, note cards).

Public Relations will have Sam and Margo included in on this effort.

For the drug info student packets, Tyler will help distribute information in student packets the tribe is giving out.

Cultural activities will use Elsie and Margo to create math connections to basket weaving.

The Impact Aid Report to Tribes and Community will include data from the first day of school 2019-20 to the last day of face-to-face learning, information on language classes, and a break out of student academic achievement by tribe for grades 6 – 12. The superintendent will check into disaggregating data by tribe using the aeries system.

The Superintendent will follow up on assigning a tracking code to Impact Aid Funding to ensure the IPP Task Force receives a budget report on Impact Aid funds per Board Policy.

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

Stakeholder input had a direct, meaningful, and material impact in each area of the Learning Continuity and Attendance Plan.

In-person Learning is only an option if the district can give assurances to staff, families, tribal governments, Trustees, and community members that any risks have been minimized. A significant amount of resources will be allocated to ensuring health and safety of staff, students, and their families.

Distance Learning is the focal point of the stakeholder input, the LCP, and the resources that will be allocated. The range of deliverables include planning and professional development to increase the effectiveness of instruction and the provision of materials in order to provide engaging instruction while students are learning at home. Technological access, including possession of devices, transfer of instructional

material and student work via portable flash drive, and more connectivity, is discussed as a necessity for students to effectively participate in a distance learning platform. The majority of financial resources are invested in providing devices to students, internet connection to students, and resources for teachers to connect with students in order to provide effective and engaging instruction.

The concerns for Learning Loss are derived from the amount of time that students have not had access to in-person education, and the challenges that teachers and students face in the efforts emulate a classroom setting. Actions in the LCP that address Learning Loss Mitigation include professional development for assessing students, as well as on-line student subscriptions and print materials that can provide remedial instruction.

Mental Health and Social Emotional Well-Being is a concern that all stakeholders have for not only students, but staff, families and other community members. The effects of isolation, worry for health of loved ones, and the longevity of the pandemic is truly significant. The district is committed to providing social-emotional curriculum that will likely be applicable for years beyond the duration of the pandemic. Site administrators and department managers have communicated the stress that their staff members are enduring and are encouraged to support staff wellness.

Engagement and Outreach is essential during this time of isolation. A pervasive thread is the importance of effective communication, and the need for the district to improve centralized communication utilizing a variety of media sources. The district is supportive of utilizing our human resources as an asset in response to the feedback that family engagement may suffer during this time. The Outreach Consultant and Wellness Center/Medical Clerks will provide additional data tracking and outreach.

While School Nutrition was not repeatedly present through the stakeholder engagement process, the importance of the food services program was discussed with the Director of Education of the Hoopa Valley Tribe, and was reviewed regularly at management meetings.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

The KTJUSD held discussions during the summer regarding the possibility of in-person instruction for the 2020-2021 school year. Discussions focused on topics that have been created by the state of California to provide guidance for successful and safe return to the "regular" school setting. The district has identified the following necessary conditions in order to offer in-person instruction: the number of COVID-19 cases must be decreasing; health and safety protocols which include guidance for social-distancing and cleaning are in place and

followed reliably; Personal Protection Equipment and other safety equipment must be available. Family surveys showed that there was a wide range of preferences for the instructional model that they want for their children; there were nearly equal preferences for in-person learning, distance learning only, or some form of a hybrid model. The district assembled the KT CARES (Corona-virus Active Response and Educational Support) Team, which met regularly to create re-opening options based on them most current information available. The team made a recommendation to the Board that the district follow a six week cycle of district learning. The Board's decision was emphasized when the number of COVID 19 cases in the Klamath-Trinity Community increased significantly during the month of August; from one case to 46. Since these events, the KTJUSD has focused on distance learning and providing the most effective model as possible. However, regarding students who have experienced learning loss or are at risk for experiencing learning loss, the District is committed to reaching out to these students. When it is deemed safe to do so, teachers will be asked to provide office hours so that one-on-one individual appointments can be scheduled with safety protocols in place to assist students with significant learning loss. If successful and safe, the number can grow to small cohorts of students and eventually larger cohorts. The first step in this process is to insure that the local conditions regarding the number of cases reaches a safe level. Decisions for reopening the District's schools for face-to-face instruction will dictated by the health and safety of all involved.

