

# 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.]

Throughout this period of school closures due to the COVID-19 pandemic, Temple City Unified School District (TCUSD) leaders and stakeholder groups have met on an ongoing basis to plan, make decisions, and evaluate district actions. These groups have worked within the state, county, and local guidelines to finish the 2019-2020 school year and prepare for the opening of the 2020-2021 school year which began on August 26, 2020.

Starting March 13, 2020, TCUSD took measures to maintain continuity of teaching, learning, and other services during school closures. Although not all families had the resources needed for distance learning, we offered many options to address these gaps which included: support for online teaching platforms through a helpdesk, individual student work packets for specific students, and content relevant workbooks to help sustain learning and intellectual practice. We provided computer devices to families who requested them and technical support through the helpdesk and in-person appointments. Families could access free Wi-Fi through programs offered by local providers and TCUSD’s infrastructure additions allowed for families to access the district network from office and campus parking lots. Teachers worked with students through various online platforms such as Google Classroom to facilitate instruction both synchronously and asynchronously. Counselors also used Google Classroom to provide information to students followed by phone calls and emails to check on the welfare of all students. Additionally, regular video and written messaging went out to families from our Counseling teams. Special Education students received comparable services based on their Offer of FAPE through distance learning. These services included individual and group lessons taught by the teacher, teletherapy provided by related providers, and weekly check-ins. Instruction and work packets were based on student goals as stated in their

Individualized Education Plans (IEP). IEP meetings continued virtually through online platforms with parent consent allowing us to remain compliant with our timelines.

TCUSD sent via email biweekly written newsletter communication to all families detailing current offerings, resources and pertinent changes such as a Board adopted temporary grading resolution, device availability, grab and go lunch process, and survey requests for parent feedback. The TCUSD helpdesk@tcusd.net appeared on each written communication and the district and school websites.

As the 2019-2020 school year came to a close, District and site leaders assembled to address the learning gap incurred by the emergency closure of schools and move to distance learning. Summer credit recovery options were provided for grades 9-12 and Extended School Year (ESY) for Special Education students grades pre-k through 12 and related services were also offered. The Adult Transition Program also continued for qualified students.

To effectively prepare for the 2020-2021 school year, the District convened two important teams, the Superintendent's Task Force and the Technology Committee, that were both made up of representatives of all stakeholders, teachers, staff, association representatives, and administrators from around the district. These teams worked together to develop a plan for the opening of school and return to work that is in alignment with the Los Angeles Department of Public Health for a safe return to school in Fall 2020. The plan also complied with Governor Newsom's July 17, 2020, directive that all schools located within counties on the COVID-19 Watch List could only reopen in a 100% distance learning model. The district recognizes that this is not ideal, as we believe that in-person learning is the best quality program for our students. However, the district has made significant improvements to the distance learning model offered in Spring 2020 for Fall 2020. Under the updated distance learning model, students will continue to receive a high quality, student-centered education with additional face-to-face time with teachers online. The district is also prepared to move to a hybrid instructional model and full reopening of schools when health and safety guidelines permit. TCUSD is prepared to implement all of the necessary protocols, procedures, and practices to ensure continuity of learning, as well as the safe return of in-person instruction.

In addition to the impact of COVID-19 on our students, families, and community, many TCUSD students and alumni have experienced trauma as a result of systemic racism and violence. TCUSD acknowledges its responsibility to recognize our role in this trauma and the need to move beyond an acknowledgment of engaging in courageous conversations and directly confronting, interrupting, and addressing the institutional racism that is present in our school system. This will require us to grow our capacity as adults--to deeply examine and understand our own implicit biases and positions of power and privilege, to build our cultural

competence, and to integrate into our curriculum the teaching and learning of social justice, anti-racism, and social and emotional learning.

# Stakeholder Engagement

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

The Temple City Unified School District (TCUSD) fostered a collaborative process with all stakeholders to gain varying perspectives and input on an ongoing basis to develop the goals and actions of the TCUSD 2020-21 Learning Continuity and Attendance Plan. At the start of the emergency school closure order, the TCUSD immediately responded by reaching out to families, students, union leadership, and site administrative teams (including principals and assistant principals) to form stakeholder groups that would help in providing feedback and input to the decision-making process ensure a successful transition to distance learning. Virtual team meetings and surveys were ongoing throughout the process (one of the surveys is included as an attachment).

Throughout the summer months, the Superintendent's Task Force, comprised of stakeholder representatives, focused on planning for the opening of school and developing a draft of the TCUSD 2020-21 Learning Continuity and Attendance Plan. As state and local health agencies delivered updated guidelines, the district leadership team and Superintendent's Task Force continued to keep students, staff, and the community safe and keep learning as a top priority. The task force team collaborated with other teams, such as the Technology Committee, to develop a comprehensive plan. Feedback from stakeholders came through multiple avenues, the use of virtual meetings, surveys, electronic correspondence through the district website, emails, and phone calls. Communications were translated into Spanish and Mandarin to meet the needs of our community. Our parents, families, and students were communicated weekly to provide updates, solicit feedback through surveys, and/or in via phone calls. We provided a TCUSD help desk to troubleshoot issues and discuss with stakeholders actions being taken to transition to distance learning that are documented this plan. As the opening of school, changed from physically returning to school to a full distance learning model, TCUSD was prepared because we had prepared for either possibility.

Collective bargaining units also met to draft, finalize, and implement appropriate Memorandums of Understanding that meet the health and safety needs of all of the District's stakeholders in both a virtual and in-person setting for instruction. There were two sets of MOUs—one for the initial closure of school and emergency plans for distance learning and the second that reflected a well-planned out distance learning model that serves as the basis of our TCUSD Learning Continuity and Attendance Plan. With the input from all stakeholders, the County Department of Public Health, directives from the Governor's office, and the Board of Education, TCUSD opened the school year in a full distance, virtual education model.

Below is a list of the meetings that were conducted for planning and gathering input for the opening of school for the goals and action steps described in the TCUSD Learning Continuity and Attendance Plan. Opportunity to submit written comments to the

TCUSD Learning Continuity and Attendance Plan were open to all stakeholder groups and communicated through virtual meetings, written communications, and through our district website. All revisions to the draft were made in the final week before the TCUSD Board Meeting on September 23, 2020, and shared with all stakeholder groups.

**TCUSD Board Meeting Dates:**

Wednesday, March 13, 2020

Monday, May 18, 2020

Wednesday, May 27, 2020

Wednesday, June 10, 2020

Wednesday, June 24, 2020

Monday, June 29, 2020

Wednesday, July 8, 2020

Wednesday, July 22, 2020

Wednesday, August 5, 2020

Thursday, August 5, 2020, Temple City/TCUSD Joint Meeting

Wednesday, August 26, 2020

September 9, 2020

September 23, 2020

**Superintendent Task Force Meeting Dates:**

Monday, July 20, 2020

Monday, July 27, 2020

Monday, August 10, 2020

**Instructional Technology Planning Committee:**

Friday, May 29, 2020

Tuesday, June 2, 2020

Tuesday, June 16, 2020

Thursday, June 18, 2020

Tuesday, June 23, 2020

Thursday, June 25, 2020

Tuesday, June 30, 2020

Tuesday, July 7, 2020

Tuesday, July 14, 2020

Tuesday, July 21, 2020

Tuesday, July 28, 2020

**LCAP Meetings**

Thursday, March 12, 2020 (virtual communications from this point on)

Monday, May 11, 2020

Monday, September 21, 2020

Monday, September 28, 2020 **Note—LCAP Committee consists of parent/guardian representative per school site and meets requirements under Education Code 43509 (b). The Superintendent did not have to respond to comments in writing for this committee or the DELAC committee below.**

**DELAC Meetings:**

2020-21 TCUSD Learning Continuity and Attendance Plan

Tuesday, August 25, 2020

- **Note: The Superintendent did not have to respond to comments in writing for LCAP or the DELAC committee.**

### **Temple City (TC) for Change**

Wednesday, August 12, 2020

Friday, September 4, 2020

- **Note: TC for Change is comprised of current students, alumni, and district leadership. The committee is in the beginning stages of discussion and planning.**

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

Since March 2020, the district has conducted all Board of Education meetings virtually via live stream. The district follows all state and federal laws regarding public meetings and public hearings. This communication is displayed on the district's website. Members of the public can submit comments by selecting a link available on the District's website and then submitting their input in writing. Submitted comments are read into the recorder by a moderator.

