



# Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

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## General Information

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

The Learning Continuity and Attendance Plan (LCP) represents the following programs and schools in Tustin Unified School District: 16 Elementary Schools, 2 K-8 Schools, 4 Middle Schools, 1 6-12 School, 3 Comprehensive High Schools, Hillview Continuation High School, K-12 Tustin Connect Online School, various Adult Education programs, and a wide spectrum of Special Education, GATE, and English Learner programs. Collectively, these programs serve approximately 23,300 students daily.

On March 4, 2020, the Governor of California, Gavin Newsom, declared a state of emergency to prepare for the spread of COVID-19. The Tustin Unified Board of Education and District administration guided schools to begin preparing for distance learning in the event of potential school closures. When Tustin Unified closed its schools to in-person attendance in mid-March 2020 in response to COVID-19 precautions, all TUSD school programs transitioned to a distance learning model. For some students who were accustomed to this method of study, the change was minimal, but for others who attended class each day, this new style of accessing learning was a significant shift. Despite these challenges, our dedicated staff continues to work diligently to provide a positive and supportive educational experience for all students. While much has changed during this transition to schooling amidst a pandemic, a few things remain the same; our amazing students and staff

continue to model the importance of kindness and compassion to engage and connect with each other on a deeper level to support one another through this time of crisis. TUSD has gathered ongoing data from various stakeholders about distance learning since Spring, and will be applying the feedback as the District continues to respond to this changing situation. Distance learning data and stakeholder feedback from the 2019-2020 LCAP stakeholder engagement process will be brought together to drive the development of the 2020-2021 LCP.

TUSD's goal is to support all students and staff in access the resources and support they need to ensure successful virtual learning and hybrid learning when student are able to return to in-person school. A quality education and a commitment to equity for all students continues to be a focus. Preparations for various school reopening options under the guidance of State and Local health agencies began in late May 2020. Plans include how TUSD intends to provide an instructional program through virtual and/or hybrid models where students return to school under physical distancing guidelines. TUSD is prepared to engage all students in learning through these various models.

In order to provide increased equity and access as well as accountability, TUSD will be utilizing a new Learning Management System called Schoology. This will enable all students and families to log into the same landing page to access all curriculum and coursework. The Schoology platform will also enable daily attendance and traditional grading practices to be monitored daily through Aeries. Additionally, most curriculum will be provided via Florida Virtual online curriculum will provide a consistent district-wide curriculum that can be used both during online instruction and in-person as well. Teachers will be able to extend and enhance the curriculum as needed to meet their students unique needs. All courses are NCAA and a-g approved. Instructional and support staff will continue to use Google Meets (TK-12) or Zoom (6-12) to instruct and interact with their class(es) and students individually or in small groups. For students for whom online options are not effective or feasible, a paper/pencil alternative will be offered with packets available for pick-up in a socially-distanced school setting.

In addition to student supports, advanced professional development opportunities are being offered to teachers and staff to enhance their repertoire of instructional techniques, specific to creating effective distance learning environments for students, mitigating learning loss, meeting special needs of students, and accelerating academic achievement for students with unfinished learning.

Mental health and social emotional support will continue as as essential component of our virtual and/or hybrid learning model. TUSD counseling and mental health staff will expand in order to continue to conduct outreach to students on their caseload and continue to accept referrals from all staff on behalf of any student in need of support. School counselors and various classified staff members reach out to students to continue guiding students on the path toward graduation and college and career readiness.

Through phone calls, Aeries Communications, and the use of Google Meets, district staff, identified school staff, and site community liaisons will offer families access to valuable school and community resources for food, housing, and essential supplies, including information on how to access district meal distribution events. Additionally, planning has taken place to ensure continued or increasing support services are continued for students and families. Some of these services and supports include services for students on IEPs, mental health services, support for English language learners, foster/homeless youth, low-income students, and food service to students.

All efforts and initiatives to implement the LCP will greatly depend on family and community support. TUSD understands the need to prepare not only the schools, learners, administrators, teaching and non-teaching personnel, but also the parents or guardians of the learners. There will be orientation meetings, tutorials and capacity building for parents and guardians to prepare them for their new support

role/responsibilities. TUSD strives to support our students and their families by ensuring strong engagement and access, especially during this unprecedented time.

The implementation of Tustin Unified's Learning Continuity and Attendance Plan will be a tremendous effort. The LCP implementation will have to be fluid and flexible considering all of the continuously changing variables, however, Tustin Unified is prepared to pivot and adjust as operational changes continue to take place.

## Stakeholder Engagement

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

The Tustin Unified School District (TUSD) stakeholder engagement process for the 2020-2021 Learning Continuity and Attendance Plan (LCP) development has been underway since March 2020. Per CDE guidance, school districts are not required to establish a new Parent Advisory or English Learner Parent Advisory if existing committees meet the composition requirements specified in California Code of Regulations, Title 5 (5 CCR) Section 15495(b) and (f). Prior to the COVID-19 pandemic, Tustin Unified began the engagement process to develop the LCAP. As TUSD responded to the COVID-19 pandemic with school closures and developed distance learning options, the district continued to engage with stakeholders to develop options to best meet the needs of the community and its students.

TUSD has reviewed the stakeholder process and has determined that prior stakeholder engagement is consistent with the requirements to develop the LCP, therefore, feedback and input gathered through the ongoing LCAP engagement process throughout the 2019-2020 academic school year will be applied to the 2020-2021 LCP. As one of the key pillars of California's Local Control Funding Formula (LCFF), stakeholder engagement was a prominent component of the development of the LCAP, and thus the engagement data gathered will be used to developing the 2020-2021 LCP.

Over 22 LCAP process meetings with stakeholders were held during the year to engage in discussions regarding the LCAP's purpose and actions. The meetings provided opportunities to gather feedback regarding the current actions and supports in place and then prioritize future actions for the 2020-2023 LCAP. It was presented to the stakeholder groups that the LCAP focuses and aligns TUSD efforts to primarily focus resources to our low-income pupils, English Learners, Re-designated Fluent English proficient pupils, and foster youth. Since distance learning started in March 2020, various surveys were sent out to gather additional input and feedback from staff, families, and students about the effectiveness of distance learning practices. The feedback and input collected as top priorities will be joined with the LCAP feedback previously collected to develop the LCP. Stakeholders who do not have internet access can contact the district office at any time to provide input and ask questions about the LCP. Tustin unified also offers translations for Spanish, and support for other languages other than English is provided on an as needed basis.

## Learning Continuity and Attendance Plan 2020-2021 Stakeholder Engagement Actions:

- Various stakeholders participated in the LCAP Process, these groups include parent advisory groups and pupils, district leadership, teachers, principals, administrators, other school personnel, and local bargaining units

of the school district.

- Over 22 LCAP process meetings with stakeholders were held to discuss the LCAP purpose, actions, and gather feedback on actions and supports, and prioritize the actions.
- Tustin Unified gathered data from community/parents, district staff, and students during Spring distance learning to help improve and increase rigor and services. The following surveys were administered:
  - Family Survey for Distance Learning
  - Student Survey for Distance Learning
  - Staff Survey for Distance Learning
  - TUSD Family Survey | Fall 2020
  - TUSD Staff Survey | Fall 2020

TUSD is confident that our various stakeholder groups understand that the LCAP focuses and aligns TUSD efforts to primarily focus resources to our low-income pupils, English learners, re-designated fluent English proficient pupils, and foster youth. The LCAP goals and priorities will continue, while the LCP Plan will emphasize mitigating learning loss, mental health, and providing a rigorous online and in-person learning plan when students are able to return to school.

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

Understanding that not all TUSD families have access to technology or feel comfortable using online tools, alternate options were arranged for stakeholders to contribute to the public hearings for the Learning Continuity and Attendance Plan. In addition to emailing, the school district address was provided for comments to be sent via US mail, and a phone number was also included for leaving messages. Aeries Communications and phone calls directly to families of TUSD students and electronic surveys were also used to solicit feedback during the Spring and Summer months.

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

LCAP stakeholders participated in a collaborative process and understand that the LCAP is the district's three-year plan for improving student achievement, socio-emotional well-being and community engagement, primarily focused on low-income pupils, English Learners, Re-designated Fluent English Proficient Pupils, and foster youth. Feedback from these groups was categorized under the four TUSD LCAP Goals. Through the stakeholder engagement process, the following LCAP Goals were discussed and district/school-wide actions and services within each goal were prioritized:

Goal 1: Engagement - All students will demonstrate improved school engagement through increased attendance rates, parental participation, and demonstration of appropriate behaviors.

Goal 2: Pupil Outcomes - All students will demonstrate mastery of grade-level content and will meet the College and Career Indicator upon graduation.

Goal 3: Conditions of Learning - All students will participate in a broad course of study through standards-aligned curriculum taught by highly qualified teachers in safe conditions of learning.

