

# 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 Klamath Trinity Joint Unified School District and its community has faced many issues due to the impact of the COVID 19 pandemic. With recommendations and mandates coming from world organizations, the national government and national organizations, the state government and state organizations, and the county government and county organizations, the district has worked hard in conjunction with the local tribes to insure that the community is safe and that education is safe and adheres to standards that are in the best interests of students and families.

The shelter in place orders came from the state on March 19, 2020, the county on March 20, 2020, and the Hoopa Tribal Office of Emergency Services issued it's Shelter In Place Orders along with curfews on April 1, 2020. These directives have placed restrictions on movement and personal interactions in the Hoopa Valley that has limited community and family interaction. As of August 31, 2020, there were 46 confirmed COVID 19 cases in the valley, with 3 still active, 43 recovered with no deaths. These numbers have increased anxiety in the community as the known number of cases on August 3, 2020 was one. The number of increased cases in the month of August gave residents cause for concern and the Hoopa Tribal Office of Emergency Services limited travel in and out of the reservation without a Travel Safety Plan. The concern for the well-being of all community members has created an uneasiness during these past 5 months.

There are also impacts resulting in concerns for the education of students in the district. Initially when the KTJUSD closed face-to-face instruction beginning March 16th, teachers relied upon instruction provided through distance learning via on-line applications and/or packets of work for the remainder of 2019-2020 school year. Administrators and staff worked collaboratively to create a Continuous Learning Plan that outlined the mindset, safety, academic support for all students, and means for assistance for all stakeholders that includes monetary, technological, and social/emotional supports. The current Learning Continuity Plan is ongoing and continues to evolve through experiences and input. The mindset of the Continuous Learning Plan was to not replace traditional school, but for students to exhibit understanding of focused standards in a caring and supportive environment to minimize the stress associated with these difficult times. The impacts on students and families included parents needing to have increased involvement in their child's education through assistance and supervision. Student work was picked up and was returned when completed. If instruction on-line was available, families needed to insure they had the

technology to access education online. Students were separated from peer interaction and the learning that takes place through teacher/student face-to-face group or individual discussions. These impacts have created additional stress that hampers the academic success for some students and families.

Discussions were ongoing during the summer for instruction for the 2020-2021 school year and the KTJUSD Board of Trustees voted at its regular meeting of July 30, 2020 to continue distance learning. The impacts remain the same but through community input, the KTJUSD is working hard to alleviate many of these impacts. Through surveys from the District and through each site, information has been gathered regarding the educational impacts on students and families in the community. Additionally, interactions with students and families through various forms of communications by staff members including a Parent Advisory Committee Meeting held on August 10, 2020, also addressed educational impacts on students and their families. Families reported the need for increased Internet and technology access, home environments not being conducive for effective education including parents not being available due to work commitments, the need for increased communications from the schools to increase effective instruction, needing increased structure, not being able to access services that students received while going to school such as counseling, mental health, and special education services, concerns with in person instructional models and the potential health concerns for all with emphasis on elders, the lack of social interaction, the need for student accountability for their education, and the need for student motivation for their education. All of this input is being analyzed by the District and discussed with all stakeholders to determine solutions on how distance learning can improve and remove the negative impacts that COVID 19 has had on the education of the community's youth. This will be an ongoing discussion to increase safe and sound educational practices either through distance learning, face-to-face instruction, or a hybrid model of both.

## Stakeholder Engagement

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

Stakeholder feedback has been ongoing and will continue to be part of the process to improve the educational experience for the students of the Klamath Trinity Joint Unified School District. Once the schools were closed from face-to-face instruction on March 16, 2020 and replaced with a distance learning model utilizing on line and packets of work, staff received stakeholder feedback from the community. Once the school year was completed, a survey from the District was sent out to stakeholders and each school site in the District also sent out surveys to gather stakeholder input. Specific questions derived from the contents of this Learning Continuity Plan were developed and sent home to families for their input. This same tool was used with the local tribes, staff members including both certificated and classified, and various school/community committees to gather additional stakeholder input. Two Parent Advisory Committee Meetings were held prior to the adoption of the LCP to gather additional input. Direct communications were made to each site's administration, the Administrative Assistant to the Superintendent, the Assistant Superintendent for Business/Personnel, the Special Education Director, the Transportation and Maintenance Director, the District Network Services Director, and the Cafeteria Manager for input for the LCP. There has been outreach to the community via phone, text messages, robocalls, email, the District Website, and the District Facebook Page, for solicitation of

stakeholder input. There has been four Board Meetings where input was taken from stakeholders for the LCP including the required Public Hearing of the document. The KTJUSD believes that this stakeholder process is ongoing and will be used when making decisions regarding the educational options for students while providing a safe educational environment.

