

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
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General Information

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

Tehama Oaks High is a Juvenile Court School in Tehama County, California. The school operates under the Local Educational Agency of Tehama County Department of Education (TCDE). We serve all students who are adjudicated to the Juvenile Detention Facility, also called the Juvenile Justice Center (JJC). Students come to this facility from seven counties: Tehama, Lake, Glenn, Siskiyou, Plumas, Lassen and Trinity. The school operates in a mutual partnership with the Tehama County Probation Department to provide comprehensive services. We collaborate to meet the probation department’s education program goals as well as the goals of our Student Learner Outcomes, TCDE, and the state of California. Students in grades 7 - 12 are enrolled at Tehama Oaks High. This number fluctuates frequently as the facility population is always changing. Three fully-credentialed teachers and one paraeducator deliver direct instruction aligned to Common Core standards in all core subjects daily. Tehama Oaks operates year-round and provides 283 minutes of school each day, (California Education Code 48645.3 requires 240 minutes). Students are divided between two self-contained classrooms. Classrooms have small group size and high adult to student ratios giving students the benefit of plenty of opportunity for support and interaction with caring adults.

Students typically enroll with an average reading and math proficiency level of 4th-5th grade. Programs are personalized based on the individual needs of students. The curriculum is adapted to meet the individual learning needs of students. A part-time resource teacher provides support to students with Individualized Education Plans (IEP’s). The school also employs a part-time mental health clinician and a career and college counselor. All students are evaluated upon entry in reading and math levels. Intervention is provided based on assessed needs. Tehama Oaks students are a vulnerable population that has generally failed in traditional education settings. These students are incarcerated, at-risk youth, many of whom, have experienced extensive trauma from poverty, abuse, neglect, exploitation, drug and alcohol dependence, and violence. Many of these students are in danger of dropping out of school, and they have often had negative experiences with school. Our main goals are to provide a safe and supportive place for learning, credit recovery, and progress towards graduation. We are committed to teaching both social-emotional skills as well as academic skills.

When our school closed in March of 2020, the impact on the students, our staff, as well as the communities we serve was significant and far-reaching. The closure decreased access to services for students, both in regard to academics as well as their social-emotional learning.

Families were immediately forced to navigate an already stressful situation through a variety of new means to continue to stay connected to their students while incarcerated within the Juvenile Justice Center. Those supports for our students with disabilities, foster youth, and English Learners were further separated from direct services. In March all schools in Tehama County closed to in-person learning. To support our adjudicated youth attending our school, we began to provide individual, independent school work to all students. Initially, due to the closure of the Juvenile Justice Center (JJC) to staff who were not members of the probation department, facility staff and TCDE teachers worked collaboratively to ensure academic assignments based on the students' transcripts were provided. The school team prepared the assignments and facility staff distributed them to students. Staff from both the JJC and TCDE collaborated on progress and monitored the needs of the students to ensure they were learning and earning credits necessary toward their high school diploma. Teaching staff and facility staff quickly began working to get improved access to students to direct instruction via the use of online technology (Zoom). The delivery of instruction went to a combination of virtual direct instruction for a portion of the day, and individualized, independent work for the remaining portion of the day. Individual work was graded by the teaching staff. By July 1, 2020 our school reopening plan had been submitted and approved by Public Health and teachers/staff returned to the classroom to again provide live instruction following Public Health approved safety protocols.

TCDE acknowledges that the youth who are served in our school have significant years of trauma and school failure. The impact of the pandemic has continued to highlight how large the gaps are in our most vulnerable populations; including our homeless, foster, students with disabilities, and English Learners. The staff are committed to reestablishing stability for our adjudicated youth through physical and/or virtual instruction as we work to combat the learning loss that students experienced last spring and summer. Our reopening plan will continue to meet the needs of our students, staff, and communities through a holistic approach while ensuring that all safety protocols and directives from Tehama County Public Health are followed. TCDE recognizes that there is an incredible amount of flexibility that continues to be required as we navigate through the pandemic and the ever changing needs presented. The Mission of Tehama Oaks School is to provide a safe and productive learning environment that promotes growth in academic and social-emotional skills in order to prepare students for graduation and constructive futures. Opportunities to demonstrate critical thinking skills are incorporated into instruction with the goal that students will become self-sufficient, motivated, contributing members of society.