Goal 4: Students with Disabilities - TUSD will continue to provide a rigorous and appropriate academic program for all students with disabilities to prepare them for college and career opportunities

Distance learning and virtual school feedback were collected through a series of stakeholder surveys. The survey questions which provided feedback to generate the goals under the LCP were: (1) TUSD recognizes that all the factors below are important when planning to re-open schools. We would like to know how important these factors are for you and your family when considering bringing your child back on campus for Fall 2020. (2) Due to the ongoing COVID-19 pandemic and subsequent health/safety requirements, TUSD is planning various scenarios for Fall 2020. Please rate the options below based on your preference. (3) How important are the following aspects of remote learning for Fall 2020? (4) For middle and high school students, prioritize the top three content areas that would be a priority for in-person instruction. (5) Please share any other feedback you may have. The following data points highlighted below are a sampling of the feedback provided from the various surveys administered:

- 89% of families agreed that they could get in touch with their child's teacher when needed.
- 90% of families agreed that their child is able to access the learning materials.
- 76% of families agreed that they received feedback from their teachers.
- 51% of families agreed that their child feels connected to school.
- 91% of families agreed that enhanced cleaning protocols at schools are important.
- 88% of families agreed that "Live/Synchronous" lessons/meetings with teachers and staff are important.
- 91% of families agreed that frequent feedback on student progress is important.

Based on the distance learning and virtual school stakeholder engagement feedback and input, the following goals were identified. District/school-wide actions and services within each goal will be prioritized:

Goal 1: Continuity of Quality Education and Instruction - Providing options of learning models to safely engage students and ensuring access to a quality curriculum through curriculum purchase, increased supports and

services by teaching and support staff, and teacher and staff professional development.

Goal 2: Wellness - Focusing on the mental health and social emotional needs of our students TK-12.

Goal 3: Access and Equity - Equipping students with the appropriate tools and resources, focusing on technology needed for virtual learning.

Goal 4: Facilities and Operations - Establishing systems and guidelines for all staff and students, prioritizing the health and safety of students and staff when schools are able to reopen. Ensuring access to meals for students.

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

The 2020-2021 LCP is driven by district data and influenced by stakeholder input. Through the stakeholder engagement process, the following aspects of the LCP were influenced:

Goal 1: Continuity of Quality Education and Instruction - Providing options of learning models to safely engage students and ensuring access to a quality curriculum through curriculum purchases, increased supports and services by teaching and support staff, and professional development.

- Provide options of learning models to safely engage students and ensure access to a quality curriculum via a purchased online standards-based curriculum and staff training.
- Consistent platform for learning management and a cohesive standards based curriculum.
- Ongoing teacher training and support.
- MTSS Systems to support and mitigate learning loss.
- Support personnel, intervention programs, curriculum and resources will be increased and improved to mitigate learning loss.
- Increased and improved services for unduplicated pupils during virtual and hybrid learning models.

Goal 2: Wellness - Focusing on the Mental Health and Social Emotional needs of our students TK-12.

- Provide a social emotional and wellness curriculum TK-12.
- Expand mental health support and resources for students and families.
- Monitor student engagement and attendance.

Goal 3: Access and Equity - Equipping students with the appropriate tools and resources, focusing on technology needed for virtual learning.

- Support technology needs for virtual learning.
- Provide student devices (iPad or Surface Pros) for students who do not have access to a device at home.
- Provide resources and supports for families to connect to the internet by providing access to a district issued Hot Spot for internet access.
- Purchase various applications, online curriculum resources and programs that will increase and improve access and equity for all students.

Goal 4: Facilities and Operations

- Establish systems and guidelines for all staff and students
- Prioritizing protocols for health and safety of students and staff when schools reopen.



- Purchase proper PPE and equipment allowing for proper health and safety practice implementation.
- Ensure access to daily nutritious meals for students.

## 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.]

Quality instruction and a commitment to equity for all students continues to be the primary focus of all TUSD educational programs. Understanding the needs of students and families vary, the District has provided two instructional options for the 2020-21 school year. In the event that Orange County is no longer on the California Department of Public Health's monitoring list and has met all the required criteria, the TUSD will follow local health agencies guidance for the return to in-person school. TUSD's in-person planning process will continue to be refined based on the input from reopening task groups and stakeholders. TUSD understands that even when in-person instruction resumes many parents may opt to keep their children home due to the uncertainty of the pandemic situation. TUSD recognizes that students will need additional options and support to recover from any learning loss and unfinished learning that might have occurred.

The in-person instructional offering for TK-12 has been designed around the instructional minutes requirement per AB-77, the Education Trailer Bill. All students in Kindergarten will engage in 180 minutes or more of combined synchronous and asynchronous (teacher assigned) learning. Students in grades 1-3 will engage in 230 minutes or more of combined synchronous and asynchronous (teacher assigned) learning. Students in grades 4-12 will engage in 240 minutes or more of combined synchronous and asynchronous (teacher assigned) learning. These instructional minutes apply to our virtual school and to the hybrid model when students are allowed to return to school. The following instructional programs will be available to families when the district transitions to in-person school:

**HYBRID LEARNING OPTION OVERVIEW** - In-person learning coupled with remote learning.

In the Hybrid Model, students will engage in a blend of in-person and remote learning. Students will have the option of receiving daily instruction via livestream from their classroom teacher.

- On-campus, in-person instruction two days a week for middle and high schools for 240 minutes per day
- Live streamed learning three days a week for middle and high schools for 240 minutes per day
- On-campus, in person instruction three hours a day in AM or PM, four days a week for elementary schools
- Live remote small group instruction one day a week for elementary schools
- Utilizes Florida Virtual and other on-line curriculum resources that are enhanced with TUSD developed lessons

- Learning schedule is teacher paced for elementary schools and paced by the bell schedule for secondary schools
- Coordinated at the site with District support
- Attendance is taken either by classroom teacher daily or by period
- Traditional grading policies will be in place

TUSTIN CONNECT (K-12) - Remote Learning with optional in-person instruction.

The remote learning with optional in-person instruction offering provides students an individualized learning plan where students can work at their own pace. Students will be assigned to a teacher(s) who will monitor and guide their progress.

- Independent learning five days a week (with the option to attend in-person sessions one or two day(s) a week)
- Utilizes a variety of online curriculums
- Delivered by TUSD teachers
- Learning schedule is flexible
- Coordinated at the site with District support
- Attendance based on work completed
- NCAA, A-G approved
- WASC Accredited
- K-12 (no TK)
- Traditional grading

TUSD schools will work with students and families to ensure equity and access to quality instruction. Accommodations for students with disabilities, students with diverse learning needs, students who are medically vulnerable, and English Learners will be made as needed.

TUSD's focus and commitment to re-opening schools safely and resuming in-person instruction are evidenced by the following:

**SAFETY** – TUSD is committed to following the Orange County Health Care Agency guidelines and OCDE Attestation when bringing students back to in-person instruction. Appropriate safety measures will include: safe physical distancing, transparent desk partitions for each student, face masks, daily temperature classroom checks, communicated at-home screening measures, and specific classroom procedures as related to safety, hand washing, mask procedures, and sanitizers. Additionally, TUSD will provide training in safety protocols and procedures to all staff and students at school sites and district offices. Also, classroom furniture will be arranged to meet the requirements of physical distancing, and the schools will implement outdoor activities for students that meet all safety guidelines.

**ACADEMIC ACCESS** – The foundation of TUSD's high-quality school programs is a commitment to the highest levels of academic success which will include in-person instruction and distance learning. An engaging and rigorous curriculum will be provided for all students. TUSD staff will support student learning at all levels. The use of online Paper (formerly GradeSlam), Lexia, iXL, Literably Running Record reading monitoring system, PLTW and various math and language arts supplemental programs will be in place to provide individualized intervention and targeted learning. The implementation of high quality programs along with various supplemental programs will mitigate learning loss in students who are most at risk.



**SERVICES FOR STUDENTS WITH EXCEPTIONAL NEEDS** – During the school closures, TUSD students with disabilities will receive all services and supports in their IEP's through remote means to the maximum extent possible. TUSD case managers will confer with families to determine how and when services are to be provided and maintain service logs noting all IEP services and student/family contacts. When the District is able to return students to campus for in-person instruction through a hybrid model, students with disabilities who require the most special education support (such as those students in a special day class placement (SDC) for part or all of their school day), will have on campus instruction 5-days per week. Students who participate in general education for the majority of their day will receive their special education services in-person to the maximum extent possible. If student health needs or family choice necessitate continued virtual instruction, students with disabilities will access their classroom instruction through a combination of live streamed lessons and the continuation of distance learning measures.