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

Description	Total Funds	Contributing
Personal Protective Equipment for students, staff, and visitors: Face coverings (masks and, where appropriate, face shields)to ensure that students, staff, and family entering school sites and staff working in the community are minimizing the spread of respiratory droplets while on campus. Increased supplies of disinfecting wipes, soap and hand sanitizer. Equipment related to creating barriers (such as plexiglass).	\$101,215	No
Supplies to promote a clean and safe physical environment for students, staff, and visitors.	\$25,000	No
Improved indoor air quality through the HVAC system and air purification.	\$20,000	No
Health Screening Equipment	\$15,000	No
Signage, Posters, and Floor Decals: Visual cues throughout school sites to maximize social distancing. Cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing protocols	\$21,000	No

Description	Total Funds	Contributing
Additional custodian to increase cleaning and disinfecting.	\$51,899	No

Distance Learning Program

Continuity of Instruction

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

The recommendation from the KT CARES Team was to begin the school year with distance learning only. In addition to the current health and safety guidelines, one of the contributing factors was the need to allow the teachers to focus on distance learning exclusively. We recognized that even if the district is able to offer in-person instruction, teachers will need to plan for distance learning for some students for the entire school year. The KT CARES Team's Teaching and Learning work group planned the opening days of school with an emphasis on connecting with students, assessing needs, and building relationships with families. There are seven different school settings in the Klamath-Trinity Joint Unified School District that includes five elementary schools including middle school students, one continuation school, and one high school distributed over a large geographic area. The student enrollment of the schools range from 12 students to 420 students. While the district provides guidance, each site has the flexibility to provide the appropriate instructional delivery for its community, in any of the distance, hybrid or site-based learning scenarios, in order to offer students access to full curriculum.

SB 98 requires changes to the structure of the instructional day, by mandating minimum daily rather annual minutes. Designing lessons and student work activities that are equivalents to the instructional minutes is clearly an addition to the classroom teachers' requirements.

The minimum daily minute requirement is as follows:

TK/Kindergarten: 180 minutes

First through third grade: 230 minutes

Fourth through Twelfth grade: 240 minutes

Hoopa Valley High School staff members' collaboration resulted in a creative approach to addressing instructional needs for its students. They developed a block schedule in which students will enroll in three courses and a homeroom per semester, for a daily total of 260

instructional minutes. The intent is to help students navigate school by going in depth with content and having fewer transitions and materials to navigate, especially with the removal of access to the school site and teachers' direct support.

Teachers spent the first days of school doing outreach to determine needs, such as internet connectivity, availability of supervision for school support, and preferred mode of communication. At the early stages of distance learning, site principals have been working with their teaching staff to support outreach efforts. These site principals and other staff including Outreach Consultants and Counselors have also been working to provide contact and support for students and families. The School Information System, Aeries, has been updated to allow teachers and outreach staff to record daily attendance and engagement with students.

For all school sites, printed instructional materials were the first option. To ensure safety, the following procedures were developed for the distribution of print materials. A staff member will be outside by the curb to assist families from their vehicles. While remaining in their vehicles, those picking up packets will communicate with the staff member student(s) name. The packet(s) will be retrieved, and will be delivered to the vehicle. It is asked that all occupants in the vehicle wear masks. Packets can be delivered to the trunk of the car or hand delivered through the window of the vehicle. Completed packets will be returned on the following Monday during pick up.

