

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 unprecedented COVID-19 pandemic has affected the entire Trinidad Union School District (TUSD) community and drastically altered the lives of our students, families, and staff. The unexpected closure of schools in March 2020 has impacted the physical, emotional, social, and educational needs of our students and caused high levels of stress and trauma to them and their families.

The closure of schools has impacted many students and families by challenging their ability to access basic services. The broader economic impacts of the pandemic, including increased unemployment, have increased existing challenges such as food insecurity and access to technology/connectivity. Families and students have also been impacted by the physical separation from targeted supports and services that are typically provided in-person, including many services for English Learners, Foster Youth, Homeless Youth, and Students with Disabilities. The COVID-19 pandemic has also resulted in increased isolation and disconnection due to the physical and social separation from the classroom and school community. Curriculum pacing, traditional methods of instruction, and assessments of student learning have also been disrupted.

In developing the Learning Continuity and Attendance Plan, TUSD has acknowledged the pandemic's disproportionate impacts on students and families who were already experiencing inequitable outcomes. These students include English Learners, Foster Youth, Homeless Youth, Students with Disabilities, and students of color. This disproportionate impact is resulting in the exacerbation of inequities during a time that is already historic in the level of stress it is placing upon our collective community.

Because we recognize the evolving nature of this pandemic, all of our learning models will meet the needs of all students and mitigate learning loss, assuring that all students are given an equal opportunity to access high quality educational opportunities.

The guiding principles for realizing this vision include:

1. Health, Safety and Well-being: Our actions are grounded in the scientific guidance provided by federal, state, and county health officials. We will take all steps possible to mitigate the spread of COVID-19 and protect the health, safety, and well-being of our students, employees, and school communities. We will create socially, emotionally and physically safe and nurturing environments for our students to thrive in.
2. Academics and Instruction: High quality instruction anchored in standards-aligned materials is at the core of achieving equity, access, and social justice. We will use data and assessments to ensure our practices support our students by name, by need, by inequity and by injustice.

3. Agility: Due to the fluctuating public health crisis, we will remain flexible to balance educational needs with public health and safety. Our learning environment and strategies are designed with agility to ensure high quality instruction continues whether we are in physical or remote learning space.
4. Needs-based and Care Given: Human and capital resource allocations will be informed by the academic, social, emotional and physical needs of our students and employees, as well as school communities.
5. Engagement & Communication: Our community will have the information and resources they need to be safe, well and heard. We will provide consistent, clear, and routine communications and engagement in multiple modalities and languages.

Stakeholder Engagement

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

TUSD's efforts to solicit stakeholder feedback to inform the district's Learning Continuity and Attendance Plan began in June and have continued throughout the development process.

TUSD's teachers, support staff, counseling staff, and administration spoke via telephone with each family multiple times throughout the school closure. They gathered feedback on technology needs, internet access, class schedules, and extra social-emotional support needed for students.

TUSD sent out frequent electronic surveys to gauge families' intent to return, preferences on reopening models, and technology needs. These were distributed via text message, email, and Facebook, and posted on the school's website.

Administration was available via phone and email daily during the summer to listen to stakeholder concerns and feedback.

TUSD developed a reopening team consisting of classified and certificated staff to offer a school-based perspective on reopening. The team met weekly during the summer.

Staff was surveyed regularly to determine their needs for training, safety, and curriculum.

Teachers surveyed students informally during class Zooms while school was in session.

Administration met with the bargaining unit to discuss safety concerns.

The TUSD reopening team worked with administration to host two community forums (Zoom) for families to learn more about the distance and blended learning programs. These both had question and answer sessions which allowed stakeholders to share and problem solve around specific concerns.

Administration attended parent meetings for TUSD's parent group and educational foundation.

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

Stakeholders were encouraged to participate in public meetings via Zoom. Meetings were noticed well in advance and multiple links and reminders were sent out via text and email and posted on the school's website. Paper flyers were posted at the school and on the Town Hall bulletin board. Stakeholders had the option to participate via telephone or computer. Public meetings were scheduled at 6:00pm to allow more people to be able to participate during non-work hours.

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

Educational Foundation

* The Trinidad School Educational Foundation's members were most concerned about Trinidad's arts programs, which they view as an essential part of the school. They hope to see them continue even through distance learning.

Parents of students with IEPs and 504s

* These parents were primarily concerned with access to services for their students. They wanted to make sure their students would not lose learning opportunities and fall farther behind if school opens in distance learning.

General Parent Feedback

*Trinidad USD has no parents who require translation and interpretation services. Should the need arise, TUSD will translate directly for any Spanish speaking families or work with the County Office of Education to provide translation and interpretation services for speakers of other languages.

* If the school were opening in a blended model, the majority of parents would prefer to have their children on campus every day.

* In July, only 10-15% of parents wanted full distance learning. As the number of cases grew in the county, this number reached almost 40% of our student population.

* Parents were concerned about

- social opportunities for their children if the school opened in full distance learning.
- the increase in screen time if the school opened in full distance learning.
- a lack of childcare during the day, or how supporting a child in full distance learning would impact their jobs.
- cleaning, sanitizing, and mask wearing if students returned to school.
- how assessment would look for students who are at home.
- how students with limited internet access could participate with their peers and receive instruction from their teachers.
- ensuring daily contact with teachers and peers
- engaging students in online learning without training

- scheduling internet and device use for multiple students in the same house

Student Feedback

*Students were concerned about

- missing social interactions with peers
- difficulty of getting help from teachers
- access to support staff

Staff Feedback

* Staff was concerned about

- cleaning and sanitizing the school between cohorts.
- needing professional development to learn more about digital teaching and learning.
- balancing curriculum for students who wanted full distance learning and students who wanted to come to campus as a blended model.
- providing adequate support and social opportunities for all students, especially those with IEPs
- supporting students with no internet access
- enforcing facial covering protocols on campus

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

The specific stakeholder input received throughout the summer months has significantly influenced the district's Learning Continuity and Attendance Plan both through the impacts on development of the district's various Learning and Safety Plans and through direct feedback on the plan itself.