**MENTAL HEALTH SUPPORT** – Providing mental health support to students through the pandemic and during the return to in-person instruction is essential to establishing a successful comprehensive program. TUSD hired 9 additional Mental Health Specialists to increase services and will continue to provide resources, strategies, and interventions to support engagement in learning and provide mental health services. School counselors, district-based counselors on special assignment, school community liaisons, and mental health specialists will all assist with monitoring and supporting the social-emotional needs of students as they transition between distance and in-person learning.

**ONGOING DISTRICT COMMUNICATION**– Frequent, two-way communication in multiple languages with students, families, agencies and stakeholders will ensure the highest quality and most impactful learning experience for our students with unique needs.

**ENGAGEMENT/RE-ENGAGEMENT OF STUDENTS** – The continuity and consistency of the classroom routines and structures will ensure high levels of engagement for students at all levels. The structure provided by daily routines will anchor students and mitigate the uncertainty of the pandemic. Daily live contact with educators will allow students to re-engage the skills they had before the pandemic and connect with teachers and classmates.

**FAMILY AND COMMUNITY SUPPORT** – TUSD continues its commitment to families through the ongoing efforts of school teams dedicated to family engagement and outreach. During uncertain times, connecting families to the school and community resources will be a critical component of a successful school program, and the work of the bilingual Title I Family Community Liaisons will help to establish an effective distance learning partnership between families and educators.

**PROFESSIONAL DEVELOPMENT** – Instructional staff members are provided ongoing training opportunities to strengthen school programs and enhance instructional techniques needed to support students on preventing and mitigating learning loss. Instructional staff will also have the option of further enhancing their skills and knowledge by participating in workshops and trainings during a two-day Summer Institute. The District will also provide a virtual teaching and learning Google Site, and ongoing professional development sessions provided by the Educational Services Department.

The safety of employees and students is TUSD's first priority. Upon reopening, schools have been completely cleaned and disinfected, and TUSD will continue to adhere to all necessary safety precautions. In addition to the deep clean of the office and school before employees and students return, the cleaning steps outlined below will be implemented on a routine basis to disinfect:

## HEALTH & SAFETY

- High traffic areas on all campuses will be thoroughly cleaned daily.
- Clean and disinfect frequently touched surfaces on campuses such as doorknobs throughout the school and workday.
- Playground equipment and shared objects will be limited.
- Shared equipment transferred between students and/or staff will be regularly cleaned and sanitized.
- Schools will post signs in workplaces and common areas emphasizing basic infection-prevention measures including hand-washing signs in restrooms.
- Schools and workplaces will maintain adequate supplies to support healthy hygiene behaviors.
- Cleaning and disinfectant products align with the Environmental Protection Agency-approved list.
- Custodians will follow product instructions and Cal/OSHA requirements including proper ventilation during cleaning and disinfecting.

## SCREENING AT HOME

- Families are recommended to take temperatures daily before going to school. Anyone with a fever of 100.4 F or higher should not go to a school site. Personal illness, quarantine, and COVID-19 illness or symptom-related absence will be excused.
- Students and adults are recommended to self-screen for respiratory symptoms such as cough and shortness of breath prior to coming to school each day. Students and adults experiencing those symptoms should not attend school.
- Staff members are required to self-screen and complete a daily temperature check prior to coming to work. If staff members are experiencing symptoms, they should stay home and contact Personnel Services

## ARRIVING AT SCHOOL

- Students and staff members will be required to wear masks/shields.
- Parents and visitors will have limited access to the school campus.
- School sites will designate routes for entry and exit in order to limit direct contact with others.
- School sites will have signage throughout campus to remind students and staff about social distancing, hand washing, and spreading germs.
- The District is committed to securing additional safety equipment including but not limited to: hand-washing stations, touch-free thermometers, student partitions, and more.

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

Description	Total Funds	Contributing
Fund additional hours for Maintenance and Operations to ensure healthy and safety measures are adhered to during in-person instruction. (Goal 4)	300,000	No
Purchase of additional devices and technology (i.e., iPads, Surface Pros, and hotspots) for students and staff to use during in-person and/or distance learning. These devices principally benefit low-income, EL, and Foster Youth students. (Goal 3)	3,000,000	Yes

Description	Total Funds	Contributing
Cost for professional development workshops and training for instructional staff in the use of new digital teaching platforms and online curriculum/supplemental programs. (LCP Goal 1)	3,000,000	No
Translations and printing services needed to support students who are English Language learners, foster youth, or pupils experiencing homelessness. (LCP Goal 3)	100,000	Yes
The effects of the pandemic have placed new burdens on families, especially those who are low-income, immigrants, and those who are experiencing homelessness. These factors, along with the disruption of school routine, may cause students to experience feelings of anxiety and depression. To increase the school's capacity to meet the mental health needs of targeted student groups, nine additional mental health clinicians will be hired to provide services. These district and school-based services will principally benefit unduplicated students, who may not have access to private mental health support due to lack of insurance coverage, transportation, or other barriers. (LCP Goal 2)	1,200,000	Yes
Due to school closures, TUSD is anticipating an increase in social and emotional needs in students. Increase number of Behavior Support Staff at the Elementary level to provide Tier 1 and Tier 2 support for students. These staff members principally benefit low-income, EL, and Foster Youth students. (LCP Goal 2)	250,000	Yes
Purchase of assessment systems, instructional curriculum, supplemental materials, supplies, and other resources and tools that students will need to engage effectively in virtual or hybrid learning and mitigate learning loss. (LCP Goal 1)	300,000	No
Fund additional hours for classified staff to support various needs in mitigation of learning loss, student engagement, providing support to at-risk students, and support with student meals. These staff members principally benefit low-income, EL, and Foster Youth students. (LCP Goal 4)	200,000	Yes

Description	Total Funds	Contributing
Purchase necessary school supplies, texts, and tools for students to fully engage in virtual or hybrid learning. These resources and tools will principally benefit low-income students by providing resources and materials they may not otherwise be able to access. These activities have been curated by educators specifically to address the loss of access that can occur during distance learning. (Goal 1)	100,000	Yes
Elementary music program for all students in grades 3-5 will participate both in-person and in distance learning. The program is primarily directed towards EL, Foster Youth and low-income students, but other students do benefit. (LCP Goal 1)	1,000,000	Yes
Class-size reduction. The program is primarily directed toward EL, Foster Youth, and low-income students, but other students do benefit. (LCP Goal 1)	5,000,000	Yes
Kindergarten paraeducators. The program is primarily directed toward EL, Foster Youth, and low-income students but other student do benefit. (LCP Goal 1)	800,000	Yes
Reserve funds from the ESSER and CARES for potential Non Public School Funding Allocations, pending guidance from County and State. NPS schools will be required to turn in a written plan for the funds and follow all guidelines and restrictions for the funds. All expenditures will be monitored by Tustin Unified.	172,476	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.]

TUSD instructional staff have worked tirelessly to find innovative and engaging ways to support our students for virtual learning and also for a hybrid learning model when we are able to safely return to school. The recent implementation of Schoology Learning Management System and the adoption of the Florida School Virtual Curriculum (FLVS), Edmentum and other online curriculum resources will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.

Continuity of instruction is a priority and TUSD will ensure access to a full curriculum and offer high quality student learning in the virtual model and in the hybrid model. All students will have access to an iPad or Surface Pro device to provide connection to the virtual school content and curriculum. There are various strategies and systems in place to meet the needs of students as they develop the needed technology skills necessary for virtual learning. The teaching and support staff in Tustin Unified are highly trained in using technology as a learning tool to deliver content, set academic goals and expectations, and collaborate with each other. In the event of a continued or new closure requirement, the District would require the full partnership of students, parents, teachers and staff to provide meaningful instruction that meets state guidelines for the continuity of learning.

In the event of virtual or hybrid reopening, Tustin Unified is prepared to ensure full access to a comprehensive curriculum and instructional continuity for pupils.

### DIGITAL ACCESS FOR ALL STUDENTS

- In the situation that schools need to be closed for a prolonged period, the District will provide electronic instruction to students in all affected grades.
- All students will need access to technology devices. School-owned devices may be accessed through procedures established by the District.
- The full cooperation of students, teachers, and parents is necessary to make electronic instruction meaningful and compliant with CDE Guidelines.
- In order to access instruction through via iPads or Surface Pro laptops, students will need to log in according to specific directions provided by their teachers.
- Students will access digital content through learning management systems. Teachers will design content for students that aligns with practices established in their current daily instruction.
- Families who need assistance with internet connections should contact their respective school principal or the District technology help desk.

### SUPPORTS FOR ELEMENTARY STUDENTS

- Electronic instruction may be delivered through the use of iPads and the District's Schoology platform for students in Grades TK-5.