For the public hearing on the 2020-21 TCUSD Learning Continuity and Attendance Plan, an open invitation to the public to express their perspectives, ask questions, or provide feedback was available through public comments. Information was posted online, sent out in district communications, and posted at the district office. Parents or community members who wish to receive a reply are asked to submit their contact information for the appropriate staff member to follow up. The public hearing was held on September 9, 2020.

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

Student, family, and staff surveys and discussion from stakeholder groups provided feedback and input for our TCUSD Learning Continuity and Attendance Plan in planning sessions before school opened. Feedback resulted in several drafts on instructional schedules, safety protocols, and procedures for opening in hybrid or full virtual learning models. The guidance documents from the California Department of Education, the Los Angeles County Office of Education, and the Los Angeles Department of Public Health were used to ensure health and safety measures were in place. Additionally, SB-98 was also used in the development of our instructional models and plans.

Feedback from stakeholder groups was received throughout the summer and was included in various drafts for the reopening of schools. Feedback presented included the need for a learning management system that was more robust than Google Classroom. Feedback also included the need for effective social distancing, PPE, and the option of distance learning even after the return of in-person instruction. Input also focused on offering academic interventions for students as well as continuing all counseling services for the social and emotional welfare of our students. The feedback shaped the response and direction taken by the district and help guide the TCUSD Learning Continuity and Attendance Plan and for the opening of the 2020-2021 school year.

**Attachment #1:**

**Example of Survey Data--Several surveys were distributed to staff, parents/guardians, and students. The attached survey is a parent/guardian survey and is the most recent on whether the families what model of instructional delivery was preferred by site and helped guide the TCUSD Learning Continuity and Attendance Plan distance learning model and resources needed to assist staff, students, and families.**

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

Our distance learning program, safety protocols, professional development and resources needed, academic, social, and mental health supports, plans to address pupil learning loss, the school nutrition program and set-up, etc. were all structured based on the feedback from our various stakeholder groups. As we gathered data, we also communicated out to staff, students, and families our action steps and the resources that would be provided. The TCUSD website was designed to provide current information regarding school closures and distance learning. The website also provides updated safety measures to prevent the spread of COVID-19. We also implemented Parent Square to provide ongoing communication that stakeholders can access regarding distance learning, resources available, and contact information if needed. All communications are translated into Spanish and Mandarin. Feedback from our stakeholder groups was also a determining factor in the TCUSD's decision to purchase the Canvas Learning Management System and the full Google Suite. It was also a factor in offering several online tools to assist with delivering instruction and curriculum—i.e. Flipgrid, Nearpod, Flocabulary, Kamireader, Brainpop (ELA/SEL), SeeSaw, Respondus, Big Blue Button). Canvas provides a more robust platform for teachers to engage students in a distance learning program. Staff training began this summer and will continue throughout the year. Students and Families were also provided with training to be able to access and navigate the system. A Coordinator of Student Data and Integrated Technology and two Teachers on Special Assessment (TOSA) were hired to provide additional support for our staff, students, and families based on stakeholder input.

Students' instructional schedules, options for professional development, technology needs, and support for both hardware and software, were all developed with the guidance and input from our stakeholder groups. Also, teachers are meeting in grade-level groups or department teams weekly to collaborate on pacing, lessons, and assessments.



# 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.]

TCUSD is closely monitoring and providing ongoing communication regarding the criteria and any updates set-forth by the Governor's office to return to in-person instruction. These current criteria include:

- Successfully meeting all County Department of Public Health guidelines for the safe reopening of schools.
- The County of Los Angeles to be placed off the State's "Watch List" for 14 consecutive days.

TCUSD, TCEA, and CSEA have agreed upon a Memorandum of Understandings for Health and Safety provisions and Distance Learning. All MOUs also included provisions for hybrid and in-person instruction. All MOUs include a provision to renegotiate terms as needed.

The Superintendent's Task Force, TCUSD District Leadership, and Instructional Technology Committee met during the summer to explore different models of instruction, including virtual and in-person, and a hybrid model consisting of both. The different groups developed several ideas as it related to hybrid instructional schedules so that the number of students in a classroom could be minimized, and to maintain social distancing. The California Department of Education guidance document was used to support plan development. Adherence to safety protocols and implementation of safety measures will be included in any in-person or blended models of instruction. The use of personal protective equipment (PPE) will be required of students and staff. The district will purchase adequate supplies of PPE to ensure the safety of both staff and students. Signage and social distancing support materials will be displayed for clarity of safety procedures and protocols. Cleaning and sanitizing of all student and staff areas will be completed daily. Physical space of office and classrooms will be arranged to adhere to all safety requirements. The district has already created safety barriers in high traffic areas, including front office counter spaces. As well, the district plans on purchasing additional equipment that promotes cleanliness (i.e., portable hand washing stations, adding additional sinks, etc.). The same intent to intervene for students and mitigate learning loss will be a part of both virtual and in-person learning plans. Meeting the needs of students who are English learners, Foster Youth, and students with an IEP is paramount in each plan. Systems for identification and specialized instruction for students who may have suffered learning loss due to the closure will be implemented. Personnel will provide intervention, and support staff will be assigned to provide added instructional support in the form of small group

instruction outside of their regular schedules. Students will be identified by assessment and teacher input and assessed for progress throughout the intervention.

The current distance learning model provides for daily live instruction that meets the State's required minutes. All teachers use the Canvas Learning System to deliver synchronous and asynchronous learning in all core subjects as well as electives including Physical Education and Music. Each week, designated time is given to virtual counseling and intervention time. Extra-curricular opportunities such as Science Olympiad are also meeting virtually with their advisors and peers. Every Special Education course has the support of instructional aides. Class sizes are based on the Temple City Teacher' Association C contract: grade TK 20 students; grades K-3 22 students; grades 4-6 32 students; Special Day classes 12 students; and grades 7-12 32 students. The exception to these class sizes: Art 34 students; ELD 25 students; Physical Education 50 students; and Athletics/Vocal Arts/Instrumental Music no limit.

