

Learning Continuity and Attendance Plan Template (2020–21)

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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General Information

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

The petition to start Tracy Independent Study Charter School (TISCS) went to our School Board for approval on December 19, 2019. TISCS was approved to open as a new charter school for the 2020-21 school year for students in 7th-12th grade. On March 13th, 2020, the Tracy Unified School District was directed by San Joaquin County Public Health to close all schools due to the COVID-19 pandemic. This left TUSD with the task of developing a Distance Learning Plan to serve its students for the remainder of the 2019-2020 school year. TUSD developed a Distance Learning Guide that outlined grading policies which held students harmless and paper packets were prepared and distributed according to developed procedures. During school closure, the majority of assignments were paper and pencil, as TUSD did not have enough technology available for each student. During the summer, TUSD had developed detailed plans for a Hybrid Model return to school for the August start of the 2020-2021 school year. COVID-19 numbers continued to rise in San Joaquin County over the summer and in late July, TUSD shifted to a full Distance Learning Model as recommended by the County Office of Education and the Public Health Office. Tracy Independent Study Charter School (TISCS) is a dependent charter of TUSD, therefore we worked closely with the School Reopening Task Force to develop a plan for Distance Learning. TUSD then worked closely with our bargaining units to create MOU's for Distance Learning. TUSD then revised the original Distance Learning Guide once again, in order to meet SB 98 requirements. TUSD ordered all of the technology needed for every student who registered into TISCS. TUSD and the TISCS principal held several virtual question and answer sessions, which were led by the Associate Superintendent of Educational Services. These forums were used to gather input of community needs and address family and community concerns during Distance Learning. In addition, TUSD and TISCS met with both classified and certificated staff to get a clear picture of the needs of the school district personnel. All of the feedback helped drive our Distance Learning Guide and is the basis for this Learning Continuity and Attendance Plan. Although TISCS was developed to be an independent and home-based learning environment, weekly in-person meetings were a requirement that we altered to meet the distance learning guidelines. While under this distance learning model, TISCS students and teachers will continue their weekly meetings in a virtual capacity using Microsoft Teams. In August of 2020, a material revision was brought forward to our School Board to approve the expansion of TISCS to include grades Kindergarten through 6th grade as well. The plan is to begin registering students who may not want to go back to hybrid or in-person learning for the second semester of the 2020-21 school year.

Stakeholder Engagement

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

Although TISCS was a brand new charter school for the 2020-2021 school year, TUSD made substantial efforts in soliciting stakeholder feedback to prepare for the 2020-2021 school year, which included the opening of TISCS. These meetings were held virtually, and with the ability to phone in. District-wide phone messages and or informational flyers went out in English and Spanish to our community regarding the community meetings. TUSD Parent Liaisons reached out to families who speak a language other than English to discern their needs and concerns during distance learning and then relayed the information to site and District administration. Since TISCS is a dependent charter school of TUSD, the stakeholder engagements that were integrated are as follows:

4.8.2020

District Parent Advisory Committees Virtual Meetings

On Wednesday, April 8th we were able to facilitate virtual meetings with our District Title 1 Parent Advisory Committee (T1PAC) and District English Learner Advisory Committee (DELAC). We are happy to report that most of the committee members had the capacity to participate virtually. Topics discussed included: TUSD Distance Learning Plan, online resources for English Learners during school closure, and student grading during school closure.

4.28.20

Created a Re-opening of School Preparation Task Force

TUSD developed a task force to develop plans in preparation for school opening in August. The Task Force developed plans to address the following areas: COVID-19 safety measures, educational program models, providing meals for students, transportation, extra-curricular programs/activities, staffing, and a communication plan.

5.15.20

Reopening Schools Task Force

The Task Force team met with TEA representatives, CSEA representatives, and site principals to collect input regarding reopening schools on August 11, 2020. All three meetings were very positive and the teams were able to discuss guidelines around safety, social distancing, an A/B Alternative schedule, and Blended Learning guidelines. In addition, a Distance Learning survey was sent out to all teachers in order to collect input on how we can support our students and staff upon reopening schools.