- Prior to school closures, students in Grades TK-5 used devices in the classroom daily. Students are familiar with their use for instruction.
- Students in Grades TK-5 are familiar with Seesaw as another method of instructional engagement.
- Incoming TK, Kindergarten, and any new TUSD students and parents will receive training on how to use the platforms.
- Assignments may alternatively be communicated to students via parents or printed if accessibility through the device is not possible.
- Students should have a balance of time on Schoology, Google Suite, Seesaw and other technologies, as arranged by the School, as well as time to work on the assignments given without technology.
- Students in Grades TK-5 may begin taking their devices home as directed by the School or as assigned by the District.

#### SUPPORTS FOR SECONDARY STUDENTS

- Instruction will be delivered through the use of student devices and the District's Schoology platform for students in Grades 6-12.
- Students in Grades 6-12 already have devices to use and they are familiar with their use for instruction.
- Students may have a balance of time on Schoology as well as time to work on the given assignments without technology.
- Students in Grades 6-12 take their devices home with them at the end of each day, in order to assure that they are ready to use them if the order to close their school happens prior to the start of school the following day

#### ONGOING STUDENT SERVICES AND SUPPORT FOR UNDUPLICATED STUDENTS AND STUDENTS WITH EXCEPTIONAL NEEDS

Special Education and Educational Services departments provided continued services as outlined by IEPs and 504 Plans, as well as continued services to unduplicated pupils through the Distance Learning model. The following actions are being implemented:

- IEP case carriers have developed methods of support to provide individualized services through the Distance Learning model.
- Student Services and school teams have developed methods of support to provide 504 Plan services through the distance learning model.
- Services to ELL students, Foster/Homeless Youth, and Low-income students have been coordinated by district and school sites focused on reducing access and resource gaps.

Tustin Unified has remained committed to supporting all students in continuous learning and engagement by offering an instructional program through distance learning. All actions and funds will be directed towards:

Goal 1: Continuity of Quality Education and Instruction - Providing options of learning models to safely engage students and ensuring access to a quality curriculum through curriculum purchases, increased supports and services by teaching and support staff, and professional development.

Goal 2: Wellness - Focusing on the Mental Health and Social Emotional needs of our students TK-12.

Goal 3: Access and Equity - Equipping students with the appropriate tools and resources, focusing on Technology needed for Virtual Learning.



Goal 4: Facilities and Operations - Establishing systems and guidelines for all staff and students, prioritizing the health and safety of students and staff when schools are able to reopen. Ensuring access to meals for students.

## **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.]

Tustin Unified surveyed parents/guardians of all students via a Google Survey as well as in Aeries data confirmation process. Families who do not confirm or respond are contacted by phone by a school site staff member as follow-up. For those who indicated needing a device or internet connection, school site personnel scheduled individual appointments with students and/or parents to distribute devices and train if necessary. TUSD will continue to survey parents throughout the school year to ensure devices and internet connections are in working condition and effective. For the 2020-2021 school year, Tustin Unified School District is transitioning into a full 1:1 environment. This means that every student in the district, from TK-12, will have a device assigned to them to support in school and online (at home) learning. These devices are configured to re-route all network traffic through the district servers in order to maintain CIPA (Children's Internet Protection Act) compliance. For families that do not have access to high-speed internet at home, a free WiFi hotspot will also be assigned so that the Tustin Unified students in the household can successfully access the online digital resources necessary for participation in class / at home activities.

## **Pupil Participation and Progress**

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

Teachers will establish daily live contact with students using a variety of tools, including, but not limited to, in person instruction attendance, phone calls, and emails, as well as synchronous meetings using Google Meet or Zoom (video conferencing tools), Google applications, the See Saw or Remind app and other forms of virtual communication. The bell schedules of virtual instruction reflect 180 minutes (K-3) and 240 minutes (4-12).

Student attendance and participation will also be monitored daily by teachers in Aeries SIS and through virtual school participation or verified daily assignment completion. Teacher assigned student work will be designed to provide additional ongoing learning that reinforces and supports learning from live teacher sessions. Online curriculum platforms such as Aeries gradebook, Schoology, SeeSaw, and Google Classroom provide data documenting time on task, assignment completions, and course completions. Evaluating the value and completion of distance learning assignments is the responsibility of the credentialed teacher. Student engagement and completion in online participation in oral, written, and electronic assignments, will allow teachers to clarify and calibrate assignment completion and the grade earned within the class/course taken.

## 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.]

Tustin Unified is committed to providing ongoing support, guidance, and resources for teachers to maintain high-quality distance learning programs for students. To enhance teachers' skills, in-depth training in the use of the Schoology learning management system (LMS), new online curriculum FLVS and various applications is provided. Schoology, FLVS, and various educational apps afford teachers a means to provide a standards based curriculum, provide instructional support, create class calendars, assign coursework, and deliver resources to students in a safe online environment. As an integral part of a virtual or hybrid learning classroom instruction, Schoology, FLVS and various apps offer a user-friendly, skill focused approach in an all-in-one platform, supporting digital teaching and learning opportunities. Support for the Schoology and online curriculum resources is offered to teachers, various support staff, and students to maximize the effectiveness of the instructional tools. An introductory course is also available to families and students to familiarize them with the platform, curriculum, and various educational apps.

Specifically, TUSD offered webinars and professional development sessions on remote learning to include:

- TUSD Virtual School google site
- 900 instructional staff attended a two-day Summer Institute on Schoology & on-line curriculum resources
- 100 teacher leaders became trainer of trainings (ToTs)
- 80 substitute teachers participated a two-day Summer Institute
- Para-educators, special education staff, counselors, and school nurses attended a one-day Summer Institute on Schoology & on-line curriculum resources
- All TUSD staff completed online modules on health, safety, and emotional well-being for adults
- TUSD parents participated in a virtual asynchronous training on how to utilize Schoology to connect with teachers, monitor student learning and engagement.

Ongoing learning and professional development will be designed and driven by teacher, student and/or parent need. District-wide opportunities will be integrated in professional development Wednesdays and a TUSD Virtual School Google Site was created for all staff to access. By creating a single virtual clearinghouse of links, videos, and tutorials, instructional staff are able to access professional development in one easy-to-find location, the resource allows instructional staff to focus their attention on the content most applicable to their students. Teaching online requires specialized skill sets including an understanding of how to conduct classes in a virtual environment, knowing when and how teach in a virtual environment is critical to student success. This resource will allow teachers to review the applicable materials and design additional engaging online lessons to enrich their students' learning experiences in a virtual or hybrid educational program.

Additionally, as teachers navigate teaching in a virtual and hybrid school model, teachers are fully supported by TUSD Educational Services and the TUSD IT Department. Teachers receive support through training videos, communications, professional development sessions, and one-on-one support to address the various needs with educational technology, programs, platforms, devices, connectivity, and much more!

## Staff Roles and Responsibilities

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

The impact of COVID-19 on Tustin Unified's instructional programs has required a shift to staff's roles and responsibilities in order to provide a continuity of learning for the students served and ensure safe environments for students and staff. The impact is across the organization from the classrooms to the administrative offices.

TUSD staff at the district and at school sites will operate this year with the understanding that flexibility in all roles are necessary to provide ongoing support to students and programs when needs are identified. Teachers and instructional support staff have worked hard to transition their role into one which provides services and supports though a virtual setting, and to Hybrid when we are able to return to school. All staff who will engage with students were trained on the use of the instructional platforms and systems to ensure continuity of learning for students. This encompasses the use of Learning Management Systems (LMS) to assist with the delivery of instruction, alternative methods of meeting with students such as Google Meet and Zoom conferencing tools, and training on the curriculum that students will access. Certificated and classified staff will spending more time reaching out to students to engage or re-engage them in virtual school and making themselves available to support student access.

To address the mental and physical health needs of students, additional staff have been added to mitigate the impact of school closures. Tustin Unified has added 9 Mental Health Specialists and 14 Behavior Support Staff. Each of these members will work to support the social and emotional well being of students, ultimately, supporting potential mental health needs that could lead to learning loss. Classified staff are shifting roles and responsibilities to support attendance monitoring and engagement outreach.

