

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 City School District	Paula Adair Assistant Superintendent of Student Services	padair@tcsdk8.org 685-7232

General Information

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

The impact on Tulare City School District due to the COVID 19 pandemic has resulted in restructured program offerings, and planning multiple instructional scenarios for the 2020-21 school year. The uncertainty related to COVID 19 and the phased system of reduced or increased restrictions necessitated developing multiple plans in order to continue to deliver high-quality educational opportunities to students and have the ability to smoothly pivot instructional schedules when the conditions necessitated a new response. The table below illustrates the plan.

Distance Learning Instructional Schedules TCSD is providing both options for the 2020-21 school year		
<i>Parents select option 1 or option 2 for their students.</i>		
Option 1: Blended Learning		Option 2: Long Term Independent Study
<i>Students assigned by the school to an AM or PM Cohort</i>		
The Phase is determined Tulare County’s status on the State of California COVID-19 Monitoring list		
Phase: Crisis School Closure	Phase: In- Person Learning	No Phases
Instruction: Virtual Learning Teacher Directed	Instruction: Combination of On Campus (In-Person) & Virtual Learning	Instruction: Online Program with Individualized Support

We have modified our delivery model for daily instruction, intervention and support programs, nutrition services, communicating with students and families, safety precautions, and changed enrollment procedures. Safety precautions necessitated restructuring Individualized Education Plans and services, English Language Development instruction, speech and language services, counseling, and health services to be provided in a virtual environment.

The impact of the COVID 19 pandemic has affected our entire community, parents, children and staff. Parents and staff continue to struggle with balancing the demands of parenting, child care, home schooling, working or lack thereof under continuing changing guidelines. Tulare City School District works hard to build relationships and good communication with our community and the lack of face-to-face contact continues to be challenging for all stakeholders and makes conveying and receiving information difficult. Our community is resilient, innovative and together, we will continue to find solutions for these challenges.

The impact on students and families remains varied and wide spread. Determining the depth of the impact that our students have faced in academics and socio-emotional areas is of utmost importance. Initially, devising a plan and procuring connectivity and access to technology devices has been a top priority. We were able to offer tech and no tech solutions. Grading and feedback on student work was adapted. We believe the effects of the COVID pandemic will be far reaching for our community.

Stakeholder Engagement

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

There were multiple opportunities to solicit stakeholder feedback in regards to the 2020-2021 reopening plan. In the spring, parents and students were given a Learning at Home survey where they were asked about their distance learning experiences. As a follow up, parents were then presented with possible plans for reopening and surveyed about their preferences for blended learning, distance learning, and in person opportunities. They were also asked about additional needs. Once a draft plan was presented, parents were then invited to register online via the Aeries portal and select their choice of distance learning Option 1 or 2. Paper copies of registration information were made available at each school site office that could be picked up and returned on designated days. School sites held socially distanced appointment times where families who required assistance were allowed onsite to fill out their paperwork. The district Bilingual center was open by appointment only to assist in the registration process for families who speak languages other than English. All family surveys and communication regarding the surveys was presented in English and Spanish.

The TCSD administration maintained open lines of communication with the local bargaining units: TCTA (Tulare City Teachers Association) and CSEA (California School Employees Association). Teams met throughout the summer of 2020 to discuss plans for reopening. The bargaining units also met with the Assistant Superintendent to establish a Stakeholder Feedback plan and timeline. Both classified and certificated staff were surveyed and allowed the opportunity to provide feedback on the 20-21 School Reopening plan. Staff was also surveyed about the school calendar for the 2020-2021 school year. There was interest in aligning the TK-8 TCSD calendar with the high school calendar to push back the start date and allow for siblings to have a streamlined schedule.

A printed draft plan overview was distributed to all TCSD families during lunch pickup in both English and Spanish. The overview included plan highlights and links to the draft plan on the district website. Information regarding the public hearing and adoption meetings was provided along with a dedicated email address where stakeholders were able to send feedback. Paper copies of the draft were located at the district office upon request that included paper comment forms.

The plan was discussed at our local DAC (District Advisory Committee) Meeting and the DELAC (District English Learner Advisory Committee) Meetings. School Staff, Middle School Student ELAC representatives, families and community members were invited to share feedback on the draft plan. The meetings were held virtually with Spanish interpreters. Community members submitted questions and feedback that were responded to in writing by the Superintendent. Community members without access to technology were given the opportunity to attend via phone or in person in a socially distanced manner.

The draft plan was shared at the Board Meeting Public Hearing to gather feedback from the community on September 8, 2020 and adopted at the September 22, 2020 board meeting. The Agenda was posted 72 hours before the meetings. The meetings were held virtually with Spanish interpreters. Community members without access to technology were given the opportunity to attend via phone or in person in a socially distanced manner.

[Stakeholder Timeline Link](#)

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

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

Students answered questions about their daily routines; how they felt about learning from home; adult and peer interactions and Social-Emotional Health. Of the respondents, 42% of the students indicated that they did not go to bed before 10 pm (3rd-5th) or 11 pm (6th-8th) and 54% reported they began work before 11 am. Adult and peer interaction (4 days or more) had low percentages (16% and 34%) but caring

relationships, meaningful opportunities, and a lack of Cyberbullying all received high percentages. At the time of the survey, students did not indicate any Social-Emotional areas of need for Learning from Home needs.

Reopening Survey: Classified Staff

According to the survey, 80% of Classified staff reported that they would return with no restrictions. The remaining members noted health concerns or childcare issues. 62% of respondents were in favor of returning to a traditional model, 32% preferred blended and 6% opted for a distance learning model. A small group of employees noted the availability of PPE as a concern.

Reopening Survey: Certificated Staff

Teachers were surveyed on distance learning professional development needs and thoughts on the Reopening plan. According to the survey, 70% of Certificated staff reported that they would return with no restrictions. The remaining members noted health concerns (7%) or childcare issues (22%). Staff indicated various Professional Development needs regarding technology, digital platforms, parent communication, and student engagement.

Reopening Survey & Student Registration: Parents

Parents were asked about options for returning to school and transportation needs during the summer of 2020. After being surveyed, 87% of parents responded that they would provide their own transportation when returning to school. The remaining 13% would require bussing. At the time of the survey, 49% of parents indicated they would like Full-time distance learning while 20% wanted their children to return to school and 25% indicated they would like more information. At the time of registration, 13% of families signed up for Long Term Independent Study. Each family was called and given more information about the program. After getting the information, 8% of families are enrolled in Independent study the remaining 92% are enrolled in a blended learning model.

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

Learning at Home Survey: Students

In response to the trends identified in the student survey, TCSD offered both an AM and PM blended learning option. This not only allows for smaller class sizes but accommodates students who need a PM schedule at this time. We recognized that in the Spring our requirements for our crisis plans were different from our current distance learning options. Students will now receive daily teacher interaction as well as peer interaction via online platforms such as Zoom and Google Meet.

Reopening Survey: Classified Staff

In response to healthcare and childcare concerns, the Personnel department developed a protocol with the Assistant Superintendent. Staff members with conflicts or concerns made appointments with the Personnel office and their concerns were responded to on a 1:1 basis. Each site will have available masks, gloves, touchless thermometers, face shields, and sanitizing stations throughout the campus. Clearly marked cleaning solution is also available in each area of campus to sanitize surfaces as needed. The custodial staff sanitizes the campus on a regular schedule.