The vision of Tehama Oaks continues to demonstrate growth in these areas:

- * Nurture a growth mindset toward education
- * Use data-driven practices
- * Adhere to Common Core Standards
- * Teach social, emotional, and behavioral skills
- * Prepare students for workforce and college
- * Provide opportunities for vocational exploration
- * Reduce recidivism rates

To do this, TCDE will continue to focus on academic and social emotional support and intervention, professional development for staff regarding distance learning practices, access to daily live instruction, as well as supports for our students with disabilities as practiced prior to COVID-19. Tehama Oaks students will learn to be: critical thinkers, good communicators, problem solvers, and develop good social skills and have the skills necessary to persist and thrive in their future.

Stakeholder Engagement

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

Tehama Oaks High operates in a locked facility. Parents and community members are not permitted in the classroom. We are a regional facility, serving seven different counties and many families must travel a long distance for visitation; as a result, family visits are infrequent. As a way to keep families connected to their youth, the Parent Liaison reaches out to the parent or guardian of each student by telephone. During those conversations, parents are given information about the school program and the current status of the educational offerings. Parents are given the opportunity to ask questions and voice their concerns regarding the learning experience for their student while in custody. Parents also expressed their hopes for their student during this time of incarceration. Parents of students with IEP's attended meetings virtually and participated in planning for the educational program of their student. As a component of the Learning Continuity and Attendance Plan a survey was created and provided for parents. Data received from this survey as well as earlier information at the close of the 19-20 school year from SSC meetings, parent, student, and staff input was utilized to frame the needs to support learning loss as we moved into the new school year. In addition, several meetings were held with the TCDE Administration and both the classified and certificated bargaining units to gather their input for the development of our LCP as well our school reopening plan.

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

Quarterly Student Site Council (SSC) Meetings were held without interruption. Due to constraints regarding confidentiality, meetings are not open to the public. School staff, administration, a student representative, and a member of probation, who serves as in loco parentis (in place of the parent) as well as the Parent Liaison, participates in these meetings. Parent concerns and a summary of parent contacts are reported at the meeting by the Parent Liaison for problem-solving and discussion with the School Site Council. All meetings with the collective bargaining units and TCDE Administration have been conducted through a virtual platform to allow for access and participation.

A draft of the Learning Continuity and Attendance Plan was posted to the Tehama County Department of Education website 72 hours prior to the September 2, 2020, TCDE School Board meeting. Community members were encouraged to ask clarifying questions and provide input. Copies of the plan were available to the public 72 hours in advance to the public hearing. Community members who did not have access to the website could pick up a copy of the plan from the Tehama County Department of Education.

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

During parent contact sessions several parents expressed that they felt safe with the protocols being implemented in the facility. Knowing their child was in protective custody in a safe environment, and not "running around with friends" during this pandemic was comforting to some parents. Parents expressed that they hope their student will make good progress toward graduation while in our program. Other parents had questions about the classroom environment and if their child was getting daily live teaching. Most parents expressed positive feelings about the program.

The COVID Reopening Plan was created by facility and school staff during a series of meetings during the month of May and June with the goal of reopening school by July 1, 2020. Our plan was submitted to our Tehama County Public Health agency on June 26, 2020 and approved on June 29, 2020. School reopened to in person learning with a regular schedule during the first week of July. A feedback session for teachers was held on August 12, 2020 to gain feedback on how the plan is working and if any adjustments need to be made. All teachers report that the plan is working well, students have been cooperative with the new requirements and they have no concerns or feelings that the plan needs to be adjusted. Assessments have begun but at this point results are typical of our students and no exceptional trends have been reported. The highlights of the Reopening Plan include following CDC guidelines such as increased hand hygiene, disinfection of frequently touched surfaces, social distancing and masking.

The Reopening plan was developed by school staff to follow guidance from the CDC. Teacher and school staff input, and feedback from students directly influenced our decision to begin in-person, direct instruction so quickly. We returned to direct instruction during the first week of July because teachers wanted to be back in the classroom and students were asking for school to resume to in-person. School staff input sessions were held as follows;

6/9/2020 School Site Council which includes all school staff, Tehama County Probation staff, and a student and parent representative.

6/17-6/20 Probation staff gathered input from students.

6/23/2020 with school staff, Tehama Probation staff, and administration. Probation staff reported on the input received from students regarding their desire to return to direct, live instruction.