## 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.]

The Tustin Unified School District is focused on providing services to English learners, Students with Exceptional Needs, pupils in foster care, and pupils who are experiencing homelessness to meet their basic needs as well as provide supports to sustain student engagement during distance learning. The following is a description of the actions Tustin Unified has put in place:

### ENGLISH LANGUAGE LEARNERS

TUSD is committed to supporting English learners (EL) during distance learning by continuing to provide Integrated instruction that utilizes English Language Development (ELD) strategies to assist students with their academic needs. Integrated ELD is offered across all subject areas with the use of effective language learning best practices and collaborative structures to encourage ongoing language development. In addition to integrated lessons, designated ELD curriculum is offered through ELD sections at the Secondary level or through small group ELD sessions at the Elementary level. The following is a list of targeted or increased supports that are in place for all English Language learners:

- Instruction for English Learners continues to be provided through Designated-ELD (D-ELD) and Integrated-ELD (I-ELD).
- Designated supports are provided through Google Meets in whole, small, or 1:1 sessions with the teacher or support staff.
- Integrated supports are embedded throughout the content areas by engaging students in various reading, writing, speaking, and listening tasks through technology tools like See Saw, Flipgrid, Actively Learn, Screencastify, recorded lessons, PlayPosit, and much more.
- Technology platforms like Schoology, Google Suite, Haiku, and See Saw to organize students into smaller groups to provide support.
- Florida LearningVirtual School and other online curriculum will provide a standards based foundational curriculum.
- Wonders ELD Curriculum, English 3D, and TUSD created curriculum will be implemented to provide designated ELD instruction.
- Translations support for staff to communicate with families.
- Community Liaisons / Counselors / Classified Staff support with ongoing communications to build connections.
- Continued implementation of individualized plans through Special Education.
- DELAC/ELAC meetings held virtually to engage EL families.

To ensure EL students are showing growth in the area of reading, regularly scheduled formative reading and literacy assessments allow teachers to remotely monitor student progress and identify areas for improvement and further support. The ability administer and monitor assessments such as the Literably Running Records, provides the opportunity to verify the proper reclassification of EL students and guide the reclassification monitoring process. Staff will also use remote access to student databases in Aeries Analytics and ELlevation, an EL Monitoring platform, to track the academic progress of ELs and provide support prior to them failing a course.

TUSD has been able to continue supporting the families of EL students by informing them of resources available for their children and transitioning all DELAC and ELAC meetings to a virtual platform. The EL team also supports families one-on-one to support families with technology usage, share school information, and offer Rosetta Stone accounts to assist parents with their English language development while at home. Additionally, each school site will conduct virtual ELAC meetings during the 2020-21 school year to gather parent input. The feedback shared during these meetings will inform the support needed in each individual school region as the school year progresses.

Additionally, to ensure accessibility by all teachers and students, an online training was developed and is accessible to all teachers and staff who will be supporting English Learners. Supporting English Language learners is a priority and all TUSD schools will offer students a positive environment for live interactions with peers and educators while practicing their academic English skills.

## STUDENTS WITH EXCEPTIONAL NEEDS

Students with exceptional needs in TUSD's school programs range from students identified with mild to significant disabilities, including students identified as medically fragile. Whether during distance learning or in-person instruction, all students on the continuum have a team of educators who routinely monitor their progress in all areas, including but not limited to academic, behavioral, social/emotional and health/medical. During Virtual School and when we return in-person to Hybrid School models, this team expands to include additional individuals who provide targeted input on the student's progress, development, and needs in a remote setting, as well as recommending supports for families as they assist their children.

During the school closure, TUSD students with disabilities will receive all services and supports in their IEP's through remote means to the maximum extent possible. TUSD case managers will confer with families to determine how and when services are to be provided and maintain service logs of all IEP services and student/family contacts. Examples of remote special education services include Specialized Academic Instruction (SAI) and related services delivered through online synchronous platforms such as Schoolology, Google Meets, and telephonic conferences. Asynchronous special education services will also be provided through videos, web based instructional applications such as Unique Learning System and Google Slide Deck, or other teacher developed instructional activities that parents and students can utilize at home. When necessary, service providers will provide paper/pencil instructional materials and other low incidence equipment and materials that students require in the home. Service providers will adapt and modify the district's curriculum materials per individual IEP's. Under the supervision of teachers and Autism Program Managers, paraprofessionals will provide support to students and families in the home via synchronous video and telephonic conferencing.

IEP meetings will continue to be held in accordance with statutory timelines through video conferencing and/or telephonic means. Parent input and signatures will continue to be obtained via email or through the SEIS IEP signature application. Assessments will be completed to the maximum extent possible through remote means. When safe to do so, 1:1 in person assessments will continue to be completed utilizing safety protocols that involve health checks, temperature taking, PPE, and other measures to limit student/assessor contact.

Administrators will provide support to school site IEP teams and special education staff. They will oversee service logs and will facilitate outreach to families who are disengaged or require additional support. Professional development in tele-practice and online special education delivery platforms will be provided to special education teachers and related service providers. A common Special Education district web page will host essential duties and requirements for serving students in a distance learning model. Additionally, it will house video tutorials and other grab and go materials and resources for use with students.

When the District is able to return students to campus for in-person instruction through a hybrid model, students with disabilities who require the most special education support (such as those students in a special day class placement (SDC) for part or all of their school day), will have on campus instruction 5-days per week. Students who participate in general education for the majority of their day will receive their special education services in person to the maximum extent possible. If student health needs or family choice necessitate continued virtual instruction, students with disabilities will access their classroom instruction through a combination of live streamed lessons and the continuation of distance learning measures.

## PUPILS IN FOSTER CARE

For students who are foster youth, the Foster Youth District Educational Liaison ("Liaison") connects with each school team to ensure the foster youth in TUSD's schools have what they need to be successful during remote learning, including connecting them to devices and hotspots as needed. Tustin Unified has continued to provide ongoing support to all Foster Youth students and their foster care families. The Foster Youth Liaison will continue to work with school sites to find out who needed hot spot devices, food pantry information, and other community resources. School Counselors and the Foster Youth Liaison will be checking in with foster youth and caregivers to ensure they are able to participate in distance learning. In addition, counselors will be identifying barriers that need to be addressed for foster youth to engage in their educational program. All District and community resources are posted on TUSD's main website for all parents to access. In addition to reaching out to families, student services, and the Foster Youth Liaison personally delivered devices to students placed at

Orangewood and in Foster Family homes to ensure they had access to online learning. Layered on top of district-level resources, school site community liaisons, office staff, and administration have all worked tirelessly to connect with students to provide support, connect families to the appropriate resources, and engage the students in distance learning. Together with the Educational Services department, site staff is monitoring the progress of all students and especially seniors to ensure they are staying on track to graduate and have the necessary resources. The District liaison continues to provide support between school teams and collaborative partners to assist with the coordination of services and continuity of educational programming, including school transitions, to minimize disruptions in enrollments for foster youth.

#### PUPILS EXPERIENCEING HOMELESSNESS

Correspondingly, TUSD students and their families who are experiencing homelessness are provided with the supports they need to be successful during Virtual School and when students return to school in the Hybrid model. The Student Services Team and TUSD McKinney-Vento Liaison coordinates a team of Title I Family Community Liaisons or school staff who assist with the identification of students and reach out to families to provide information and resources. Community Liaisons, Office Staff, and Administration provide ongoing support to ensure continued engagement and connection to the appropriate resources. These staff conduct needs assessments with all families experiencing homelessness during enrollment, and connect families to school- and community-based supports through a referral process. The school has increased outreach to these families specifically to connect them with resources to support virtual school needs, such as low-cost internet services, online tutorials for distance learning tools, and resources for basic needs. School staff also provide bilingual interpretation and translation to help families communicate with teachers and understand online classroom assignments and expectations for distance learning.

In addition, many schools have parent resources centers and all schools will be providing meal services at no cost to pupils experiencing homelessness or anyone who qualified under FLRP and is available to all enrolled students and families. To enhance collaboration with school districts and community partners, the McKinney-Vento Liaison participates in ongoing County and community meetings, allowing TUSD to connect families to community resources and centers which serve as a safe distribution point for various support services groceries, hygiene items, clothing, and school supplies.

Tustin Unified will strive to continue providing ongoing supports to all students and their families, with targeted and increased services 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.