When schools are open for in-person instruction, proper disinfection procedures will be followed, with regular disinfection of high-touch areas throughout the day. Frequently touched surfaces include, but are not limited to door handles, light switches, sink handles, bathroom surfaces, tables, desks, and chairs. Staff will put inventory controls in place to order sufficient supplies including face coverings (individuals may be encouraged to use their cloth face covering), face shields, hand sanitizer, disinfection materials, gloves, thermometers, and handwashing stations if sink access is insufficient. Staff and students will be encouraged and provided instructions for self-screening for symptoms at home. Active screening, in which students and staff entering a site will be screened with a temperature check and review of signs/symptoms, will be implemented if determined to be necessary. Staff will work with the Los Angeles County Department of Public Health to collect and track all illness-related information, support contact tracing, and coordinate a classroom, school, or district response as needed. The district will continue to communicate with parents/guardians and students regarding plans and to solicit their input regarding the method of instruction that best meets their needs. The district recognizes that each of its students and families has different preferences for returning and different criteria that will make them feel safe enough to do so. The district will continue to survey parents to determine their preferences to return to in-person instruction. The information obtained from the surveys will inform the district's efforts to create the best possible learning conditions for all students, families, and staff.

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

| Description   | Total Funds | Contributing |
|---|-------------|--------------|
| Personal Protective Equipment (PPE): Face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and family entering school sites and staff working on site are minimizing the spread of respiratory droplets while on campus. Also increased soap and hand sanitizer supplies. | \$225,000   | No           |

| Description   | Total Funds   | Contributing |
|---|---|--------------|
| Disinfecting Materials for Custodial Staff: Additional materials to support effective, routine disinfection of high touch surface, such as disinfecting foggers spray bottles, disinfectant, paper towels, gloves, goggles, and masks.  | \$95,700  | No           |
| Signage, Posters, and Floor Decals: Visual cues throughout the school sites to maximize social distancing. Cues will help direct traffic flow, minimize interactions, and identify specific entry/exit points. Visuals will also reinforce face covering and handwashing protocols. | \$10,000  | No           |
| Plexiglass to provide barriers when close contact is likely and when physical distancing of 6 feet is not allowed such as the front desk.   | TBD—<br>Plexiglass<br>has been<br>purchased,<br>however,<br>finals costs<br>have yet to<br>be<br>determined<br>since we are<br>in the process<br>of<br>determining<br>if we need<br>more. | No           |
| Handwashing Stations: Additional handwashing stations and sinks added for locations where sink access is insufficient.  | TBD—final<br>costs<br>undetermined<br>still in<br>process of<br>determining<br>how many<br>we need.   | 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.]

TCUSD Distance Learning Model will implement best practices to ensure a robust continuity of learning for all students:

- A consistent schedule of instruction that meets the State's instructional minutes:

For 2020-2021, the district's number of instructional minutes for distance learning are as follows (bell schedules are attached):

Grades TK/K: 180 Minutes

Grades 1-3: 230 minutes

Grades 4-5: 240 minutes

Grades 6-8: 240 minutes

Grades 9-12: 240 minutes

The elementary level (TK-6) instructional day for synchronous learning begins at 8:00 am and ends at 12:10 pm (start time depends on grade level as shown in the attached bell schedule). Break and lunchtimes are provided. Physical Education and Music begins at 1:30 pm and 2:00 pm, depending on grade level. For grades 7-8, synchronous learning begins at 8:30 with a block schedule of 80 minutes per period. Fridays are devoted to advisory, counseling, and interventions. For grades 9-12, the synchronous schedule is similar to grades 7-8.

Distance Learning Offerings:

- Daily live instruction and interactions with teachers and peers accessed through Canvas Learning Management System.
- Synchronous and asynchronous lessons and online instruction.

- Supplemental resources that students can access at any time, such as online resources (i.e. iReady), physical textbooks/instructional materials/manipulatives. We have integrated our ELA/ELD and Mathematics curriculum into Canvas so teachers and students have access to the same in-person curriculum offered before school closure. Teachers are also using a variety of digital tools and resources as supplements such as iReady; Respondus; Kami; Nearpod; Turnitin; SeeSaw; Accelerate Learning; and Big Blue Button.
- Opportunities for one-to-one or small group sessions.
- Technology training and support for students, teachers, and families.
- Instructional supports for ELL, Special Education, Section 504 Plans, DIS, etc.
- Clear expectations for parents/guardians role in ensuring student engagement from home.
- Multiple communication channels to facilitate interactions between school counselors, teachers, parents, and students.
- Resources and support for families on structuring their child’s day and accessing technology.
- Resources for food, housing, employment, medical care, mental health services, and other emergency needs.

A robust distance learning plan will include a combination of in-person instruction and independent instructional activities. The district acknowledges that distance learning is challenging and does not envision students, teachers, and parents/guardians sitting in front of a screen all day long. The district’s planned distance learning model is flexible, includes differentiated instruction and breaks. All students will receive the required number of instructional minutes plus of online instruction, which shall include both scheduled synchronous and asynchronous instruction. The student instructional minutes shall not include teacher planning, office hours, required professional development, or other faculty, department, and grade-level meetings.

**See Also: Attachment #2 Bell Schedules**

## **Access to Devices and Connectivity**

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

As the district begins the 2020-2021 school year in a full distance learning model ensuring access to devices and connectivity for all students is imperative. The district is a 1:1 student device district and has provided all students their device to use for school-related instructional activities. The district's efforts began in the spring to ensure that all students had access to devices and connectivity at home. Each student was contacted by the school site to determine the connectivity needs. Each student was provided with a device. Families and students came to the sites before the start of school to pick-up the device. Students who were not able to pick-up devices, staff delivered them to their homes. This includes preparations for incoming Kindergarten students, students at other grade levels new to the district, and any continuing students who are in need. The district has purchased mobile hotspots for families with no or weak internet access. The district will continue to assess technology access and support needs. Any

student and/or family that has device or connectivity issues can contact the school site directly or the TCUSD Help Desk for assistance. Each site is staffed with technology personnel to support staff and students.

## **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.]

TCUSD will identify and address gaps in learning through instruction and monitor students' progress on grade-level appropriate assessments and adjust support based on student results. To achieve this, teachers and instructional staff will engage in consistent formative assessment and modification of instruction based on the analysis of student progress and learning needs. Instructional activities delivered during distance learning will be scheduled in strategic chunks and include whole class, small group, and independent activities. Consistent and effective formative assessment practices will enable staff to best utilize these minutes to meet collectively and individual student needs.

Participation and the time value of pupil work will be determined by the time spent in class (synchronous and asynchronous), classwork, and homework completed online and at home. Attendance is traced through AERIES and participation is tracked through the Canvas LMS to help determine participation and measure the time value of pupil work online. Reports are available per student and by class to measure progress.

A consistent schedule of instruction that meets the State's instructional minutes:

For 2020-2021, the district's number of instructional minutes for distance learning are as follows (bell schedules are attached):

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Grades 1-3: 230 minutes

Grades 4-5: 240 minutes

Grades 6-8: 240 minutes

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The elementary level (TK-6) instructional day for synchronous learning begins at 8:00 am and ends at 12:10 pm (start time depends on grade level as shown in the attached bell schedule). Break and lunchtimes are provided. Physical Education and Music begins at 1:30 pm and 2:00 pm, depending on grade level. For grades 7-8, synchronous learning begins at 8:30 with a block schedule of 80

minutes per period. Fridays are devoted to advisory, counseling, and interventions. For grades 9-12, the synchronous schedule is similar to grades 7-8.

Another important component to assessing pupil progress is the periodic assessments administered at the beginning of the year and specific checkpoints throughout. These diagnostics allow teachers to conduct a more detailed analysis of individual student progress on identified learning standards. The results can inform lesson and unit design as well as the connection of students to specific supports. Where a student demonstrates significant gaps in a specific skill or cluster of skills, additional and targeted support can be provided. This might include differentiation of instruction during live or synchronous instructional minutes and/or provision of tiered intervention support through small group or individual opportunities.