5.27.20

Reopening Schools Task Force Committee

The goal of the TUSD Task Force is to safely reopen schools in alignment with the California Department of Education and the California Department of Public Health/Cal OSHA guidelines in order to provide our students a safe and quality education. The Reopening of School

Task Force received hundreds of Distance Learning survey responses and strategic recommendations for the reopening of schools on August 11th. These surveys were facilitated by TEA reps in collaboration with the Task Force. Common feedback trends included recommendations for clear social distancing guidelines in classrooms and large gathering areas such as libraries, cafeterias, gymnasiums, and playgrounds, as well as frequent cleaning of common areas for students and staff. In addition, the teams were able to collaborate on three options for Alternative Schedules to be considered if required by CDE and Department of Public Health to implement social distancing. Educational Program recommendations included the benefits of using common virtual platforms for communication, teaching, student learning, and collaboration. As a result, TUSD began planning for professional learning opportunities that revolved around the virtual learning platforms the district recommended for use in the upcoming school year. The district made available many virtual resources and tutorials to all staff on the TUSD Portal under Professional Learning Department-Distance Learning. The next steps for this Task Force included working with each school site to develop clear protocols and procedures that would align to the CDC and California Department of Health/Cal OSHA safety guidelines in addressing the following: Daily drop off/pick up procedures for students; recess; lunch; and during the day learning. As the Task force refined the guidelines through the month of June, updates continued to be shared with TEA and CSEA representatives, and all of TUSD Staff.

5.29.20

Reopening Schools Preparation

Site Principals drafted operations reopening plans in preparation for students to return to school on August 11th. The plans includes guidelines provided by CDE and the Department of Public Health. All plans included processes such as classroom layout to include all desks in rows facing the front of the classroom, established directional foot traffic patterns in hallways and all high traffic areas, lunchroom seating layouts in which all students are seated faced the same direction, 6 feet social distance parameters in all common areas, masks available for all employees, and sanitization practices in restrooms and all common areas.

6.5.20

The Task Force also met with the TEA consultation team to continue developing Reopening of Schools Guidelines as a collective. The team collaboration was very positive and we continued to focus on working together to ensure TUSD would be ready to reopen with the purpose of providing a safe environment for students and staff, and offering a high quality education upon our return in August. In addition, TUSD created an additional option of an Independent Study Program, for those students whose parents were not ready to physically send their child(ren) to school in August. This option would require a commitment of one semester at a time, to ensure that TUSD would be able to staff accordingly.

6.23.20

TUSD board meeting:

Associate Superintendent Julianna Stocking shared the importance of the District being flexible as it moves towards reopening schools on August 11. Regarding the discussions with TEA, Julie also shared the 5 educational offerings that TUSD and TEA had agreed would be considered moving forward. The options were:

1. Bringing students back 100% of the school day with all possible safety measures and procedures
2. District Independent Study
3. Tracy Independent Study Charter School
4. Hybrid Model, where half the students attend school two days a week and the other half would attend another two days a week.

5. 100% Distance Learning

Additional feedback and input from staff, parents and the community was also received during this meeting.

7.13.20

TUSD Public Information Session - Virtual

9:00 am-10:30 am

Topics: Hybrid Model, TK-12 Independent Study, TUSD Independent Study Charter School Option, Distance Learning Model, Special Education

7.15.20

Virtual Information Session for TUSD Staff on Reopening Schools.

9:00 am -10:30 am

Topic: COVID-19 Safety Measures and Reopening Schools Information Session for TUSD Staff

Audience: TUSD Staff

8.3.20

Information Sessions for TUSD Families and Staff: On Monday, August 3rd an information session was hosted virtually for all TUSD staff regarding the TUSD Distance Learning Guidelines. The session was hosted by Julianna Stocking, Sean Brown - Director of Special Education, and Mary Petty - Director of Student Services, in order to provide clarity and answer questions from the staff.