8/5/2020 with school staff, administration, and special education staff to receive feedback.

August 12, 2020 school staff and administration to gain specific feedback on COVID Reopening Plan, and discuss student learning loss and student assessment.

August 17-20 Mental Health Clinician made phone calls to parents gathering feedback.

August 20, 2020 Mental Health Clinician/Parent Liaison and administration designed parent survey to collect feedback from parents.

August 26, 2020, School Site Council Meeting, attended by school staff, Tehama Probation staff, parent liaison/representative, administration, and student representative. At this meeting, the preliminary draft plan was shared and feedback received. This feedback was used to make minor modifications to the plan before submitting to the Tehama County School Board.

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

Several areas of the plan were influenced by input meetings. Students voiced a strong interest in how distance learning would be conducted. Students expressed a need for live instruction. They wanted continued contact with teachers and virtual live instruction on a daily basis as well as an opportunity to work independently. Many students expressed that they liked the opportunity for both modes of learning each day.

Additionally, probation staff, and school staff expressed the need and desire for students to participate in daily interactions with teachers. This input steered our plan for distance learning; with daily opportunities for virtual, interactive, direct instruction, and time and support for independent work.

Parents expressed a need for increased communication about the academic progress of students. Input from parents influenced our planning for increased communication from the educational team. Report cards are sent home on a semester basis but some students are not enrolled with us for a full semester. We will develop a progress report that can be shared with parents on a more frequent basis. Our certificated and classified bargaining units contributions supported a return to face to face instruction, access for distance learning, and safety of students and staff.

Given the feedback from stakeholders, it is apparent that the needs of our most vulnerable students who are at risk of learning loss during school closures must continue to be addressed through a commitment to those student population groups. From experiences and input regarding the implications of our school closing in the spring, our focus will be to provide instruction face-to-face as much as possible. This was an expressed priority from multiple stakeholders. Increased communication with staff and families to keep them informed of changes will be a priority as well as specific supports for English Learners, Foster Youth, Homeless Youth, and Students with disabilities.

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.]

Following the closure of schools in March, the staff transitioned to a Distance Learning model for several months as they prepared for the opportunity to return to face-to-face instruction in the new school year beginning July 1, 2020. During that initial time of the closure, students participated in synchronous instruction as well as an opportunity for independent work daily. The Tehama Oaks High School will provide in-person, classroom-based instruction whenever possible following the guidelines of the state as well as CDPH. Teachers, administrators, students, and parents are in agreement that this is the best modality of instruction for this at-risk population. In-person instruction started on July 1, 2020, based on the recommendation of Tehama County Public Health that in-person instruction could resume. This came through the submission and approval of the Tehama Oaks Reopening Plan that was approved by the Tehama Public Health Officer. Although our population of students is highly transient, the LEA understands that the school closures which occurred in the 2019-2020 school year impacted all students and any additional learning loss is exponential often for our learners. As we receive students from multiple LEA's our staff is committed to providing high-quality educational options through In-person instruction. In order to do so, the staff will continue to follow all safety guidelines to slow the spread of COVID-19 including practicing physical distancing, wearing a facial covering, health screenings,

and increase sanitation within the facility. Signage was added to provide visual representations of precautions within the classrooms and facility. Early this year, additional curriculum was ordered to ensure students have a broad range of materials available for learning if there is a need to move to distance learning again in the future. The LEA will work to arrange classroom configurations to allow for social distancing, including having students in cohorts as appropriate. Providing opportunities for intervention within the classroom as well as having options for online or virtual credit recovery will allow learning to continue as well as provide means for additional review. In addition related service providers including those who provide support to Students with disabilities, English learners, homeless and foster youth will be able to provide in-person support through a schedule with the possibility of virtual if needed. The intent of the reopening plan and the strategies implemented is to mitigate risk and the transmission of COVID-19 between students and staff. These precautions are continuously monitored for compliance and practiced with fidelity and updated as appropriate.