Reopening Survey: Certificated Staff

Certificated staff members with health care or childcare needs were given options to teach students enrolled in the long term independent study model which provides for 100% of distance learning versus the blended model which would require student contact when it is deemed safe by

the Governor of California. Maximizing the amount of synchronous or in person learning time (when safe to so) and trying to be as consistent in sequential scheduling (AA, BB days or am/pm cohorts) was a theme in bargaining unit discussions thus the reopening plan incorporated an am/pm cohort plan to allow for consistency and support for student learning. In response to Professional Development needs, the district partnered with EdTech to provide on-demand digital professional development sessions for staff throughout the summer of 2020. A district wide professional development day was held on August 10th where teachers were offered both synchronous and asynchronous sessions that they self-selected to fit their needs. Sessions will remain active throughout the year as an additional professional development resource. Live sessions were recorded.

Reopening Survey: Parents

Although the indicated need was low for transportation at the time of the survey, the whole TCSD population was not represented in the survey. With social distancing protocol, there are fewer available seats for students on each bus. The transportation team worked to create a plan to transport all students to school while maintaining safety protocols. According to the parent survey, there was a need for an all distance learning option with individual flexibility regarding parent/teacher and student/teacher contact times, as well as a blended learning option with daily student/teacher contact time. Parents indicated the desire for a consistent year-long plan in order to arrange for childcare and arrange consistent work schedules. In order to meet the needs of our stakeholders two options were incorporated into the reopening plan with the ability for parents to choose the option that best meets their families’ needs.

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.]

As the chart above indicated, there are two distance learning schedule opportunities offered to students for the 2020-2021 school year. They include a Blended Learning Plan (option 1) and Long Term Independent Study (option 2). Students who are enrolled in the Blended Learning Plan (option 1) are assigned either an AM or PM cohort. Instruction will be offered 5 days a week utilizing the TCSD adopted core curriculum and supplemental programs. When it is deemed safe to allow in person instruction, we will transition into the “Phase: In-Person Learning.” Students in the AM cohort will attend from 8:10-11:10am to receive in person instruction and will engage in asynchronous teacher assigned learning activities in the afternoon. The PM cohort will attend from 1:00-4:00 for in person instruction and will engage in asynchronous teacher assigned learning activities in the morning. The instruction schedule will remain the same for both phases: Crisis School Closure or In-Person Learning to ensure learning continuity for students.

Students with exceptional needs who attend Special Day Classes, Tulare Support School, Community Day School, or our Newcomer class will attend and/or receive online instruction for an extended time period to account for learning loss and specialized needs. They will attend in person instruction Monday through Friday from 8:30- 2:30 pm.

Teachers will begin the year implementing a *Recharging Instruction* plan to assist in filling instructional gaps for all students due to school closure in the 2019-2020 year. Curriculum specialists analyzed pacing guides for the period of closure during the 2019-20 school year to determine major areas of curricular importance that need to be addressed at the beginning of the 2020-21 school year, by grade level to assist in mitigating learning loss. To continue to mitigate learning loss the attached instructional plans are required for each grade level.

TK-6 Instruction Plans:

Required ELA Instruction	Required Math Instruction	Required Social Studies Instruction	Required Science Instruction
TK-1st LINK 2nd-3rd LINK 4th-6th LINK 7th-8th LINK	TK-1st LINK 2nd-3rd LINK 4th-6th LINK 7th-8th LINK	Primary LINK Intermediate LINK 7th-8th LINK	TK-K LINK 1st-2nd LINK 3rd-5th LINK 6th Grade LINK 7-8 LINK
Differentiated Instruction/Practice <ul style="list-style-type: none"> • ELA - K-8 <ul style="list-style-type: none"> ○ Lexia/Power Up (15-20 minutes/day) • Math - K-8 <ul style="list-style-type: none"> ○ i-Ready (15-20 minutes/day) 			

Formative and summative assessments will be ongoing to progress monitor student growth and inform instructional decisions. The assessment schedule is as follows:

Language Development - ELPAC

Window	Grade Level	Title	Date Due
To be determined by the State	Initials Newcomers	ELPAC Initial	To be determined by the state
3/1/21 - 3/19/21	All grades	ELPAC Summative	3/19/2021

Developmental Continuum - DRDP (Preschool/TK/K)

Window	Grade Level	Title	Date Due
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8/13/20 – 11/6/20	TK/K	Desired Results Developmental Profile DRDP-K (2016) Trimester 1	Data Lock: 11/6/20
11/9/20 – 3/5/21	TK/K	Desired Results Developmental Profile DRDP-K (2016) Trimester 2	Data Lock: 3/5/21
3/8/21 – 6/9/21	TK/K	Desired Results Developmental Profile DRDP-K (2016) Trimester 3	Data Lock: 6/8/21

Reading – STAR Early Literacy (K – 3rd)

Window	Grade Level	Title	Date Due
9/11/20 – 9/23/20	1-3	STAR Early Literacy Universal Screening	EADMS Import: 9/24/20
10/26/20 – 11/4/20	1-3	STAR Early Literacy Fall Benchmark	EADMS Import: 11/5/20
2/22/21 – 3/3/21	K-3	STAR Early Literacy Winter Benchmark	EADMS Import: 3/4/21
5/17/21 – 5/26/21	K-3	STAR Early Spring Benchmark	EADMS Import: 5/27/21

Reading – STAR Reading (4th – 8th)

Window	Grade Level	Title	Date Due
9/11/20 – 9/23/20	4-8	STAR Reading Universal Screening	EADMS Import: 9/24/20
10/26/20 – 11/4/20	4-8	STAR Reading Fall Benchmark	EADMS Import: 11/5/20
2/22/21 – 3/3/21	4-8	STAR Reading Winter Benchmark	EADMS Import: 3/4/21
5/17/21 – 5/26/21	4-8	STAR Early Spring Benchmark	EADMS Import: 5/27/21

Reading – High School Placement (8th)

Window	Grade Level	Title	Date Due
1/19/21 – 1/22/21	8	High School Placement: Edge	EADMS Export: 1/26/21

Math - iReady (K – 8th)

Window	Grade Level	Title	Date Due
9/11/20 – 9/23/20	1-8	iReady Diagnostic	EADMS Import: 9/24/20
10/26/20 – 11/4/20	1-8	iReady Growth Monitoring	EADMS Import: 11/5/20
2/22/21 – 3/3/21	K-8	iReady Diagnostic	EADMS Import: 3/4/21
5/17/21 – 5/26/21	K-8	iReady Growth Monitoring	EADMS Import: 5/27/21

CAASPP & CAA (3rd – 8th)

Window	Grade Level	Title	Date Due
4/19/21 - 5/11/21	3-8	SBAC ELA & Math Test	Due Date: 6/3/21
4/15/21 - 5/11/21	5 & 8	California Science Test	Due Date: 6/3/21
3/15/21 - 5/11/21	3-8	California Alternative Assessment(s)	Due Date: 6/3/21

Students with a greater need including but not limited to: students with an Individualized Education Plan, English Language Learners, Foster Students, and Homeless students will receive an additional intervention block each day to meet their individual needs and provide additional instructional support. Students who are identified as receiving Special Day services, Newcomer Students, and Tulare Support School students will also receive additional instructional support and will extend their instructional day when on campus to provide instructional support.

The district will follow the guidance of Governor Newsom, The California Department of Public Health and the Tulare County Department of Health to determine when the Crisis Closure Phase and the In-Person Phase of learning will occur.

The district utilized the California Department of Education's June 2020, *Stronger Together A Guidebook for the Safe Reopening of California's Public Schools*, to develop safety precautions for our community. Appropriate safety measures have been put into place based upon the recommendations. Schools have been supplied with face coverings, sanitization products, gloves and signage for precautions. Staff have been taught proper safety practices. Staff must monitor for COVID symptoms and complete a Covid Check-In form daily. The Personnel Department has developed procedures to assist staff with their needs due to Covid. The TCSD Injury and Illness Prevention Plan has been updated. The Personnel Department has also developed appropriate leaves, reporting and tracking of Covid or potential Covid cases.