SB 98 also requires that teachers provide daily live interaction for students and their peers. There is increased participation in live video conferencing as devices have been distributed; the district expects this will increase as internet connectivity improves. Teachers also utilize a number of asynchronously available instructional platforms such as: ST Math, Compass Learning/Edgenuity, Khan Academy, Go Noodle, and IXL.

It is important that students have reliable internet access for on-line learning. It is suggested that students have a suitable quiet study space and are supported through the establishment of positive routines for "Remote Learning". Positive routines include guidelines for study, breaks, meal times, daily plans, physical activity, and ways to deal with stress. It is a goal for the district to provide collaboration time and support from site principals so that teachers can create routines within the daily schedule to share with students and families. There is also support to create schedules and routines that offer the least amount of conflict with other grade level schedules and routines so that families with multiple aged students are best accommodated.

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.]

The Klamath-Trinity Joint Unified School District is a rural community that encompasses mountains, valleys, and river gorges. Connectivity to support distance learning is a challenge across the district. The district has distributed more than 500 devices to students, however the plan to distribute devices to all students has been slowed by the lack of inventory. The district plans to purchase an additional 500 devices. The device distribution does not resolve the issue of internet connection for students, since the more significant barrier is internet access, especially access that is robust enough to support video conferencing and use of web-based applications. Recently, the Yurok Tribe approved a \$2.1 million dollar project to increase internet speeds and provide access to homes that have never been connected before. Additionally the Hoopa Valley Indian Reservation is underserved in its internet connectivity. Through the support of the Hoopa Valley Tribal Members and the community, the Tribal Council has allocated \$2 million towards improving technological infrastructure in this valley to

address the critical need for broadband for distance learning, telework and tele-medicine and economic development. The goal is to have these two projects completed by the end of the year. For those families that do have internet access, Chrome Books and other technology resources that the district has or are being purchased, are being distributed to district students who need them to use for distance learning. The district is in the process of developing protocols to allow students to use the schools' parking lots for Internet access, acquiring hotspots to distribute to families, and planning for the installation of outdoor access points. The Technology Department provides guidance and support for students/families for use of the technology and to brainstorm ideas for better connectivity. For the remotest areas of the attendance area of the district or for even those areas where connectivity is an issue, packets of work are made available for pick at each school site to allow students to continue their education.

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 monitor pupil progress through live contacts and synchronous instructional minutes through interactions with students during these time periods of instruction. Strategies will be in place to insure that student input and participation is part of the instructional process. When doing group discussion, the teacher will have the ability to drop in to the group discussions to monitor student participation. Although not a true indicator of student participation, teachers will have access to log in and log off times from the IT Department for each student. When tasks are completed and turned in to the instructors, they will be evaluated for expectations and understanding. Through the strategies that individual teachers implement for participation and the quality of completed work, grades will be determined. Additionally, when the Measures of Academic Progress (MAP) Test or other assessments tools are in place, these assessments will serve as a measurement of student's participation, time value of their work, and their academic progress.

Distance Learning Professional Development

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

Professional Development and resources provided to staff is an ongoing process. An unplanned yet remarkable turn to reliance on video conferencing is the unprecedented access that colleagues have to one another. The large geographic expanse covered by KTJUSD's area has been a barrier to easily being able to meet. There is over an hour of drive time between some schools. Instructional planning has taken place between teachers from different school sites to share resources and best practices. Distance learning will consistently be monitored and evaluated for inclusion of additional resources to assist teachers to provide the best educational environment for distance learning that they can. Computers, printers for individual classroom teachers, software licenses, on-line subscriptions, and extra stipends for summer work are some of the resources provided for teachers to assist them with distance learning. The District's Professional Development Team worked during the summer to provide professional development opportunities for staff's pre-service days. Teachers attended mandatory sessions while also being able to select from a menu of opportunities to accommodate their individual needs. Trainings on Google Classrooms, Outlook, and the Student Information System Aeries, were offered on pre-service days. The Professional Development Committee (PDC) continues to identify types of professional development that can benefit teachers with their Distance Learning Skills. In doing so, the PDC will look to train teachers to be trainers so that colleagues can better relate to their trainers and their understanding of the needs of students in the valley. Having colleagues serve as trainers has a built in trust factor that is important for the success of professional development sessions.

