

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.]

Tulare County Office of Education (TCOE Court and Community Schools and our Moderate/Severe Special Education Program, (AcCEL; Academic Collaborative for Exceptional Learners) serves at-risk youth and students with Mild/Moderate disabilities, while our AcCel Program serves students with moderate to severe disabilities. The daily student enrollment average for the 4 sites within our Court/Community program is 100, while our AcCel Program serves 1025 students with disabilities.

The Juvenile Detention Facility Court school serves incarcerated youth ranging in ages 12-18. The community schools serve students ranging in grades 7th – 12th. Students attending community schools are either expelled from their local school or referred by probation. There is a high transient population throughout the programs. There are 43 different districts that serve the approximately 102,703 public school students in Tulare County. The unduplicated student count is roughly 80,207. Thirty thousand English Learners attend one of the 27 high schools or 20 middle schools.

Through the AcCEL Program, the Tulare County Office of Education (TCOE) offers educational services to students with moderate to severe intellectual disabilities, ages 3 through 21. Students attend school in special day classes located on school campuses throughout the county or in special centers located in Visalia, Tulare, Porterville, and Yetttem area. There are over 78 "satellite" classes located on school campuses. Instruction in these special day classes is specially designed and takes place in the classroom, in other locations on the school campus, and in various locations in the community. Curriculum follows California State Standards, but is significantly modified to meet the individual needs of students who have moderate to severe intellectual disabilities. Students interact with their typically developing peers to the maximum extent possible.

Due to COVID-19 pandemic, TCOE Court/Community and our AcCEL Programs will begin distance learning using Google Sites effectively for all classes, all teachers, all service providers and all students for the 2020-2021 school year. All students have access to their class objectives, lesson plans, homework, individual IEP goals, and other information needed for student success. Most students have access to computers in some form. For students who do not have a laptop or Chromebook the school will provide a school-issued laptop, Chromebook

or iPad. Our students and families were surveyed just before the shut down as to their access to the internet. Majority of students have internet access, however, if necessary will be provided a Mi-Fi device.

Stakeholder Engagement

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

To solicit stakeholder feedback emails, text messages, and phone call were made to discuss the learning continuity plan for the 2020-2021 school year. Parent virtual Coffee Club meeting were held for parents that have students with disabilities in conjunction with Tulare County's Parenting Network. Surveys and zoom meetings were conducted with Stakeholders: Students, parents, community members, and school staff. Parents who speak another language have translators available. Each family was asked to complete an online survey regarding technology needs and return to school options. Staff was also asked to complete a technology needs survey and a return to work survey.

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

Phone calls and zoom meetings were done to provide for remote participation. Teacher union and classified union were invited to stakeholder meeting via zoom Parents and community members were also invited to the meeting via zoom. In addition, phone calls made to parents who were unable to attend. Probation staff was also consulted. Our stakeholder engagement meetings took place via zoom.

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

Fifty percent of the school staff were comfortable returning full-time with students to the classroom, knowing safety precautions would be in place. Nineteen percent were somewhat comfortable to return to the classroom with students, knowing safety precautions would be in place. Thirty-one percent of the school staff were not comfortable returning full-time with students to the classroom even though safety precaution would be in place. Forty-six percent of the school staff felt comfortable returning back to school with students two to three days a week. Thirty-five percent of the school staff felt comfortable returning back to school with students two to three days a week. Nineteen percent of the school staff did not feel comfortable returning back to school with students two to three days a week. Forty-six percent of the school staff felt comfortable with students to school everyday for half a day. Forty-two percent felt somewhat comfortable returning back to school with students everyday for half a day. Twelve percent of school staff were not comfortable returning back to school with students everyday for half a day. Sixty-four percent of school staff felt comfortable providing on-line distance learning. Thirty-six percent of staff felt somewhat comfortable providing on-line distance learning. Zero percent of staff did not feel uncomfortable providing on-line distance learning.

Fifty percent of our families report they felt comfortable returning to the classroom full-time. Twenty-three percent (23%) of our families felt somewhat comfortable returning to school. Thirty-two percent did not feel comfortable sending their child back to school full-time. Forty-four percent felt comfortable sending their child to the classroom two to three times a week. Thirty percent felt somewhat comfortable sending their child to the classroom two to three times a week. Twenty-six percent did not feel comfortable sending their child to the classroom two to

three times a week. Sixty-nine percent felt comfortable sending their child back to school everyday for half the day. Nine percent felt somewhat comfortable sending their child back to school everyday for half the day. Twenty-two did not feel comfortable sending their child back to school everyday for half the day. Seventeen percent of families felt comfortable with their child being provided on-line learning at home. Twenty-six percent felt somewhat comfortable with their child being provided on-line learning at home. Fifty-seven percent did not feel comfortable with their child being provided on-line learning at home.