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

Public meetings and public hearings can be accessed through Zoom as all have been conducted in this setting. These meetings are advertised on the District Website, the District Facebook Page, and through email correspondence. Efforts have been made to include those who do not have the technology or the Internet to access Zoom by receiving input from stakeholders for these meetings and hearings through email or handwritten input delivered to District personnel. Paper surveys were distributed with the students' instructional materials.

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

The Parent Advisory Committee provided the following feedback:

- The need for increased Internet and technology access
- Support for some families to assist with education especially for parents needing to work
- The need for increased communications from the schools to increase effective instruction
- The need for increased structure
- The need to access services that students received while going to school such as counseling, mental health, and special education services
- Concern with in person instruction and the potential health concerns for all including elders
- The lack of social interaction
- The need for student accountability for their education to include need for student motivation

The District Survey focused on the type of educational plans families wanted and the biggest concerns families had with sending their children back to school. The following feedback was provided:

Of the 190 respondents, the instructional models preferred were 49 for a blend of onsite learning (at school campus) and distance learning (at home); 43 for attending school two or three full days per week; 44 for attending school five days a week for one/half days; and 54 for full distance learning plan offsite at home.

The biggest concerns for sending children back to school had 116 respondents report concerns regarding COVID 19 with comments regarding spread of the illness, social distancing, and proper disinfecting practices. Regarding this same topic, 20 respondents reported concerns with the wearing of masks. Another area of concern was the academic well-being of students including diminished socialization skills and students not receiving services they had received previously.

Overwhelmingly for the prompt of what other helpful information would you like to share, 73 respondents focused on instructional models and strategies that they felt would be most beneficial for students. These responses focused on specific ideas for full face-to-face instruction, full distance learning, a hybrid model of both, suggestions for improvement of the distance learning model from last year, technology improvements for distance learning, and parental assistance for those who work and cannot supervise their children's education and/or

provide assistance. Other helpful information focused on school safety with plans for creating a safe learning environment when students return to school.

Site surveys include the following

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

## Continuity of Learning

### In-Person Instructional Offerings

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

The KTJUSD held discussions during the summer regarding the possibility of face-to-face or classroom-based instruction for the 2020-2021 school year. Discussions focused on topics that have been created by the state of California to provide guidance for successful and safe return to the "regular" school setting. These topics focused on the local conditions being safe, a plan to address potential increases of cases with in the school or community, the update of the District's and each site's Injury Illness Prevention Plan, a plan for access to each campus, a plan for proper hygiene on each campus, securing proper equipment and training for use of proper equipment, a plan and implementation of physical distancing guidelines, development of protocols for proper cleaning and disinfecting of each campus, addressing employee, and how all these protocols will be communicated. The District even solicited input from the community through surveys to understand what was important for them with the potential reopening of school. These responses from the community were varied with close to equal respondents wanting school to reopen in some form of face-to-face instruction, distance learning only, or some form of a blended model of face-to-face and distance learning. The district assembled the KT CARES (Corona-virus Active Response and Educational Support) Team, which met regularly to create re-opening options based on them most current information available. The team made a recommendation to the Board that the district follow a six week cycle of district learning. The Board's decision was emphasized when the number of COVID 19 cases in the Klamath Trinity Community increased significantly during the month of August; from one case to 46. Since these events, the KTJUSD has focused on distance learning and providing the most effective model as possible. However, regarding students who have experienced learning loss or are at risk for experiencing learning loss, the District is committed to reaching out to these students. When it is deemed safe to do so, teachers will be asked to provide office hours so that one-on-one individual appointments can be scheduled with safety protocols in place to assist students with significant learning loss. If successful and safe, the number can grow to small cohorts of students and

eventually larger cohorts. The first step in this process is to insure that the local conditions regarding the number of cases reaches a safe level. Decisions for reopening the District's schools for face-to-face instruction will be dictated by the health and safety of all involved.