The following precautions have been developed for school site offices:

- Social distancing will be in effect in all school offices. The number of people allowed in an office at one time will be determined based on the size of the space. Others will wait in front of the office in six feet increments until space is available.
- Intercoms will be installed on campuses to promote communication while minimizing exposure to multiple people.
- Office phone numbers will be posted and scheduled appointments are encouraged to aid in prompt service.
- Plexiglas shields will be in place at the front office counter to allow for safe two-way communication.
- Face coverings will be required in the school office.
- Hand sanitizer will be available if a handwashing station is not available.
- Pens and pencils will not be reused without sanitizing. The public is encouraged to bring their own writing instrument.
- Chairs have been spread out or taped off to accommodate social distancing.
- Personal student deliveries such as homework, Chromebooks, lunches, etc. will not be accepted.
- Registration for school will be done online and by appointment.

The following precautions have been developed for Nutritional Services and Grab-and Go Meals:

- Staff have been trained in safety precautions and supplied with face coverings, multiple aprons, gloves and disinfectant.
- Procedures to mitigate exposure for the community and staff such as, placing food in the trunk, social distancing, hand sanitizer and meal count numbers are in place.

The following precautions have been developed for students for the *In-Person Phase* of learning:

Daily passive screening is required. Before coming to school, families are to conduct a self-screening for signs and symptoms of COVID-19. Parents/guardians will need to assist younger children with the screening. The CDC has a helpful Self-checker tool to assist families if needed.

Check to see if the student has any of the following symptoms:

- | | | |
|---|---|---|
| <input type="checkbox"/> Fever or chills | <input type="checkbox"/> Cough | <input type="checkbox"/> Shortness of breath |
| <input type="checkbox"/> or difficulty breathing | | |
| <input type="checkbox"/> Fatigue | <input type="checkbox"/> Muscle or body aches | <input type="checkbox"/> Headache |
| <input type="checkbox"/> New loss of taste or smell | <input type="checkbox"/> Sore throat | <input type="checkbox"/> Congestion or runny nose |
| <input type="checkbox"/> Nausea or vomiting | <input type="checkbox"/> Diarrhea | |

Additional Considerations:

- Is the child feeling ill? Has the child been with someone who is ill?

In the two weeks before the student felt ill, did they:

- Have contact with someone diagnosed with COVID-19?
 Live in or visit a place where COVID-19 is spreading?

If a student has one or more symptom(s) that may be related to COVID-19 they are to stay home. Parents/Guardians of students that have symptoms of acute respiratory illness are to notify the school office and the student is to stay home until they are free of fever (100.4° F [38.0° C]), signs of a fever, and any other symptoms for at least 24 hours, without the use of fever-reducing or other symptom-altering medicines (e.g. cough suppressants).

Entering School

- Campus access is limited. Only essential personnel will be permitted on campus.
- Students will be temperature checked at the school entrance using a touchless thermometer to ensure temperatures of 100.4 F or less. Students with a temperature above 100.4 F will be escorted to the Wellness room for follow up.
- Students will be visually monitored while entering the campus for signs of illness. Students who display symptoms will be escorted to the Wellness room for follow up.
- Students will sanitize their hands prior to entering the general campus. Hand sanitizing stations will be available near every entrance.
- Students in grades 3 and above will be required to wear a face-covering while on campus.
- Students in grade 2 and below will be highly encouraged to wear a face-covering while on campus.
- Students with medical conditions and supporting medical orders prohibiting face coverings will be exempt.
- Movement through hallways will be directed to minimize congregate movement and reinforce social distancing.
- Before class begins, students on campus will be directed to wait in designated areas (classrooms, identified outdoor areas, multipurpose spaces) with face coverings and practicing social distancing.

While on the School Site

- TK-6 students will remain in the same space, with the same teacher, and in groups as small and consistent as practicable.
- 7th and 8th-grade students will rotate through 3 periods of their 6 period schedule in groups as small and consistent as practicable.
- Physical education will be modified to reduce physical contact and the sharing of equipment.
- 7th and 8th grade students will not dress out for physical education class.
- Student desks, door knobs, light switches and faucet handles will be sanitized between class transitions.
- Student and staff desks will be spaced at least six feet away from each other.
- Students will be issued an individual technology device to use at home and while on campus.
- Meals will be individually bagged for “grab and go” lunch and breakfast.
- Student supplies and materials will be individualized to the extent practicable. If shared, supplies and materials will be sanitized between use.
- Library books will be checked out using a touchless system.
- Frequent handwashing and sanitizing will be encouraged between activities or transitions.
- Face coverings are to be worn at all times when on school campus, except when eating or drinking.
- Students will be visually monitored throughout the day for signs of illness. Students who develop symptoms will be escorted to the Wellness room for follow up.
- No large gatherings such as assemblies or dances will be scheduled.

Transportation

- Bus stops have been changed and the walking distance to school has been increased. Bus route information can be requested from the school site or by calling the Transportation Department.
- Students’ temperature will be checked prior to boarding the bus using a touchless thermometer to ensure temperatures of 100.4 F or less. We are asking all parents to wait at the bus stop with their children in case, after checking each child’s temperature, he / she needs to go home.
- Students are to practice social distancing of 6 feet while at all bus stops.
- Face coverings are to be worn at the bus stop while waiting for the bus, riding the bus, and exiting the bus.
- Students will sanitize their hands while boarding the bus. Hand sanitizer will be available.
- Students will be visually monitored while boarding the bus for signs of illness. Students who display symptoms will be directed to sit in the back of the bus to minimize contact with others. Upon arrival at the first available school site, the student will be escorted to the Wellness room for follow up.
- Upon boarding the bus students will fill up seats starting at the rear of the bus to limit walking past others.
- Students will sit on the bus in a zigzag pattern maximizing distance between passengers.
- Bus windows will be open to promote air circulation, as practicable.
- Buses will be thoroughly cleaned and disinfected between runs.

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

Description	Total Funds	Contributing
Extending the school day minutes (In-Person and Virtual Environments) by compensating teaching staff for an additional half hour per day. This allows for an AM and PM cohort. District-Wide. The additional minutes will provide increased instructional time available to students.	\$2,220,000	No
Providing appropriate items for staff and students in order for In-Person Learning to occur (ie. Face coverings, gloves, barriers, sanitization, disinfectants, Needlepoint Bi-Polar Ionization, etc.)	\$ 1,060,000	No

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.]

TCS D Response:

The TCS D Curriculum Department has established guidelines for instruction to maximize student learning regardless of the method in which the curriculum will be delivered and to ensure access to a full curriculum of substantially similar quality. Students who are enrolled in Long Term Independent Study, option 2, will receive instruction via the Edgenuity program. This option is available to parents and students that due to the COVID pandemic are unable to engage in daily online instruction and require a more flexible schedule to meet their academic needs. An alternative plan for frequent live interaction that provides a comparable level of service and school connectedness was developed and approved by the board. The program offers self-paced personalized instruction and intervention to meet individual student needs. The curriculum encompasses mathematics, language arts, social studies, science, physical education and social-emotional learning. Students who receive IEP services, prior to enrolling in Independent Studies, will have an IEP team meeting to ensure appropriate services are provided. Designated English Language development instruction will be provided to EL learners enrolled in Independent Study through a site based intervention team. Independent study teachers will help guide instruction and communicate with students on a regular basis to provide support.

