

Learning Continuity and Attendance Plan Template (2020–21)

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Twain Harte School District	Rick Hennes Superintendent	Rhennes@twainharteschool.com 209-586-3772

General Information

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

The school began distance learning back in March 2020. The staff worked diligently to provide a combination of video lessons and paper assignments to the best of their resources. Our students had no graduation exercises or any spring extracurricular activities. Our community is a recreation based economy so many of our parents were unable to work and are still unemployed. One of the greatest obstacles was the lack of connectivity in our more remote areas thus making distance learning a challenge.

Stakeholder Engagement

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

Beginning in June, 2020, there were multiple questionnaires sent out to staff and parents about the options the district was exploring for the 20-21 school year. A list of frequently asked questions and answers were sent to all parents. In July, 2020, an attempt was made to phone every parent individually to see what their needs and concerns were about having students come back on campus in a hybrid model. All board meetings have been held with virtual options. The public has been given the opportunity to provide input on all agenda items including the 2020-2021 Learning Continuity and Attendance Plan.

Staff were invited to zoom meetings to discuss our options approximately every other week during the 2020, summer.

Since July 2020, a text and phone call has been sent out to all staff and parents to provide updates on the status of the county on the state watch list, thus dictating what the school options were.

Both bargaining units have been consulted continually on the decision making process to bring students back to in-person learning.

Additional certificated staff has been added to provide the necessary social distancing rule as well as provide remediation for lost learning over the spring and summer.

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

The Tuolumne County Office of Education and the Tuolumne County Public Health Department held a virtual town hall meeting in July, 2020, to answer questions from the general public as well as present current restrictions and state/local laws regarding returning to school. All parents and staff have been encouraged to contact the school administration with any questions or concerns and those questions were responded to immediately, including during the summer break. All public meetings were conducted via Zoom Meeting link to allow for virtual participation.

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

The district compiled the most frequently asked questions from the parent surveys that were sent out in July, 2020. Parents were given specific information the following items:

- Why distance learning?
- How long would distance learning be in effect?
- How often would students meet with their teachers each week?
- How would teachers provide instruction?
- What will teachers be required to teach?
- Will students be issued an electronic device?

These are examples of the questions posed by the parents and very detailed answers were provided to all parents and staff.

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

It was clear from the multiple parent surveys sent out that it was important to bring students back on campus when safe to do so. Staff has a varied approach to having students return to campus in some type of hybrid model. The attendance plan is dictated by the requirements of SB 95 with daily attendance and certification of work completion done every day. The current distance learning curriculum are much stronger and more inclusive with students than in the Spring. There is still an opportunity for parents to drive through the campus and pick-up and deliver paper based lessons.

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.]

A waiver plan was submitted to the Tuolumne County Public Health Director to allow distance learning and in person instruction. We will be implementing a small group instruction in cohorts, return to school model beginning Monday, September 14th, with each class divided in half. Cohort A will be on campus for direct instruction Monday and Tuesday; cohort B will be on campus Thursday and Friday. Wednesday's will be distance learning for both cohorts. There will also be additional room cleaning by the custodial staff on Wednesdays.

Additionally, students with active IEP's were allowed back on campus beginning Monday, August 31 for individualized instruction.

PE instruction will be provided by the credentialed PE teacher using proper social distancing and approved activities.

The District will continue to offer art and music instruction using proper social distancing along with instruction in the respective classrooms and not through pull-out programs.

Promoted Healthy Hygiene Practices:

- Hand sanitizing stations have been installed at all classroom entrances. Permanent hand washing stations are also available with no touch dispensers in each restroom.
- Student and staff will be reminded to use tissue to wipe their nose and to cough/sneeze inside a tissue or their elbow.
- Students and staff are urged to wash their hands for 20 seconds with soap rubbing thoroughly after application of soap.
- The school has developed routines enabling students and staff to regularly wash their hands at staggered intervals.