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

Description	Total Funds	Contributing
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

**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.]

There are seven different school settings in the Klamath Trinity Joint Unified School District that includes five elementary schools including middle school students, one continuation school, and one high school. Geographically speaking, the district is large with the schools spread out from Willow Creek, to Hoopa, to Orleans, and down the Klamath River. Due to these geographic barriers and the cultural differences within each school, there is much diversity and needs found at each site. The District provides guidance, but each site has similar but different guidelines to provide continuity of instruction allowing students access to full curriculum regardless if instruction is in-person or distance learning. The following describes the continuity of instruction:

Instructional Programs:

On-line Instruction:

All Students:

All teachers will hold meetings and sessions via Google meets and other online platforms to provide opportunities for interactive support and instruction with a goal of daily live interaction with classroom teachers. For families without connectivity, teachers will provide weekly packets to be distributed on Mondays (see schedule below). The Principal and teachers will communicate with families regarding specific scheduling/class/work times/and recording attendance and participation. Daily attendance will be taken by the teacher. Attendance will reflect student engagement time and take into account a combination of teacher instruction and "time value" of work assigned. Classroom teachers will track daily/weekly engagement with students. Classroom teachers will give assessments and monitor progress.

Required minutes:

K - 3 hours per day;

1st-3rd grade - 3 hours 50 minutes per day

4th-8th grade - 4 hours per day

Instruction will focus on Language Arts and Math with an alternating emphasis on Social Studies and Science every six weeks.

Communication and Instructions Platforms:

District and School Website

School Facebook Page

Robocalls

Google Classroom

Google Meets

Classroom Dojo

Zoom

Classlink

Compass Learning Odyssey

Edgenuity

Khan Academy

Family Physical Activity and/or Exercise

It is important that students have reliable internet access for on-line learning. It is suggested that students have a suitable quiet study space and are supported through the establishment

of positive routines for "Remote Learning". Positive routines include guidelines for study, breaks, meal times, daily plans, physical activity, and ways to deal with stress. Mindfulness of proper use of social media is important. Monitoring of student use is requested and other platforms not included as part of the educational environment as prescribed by the school may not be appropriate for education. Platforms should be used responsibly and no activity that is not safe, responsible or respectful is acceptable. Teacher's will partner with families regarding these routines and expectations and families are encouraged to contact teachers with concerns or needs for support.

Packet Instruction and Pickup:

Beginning Monday, August 24th, packets will be distributed , each Monday, (Tuesday for River Schools). A staff member will be outside by the curb to assist families from their vehicles. While remaining in their vehicles, those picking up packets will communicate with the staff member student(s) name. The packet(s) will be retrieved, and will be delivered to the vehicle. It is asked that all occupants in the vehicle wear masks. Packets can be delivered to the trunk of the car or hand delivered through the window of the vehicle. Completed packets will be returned on the following Monday during pick up. For convenience, the packet pickup time of 9am to 1pm coincides with the Hoopa High School packet pick up time so if families have students attending each site, they can pick up packets at the same time.

CARE DURING COVID:

For students experiencing stress, anxiety, or any other social-emotional issues, an email can be sent to the school's Social Worker, Mrs. Hostler, [shostler@ktjUSD.k12.ca.us](mailto:shostler@ktjUSD.k12.ca.us), or fill out a social-emotional form on the schools website to request support.

## Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

The Klamath Trinity Joint Unified School District is a rural community that encompasses mountains, valleys, and river gorges. Connectivity to support distance learning is a challenge. The district and the tribal communities have worked with local service companies to provide "hotspots" around the district's educational boundaries to increase connectivity for students and families. Recently, the Yurok Tribe approved a 2.1 million dollar project to increase internet speeds and provide access to homes that have never been connected before. The goal is to have this project completed by the end of the year. For those families that do have internet access, Chrome Books and other technology resources that the district has or are being purchased, are being distributed to district students who need them to use for distance learning. The IT Department of the district also provides guidance and support for students/families for use of the technology and to brainstorm ideas for better connectivity. For the remotest areas of the attendance area of the district or for even those areas where connectivity is an issue, packets of work are made available for pick at each school site to allow students to continue their education.

## Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

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

## Distance Learning Professional Development

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

Professional Development and resources provided to staff is an ongoing process. Computers, printers for individual classroom teachers, software licenses, on-line subscriptions such as Zoom, and extra stipends for summer work are some of the resources provided for teachers to assist them with distance learning. Distance learning will consistently be monitored and evaluated for inclusion of additional resources to assist teachers to provide the best educational environment for distance learning that they can. The District's Professional Development Team worked during the summer to provide professional development opportunities for teachers prior to the beginning of the school year. Teachers attended mandatory sessions while also being able to select from a menu of opportunities to accommodate their individual needs.

Google Classrooms and components of the Student Information System Aeries, were a focus on this Professional Development Day. The Professional Development Committee continues to identify types of professional development that can benefit teachers with their Distance Learning Skills. In doing so, the PD Team will look to train teachers to be trainers so that colleagues can better relate to their trainers and their understanding of the needs of students in the valley. Having colleagues serve as trainers has a built in trust factor that is important for the success of professional development sessions.

## **Staff Roles and Responsibilities**

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

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

## **Supports for Pupils with Unique Needs**

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

Support for students with unique needs including English learners, foster youth, and homeless youth continues to be a focus for the District but takes on additional significance when these students are not attending school in person. The Special Education Director who also supports students with unique needs is consistently reaching out to these students and families for support and guidance. All students with IEPs continue to receive the services outlined in their plan. Instructional staff and administration are aware of these students and work to get them the resources they need. Extra on-line one-on-one academic help, counseling services delivered remotely, and delivery of various resources of assistance are examples of supports. The District continues to provide Outreach Consultants that also provide supports and is currently advertising for this position at Captain John, the District's Continuation School, and one position for the River Schools, Weitchpec, Orleans, and Jack Norton, are being flown. Currently the District is utilizing counseling services from Two-Feathers as part of a grant.

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

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

Description	Total Funds	Contributing
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

**Pupil Learning Loss**

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

Assessing student learning loss is a challenge without face-to-face access to students. Prior to the Pandemic, The Northwest Evaluation Association (NWEA) and their Measures of Academic Progress Tests (MAP) along with data from the California Assessment of Student Performance and Progress (CAASPP) were the assessment tools the district used to monitor student progress along with teacher input with their own assessments. Since none of these assessments tools have current data, the district is utilizing the most recent data from MAP Tests, the California Dashboard, and teacher input from distance learning from last year, to best evaluate pupil learning loss. MAP Tests have some limitations as an assessment tool because it has worked best for the district when students are assessed individually or in small groups in a face-to-face environment. With this not being a possibility, the district is looking at on-line applications of the MAP Tests for evaluating students for learning loss while teachers are getting data from their initial interactions with students at the beginning of this 2020-2021 school year. There has been some use of the Core Growth Screening that is a web-based application in efforts to secure increased data. The district hopes to move to face-to-face instruction with initial efforts being with individuals, then to small cohorts, and eventually larger cohorts in safe and healthy environments. Identifying students that may have the most learning loss with an emphasis on English Learners, low-income, foster youth, pupils with exceptional needs, and homeless students will be the first priority of students to measure and assess academic achievement in the English-Language Arts and Mathematics areas.

## Pupil Learning Loss Strategies

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

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

## Effectiveness of Implemented Pupil Learning Loss Strategies

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

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

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

Description	Total Funds	Contributing
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