Staff Roles and Responsibilities

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

New roles and responsibilities for staff are most seen within classified staff. Maintenance/custodial staff must focus more on disinfecting facilities and planning and preparing for face-to-face instruction by organizing facilities to create social distancing that creates an educational environment that is safe for all. Bus Drivers are transporting food rather than students and are essential in the distribution of food. Instructional Aides assist virtual classroom instruction working with students, but they also assist the Foods Program, the preparation of packets to be sent home to families, and they assist with outreach to students and families through phone calls or other forms of communication. In some cases, they assist students with their studies in various forms of remote communications. Site office personnel continue their support for administration but through different modes. They assist administration with the implementation of the distance learning program in the new ways that are required during the pandemic. Communications are different, attendance is tracked differently, support for families is done differently, and in short, Office Staff continue many of their same jobs but in different ways dictated by the pandemic. Certificated staff continue to be the lead provider for instruction, but the methodology has changed. Teachers have learned and are continuing to learn to communicate and deliver instruction to students and families in totally different ways than the traditional face-to-face instruction. Being communicative, creative, and motivating has always been a teacher's charge, but they must learn and provide communication, creativity and motivation in their distance learning models of instruction that has changed their roles and responsibilities. Administration faces similar dilemmas. They always provide support, but now do so with distance learning. They consistently think ahead about how the delivery of education may change and how their sites must look like when face-to-face instruction resumes. Administration takes on additional and different responsibilities that include reaching out to families for support, creatively utilizing finances for support of the educational model, and tracking attendance in ways different from the past.

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.]

Support for students with unique needs including English learners, foster youth, and homeless youth continues to be a focus for the District but takes on additional significance when these students are not attending school in person. The Special Education Director who also supports students with unique needs is consistently reaching out to these students and families for support and guidance. Students with IEPs continue to receive updated services at least annually to ensure our students are properly identified and supported. At the inception of the COVID-19 Pandemic, all student IEPs were amended via a Distance Learning Plan (DLP) to show the adjustment to the delivery of identified IEP services. These DLPs only altered the format of delivery and the adjustment of amount of services to be delivered until such time as students would return to in-person daily attendance and instruction. This daily communication allows the district to remain attentive and responsive to ever-changing student needs. During the COVID-19 pandemic, in-person assessments and supports are offered to students as health conditions and state and tribal regulations allow.

Instructional staff and administration are aware of these students and work to get them the resources they need. Extra on-line one-on-one academic help, counseling services delivered remotely, and delivery of various resources of assistance are examples of supports. The District continues to provide Outreach Consultants that also provide supports and is currently advertising for this position at Captain John, the

District's Continuation School, and one position for the River Schools, Weitchpec, Orleans, and Jack Norton, are being flown. Currently the District is utilizing counseling services from Two Feathers as part of a grant. Counselors at Two Feathers continue to reach out to those populations needing counseling assistance. The District has a Wellness Center that includes a School Nurse that reaches out to these populations for support as well. Beginning this year, the KTJUSD is part of a grant to build and unify existing Multi-Tiered Systems of Support. Due to the outbreak of COVID 19, many of these supports are provided remotely and staff is and will continue to receive training on how to support students in a distance learning way. Finally, it is the District's plan to eventually have teachers meet with students one-on-one when it is deemed safe to do. Students with unique needs will be the first students to have this opportunity to support them in their lives.