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

Description	Total Funds	Contributing
Purchase 30 new student desks for social distancing	\$4026	Yes
Social Distancing/LEA Disinfecting Supplies and Student PPE (youth masks, distancing stickers, gloves, cleaning refills, no touch towel dispensers)	\$1320	Yes

Description	Total Funds	Contributing
Purchase Thermal Thermometers for All Certificated Staff and Office	\$1427	Yes
Two Paraprofessional for student screening and logistics (.5hrs daily for 4 days a week)	\$3199.22	Yes
Additional Staffing-Math Tutor/Instructor, Additional Certificated Staff	\$8943	Yes
Roving Substitute (40 days)	\$6185.88	Yes
Digital Chip Kit for Special Education Distance Learning Support	\$198	Yes
Plexiglass Shields for social distancing	\$3819.38	Yes
4 portable hand washing stations –install \$530, \$407.55 mo. for 3mos.	\$1752.65	Yes
Extra Custodial Help for COVID-19 Sanitizing	\$889	Yes
Cleaning Supplies for Daily COVID-19 disinfecting	\$1085.69	Yes
2020/21 10 month Custodial/Maintenance Staff extra pay due to COVID-19	\$3805.66	Yes

Distance Learning Program

Continuity of Instruction

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

The District will plan to bring back all students in a progressive manner beginning with special education students, primary grades, intermediate grades and finally the junior high aged students. In order to ensure social distancing for a full return, there are empty classrooms on campus that will be utilized as well as hiring extra certificated and classified personnel to provide quality instruction. The middle school students will be staying in their classrooms and the teachers will be rotating into student cohorts.

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.]

Over the summer of 2020 multiple parent surveys were sent to parents to determine what families had connectivity problems and who needed "hot spots" to support distance learning. The same survey was used to determine which students would need electronic devices. All students have been provided with electronic devices by the district and Wi-Fi hot spots were purchased by the school. These hot spots were given to families with no connectivity in their homes at no charge. We have hired a part time employee to specifically address technology questions and needs of our parents as well as staff. There have been multiple home visits by the Principal and the District Technology Coordinator to assist in connecting devices.

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 schedule live interaction sessions with their class through the use of the Zoom video conferencing platform. These sessions will be designed to provide students with synchronous learning opportunities as well as peer to peer interaction to build on school connectedness. Certificated personnel will assign a time value for the work assigned based on the estimated time it will take students to complete the assignment. Participation in distance learning activities will be measured by attendance of online synchronous learning opportunities, logging in to digital learning platforms such as google classroom, and by turning assignments in to the teacher.

Distance Learning Professional Development

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

The staff was given a stipend to attend 10 hours of distance learning strategies in August. The training was provided by the Tuolumne County Office of Education. New materials were purchased for distance learning by the district and are being used as well as previous

materials developed. From March 2020 to the end of school in June distance learning was implemented by the staff and those successes and lack of success were addressed in the current school year preparation.

Staff Roles and Responsibilities

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

A District COVID-19 response team has been established. All staff will receive COVID-19 training as directed by law. A designated liaison person who is familiar with a contact at the local health department has been selected. All certificated staff will prescreen themselves daily in their classrooms. Screening forms will be kept in the classroom and utilized each day by teachers, even when teaching from home. Classified staff will check in the office and be screened there.

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.]

The District has no English learners currently. We have a very small population of foster youth. Special care is provided to assist our students with unique needs by providing individual connectivity support. There has also been specific support given to homeless students. Our special needs students will be receiving one on one or very small group instruction by our Title 1 teacher as well as our special education staff beginning August 31, 2020.