Key takeaways from the surveys and Zoom meetings included the need to provide daily, live, synchronous instruction; to create and maintain connection to staff and peers; to ensure student and staff safety while on campus; to provide engaging curriculum to all students; and to ensure access to technology for all students.

This input has influenced the following aspects of the district's Learning Continuity and Attendance Plan:

Developing of clear expectations for daily, live instruction for all students every day. This includes the minimum number of minutes for both synchronous and asynchronous instruction for a total minimum number of instructional minutes per day. The district has also included as part of the plan the expectation that lessons will be recorded to provide students the option of participating in recorded instruction later. This is seen as a critical support for students who may have different learning needs and benefit from rewatching instruction as well as a support for those students who may not be able to attend specific lessons.

Partnering with our school counselor and emphasizing Social Emotional Learning (SEL) lessons focused on universal themes that support connecting, belonging, and other aspects of social and emotional well-being.

Supporting parents and caregivers in supporting their own students' learning. The distance learning plan includes specific expectations for weekly communication from teachers to students and families. Weekly communications will include the week's learning intentions, schedule of zoom times for synchronous instruction, content to be taught, and a description of assignments with related rubrics and due dates. This communication is intended to provide parents some of the key information and tools they need to support students in meeting goals. Teachers are also expected to be available to students and family members outside of instructional time. This includes maintaining open communication channels and identifying the times at which support is available.

Creating an equity-focused plan, particularly regarding the needs of students who are most vulnerable and at risk of learning loss during and after school closures. This priority has influenced the district's planning in a profound manner and is evident throughout. To accurately assess learning status and monitor growth, the district has developed a common assessment platform across grade levels for ELA and Math.

Providing targeted supports to students through synchronous small group and individual instruction within a teacher's weekly schedule. All teachers have office hours to provide individual support to students. Teachers open their daily class sessions with class meetings, a time for students to interact with one another socially, rather than just academically.

Continuously updating the district's Site Specific School Safety Plan to ensure it is consistent with all CDC, CDHP, and local health ordinances.

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.]

Through early August, the district was moving forward with plans to reopen school in a hybrid model, with students spending portions of the day/week at school sites receiving in-person instruction and completing the rest of their learning in a distanced setting. Providing as much in-person instruction as can safely be delivered is a priority of many stakeholders and acknowledged by the district as an important means of addressing learning loss, particularly for those groups of students who are most likely to be disproportionately impacted by school closures.

On August 8, the district, announced that the 2020-21 school year would begin with full distance learning. While current health conditions do not permit delivery of in-person instruction, the district is continuing to plan blended learning models so it will be prepared to bring students back once it is safe to do so. TUSD will continue to align decision-making to public health experts at the state and county level and to orders and guidance provided by Governor Newsom. Included below is the district's current thinking regarding instructional models, including scheduling and delivery methods. This planning is tentative and will continue to be responsive to state and county guidance and the district's own monitoring of community conditions and needs.

Modes of Instruction:

- To meet health, safety, and learning needs, two modes of instruction will be offered for families to choose from. These will include a 100% distance learning model and a blended learning model which is part in-person and part distance. Students engaging in the blended learning model would receive part of their instruction each week at their school site.
- The district is preparing for potential shifts in instructional model as determined by public health conditions or student need. One strategy under consideration is the continued use of Google classroom in both in-person and distance learning. This would allow students at home to participate in instruction synchronously with students who are in the physical classroom space, including collaboration with peers in virtual groups. This model of delivery would maintain continuity of instruction in the event that one or more cohorts, schools, or the entire district needs to return to a full distance learning model.
- During times of the week when all students are engaged in the distance model, teachers will provide key supports that maintain the community of learning and meet identified student needs. These supports include office hours for students and family, small group and individual support for students, collaboration with co-teachers to prepare lessons, and professional learning with colleagues.

Assessment

* Teachers will assess students' current levels to determine which have experienced the most significant learning loss. These students will receive additional support via classroom aides, the Title 1 teacher, or the resource teacher, as applicable.

Proposed Schedule:

Monday

All students are off campus engaging in distance learning. Teachers are consulting with distance learning families and preparing distance and in person lessons for the following week.

Tuesday - Friday

8:30 - 11:30 - AM shift attends school, PM shift engages in distance learning activities.

11:30 - 12:30 - Students are dismissed. Teachers will have their duty free lunch, wipe down their classrooms, and prep for the next group. Maintenance will clean frequently used areas.

12:30 - 3:30 - PM shift attends school, AM shift engages in distance learning activities.

Site-based instruction will focus on math and English language arts instruction as well as meeting our students' social and emotional needs. Music and arts teachers will supplement distance learning as well as on campus instruction.

An online curriculum and/or paper packets will be available for distance learning.

Cohorts of students will stay with their teachers throughout the entirety of their shift. Teachers will remain with students during recess times, and students will eat lunch in their classrooms if they are eating on campus.

Students will stay in one classroom with their cohort.

Siblings will be given priority to be on the same track.

If a family has a hardship they can fill out the Hardship Application and the District will try to accommodate if reasonably possible.

Families will be notified if they are in the AM or PM track and schedules for school arrival and departure times will be sent out in early August.

Classroom Spaces and Social Distancing

Classrooms will be arranged with spaces between desks and students will be instructed on how to be safe in their classroom environment.