8.4.2020

An information session was hosted virtually and open to the public, regarding the TUSD Distance Learning Program. The session was hosted by Sean Brown, and Rita Farabaugh - Program Administrator for Special Education, Melissa Johnson - Special Education Case Manager, Mary Petty, and Julianna Stocking to provide an overview on what to expect during distance learning and to address questions provided by the public regarding Special Education services and distance learning expectations for students and families upon the start of school. The TUSD Educational Services Team will continue to host information sessions for Staff and TUSD Families biweekly to provide updates on Distance Learning and respond to questions and challenges as they arise. All information sessions are recorded and may be accessed on the TUSD COVID-19 web-page and TUSD Portal for staff.

8.20.20

Information Sessions were hosted Thursday, August 20 at 1 pm for TUSD staff and 4 pm for parents. Topics for staff included student weekly engagement logs required by the state during distance learning which include attendance, engagement, and time value of assignments and assignment tracking. In addition, Melissa Beattie - Director of Professional Learning, shared professional development opportunities provided by the TUSD Professional Learning Department to support purposeful learning during live synchronous instruction and online resources available to teachers. Tom Quiambao - Director of Information Technology, shared the completion of device and hot spot distribution to all high schools, middle schools, and students on IEPs. The next phase will include hot spot distributions to K-8 students August 21st - August 28th.

The information session for families included information regarding lunch services provided daily from 11:30-12:30 for TUSD students, as well as meal distribution locations at three bus stop locations in the rural Delta Islands region for TUSD students. Mental health services were also highlighted as services available to families. The importance of healthy mental well being and socialization was emphasized and families were highly encouraged to reach out to their child's teacher to begin the mental health referral process should their child need virtual counseling. Lastly, information on communication between parents, students, and teachers during distance learning was stressed in order to support the success of student learning and a positive learning experience. All sessions were recorded and posted to our TUSD staff portal and TUSD COVID-19 web-page. The next sessions are scheduled for Thursday, September 3rd at 1 pm for staff and 4 pm for families.

8.26.20

The Learning Continuity and Attendance Draft Plan was shared with the following committees for input and feedback: Title I Parent Advisory Committee, DELAC, CSEA Executive Board and TEA Executive Board.

8.27.20

The Learning Continuity and Attendance Plan was shared with the following groups for input and feedback: TUSD Management Team and Public Community Forum.

8.31.20

Sent out TISCS LCP for stakeholder review via email and asked for input and/or questions.

9.8.20

A Public Hearing regarding the Learning and Continuity and Attendance Plan for TUSD and TISCS will take place at the TUSD Board Meeting to receive any additional feedback.

9.10.20

Principal and counselor checked in with a few students of TISCS to discuss what went well and what could have been improved during distance learning March-May. In addition, we asked the students and parents how they felt distance learning was going now on Edgenuity, as a part of the charter school. Finally we inquired as to what they felt was going well and what could we improve upon to meet their needs better. Here are a few responses:

Student 1: "I feel like distant learning is better then going to school because I can't get distracted by other kids. The charter school is going good for me. I feel like if i could keep doing the same amount of work each day I will be at my needs. i could have done more then I did and ask more questions."

Student 2: "Distance learning is going great. The teachers are very helpful and make sure everything I need is available for me to access. All of my needs are taken care of. I was in a different district during March-May."

Student 3: "Distance learning is going well but that only started a week ago, then the work load was adjusted. The charter school helps me be able to plan out my schedule and lets me take it easy when I need to. The functionality of communication before a change to the website

would be better and also weekly updates about events and other things that might come up. What has been going well is teacher communication and their (your) help with problems when they arise as well as being pretty constant with how well things are, unless there is a problem with the website in which it gets changed."

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

All meetings were hosted remotely using Zoom or Microsoft Teams. Stakeholders could submit questions in writing ahead of the meetings. Public Community Meetings had a translator present. All meetings were posted on the District Website and a phone message went out district wide. Stakeholders who could not attend the meetings virtually had the option of emailing or phoning the district with feedback.