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

The parents and families that participated in the stakeholder engagement process included parents of English Learners, students with disabilities and foster youth. English -Spanish interpretation was available in all interactions. Stakeholder input included discussion of multiple ways for opening under the local and state guidelines, along with highlighting the recommendations for reopening. Based on the information presented individuals providing feedback had the opportunity to provide input relative to the current state of education with distance learning and in-person school options. Discussion of each of the options was presented and the feedback from stakeholders allowed us to consider different plans that is responsive to our community's concerns and interests while at the same time following state and local guidelines for re-opening.

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 Tulare Court and Community schools and AcCEL program looks forward to resume in -person instruction for our students. Our instructional plan is guided by our focus on our students who have experienced significant learning loss due to the interruption of in-person instruction and IEP related serviced as a result of COVID-19 during the 2019-2020 school year. We anticipate starting the 2020-2021 school year with targeted instruction that includes intervention support for our for students who are at a higher risk of continued learning loss with the start of the school year beginning in a virtual learning environment. Our schools and programs are committed to ensuring the safety of students, parents, and staff members. In order to begin the process of resuming in-person instruction in compliance with local, state, and federal guidelines for safety, we have developed a phased model approach to reopening.

Phase 1

*Complete closure to public

*Staff will do a self-check for symptoms associated with COVID-19.

*Staff works from sites at individual work stations. PPE is required for all staff members. Court and Community schools and AcCEL programs will provide personal protective equipment (PPE) and social distancing practices will be implemented on all campuses. All staff will assist in wiping down their workspace and any other area they used in accordance with provided training.

*The importance of social/physical distancing will be displayed. All staff will wear a mask, unless in the classroom by themselves.

*All parent/student/staff meetings, IEP related assessments and individualize education plan meetings, (IEPs) via Zoom.

*Posted signage regarding hand washing and mandatory mask wearing.

Phase 2:

*Few students can come to campus for scheduled appointments with staff 1:1 for the purpose of assessment or service provision.

*Staff will do a self-check for symptoms associated with COVID-19

*Most scheduled meetings with staff will take place via Zoom. PPE is required for students and staff members. All staff will assist in wiping down their workspace and any other area they used. The option to participate with Zoom meetings will be made available.

*The importance of social/physical distancing will be displayed. All staff will wear a mask and a mask will be provided to students who come on campus for a scheduled appointment.

*Following all of the Governor's mandates regarding closure based on classroom or district outbreak.

*Court and Community schools and AcCEL classrooms and centers will provide personal protective equipment (PPE) and social distancing practices will be implemented on campuses.

Phase 3:

*Small group instruction on campus. Hybrid model, in which students come to site for in-person instruction on scheduled days.

*Staff will do a self-check for symptoms associated with COVID-19.

* Following all the Governor's mandated regarding closure based on classroom or district outbreak.

*Court and Community and AcCEL Programs will provide PPE and social distancing practices will be implemented on campuses.

*Students who do not feel safe returning to site will remain on the distance learning platform..

*The importance of social/physical distancing will be displayed. All staff and students will wear a mask.

Phase 4:

*Full return to the classroom.

*Staff will do a self-check for symptoms associated with COVID-19

* Following all the Governor's mandates regarding closure based on classroom or district outbreak.

*Court and Community and AcCEL Programs will provide PPE and social distancing practices will be implemented on campuses.

*Students who do not feel safe returning to site will remain on the distance learning platform

*The importance of social/physical distancing will be displayed. All staff and students will wear a mask.

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

Description	Total Funds	Contributing
Cleaning supplies and PPE supplies	\$120,000.00	Yes
Student Transition Specialist	\$93,578	Yes
1:1 Instructional Assistant Support to assist with student learning loss	\$306,00.00	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.]