Teachers will arrange their lessons and choice time activities to facilitate space between students.

Teachers will instruct students to turn assignments in as they leave the classroom, or the teacher will walk around the classroom to collect assignments.

Art supplies will be provided to students, and teachers will sanitize them after each use.

Students in grades 2-8 will have access to their own Chromebooks and headphones in order to limit sharing, and younger students will have access to their own iPads or Chromebooks. Students will be instructed on how to wipe down their Chromebooks or iPads and put them away safely. Teachers will sanitize the cart when students have put their Chromebooks away.

If needed, parents/guardians will be able to check out a district chromebook for distance learning during times students are not on campus. Chromebooks will be disinfected before returning to classroom use.

Face coverings are to be worn in order to adhere to state and county guidelines.

Increased cleaning and sanitizing of school facilities will occur on a regular basis.

Non-Classroom Spaces and Social Distancing

Trinidad School has suspended all outside Facilities Use Permits, even when these activities would take place after school hours.

Trinidad School has suspended class and program volunteers, other than student teachers or interns. University fieldwork students will be evaluated on a case by case basis to determine possible risk factors.

Classes will have access to outdoor spaces during non-recess times. These areas can be used as outdoor learning spaces.

Break time will be with the class teacher and class cohort.

Playgrounds will not be accessible.

Hallways will have clear entry and exit spaces to encourage students to move through them in one direction.

Students will enter and exit the campus through different points, depending on their grade spans.

If students are eating in their classrooms, staff will bring a prepackaged lunch to them, rather than having students go to the cafeteria to get it. Tables will be set up outside to allow students to eat outside if they are eating with their cohorts.

Face coverings are to be worn in order to adhere to state and county guidelines.

Personal Items

Students will not be allowed to bring personal items such as toys from home.

Students will have personal supply tubs for classroom use. These will contain items such as pencils, crayons, glue, scissors, and basic Math/ELA manipulatives. The tubs will be labeled with each child's name. Tubs will be stored in individual student desks if applicable, or in a designated space in the classroom.

Students will have assigned hooks/cubbies in their classrooms for their jacket/sweatshirt and lunchbox only.

We encourage students to bring water bottles from home. They may refill the water bottles in the classroom or at hydration stations on campus.

Support Services

Students will be supported within their classroom cohort using a combination of push-in and pull out services.

Classroom cohorts or individual students may also receive direct instruction using a pull-out model when needed.

All materials will be disinfected after each cohort or individual use.

Whenever possible, materials will be assigned to individual students and kept in their own supply tub.

Pull-out services be scheduled with the specialist taking into account IEP and family needs.

School Arrival and Departure

There will be three points of arrival and departure:

Parking lot gate

Dragon gate

Office entrance

Grade levels will be assigned to each area.

Students will not be allowed on campus prior to their scheduled drop off time and must be picked up at their release time in the same designated area.

There will be no before or after school care program.

Bus transportation will be pursuant to Northern Humboldt's bus guidelines.

Parents/Guardians will not walk their children to class. Rather, they will walk them to the check in point, where students will get a temperature check and walk to class.

Schedule for drop-off and pick-up times will be sent out with the shift assignments.

Face coverings are to be worn in order to adhere to state and county guidelines.

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

Description	Total Funds	Contributing
Personal Protective Equipment: 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.	15000	No
\$300 per FTE teacher for additional classroom supplies/curriculum for individual students.	3420	Yes
MERV air filters: replace HVAC filters 2-3 times per year.	900	No
Health Materials: Thermometers to screen student temperature and additional supplies to respond to students who display any signs of illness.	200	No
Qualtrics app for student, staff, and visitor health screening checks.	661	No
Air purifiers for classrooms and offices, with extra filters	15000	No
Social Emotional curriculum and training	6000	Yes
Plexiglass to provide barriers when close contact is likely and the work space does not allow for physical distancing of 6 feet such as the front desk.	10000	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.	2000	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.]

During the closure the district has the following goals for our time with our students and families:

1. To maintain essential services for students and families.
2. To maintain communication, connection, and relationships between school, teachers, students, and parents/guardians.
3. To ensure that students progress and continue growth toward standards.
4. To partner with families and truly become team teachers in our students' educational opportunities

Throughout the school closure, TUSD teachers will provide students with instruction through a distance learning model.

The District will provide instructional materials for students to access independently and self-pace their learning (for example: Raz-Kids, IXL, Scholastic).

Teachers may pre-record lessons to share with students.

Teachers will offer online office hours and/or phone calls for feedback for students.

Students will communicate through email, Class Dojo, Google Classroom, or telephone.

Teachers will provide face-to-face instruction through online communication tools such as Zoom or Google Meet.

Teachers will provide differentiated, small group instruction based on student needs.

Students must participate in learning activities for a minimum amount of time each day. Teachers will provide time values for each of their assignments similar to those they would in a normal classroom day. If you find that your student is struggling to keep up with assignments, please speak with your classroom teacher.

TK/K for 180 minutes per day

1st - 3rd grade 230 minutes per day

4th - 8th grade 240 minutes per day

Teachers will monitor students' participation in Distance Learning and will report this participation to District administration weekly. The District will work with teachers and families to try to resolve any issues that prevent students from participating in Distance Learning.

Students are expected to complete all projects during the week that they are assigned.

Instructional Methods

Throughout the school closure, teachers will provide students with synchronous (live) and asynchronous (activities, assignments, etc) instruction.

Instructional materials will be provided by the District for students to access independently. Students will have access to all board adopted curriculum, consistent with what they would have access to in the classroom. This will allow for a seamless transition to in person learning.

Direct instruction will be provided on a daily basis in a synchronous manner.