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

Description	Total Funds	Contributing
<p>Certificated Staff ~ An increase in teaching staff allows for smaller group size, and an increase in one-on-one and small group tutoring. One additional teacher was added to the staff to meet the social-emotional and academic needs of students. The increased teaching staff allows for individual student assessment to identify the need for reteaching, and intervention.</p>	<p>37,056.00</p>	<p>Yes</p>
<p>Personal Protective Equipment (PPE): Facial Coverings (masks and where appropriate face shields) to ensure that staff and students entering the classroom are minimizing the spread. Increase use of supplies, hand sanitizer that is greater than 60% and soap. Although some PPE was provided by the state, in order to sustain safety protocols regarding COVID-19, additional PPE will be necessary throughout the year.</p>	<p>500.00</p>	<p>No</p>
<p>Disinfecting Materials: Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, and gloves. In order to sustain safety protocols regarding COVID-19 additional materials and supplies beyond what is typical for the regular school year will be necessary throughout 2020-2021.</p>	<p>350.00</p>	<p>No</p>
<p>Signage ~ Visual cues throughout the facility and classroom to assist with helping minimize interactions and provide reinforcement face coverings and physical distancing. In order to sustain safety protocols regarding COVID-19 additional materials and supplies beyond what is typical for the regular school year will be necessary throughout 2020-2021.</p>	<p>150.00</p>	<p>No</p>

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.]

To provide access to the full curriculum in both distance and in-person learning, staff will implement a standards-based curriculum following the scope and sequence related to the state framework. Students who go into quarantine in the facility will be assigned individualized instruction based on their need as driven by assessment data, their transcript or IEP, 504 if appropriate. This instruction will provide essential learning to allow students to continue to earn credits needed for graduation and the learning of essential grade-level content. If the facility requires the school to be closed to face-to-face instruction due to safety needs related to COVID-19, direct instruction will continue through both asynchronous and synchronous learning. Synchronous learning: Synchronous learning is any type of learning that takes place in real-time where a group of students are engaging simultaneously and through live instruction and interaction. This resembles a traditional classroom, allows for collaboration with students, and teacher feedback which is immediate. Asynchronous Learning: Asynchronous learning occurs separately and without real-time interaction. This model provides individual flexibility and pacing, provides an opportunity to ask questions later, and can occur through classwork, videos, group work, or with other support from staff. This will be provided daily via Zoom (or other virtual platforms) through synchronous instruction. Students will attend daily lessons provided during in-person instruction. They will access this instruction using Zoom or other virtual platforms as designated by staff. In addition, students will have an individualized curriculum to work on and may have access to online curriculum for credit recovery, core curriculum, or intervention. Teachers will continue to assign and grade daily work. Students will have full access to all the required curriculum and the minimum instructional minutes (240). Those instructional minutes do not include teacher planning, office hours, required professional development or any other meetings. Student instructional minutes, while enrolled at Tehama Oaks, is beyond the minimum at 283. Intervention and performance on assessment will guide staff in assigning activities and instruction to close the gap in those areas and build skills.

Access to Devices and Connectivity

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

As Tehama Oaks starts the 2020-2021 school year with in-person learning, it will be imperative that the school is prepared for a full distance learning model that would allow students access to devices and connectivity if it required to transition to distance learning throughout the year. The facility will provide any needed devices and connectivity for Zoom meetings, as well as individual assessments to monitor student learning and growth. When students need to participate in teacher instruction or tutoring via Zoom, facility staff set up and monitor the students' use of technology including tech support, access to laptops, computers, smart boards, and video cameras. When needed, all students have full access to necessary devices and they are able to connect to the internet in order to support distance learning. In addition,

students will have the opportunity through either telephone or virtual platform to get additional help or intervention if they are struggling with a concept. In addition, the LEA will increase the number of laptops available within the school so they can be 1:1.

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.]

When students are participating in distance learning, participation will be monitored by teaching and facility staff. Teaching staff will provide 120-150 minutes of synchronous instruction daily via Zoom meeting. These minutes in synchronous instruction will be documented by teaching staff. Additionally, students will be provided with 120-150 minutes of individualized student work daily. Daily minimum instructional minutes of 240 will be met. This work will be based on student need. Asynchronous work time will be monitored and documented daily by facility staff. Teaching staff will provide this individualized student work and monitor and grade the work that is completed.

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.]