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

During school closure in the fall, the majority of TUSD parents shared they wanted in person instruction to resume. They stated they wanted live instruction not just paper packets. Parents also expressed the need for all students to have access to the internet and a device. Parents expressed they wanted to make sure students with IEP's were receiving their correct services. Both TEA and CSEA were concerned about having personal protective equipment available to them, and safety protocols in place should school reopen. The Title I Parent Advisory members shared they would like to have more communication from sites during Distance Learning regarding EL students' progress. DELAC suggested creating student focus groups for EL students to see what supports EL students feel they need. DELAC also suggested using paraprofessionals to support EL students virtually with 1:1 appointments during Distance Learning. CSEA gave input on how some classified jobs changed to meet the needs of the District during Distance Learning. CSEA also requested having professional development for classified members who will be utilizing Microsoft Teams to support student learning and requested CPI training for staff when that is available. TEA voiced concerns regarding pupil learning loss. TEA feels that this is an area that needs to be explored. How will we track students to make sure they aren't experiencing learning loss and what are best practices to mitigate learning loss? TEA also shared that teachers are spending a great deal of time making sure students' social emotional needs are met during the pandemic. TEA also shared if there is a way to find out which students are not accessing the free meals, in order to help ensure that students who truly need the meals are receiving meals during distance learning.

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

Professional Development was one area that was directly influenced by stakeholder groups. TUSD will be providing additional training on Microsoft Teams for CSEA members who provide direct services to students. Both TEA and Management gave input on all sections regarding what sites are doing to support students during distance learning including: Providing materials, putting families in touch with resources, and specifying services provided. The community requests for direct instruction and technology for all students in TUSD and TISCS, as well as services for at risk students were included in the Learning Continuity and Attendance Plan. This was an improvement from

distance learning in the Spring. Safety protocols which are outlined in this plan were influenced by stakeholder input. All stakeholders expressed the need for personal protective equipment which includes: Face mask, disinfectant and hand sanitizer. This request is also outlined in the plan.

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.]

TISCS will follow TUSD and County Health recommendations to provide in person instruction during the 2020-21 school year to address safety and health concerns arising out of the current COVID pandemic, student attendance shall follow daily and weekly engagement tracking and once a week meeting with teacher for attendance. Each student registered in TISCS will receive at a minimum ,1 hour a week of in-person (via Microsoft Teams for now), one-to-one instruction and/or support. Should teachers and/or students/families feel there is learning loss due to school closures in the spring of 2020, teachers will request our staff to hold a Student Success Team meeting (sst) to support the student academically. In addition, TISCS teachers will do a daily check of attendance and engagement via Edgenuity to ensure students are on track with their learning and not falling behind. Since TISCS is a dependent charter of TUSD, all PPE for staff and students will be provided to our building and classrooms. In addition, all COVID 19 safety training and Microsoft Team training will also be provided for our staff.

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

Description	Total Funds	Contributing
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

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 and TISCS are committed to providing high-quality instruction through the lens of the Rigor/Relevance Framework (Bill Daggett) with the understanding that high quality relationships make rigor and relevance possible. The importance of social-emotional learning is embedded into the Rigor/Relevance Framework as a means to and outcome of, high-quality interactions and relationships. TUSD and TISCS is able to support meaningful instruction through multiple methods of delivery. This includes web-based instruction using the Edgenuity learning platform, as well as digital and print adopted instructional materials as needed. The teaching staff has been trained in using Microsoft Teams as a learning tool to deliver quality synchronous and asynchronous instruction and/or support for their students. Teachers will use the Microsoft Teams platform to connect with their students daily and/or weekly and provide rigorous, relevant, and engaging standards-aligned instruction and instructional supports. Office hours may be an additional method for teachers to support students and families.

TUSD and/or Edgenuity provides every teacher and student with the district-adopted instructional materials needed for students to master content and curriculum. These materials can be used for in-person, hybrid, and distance learning instructional environments. Technology distribution was scheduled for all students to be in possession of their laptops and "hot-spots" before the first day of instruction.

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.]

Each TISCS teacher has an internet-connected computer with a suite of software to use for instruction, including applications for communication, composing, video meetings, and more. All TISCS students received a brand new computer and "hot-spot" for internet connection at home. Should a student have any connectivity concerns, they are able to reach out to their teacher and/or our TUSD Technology Department. Since this is an online, home-based program, 100% of TISCS students received laptops, bags, and hot-spots.