Teachers may pre-record lessons to share with students.

Teachers will offer online office hours and phone calls for individualized student support and feedback.

Students will communicate with each other and their teachers through email, Class Dojo, Google Classroom, or telephone.

Teachers will use a variety of technology to provide instruction through online communication tools such as Zoom or Google Meet.

Teachers will provide differentiated, small group instruction based on student need.

Legislation (SB98) mandates daily live interaction. We understand that there may be extenuating circumstances for your family, causing difficulties for students to participate in these daily lessons. If daily live interaction is not feasible as part of regular instruction, Trinidad Union School District will work with families to develop an alternative plan for frequent live interaction that provides a comparable level of service and school connectedness (Pursuant to Education Code Section 43503(b)(6)). Please speak with Ms. Nichols and your child's classroom teacher for more information on this plan.

Teachers will meet with families for conferences during the first week of school. During this time, they will work together to create a plan that will ensure the highest quality of education possible for each student.

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.]

As TUSD begins the 2020-21 school year in a full distance-learning context and prepares for the possibility that much of the school year will be via distance learning, ensuring access to devices and connectivity for all students is imperative. Before closing for in person learning, TUSD surveyed families to find out which families needed access to devices and internet. As the school closure continued, staff monitored which students were showing up for virtual learning and which were not. When a student did not show up for digital class, staff would call to assess the reason for the student's absence. Any student or family who self reported a lack of device or connectivity was recorded on a master spreadsheet. The technology gaps identified at the outset of school closures deepened the district's understanding of inequities that existed prior to COVID-19 and will continue to require attention even after students and staff have fully returned to an in-person model. TUSD's efforts in the spring to provide all students with access to devices and connectivity have significantly reduced the identified gaps. However, significant areas of need remain, particularly in ensuring that all students have access to sufficient connectivity to engage in distance learning.

TUSD will provide any student who needs one with a Chromebook to use while at home. The district realizes that internet access is a barrier to families for geographic (rural areas with little access to cable or satellite internet, or spotty coverage at best) and economic reasons. Currently, TUSD has checked out over 130 Chromebooks to our student population, meaning that any student who needs a Chromebook has access to one at home. We are working with Suddenlink, the County Office of Education, and our local school internet provider to secure access to internet and hotspots for the few students who are not yet connected. If families need internet access, they may use the school's internet in the parking lot.

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.]

Distance Learning Activities

Teachers will develop weekly educational activities for all students with a learning plan for the week that can be followed by families and students. The plan will contain resources including online and/or print reading, digital and/or print worksheets, guidance about the use of online applications, and other at-home activities. Teachers will provide schedules for their lessons, small group meetings, and office hours.

Each teacher will have an online classroom with classroom expectations, resources, assignment information, enrichment opportunities, and links to past work.

Pupil participation will be determined based on multiple measures of a student's attendance and engagement in learning. Measures will include log-in records to the Learning Management System (Google Classroom or Seesaw) and other on-line applications used by the teacher, submission of assignments to the teacher, and other forms of contact/interaction with the teacher to be determined by the site and teacher.

Weekly Asynchronous Distance Learning Activities May Consist Of

Lessons for each of four subject areas: Math, English Language Arts, History/Social Studies, and Science.

Short videos from instructions, objectives, and teaching points.

Projects that can be completed, photographed and sent back to your teacher.

Activities that may be possible at home such as simple experiments, cooking and measuring, and moderate physical exercise.

Ideas for arts and music activities.

Projects to be completed individually or with other students via phone, Zoom, or Hangout.

Weekly Synchronous Activities May Consist Of

Virtual whole or small group class meetings and instruction.

Virtual or phone meeting with individual students.
Virtual story times.
Individual projects or assignments.
Group or individual projects/assignments.
Open office hours for individualized consultation.
Music and art class.

Synchronous instructional minutes delivered during distance learning will be scheduled in strategic chunks and include whole-class, small-group, and independent activities. Consistent and effective formative assessment practices will enable staff to best utilize these minutes to meet collective and individual student needs. One example of such practices is the building into lessons of frequent 'Checks for Understanding.' This might be a series of short comprehension questions following a reading or a practice question following a math lecture segment. These brief, informal opportunities are embedded into lessons and provide teachers a real-time assessment of collective and individual student understanding of a specific concept or skill. This information in turn allows a teacher to determine whether additional practice or reteaching is needed before moving forward with the lesson. It also allows for identification of specific students' needs and supports differentiation of instruction.

Grading

Students will be instructed using Common Core State Standards-aligned curriculum and will be assessed on the essential standards, work completion, and participation.

Students will be graded using District assessments.

Report cards will reflect the student progress for each given trimester/reporting period.

Attendance and Participation

For Distance Learning instruction, teachers will keep a weekly record documenting each student's synchronous or asynchronous engagement for each school day. This will include verification of participation as well as a record of student assignments. With portions of synchronous instruction being used to provide targeted small group and individual instruction, the total weekly amount of instruction received within the synchronous context will vary by student, though all students will be provided the minimum threshold of minutes through a combination of synchronous and asynchronous instruction.

Teachers will be responsible for assigning the time value of assignments given in their respective classes/courses. This will allow for more precision in assignment of time value given that teachers are routinely modifying instruction and assignments based upon ongoing assessment of individual and collective student needs.

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.]

Families and students should expect that all educators are provided professional development on the strategies needed to deliver high-quality instruction and on the District's learning management system (Google Classroom or Seesaw) to provide students access to learning grounded in the essential standards.

Teachers will have opportunities to participate in county-sponsored professional development activities related to distance learning. They will have time to participate in a county-wide PLC for digital educators.