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

Description	Total Funds	Contributing
Purchase of various communication platforms and learning management systems to support the various learning options available to families (virtual, hybrid). These platforms include but are not limited to: Schoology, Zoom, Screencastify, and See Saw. (LCP Goal 1)	2,500,000	No



Description	Total Funds	Contributing
Transportation Costs to support continuity of instruction for general education students enrolled in various programs across the district. These transportation services principally benefit low-income, EL and Foster Youth students (LCP Goal 3)	80,000	Yes
Fund additional hours for various classified staff (LMT, IT, Classified, Paraeducators, Noon Duties, Nurses, Health Clerks) to support district or site needs in relation to ensuring access to in-person and hybrid learning options. These staff members principally benefit low-income, EL and Foster Youth students. (LCP Goal 1)	300,000	Yes
Many students were impacted in the spring due to school closures. To support learning loss, TUSD implemented High School Summer School to aid credit recovery for students who did not receive credit for courses or received an "Incomplete" due to lack of engagement during school closures from March - May 2020. (LCP Goal 1)	200,000	No
Mental Health and Social Emotional Resources and Programs (Care Solace) (LCP Goal 2)	13,000	No
Due to school closures, the ability to provide supports and services to students has become more difficult. In order to provide as much continuity as possible in the school program, Special Education assessments and deferred assessments will be purchased and implemented. (LCP Goal 1)	300,000	No
Due to school closures, the ability to provide supports and services to students has become more difficult. Sp.Ed funding to provide missed sessions that contribute to learning loss. (LCP Goal 1)	230,000	No
Due to school closures, the ability to provide supports and services to students has become more difficult. Purchase technology and devices to support remote learning for Students with Disabilities SWD). (LCP Goal 3)	500,000	No

Description	Total Funds	Contributing
Due to school closures, the ability to provide supports and services to students has become more difficult. Targeted Instructional Materials for Students with Disabilities will be purchased to ensure access and mitigate learning loss. (LCP Goal 1)	300,000	No
Due to school closures, the ability to provide supports and services to students has become more difficult. TUSD will hire additional staff to provide continuity in supports and services for Students with Disabilities. (LCP Goal 1)	1,800,000	No
Due to school closures, the ability to provide supports and services to students has become more difficult. TUSD will work closely with and hire contracted agencies (non public agencies and organizations) to support continuity in services and provide ongoing support to Students with Disabilities. (LCP Goal 1)	300,000	No
Due to school closures, the ability to provide supports and services to students has become more difficult. Increased transportation with while adhering to physical distancing will support continuity of learning. (LCP Goal 3)	832,000	No

## 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.]

TUSD recognizes one of the most significant impacts of emergency distance learning and the continued virtual school/hybrid models will be the loss of learning, both in academic content and skills. Learning loss mitigation begins with prevention of disengagement while simultaneously focusing on reengagement of students. To address this, TUSD school programs are committed to focusing on relationships, strong classroom communities, and connections first, and with just as much emphasis, implementing assessments and interventions in the critical academic areas, which will support and re-engage students to mitigate learning across all subject areas.

## BUILDING RELATIONSHIPS AND CONNECTIONS

All teachers will implement various strategies and practices to foster strong relationships with students and between classmates to increase student engagement. This will be done with class meetings, SEL curriculum, small group sessions, individual conferring, and ongoing communication. At the Elementary level, students will continue to receive individualized goal setting plans as a part of the school program. This practice will continue and supports the teacher ability to provide interventions where needed, accelerate where possible, and address the unique needs of each student. At the secondary level, counselors will continue to provide supports to students through advisory curriculum (SEL, college/career readiness, stronger workforce, ASB, and more).

## ACCESS

All students in TK-12 will have access to a district issued device based on need. Students who are in need of internet will also have access to a Hot Spot issued by TUSD.

## CURRICULUM

The plan to address learning loss will include the expansion and standardization of district-wide base curriculum in all core content areas as well as assessments. This curriculum along with Schoology will create an equitable baseline that teachers can build upon and differentiate based on student need. English learners will continue to have access to LEA approved ELD programs (Wonders for K-5 and English 3D for Secondary).

## SUPPLEMENTAL PROGRAMS

Supplemental curricular and assessment programs will be purchased and implemented to support continuity in the instructional program and to support the potential learning loss that our most at-risk students will experience. The resources used by staff as part of intervention and supports include, but are not limited to:

- Achieve 3000
- Paper (Online Tutoring)
- McGraw-Hill My Math Toolkit
- IXL - online
- Lexia online
- ST Math online
- Literably

## MTSS

All schools will continue to implement a Multi-Tiered System of Support framework. MTSS is a framework that supports equity-based instruction to address all students' academic, behavioral, and social-emotional learning within a fully integrated system of support. The MTSS

framework will provide a continuous, data-driven improvement process that will support the identification of students impacted most by learning loss.

## ASSESSMENT

Due to the school closures resulting from the 2019 novel coronavirus disease (COVID-19) pandemic, local LEA and state and federal testing requirements for summative assessments for English language arts/literacy, (ELA), mathematics, science, and English language proficiency were altered. Deep concerns about learning loss have triggered an urgency that identifies the need for diagnostic assessments that can identify where students are in their learning within core content areas so teachers can teach them effectively. TUSD will implement various local diagnostic assessments, the Literably Running Record Reading assessment system, teacher developed formative assessments, content specific assessments through the FLVS curriculum, written and oral language assessments for English learners and any state or local summative assessments where required or necessary. These assessments will also be utilized to monitor academic progress and language development for English language learners during EL reclassification and monitoring during Fall and Spring.

## DATA ANALYSIS AND PLANNING MEETINGS

Teachers and staff in General Education and Special Education will participate in data analysis and planning meetings to review and discuss data related to a student's progress in academics, behavior, mental and physical health. Study Success Team (SST) meetings, 504 meetings, and IEP meetings will be regularly held, as students who are at-risk or with identified exceptional needs are at a greater risk of experiencing learning loss due to school closures and the implementation of virtual/hybrid learning. Additionally, these meetings will be held to discuss any identified learning loss and determine needed accommodations, supports and services needed to address the student's needs. In an effort to provide support to address this loss, educational team members will review data, progress, goals/objectives and services on a regular basis.

## Pupil Learning Loss Strategies

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

The implementation of learning loss assessment strategies is a necessary step in addressing the needs of students. TUSD will implement a consistent and strategically planned approach defined within our district-wide and school based MTSS systems. These systems will provide targeted supports for English learners, foster youth, and low-income students. Pupils with exceptional needs will be monitored closely for progress towards IEP goals

1. TUSD has established three assessment windows where students will engage in various formative or diagnostic assessments.
2. Increased teacher and administrator accessibility to student results through Illuminate or Aeries Analytics, which are systems which provide individual and collective outcome data for classes and schools.
3. Professional Development or PLC time set aside to review, assess, and plan for response to data.

#### 4. Monitoring and ongoing response based on student levels and growth based on overall student achievement.

There are many areas to consider when assessing learning loss, however, the most prominent area of learning loss can be seen in the area of academic growth and progress. Schools will establish MTSS systems for identifying and supporting students and mitigate the various factors that directly or indirectly impact learning. District-wide and site based learning loss strategies will include tiered supports in the areas of academics, social/emotional/behavioral, college and career readiness, and attendance.

Assessments and systems will be implemented to support the monitoring of learning loss and these strategies will differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness. The strategies could differ for these pupil groups. For example, a homeless liaison would specifically support students experiencing homelessness connect with resources or access technology or English Learners will be supported by para educators trained to provide language instructional supports. As students are identified as needing Tier 2 or Tier 3 supports, the parent along with the school site team will discuss and determine the appropriate strategy to mitigate learning loss.

Other important aspects of learning loss that will be monitored as well are social/emotional, behavioral and mental health aspects of learning loss. These will be monitored and measured using the CORE Social Emotional Survey and California Healthy Kids Survey. Students with disabilities will be consistently monitored for learning loss using a variety of standardized, formative, and informal assessments as part of their IEP process. The IEP case carrier and team reviews progress on goals and objectives based on specific reporting periods outlined in the student's IEP.

Among all the factors affecting learning loss, the most critical learning loss strategy is a teacher's relationship with the student. The daily live interactions and the frequent (daily) communication, will help the teacher notice the more subtle aspects of learning loss such as motivation, engagement or participation. Teachers will be trained to monitor students for signs and symptoms of emotional distress, and behavioral changes that could signal mental health issues.

These practices will continue to be implemented to determine the type of learning loss, strategies needed to address the learning loss and the effectiveness of the intervention on the learning loss. Adjustments and modifications will be made based on the individual needs of students.

### **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.]

Effectiveness of the services and supports provided to address learning loss will be measured by student achievement demonstrated on assessments of targeted skills and concepts.

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

Description	Total Funds	Contributing
Supplemental Programs to Support Learning Loss (Assessment System, Intervention Curriculum, Increased time with para educator or interventionist). These services will principally benefit low-income, EL, and Foster Youth students who demonstrated lack of engagement in Distance Learning in the 2019-2020 school year. (LCP Goal 1)	1,100,000	Yes
AVID programs will be offered at all middle and high schools to support the learning loss and pupil engagement of low-income, EL and Foster Youth. Middle schools will expand the implementation of AVID Excel to support EL students in reading and writing skills. (LCP Goal 1)	50,000	Yes
MTSS teachers support students identified as Tier 2 and Tier 3 academic interventions in response to student needs. These services will principally benefit low-income, EL and Foster Youth students who demonstrated learning loss. (LCP Goal 1)	680,000	Yes
English learners levels 1 or 2 that have been enrolled in U.S. schools for less than 12 months will have the option of participating in our Newcomer program offered Myford Elementary, Utt Middle School and Tustin High School. (LCP Goal 1)	550,000	Yes

## **Mental Health and Social and Emotional Well-Being**

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

District and school staff are committed to supporting students' social emotional wellness and offering resources to ensure students transition back to school is smooth. Support may include social-emotional learning, building relationships, virtual community-building activities, and increased access to mental health/wellness services. Families and schools will need to work together to evaluate how students are feeling



and assess their individual needs to provide the support students need during these challenging times. Families and staff can access the free resource, Care Solace that helps identify community mental health resources. Care Solace will provide a warm hand off between families and service providers. This service is no cost to families. Additionally, TUSD will provide the following resources and supports:

At the Elementary level, our systemic approach to supporting our students' social and emotional needs includes various systems that our teachers will integrate into the school day. The SEL scope and sequence of these systems includes the Zones of Regulation, the Mood Meter, Morning Meetings, Mindfulness, Social Thinking vocabulary, as well as executive functioning strategies to support our students' self-awareness, social awareness, self-management, responsible decision making, and relationship skills. These systems will weave into all academic content areas throughout the day, and will be guided by activities, choice boards, read alouds, and reflection journals in order to support our elementary students at every grade level. Teachers are observing and monitoring online behavior and mood. If there is a concern they reach out to administration for follow up with the student.

