

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
Tulare Joint Union High School District	Tony Rodriguez Superintendent	tony.rodriquez@tulare.k12.ca.us 559.688.2021

General Information

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

The Tulare Joint Union High School District is located in a unique community nestled within the heart of one of the most fertile agricultural regions in the San Joaquin Valley. The district encompasses a community of more than 78,000 residents who are passionate about the quality of life for our students during their school-age years and beyond. We are a growing district that is currently serving over 5,600 students within our three comprehensive high schools, alternative education and adult education programs. Our staff is committed to providing all students with a safe, nurturing educational environment that inspires students to reach their individual potential. It is our goal as educators to continue to provide a rigorous academic curriculum that best prepares our students with 21st Century skills; to offer students a variety of co-curricular opportunities outside of the classroom that build positive character traits and areas of interest; and to develop caring, compassionate adults who understand the value of serving their larger community. COVID-19 has greatly impacted our district and community. Due to Tulare County being on the state monitoring list, our District is only able to provide Distance Learning. This creates a big challenge for our district, since we have many families that do not have access to a high speed internet connection. Additionally, some of these families reside outside of our city limits and have limited access to affordable internet providers. Distance learning also limits the amount of face to face instruction with teachers, our ability to connect our students to school through co- and extra-curricular activities and provide socio-emotional supports for our students. As a District, we are are working with our teachers, parents, students and community members to develop and implement a plan that addressed our needs and to best support our students and staff.

Stakeholder Engagement

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

Our district has a standing Budget Advisory Committee (BAC) composed of students, teachers, classified employees, administrators and parents that meets regularly throughout the year and provides input in regards to our Local Control and Accountability Plan. This committee was expanded at the beginning of the 2020-2021 school year to include more representation from our stakeholders. The BAC committee is now being referred to as the Distance Learning Committee. The purpose of this committee is to solicit input from our stakeholders on how to strengthen our Distance Learning Plan. The committee met via Zoom on Thursday, August 20, 2020 and will continue to meet regularly throughout the school year.

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

TJUHSD is using Zoom to allow for public participation at our Board meetings, public hearings and committee meetings.

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

Our district used Zoom breakout rooms together with a slide template to collect feedback on the Learning Continuity and Attendance Plan prompts. This feedback is documented on the slide deck linked here.

https://docs.google.com/presentation/d/1ZW6WgR6M1p1K4ICumfWDHPk3pPHYZ_xHejb_TX5I4nM/edit?usp=sharing

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

The Learning Continuity and Attendance Plan was influenced by the feedback provided through the Distance Learning Committee.

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.]

Due to Tulare County currently being on the state watchlist, our district is unable to provide classroom-based instruction to students who have experienced significant loss due to school closures in the 2019-2020 school year.

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

Description	Total Funds	Contributing
Not applicable		

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.]

TJUHS D has created a schedule for students and staff similar to our regular schedule. The schedule consists of synchronous instruction (live instruction via Zoom with the teacher) and asynchronous instruction where students are assigned activities to complete that build on or prepare students for the Zoom instruction. At minimum, teachers are required to assign an additional hour of asynchronous activities per week per class. The schedule can be accessed at bit.ly/TJUHS Dbellschedule. Teachers are encouraged to use a flipped learning model and check for understanding prior to the live Zoom class. TJUHS D has a variety of technology tools that can be used to check for understanding and differentiate instruction based on students' needs. Google Classroom and other tools will be used to assign and collect student work. Since the onset of the Common Core standards, our departments and subject matter teams have worked together in their Professional Learning Communities (PLCs) to identify their standards and create curricular maps. Our teachers are adjusting the curricular maps to align with the instructional time available through Distance Learning. Teachers have time built into the schedule to work in their PLCs to adjust pacing, grading scales and modify assignments. Our district will also train our teachers on the use of breakout rooms to provide an opportunity for students to be able to collaborate and communicate with their classmates. Counselors are also encouraging students with room in their schedule to take dual enrollment college courses through our local community colleges.

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.]