The District will provide professional development related to curriculum, assessment, and online pedagogy. At a minimum, teachers will have one afternoon per month dedicated to professional development around technology and distance learning. This may be staff-led, or may involve outside presenters. \

Staff Roles and Responsibilities

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

COVID-19 and the resulting transition to a distance learning model have significantly impacted the roles and responsibilities of staff across the district. In some cases, new roles and responsibilities are still being defined (or refined) and will continue to evolve as the district prepares to reopen sites for in-person instruction. Following are the key changes to roles and responsibilities of staff, organized by area.

Classroom Teachers

Develop high quality Distance Learning lessons/assignments for all students.

Develop strategies to support students with individualized needs, working with support staff as necessary.

Observe established office hours and meeting times during the regularly scheduled work day.

Provide instructional resources and materials through digital learning means such as Google Classroom, Jupiter Ed, or Class Dojo.

Communicate regularly with families regarding expectations and student progress.

Attend District meetings; monitor District communications; support all students.

Monitor attendance and engagement using multiple measures.

Monitor student submission of assignments, presence within the learning management system (Google classroom or Seesaw), attendance at live, synchronous instruction, and other forms of contact determined at the site.

Maintain a weekly record documenting a student's synchronous and/or asynchronous engagement each day.

Special Education

All staff supporting students with disabilities will continue in their roles and performing their broad responsibilities, with modifications to reflect the distance context. Modifications include:

- Support teachers with the set-up and completion of virtual IEP meetings, including how to engage parents to be meaningful participants and to facilitate the 'paper requirements' of conducting an IEP in a virtual or telephonic setting.
- Support a range of distance learning-related actions, such as monitoring assessment processes and student progress and coordinating with Title 1 and instructional aides.
- Instructional Aides will be more systematically used to support individual students than they were in the spring. Aides that are assigned to classrooms and aides that are assigned to individual students will be assisting students during distance learning and helping the teacher manage instruction. In accordance with the student's IEP, instructional aides will provide support in breakout rooms and, as appropriate, during targeted synchronous instruction.

Health and Safety responsibilities emerging as a result of COVID that are specific to types of staff are outlined below:

- Administrators:

Actively model and support all required public health measures.

Ensure staff are providing students with appropriate distance learning opportunities and accurately tracking attendance/engagement.

Reinforce stay at home requirements.

- Office Staff:

Actively model and support all required public health measures.

Encourage electronic communications wherever possible.

Reinforce stay at home requirements.

- Operations/Custodial Staff:

Actively model and support all required public health measures.

Maintain a stock of personal protective equipment to ensure readiness - order additional supplies as needed.

Routine disinfecting of all high-touch areas on a daily basis.

- Food Service Staff:

Actively model and support all required public health measures.

Implement one-way passage ways through meal delivery.

Ensure work space has appropriate personal protective equipment and cleaning/disinfecting materials. I

- Teachers:

Actively model and support all required public health measures.

Reinforce and follow all required health precautions with students including physical distancing, maximum occupancy, regular handwashing, individual supplies, and disinfecting procedures.

Send any visibly sick students or students reporting that they do not feel well to the office.

- Support Staff:

Actively model and support all required public health measures.

Provide tele-supports rather than in-person when feasible.

Encourage activities and strategies that promote positive coping during times of stress for adults and children

- After School Staff

Continue partnering with the nutrition director to provide supper during school closure

Provide online enrichment activities to students who would typically participate in the ASES program

Supports for Pupils with Unique Needs

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

English Language Development

Teachers with English Learner (EL) students will integrate instruction into the generalized education Distance Learning program, or recommend online resources to students to support their ongoing growth in English. Currently, there are no students requiring specific English Language Development services.

Special Education

Special Education teachers will provide supplemental support to students on their caseloads, in keeping with the goals described in each student's Individualized Education Plan (IEP). To the extent possible, the Special Education teacher should attempt to modify IEP documents, with parent consent, to reflect the current conditions and their impact on the availability of services.

Special Education teachers may provide support through the following options:

Additional support through Google Classroom (4th-8th grade) and Seesaw (TK-3rd grade), with accommodations and modifications to materials and curriculum as appropriate.

Electronic chats with individual students or small groups through Google Hangout, Meet, Zoom, or other teacher selected digital platforms.

Regular parent consultation via emails or phone calls Live online instruction for individuals and small groups through Zoom or Google Meet.

Physical materials to support student learning

Case Managers will strive to track students' engagement in home learning activities in coordination with their general education teacher, similar to tracking services during the school year. Case managers and special education teachers have an important role to play in supporting the coordination of contracts for related services as well. The TUSD Special Education Department will continue to review and follow guidance from state and federal officials about Special Education in a Distance Learning setting and communicate with families concerning this guidance.

Homeless Youth

- Coordination & communication with applicable shelters to engage students in distance learning
- Contact with parents/students to determine if they have special or unmet needs for accessing distance learning and address their technology needs, including provision of Wi-Fi hotspots on a case-by-case basis.

- Communication with schools/teachers & parents/students to locate 'missing' students or students who are not engaged in distance learning, and identification of special needs or services
- Coordination with parents/students & school as necessary for optional distance learning delivery of assignment materials and provision of necessary school supplies.
- Provision of community resource information for parents/students, such as shelter, housing, food, clothing, health, COVID resources, etc. and referral of parents/students to appropriate community agencies and/or district departments/services when educational, health, or welfare needs are identified.

Foster Youth

- Case management to support all eligible foster youth
- Weekly and/or bi-weekly check-ins with students and foster parents via phone, zoom, and e-mail, if determined
- Monitoring of attendance/engagement and communication with teachers and administrators when needed.
- Referrals to both district and community agencies for additional support/resources as needed.
- Online tutoring services will be offered to eligible foster youth.
- Collaboration with Student Hearing and Placement and Special Education offices so that any new youth entering the district are placed in the appropriate school in a timely manner.