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

Description	Total Funds	Contributing
Purchase of technology for student use to include Chromebooks, I Pads, tablets, headphones, and keyboards.	\$225,000	Yes
Improved home internet access including hotspots and outdoor access points for student and family use.	\$120,000	Yes
Equipment, supplies, and/or services will be provided to staff for increased communication and instruction including on-line platforms, document cameras, laptops and printers .	\$83,000	No
Professional development and service agreements for staff regarding best instructional practices in distance learning and increased proficiency in the use of technology for instruction and summer planning.	\$87,000	No
Purchases by classroom teachers of instructional materials, manipulatives, art supplies, and subscriptions for students	\$36,000	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.]

Assessing student learning loss is a challenge without in-person access to students. Prior to the Pandemic, The Northwest Evaluation Association (NWEA) and their Measures of Academic Progress Tests (MAP) along with data from the California Assessment of Student Performance and Progress (CAASPP) were assessment tools the district used to monitor student progress along with teacher input with their own assessments. Since none of these assessments tools have current data, the district will utilize the most recent data from MAP Tests, the California Dashboard, and teacher input from distance learning from last year, to best evaluate pupil learning loss. There is concern as to the reliability of MAP results if students are not in a classroom environment. Teachers in the elementary grades, particularly primary grades, are focused on using the County-wide Core Growth Assessment tool. Core Growth has improved to include a screening tool for all grades TK to sixth, and is available on-line. As the district moves toward a less restrictive educational options, there will be better opportunities for accurate assessments. The health and safety group is developing protocols to allow individual students to meet with teachers once conditions allow.

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 first actions to address learning loss will be to find and utilize assessments tools and/or strategies that provide useful data of the learning loss of students. Strategies do not differ for pupils who are English learners, low-income, foster youth, pupils with exceptional needs, and pupils experiencing homelessness because nearly every student in the district fits in to one of these categories. Once identified for learning loss, these students will receive increased one-on-one instruction with a teacher, an instructional aide, or other support providers particularly if the learning loss is related to social-emotional issues. Finding an adult that is trusted by the student is a key component and collaboration with the student and family for this purpose will be made. Each individual student will have unique needs to address their learning loss so use of various tactics will be explored and utilized. Online one-on-one time, increased communications with packet instruction, use of appropriate curriculum and technology, use of appropriate instructional strategies, and the provision of other resources to insure student success is the goal. Increased communications with the student and the family will be a priority to monitor progress and to insure accountability. Working collaboratively, the school, the student, and the family, is important for success and increased academic achievement.

The district is developing a framework for identifying students who are most vulnerable to learning loss, and a method to prioritize access to in-person instruction.

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.]

As described above, the collaborative work between the school, student, and family is important and the interactions between these stakeholders will provide insights to the effectiveness of the learning loss instruction. Discussions regarding student motivation, completion of work, quality of work, on-task behavior, etc. will provide day-to-day effectiveness of the strategies and services utilized to increase the student's academic achievement. As mentioned previously, the quality of work will be a determiner, so grades will be a measure of the effectiveness of the increased services. Assessments will also be used at strategic intervals to obtain necessary data while not overwhelming the student with too many assessments. Evaluating the effectiveness of services and strategies to increase learning is ongoing and changes are made to best address the unique needs of each student recovering academically.

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

Description	Total Funds	Contributing
Print-based curriculum and on line subscriptions will be purchased for student use to decrease learning loss and offer remedial instruction such as IXL Math and Language Arts, A-Z Reading and Keys to Math. These are in addition to the currently utilized materials and online subscriptions such as: ST Math (JIJI), Compass Learning/Edgenuity, Learning Without Tears, Footsteps to Brilliance, Renaissance, and Seeing Stars.	\$43,000	Yes
Professional development for teachers to improve assessments and progress monitoring of student performance.	\$13,000	Yes
Supplemental curriculum and subscriptions for teachers to address remediation	\$12,550	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.]