Students who participate in Blended Learning, option 1, will follow a consistent instructional schedule for both Crisis School Closure Phase-Distance Learning and In-Person learning models. The consistent schedule will provide continuity for the staff, students and parents. It is believed that the consistency of the schedule will benefit in planning and transitioning between the distance and in-person learning phases. Depending upon Tulare County’s status on the California COVID-19 monitoring list, students will receive instruction through Crisis School Closure Phase- Distance Learning online with their teacher during their designated cohort time. When it is allowed, we will enter into the In-Person Learning Phase and they will receive in-person instruction at their school site. Students and teachers will begin with a connection activity to maximize student engagement and address Social Emotional Learning. The first hour of instruction will be focused on Language Arts. Teachers will utilize standards based district adopted programs (Benchmark Advanced TK-6; Houghton Mifflin 7-8) and present instruction

following the Launch-Explore- Summarize model. The second hour instruction will be focused on math. Teachers will utilize standards based district adopted programs (Units of Study TK-5, Open Up Resources or CPM 6-8) and present instruction following the Launch-Explore-Summarize model to ensure continuity of instruction. Last, science and social studies asynchronous lessons will be reviewed and new concepts will be introduced. Students will also participate asynchronously on self- guided intervention programs for both language arts and math. In language arts, students will utilize the Lexia program to offer phonics and fundamental reading skills support. In math, students will participate in lessons on iReady. Both programs will target individual student learning needs and will be monitored by staff. A teacher schedule guidance document is provided below to illustrate the schedule.

TK-3 Schedule [LINK](#)

4-6 Schedule [LINK](#)

7-8 Schedule [LINK](#)

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 who are enrolled in Tulare City School District Transitional Kindergarten through Eighth grade, were issued a Chromebook to use at home and school regardless of their enrollment in the Blended Learning Option or Long Term Independent Study. The district purchased chrome books to ensure all students have access to a device for online learning.

To ensure equitable access to internet connectivity, hotspots were purchased. Parents were called and social media was utilized to notify parents about the hot spot distribution days for students in need of connectivity. Additionally, staff called parents the first weeks of school to discuss individual needs including wifi access, technology and app support. Information was relayed to the technology department in order for personalized assistance to be provided. The Child Welfare and Attendance staff are utilized to connect with families who are unable to be reached by phone or have unique circumstances that require individualized solutions in order to ensure access to educational opportunities. Paper and pencil learning academic bundles will be provided as needed. Print information is provided in English and Spanish. Interpreting is available in a variety of languages as needed through the Bilingual Services Department.

All bilingual, instructional and special education aides will be provided with a Chromebook and a headset with a microphone to deliver supplemental instruction to identified students. Certificated staff will be provided with a headset, docking station and laptop to access online presentation tools to manage digital instruction and communicate effectively with students and the community.

The TCSD Instructional Technology Department will be available to answer questions and troubleshoot connectivity issues as they arise. Parents will be able to contact the support team by calling a dedicated support line or visiting the support website from another device. IT support will be available in English and Spanish. The district has proactive assistance available so that technology does not create a barrier to any student's learning. The IT department is offering Tech Depot Days on various days Mondays through Saturdays throughout the year to provide in person assistant with a variety of technology or connectivity concerns. Also, the district reached out to the high school district so that TCSD students who share high school siblings can access the same hotspot.

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.]

Tulare City School has two phases to our Distance Learning Option. Under both phases, Crisis School Closure or In-Person Learning, TK-3 students will receive 150 minutes, students will receive 180 minutes of synchronous instruction in grade 4th-6th and 7th -8th grade receive 174 minutes of synchronous instruction. Teachers will use a formative assessment process to measure student progress through live, on-going synchronous instruction by implementing purposeful check for understanding opportunities (Q & A, quizzes, projects and assignments), utilizing the feedback to adjust instruction and learning as the teacher and student work together to improve attainment of curricular learning targets. Synchronous instruction takes place 5 days a week to ensure daily contact with a student and the ability to participate overtime in the formative feedback loop.

Students will also receive asynchronous instruction. Lessons will be based on grade level science and social studies standards as well as instruction from the Lexia Core5/Power Up (web based interactive individualized reading instruction program) and iReady Math (web based interactive individualized math instruction program) supplemental instruction programs. Seventh and eighth grade students will have asynchronous learning assigned by their teachers based on their alternating A/B daily schedule in addition to Lexia and iReady Math supplemental instruction. Daily asynchronous instruction will be as follows based on the grade level: transitional kindergarten and kindergarten students minimum of 15-20 minutes; first through third grade students minimum 50 minutes; fourth through sixth grade students minimum of 60 minutes; seventh through eighth grade students minimum of 75 minutes.

Teachers will review students' performance and progress on Lexia and iReady programs in order to provide instructional support in identified areas of need. Science, social studies and teacher assigned learning activities will be reviewed to determine growth towards standards and feedback will be shared in order to further the learning.

Students will be assessed through District Adopted Assessment platforms. English Language Proficiency will be measured by administering the ELPAC (English Language Proficiency Assessments for California Initial and Summative Assessments). Transitional Kindergarten and Kindergarten students will use the DRDP (Desired Results Developmental Profile) each Trimester. Students will be given STAR Reading assessments in English Language Arts each Trimester in addition to a Universal Screener for diagnostic information. Kindergarten through second graders will be given the STAR Early Literacy (K-2) assessment and third through eighth graders will take STAR Reading. In Mathematics, teachers in grades K-8 will use iReady to monitor growth and provide diagnostic assessments.

Teachers will complete a Weekly Engagement log where they will record and monitor individual student participation in synchronous and asynchronous learning activities, engagement with the learning activities and effectiveness of instruction. Participation will be gauged based on completion of lessons as well as minutes completed in the supplemental instruction programs and will be reported in each teacher's Aeries gradebook. Asynchronous work will be time valued by the certificated instructor and recorded daily on the weekly engagement log.

School Site:	(Pick One)	Teacher:	
Period:	(Pick One)	Course:	(Pick One)

COMBINED DAILY PARTICIPATION AND WEEKLY ENGAGEMENT

Education Code (EC) Section 42504

LEA	Month of	Week of:	Date	Type of Day	Summary of Assignments/Assessments	In-Person Instruction		Video or Online Synchronous Instruction/Assignment		Asynchronous Instruction	
						Full Day	Partial Day	Full Day	Partial Day	Full Day	Partial Day
Tulare City School District	August	08/31/20 - 09/04/20	31-Aug-20	School In Session		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Tulare City School District	September	08/31/20 - 09/04/20	1-Sep-20	School In Session		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Tulare City School District	September	08/31/20 - 09/04/20	2-Sep-20	School In Session		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Tulare City School District	September	08/31/20 - 09/04/20	3-Sep-20	School In Session		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Tulare City School District	September	08/31/20 - 09/04/20	4-Sep-20	School In Session		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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.]

During the first phase of school closure, the TCSD Curriculum and Student Services departments provided synchronous and asynchronous professional development for teachers and staff. The district maintains a dedicated website for teachers (teach.tcsdk8.org) that provides a place for grab and go professional development. The site houses how-to videos and instructions for the programs utilized to connect with students including Zoom, Google Classroom (3-8), and See Saw (K-2). There is also guidance on student engagement, Social Emotional learning, and standards based grading practices.

All Tulare City School District Teachers were given access to Edtech accounts over the Summer of 2020. The accounts provide access to over 40 hours of Professional Development on digital resources.

The district provided a virtual Staff Development day for teachers on August 10th. Teachers self-selected sessions based on their individual needs which included technology programs and strategies for distance learning. Topics included: Zoom, Google Classroom, SeeSaw, Google Suite Programs, student engagement, and providing student feedback. Topics were chosen based on a staff survey that asked teachers what additional support was needed in the Spring of 2020.