Mental Health Counseling

The current period of the COVID-19, shelter-in-place orders and mass school closures will create stress for many students. Educationally Related Mental Health Services (ERMHS) will continue as defined in the IEP via teletherapy or telephone. School counseling services will continue for those students previously receiving school counseling and new referrals will be reviewed and monitored by school counseling staff. Mental Health and Social Emotional resources will be available to students through the school counselor. The counselor will work with all classroom teachers to provide social emotional support to students.

Instructional Aides

General and Special Education Instructional Aides may engage in weekly or daily support of students' academic progress as determined appropriate and directed by general and special education teachers, speech and language pathologist, administration, and in coordination with families.

Reading Intervention

In some cases, reading intervention teachers may be able to provide additional supplemental instruction through an online delivery model that is differentiated for learners and level and provide additional guidance on level-appropriate resources that are available online.

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

Description	Total Funds	Contributing
Devices: Chromebooks and additional technology made available for all students who need a device to access distance learning at home.	15000	Yes
Internet access for students who do not have wifi at home	4000	Yes
IXL online curriculum	3500	Yes
Additional laptops and technology for staff	10000	No
Digital Curriculum Subscriptions: Ensure that students have digital access to all curriculum and texts they may need.	5000	Yes
Learning Management System: Seesaw for primary grades	550	No
Professional development for staff regarding best practices in distance learning	5000	Yes
Teacher class/curriculum funds for distance learning	3420	No
Additional technology for classrooms	29411	No

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.]

Trinidad USD recognizes that students will experience learning loss due to lack of in person instruction during the 2019-20 and 2020-21 school years. The district will monitor students' progress on grade level appropriate assessments and adjust supports based on student results. Families and students should expect assessments during learning and throughout the school year that evaluate how students are progressing both in the moment and over time to address learning loss before and after the school closure.

Over the course of the year, regular benchmark assessments in both ELA and math will allow teachers to continue monitoring student learning status, including the rate at which students are making up for any learning loss.

Teachers are being provided a full month of time in which to administer the initial assessment to allow teachers to effectively establish a safe learning environment and re-engage students in school.

It is important to reiterate that assessment of students' learning status will begin the first day of school and continue each day. The formative data being gathered by teachers throughout instruction is a critical component to understanding what learning loss has occurred and each student's individual learning needs.

- * All students will be assessed using the IXL computer program. This will show areas of mastery and areas of growth. It will provide targeted remediation for specific deficits in ELA and mathematics. It provides teachers and administration up to the minute process reports for grade levels, classes, and individual students.
- * Teachers will use curriculum-specific assessments with their students as well, such as the Fountas and Pinnell Benchmark assessment.
- * Students with IEPs will work with the RSP teachers for specific, goal-based assessments with tools such as Moby Max. IEP teams will need to monitor progress, evaluate annual goals, and, when needed, assess for triennials.
- * English Learners will be assessed using the ELPAC, which will inform service provision.

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 primary means of addressing learning loss and accelerating learning for pupils will be the tiered instruction delivered through synchronous instructional time. At Tier 1, all students will receive standards-aligned instruction focused on priority standard clusters. This will allow for depth of instructional focus on the key skills and concepts that are most critical for the respective grade level/content area. Tier 2 supports will be provided primarily through synchronous, small-group instruction that is targeted to identified student needs, specifically targeting homeless, English learners, low income, foster youth, and pupils with exceptional needs. As teachers assess learning loss and their students' individual and collective learning needs, they will not only adapt Tier 1 instruction, but also schedule small group sessions to provide additional support. Similarly, students who require even more intensive (Tier 3) support will be provided 1 on 1 instruction through

individual sessions. Both the small group and individual sessions will take a 'just in time' rather than 'just in case' approach. This entails the focusing of small group and individual sessions on the key prerequisite skills that students need to successfully master the content rather than broad reviews of large chunks of information for the whole class. For example, one or more students who are having difficulty adding fractions of different denominators might need to first know how to add with the same denominator and/or find the lowest common denominator. A teacher, upon identifying the gap, might arrange a small group session with other students who have the same learning need or an individual session. These sessions would allow the teacher to provide more individualized attention to the student and support them in mastering the prerequisite skills so that they can fully participate in the lessons that are occurring for the whole class.

While the school is in distance learning, there are plans to host small cohorts of students needing additional support. Homeless, English learners, low income, foster youth, and pupils with exceptional needs will be of the highest priority when forming learning pods or small cohorts to receive additional support.

Strategies will include

- Use of Google Classroom and Seesaw as the Learning Management System (LMS)
- Use of IXL to monitor student progress and provide target student-specific remediation and interventions

* Use of Moby Max to set IEP-specific goals for students receiving resource support

* Targeted small group or individual support for students experiencing the greatest learning loss

- Weekly teacher collaboration
- Daily live instruction
- Targeted, structured support for small groups and/or individual students
- Specific supports for students with IEPs and for English Learners
- Use of the ELA and Math scope and sequence to focus on essential standards
- Pre and post-assessments aligned with the content
- Weekly communications to parents including learning goals, content to be taught, success criteria, and assignment details
- Professional development for online learning and teaching

* IEP team meetings to determine the effectiveness of goals and accommodations for students

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 effectiveness of the services and supports provided to address learning loss will be measured by the ongoing assessments of student progress. This will include the interim/benchmark assessments for Math and ELA administered at 3-4 points over the course of the 2020-21 school year.