Due to the school building closures related to the COVID-19 pandemic, all students will work with individual Chromebooks or other devices at the beginning of the 2020-2021 school year through Google classroom, Zoom meetings and Bitmoji Classroom. Teachers will prepare lessons and hold classes virtually. The students will have full access to curriculum remotely. The students will be given a log-in for their virtual classroom access. The administrator, principal, as well as oversight from teachers and support staff, will address the academic and social-emotional needs of students. Daily scheduled virtual lessons provided by the classroom teacher, along with daily scheduled individual check-ins with students will ensure a robust and rigorous online learning environment. Through these lessons, we will continue to create lesson design consistent for our programs to support access and individualized support. as well as continuing to provide IEP related services. We will continue to ensure that all lessons are standards-based and aligned with our state mandates.

Student transition specialists will continue to meet with students one-on-one remotely to review student transcripts, individual learning plans, and student progress. Weekly individual meetings with teachers will be held. Outreach to families will be provided via online platforms, phone, and apps. Data collection will be reviewed weekly by the administrator and principal and case managers.

Attendance monitoring and follow up when/if students are not engaging will be on-going through our truancy officers on district SARB process for AcCEL.

Access to Devices and Connectivity

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

All students will have access to a personal device and a personal Wi-Fi hot spot, if needed. They will also receive support with accessing it in their homes, if necessary. For students who may not have access to one or both of these digital components, Court and Community and AcCEL will provide a device and a personal hotspot (MiFi) to students if needed.

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.]

In order to effectively monitor student progress, daily participation on each school day will be expected. Student attendance will be closely monitored in order to ensure that students are receiving adequate access to the curriculum. Our plan includes the following measures:

- * Daily classroom participation- On-line lessons provided by teachers, completion of regular assignments, completion of assessments, and participation with check-in meetings, participation in individual and group IEP related services.

- * Students in grades Preschool -12 will be provided with 240 instructional minutes, as well as all students in our AcCEL adult program, 18 years through 21.

- *Students will engage with teachers, peers and instructional aides every day. Afternoons will be utilized for one-on-one check-in meetings and direct services.

- *Attendance will be monitored closely. Follow-up calls, emails or text messages will be sent to absent students/parents.

- *Outreach to families will be done on a regular basis in order to promote communication and continued relationships with our families.

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 learning opportunities related to high quality and engaging distance learning strategies and resources will be provided throughout the school year to teachers and staff. To promote the rigorous implementation of the curriculum, along with the continuity and full use of online programs, the entire staff will continue to participate in professional development activities all year. Professional development will include but is not limited to : English Language Development, New Generations Science Standards, Math, Mental-Health, Trauma-Informed Practices, and Responding to COVID-related Mental Health Needs Unique Learning Systems, IEP and Distance Learning Plan writing. Professional development will be offered virtually, and when possible, in person.

Staff Roles and Responsibilities

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

The roles and responsibilities of our staff members have been adjusted in order to promote equitable access to the core curriculum and wellness supports. Teachers have not been able to meet with students in person since March 2020. In order to provide a robust learning

environment for our students through distance learning, our staff will follow specific actions. Our staff will engage students with a standards based distance learning program that includes the following modifications:

Instruction and Relationship Building

Teachers' lessons will be designed to engage students and promote continued connections with our students and their families in the absence of in-person instruction.

* Teachers will engage with weekly lessons taught virtually. Students will receive instruction that mirrors the same type of in-person teaching that they would receive in a traditional classroom setting, Chromebooks and hot spots will be provided to students and staff members in need of technology.

*Communication between the students and teachers will take place weekly at the minimum. The primary mode of communication between the students and teachers will be through online interactions and telephone calls when necessary.

*The use of printed materials will be provided if requested by the student but will not serve as the primary mode of our instructional delivery.

*Daily schedules and lesson plans will be provided and updated as needed.

* Teachers will assess student progress through the use of weekly assignments, projects, curriculum based and IEP related assessments and NWEA.

*Teachers will monitor the attendance and participation of all students daily.

*For the 2020-2021 school year, students in grades K-12 will receive 240 instructional minutes, including adult students age 18-21 in our AcCEL programs.

*Staff members will participate in professional development training sessions that support the use of our online curriculum materials and lesson planning and prep.

Administrator and Principal

*The administrator will engage with staff members weekly for check-ins and to discuss student progress and assist with the design and implementation of lessons.

*Instructional minutes will be monitored in order to meet the goal of 240 instructional minutes.

*Communication with students and families will take place via regular mail, phone calls, text messages, Zoom meetings and when needed in-person visits to homes. All Center for Disease Control (CDC) and County Health regulations and protocols will be followed for social distancing.

Counselors, TCOE Mental Health staff and Student Transition Specialists

*Outreach to families will be provided via on-line platforms or phone.