Teachers will participate in on-going monthly professional development sessions determined by each campus. The District Curriculum Department staff is partnering with schools to provide professional development. Professional development will center around digital instruction

and assessment. All staff will be trained on iReady math and Lexia CORE5/Power UP. Teachers in grades kindergarten through 2nd will also receive training on implementing the STAR Early Literacy program. On-going professional development for the Lexia program will be offered on an on demand basis through the Lexia platform. Independent Study teachers will receive professional development on the Edgenuity program in a synchronous and asynchronous model.

Classified instructional staff will participate in 2 weeks of intensive training on technology usage, remote learning instructional best practices and intervention programs (Lexia Core5/Power Up, iReady, Math, ELD strategies). Continued training will occur weekly on topics that are identified as areas in need of focus. Additionally, classified special education instructional staff completed online modules on best practices for supporting students who have social -emotional and behavioral issues.

Special Friends instructional aides will receive monthly training on-line strategies to engage with identified children based on program requirements.

Special education staff will receive additional training specific to their area of expertise. Speech-Language pathologists were trained in effective tele therapy methods. Classroom based special education teachers will receive ongoing professional development in effectively transitioning Linda Mood Bell intervention programs to online settings.

Counseling, psychologists and social workers received training on virtual risk assessments and supporting students through distance approaches.

Staff Roles and Responsibilities

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

In order to meet the diverse and varied needs of our students, under the current Distance Learning requirements, some TCSD Staff roles and responsibilities have changed. TCSD is implementing a **coordinated, systematic approach with shared responsibilities** to ensure that students are engaged in Distance Learning.

- Site based Intervention Teams (RTI teachers, Curriculum Specialists, TOA's, Instructional Aides, Bilingual Aides, Bilingual Assessment Aides) provide designated ELD, and support to identified Tier 2 students prior to Distance Learning the classroom teacher would provide the ELD instruction to identified students. Due to the limited amount of time that students have with direct instruction with the classroom teacher the team will supplement the ELD students and identified tier 2 students with additional instructional time that does not impact their cohort time with the classroom teacher.
- Attendance/Engagement Team (Nurses, LVN, Health, Aide, Library Aide, CWA Staff, Clerks, Materials Managers, Community Aides, Site Secretaries) provide support to enact the Multi-Tiered Plan of Re-Engagement for identified students in need. These staff members will be providing support to families to break down the barriers of the variety of reasons that are preventing a child from engaging in their education on a daily basis. This personal contact will provide the individualized problem solving and support necessary to help students participate on a daily basis.
- Transportation staff have been providing outreach into the community by delivering Learning Activity Bundles, English and Spanish informational flyers to families and Grab-and Go Meals to facilitate the needs of the children and families under the distance learning model.

- Curriculum Staff, both Curriculum Specialists and Teachers On Assignment, have been reconfigured to be assigned to various sites to provide additional support for the needs of the sites due to the Distance Learning Model. They will be readily available to problem solve unforeseen issues and provide technical and academic support to staff and families.

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 LEA across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

Students attending TCSD have diverse learning needs. The Curriculum Department with the support of the Student Services department will team with Response to Intervention teachers, bilingual aides, and Instructional aides at each site to offer additional supplemental instruction services. English learners will receive Designated English Language support aimed at their levels of Language proficiency. Students will be heterogeneously grouped first by grade level and then by proficiency level to ensure the correct instructional supports are provided. English Language lessons will be delivered from the district adopted Benchmark Advanced English Language Development Resources and will support student's classroom instruction by aligning with ELA standards and skills.

Foster Youth, students experiencing homelessness, and low income students will also receive additional supplemental instruction in addition to the synchronous lessons provided by the classroom teacher. Intervention will focus on student use of the Lexia program for Language arts and iReady for increasing their mathematics ability. Instructional aides and Response to Intervention teachers will provide support and reteach lessons that are identified by each intervention program. Response to Intervention teachers and Middle School counselors will continue to make monthly 1:1 contact with every foster youth to discuss with the child their needs academically, socially, emotionally and assist in communicating the concerns to the district Foster Youth liaison in order to secure resources for the child.

The Saturday Learning Loss Mitigation Team will provide a series of intervention and enrichment virtual learning activities to mitigate learning loss, promote affiliation and support emotional health. There will be multiple classes offered with a focus on students who have experienced homelessness, English Language Learners, students in Foster care, and students with exceptional needs. Saturday classes are projected to be offered in October, November, February, March, April and May on alternating Saturdays.

Site based Special Education teams (RSP teachers, SDC teachers, BCBA, Occupational therapist, school psychologists, special education instructional aides) contacted each parent to plan for the special needs of their child. This way an individualized plan was determined for each child. The IEP services will be provided through online venues. In addition to the individualized plan, the majority of students who receive IEP services were scheduled along with their families in the morning cohort to be able to coordinate services across the site and district. It is a priority for students to receive the maximum amount of instruction available from their general education teacher and have daily opportunities to interact with their age appropriate peers during their cohort time of distance learning instruction. Coordinating schedules and intentional planning allow for the child to receive their additional services that are necessary to meet their goals and maximize their general education instruction.

The Child Welfare and Attendance (CWA) Department will coordinate with the site based *Attendance/Engagement Team* to provide support for children that are experiencing Homelessness. CWA staff members have the necessary connections and resources to develop individual plans based on the families’ needs so that the children will be able to access their education and socio-emotional needs met.

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

Description	Total Funds	Contributing
Extending the school day minutes (In-Person and Virtual Environments) by compensating teaching staff for an additional half hour per day. This allows for an AM and PM cohort. District-Wide. The additional minutes will provide increased instructional time available to students.	\$2,220,000	No
Technology to meet the needs of a Distant Learning Environment (Chromebooks for home use, provide connectivity, laptops for staff to provide quality on-line instruction, increased infrastructure to host the demand on connectivity, Google Voice for contacting parents and children, VOIP, headsets, Technology Help System, etc.). The connectivity and devices are principally directed at unduplicated pupils and students with exceptional needs, foster youth, English Learners and low-income.	\$5,600,000	Yes
Web-based programs to provide instruction and assessment in a Distance Learning Environment to enhance educational access, opportunities and equity(STAR, iReady, Lexia/Power-Up, DRDP, Zoom, Edgenuity, Google Voice, Text to Speech, Typing Agent, PBM, Houghton Mifflin, etc.) Principally directed at unduplicated pupils and students with exceptional needs, foster youth, English Learners and low-income.	\$760,000	Yes
Costs for staff additional hours to increase opportunities for additional support and enrichment for students. Principally directed at unduplicated pupils and students with exceptional needs, foster youth, English Learners and low-income.	\$200,000	Yes
Individual Learning Kits for each child to have the necessary physical supplies for learning at home in Distance Learning Phase. Principally directed at unduplicated pupils and students with exceptional needs, foster youth, English Learners and low-income.	\$100,000	Yes
CWA staff will require an additional liaison and transportation to accommodate the additional outreach and support. Principally directed at unduplicated pupils and students with exceptional needs, foster youth, English Learners and low-income.	\$70,000	Yes
Professional Development in on-line learning for staff (Lexia, Edgenuity, Technology Platforms). Principally directed at unduplicated pupils and students with exceptional needs, foster youth, English Learners and low-income.	\$100,000	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.]

The plan to address learning loss and accelerating learning progress for pupils was outlined in the In-Person Instructional Offerings section. In order to provide continuity for a child’s education the options are designed to be fluid from In-Person Learning to Distance Learning. The goal is for the child’s program to be planned out and be implemented regardless of the physical limitations.

The District will use the tools and resources available to address the learning loss. After teachers assess the child’s areas of learning, they will be able to tailor assignments and lessons to the needed areas. The District researched web based learning and assessment offerings to best meet the needs of our learners in a Distance Learning environment and an In-Person environment. STAR, iReady, Lexia and Desired Results Developmental Profile were all purchased to provide assessment and tools. The strategies and tools were combined into subject specific and grade specific *Required Instruction Guides*. They are all in the links and were distributed to staff in the *Reopening Guide 2020-2021*.