The district and each school site recognizes the stress and anxiety that COVID 19 has on students and the community. In addition, the summer fires in the region and resulting smoke has added to the stress and anxiety. There is a shared perspective from teachers and parents that the well-being of students must be addressed. Emphasis on integration of social-emotional lessons into daily instruction and establishing clear classroom and school-wide supports to build positive culture and climate can have positive impacts on the foster youth, English learners, and low-income students of the district. Principals and other district managers will receive funds to support their staff through actions to show the appreciation and value that the entire community has for the employees in the district. The district has access to services that monitor and support students and staff during this time. The Wellness Center is the central location for district-wide physical and mental health services. It houses the district nurse, Humboldt Bridges to Success (HBtS) case manager, and Two Feathers Native American Family Services. HBtS connects students to mental health clinicians, and Two Feathers serves as a provider of counseling services. The Chekws: Hope for Tomorrow Grant from Two Feathers is a five-year initiative intended to provide screening, early intervention, and treatment for Native American youth in the district, as well as Mental Health First Aid training for all staff. The longevity of the partnership with KTJUSD and Two Feathers is essential, as we expect for the impacts of the pandemic to endure for years even after we have returned to "normal" health and safety conditions.

The district's social workers and counselors are instrumental in providing materials that promote self-care and are a major component of the sites' outreach strategies.

The addition of two Outreach Consultants and increasing the staffing at the Wellness Center are actions intended to increase the identification of students who may be in need, and direct them to the appropriate service providers. The district has had a focus on Trauma Informed Movements for the center and community.

The Indian Education Department and Indian Policies and Procedures Task Force have made recommendations that the district provide activities to students that are culturally connected. The local tribes offer mental health and social emotional well-being for students in the district. Many services are collaboratively organized to assist students and families in the district. With all of these services, time is spent on how services can be best provided in "as safe a way" as possible. Providing services so that the spread of COVID 19 is minimized or eliminated is a high priority. In all instances where students/families access support, logs are kept, services recognized, and outreach is provided. All support for mental health and social-emotional well-being is ongoing and consistently upgraded to best serve the needs of the community.

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.]

There is an increased emphasis placed on school personnel to reach out to students/families to insure that students are accessing distance learning instruction in a meaningful way and that they are not experiencing learning loss. The district is considering ways to transfer its positive attendance incentive system from site-based learning to distance learning. Teachers are making daily contact with families, generally by making hours of phone calls, and sites have organized Outreach Teams to proactively provide outreach and monitor student engagement. Principals, teachers, office personnel, social workers, outreach consultants, instructional aides, and the district's Resource Officer are being asked to take on the responsibility of contacting pupils and families that are not engaged in distance learning. Currently outreach is done through phone calls, text messages, email, and other forms of on-line applications, and the district is developing protocols for home visits and other in-person communication.

There is a system for the distribution of instructional materials, utilizing a drive-up model. This affords an opportunity for some, although limited, in-person interaction (Staff on the sidewalk/students and families remain in cars). The district has worked with the Yurok Tribal Education Department to facilitate the distribution of school supplies in the drive-up. Additional discussions are focusing on incentives to maximize student participation in school, whether site-based or in the distance learning platform.

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.]

KTJUSD will provide meals, breakfast and lunch, via bus routes in the communities when the District schools are in session. The District is equipped to serve all pupils, including those who are eligible for free or reduced-price meals, during the distance learning instructional program implemented by the District for the beginning of the 2020-2021 school year. On Mondays, two meals of breakfast and two meals for lunch are delivered; on Wednesdays, one meal of breakfast and one meal of lunch is delivered; and on Thursdays, two meals of breakfast and two meals of lunch are delivered for a total of 10 meals for the week, 5 breakfasts and 5 lunches. A KTJUSD Breakfast/Lunch Delivery Schedule was developed and was provided to District families and is posted on the school website. Hoopa Elementary School and Trinity Valley Elementary School provided site pick-up of meals as a convenience for those families where pick up is a better option for them. School staff continue to utilize social distancing protocols (a) remaining 6 feet apart from others, (b) wearing masks (c) continuously and vigorously washing hands and using hand sanitizer, and (d) not congregating in groups. Students/families picking up school meals are organized by school staff to remain 6 feet apart from other students/families and from school personnel providing the school meals. With the ruling to claim meals using the Seamless Summer option, the district can now serve meals to all children ages 0 to 18. This is a significant