The district also recognizes the importance of partnership with students and parents in the effective monitoring of progress. Among the expectations, the district is asking families to have, for the implementation of distance learning, the expectation of regular communication to students and parents on learning goals, and student progress. This communication may include parent portals, access to grade books, regular progress reporting (report cards, etc.), and other means of communication.

## **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.]

TCUSD 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 Canvas Learning Management System (LMS), and various applications. Canvas affords teachers a means to provide instructional support, create class calendars, assign coursework, and deliver resources to students in a safe online environment. As an integral part of sharing blended classroom instruction, Canvas offers a user-friendly, content-focused design in a platform that cultivates interconnected, digital teaching, and learning opportunities. Canvas also integrates with our HMH math curriculum and McGraw ELA and ELD curriculum. Support for the Canvas tool is offered to both teachers, students, and their families to maximize the effectiveness of the resource. Professional development sessions were offered to staff during the summer and will continue after the start of school. Parents/guardians will also be offered training sessions to learn how to navigate and effectively use Canvas LMS.

Also, technology support is provided by each tech team staff at each school site. Staff can also contact the help desk at any time and receive assistance within 24 hours or sooner depending on the technology issue. Also, the district is in the process of hiring a Network Systems Specialist, and additional technical support employees to provide additional assistance.

## Staff Roles and Responsibilities

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

COVID-19 and the resulting transition to a distance learning model have significantly impacted the roles and responsibilities of staff across the district. In some cases, new roles and responsibilities are still being defined (or refined) and will continue to evolve as the district prepares to reopen sites for in-person instruction. Following are the key changes to roles and responsibilities of staff, organized by area:

### Attendance and Engagement

Within the full-distance and any future hybrid models, teachers will be responsible for monitoring attendance and engagement using multiple measures. While in-person, a student's attendance is determined solely by their presence or absence during the assigned date/class. In distance learning, teachers will monitor student submission of assignments, presence within the learning management system, attendance at live instruction, and other forms of contact. Attendance staff will be continuing all of their core functions, through specific roles within these functions which are adapted to the distance learning context.

### Special Education

All staff supporting students with disabilities will continue in their roles and performing their broad responsibilities, with modifications to reflect the distance learning model.

### Health and Safety Protocols

The roles and responsibilities in this plan were developed using recommendations from the Los Angeles County Department of Public Health (LACDPH), the California Department of Public Health (CDPH), and the Los Angeles County Office of Education (LACOE). Broad responsibilities applicable to all staff include:

- Immediately isolate any individuals who have symptoms of illness to prevent the possible transmission of disease.
- Collect and track illness-related information.
- Follow all Health Insurance Portability and Accountability Act (HIPAA) to maintain required confidentiality regarding communicable diseases.
- Immediately contact Personnel if notified of any student, staff, or family member with a diagnosis of exposure to COVID-19.

**Health and Safety responsibilities emerging as a result of COVID-19 that are specific to types of staff are outlined below:**



**Personnel:** Actively model and support all required public health measures. Consult with Los Angeles County Public Health to verify all information. Provide guidance to school sites regarding cleaning and disinfecting. Coordinate district level response to any confirmed diagnoses or exposures to COVID-19.

**Administrators:** Actively model and support all required public health measures. Designate staff liaison(s) to be responsible for responding to COVID-19 concerns. Ensure that staff is providing students with appropriate distance learning opportunities and accurately tracking attendance/engagement. Reinforce stay at home requirements.

**Office Staff:** Actively model and support all required public health measures. Encourage electronic communications wherever possible. Reinforce stay at home requirements. Work with the school nurse to follow protocols that lower the risk of infectious students being on campus.

**Operations/Custodial Staff:** Actively model and support all required public health measures. Maintain a stock of personal protective equipment to ensure readiness - order additional supplies as needed. Routine disinfecting of all high-touch areas daily. Contact operations department if a large-scale disinfecting/cleaning is required.

**Food Service Staff:** Actively model and support all required public health measures. Implement one-way passageways through meal delivery. Ensure the workspace has appropriate personal protective equipment and cleaning/disinfecting materials. Increase ventilation for closed areas.

**Teachers:** Actively model and support all required public health measures. Reinforce and follow all required health precautions with students including physical distancing, maximum occupancy, regular handwashing, individual supplies, and disinfecting procedures. Send any visibly sick students or students reporting that they do not feel well to the office.

**Nurses:** Actively model and support all required public health measures. Follow Los Angeles County Public Health guidelines to support contact tracing. Provide training to staff on any new procedures required by the health department as a result of contact tracing.

**Counselors, Psychologists, DIS Counselor Support Staff:** Actively model and support all required public health measures. Provide the-supports rather than in-person when feasible. Encourage activities and strategies that promote positive coping during times of stress for adults and children. Providing individual and group counseling every week to support the social-emotional needs of families.

**Additional Administrator (Site and District) Staff Expectations for Distance Learning:**

- Ensure all students and staff have access to the materials, training, and tools to engage effectively in distance learning.
- Publish times available to support teachers, students, and families during the school day.

- Monitor teaching and learning virtually to provide help and support to teachers to improve student learning.
- Engage in collaborative time with teachers virtually and facilitate regular virtual staff meetings.
- Ensure that support staff, co-teachers, and paraprofessionals can work together effectively online.

## **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.]

### **Special Education**

Services to address the needs of students with disabilities are driven by goals and objectives that are developed through the IEP team and measured by various standardized and informal assessments and observations. This process takes on a more intensive approach during remote learning to account for the lack of face-to-face interactions the students have with the team of educators. Special Education service providers maintain frequent contact with students and families via phone, text, e-mail, and video conferencing. Special Education teachers also have ongoing and frequent contact with a student's general education teachers and teams. General education teams often consist of a General Education Teacher, School Counselor, DIS Counselor, Program Specialist, Psychologists, Administrator, and identified Service Provider. Frequent communication between the teacher to parent/guardian contacts is used to determine progress and address gaps in learning, technology, or motivation. When gaps are identified, the team will address each student's unique needs through both formal and informal means in a collaborative team process. All students with special needs are provided with a contingency plan to address services while in distance learning.

### **English Learners**

English Learners will receive both integrated and designated English Language Development (ELD) instruction during distance and in-person learning. For Designated ELD, English Learners will receive regular instruction targeted at their proficiency level and based on the California ELD standards. Designated ELD Instruction will meet or exceed the required instructional minutes. For Integrated ELD, English Learners will receive regular instruction during core coursework.

TCUSD provides additional support for English learners with our English Learner Program. The Executive Director of Curriculum and Instruction and a team of EL Coordinators help build the capacity of elementary, middle school, and high school educators to

address the needs of their English learners beyond the base program. Our District Liaisons serve as a central means of communication for English learner services throughout the district. This is vital because research has shown that of English learners in California approximately 40–50% performed well below criteria established for the English/Language Arts standards. Research has also shown that ELL parents can be helpful in their children's literacy development, regardless of their language, education, or literacy level. Parents who speak little or no English can contribute to their children's education in very valuable ways. To meet current educational demands, English learners need additional help, and teachers need a great deal of support. A key function of the center is to create individual English learner profiles and assessments to use as a foundation for the development of proficiency plans for ELL students, providing educators from various schools and levels with a framework to collaborate among one another while sharing their data supported best practices. The results of the LTEL assessments will be used to identify and purchase supplemental materials for LTELs aligned to the ELA/ELD framework. The center will also provide parent education and resources (computer access, library access, and pathways to proficiency information). Teacher support for EL's is achieved through targeted professional development.