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.]

Each TISCS student is required to log on and work on their coursework using the Edgenuity platform on their laptop from home. Although TISCS is a dependent charter of TUSD, the charter is offered as an independent study/home-school model. Edgenuity has the capacity to assess and log assessments and track daily learning and engagement. Each student is also tracked for engagement and assessment by their TISCS teacher on a daily and weekly basis. Discussions of support, improvements, participation, engagement, and strategy occur

between the students and teachers via online, email, or telephone connections. If there are additional concerns, the teachers know to reach out to parents of students who may need extra support to be successful.

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.]

Tracy Unified School District and TISCS supports educators through a robust professional learning model that was designed based on teacher input through surveys, curriculum committees, and community feedback. Data collected indicated a strong need to focus on how to build strong relationships and how to maintain levels of rigor in a distance learning format. TUSD and TISCS are committed to ensuring that all professional learning focuses on student learning. For the 2020-2021 school year, all professional learning will be provided through an on-line model that allows teachers to select sessions that are relevant to their own learning needs. Professional Learning workshops and training will focus on the following:

- Relationships Matter training provided by ICLE with ongoing support as principals will embed additional training throughout the year during all site professional learning and PLCs. Asynchronous learning modules are available to all staff through the District Portal which include strategies and resources for designing routines to build strong relationships with students.
- Microsoft Teams tools training provided by Microsoft and District Curriculum Specialist TOSAs throughout the year to support distance learning, in-person, and hybrid learning models. Microsoft Teams asynchronous learning modules are available to all staff through the District Portal.
- Ongoing support for how to develop, monitor, and execute active learning for all students through inquiry-based instruction in core content areas driven by relevant student data. To support inquiry, professional learning sessions will focus on academic discourse and sense-making strategies that are rigorous, relevant, and promote active student engagement.
- Just-in-time question and answer sessions on technology tools, strategies, and curriculum throughout the year.
- Keenan safety training

Staff Roles and Responsibilities

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

Although TISCS is a home-school independent program, there were some training updates needed. In response to reopening schools using a Distance Learning model, The Professional Learning and Curriculum Department Staff (Director, Secretary, and Curriculum Specialist TOSAs) have added roles and responsibilities as follows, to help develop our teachers for virtual contacts with students and families:

1. Develop, design, and deliver virtual technology training to all staff, including but not limited to teachers, administrators, and counselors, and secretaries.
2. Design, build, and maintain Microsoft Teams webpage to support all Tracy educators in accessing just-in-time support specific to the learning goals for TISCS students.

3. Redesign and deliver all training, workshops, and coaching opportunities to a virtual format with a focus on building strong relationships through intentional strategies and routines. This includes but is not limited to new teacher training through TISCS sessions and district-wide professional learning.

In order to meet the academic and social emotional needs of our students, teacher's roles for the 1st month of school include building relationships with students to address their social emotional learning. The activities include embedded instructional practices of identifying student's vulnerabilities, identifying how students were connecting to learning and how staff are demonstrating compassion to the needs of students. For any students who are displaying emotional needs, teachers can electronically refer students to mental health counseling provided by TUSD contracted mental health providers. All mental health services will continue to be accessible to students virtually. This has been an adjustment from physically providing services in the past.

Teachers and administrative staff are contacting families whose students are not participating in their learning more than 60 % of the week. TUSD will hire four (4) additional technology staff members to support the high number of students using technology in TUSD.

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.]

In partnership with San Joaquin County Office of Education, Tracy Unified School District and TISCS support pupils in foster care through the Department of Prevention Services. Students and families have access to immediate school enrollment, bus passes or gas tank fill-up, free school supplies and backpacks, clothing closet, career and college opportunities, as well as individual and group mental health services. Prevention Services coordinates a quarterly homeless and foster youth committee with a consortium of service providers in San Joaquin County. High impact strategies acquired through San Joaquin County Office of Education, State and National conferences for foster and homeless youth, will be included in these efforts.