service that the school provides- there was a feeling of celebration when the Food Service Director announced that she had received the news. The current program for providing nutritionally adequate meals for all pupils is a living document and will consistently be evaluated for improvements and changes to best serve the residents of the District while decisions are made for distance learning models, in-person learning models, or a hybrid model of both.

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

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Social-Emotional curriculum will be purchased to support students in Transitional Kindergarten through 12th grade.	\$28,000	Yes
Pupil Engagement and Outreach	Increase staffing of Outreach Consultants for home visits and wellness checks.	\$127,062	Yes
School Nutrition	Equipment and supplies for meal packaging and delivery to maintain nutritional standards for students.	\$35,000	Yes
Pupil Engagement and Outreach	Materials/rewards/programs for students as incentives for positive attendance.	\$24,000	Yes

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
26.83%	2,174,584

Required Descriptions

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

The percentage of 26.83 and the increased apportionment based on the enrollment of foster youth, English learners, and low-income students is based on the apportionments of previous Local Control Accountability Plans and is not specifically reflected in this Learning Continuity Plan. However, this LCP does reflect expenditures for foster youth, English learners, and low-income students in excess of 26.83%.

The needs of Foster Youth, English Learners, and Low-Income students were considered first due to the district's dashboard. Low-income students' academic performance is as follows: Orange for English Language Arts, Red for Mathematics, and Red for College and Career Readiness. (English learners and foster youth are not subgroups large enough to display data.) This indicates that they may be more susceptible to learning loss than the general population of students, and will need to have assurances that they can access instruction and curriculum. Low-income student and foster youth have a "red" in the chronic absenteeism category. This indicates that there is a need to provide outreach services, a safe emotional environment, and engaging curriculum.

The district updated the job descriptions of the Outreach Consultants to specifically identify that services and supports that are provided are to include foster youth. The Outreach Consultants are the school sites' primary contact for coordination of services for foster youth, English learners, and low-income students. The Outreach Consultants across the district's different school sites have increased their collaboration time together, and are committed to attending professional development that targets identifying and providing services to foster youth. While this increase in services does not have a monetary value, the district is committed to improving the coordination and implementation of services to foster youth, English learners, and low-income students. However, there are a number of expenditures that provide increased and improved services for foster youth, English learners, and low-income students. They are:

Technology and Connectivity
 Purchase of Chromebooks, I Pads, tablets, headphones, and keyboards provides for technological needs of all students but emphasizes the needs of foster youth, English learners, and especially low-income students. These populations do not have access to online distance learning without this support. Additionally the district will provide "hotspots" and other access points in the communities to allow increased

connectivity for students and families. Technology expenditures to support teachers have also been made that include on-line platforms, document cameras, laptops and printers to better communicate and instruct students in need. Efforts are continually being made to improve communications for instruction, expectations of instruction, and how to best support students at home. Targeted outreach is occurring through teacher contacts along with other school personnel to make contact with 'unreachable students' and determine technology and other educational needs.

Support Services and Teacher Leaders

The district has provided professional development to assist teachers to improve their instruction and better communicate with all students and particularly those unduplicated populations. Through this process, some teachers are stepping forward to serve as support for their colleagues in various forms of professional development. Engaging lessons, how to use and the best uses of distance learning equipment/materials, and the best ways to communicate with students/families are examples of "colleague" professional development that is being planned and has a focus of positive outreach to foster youth, English learners, and low-income students. This focus is meant to make curriculum and instruction more equitable.

Outreach Consultants, counselors, and other school staff are reaching out to foster youth, English learner, and low income families to gain a deeper understanding of what their specific needs are and what barriers there might be to full participation in distance learning.