### **Homeless Youth**

Distance Learning supports specific to Homeless Youth will include:

- Coordination and communication with shelters to engage students in distance learning.
- Coordination and communication with homeless agencies to make them aware of the district's services for homeless students.
- Contact parents/students to determine if they have special or unmet needs for accessing distance learning and address their technology needs, including the provision of Wi-Fi hotspots on a case-by-case basis.
- Communication with schools/teachers and parents/students to locate students who are not engaged in distance learning, and identification of special needs or services.
- Coordination with parents/students and schools as necessary for optional distance learning delivery of assignment materials and provision of necessary school supplies.
- Provision of community resource information for parents/students, such as shelter, housing, food, clothing, health, COVID-19 resources, etc. and refer parents/students to appropriate community agencies and/or district departments/services when educational, health, or welfare needs are identified.
- Coordination with County LEA Homeless Liaisons to provide continuity of educational services as students transfer.

### **Foster Youth**

Distance Learning supports specific to Foster Youth will include:

- Case management to support all eligible foster youth.

- Frequent check-ins with students and foster parents.
- Monitoring of attendance/engagement and communication with teachers and administrators.
- Referrals to both district and community agencies for additional support/resources as needed.

Additional Supports for Pupils with Unique Needs:

- Distance Learning is required for all students through Canvas LMS. Additional time is built in for Special Education, EL, Homeless, and Foster youth for intervention time and additional access to online supplemental resources that students can access at any time, such as online resources (i.e. iReady), physical textbooks/instructional materials/manipulatives. We have integrated our ELA/ELD and Mathematics curriculum into Canvas so teachers and students have access to the same in-person curriculum offered before school closure. Teachers are also using a variety of digital tools and resources as supplements such as: iReady; Respondus; Kami; Nearpod; Turnitin; SeeSaw; Accelerate Learning; and Big Blue Button.
- Resources for food, housing, employment, medical care, mental health services, and other emergency needs.
- TOSA Coaching for teachers on scaffolding techniques.
- Additional DIS Counselor hired to provide social and emotional support and services.
- Coordinator of Student Data and Integrated Technology will work with staff to analyze data on Special Education, EL, Homeless, and Foster Youth. The coordinator will meet with teachers to determine if online resources are meeting the academic needs of our pupils in need.

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

| Description  | Total Funds | Contributing |
|--|-------------|--------------|
| Cost of Canvas Learning Management System and Training | \$59,000    | Yes          |
| Coordinator of Student Data and Integrated Technology  | \$125,310   | Yes          |

| Description   | Total Funds  | Contributing |
|---|--|--------------|
| Computer Repair Services  | TBD—Total cost of computer repairs has not been determined because we provided new devices at the start of distance learning to most of the students. However, as time goes on, computer repairs will necessary. | No           |
| Additional Content Filtering Server (Data Impressions)  | \$35616  | No           |
| Wi-Fi Hotspots for Student Home Use based on the identified need for low-income students, EL, Homeless and Foster Youth   | \$15,000   | Yes          |
| Applications to assist with distance learning online instruction and curriculum support (Respondus, Kami, Nearpod, Turnitin, Big Blue Button, SeeSaw, Accelerate Education, etc.) | \$127,925  | Yes          |
| Management for device and app management and security for Apple devices (Jamf)  | \$16,200   | No           |
| Zoom Licenses based on the identified need for low-income students, EL, Homeless and Foster Youth   | \$15,000   | Yes          |

| Description  | Total Funds | Contributing |
|--|-------------|--------------|
| A program that maps curriculum to standards and gives teaches the ability to use data to inform instruction and measure learning loss (Mastery Connect) for Special Education, EL, Homeless and Foster Youth | \$39,875    | Yes          |
| Cost of Student Devices  | \$1,500,000 | 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.]

The district recognizes that one of the most significant impacts of the emergency distance learning initiated on March 13, 2020, is the potential loss of learning, both in academic content and skills. To address this potential learning loss the district will administer diagnostic assessments and plan interventions in the critical areas of Reading and Mathematics. The plan to address learning loss will include the iReady diagnostics, and content-specific assessments in ELA and Mathematics. Based on diagnostic results, teachers and staff will develop intervention and support. iReady, Wonders, and Study Sync ELD assessments will measure learning status in English Language Development (ELD). Formative assessments will occur at least 2-3 times per semester. Canvas LMS will track participation in all online services and student work. Staff can download reports on participation rates as well as performance. All teacher/admin/parent input that is shared in Canvas LMS is also reviewed. Also, Student Support Services uses Parent Square to solicit feedback in all areas including concerns with pupil learning loss.

### **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.]

### **English Learners**

Distance Learning might negatively impact English learners and the language development skills they were building during daily in-person interactions with teachers. To address this potential learning loss, academic teams will meet to develop distance learning support plans specific to EL students that address academic, mental health, and attendance goals, and the English Language development needs of students. Schools and the district will offer one-on-one counseling and goal-setting with individual students to mitigate lost learning and create a plan for completing missed coursework. Designated ELD curriculum is offered on our Canvas Learning Management System. English learner team will monitor students' academic progress by reviewing transcripts three times each semester or communicating with the teacher to ensure the students are enrolled in a Designated English Language Development class and successfully participating in the school program.

### **Low-Income**

Low-income students may have less familiarity with the use of technology outside of the classroom. To address this need, staff are available to guide students through the distance learning process and offer virtual presentations on how to use various learning platforms. Outreach to families also provides an opportunity to assess the needs of the family to determine appropriate resources. Often, a lack of food resources in the home can contribute to a decline in a student's academic performance; therefore, families are provided with information on food resources, including food distribution events occurring throughout the county.

### **Foster and Homeless Youth**

The Student Services department will continue to monitor and support students to ensure that foster youth attend school regularly and that they are engaged in the school including completing diagnostic assessments. Foster and Homeless students also may have less familiarity with the use of technology outside of the classroom. To address this need, staff are available to guide students through the distance learning process and offer virtual presentations on how to use various learning platforms. Outreach to families also provides an opportunity to assess the needs of the family to determine appropriate resources. Often, a lack of food resources in the home can contribute to a decline in a student's academic performance; therefore, families are provided with information on food resources, including food distribution events occurring throughout the county.

### Students with Disabilities

Students with disabilities can experience regression if the instruction is not consistent and comprehensive. To address potential learning loss, general education and special education teams work collaboratively to ensure learning gaps are identified and filled and IEP goals are monitored. An extended school year will be offered to students who exhibit academic regression.

### 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.]

Student data will be evaluated regularly to ensure students are properly placed in the appropriate intervention. Groupings will be flexible with students being excited when meeting the criteria. Finally, the district will research and study evidenced-based intervention strategies, such as Multi-Tiered Systems of Support (MTSS), to better determine the effectiveness of services and supports provided for students during virtual learning. We have been working on developing our MTSS program for the past 2 years. We currently have academic interventions at the elementary, intermediate, and high school levels that take place weekly in terms of virtual one-on-one sessions as well as small group instruction.