The below is reiterated from the In-Person Section:

Teachers will begin the year implementing a *Recharging Instruction* plan to assist in filling instructional gaps for all students due to school closure in the 2019-2020 year. Curriculum specialists analyzed pacing guides for the period of closure during the 2019-20 school year to determine major areas of curricular importance that need to be addressed at the beginning of the 2020-21 school year, by grade level to assist in mitigating learning loss. To continue to mitigate learning loss the attached instructional plans are required for each grade level.

TK-6 Instruction Plans

Required ELA Instruction	Required Math Instruction	Required Social Studies Instruction	Required Science Instruction
TK-1st LINK 2nd-3rd LINK 4th-6th LINK 7th-8th LINK	TK-1st LINK 2nd-3rd LINK 4th-6th LINK 7th-8th LINK	Primary LINK Intermediate LINK 7th-8th LINK	TK-K LINK 1st-2nd LINK 3rd-5th LINK 6th Grade LINK 7-8 LINK
Differentiated Instruction/Practice <ul style="list-style-type: none"> ● ELA - K-8 <ul style="list-style-type: none"> ○ Lexia/Power Up (15-20 minutes/day) ● Math - K-8 <ul style="list-style-type: none"> ○ i-Ready (15-20 minutes/day) 			

Formative and summative assessments will be ongoing to progress monitor student growth and inform instructional decisions. After each assessment window, the Response to Intervention team will meet to discuss growth in the areas of languages arts and mathematics. The team will also monitor the growth of students who are English Learners and work with the intervention team to provide supports as needed. The assessment schedule is as follows:

Language Development - ELPAC

Window	Grade Level	Title	Date Due
To be determined by the State	Initials Newcomers	ELPAC Initial	To be determined by the state
3/1/21 - 3/19/21	All grades	ELPAC Summative	3/19/2021

Developmental Continuum - DRDP (Preschool/TK/K)

Window	Grade Level	Title	Date Due
8/13/20 – 11/6/20	TK/K	Desired Results Developmental Profile DRDP-K (2016) Trimester 1	Data Lock: 11/6/20
11/9/20 – 3/5/21	TK/K	Desired Results Developmental Profile DRDP-K (2016) Trimester 2	Data Lock: 3/5/21
3/8/21 – 6/9/21	TK/K	Desired Results Developmental Profile DRDP-K (2016) Trimester 3	Data Lock: 6/8/21

Reading – STAR Early Literacy (K – 3rd)

Window	Grade Level	Title	Date Due
9/11/20 – 9/23/20	1-3	STAR Early Literacy Universal Screening	EADMS Import: 9/24/20
10/26/20 – 11/4/20	1-3	STAR Early Literacy Fall Benchmark	EADMS Import: 11/5/20
2/22/21 – 3/3/21	K-3	STAR Early Literacy Winter Benchmark	EADMS Import: 3/4/21
5/17/21 – 5/26/21	K-3	STAR Early Spring Benchmark	EADMS Import: 5/27/21

Reading – STAR Reading (4th – 8th)

Window	Grade Level	Title	Date Due
9/11/20 – 9/23/20	4-8	STAR Reading Universal Screening	EADMS Import: 9/24/20
10/26/20 – 11/4/20	4-8	STAR Reading Fall Benchmark	EADMS Import: 11/5/20
2/22/21 – 3/3/21	4-8	STAR Reading Winter Benchmark	EADMS Import: 3/4/21
5/17/21 – 5/26/21	4-8	STAR Early Spring Benchmark	EADMS Import: 5/27/21

Reading – High School Placement (8th)

Window	Grade Level	Title	Date Due
1/19/21 – 1/22/21	8	High School Placement: Edge	EADMS Export: 1/26/21

Math - iReady (K – 8th)

Window	Grade Level	Title	Date Due
9/11/20 – 9/23/20	1-8	iReady Diagnostic	EADMS Import: 9/24/20
10/26/20 – 11/4/20	1-8	iReady Growth Monitoring	EADMS Import: 11/5/20
2/22/21 – 3/3/21	K-8	iReady Diagnostic	EADMS Import: 3/4/21
5/17/21 – 5/26/21	K-8	iReady Growth Monitoring	EADMS Import: 5/27/21

CAASPP & CAA (3rd – 8th)

Window	Grade Level	Title	Date Due
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4/19/21 - 5/11/21	3-8	SBAC ELA & Math Test	Due Date: 6/3/21
4/15/21 - 5/11/21	5 & 8	California Science Test	Due Date: 6/3/21
3/15/21 - 5/11/21	3-8	California Alternative Assessment(s)	Due Date: 6/3/21

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.]

Strategies will be differentiated for children in order to meet their unique needs. As stated in Supports for Pupils with Unique Needs the below is a review:

Students attending TCSD have diverse learning needs. The Curriculum Department with the support of the Student Services department will team with Response to Intervention teachers, bilingual aides, and Instructional aides at each site to offer additional supplemental instruction services. English learners will receive Designated English Language support aimed at their levels of Language proficiency. Students will be heterogeneously grouped first by grade level and then by proficiency level to ensure the correct instructional supports are provided. English Language lessons will be delivered from the district adopted Benchmark Advanced English Language Development Resources and will support student's classroom instruction by aligning with ELA standards and skills.

Foster Youth, students experiencing homelessness, and low income students will also receive additional supplemental instruction in addition to the synchronous lessons provided by the classroom teacher. Intervention will focus on student use of the Lexia program for Language arts and iReady for increasing their mathematics ability. Instructional aides and Response to Intervention teachers will provide support and reteach lessons that are identified by each intervention program.

The Saturday Learning Loss Mitigation Team will provide a series of intervention and enrichment virtual learning activities to mitigate learning loss, promote affiliation and support emotional health. There will be multiple classes offered with a focus on students who have experienced homelessness, English Language Learners, students in Foster care, and students with exceptional needs.

Every other Saturday there will also be a Student Assistance Session offered district wide. This program differs from the Mitigation Loss team which will focus on learning loss and filling instructional gaps, in the sense that it is student led. Students will attend the sessions with a moderator, describe the need for help and be placed in a breakout room with the correct support provider. A teacher from each grade and

Middle School content area will be available to support students. The program will be held district wide in order to ensure equity amongst school sites.

Site based Special Education teams (RSP teachers, SDC teachers, BCBA, Occupational therapist, school psychologists, special education instructional aides) contacted each parent to plan for the special needs of their child. This way an individualized plan was determined for each child. The IEP services will be provided through online venues. In addition to the individualized plan, the majority of students who receive IEP services were scheduled along with their families in the morning cohort to be able to coordinate services across the site and district. It is a priority for students to receive the maximum amount of instruction available from their general education teacher and have daily opportunities to interact with their age appropriate peers during their cohort time of distance learning instruction. Coordinating schedules and intentional planning allow for the child to receive their additional services that are necessary to meet their goals and maximize their general education instruction.

The Child Welfare and Attendance (CWA) Department will coordinate with the site based Attendance/Engagement Team to provide support for children that are experiencing Homelessness. CWA staff members have the necessary connections and resources to develop individual plans based on the families' needs so that the children will be able to access their education and socio-emotional needs met. The CWA Department is also responsible for ensuring that the Foster Youth are engaged and needs are being met as well.

Students who are identified for the elementary 3rd - 6th grade Gifted and Talented Education (GATE) program will receive additional instruction and accelerated activities. GATE instruction will be by grade level. Each identified GATE group will have approximately 8 weeks of 1-hour zoom sessions with the District Gate teacher after the regular school day. In addition, the www.learn.tcsdk8.org has a GATE section that is updated frequently to provide ideas and activities for independent investigation .