*Data collection will be reviewed with the administrator and principal. Meetings will be on-line until in-person meetings can resume.

Truancy Officers

*Communication with families will take place via Zoom or by phone.

*All in person meetings with families which include SARB meetings will take place via Zoom.

*Maintain support for community school attendance and engage families that are not readily available by reaching out via Zoom or by phone.

Support Staff Members

*All regular duties performed in person will be modified through the use of technology.

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.]

Special education services will be coordinated with each program to provide students their individual IEP services via Zoom with their respective service provider, to continue to work on progress towards individual goals and objectives.

Pupils with exceptional needs will receive extra support from teachers, instructional assistants and service providers during their office hours. Educational Specialist will also be available to support mild/moderate student needs according to each student's goals on their Individual Education Plan . (IEP)

Students with unique needs will have curriculum “chunked” into smaller units that make the learning process more manageable for students and modifications and accommodations will be provided in accordance to individual IEP's

English learners will be supported through designated English Language Development (ELD) time daily. Also, staff will ensure language needs are being met during core instruction using ELD strategies. (Integrated English Language Development) NWEA will be used to monitor progress.

Pupils in foster care will have support attaining resources through an Education Specialist and our Foster Youth Liaisons.

A student transition specialist and IEP case manager will monitor their Individual Learning Plan to ensure credit accrual.

A case manager will be assigned to each pupil through Foster Focus. They will inform pupils of resources through the Tulare County Dream Center.

Mental health and independent living program are monitored through Foster Focus.

Foster Youth Liaisons will provide needed clothing and/or technology, and health resources as needed and work directly with each students' CWS social worker.

LEA Homeless Liaison will provide resources such as technology, clothing, tutoring, and school supplies if needed. Including laundromat vouchers for such necessities as washing clothes, but not limited to this. These efforts are made to address any barriers to education.

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

Description	Total Funds	Contributing
Mindfulness-Centered Social Emotional Learning (SEL) curriculum for teens, educators, and parents	1500.00	Yes
Mobile Hotspots for families in need	32,000.00	No
Purchase of laptops, Chromebooks and Ipads for student use	350,000.00	No
Purchase of technology for staff use	237,000.00	No
Edgenuity	19,625.00	Yes
NWEA	1562.00	Yes
Unique Learning Systems Curriculum for AcCEL Students	15,000.00	Yes

Pupil Learning Loss

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

Prior to COVID-19 students had direct instruction within the classroom and had 1:1 access to Chromebooks or other desktop devices. During the initial shut-down, some students did not have access to devices; however, they received lessons mailed to them or hand delivered to homes. The following strategies detail the actions taken to support our learners:

2019-2020

*English Language Arts- Some students participated in online instruction while others completed direct instruction activities. Those students participating in online learning was assessed through their online programs: Edgenuity and Instructional Access and Unique Learning System,.

*English Language Development- English learners were provided daily integrated and designated instruction. These strategies include: graphic organizers, directed reading, brainstorming, and reflections. The English Learners were also exposed to evidence-based practices and instructional strategies incorporated in the English 3D and Edgenuity programs. Teachers emphasized the four elements with their students on a daily basis: Reading, Writing, Listening and Speaking.

*Mathematics- Students participated in direct instruction and online instruction. Both online and inclass instruction assessed students' knowledge for understanding. The mathematics curriculum: Edgenuity and Carnegie Learning had implemented formative and summative assessments throughout each unit. Our AcCEL program continued with the use of Unique Learning Systems, Touch Math and a variety of apps and websites accessible for students with special needs.

2019-2020 School Summer and Extended School Year Services (ESY):

Court school and AcCEL students were provided Summer School. The program is designed to support students with credit recovery in English Language Arts, mathematics and additional core content area. Students engage in an online program and direct instruction. Small group sessions are designed to provide student opportunities to engage with their teachers and receive additional support when needed. The program is designed to support the varied needs of all our learners. Seniors are fast tracked to complete core subject through the Instructional Access program. The desire is to have seniors graduate with their class. Our high school counselor provides one on one counseling to update students on credit recovery needs. ESY was provided to students on IEP's virtually through group sessions and 1:1 services as indicated on their IEP's.