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

Note: All three expenditures are marked TBD because we have yet to expend funds for any of the items below. However, we have acknowledged the possibility of these expenses if distance learning continues and our current intervention strategies need to be expanded to address additional learning loss to all students and/or Special Education, EL, Homeless, or Foster Youth. We have not incurred any extra expenditures for school nutrition at this time.

| Description   | Total Funds | Contributing |
|---|-------------|--------------|
| Additional hours for Classified and/or Certificated support staff for targeted intervention | TBD         | TBD          |
| Supplemental materials and supplies for intervention  | TBD         | TBD          |
| Supplemental software for intervention  | TBD         | TBD          |
| Additional Mental Health and Social & Emotional Well-Being                                  | TBD         | TBD          |



# 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.]

TCUSD will continue to provide a learning environment to help students understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Our Student Services department provides support and resources to all students, families, school sites, and programs. This department, working with our Wellness Committee, organizes and implements programs and systems of support to improve and enhance student achievement and wellness. From new student enrollment to tiered levels of support, Student Services strives to offer every TCUSD family a variety of resources to ensure each student maintains a clear pathway to academic success and social-emotional wellness.

The District's Counselors (Site Counselors and DIS Counselor) and Psychologists have continued to provide services via virtual tools to ensure continuity of mental health services to students needing more targeted or intensive levels of intervention.

The following social and emotional resources are also provided to all of our families and students in addition to the above listed:

## **The National Suicide Prevention Lifeline**

Is a national network of local crisis centers that provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. The website is a valuable resource that helps families and students learn about risk factors, warning signs, and ways to help prevent suicide.

## **SAMHSA**

Provides suicide prevention information and other helpful resources to behavioral health professionals, the general public, and people at risk.

## **Los Angeles County Youth Suicide Prevention Project**

Provides resources to schools, teachers, parents, and students to help recognize the warning signs of suicide and steps to take to refer that individual to get the support needed. Resources are also available in Chinese and Spanish.

## **The Trevor Project**

Was created to help individuals work through these thoughts and provide support and resources for students and families. Lesbian, Gay, Bisexual, and Transgender population are at higher risk for suicide ideations. The rate of suicide attempts is 4 times greater

for LGBT youth and 2 times greater for questioning youth than that of straight youth. Forty percent of transgender have reported attempting suicide at some point.

### **The Jason Foundation**

Was founded by the parents of a student who died by suicide. They hope that this site will help provide you some of the information, tools, and resources to help you identify at-risk youth and know-how to assist them in getting help before a tragedy occurs. Prevention begins with education.

### **AFSP**

Is the leading national not-for-profit organization exclusively dedicated to understanding and preventing suicide through research, education, and advocacy, and to reaching out to people with mental disorders and those impacted by suicide.

### **Staff Resources**

To support the mental health of our staff we participate in the Los Angeles County Office of Education’s Employee Assistance Service (EASE) for counseling services. We are also in the development of a district-wide wellness program that will include monthly healthy habit activities for all staff.

### **Professional Development**

We are currently working on finalizing professional development for the mental health and social and emotional well-being of our entire staff. Professional development is organized through our Student Services Department. Our counselors have attended professional development on Foster Youth and Homeless Services, Mental Health and Social Emotional Wellness, and PBIS.

## **Pupil and Family Engagement and Outreach**

[A description of pupil engagement and outreach, including the procedures for tiered re-engagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

The district is committed to providing a high-quality academic and social-emotional educational experience and a student’s attendance is a critical component for his/her success as a learner.

## **Attendance**

The district recognizes its responsibility under the law to ensure that students attend school regularly. Parents/guardians of children aged 6 to 18 are obligated to send their children to school unless otherwise provided by law. Board Policy and Administrative Regulation 5113, respectively, guide families and staff on the importance of school attendance and the provisions in place to address chronic absenteeism in support of students and families. For distance learning, the district will work alongside staff, students, and parents to ensure that students are connecting to their virtual learning classroom daily. Teachers will be the first point of contact. When a student misses a virtual lesson or synchronous instruction, teachers will reach out to a parent/guardian to determine the cause of the absence and work collaboratively to support the student. When a student continues to miss class teachers will report it to the attendance clerk, dean, and/or administrator, which will in turn reach out to the parent/guardian to determine what obstacles are preventing the student from attending or participating.

Procedures per Education 43504 f(2) for students who are absent from distance learning for more than three school days or 60 percent of the instructional days in a school week will include, but not be limited to, the following:

- Verification of current address and phone number contacts for each enrolled pupil;
- Daily notifications to parents/guardians of absences;
- Counselor and administrator outreach to determine if the pupil needs connection with health and social services; and
- If necessary, transitioning the pupil to full-time in-person instruction.

## **Distance Learning**

For the 2020-2021 school year, attendance will be taken daily in AERIES and Canvas Learning Management System. Teachers will complete attendance each day for synchronous and asynchronous instruction. When appropriate, time value will be given to assignments that fulfill instructional minute requirements provided through virtual learning, as certified by the instructor. (Ed. Code, 43502(e)(3).)

## **Chronic Absenteeism and Truancy**

Student attendance will continue to be monitored and tracked to support student learning. Absences will be coded to ensure that attendance complies with the mandates under SB-98. Chronic absentee letters and attendance letters will continue to be sent out via AERIES. When a student absence occurs, parents should contact the school and inform the school of the reason for the absence. If

there is no communication from the parent, the site will contact parents/guardians and determine whether the absence is Excused or Unexcused.

## 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.]

During distance learning, TCUSD students will receive weekly grab-and-go lunches on Monday, Wednesday, and Friday. Each student will receive 2 lunches on Monday and Wednesday and one on Friday. As of September 1, 2020, all students receive all the grab-and-go meals for no charge if they are 18 years old or younger. Lunch is served at three school sites and students can pick-up at any site.

At this time, the distribution of meals will continue upon to return to in-person instruction and include safety precautions determined by the Los Angeles County Department of Public Health. However, lunches will be served at all school sites (not limited to 3) and will be served Monday-Friday.

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

| Section                   | Description   | Total Funds | Contributing |
|---------------------------|---|-------------|--------------|
| Distance Learning Program | Additional professional development and training for staff to support distance learning | TBD         | 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 |
| 8.64%                                      | \$4,533,166  |

### 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.]

Several actions are contributing to the increased/improved requirement that is being implemented across the district. These actions in turn are divided into those that already exist within the previous Local Control and Accountability Plan (LCAP) and those that are unique to the school closure/distance learning context and meeting the needs, conditions, and/or circumstances of its unduplicated pupils as the result of COVID-19.

One priority was to ensure that our students in need (Special Education, EL, Foster, Homeless, and low-income) were attending all distance learning instruction. Below are the instructional minutes. Daily attendance is tracked and parents/guardians are contacted daily if students are not attending class or completing work. Devices were provided as well as WiFi hotspots for low-income, Foster and Homeless students.

#### Instructional Minutes

For the 2020-2021 school year, instructional time offered through distance learning may include synchronous and/or asynchronous instruction and the district's number of instructional minutes are as follows:

- Grades TK/K: 180 Minutes
- Grades 1-3: 230 minutes
- Grades 4-5: 240 minutes

Grades 6-8: 240 minutes

Grades 9-12: 240 minutes

Note: Additional counseling and interventions for Special Education, EL, Homeless, and Foster Youth provided weekly either in one-on-one and/or small groups.

## **Attachment #2: Bell Schedules**

### **Technology**

Implementation of hardware and software programs, to provide low income, foster youth, and English learner students the opportunities students who may not otherwise have access to the internet, research, coding, college readiness programs, and develop background knowledge, by providing access to electronic resources to close the achievement gap, and have the computer knowledge needed for success in high school and college were of top priority and a focus of our Learning Continuity and Attendance Plan.