TJUHS D implemented 1:1 take home chromebooks for our students in 2017-2018 at the comprehensive sites. Our Opportunity Education students also had access to the chromebooks in the classroom, but were not able to take them home until this school year. In 2018-2019, our district received a grant through the 1 Million Project, which provides hot spots to socioeconomically disadvantaged students who do not have reliable high speed internet at home. The focus of the 1 Million Project is to reduce the homework gap by providing students with 10 GB of data to use monthly. During these 3 years, we have received a total of 1,149 hotspots. Due to the bandwidth required for Zoom, our district has purchased additional hot spots with unlimited data. These hotspots should also provide better coverage for students who live

outside of city limits. We will continue to monitor student connectivity and purchase additional hotspots, if necessary. Our teachers and administrators are calling students who are not joining the Zoom classes and can use this information to decipher our need to additional hotspots. We will also provide our students tips on how to improve connection, such as limiting the amount of tabs open at one time. Our certificated staff members have a mobile device (Chromebook, iPad, Macbook) and a desktop. Based on the age of the staff mobile devices, new chromebooks were purchased for our teachers this summer. In order to better support our teachers with Distance Learning, our district also purchased additional monitors, so that teachers can have dual monitors set-up. This will also help teachers monitor break out rooms. Our district currently has one site tech for each of the comprehensive sites and a shared tech between our Opportunity Education sites. Due to being on Distance Learning, there is a need for additional tech support. Our district is exploring the option of expanding our tech call center to be able to better support our students and staff with Zoom and chromebook issues.

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.]

The curriculum maps for each subject area include the standards to be taught, as well as time for formative and summative assessments. The assessments that our teams used prior to Distance Learning may need to be adjusted. Our district has a variety of technology tools that can be used to check for understanding, such as Peardeck, NearPod, and EdPuzzle. We have also upgraded our IO Assessment suite to the Data and Assessment Platform (DnA), which allows for live proctoring of the assessments and teachers have the ability to assign a Personalized Review Assignment to students based on the assessment result. In addition to the 50 minute Zoom class, teachers are required to assign at a minimum an hour of asynchronous activities per week per class. Teachers are certifying that the student participation in the Zoom class along with the assigned work make up the required 240 minutes of instruction per day.

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 focused on the use of technology to support student learning has been on the forefront of our professional development. All of our teachers participated in our SAMRwise training. The SAMR Model is a framework created by Dr. Ruben Puentedura that categorizes technology use in the classroom into four different levels, Substitution, Augmentation, Modification, and Redefinition. In addition to the SAMRwise training our district has provided the following opportunities to our teachers.

Face to Face training:

- New Teacher Training
- Tech Cafes
- One on One Coaching
- Flipped Lesson training

Conferences

- Computer-Using Educators, CUE, Black label Rockstar Tulare Camp
- Annual CUE
- Fall CUE
- CVCUE events

Personalized Online Training

- Alludo
- MobileMind

The instructional programs and applications supported by our district are organized in a presentation, which includes information about the program, as well as links to resources and/or training on how to use the program. The link to the presentation is included here.

https://docs.google.com/presentation/d/1x2rOXkd_-xryCQgMlpTG79uEN3RFuQPaedwhkFvbm9Q/edit?usp=sharing

We also need to continue to provide our teachers with professional development on Zoom and its features, a flipped classroom model and how to engage students via Distance Learning.

Staff Roles and Responsibilities

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

TJUHSD has reviewed the roles and responsibilities of the staff assigned to each campus and how these positions are affected by not having students on campus. Even though our students are not on campus, one of our priorities consists of providing social/emotional support to our students. Our counselors will take lead in this area by engaging with their student load monthly. This will also include using a survey, Panarama, to check on students socioemotional health. Assistant principals, deans and counselors will also work together to make sure that our students are participating in the live instruction and completing the additional work assigned. This includes calling and making home visits when students who are not connecting with the teachers. Our administrators are also responsible for the health and temperature checks of staff and persons entering campus. Our District Attendance Coordinator is also assigned to each site one day per week to support and help coordinate attendance accountability. We also have an administrator at each site who is the point of contact for COVID tracing. Our food service staff is now providing meals through a Grab-N-Go drive through model and Bus Stop Delivery. We have classified positions at our campuses that directly support students. These positions include our Homework lab aides, AVID tutors and Special Ed/Instructional Aides. These individuals will be assigned to teachers to support students learning through breakout rooms and other support as needed. Clerical staff and in-house aides will assist in contacting parents and students. Our transportation staff is responsible for deep cleaning of our buses and supporting the food service program with meal delivery. Additionally, during Distance Learning our Locker room Attendants will be assigned to Maintenance and Operations department. Our Maintenance and Operations department has modified the cleaning and sanitizing procedures to create a safe environment for our staff. This includes using foggers daily to apply disinfectant on all campuses and facilities and cleaning and disinfecting "high touch" areas multiple times throughout the day using approved cleaners.