In compliance with the McKinney-Vento Homeless Assistance Act, Tracy Unified School District and TISCS support pupils who are experiencing homelessness in a myriad of ways: immediate school enrollment, free lunch, bus passes or gas tank fill-up, free school supplies and backpacks, access to clothing closet, textbook fees waiver, free PE clothing, as well as individual and group mental health services. Prevention Services collaborates with local shelters and motels to refer families in need of temporary housing. Additionally, Parent Liaisons provide families with wrap around supports and linkages to community resources. Prevention Services coordinates a quarterly homeless and foster youth committee with a consortium of service providers in San Joaquin County. High impact strategies acquired through San Joaquin County Office of Education, State and National conferences, including the National Association for the Education of Homeless Children and Youth (NAEHCY), will be included in these efforts.

TISCS and the Edgenuity learning platform will provide English Learners with synchronous instruction and asynchronous support, designated ELD instruction, and social emotional learning (relationship building). Should TISCS students need to be provided support in their primary language when needed, TISCS will reach out to our translation/interpreter department. Students will be administered assessments to help guide instruction as per the needs of the students and the progress they are making in their classes. Students will be assessed for language using the English Language Proficiency Assessment for California (ELPAC) and curriculum embedded assessments when appropriate. Long term EL students will meet with the TUSD District EL Counselor for regular check ins and progress monitoring.

Pupils with exceptional needs will receive virtual academic assessments, virtual and in-person cognitive assessments, individual and group virtual counseling session conferences and collaboration with community resources to address student and family needs. TISCS will be offering such resources on an as needed basis.

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

Description	Total Funds	Contributing
TISCS has purchased laptops, computer bags, and hot spots for each registered student into the school.	63,789.00	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.]

Should TISCS have concerns with any student and their academic development we will utilize supports offered by Edgenuity. Currently, TISCS students will take the online assessments weekly in their classes, which will provide progress monitoring and rich student data for analysis. TISCS teachers will be meeting with their students weekly, both in person and virtually, or as often as needed to ensure progress.

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.]

TUSD has identified critical areas of focus in the scope and sequence of ELA and Mathematics to mitigate learning loss during distance learning for all students. Therefore, TISCS students experiencing significant learning loss will be referred for an SST to develop a plan of intervention to address skill deficiencies.

Several virtual summer school courses were offered in June and July, which many of our TISCS attended to mitigate learning loss. TUSD hosted a virtual Credit Recovery Program for students in grades 9-12 who were credit deficient. TUSD hosted an incoming 9th grade Virtual High School Bridge Program at all three high schools for at-risk students to help smooth the transition to high school and help students build relationships with staff. A two-week English Learner Academy was hosted for students who are new and acquiring English. The purpose was to front load the student with language to help acclimate to school in the fall.

TUSD District EL Coordinator and District EL Counselor monitor EL students' progress and reach out to families on an individual basis to offer resources and support. The EL Coordinator provides training to teachers on best practices for teaching ELD and supporting EL students academically.

In partnership with San Joaquin County Office of Education, Tracy Unified School District and TISCS address the learning loss of foster youth and students experiencing homelessness by providing each student with a laptop and internet hot spot. All students are contacted by their respective teachers for one-on-one office hours, as well as have access to an academic counselor and/or school psychologist. Students are connected to online tutoring services.

TISCS pupils with exceptional needs receive constant monitoring of students' progress on IEP goals, request IEP meetings for team members to communicate and apply services/resources to address areas of student learning loss and or redraft IEP goals based upon progress.

TISCS Teachers have time each day where students are working on asynchronous learning activities to provide intervention, 1:1 or small group support to at risk students including students who are EL, low income, foster youth, pupils with exceptional needs and pupils experiencing homelessness.

Students who need accelerated learning will still receive accelerated instruction through the Edgenuity learning platform.

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.]

TUSD and TISCS will continue to look at student data from both formal and informal assessments both daily and weekly. The effectiveness of Tracy Unified School District’s implemented learning loss strategies for low-income, foster, and pupils experiencing homeless are measured through school attendance and participation, successfully completing assignments, as well as displaying proficiency and understanding of course and content standards, will benefit and support all TISCS students.