At the Secondary level, specifically, middle school, TUSD has partnered with Western Youth Services to provide Tier 1 social emotional curriculum to all of our middle school students. The curriculum is a combination of Zones of Regulation and Second Step. Western Youth Services staff will also provide Tier 2 supports to TUSD students identified. An annual Core Survey to evaluate student social emotional needs. Counselor and teacher teams collaborate to develop weekly lessons based on student needs. The weekly lessons give students tips to address social/emotional needs and stress management. During these Tier 1 presentations, students fill out a posts test that asks questions which would indicate if a student needed follow up care. This is one way to monitor students social emotional status. If there is a concern, Western Youth will follow up with the school site and with student and/or family.

Furthermore, we have partnered with Stanford's Challenge Success program to support an examination of traditional practices in our schools' practices that lead to unintentional stress or inequity. Our Challenge Success teams include a variety of stakeholders, including students and parents. In this partnership, we have been able to start practices in our schools that honor balance, inclusivity, and open the lines of communication. Additionally, each of our school sites have staff member teams focused on the implementation of Social Emotional Learning (SEL), Positive Behavior Interventions and Supports (PBIS) and Multi-Tiered Systems of Support (MTSS). Secondary sites have SEL/PBIS committees where members collaborate to develop systems, policies, and curriculum to support students in developing self-efficacy, reflection, growth mindset, and time management. All counselors have created a "check-in" google form for students to fill out if they feel like they need to check in with the counselor. The counselor asks a series of questions on the form and the counselor follows up with the student to have a 1:1 meeting.

In addition to providing access to social emotional curriculum and mental health professionals, Student Services Counselor on Special Assignment (COSA), will be coordinating with sites K-12, to host parent education workshops and SEL lessons that can be hosted via Google Meet/Zoom. Tustin Unified is hiring 9 additional Mental Health Specialists to lower case loads and offer more Tier 1, Tier 2 and Tier 3 services. Mental Health Specialists will conduct at minimum 2 parent education workshops per semester for each school site and 1:1 and group counseling sessions. Each high school will have their own Mental Health Specialists. Those specialists will provide staff training around trauma, suicide prevention, anxiety and depression. Each Middle School will have a mental health specialists assigned to their site for a minimum of 3 days per week to provide 1:1 and group counseling sessions. Elementary sites will have a mental health specialists assigned to their site at least 2 days per week. Lastly, a CWA Social Worker will coordinate outside therapy for families looking to work with someone outside of school. CWA Social Worker will be connecting families to community agencies for resources.

School site teachers and administrators will be offered trauma informed educators training provided by community agencies, such as, Western Youth and OC Department of Education.

## 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.]

TUSD's learning community is prepared to ensure that students continue to receive educational experiences. Devices and hotspots were provided to all students and communication with students and families increased via School Messages, letters mailed home, emails, Aeries Communications, and multitude of tools to keep students and families connected with the school. However, despite these engagement efforts, some students demonstrate a lack of engagement and are absent from Distance Learning opportunities.

To enhance student engagement, a TUSD team of educators and staff will be participating in the Student Engagement and Attendance Strategies workshop series covering relevant topics such as Attendance Changes/Requirement (SB98), Student Engagement and Attendance Strategies for Distance Learning, Student Information System Solution Session, and Strategies for Addressing Scheduling Student Engagement Support for Families. This workshop is being offered by LACOE on August 10, 2020. Additionally, TUSD ran a committee formed with various TUSD staff to address this issue of attendance and student re-engagement. Procedures for Re-engagement of distance learning will be consistent throughout Tustin Unified School District. A tiered approach was created to reconnect with students for whom they have not been able to have live daily interaction:

### Reengagement and Outreach during Distance Learning

#### TIER 1

Teachers take daily attendance in AERIES student information system. Teachers will utilize attendance feature in Google Meet or Zoom and input data manually in AERIES by end of school day. Teachers will choose from two codes: DL Engaged (students logging on to live instruction) or DL Disengaged (students not logging on to live instruction) In addition, AERIES will send an automated daily call home for students who do not "engage in distance learning". Teachers will attempt to contact parent/guardians and students via email and phone to provide resources to families who are disengaged in distance learning. Teachers will document in the Intervention screen in AERIES for each student who is not engaged for 60% or more in the school week. Attendance clerks will call home to speak with parent/guardian, caregiver or student to try to identify the barrier and remedy it so the student can engage in distance learning. The documentation will take place in the attendance notes.

## TIER 2

After 5 days of disengagement, the school counselor and/or community liaison will attempt to connect with the student. When a student is absent or not engaged for 60% of the time, absence letter 2 will be mailed out. In addition, site administrators will make a home visit with another TUSD employee if they cannot make contact via email/phone. Home visits will be conducted as an intervention to identify the barrier to distance learning.

## TIER 3

For students who do not engage in distance learning for a full 10 days, the site administrator will refer the case to Child Welfare and Attendance Social Worker. CWA Social Worker will review the case and attempt to make contact via phone/email. If that is unsuccessful the CWA Social Worker will make a second home visit with another TUSD employee. If this visit is unsuccessful, the case will be referred to a Student Attendance Review Committee Board (SARB).

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 is not engaging in instruction and is at risk of learning loss will be shared with all district administration with goals of building strong systems at each school site. For families who speak a language other than English, the district will put forth their best effort to contact the family in their home language to support strong communication, following the same protocols in the district Attendance and Engagement Plan.

Once we commence with the Hybrid Learning Model, staff will continue with the process stated above, however, additional codes will be utilized for those students who are on campus versus the students who are learning virtually from home. TUSD will continue to reach out to students and staff to develop supports and services to address mental health needs so that students are able to engage and access the educational opportunities provided in the Virtual and Hybrid learning models.

# 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.]

Tustin Unified School District's opening plan for the 2020-21 academic school year includes three models for students and teachers: In-person Instruction, Distance Learning, and Hybrid Learning Models. The primary goal of Nutrition Services is provide meals to all students throughout the District by utilizing nutrition services staff and school site staff such as noon duties and campus supervisors to assist with food distribution. In addition to providing meals to all students, the nutritional services plans aim to maximize revenue collection, minimize food waste and continue monitoring expenditures of the program.

Nutrition services is committed to frequent reviews of program effectiveness and responding appropriate when adjustments are needed. Ongoing communications and evaluations will be performed throughout the year:

- Parent Survey – To obtain feedback and information on the changes and the count of families picking up meals.
- Follow up with USDA for extension of area eligibility waiver. If approved, Nutrition Services would be able to distribute the meals similar to the summer meal distribution and also expand the program locations to ensure all students have greater access to meals. Additional 2020-21 nutrition services waivers include non-congregate feeding,

meal time flexibility, parents to pick up meals and meal pattern flexibility.

- Set up meetings with principals to coordinate plans for their respective schools. Meeting topics will include systems to encourage meal pick up, staggered release times to promote social distancing, assessing staffing needs and work schedules and identifying methods to most effectively communicate nutrition services updates with

students, staff, and parents .

- Nutrition Services staff will be trained and practice safety procedures under guidance of local public health agencies. Safety precautions include maintaining social distance; wearing mask and gloves; washing hands; and sanitizing surrounding area.

#### MEAL SERVICE PLAN FOR VIRTUAL SCHOOL

- Meal service will be provided daily at selected school sites
- Meals will be served through a drive-up service at/near the front entrance
- Utilize pop-up tents at all schools for meal distribution
- Meals will be charged based on student eligibility (free/reduced/paid)
- All meal transactions will be recorded via the District's Point of Sale (POS) system (P2/CEP sites are exempt – Staff will verify family school status)
- Meals will be bagged and ready to be served
- 1 lunch meal and 1 breakfast meal
- All meals will be served either cold or frozen to be heated at home

#### MEAL SERVICE SCHEDULES FOR ALL SCHOOLS

- Elementary Schools: 10:30 a.m. – 12:30 p.m. to accommodate both AM/PM distance learning schedules. Possibly stage in classrooms that are near the front when needed
- Middle Schools: 9:00 a.m. – 11:00 a.m.
- High Schools: 2:00 p.m. – 4:00 p.m.