Weekly staff meetings will provide opportunities to check in with school staff to monitor the effectiveness of the program. Staff will have the opportunity to evaluate their need for professional development and resources. These requests will be evaluated and provided by administration to support the staff as needed. The Tehama County Department of Education technology department will support the technology needs of the facility and school. Staff will receive training on social-emotional learning and teaching character development including training in Character Counts. Supplies and materials will be purchased to support instruction and SEL learning for students and staff. Staff will participate in the SEL Community of Practice at the Tehama County Department of Education to participate in the community-wide movement towards a focus on growing in SEL skills for adults and students. Staff will be provided with instruction and support in learning and improving meeting and presentation skills utilizing Zoom and other virtual tools as appropriate. We will look for ways to improve student engagement in the virtual platform including the possible addition of Kahoot and Peardeck.

Staff Roles and Responsibilities

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

When students are participating in distance learning, teaching staff will be responsible for providing direct instruction sessions on a rotating basis via Zoom. Facility staff will be responsible to set up the needed technology and monitor student use of the technology to participate in classroom sessions via Zoom. Teachers will take attendance, and deliver lessons utilizing this platform. Office staff will support teachers in determining the individual needs of students and provide the opportunities and materials needed for students individualized learning. Facility staff will monitor and document time in the daily schedule for students to engage in daily individualized learning. Teachers provide assessment of student learning needs via computer assessments. When needed, facility staff will support these assessments so teachers can continue to monitor student growth and need for targeted intervention. Teachers will monitor and collect data daily regarding attendance and engagement. Measures will include log-in records and other on-line applications used by the teacher, submission of assignments to the teacher, submission of a Daily Engagement Survey created by the teacher, and other forms of contact/interaction with the teacher.

Teachers will document attendance/engagement for each student in the log every day. Documentation of attendance in AERIES is not unique to distance learning and also is required when students are attending in-person. For Distance Learning instruction, teachers will keep a weekly record documenting each student's synchronous or asynchronous engagement for each school day. This will include verification of participation as well as a record of student assignments. With portions of synchronous instruction being used as well as individual instruction, the total weekly amount of instruction received may vary by student, though all students will be provided the minimum threshold of minutes through a combination of synchronous and asynchronous instruction.

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

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.]

Our school serves students who all have unique learning needs. Adjudicated youth generally have needs for assessment of gaps in learning, remediation, individual and small group tutoring, extra time to complete assignments, small class size, frequent checks for understanding, etc. All students receive this support. Additionally, each student receives weekly sessions with a Mental Health Clinician to address their social and emotional needs that may interfere with their learning. Students with IEP's receive additional support as outlined in their IEP via Zoom meetings and tutoring sessions from our Resource Teacher or other related service provider. In addition the coordination of service for our foster, homeless liasions, and EL Coordinator.

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

Description	Total Funds	Contributing
Purchased four additional laptop computers to be used for Distance Learning. The additional laptops provide the opportunity to access instruction in the event there is a need for Distance Learning and allow students to be 1:1 with a device.	3,500.00	Yes
Purchased Starline Curriculum to be used to supplement our current curriculum offerings to ensure students have access to a broad course of study that is appropriate and standards based during distance learning situations.	2,674	Yes
Purchased three additional Staff Development Days for staff training and program preparation. This includes three extra staff duty days for all certificated staff to ensure all staff	4,850	Yes

Description	Total Funds	Contributing
are trained and prepared for the additional demands of being in compliance with the Tehama Oaks Reopening Plan.		
Purchased Character Counts materials and supplies in order to address the social and emotional needs of students.	600	Yes
Increased Certificated Staff- Additional certificated staff member will support Distance Learning, student interventions, and instructional needs of students. This staff member will support students learning as a result of learning loss.	21,109.00	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.]

As students enter our facility and begin to participate in our school, they are assessed in Reading and Math utilizing Renaissance Learning assessments. These assessments provide information to teaching staff on student levels in these areas. Additionally, specific skills that the student may need remediation are identified. Thus, teachers are able to develop specific strategies to reteach and provide practice for the specific skills that the student is demonstrating a gap in learning. Every 6-8 weeks, students are reassessed to evaluate if growth has occurred and to determine what additional intervention is needed. Teachers provide intervention based on the identified individual needs of the students. Intervention is offered daily in a class session. Language Arts intervention is developed by the teacher utilizing resources in Common Literature and Math intervention is provided by identifying the specific skill the student needs as identified by the Renaissance Learning assessment, the specific skill is retaught to the student and practice is provided by utilizing resources from Math Links. Intervention is also provided by spending a portion of the Language Arts class time and a portion of the math class time to focus on skills that have been identified as common to several students as gaps, the skill is re-taught and reviewed and some practice provided before proceeding to the grade-level material in the lesson plan for the class.