2020-2021

*English Language Arts- Students will have access to online learning through devices, google classroom, Bitmoji classroom and zoom meetings. Teachers will teach lessons and engage students with lessons through virtual classroom. Lessons will support their reading comprehension, writing, analytical thinking and speaking skills. Lessons will be standards-based and provide students with access to instructional strategies through vocabulary developments, journal writing, making meaning, and independent reading. Assessments will be conducted throughout the year to monitor progress. Teachers conduct local assessments, utilized purchased curriculum assessments such as Carnegie Learning and Northwestern Evaluation Association (NWEA) and ULS.

*English Language Development- English language learners will receive support with mathematics instruction through Mathia, purchased online curriculum support through Carnegie Learning. The specific program focuses on mathematical vocabulary banks which gives English learners words and phrases that support them with their mathematical thinking to develop greater English language proficiency.

*Mathematics- Students will engage with daily instruction through google classroom, Bitmoji classroom, and zoom meetings. Students will receive support with mathematical concepts and one on one support as needed. Students will participate with data chats to discuss their progress and engage with intervention support when appropriate.

2020-2021

Professional Development

Teachers and Instructional Assistants will engage in professional development weekly . The sessions provide target support for lesson planning. English learners support and effective implementation and analysis of student data. Student data will assist teachers with designing lessons and drive instruction. Lessons are designed to assist students with their learning, promote academic proficiency and support progress on IEP goals. Our monthly staff data talks will further support our student data analysis and influence the instructional strategies utilized. Our goal is to meet both the academic and social-emotional needs. Teachers will be trained in Mindfulness to assist students with their social-emotional well being.

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.]

Our instructional program includes differentiated instructional strategies that support the diverse academic needs of our students. Our student assessment data serves as the feedback for both teaching and learning. In order to effectively implement and monitor student learning through an equity focused lens, the following strategies will be utilized:

English Language Learners - Teachers will provide lessons for our English language learners that develops the use of English and proficiency in all academic subjects. Our teachers will engage students with lessons and resources such as visual aids, that assist them in understanding the content being taught. Skills such as higher-order thinking skills, questioning techniques, integrating listening, speaking, and writing across the curriculum will also be utilized. Students will have opportunities to work one on one with teacher as needed.

Low-income students - Students will have access to the core curriculum and additional instructional intervention supports. They will have access to one on one check in meetings with their classroom teacher. Additional support will be provided to our students and families through the student transition specialist and case managers. Students and their families will receive support with basic needs such as food and other community resources. Services will also be available to students to assist them with accessing the curriculum and support them with the necessities needed in their personal lives that affect their ability to participate in school.

Foster and Homeless Youth - Students will receive the necessary intervention supports to bridge the gap in their learning. One on one instruction, small group instruction, and outreach to our Foster Youth Liaison and Homeless Liaison will contribute to our goal of providing access to learning and removing barriers. Continued communication with our students will be done to provide "wrap-around" services that focuses on student's specific needs. Students will have access to both instruction and resources that promote their academic and socio-emotional needs.

Pupils with Exceptional Needs- Students with exceptional needs will have access to the core curriculum along with designated accommodations according to their individualized education plan (IEP). Students will engage in small group instruction sessions, one on one meetings with their general education teachers, and receive extra support from the special education direct service providers and instructional aides. The general education teacher and the special education teacher will work collaboratively in order to design instructional supports that will assist all students with access to the core curriculum. IEP teams will review individual goals for students and work together

to ensure that our students are receiving the appropriate supports to assist them with continued learning and access. Assessment data will be analyzed in order to further analyze and modify lessons as needed.

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.]

Court and Community staff will analyze weekly data. Data will be referencing student engagement and academic progress. In addition, weekly data collected by individual teachers and staff members through their personal and individual meetings with students will be discussed and considered. The administrator and principal will meet with staff weekly to discuss strategies for the effectiveness of implemented learning loss strategies. A monthly meeting will be held with staff to discuss ways to engage and motivate students with engagement. Reading, Language, and Math assessments will be administered electronically with each student and data will be analyzed.

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

Description	Total Funds	Contributing
NWEA testing	1562.00	Yes
Unique Learning Systems Curriculum for AcCEL students L3	15,000.00	No
Sp Ed Assessment Kits to determine learning loss and individual student need	15,000.00	No
On-line Curriculum for students to access virtually during distance learning (StaffFall)	10,000.00	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.]

Court and Community and AcCEL staff will develop a system to connect with students and families to check in on their social and emotional well being.