Positive Behavioral Interventions and Support (PBIS) and Social Emotional Learning (SEL)

These actions are jointly focused on providing both students and staff the training, skills, and tools they need to establish and maintain a positive school climate and culture. They are also intended to develop each individual's social and emotional capacity to be successful in college, career, and life. While a positive school culture and climate are important for all students, they are particularly important for foster youth, English learners, and low-income students and other groups who have historically and continue to experience unhealthy impacts of a negative school climate and culture. A PBIS Grant is currently being implemented to support all stakeholders in the district while current programs and support personnel will adapt their range of supports for staff and students during distance learning. Financial support is being provided for increased Social-Emotional support through purchase of curriculum, TK-12 to support the Social-Emotional needs of students such as Second Step. Emphasis on integration of social-emotional lessons into daily instruction and establishing clear classroom and school wide supports to build positive culture and climate can have positive impacts on the foster youth, English learners, and low-income students of the district. Principals and other district managers will receive funds to support their staff with activities to increase their morale and boost their social-emotional well-being, while building positive culture and climate.

School Support Personnel

The district is currently advertising for the addition of Outreach Consultants in the district to increase wellness checks, potential house visits, and other supports directed primarily at foster youth, English learners, and low-income students. This is a critical addition to support students in the most remote areas of the district. Their work can be a critical role in the early identification of learning needs and referral to appropriate supports. This is crucial in normal years, when the most vulnerable student groups are often at risk of falling further behind without the appropriate and early assessment of need and support provision. During school closures and distance learning, the role of these Outreach Consultants remains critical as many students will have, layered upon their existing learning gaps, additional learning loss. Being able to appropriately assess individual student needs and connect them to appropriate supports is a key component of the district's plan to address learning loss and accelerate growth for unduplicated students and other vulnerable student groups. Additionally, the district was

able to increase the Wellness Center's Health Clerk from 0.5 FTE to 1.0 FTE in order to facilitate the procurement of PPE, track student mental health services, and offer administrative support to the Wellness Team, including the district nurse.

Providing Nutritionally Balanced Meals

This action supports improved food access for all students up to 18 years of age due to use of the Seamless Summer Option. All students can participate but the intention is to provide food for low-income students. Increased expenditures for equipment and supplies for meal packaging and delivery has maintained nutritional standards for students. Bus drivers deliver prepackaged food to the bus stop locations in the district for student/family pickup. This remote meal delivery is critical for some of our neediest students - these students may have limited access to healthy meals at home and would not have reliable transportation for picking up meals available at the school sites.

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

The increased or improved services for foster youth, English learners, and low-income students in the KTJUSD were made to support district students with the greatest need. The California Dashboard information described above indicates the needs for foster youth, English learners, and low-income students academically. Previous year demographic information for the district found at Ed Data indicates the following:

Enrollment Numbers	Free and Reduced-Price Meal Counts	English Learners	Foster Youth Count	
2015-16	1073	894	5	47
2016-17	999	969	2	30
2017-18	1001	816	2	34
2018-19	1019	899	4	38
2019-20	1011	767	2	32

Since the majority of students at KTJUSD are either low-income, English learners, or foster youth, targeted increases or improvements to services will result in impacting nearly all students. The district strives to make decisions that best serve those students with the most need. The intent of increased expenditures for technology and technology access for both students and teachers, professional development, the use of specific instructional materials, assessments, curriculum for remedial instruction, and outreach to provide social-emotional support for teachers, students, and families reflects focused actions to reach out to the foster youth, English learners, low-income students and other students that require support for the success of their education. By distributing focused actions and services through school wide or targeted services as appropriate, we intend to increase the rate of student success and reduce those in any demographic group who require services through special education services in order to be successful. The district will continue to work towards the social-emotional and the academic well-being of all students while focusing on the needs of the low-income, English learners, and foster youth.