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.]

Teachers utilize multiple tiered strategies to address learning loss in students. All students are assessed and most, if not all, are identified as needing remediation in some area or some skills. During daily intervention time, teachers use individual tutoring and small group instruction to re-teach identified skills and provide opportunities for practice. During direct classroom whole group instruction, scaffolding is provided to students who need it to support them acquiring needed skills. During whole class instruction, teachers may focus on lessons that have been shown to be of need to several of the students in the classroom, providing opportunities for those students who have mastered the skill to go farther in demonstrating and sharing their knowledge with others. Services for our English Learners are being improved through access to the ELL Coordinator and offerings to support instruction. The supports include instructional strategies that are shared via a monthly newsletter with staff. Collaboration with the ELL Coordinator allows for any curriculum adaptations that are required for our ELL students and support teachers delivery within the classroom to ensure access. Services for our foster youth include meeting with the School Counselor as well as Transition Specialist to review progress and needs in regard to time within the facility as well as services and supports to assist them once released back to their home community.

Effectiveness of Implemented Pupil Learning Loss Strategies

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

The effectiveness of the services and supports provided to students is measured by monitoring student progress toward attaining credits needed to fulfill the requirements to earn a high school diploma, and by monitoring student growth as demonstrated by classroom-based assessments, anecdotal observations of teaching staff of student learning, and improvement of student scores on assessments every 6-8 weeks utilizing Renaissance Learning assessments.

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

Description	Total Funds	Contributing
Purchased Renaissance Learning Contract to assess learning loss and determine gaps in learning. This tool is used with every student who enters the school, as well as every six to eight weeks while a student is attending our school to analyze growth or lack of growth.	2,985	Yes
Staff salary for Assessment Coordinator who ensures all students are assessed at appropriate intervals, ensures staff are properly trained to provide assessments, and analyzes and reports data to stakeholders as needed.	3,706	Yes

Mental Health and Social and Emotional Well-Being

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

The Tehama County Department of Education has a variety of SEL resources posted on the TCDE website. Parents, staff and students are encouraged to access these resources. TCDE will continue to add SEL resources throughout the 2020-2021 school year. Resources include the foundational understanding of trauma and its impact on students, strategies to help support social and emotional wellness in staff and students, trauma-informed instructional strategies, mindfulness exercises for staff and students, and a variety of resources to help parents and staff to engage students in productive conversations about COVID-19.

The Tehama County Department of Education (TCDE) will host a Social-Emotional Community of Practice (CoOP) during the 2020-21 school year for district and site teams. This will be the second year for TCDE to host the CoOP. In the first year, teams focused on identifying the five core competencies of SEL and where they are as teams in the implementation of SEL work within their district/school. As we move into year two, teams will focus on the second step of the Collaborative for Social-Emotional Learning (CASEL) SEL implementation plan. That phase is Adult Awareness. Given the huge upheaval to our education system over the past six months, we anticipate the need for SEL work will be greater than ever. TCDE will work with teams to expand on their first-year learning and implementation to continue moving forward in this work. As both students and adults re-engage in our education system, we will work with our SEL COP Teams to identify SEL needs for our education community. CASEL's twenty-plus years of leading this work will be the foundation for our learning during year two. TCDE will utilize its most recent resource: Reunite, Renew, and Thrive: Social and Emotional Learning (SEL) Roadmap for Reopening School (<https://casel.org/wp-content/uploads/2020/07/SEL-ROADMAP.pdf>), to guide our work to start the year.