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.]

TJUHSD will provide the supports listed below to assist students with unique needs, including English Learners, students with special needs, students in foster care and students who are experiencing homelessness.

- Tutoring at lunch time for English Learners

- ELD coaches will have office hours on their coaching periods to provide additional support to ELD students
- Using college tutors in ELD support classes to allow for breakout rooms and provide students with the opportunity to practice their language skills
- Home visits to students to provide materials, supplies and support with online access
- Weekly communication with parents
- Afternoon Zooms led by paraprofessionals to provide additional support to students w/special needs
- Parent Orientations for students with special needs (Teacher of Record will call home and Speak with Parents)
- Providing teacher with Confidential Students Information sheet forms for students on an Individualized Education Program
- Informing Teachers of Students on 504 Plans
- Psychologists are conducting "Check in/Check out" meetings via phone calls and emails to students
- Virtual Psych Testing for purposes of Assessment & Placement
- Use of Panorama Surveys to address Social Emotional Wellness of Students
- Providing students with physical copies of work when appropriate
- Bridging the gap for Foster and Homeless Youth through continued supports such as connecting them to resources in Tulare County, providing Hot Spots for internet access, and etc.
- TJUHSD staff have completed the Living Works: Mental Health Awareness & Suicide Training
- Utilizing time during Zoom live sessions to connect to students
- Structures in place to ensure that we are providing support in class to the identified students
- Hired additional Special Education Teachers to provide smaller settings and services to students with special needs
- Seeking Psychological Interns to assist with Individual/Group Counseling related to IEP services
- Small group opportunities on campus to provide additional support to special education, EL, foster and homeless students, as well as students with unique needs.

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

Description	Total Funds	Contributing
Provide prep buyouts and hire temporary teachers to support learning needs at sites.	\$747,130	No
Purchase instructional supplies, resources and software to support student learning, i.e. upgrading our assessment system to DnA to be able to provide teachers with the ability to use the live proctoring feature during assessments.	\$1,609,769	No

Description	Total Funds	Contributing
Purchase Chromebooks, MiFi's, server upgrades and other technology programs to support Distance Learning.	\$906,810	Yes
Provide professional development to staff on student engagement via Distance Learning, as well as additional support with Zoom and the flipped classroom model, i.e. CTE PD Day, ICEV Program and support provided through the Math Coaches.	\$214,200	No
Hire additional special education teachers to provide services to student with special needs in smaller settings.	\$237,700	Yes
Purchase instructional resources for students with unique learning needs.	\$65,000	Yes
Purchase Personal Protective Equipment for classroom teachers, sanitizing equipment and supplies.	\$100,000	No
Provide additional tech support for Distance Learning to students and staff.	\$104,000	No
Provide tutoring at lunch time to students with unique needs.	\$41,000	Yes

Description	Total Funds	Contributing
Hire tutors to support students in ELD courses with language development skills. Tutors can monitor break out rooms and allow English Learners to practice their language skills.	\$22,000	Yes
Hire additional instructional paraprofessionals to provide support to special ed students.	\$8,000	Yes

Pupil Learning Loss

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

TJUHSD will use a variety of data including formative and summative assessments, grades, attendance and survey results to identify students who need additional support, particularly in the area of English Language Arts and Mathematics. Students who earned an incomplete during the spring semester of 2019-2020 will also have the opportunity for additional instruction in the specific course to improve their grade to passing. Our district also has a plan to provide intervention opportunities to students through a Saturday Academy and Winter Session. However, it is difficult to provide these opportunities to our students without being able to bring them on campus in small groups of 2 to 3 students. Additionally, we offer intervention courses during the school day to support students with learning gaps in English and mathematics. Students who struggle in English and mathematics may be placed in the following support classes offered during the school day as part of the regular schedule:

- English Language Development support classes for students classified as English Learners
- Mathematics Lab for Algebra 1 students who need additional support in math. Students are able to move in and out of the Math Lab based on their learning needs and strength.
- English Intervention Courses at the freshmen and sophomore level for students who need additional support with literacy skills

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.]