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

Description	Total Funds	Contributing
Moby Max Subscription for IEP student intervention and progress monitoring	400	Yes
Additional aide time for 1:1 or small group intensive tutoring and remediation for students with high learning loss	12950	Yes
Teacher summer learning loss preparation stipend	21,375	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.]

Mental Health Counseling

The current period of the COVID-19, shelter-in-place orders and mass school closures will create stress for many students. Educationally Related Mental Health Services (ERMHS) will continue as defined in the IEP via teletherapy or telephone. School counseling services will continue for those students previously receiving school counseling and new referrals will be reviewed and monitored by school counseling staff. Mental Health and Social Emotional resources will be available to students through the school counselor. The counselor will work with all classroom teachers to provide social emotional support to students.

To effectively support the social and emotional well-being of students and staff during the school year, teachers will include themes such as collaboration, confidence, gratitude, perseverance, and perspective-taking, in their online instruction. Each class will open with a welcoming activity such as a community circle, lessons will be engaging and will involve collaboration and group interaction, and the day will close with a time for group reflection. In addition to holding office hours, many of our teachers are holding 'tea times' to foster interpersonal relationships between themselves and their students.

The monitoring of student mental health and social emotional well-being will include regular collection of student emotional engagement data via regular surveys and ongoing assessments by staff of student engagement and participation. Regular emotional engagement surveys will

help staff assess a student's involvement in and enthusiasm for school as a whole as well as their emotional connectedness to others on campus. Support staff will help connect the highest need students with community resources when appropriate.

Trinidad USD will continue to partner with the Humboldt County Office of Education for professional development and resources related to PBIS and MTSS.

Our school counselor will provide resources to the staff as a whole as well as to individual teachers, students, and/or families upon request. Administration will actively encourage and provide funding for all staff to participate in trainings through the County Office of Education, the California Small School District Association, and other professional organizations as they become available.

Staff will participate in Humboldt County Office of Education's 'Staying Connected in a Time of Distance' training, sponsored by the Prevention and Intervention Team.

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.]

Legislation (SB98) mandates daily live interaction. If daily live interaction is not feasible as part of regular instruction, Trinidad Union School District will work with families to develop an alternative plan for frequent live interaction that provides a comparable level of service and school connectedness (Pursuant to Education Code Section 43503(b)(6)).

Teachers will meet with families for conferences during the first week of school. During this time, they will work together to create a plan that will ensure the highest quality of education possible for each student.

If attendance and participation becomes a problem or barrier to student achievement, teachers will meet with families to create a plan. If the plan is not followed, teachers and families will meet with administration and community resources will be provided.

School attendance and engagement are critical for student success. The district has adopted plans to return to school in person or virtually in the safest way possible, and to monitor student attendance and engagement and provide support to students and families when needed.

The COVID-19 pandemic has presented numerous challenges to the effective monitoring of attendance and engagement. During the spring school closures, the district learned new best practices as a result of the efforts of teachers, administrators, and staff. A significant change made to the district's strategy for measuring engagement and informing outreach and tiered re-engagement is the expansion of the district's definition of student engagement and monitoring methods. In the spring, engagement was limited to physical actions such as logging in to a software platform, being present at a virtual meeting, or sending an e-mail. Moving forward, student engagement will be defined as having three components:

Behavioral engagement (physical actions)

The physical actions a student uses to interact with the learning material such as attending, writing, reading, studying, or watching

Cognitive Engagement (Cognitive Processing)

Reflects the extent to which a student is thinking about the learning activity, or attending and focusing on the task

Emotional Engagement (Motivation and Emotional Response)

Reflects a student's involvement in and enthusiasm for school as a whole as well as their emotional connectedness to others on campus

The three components of engagement will be monitored and assessed through regular engagement surveys, completion of weekly exit tickets, frequency of use of various online tools, participation in online discussions, percentage of assignments completed, number of days logged in, and participation in expanded learning, co-curricular and extracurricular activities. The district is committed to using multiple measures to determine whether students are engaged at the level needed to maximize their academic, social, and emotional progress. This is also being viewed as a collective responsibility. In the spring, engagement was viewed primarily as a student responsibility. Moving forward, teachers, administrators, and staff across the district have shared responsibility in ensuring the engagement of all students.

The core expectations for each stakeholder group for attendance/engagement are:

Students and families: Attend/engage daily with their teacher and report absences for ANY school day to the school.

Teachers: Document attendance/engagement every school day for each scheduled class period, regardless of the instructional model.

Attendance Staff: Monitor attendance/engagement and communicate with administration and teachers as necessary.

Administrators: Ensure that attendance/engagement is being documented as required, work with teachers and families, and provide tiered interventions when necessary.

Students attending school/participating regularly (90+%)

Daily notification of absences

Regular student check ins

Class meetings

Students attending school/participating moderately (70-89%)

Daily notification of absences

Regular student check ins

Class meetings

Teacher phone calls home and verification of contact information

Letters home

Training with technology

Offer of additional devices for distance learning (as needed)

Referral to support services

Students attending school/participating irregularly (40 - 69%):

Daily notification of absences

Regular student check ins

Class meetings

Teacher and administrator phone calls home and verification of contact information

Letters home
Training with technology
Offer of additional devices for distance learning (as needed)
Referral to support services
Action Plan created with student and family,
School Attendance Review Team (SART) meeting

Students not attending school/participating: (0-39%)
Daily notification of absences
Regular family check ins
Class meetings
Teacher and administrator phone calls home
Letters home
Training with technology
Offer of additional devices for distance learning (as needed)
Referral to support services
Action Plan created with student and family,
School Attendance Review Team (SART) meeting
Home visits
Referral to outside agencies
Potentially bringing the student on campus for daily instruction

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.]