Tehama Oaks High School employs a half-time mental health counselor who is meeting with students four hours per day, five days a week. The clinician provides mental, behavioral, social, and emotional counseling through cognitive-behavioral therapy (CBT) and crisis intervention techniques. Relationship is important and within the facility, requires that the clinician be diligent as the student population is ever changing. This is gained through an introduction to new students upon their entry which is the first component in building the therapeutic alliance with each one. The clinician meets with all students after school hours, but occasionally during school hours when needed. All students are eager to meet with our therapist. Several therapeutic practices are used during counseling, including Briefly Solution Focused Therapy. He generally meets with each student 1-2 times each week. He also makes contact with every parent in his secondary role as the Parent Engagement Coordinator. His primary purpose is to share positive information about each student, but he also fields many parent questions. He speaks Spanish which helps him access more parents. In addition, when needed, students at the juvenile hall may be assigned an ERMHS (Educationally Related Mental Health Services) counselor. All students may, have access to a county mental health counselor, a Tobacco Coordinator, Empower Tehama (sexual assault and trafficking intervention), Project Restore (A recidivism reduction program which provides mentorship and mental health and substance abuse treatment as needed), drug and alcohol counseling and treatment, Botvin LifeSkills courses, and various community offered life skills classes and church services through our partnership with Tehama County Probation.

School staff are trained in Trauma Informed Practices and it's impact on student learning. Staff utilize trauma-informed practice in the classroom. Staff have received training in de-escalation techniques and social-emotional learning. Due to the continuous trauma our students may be experiencing due to the effects of COVID-19, the staff will continue to build skills through participation in professional development opportunities including the North State ACEs Virtual Summit. In addition, crisis response procedures including suicide risk and child abuse reporting are provided through online training.

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.]

Students who attend Tehama Oaks are living in a locked facility and are mandated to attend school every day school is in session. During the required school closure, our students continued to attend school and received daily instructional minutes via teaching staff and individualized independent work. Students who are in quarantine, or remanded to their rooms for other reasons by facility staff are still provided individualized school work that is assigned and monitored by school staff to ensure it is accessible, appropriate to the learning needs of the student, and meets the students needs to acquire credit to help them progress towards attaining their high school diploma. We work closely with the facility staff to ensure all students attend school every school day. Alternative options are provided if students are ill or may be quarantined due to precautions related to COVID-19. There is a plan in regard to ensuring attendance and engagement is collected and monitored by staff. Often students who are within a juvenile justice facility may feel disengaged or disconnected from school. Staff work to build good working relationships with students to bridge this and move forward toward success in and out of the classroom. A re-engagement strategy/plan has been created in order to address those who may be present as it is a requirement of being adjudicated, however not actively engaged. On a very rare occasion there may be a student who refuses to complete any work. The staff will meet and communicate with families as well as service providers to problem solve and build solutions so the student will earn credits toward graduation. Many of our students report that they feel safe here and can complete a lot of school work here because they do not have the typical distractions they may have at home. Staff work to provide consistent schedules and routines to help students feel safe and supported in our learning environment.

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.]

School nutrition is provided by the Juvenile Justice Center, including all meals while the youth resides at the facility. There is no disruption in student nutrition as they are adjudicated. All students regardless of income are provided all meals daily during in person instruction or if there is a need for distance learning. Student meals are provided through the facility cafeteria. All staff wear appropriate personal protective equipment including facial coverings. Social distancing is practiced when students are lined up and signage is present within the facility to assist with reinforcement of procedures.

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	Maintain existing staffing and supports as well as professional learning for distance learning and trauma related practices	12,000.00	Yes
Pupil Engagement and Outreach	Maintain current staffing to support parent engagement and outreach with the potential to develop a transition specialist position to assist in ensuring students are enrolled in school upon release	15,130.00	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
3.35%	147,449

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.]

There are several actions that are contributing to the increased/improved requirement that are being implemented by TCDE. These actions in turn are divided into those that already exist within the previous Local Control and Accountability Plan (LCAP) and those that are unique to the school closure/distance learning context. The following actions are being implemented school-wide to support all students. These supports are considered especially important to our special populations (foster youth, English learners and low income students). 1. An increase in Certificated staff is necessary to provide for small group size and individualized support for students. 2. Personal protective equipment, disinfecting supplies, and signage to comply with our reopening plan have been purchased. 3. Additional lap tops have been purchased to allow for 1:1 access. As access to technology has been a challenge within the facility at times, the skills required are imperative for preparing our students for their futures beyond high school. Often our foster, homeless, and low income students do not have reliable or consistent access to technology. 4. Additional curriculum has been purchased to better meet the needs of diverse students and changing circumstances. 5. Additional staff development days have been added to ensure well-trained, prepared staff during these changing times. 6. Character Development curriculum has been purchased to support student social and emotional learning. 7. Online assessment and intervention tools have been purchased to assess and help mitigate student learning loss. 8. An Assessment Coordinator is being paid to ensure assessment is a priority in our program and data utilized to drive instruction. 9. Mental health support and targeted outreach is occurring through our Clinician as well as partnership with the Foster/Homeless Liaison. These students are often involved within multiple systems however continue to fall through the cracks especially upon release. A goal to improve transition will occur through the development of a Transition Specialist. Our English Learners and students with disabilities will continue to have supports which will adapt to their needs if a distance learning instructional model is necessitated. Students within these special populations need to have intentional instructional time to build the skills necessary through tools that are targeted to those specific practices to improve achievement.