Students who earned an incomplete during the spring semester of 2019-2020 have the opportunity for additional instruction in the specific course to improve their grade to passing. Subject area teams are identifying the key standards that students must demonstrate proficiency in to earn a passing grade. Packets will be provided to students to review the learning and students will be provided with the opportunity to demonstrate their learning in order to improve their grade to passing. Once our district is able bring small groups of students on campus, this intervention will take place in person through our Saturday Academy and as part of a Winter Session during Thanksgiving. As previously mentioned, our district offers intervention courses as part of the regular schedule to support students with learning gaps in English and mathematics. Students who struggle in English and mathematics may be placed in the following support classes offered during the school day as part of the regular schedule:

- English Language Development support classes for students classified as English Learners
- Mathematics Lab for Algebra 1 students who need additional support in math. Students are able to move in and out of the Math Lab based on their learning needs and strength.
- English Intervention Courses at the freshmen and sophomore level for students who need additional support with literacy skills

Additional actions geared towards addressing learning gaps in English Learners include tutoring at lunch time, office hours provided by ELD coaches on their coaching periods to provide additional support to ELD students, and using college tutors in ELD support classes to allow for breakout rooms and provide students with the opportunity to practice their language skills. We will support students with exceptional needs through afternoon Zooms led by paraprofessionals to provide additional support to students. We have also hired additional Special Education teachers to provide smaller settings and services to students with special needs.

Our counselors are also engaging with their foster youth and homeless students on a regular basis and communicating their needs with teachers. Based on the individual needs of these students, they may also be placed in the support classes and programs listed above.

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.]

TJUHS will continue to use formative and summative assessment results, grades, attendance and survey results to measure the effectiveness of the services provided to address pupil learning loss. This data will be reviewed regularly and used to modify the services and programs provided to our students.

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

Description	Total Funds	Contributing
Provide Mathematics labs built into the school schedule to support students in Algebra 1	\$218,400	Yes

Description	Total Funds	Contributing
Provide after school support, Saturday Academy and Winter session to support students with unique needs, students with learning loss, and students who earned an incomplete grade during the spring semester.	\$50,000	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.]

Prior to COVID-19 and Distance Learning, one of our main goals as a District has been to create a climate where all students are part of a positive learning environment where they feel welcomed, valued, safe and engaged as part of a greater community. This has included investing in psychologists to assist students with socioemotional needs and adding an additional counselor at each site. All of our certificated staff members participated in the "Living Works: Mental Health Awareness & Suicide Training" to be able to recognize warning signs and support our students with their mental health and social and emotional well being. The District has also purchased Panorama, a program which allows us to survey our students and identify specific students who need additional support in this area. Additionally, SysCloud Google Monitoring is used by our district and it scans student created documents or emails in their school domain google apps for key words or terms that could signal mental health concerns. Students in our district also use Sprigeo to report concerns to the administration regarding their well-being or that of their classmates. Through a partnership with Tulare County Office of Education, Accelerated Charter will have a social worker to support students. Teachers, counselors and administrators are also following up with students regularly. Teachers are contacting students who are absent from their class, and counselors are focusing on the mental health of their students by checking in with the students on their caseload monthly. Administrators are calling students and also conducting home visits. Our district also partners with Recovery Resources to provide counseling to students who are experiencing alcohol and drug dependency issues. Through our Distance Learning Committee we will also continue to explore ways to provide students with opportunities to interact with each other and engage in co- and extracurricular activities while maintaining our basic health and safety measures.

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.]