Effectiveness of Implemented Pupil Learning Loss Strategies

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

As outlined in the Formative and Summative Assessment Schedule, staff will assess learning through time. Students will be given a diagnostic assessment through STAR Early literacy, STAR reading and iReady math in order to identify the extent of individual learning loss. The Lexia Core 5/ Power Up program will begin with an initial placement screener to ensure that students are receiving the correct level of instruction for their needs.

In addition to the formal assessments, teachers will be utilizing their Checking for Understanding Strategies and individualized assessments as needed based upon their professional expertise.

After each assessment, teachers will review the results and identify common patterns and student needs. The information gathered will drive instructional planning based on the California Common Core teaching standards. Teachers will provide ongoing feedback to students to guide their learning. Academic growth will also be monitored by Response to Intervention teachers and the Student Assistance team at each site. The team meets throughout the year to discuss growth and offer support to both teachers and students. Students who are not meeting academic growth targets will move to the Intervention Tier 2 system of support. The teacher and Response to Intervention teacher will closely track student learning and explore instructional differentiation methods. Each teacher will maintain a weekly engagement log to track the students

synchronous and asynchronous participation. The Student’s Weekly Engagement Log will be reviewed by the site’s Multidisciplinary Re-Engagement Team to determine if students’ needs are being met and if the instruction is effective. If students do not respond to Tier 2 interventions, a follow up Student Study Team will be held to discuss Tier 3 assessments and supports that would benefit the child.

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

Description	Total Funds	Contributing
Web-based programs to provide instruction and assessment in a Distance Learning Environment to enhance educational access, opportunities and equity (STAR, iReady, Lexia/Power-Up, DRDP, Zoom, Edgenuity, Google Voice, Text to Speech, Typing Agent, PBM, Houghton Mifflin, etc.) Principally directed at unduplicated pupils and students with exceptional needs, foster youth, English Learners and low-income.	\$760,000	Yes
Costs for staff additional hours to increase opportunities for additional support and enrichment for students. Principally directed at unduplicated pupils and students with exceptional needs, foster youth, English Learners and low-income.	\$200,000	Yes
CWA staff will require an additional liaison and transportation to accommodate the additional outreach and support. Principally directed at unduplicated pupils and students with exceptional needs, foster youth, English Learners and low-income.	\$70,000	Yes
Extending the school day minutes (In-Person and Virtual Environments) by compensating teaching staff for an additional half hour per day. This allows for an AM and PM cohort. District-Wide. The additional minutes will provide increased instructional time available to students to mitigate Learning Loss.	\$2,220,000	No

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 Director of Psychological Services/Special Education along with a team of Counselors, Social Workers, Board Certified Behavior Analysts, Psychologists, Mental Health Interns, Response to Intervention Teachers, Special Friend aides and Campus Life Mentors will offer Social Emotional Services to students and staff on each campus.

TCSD maintains a dedicated website where parents can locate information on Social Emotional Learning services and behavior strategies(learn.tcsdk8.org). The site includes a virtual calming room and hosts newsletters published throughout the spring and summer of 2020, highlighting Social-Emotional topics and behavior tips for the community. A variety of topics were covered including kindness, mindfulness, family check-ins and well being, coping skills for stress, positive talk, the power of choices, daily schedules, and student motivation. Newsletters will continue to be updated on an ongoing basis. The website also houses a general referral form that families and school staff can use to request support for students. Once the form is filled out, the Response to Intervention team will ensure the referral is directed to the appropriate staff based on concern.

During the first seven days of the school year, each family was contacted by the classroom teacher to check on student and family needs. Identified needs were documented and referred to the correct site support person by either the Response to Intervention Teacher or the Counselor. Follow-up contact was made based on each family's needs. Weekly check-ins via the Social-Emotional student surveys will be conducted based on student responses. Social Workers, Psychologists, and Counselors will review responses and provide follow up as needed. School staff will be given a monthly survey to evaluate Social-Emotional health and future needs.

Students who are absent from daily instruction will receive a call home from the attendance team. The Team will establish the reason for the absence and if the absence is tied to Social-Emotional health, they will fill out the referral form to initiate further support or provide the parent with local resources to address the concern. In addition, students who are not participating in daily instruction as identified on Engagement logs will also be contacted by Response to Intervention teachers and/or counselors to determine the root cause of disengagement and offer services as appropriate.

Middle school counselors introduced themselves to incoming students via zoom. Each counselor created a virtual office that is shared on each teacher's Google Classroom account. Students are able to request meetings and zoom with counselors to receive support. Campus Life Mentors (CLM) are assigned to middle schools and will focus on mentoring 5th – 8th students who have multiple risk factors as indicated and have been identified as needing additional support. Mentors help students navigate through life issues that are impacted by social, emotional, behavioral elements of life. TCSD is partnering with CLM to open up a youth center to support students who are at risk by providing a safe and supportive location where students can go to dialogue and interact with a trained youth mentor.

Professional Development will be offered throughout the year. Every employee receives suicide prevention training and mandated reporter training through the Keenan Professional Development platform. Additional suicide prevention procedural training is provided by Psychologists, Counselors, and Social Workers to Certificated and Classified staff at a staff meeting. This additional training includes how to recognize the signs of a child who may be at-risk and how to refer the child to school services for a risk assessment. Staff will also be trained on weekly student Panorama surveys as well as monthly staff surveys. Staff will be given additional training on Social Emotional Learning referral forms and procedures. During the District-wide Professional Development day, topics relating to Social-Emotional Health and behavioral strategies were available for asynchronous viewing. Topics included digital token board and work contracts and adding distance learning to your PBIS matrix. Additional professional development and follow-up sessions will include virtual check-in/ check-out systems, re-engagement strategies, and creating lessons based on common digital learning needs. Information regarding the Employee Assistance Program (EAP) is available on the district website. It provides information highlighting free counseling and support services for staff through the district insurance. Classified and Certificated staff will also receive the EAP information via staff meetings and/or email.

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.]

The Director of Health Services & Programs and the Director of Child Welfare & Safety will collaborate to support students who are absent and/or support students who are not engaging in instruction. They will work closely with Health Aides, LVNs, School Nurses, Library Aides, CWA Staff, Response to Intervention Teachers, Clerks, and Materials Managers to implement a tiered system of supports.

The multi-tiered engagement plan ensures that student attendance and participation is closely monitored. All students will receive Tier 1 support. Daily attendance and participation will be made a priority. Teachers will continue to encourage and praise students for daily attendance. In the blended learning model, TK-6 teachers will take daily attendance for each of the am/pm cohorts and record it on Aeries. Middle school teachers will take daily attendance in 1st and 4th periods and will add attendance notes in the following periods to follow their block scheduling model. Each student who is absent will receive a call from the attendance team. Team members will identify barriers through a series of questions and prompts and refer the family to the correct departments (technology, health, child welfare or social emotional health). If home contact is not able to be made, home visits will be made by the Child Welfare staff. Absence codes will be updated to reflect reasons for absences and maintain constant communication amongst all stakeholders.

Tier 2 supports are triggered when a student is absent for 60% of the week. Each week, the Daily Student Tracking for Attendance/Participation and Engagement will be printed into the Combined Daily Participation and Weekly Engagement Log. Teachers will verify the information and sign them. Students who miss 60% of the learning opportunities will be identified by the Site Re-Engagement Team (SRET). The SRET will follow the Site Re-Engagement Plan (SREP). Students will be referred to the appropriate support providers as needed. Supports will be documented in Aeries in order to maintain current communication amongst all stakeholders.