#### MEAL SERVICE PLAN FOR HYBRID LEARNING MODEL

##### Elementary Schools

- Breakfast will be served before school
- All meals will be served through cafeteria lines
- All meals will be recorded by either student number or scanning student card
- AM Students - Students will pick up prior to exiting the campus for the day
- PM Students - Students will pick up prior to class starting time to eat in designated areas

#### Elementary Tuesday Meal Schedules

- AM Students – Pick up 2 lunch meals and 1 breakfast meal prior to exiting the campus (1 extra lunch and 1 breakfast will be for Wednesday distance learning schedule)
- PM Students – Pick up 1 lunch meal to eat on campus in designated areas prior class starting time. Before exiting the campus for the day, students will pick up 1 breakfast meal and 1 lunch meal to take home for Wednesday distance learning schedule

#### Middle Schools

- Breakfast and lunch meals will be offered at scheduled times during the school day
- All meals will be served through cafeteria lines
- Monday and Tuesday After School Schedules – Students to select 3 breakfast meals and 3 lunch meals to take home for the 3 days with distance learning school schedule

#### High Schools

- All meals will be served through cafeteria lines
- Only 1 lunch meal time will be scheduled during the school day (during nutrition break to provide heartier meal)
- Monday and Tuesday After School Schedules - Students to select 3 breakfast meals and 3 lunch meals to take home for the 3 days with distance learning school schedule

Nutrition Service Staff and School Staff (Noon Duties and Campus Supervisors): Nutrition Services will coordinate with Personnel for potential shifting/adjusting employee hours and days to accommodate student distance learning class schedule on Wednesdays without impacting employee total contract hours

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

Section	Description	Total Funds	Contributing
School Nutrition	Maintaining Nutrition Services for students in Tustin Unified. This includes but is not limited to additional staffing cost, cost of supplies, food, and other nutrition related purchases (LCP Goal 4)	600,000	No
In-Person Instructional Offerings	In order to safely offer in-person instructional options, TUSD must purchase cleaning and disinfecting supplies and materials, facilities, personal protective equipment, and materials necessary to provide students with opportunities for in-person and distance learning. (LCP Goal 4)	2,500,000	No
Pupil Engagement and Outreach	A counselor will be hired to specifically work with our homeless students and families. (LCP Goal 3)	40,000	Yes
Pupil Engagement and Outreach	The Office of Language Acquisition will assist parents with translation and interpretation services to increase understanding of distance/hybrid learning and offer additional support for EL families. (LCP Goal 3)	600,000	Yes
Mental Health and Social and Emotional Well-Being	9 additional mental health specialist will be hired to support students experiencing social and emotional difficulties. These services are primarily directed toward English Learners, Foster Youth and low-income students however other students may also benefit from the service. (LCP Goal 2)	1,000,000	Yes
Mental Health and Social and Emotional Well-Being	Additional counselors are provided to high schools to address the social-emotional learning needs, 504/IEP, and college-career readiness programs for first generation high school/college graduate. These services are primarily directed toward English Learners, Foster Youth and low-income	500,000	Yes



Section	Description	Total Funds	Contributing
	students however other students may also benefit from the service. (LCP Goal 2)		
Mental Health and Social and Emotional Well-Being	Additional nursing staff will support students and families as well as develop training videos on healthy hygiene for students and parents. (LCP Goal 2)	23,000	No
Mental Health and Social and Emotional Well-Being	Three middle schools will continue participation in Challenge Success program to address intended school structures (distance or hybrid) that are resulting in unhealthy stress. (LCP Goal 2)	60,000	No
Mental Health and Social and Emotional Well-Being	A full-inclusion/behavior teacher on special assignment will support EL, Foster Youth and low-income students navigate distance learning and transition to hybrid learning. (LCP Goal 2)	113,000	Yes
Pupil Engagement and Outreach	All Title I schools will have a community liaison or additional counselor to assist families in pupil engagement including attendance monitoring and outreach. (LCP Goal 1)	500,000	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
8.67%	\$17,098,213

## 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.]

When determining the plan for services and the organization of its school programs, Tustin Unified considers these and other student groups in order to ensure the schools build models that support academic continuity where students and teachers are fully engaged in the educational process. The needs of our foster youth, English learners, and low-income student groups are prioritized when determining areas where increase services and improved supports are needed in order to successfully engage in learning.

When completing a root cause analysis for our unduplicated students, the most significant factors that would impact continuity in learning is the ability to provide the same quality program and services in the Online and Hybrid learning models. The purpose of each of our actions is to ensure the students have access to distance learning and have resources needed to engage in distance learning. The actions outlined in the LCP focus on Access to Quality Education and Instruction, Wellness, Access and Equity, and creating school environments that are safe and healthy for in-person instruction.

Actions related to increased technology access contribute to the increased and improved service requirement because it was evident that students from low-income families struggled to access instruction in Distance Learning at the end of the 2019-20 school year. We have provided these students with access to digital learning devices and internet connectivity because we believe it will be effective in mitigating learning loss, allow for daily live interaction with teachers, and keep these student engaged. The immediate need among foster youth, English learners, and low-income students was for devices and connectivity to continue the learning from home this Fall. Once connectivity is established, TUSD has put in place other ongoing supports that include but are not limited to curriculum supports, supplemental/intervention assessments and programs to support learning loss, wellness and mental health supports, additional supports to ensure student and parent engagement.

Actions related to core curriculum and supplemental curriculum purchases contribute to the increase and improved services because it ensure access and equity to a quality curriculum, and additional academic supports when necessary. These curriculum and supplemental purchases include but are not limited to: Schoology, Florida Virtual, Achieve 3000, Lexia, Edmentum, Paper Tutoring, PLTW, and various language arts and math supplemental programs.

Actions related to professional development contribute to the increase and improved service requirement because trainings and workshops build teacher skill and knowledge in teaching in a virtual environment. These trainings will be offered to all teachers and support staff, and

the content of these trainings will be primarily focused on unduplicated students, especially our ELL students to mitigate learning loss and maintain their language acquisition skills outside of the classroom.

Actions related to increase time or staffing to provide engagement and re-engagement support contribute to the increase and improved service requirement. This action is principally directed at supporting EL, foster youth, and low income students. These students groups have experienced significant challenges in our transition to Distance Learning and reading scores demonstrate a need for increased support. We have prioritized these needs and believe that providing ongoing support to engage and re-engage will accelerate the learning of these students who have experienced learning loss.

Actions related to wellness, mental health, and social emotional learning contribute to the increase and improved services because it supports those most at-risk for mental health and social emotional needs have the supports necessary to engage in learning. The foster youth liaison will monitor elementary, K-5 foster youth students by checking in every two weeks via phone and or google meet with caregivers. The purpose is to ensure the students have access to distance learning and have resources needed to engage in distance learning. At the secondary level school counselors will contact their foster youth students' caregivers to ensure student's have access to distance learning. During these meetings the foster youth liaison will be able to offer any services and resources needed. Mental health, MTSS intervention staff, behavior interventionists, increased classified staffing (i.e. community liaison, CWA, ) and counselors on special assignment services will primarily focus on engaging EL, foster youth and low-in come students.

All of these actions are effective in meeting the needs of foster youth, English learners, and low-income students engage in school regardless of the learning model, as they ensure access and equity.

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

School closures and the transition into Online/Hybrid education models due to COVID-19 allowed Tustin Unified the opportunity to evaluate current services and examine increased or improved services that may be needed to ensure continuity of education and attendance/engagement for all students. All previously planned actions and services under the LCAP goals will be implemented and meet the percentage required. In addition to the increased or improved actions designed to meet the percentage required, additional actions and services to support learning loss will be implemented to principally benefit low-income, EL, and foster youth students, however other students will benefit as well.

The services for foster youth, English learners, and low-income students are being increased or improved by the percentage required and organized under the following LCP goals:

Goal 1: Continuity of Quality Education and Instruction - Providing options of learning models to safely engage students and ensuring access to a quality curriculum through curriculum purchases, increased supports and services by teaching and support staff, and professional development.

Goal 2: Wellness - Focusing on the mental health and social emotional needs of our students TK-12.

Goal 3: Access and Equity - Equipping students with the appropriate tools and resources, focusing on technology needed for virtual learning.

Goal 4: Facilities and Operations - Establishing systems and guidelines for all staff and students, prioritizing the health and safety of students and staff when schools are able to reopen. Ensuring access to meals for students.