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

Description	Total Funds	Contributing
Purchase 90 new Chromebooks (60-2019/20 \$16282.46, 30-2020/21 \$8402.81)	\$24685.81	Yes
Purchase 50 new Apple I-Pads (25-2019/20 \$9752, 25-2020/21 \$9752)	\$19504	Yes
Zoom Subscription	\$1800	Yes
Purchase 10 Smart Boards for distance learning	\$60500	Yes
Technology Assistant 14 weeks@10 hours per week	\$3506	Yes

Description	Total Funds	Contributing
Generator to Power Server for Video Instruction	\$36644.22	Yes
Nearpod/Licensing for Distance Learning Support	\$2000	Yes
Envelopes and Postage for Distance Learning Distribution	\$300	Yes
Student WIFI Hotspots –T-Mobil (30)	\$5400	Yes
Student WIFI Hotspots –Verizon (10)	\$3424.30	Yes
Typing Club Subscription for Distance Learning	140.60	Yes
Stipends to Staff for Distance Learning Seminars	\$5928	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.]

Teachers will conduct online assessments using Renaissance Learning, Freckle, Zearn and Get More Math digital assessment tools to determine present achievement levels of their students in ELA and Math. When students return to class, further assessments will be given to determine areas of intervention that may be needed in phonological awareness and fundamentals of reading.

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.]

An independent study program will be provided for any students on 504 plans or IEP's if requested by parents. The District has board policies in place for students who qualify for home/hospital instruction including any quarantine for COVID-19.

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.]

During the non-attendance days for each cohort as well as Wednesdays students will be able to communicate with the teacher about any concerns or questions about the lesson.

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

Description	Total Funds	Contributing
The District has hired a math tutor, additional certificated staff and a roving substitute to assist any students with targeted learning support.	\$15129	Yes
Technical support is being supplied for all students so they can stay engaged in the learning process while we are still in a distance learning model. The support is being supplied by giving each student a device for use at home, supplying hotspots to assist with connectivity, purchasing applications to engage learning and support communication as well as a Technical assistant to help troubleshoot technical issues that may arise as we continue with distance learning.	\$70659	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 has two employees who will interact with students who may be traumatized by the effects of COVID-19. Our Social Emotional Support Coordinator works primarily with our primary grades and our Student Support Specialist works with the intermediate and middle school grades. These staff members make contact with the families of students who are not engaged in distance learning and/or students who were receiving mental health services last year to determine what support is still needed. The district has always held staff training that explains how to look for signs of student depression, mental health and what offers appropriate ways to respond to these signs.

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.]

Daily attendance will be taken by the teachers during the distance learning interactions. Each staff member will have a designated daily schedule that will be communicated with parents and students. Part of each day will allow for students or parents to access the teacher for additional help or answer questions about the lessons. If it is determined that a student is not engaging in instruction or is at risk for learning loss the staff member will reach out to the family. If that does not increase participation, then the Principal will make a home visit to the family to determine what the needs are. Our district technology support person is also available to make in-home visits if there are any technology issues.

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.]

Breakfast and lunch will be served every day to all students regardless of distance learning or in-person instruction. If distance learning there will be a pickup spot in the school parking lot as well as deliveries made to more remote areas of the district. These meals will be plated individually in disposable containers.

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
14.93%	\$322,804

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 district does not have any second language learners. We have a very small foster youth population. Our free and reduced lunch percentages are around 60% which is the bulk of our student body. Many of the above mentioned subgroups were lacking electronic

devices or connectivity so great effort was made to contact these particular parents to assist in providing devices and Wi-Fi hot-spots at no expense.

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

The district is providing additional math remediation with the hiring of a temporary credentialed math teacher. The Title 1 teacher will service K-3 students with group or individual remote sessions as well as being an additional participant in the whole class Zoom. Her primary focus will be with students who she was working with in the Spring before the school went to distance learning. We are working with our kindergarten teachers to identify incoming kindergartners for participation in our Title 1 program. Our upper grade resource specialist will be conducting individualized distance learning meetings with students on IEP's as well as being an additional participant in whole Zoom class meetings. The district paraprofessionals were given training in distance learning and will also participate in the distance learning sessions. Paraprofessionals will be able to take individual students into Zoom "conference rooms" for smaller group support.