TJUHSD has developed an Attendance/Re-engagement Process to engage students who are absent from the distance learning. The plan includes teachers calling students daily who are absent from the Zoom session and informing the students/parents/guardians what they need to complete to make up the missed instruction. Teachers also document the call on our Aeries Pre-Referral System. Three pre-referrals result in a referral to the Assistant Principal/Dean of Students who is then responsible for also calling the student/parent. Through these calls, our site teams learn about the needs of our students and how we can best support them through Distance Learning. If the administrator is not able to get a hold of the student and/or parent, the next step consists of a home visit. We also have multiple staff members who are able to support teachers and administrators who do not speak Spanish and are unable to communicate with the parents. Based on information collected during the calls and home visits, we are also updating contact information in Aeries, in order to have the most up to date contact information for our students. Our sites also sent summer and fall newsletters to parents in English and Spanish. Aeries Communication is also used to communicate with parents regularly. Our district and site websites also contain pertinent information and the District Facebook is used to disseminate information.

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.]

TJUHSD will continue to provide free meals to TJUHSD students through the Community Eligibility Provision for the 2020-2021 school year. Breakfast and lunch are being distributed through two "Grab and Go" options of "On Campus" or "Off Campus". The "On Campus" option is available at the comprehensive sites on Tuesdays and Thursdays with two time frame options for pick up, 12:15 to 1:15 pm or 4:30 to 5:30 pm. Students are provided with two days of meals on Tuesday and three days on Thursdays. Through the "Off Campus" option students are provided with five days of meals at our regular bus stop locations. Pick up times range from 12:45 pm to 2:30 pm. Meals are only provided to TJUHSD students and a student ID or barcode must be provided to be served a meal. Even though a student ID or barcode is required, students do not need to be present. This information was shared with families through our Aeries Communication and the District Facebook page.

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

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Purchase the Panorama Program to collect information regarding students mental health and social emotional well-being	\$23,500	No
Mental Health and Social and Emotional Well-Being	Provide temporary social workers, counselors and/or opportunities for paid internships for psychologists to provide mental health support to our students.	\$100,000	Yes
Pupil Engagement and Outreach	Upgrade Aeries Communication to have access to additional features when sending voice, text and email messages to our students and parents.	\$35,000	No
School Nutrition	Purchase of equipment to be able to deliver meals to students at offsite locations.	\$25,000	Yes
School Nutrition	Provide transportation for bus stop meal distribution.	\$10,000	Yes
Pupil Engagement and Outreach	Conduct home visits to follow-up on student attendance engagement.	\$5,000	Yes
Pupil Engagement and Outreach	Use newsletters and other direct mail communication methods to provide information to parents who may have limited access to technology	\$8,400	Yes

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
39%	\$11,644,487

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 majority (72%) of Tulare Joint Union High School District's population is made up of foster youth, English learners and low-income students. The actions in the Learning Continuity Plan that focus on all students do encompass the needs of our Foster Youth, English Learners and Low-Income Students. Our district also prioritized the actions that focus specifically on these student groups. The actions in the plan that are being provided to all students are as follows:

- Purchase instructional supplies, resources and software to support student learning, i.e. upgrading our assessment system to DnA to be able to provide teachers with the ability to use the live proctoring feature during

assessments.

- Provide professional development to staff on student engagement via Distance Learning, as well as additional support with Zoom and the flipped classroom model, i.e. CTE PD Day, ICEV Program and support provided through the Math Coaches.
- Purchase Personal Protective Equipment for classroom teachers, sanitizing equipment and supplies.
- Provide prep buyouts and hire temporary teachers to support learning needs at sites.
- Provide additional tech support for Distance Learning to students and staff.
- Purchase the Panorama Program to collect information regarding students mental health and social emotional well-being.
- Upgrade Aeries Communication to have access to additional features when sending voice, text and email messages to our students and parents.

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

The actions listed below specifically support the needs of foster youth, English learners, and low income students. These actions will allow our district to provide continued access to instruction through supplying devices and connectivity to our special populations, as well as providing targeted support to improve student learning and retention.