## Mental Health and Social and Emotional Well-Being

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

The district and each school site recognizes the stress and anxiety that COVID 19 has on students and the community. Put this stress on top of stresses and anxiety that students already face, and it is a concern for the well-being of the students in the district. Each school site or area of school sites have a Social Worker or are in the process of hiring a Social Worker to assist students and families in their communities. Access to these services are found in parent handbooks, on district and site websites, and other various forms of communication. The district has a School Nurse that can offer assistance and she is the face of the District Wellness Center that can provide services for students. Trauma Informed Movements have been a focus for the center and community. Besides Social Workers and the School Nurse, the district has other outreach consultants either as employees or members of the community that can be accessed for services. The district is in progress of improving and updating a flow chart that identifies these services and contact information for all. The local tribes offer mental health and social emotional well-being for students in the district. Many services are collaboratively organized to assist students and families in the district. Currently the district is involved with a grant that provides support for the District Wellness Center that includes counseling services at the center and through outreach to students and families in the district. Two Feathers Native American Family Services has an office on campus at our Wellness Center, and provides counseling and culturally connected services. Two-Feathers is in the process of creating a Mental Health training for district staff in October to better assist staff to assist students and families with mental health issues. A new, different grant, a Positive Behavioral Intervention and Supports (PBIS) Grant titled, Bridges to Success, focuses on building Multi-Tiered Systems of Support (MTSS). Some initial training has had an emphasis on how service can be provided on-line and will continue to work to give staff skills to deal with students/families with mental health and social-emotional issues. With all of these services, time is spent on how services can be best provided in "as safe a way" as possible. Providing services so that the spread of COVID 19 is minimized or eliminated is a high priority. In all instances where students/families access support, logs are kept, services recognized, and outreach is provided. All support for mental health and social-emotional well-being is ongoing and consistently upgraded to best serve the needs of the community.

## **Pupil and Family Engagement and Outreach**

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

There is an increased emphasis placed on school personnel to reach out to students/families to insure that students are accessing distance learning instruction in a meaningful way and that they are not experiencing learning loss. Each site has organized staff personnel to contact students/families that are not involved in the distance learning model. Principals, teachers, site office personnel, Social Workers and other outreach consultants, instructional aides, and the District Resource Officer are being asked to take on the responsibility of contacting pupils

and families that are not engaged in distance learning. Community groups that include the local Native American Tribes and Two-Feathers are also reaching out to students and families regarding their involvement with their education. For now, this outreach is not done face-to-face but through phone calls, text messages, email, and other forms of on-line applications. Discussions are under way to increase outreach through "in-person" contacts. Developing strategies where outreach personnel can visit students and families in person to discuss their education while keeping themselves and the students, families, and the community safe is the focus of these discussions. Also additional discussions are focusing on incentives to reengage students in their education or consequences for not meeting compulsory education requirements. Incentives include support and/or resources that would motivate and allow students to access their education. Use of the School Attendance Review Board (SARB) can also be used as an incentive although it is the main focus for consequences too. Again, these incentives must meet "safe and healthy" requirements and how the SARB would function as an on-line tool is a challenge. Outreach will continue to be reviewed and improved to best allow and motivate students to access their education.

## School Nutrition

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

KTJUSD will provide meals, breakfast and lunch, via bus routes in the communities when the District schools are in session. The District is equipped to serve all pupils, including those who are eligible for free or reduced-price meals, during the distance learning instructional program implemented by the District for the beginning of the 2020-2021 school year. On Mondays, two meals of breakfast and two meals for lunch are delivered; on Wednesdays, one meal of breakfast and one meal of lunch is delivered; and on Thursdays, two meals of breakfast and two meals of lunch for a total of 10 meals for the week, 5 breakfasts and 5 lunches. A KTJUSD Breakfast/Lunch Delivery Schedule was developed and was provided to District families and is posted on the school website. Although not District wide, Hoopa Elementary School and Trinity Valley Elementary School provided site pick-up of meals as a convenience for those families where pick up is a better option for them. School staff continue to utilize social distancing protocols (a) remaining 6 feet apart from others, (b) wearing masks (c) using hand sanitizer and continuously, vigorously washing hands, and (d) not congregating in groups. Students/families picking up school meals are organized by school staff to remain 6 feet apart from other students/families and from school personnel providing the school meals. School Districts in the state, including KTJUSD, just received clearance from the Federal government that allows Districts to claim meals utilizing the Seamless Summer Option that allows for all children, 0-18 years of age in the District communities, to receive meals. This option will allow the opportunity for all students in the community to receive nutritious meals. The current program for providing nutritionally adequate meals for all pupils is a living document and will consistently be evaluated for improvements and changes to best serve the residents of the District while decisions are made for distance learning models, in-person learning models, or a hybrid model of both.

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

Section	Description	Total Funds	Contributing
[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
%	

### 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.]

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

DRAFT 9.8.2020