If a student continues to demonstrate needs, they will receive Tier 3 support services through the Child Welfare Attendance Department, Health Department, Special Education Department or Bilingual Education Departments. Each department will work with families to create solutions to their barriers and document them in AERIES. If there is no response or change, SRET will request a Student Attendance Review Board (SART) meeting to discuss students' attendance and solutions to improve attendance and remove barriers. These meetings will be documented in AERIES. If after the SART meeting, there is no improvement, then the School Administrator will refer the case to the SARB Board with documentation of all interventions and referrals that have been offered to the School Attendance Review (SARB) family to increase attendance and support. This will be documented in AERIES and in cum.

The Tiered system of supports addresses students who are not engaged in their synchronous and/or asynchronous assignments. All students will receive Tier 1 supports. Teachers will maintain records of required assignments and document student engagement. Teachers will print and sign a weekly report and regularly follow up with students who are not completing assignments. Tier 2 supports are triggered when the student becomes disengaged with their work and is at risk of learning loss. The SRET will review the Combined Daily Participation and Weekly Engagement Logs and/or a teacher will refer the student to the SRET. The team will follow up with the students and determine the need for additional supports. Students will be referred to the appropriate support providers as needed. Support will be documented in the Aeries in order to maintain current communication amongst all stakeholders. If work continues not to be completed, Tier 3 supports are implemented. Students will be referred to site Administration. Administration will create a family plan and/or seek out additional supports as determined by the family.

To meet the diverse needs of all TCSD families, our Bilingual department will work in conjunction with translators at each site to provide translations services to families who speak languages other than English for all meetings, home visits and phone calls. All correspondence sent home is translated in Spanish.

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.]

The TCSD is a Community Eligibility Provision District. Thus, all students are able to receive meals at no charge. The TCSD Nutrition Department offers Grab and Go Meals to all students during in-person and distance learning scenarios. During distance learning, meals will be distributed at each school site from 11:00 a.m. to 1:00 p.m. on Tuesdays and Thursdays. On Tuesday, they will be provided with 2 lunches (Tues.-Wed.) and 2 breakfast options (Wed-Thurs.). On Thursday, students will be provided with 3 lunches (Thurs.- Mon.) and 3 breakfasts (Fri-Tues.). Meals will also be delivered to major bus stops within the TCSD boundaries utilizing district school busses to provide access to families.

During in-person learning, all students are provided daily with a Grab and Go lunch and breakfast. Students who attend the AM cohort will have lunch for the day they attended and breakfast for the following morning to be consumed at home before they arrive on campus. Students who attend in the PM cohort will receive breakfast and lunch for the following day to be consumed at home before arriving on campus.

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	Panorama for gathering socio-emotional data to act upon. Principally directed at unduplicated pupils and students with exceptional needs, foster youth, English Learners and low-income.	\$35,600	Yes
Mental Health and Social and Emotional Well-Being	Staff cost for additional outreach and phone calls for communication and check-ins with parents and students. Principally directed at unduplicated pupils and students with exceptional needs, foster youth, English Learners and low-income.	\$84,000	Yes
Mental Health and Social and Emotional Well-Being	Campus Life Support System contract. Principally directed at unduplicated pupils and students with exceptional needs, foster youth, English Learners and low-income.	\$282,000	Yes
Pupil Engagement and Outreach	Staff cost for additional outreach and phone calls for communication and check-ins with parents and students. Directed toward the <i>Recharging Instruction</i> phase. Principally directed at unduplicated pupils and students with exceptional needs, foster youth, English Learners and low-income.	\$40,000	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
28.22%	\$21,504,438

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.]

According to the district needs assessment for Foster Youth, English Learners and Low Income students, there was a direct need for the following actions and services:

Technology:

Foster Youth, English Learners, and Low income students lack access to technology. The district checked out chrome books to students and made sure that this group of students was considered first for hotspot distribution. We recognize that having a device is not effective if students do not have internet access to use the device. Google voice accounts were purchased to provide 2 way communication between teachers and families. We recognize that many of our families in these demographics prefer to be contacted via phone and work full schedules. Google Voice allows multiple means of communication (phone calls, text, voice mails) that allow for flexibility in connecting to families throughout the day or after hours.

Individual learning kits (materials and supplies)

The school supply needs of Foster Youth, English Learners, and Low income students are high due to financial constraints. During an in person model, school supplies are provided in the classroom. During distance learning, it was crucial to distribute materials and supplies to students at home to ensure equity among our demographics. Material bags including supplies such as: pencils, erasers, crayons, pencil pouches, whiteboard markers and erasers, whiteboards, notebooks, folders and math manipulatives were distributed to students during pickup day.

Professional Development

TCSD recognizes that our students need the teachers to receive training in all aspects of teaching in order to deliver quality instruction. With Foster Youth, English Learners, and Low income students, the need is even greater. Staff received training in using technology. Instructional Teams (Curriculum Staff, Response to Intervention Teachers and Instructional Aides received an intensive 2 week training aimed at meeting the needs of Foster Youth, English Learners, and Low income students. The training was centered on strategies used for English Learners, Designated ELD and intervention programs. Training will continue throughout the year to ensure staff remains up to date and are able to meet the needs of our unduplicated students.

Additional Staff & Additional paid Hours

In order to provide unduplicated students with additional enrichment opportunities and effective communication, staff will be paid on a timesheet. Services will include: assisting in parent phone calls to explain services, provide technical support, providing translation services for non-English speaking families, provided tutoring and work support aimed at Foster Youth, English Learners, and Low income families.

Web based programs to provide instruction

During COVID and school shutdowns, TCSD recognizes that our students who are Foster Youth, English Learners, and Low income students have been impacted the most in regard to learning loss. Web based programs are aimed at supplementing live, synchronous teacher instruction. Instruction will be centered around each student's individual need and catered to assist in filling learning gaps.

Child Welfare and Attendance staff

Many of our Foster Youth, English Learners, and Low income students are serviced by the Child Welfare and Attendance Staff. The district hired an additional Liaison to provide services such as transportation and family support. During COVID and distance learning, services that will be provided by the department including home visits and support will be in greater need than during a typical year.

Panorama for SEL tracking

One of the largest concerns for our staff and students is their Social Emotional health. During COVID our families have been exposed to large amounts of trauma and stress. Our Foster Youth, English Learners, and Low income students are exposed to a variety of circumstances. In order to meet their needs on a regular basis, surveys by the company Panorama will be given to students on a weekly basis and to staff on a monthly basis. Social Emotional support teams at each site with review results and provide services in a timely manner.

Campus life Mentors

Foster Youth, English Learners, and Low income students in our Middle Schools will be deeply impacted by COVID emotionally and physically. Many of their parent's work during Distance Learning hours and students will rely on additional support from Campus Life Mentors. The program provides Adult mentors to identified students to successfully guide them through the year. Foster Youth, English Learners, and Low income students are considered first for program positions.

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

There are many services that are contributing to the increased or improved services in our district (as outlined in the increased or improved services section above). Our Foster Youth, English Learners, and Low Income Students make up a large percentage of our student population (60%). The percent at which their needs are being considered first and met through funding, actions, and services is currently 83%. The actions and services met the requirement because these student groups are being considered first when planning all aspects of the Learning Continuity Plan. The services being increased or improved encompass all areas including: academics, social emotional learning, technology, communication, transportation and nutrition. Academically services are being improved through additional intervention, Designated ELD lessons and additional support offered on Saturdays. In regards to technology, these student groups receive hotspots that allow them to access technology at home on individual chrome books. There is extra support in the area of communication to make personal phone calls, check in a student social emotional wellbeing, establish 2-way communication and provide bilingual support. In transportation, bus routes and services have been arranged to supply transportation to these student groups first upon returning to in person learning. Our Foster youth, English Learners and low income students receive additional drop offs in neighborhoods and bus stops where our families need meals the most.