### **Curriculum/Instruction/Intervention**

Many low-income, homeless, and foster youth students may not have access to print-rich material at home, easy access to public libraries, dedicated quiet study space, funding for private tutoring, internet access. Foster youth students might not have acquired the skills to access resources and intervention due to inconsistencies in their home-life and parent/guardian relationships. It is important to provide technology-based 24-hour access to supplemental curriculum, intervention, and acceleration software as due to family commitments, many EL students are not able to stay on campus and utilize the physical space for supplemental support. Implementing these services and actions is a high priority for parents and is principally directed to and effective in meeting the goals for the Low Income, Foster Youth, and English learner students in an LEA-wide model. We provided all low income, homeless and foster youth devices, hotspots, training for technology, and 24-hour access to technical support.

### **Increased Professional Development**

Training and workshops are provided to all teachers to support teachers' instructional skills. The professional development opportunities specifically addressed how effectively teachers teach in a distance learning model. There was not only an emphasis on instructional technology but how to differentiate instruction and provide academic and social-emotional support. The daily schedule supports ongoing professional learning for teachers and staff to mitigate learning loss, particularly for high-risk populations such as Special Education, low-income, EL, homeless and foster youth.

## **Schoolwide Engagement and Positive Environments**

Research on child welfare and our data on attendance and behavior records indicate that foster youth, homeless, and low-income students are more likely to suffer from drug and/or alcohol use, child abuse, and have a higher rate of mental illness. The plan will provide these students with increased access to interventions to help reduce these issues. The plan will also include the responsible use of social media and will include ongoing staff, parent, and student education. The program will focus on stemming suspensions, chronic absenteeism, and expulsions through increased counseling, community support, school safety, and social media education as identified as a concern on parent and student surveys.

## **Counseling**

The district stakeholders have identified school counseling programs and services as a priority to help unduplicated students improve educational outcomes and increase college and career readiness. The district has identified achievement gaps between unduplicated students and all other students. Student Support Services and Educational Services work together to identify increased actions and services, present data on student gaps and needs, provide descriptions of current and proposed services for all students, share outcomes of current programs and services, and propose supplemental services for underserved youth. School counselors are vital in meeting the educational needs of all students, specifically unduplicated students. Research shows that the amount of time devoted to college counseling is significantly correlated with positive college-going rates. Targeted counseling services address the unique needs of Foster Youth, monitoring and facilitating their progress, ensuring that all of their academic credits have been posted to their transcript, coordinating all of their social and emotional support, and ensuring that their needs are met both in and out of school. These counselors closely monitor all foster students' school enrollments and transfers to see if they qualify for AB 167/216, and the impact on the credits/courses needed for graduation. Also, targeted counseling support addresses the needs of low-income youth, monitoring and facilitating their progress, ensuring that all of their academic credits have been posted to their transcript, coordinating all of their social and emotional support, and ensuring that their needs are met both in and out of school. They make sure that the students attend tutoring and make up any credits needed so they are not only on-track to graduate, but are also "a-g" eligible when they do graduate. Increased counseling services also ensure that if they are, or were, homeless, that they are provided with all of the additional resources available due to that status, and evaluates their transcripts to see if they are eligible for AB 1806. There are also additional services to support ELL students in the afternoon. The district will measure effectiveness through ongoing review of metrics related to the college and career readiness as described in the LCAP and through anecdotal data collected by the increased counseling services.

## **Parent Education**

Family involvement in education is a major factor in academic success for students. Parents of low-income and foster youth students benefit from proper planning and extended preparation for college and careers. College and career readiness extend well beyond deciding which job a student wants when they become an adult. Research shows that ineffective parenting strategies, which

can be heightened by economic strain, can put children in jeopardy. While many parenting practices can lead to favorable outcomes in children. Research further indicates that the optimal combination usually features high levels of support and monitoring and the avoidance of harsh punishment. Those positive outcomes include higher grades, fewer behavior problems, less substance use, better mental health, and greater social competence. Parents of English learners often lack the knowledge, understanding, and experiences to assist their students in achieving increased educational outcomes. The district identified a need to provide additional parent educational opportunities through feedback and dialogue with the DELAC and ELAC, and through survey data (in Spanish and Mandarin). Increased parent education will close the knowledge and achievement gaps for unduplicated students. Our district liaisons work with our Student Support Services department to provide outreach to parents on an ongoing basis.

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

The actions and services described in this plan that has previously been provided and continue to be provided as an increase or improvement to unduplicated students include:

### **English Learner Program**

TCUSD provides additional support for English learners with our English Learner Program. The Executive Director of Curriculum and Instruction and a team of EL Coordinators help build the capacity of elementary, middle school, and high school educators to address the needs of their English learners beyond the base program. Our District Liaisons serve as a central means of communication for English learner services throughout the district. This is vital because research has shown that of English learners in California approximately 40–50% performed well below criteria established for the English/Language Arts standards. Research has also shown that ELL parents can be helpful in their children's literacy development, regardless of their language, education, or literacy level. Parents who speak little or no English can contribute to their children's education in very valuable ways. To meet current educational demands, English learners need additional help, and teachers need a great deal of support. A key function of the center is to create individual English learner profiles and assessments to use as a foundation for the development of proficiency plans for ELL students, providing educators from various schools and levels with a framework to collaborate among one another while sharing their data supported best practices. The results of the LTEL assessments will be used to identify and purchase supplemental materials for LTELs aligned to the ELA/ELD framework. EL Coordinators and District Liaisons will also provide parent education and resources (computer access, library access, and pathways to proficiency information). Teacher support for EL's is achieved through targeted professional development and coaching through our TOSAs.



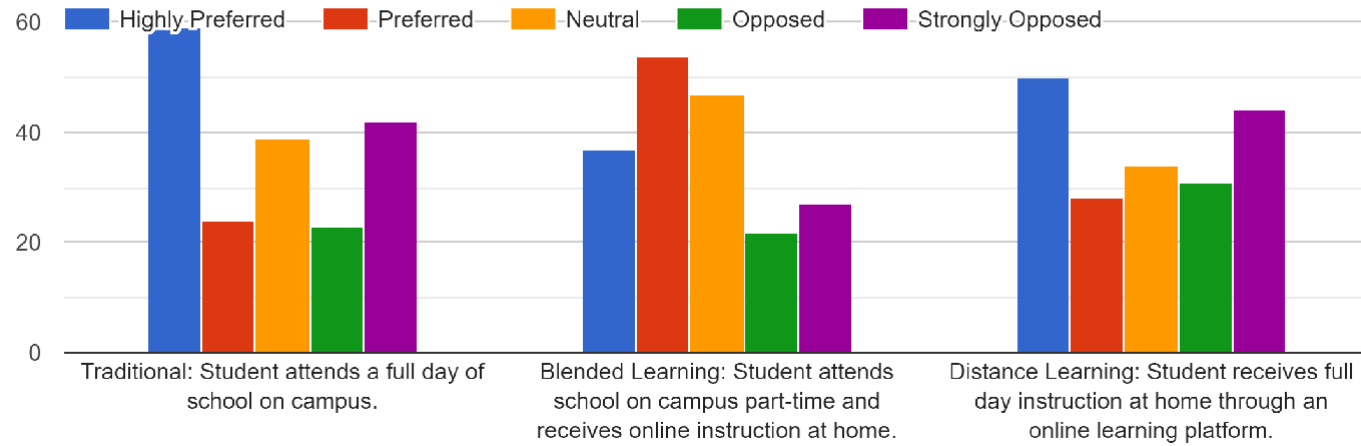
### **Low-Income, Foster and Homeless Youth**

The Student Services department will continue to monitor and support students to ensure that are low-income, Foster and Homeless youth attend school daily and that they are engaged in the school including completing diagnostic assessments. Low-income, foster, and Homeless students also may have less familiarity with the use of technology outside of the classroom. To address this need, staff are available to guide students through the distance learning process and offer virtual presentations on how to use various learning platforms. Outreach to families also provides an opportunity to assess the needs of the family to determine appropriate resources. Extra invention and counseling sessions are also provided every week. Besides, a lack of food resources in the home can contribute to a decline in a student's academic performance; therefore, families are provided with information on food resources, including food distribution events occurring throughout the county besides are free lunch program.