The district will be following the guidelines and requirements of the National School Lunch Program. A weekly order form will be sent to families to pre order their breakfast, lunch, and dinners for the following week. Families will be able to pick up their meals at designated locations within the district boundaries.

Free and reduced lunch applications will be sent home with the registration packets and made available online. Families will be encouraged to fill these out and return them.

Nutrition Services will continue implementation of key operational procedures developed during the spring school closures that continued through the summer months that ensure safe and effective meal delivery services. These include use of a curbside pick-up process that ensures 6-10 feet of social distancing for staff and community members, use of appropriate personal protective equipment (PPE) by all staff, and clear signage at all distribution points to reinforce social distancing practices and now use of masks for community and staff required per state and county health orders.

The Nutrition Services department has sought and obtained waivers to continue the Seamless Summer Food Service Program which extends meal flexibilities, allowing all students 0-18 years of age to eat breakfast, lunch, and supper free of charge and regardless of eligibility or enrollment in school.

TUSD will continue to offer our food pantry to students and families who are experiencing food insecurities.

When we return to in person instruction, students will eat with their cohorts and teachers. If students are eating in their classrooms, staff will bring a prepackaged lunch to them, rather than having students go to the cafeteria to get it. Tables will be set up outside to allow students to eat outside if they are eating with their cohorts. Classes will have designated areas in which to eat (picnic tables, field, side yard).

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

Section	Description	Total Funds	Contributing
School Nutrition	Nutrition Services Materials and Supplies: Additional materials needed to provide meals during school closures and, upon return, in a manner that is safe and consistent with public		Yes

Section	Description	Total Funds	Contributing
	health guidelines. Includes additional kitchen equipment, sanitation supplies, and Personal Protective Equipment.		

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
13.22%	\$208,109

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.]

Devices and Connectivity

Two actions related to device and connectivity access are being applied across the entire student population, but are primarily intended to provide access for low-income students who may not have full access at home. The district purchased and distributed chromebooks to any student in need and will continue to distribute devices to incoming students and any continuing students who still need a device. Targeted outreach is occurring through teacher contacts and our school counselor to make contact with 'unreachable students' and determine technology needs. The district is investigating providing Wi-Fi hotspots on a case by case basis. This will allow low income students and those whose families may not otherwise have the resources to access internet and devices.

This action potentially supports access for all students, but is primarily intended to provide access for low-income students who may not have full access at home. The district purchased and distributed Chromebooks to any students in need and will continue to distribute devices to any students in need of a device. Targeted outreach was facilitated by the site administrators. The district has purchased hotspots and is prepared to purchase and provide more depending on need.

Support Services and Teacher Leaders

Support Services and Teacher Leaders provide a range of professional development to all staff. Their recent work has been focused in a number of areas that are specifically targeted at supporting the needs of unduplicated students. They are coaching colleagues in ways to make curriculum more equitable.

The Support Service team is reaching out to foster youth 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.

Teacher Collaboration Time

Teacher collaboration time is intended primarily for staff to engage in collaborative review of data, student work, and planning instruction that best meets the need of students who continue to demonstrate inequitable outcomes in our schools and district. This includes English Learners, Foster Youth, Homeless Youth, Students with Disabilities, and other student groups. As distance learning and school closures continue, this collaboration time has become even more critical as a resource for teachers to improve their individual and collective capacity to address inequitable outcomes remotely via synchronous and asynchronous modes of instruction. These focus areas are specifically aimed at (1) addressing learning loss and (2) accelerating growth for students demonstrating the most need.

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 unduplicated pupils and other groups who have historically and continue to experience disproportionate discipline and other unhealthy impacts of a negative school climate and culture. Foster Youth and Homeless youth in particular experience higher rates of discipline and lower attendance. English Learners and Low Income students are also more likely to be impacted by negative school culture and climate. These programs, while continuing their previous work, will adapt their range of supports for staff and students during distance learning. As the survey results discussed in this plan showed, connectedness during distance learning is challenging and many reported feeling less of a sense of belonging to their class or school. The PBIS and SEL programs will be critical elements in communicating and teaching best practices for integrating SEL into daily instruction and establishing clear classroom and school wide supports to build positive culture and climate.

School Counselor

This action represents those school psychologists funded above the amount specified for special education. Counselors play 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 counselors 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. The school counselor is attending online class sessions to interact with students and observe them in order to determine which students may need more support this year.

Homeless, English learners, low income, foster youth, and pupils with exceptional needs are given priority for establishing weekly meeting times with the school counselor

Action: Support onsite certificated support staffing and certificated academic intervention

This actions supports positions that have the potential to provide some benefit to all students. However, the certificated supports will prioritize foster/homeless youth, English Learners, students with disabilities, students with 504's, low income students, students identified with learning loss, and all other students as appropriate.

Support educationally compatible food service distribution

This action potentially supports improved food access for all students, but it is primarily intended to provide food for low-income students. The 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 actions and services in TUSD's LCP are targets toward supporting students with the greatest need and/or the lowest performance. An examination of students who are failing to meet expected outcomes revealed that students who are English learners, foster youth, homeless, and/or low income are continually overrepresented. The remaining students who are struggling do not fall into one of the targeted groups of students but are enrolled throughout Humboldt County. Each student who is not meeting expected outcomes has a need for tiered services, more skilled teachers, and access to a strong Common Core based instructional program. 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 LCP includes actions and services intended to support both academic and social-emotional growth and success for students in either home based or in-person independent study. Programs or services targeted to specific groups are included, as well as other actions or services that support our ability to meet the needs of struggling students regardless of where they are served. These actions/services are principally directed to the unduplicated students and are effective in meeting the needs of the unduplicated count."