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

Services for our English Learners are being improved through access to the ELL Coordinator and offerings to support instruction. The supports include instructional strategies that are shared via a monthly newsletter with staff. Collaboration with the ELL Coordinator allows for

any curriculum adaptations that are required for our ELL students and support teachers delivery within the classroom to ensure access. Services for our foster youth include meeting with the School Counselor as well as Transition Specialist to review progress and needs in regard to time within the facility as well as services and supports to assist them once released back to their home community.

Tehama Oaks Reopening Plan – July 2020

The following guidelines have been adapted from the Centers for Disease Control and Prevention, CDPH, and WHO. These guidelines support staff, families and children. Signs and symptoms of COVID-19 will be posted where visible to staff and students.

Activity	Implementation
Arrivals & Screening	<ul style="list-style-type: none"> ● Place physical distancing visuals posted in prominent locations in the facility. ● Staff will conduct home self-screening. ● Facility staff monitor and respond to student health concerns prior to school, including Student temperature check with a touchless thermometer 100.4 or less. ● Facility staff ensure students wash hands for 20 seconds prior to entering classroom ● Staff wear protective face covering (shield) or cloth covering. ● Facial coverings are required at all times for students and staff while in common areas and classroom. ● Teach and reinforce student cough and sneeze etiquette ● Monitor students for signs of illness during the school day, notify facility staff of any concerns
Cohorts	<ul style="list-style-type: none"> ● Classroom groups will remain in the same cohort as the living units.
Sanitization	<ul style="list-style-type: none"> ● Staff will be responsible for sanitizing their work areas upon entering and leaving for the day ● The classroom will be sanitized at the end of each day by staff. ● Frequently sanitize frequently touched surfaces, such as shared desks, counter tops, door knobs, etc. ● Staff bathroom fixtures will be sanitized by staff members after each use.
Physical Distancing	<ul style="list-style-type: none"> ● Maintain physical distancing of 6 feet or more at all times in between adults. ● Limit any non-essential visitors from entering classrooms or the building. ● Visual cues will be provided for students throughout the inside and outside environment.
Meals	<ul style="list-style-type: none"> ● Meals are provided by facility staff outside of the classroom environment
Staff	<ul style="list-style-type: none"> ● A screening of employees will be completed upon arrival prior to entering the classroom. This will include individual temperature checks. ● Staff will monitor each other for signs of illness throughout the day. ● Staff will wash hands upon entry into the classroom

	<ul style="list-style-type: none"> ● Staff will wear protective face coverings at all times while in the facility. ● Use “respiratory etiquette” Cover cough with a tissue or sleeve. Provide adequate supplies within easy reach, including tissues and no-touch trash cans. ● Staff will teach healthy habits associated with COVID-19: physical distancing, proper hand washing procedures, respiratory etiquette, and use of facial coverings when physical distancing is not possible. ● Family Liaison will keep families updated and informed of classroom activities.
Staff Training	<ul style="list-style-type: none"> ● Before school, staff will complete their Keenan training. ● Before school, staff will receive training on new COVID health and sanitizing protocols. ● Staff will receive ongoing training as needed.
Communication	<ul style="list-style-type: none"> ● Family Liaison will make family contact at the beginning of the year, sharing information and answering questions. ● Families will be contacted regularly (monthly) during the time the student is enrolled by the teacher or Family Liaison to discuss student progress, relay information and answer questions. ● Public Health will be notified if anyone tests positive for COVID-19. We will follow all guidance provided by Public Health.
Ordering	<ul style="list-style-type: none"> ● Cloth face covering for each staff member (1) ● Order shields - one per staff member ● Cloth face covering for each student ● Disposable face covering ● Hand sanitizer installed at each entrance door.

Approved by Public Health June 29, 2020
Updated 8/27/2020