- Purchase Chromebooks, MiFi's, server upgrades and other technology programs to support Distance Learning.
- Hire additional special education teachers to provide services to student with special needs in smaller settings.
- Purchase instructional resources for students with unique learning needs.
- Provide tutoring at lunch time to students with unique needs.
- Hire tutors to support students in ELD courses with language development skills. Tutors can monitor break out rooms and allow English Learners to practice their language skills.
- Hire additional instructional paraprofessionals to provide support to special ed students.
- Provide Mathematics labs built into the school schedule to support students in Algebra 1.
- Provide after school support, Saturday Academy and Winter session to support students with unique needs, students with learning loss, and students who earned an incomplete grade during the spring semester.
- Provide temporary social workers, counselors and/or opportunities for paid internships for psychologists to provide mental health support to our students.
- Purchase of equipment to be able to deliver meals to students at offsite locations.
- Provide transportation for bus stop meal distribution.
- Conduct home visits to follow-up on student attendance engagement.
- Use newsletters and other direct mail communication methods to provide information to parents who may have limited access to technology.

2020-21 Learning Continuity and Attendance Plan Summary of Actions

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Tulare Joint Union High School District	Tony Rodriguez, Superintendent	tony.rodriguez@tulare.k12.ca.us 559.688.2021

Actions/Services Contributing to Increased or Improved Services Requirement

Focus Area	Action	Action Description	Total Funds
Distance Learning Program	3	Purchase Chromebooks, MiFi's, server upgrades and other technology programs to support Distance Learning.	\$906,810
Distance Learning Program	5	Hire additional special education teachers to provide services to student with special needs in smaller settings.	\$237,700
Distance Learning Program	6	Purchase instructional resources for students with unique learning needs.	\$65,000
Distance Learning Program	9	Provide tutoring at lunch time to students with unique needs.	\$41,000
Distance Learning Program	10	Hire tutors to support students in ELD courses with language development skills. Tutors can monitor break out rooms and allow English Learners to practice their language skills.	\$22,000
Distance Learning Program	11	Hire additional instructional paraprofessionals to provide support to special ed students.	\$8,000

Focus Area	Action	Action Description	Total Funds
Pupil Learning Loss	1	Provide Mathematics labs built into the school schedule to support students in Algebra 1	\$218,400
Pupil Learning Loss	2	Provide after school support, Saturday Academy and Winter session to support students with unique needs, students with learning loss, and students who earned an incomplete grade during the spring semester.	\$50,000
Mental Health and Social and Emotional Well-Being	1	Provide temporary social workers, counselors and/or opportunities for paid internships for psychologists to provide mental health support to our students.	\$100,000
School Nutrition	1	Purchase of equipment to be able to deliver meals to students at offsite locations.	\$25,000
School Nutrition	2	Provide transportation for bus stop meal distribution.	\$10,000
Pupil Engagement and Outreach	2	Conduct home visits to follow-up on student attendance engagement.	\$5,000
Pupil Engagement and Outreach	3	Use newsletters and other direct mail communication methods to provide information to parents who may have limited access to technology	\$8,400

Actions/Services Not Contributing to Increased or Improved Services Requirement

Focus Area	Action	Action Description	Total Funds
Distance Learning Program	1	Provide prep buyouts and hire temporary teachers to support learning needs at sites.	\$747,130
Distance Learning Program	2	Purchase instructional supplies, resources and software to support student learning, i.e. upgrading our assessment system to DnA to be able to provide teachers with the ability to use the live proctoring feature during assessments.	\$1,609,769
Distance Learning Program	4	Provide professional development to staff on student engagement via Distance Learning, as well as additional support with Zoom and the flipped classroom model, i.e. CTE PD Day, ICEV Program and support provided through the Math Coaches.	\$214,200
Distance Learning Program	7	Purchase Personal Protective Equipment for classroom teachers, sanitizing equipment and supplies.	\$100,000
Distance Learning Program	8	Provide additional tech support for Distance Learning to students and staff.	\$104,000
Mental Health and Social and Emotional Well-Being	2	Purchase the Panorama Program to collect information regarding students mental health and social emotional well-being	\$23,500
Pupil Engagement and Outreach	1	Upgrade Aeries Communication to have access to additional features when sending voice, text and email messages to our students and parents.	\$35,000