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

Description	Total Funds	Contributing
Edgenuity Contract	39,200.00	No

Mental Health and Social and Emotional Well-Being

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

Since TISCS is a dependent charter of the Tracy Unified School District, TISCS will provide staff with professional development offerings that include social emotional learning and the CASEL standards; suicide prevention & intervention to identify, support, and refer middle and high school students who may be experiencing thoughts of suicide; risk assessment and mandated reporting. Tracy Unified School District and TISCS will be contracting with community-based mental health counseling and offering these services to each school site. Substance abuse classes as well as anger management will be offered to students referred by site administration and the Department of Student Services. Student Services is also creating a crisis hotline for all TISCS students to access.

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.]

Each TISCS teacher shall maintain a weekly engagement record based on of Edgenuity's engagement tracking system. Per Education Code 43503 each Local Educational Agency shall ensure that a weekly engagement record is completed for each pupil documenting synchronous or asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments. Daily participation may include, but is not limited to, evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between employees of the Local Educational Agency and pupils or parents or guardians. Should a student be absent from distance learning, each teacher will be responsible to provide recorded lessons and/or assignments that were missed, one-to-one tutoring via Microsoft Teams, offer telephone supports, etc. Should there be further concerns with individual student engagement during distance learning, the following re-engagement strategies in all grades TK-12, should be attempted by the teacher to identify challenges. First, as a Tier 1 support, detailed engagement logs for individual students reviewed frequently by teachers. As a Tier 2, teachers will send significant individual student concerns to the site Admin Team (internet connection problems, habitual attendance issues, non-responsive students, etc.) as a support by phone and/or home visit. Finally, and as a Tier 3 support, the teacher and site administration decide to document individual concerns through the Student Study Success Team (SST) process (i.e. intensive Academic and/or Social Emotional challenges/needs) and depending on the outcome of the SST, the student may be referred to Prevention Services for additional services for the identified need or referred to the School Attendance Review Board (SARB).

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.]

TISCS does not provided meal service to any students registered in the program. However, under a new program offered by the State from 8/31/20 to 12/1/2020 any student in our community can pick up a free lunch from any of our school cafeterias offering the lunch program.

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

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Since TISCS is a dependent charter school of TUSD, if our students need social and emotional support and/or mental health support, we will refer our students to the Coordinator of Prevention Services to seek services in these areas as needed.	TBD	
Distance Learning Program (Supports for Pupils with Unique Needs)	Since TISCS is a dependent charter school of TUSD, if our students need English Language support, we will utilize our full time EL Counselor and District EL Coordinator to work with EL our students and provide professional development to staff to support academic achievement as needed.	TBD	
Distance Learning Program (Supports for Pupils with Unique Needs)	Since TISCS is a dependent charter school of TUSD, if our students and/or their families need bilingual support, TUSD has employed a number of Bilingual Parent Liaisons to ensure families know and have access to school and community resources. In addition, the TUSD District Translator is available to help TISCS families with interpretation and translation services as needed.	TBD	

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
%	

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.]

Since this is TISCS first year of operation we do not currently have a percentage of students to increase or improve services for at this time. However, the Prevention Services Department of TUSD will support our homeless/foster students in TISCS. In partnership with San Joaquin County Office of Education, Tracy Unified School District supports pupils in foster care through the Department of Prevention Services. Students and families have access to immediate school enrollment, free lunch, bus passes or gas tank fill-up, free school supplies and backpacks, clothing closet, career and college opportunities, as well as individual and group mental health services. Prevention Services coordinates a quarterly homeless and foster youth committee with a consortium of service providers in San Joaquin County. High impact strategies acquired through San Joaquin County Office of Education, State and National conferences for foster and homeless youth, will be included in these efforts. When planning educational resources homeless, foster, EL, low income students are prioritized.

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

Since this is TISCS first year of operation we do not currently have a percentage of students to increase or improve services for at this time.