- * Staff will participate in weekly staff meetings to address development and on-going monitoring of whole-school and individual student SEL needs.
- * Court and Community and AcCEL staff will utilize experts in social emotional learning support and provide on-going training to ensure student needs are met.
- * Court and Community and AcCEL staff will utilize universal school-wide interventions such as social emotional learning, trauma-informed practices, mindfulness practices, etc. to address and support student and staff social and emotional well-being.
- * Pupils will have access to the Social Emotional Curriculum. School counselor and social worker will be available to all students as well as a school psychologist available as needed. Student Transition Specialist will contact students biweekly or more if necessary.
- * Court and Community and AcCEL staff will engage community based and local government partners in supporting the mental wellness of staff and students. Whenever possible, resources offered by these entities will be leveraged to support the needs of Court and Community and AcCEL staff and students.
- * Suicide prevention and awareness information will be disseminated.
- * Student transitions will help students with attaining required counseling.

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.]

Our instructional program is designed to promote, engage, and encourage full participation for out students and families. Our approach to student engagement through our Distance Learning Program includes the following components:

1. Court and Community Schools - 3 Tiered Attendance Plan

Tier 1:

- 1st-3rd day of absence: Truancy office will make a phone call to student's home and documents the contact with the student and family.
- 4th-5th day of absence: Truancy officer will attempt to reach out to family and emergency contact. The communication with the family or emergency contact is documented.

Tier 2:

6th-7th day of absence: The truancy officer will attempt to reach out to the family and send a letter of concern for non-participation to the student's home. A copy of the correspondence will be made and added to the documentation for this action.

Tier 3:

8th- 10th day of absence: A socially distanced home visit that follows the guidelines by the federal and state health officials will be made to the student's home by the truancy officer and student transition specialist. A written communication will be left at the residence requesting that immediate contact be made with the teacher or other authorized designee. The visit and parent correspondence letter will be documented.

2. Instructional Engagement

Teachers will provide instruction that engages and promoted daily participation. The use of virtual lessons will provide continued outreach to our students. Weekly 1:1 teacher/student meetings will further assist our outreach to our students and assist with identifying the specific areas in the curriculum that our students are in need of support. Our interactive distance learning program will assist with mitigating the number of students who advance from our Tier 1 attendance level to Tier 2 and beyond.

3. Communication- Student/Parents

Students - Students will engage with lessons and meetings with their teachers daily/weekly. Students will be reminded of their expectations as learners which includes daily attendance, participation, and completion of all assignments and assessments.

Parents - Parents will receive correspondences for our sites on a regular basis through letters, phone calls, and virtual meetings. Parent correspondences will be translated in order to provide equitable access to our messages.

Our plan will contribute to our goal of ensuring that we are engaging our students and providing outreach to them and their families when they are absent from school.

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.]

During the school year, meals for students are provided by their district of residence at their sites, while the meals at Court schools are provided by probation. During the period of school site closures, meals are available for our students at their school district of residence

distribution sites. Both Community schools and AcCEL programs will be in active communication with our partnering districts for updates related to child nutrition. Districts were contacted and provided a list of students.

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
5.42%%	\$747, 456.00

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.]

Many foster youth, English Learners, and low-income students experience an array of challenges and are at a higher risk for trauma, dropping out of high school, lack of stability and mental health issues. As a result, Court and Community schools prioritizes the needs for these students. Due to COVID-19, the staff has identified the greater need for these student populations.

English Learners: Monitoring and coordination of the EL program is critical to the successful implementation of a highly quality instruction program designed for EL students. The implementation, monitoring and evaluation of the program will be the responsibility of the administrator and principal. The monitoring is to ensure that each English Learner is placed in an appropriate program of instruction and that his/her progress is being monitored and tracked. During this process, the administrator and principal will ensure effective delivery of the instructional program for English Learners by conducting classroom observations, either in person or virtually, and will provide feedback to staff members.

Low-Income Students: Court and Community staff has strong relationships with community partners and with other Tulare County Office of Education programs to support our low-income families and students. Student transition specialists connect students with resources and necessary services.

Foster Youth: Court and Court Community staff will provide services that support the educational needs of foster youth through collaboration with the Foster Youth Liason.

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

Our services for all unduplicated students will include the following:

- *Implementation of social emotional well being services
- *Additional technology including but not limited to, devices and personal Wifi
- *Weekly individual student check in meetings
- *Increasing the professional development for all staff, including but not limited to, virtual trainings
- *Staff will provide additional learning supports after the school day.
- *Intervention support will be provided by classroom teachers and other support staff.