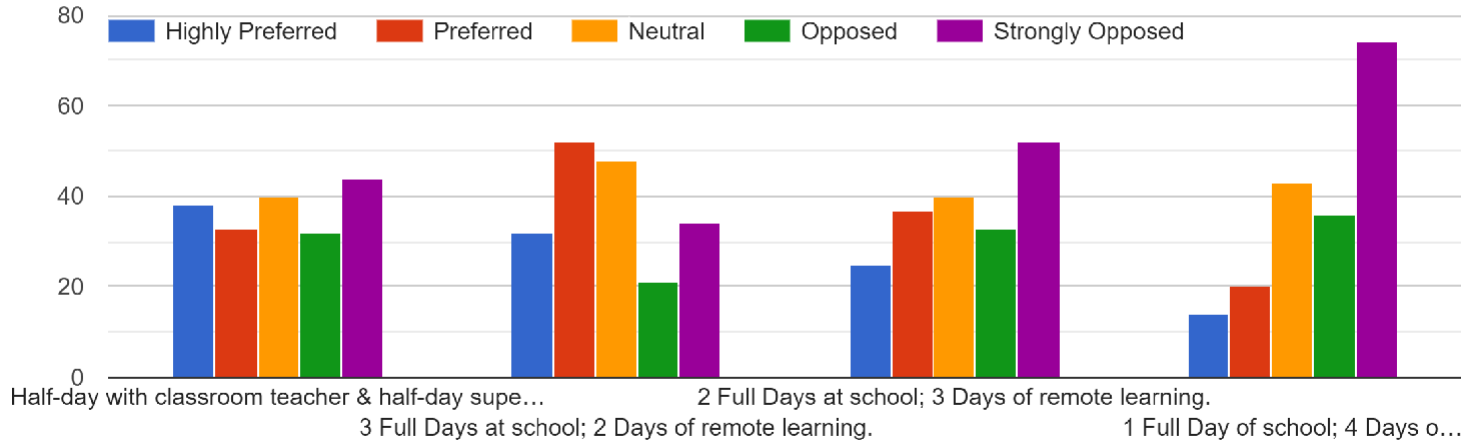
### Attachment #1: Survey

### Longden Extended Survey

Due to the ongoing COVID-19 pandemic and the Los Angeles County Public Health requirements, TCUSD is planning various scenarios for Fall 2020.... rate the options below based on your preference.

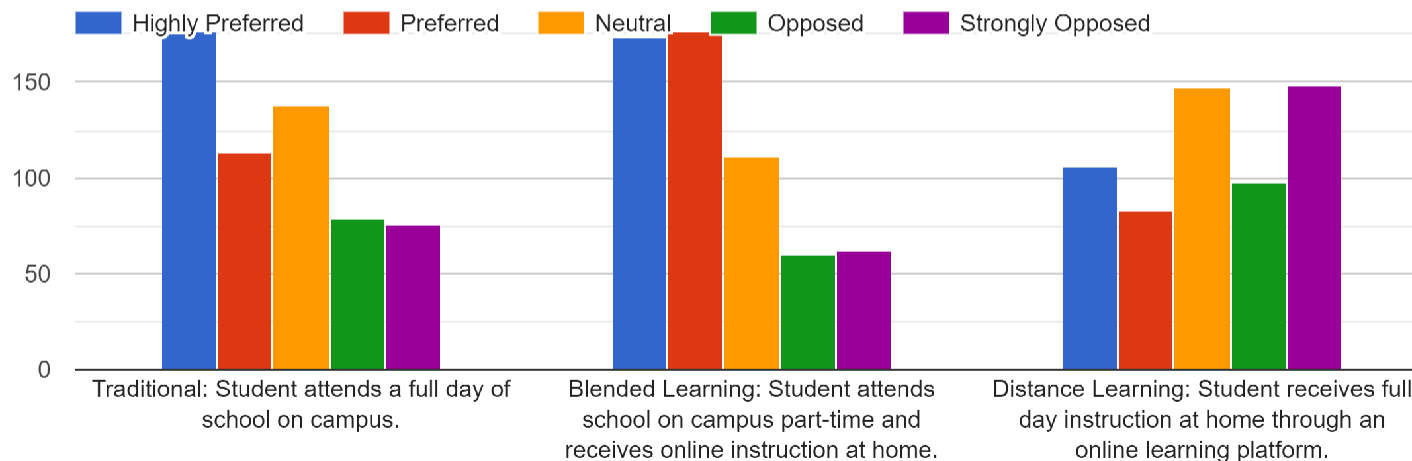


A blended learning schedule combines traditional on-campus learning AND online distance learning at home. Please provide your preferences on the following blended learning options:

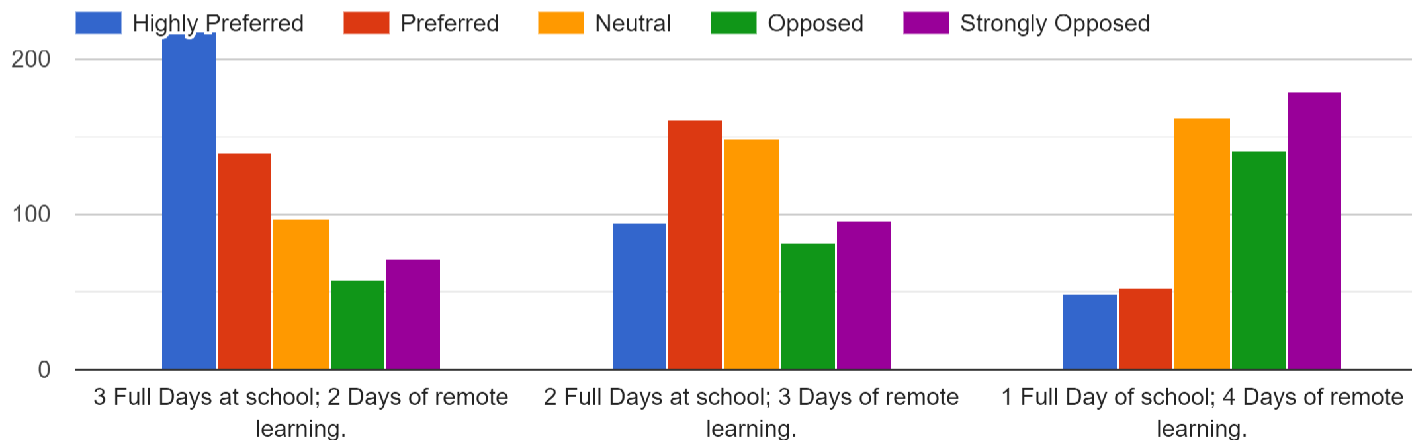


**High School Extended Survey (English)**

Due to the ongoing COVID-19 pandemic and the Los Angeles County Public Health requirements, TCUSD is planning various scenarios for Fall 2020.... rate the options below based on your preference.



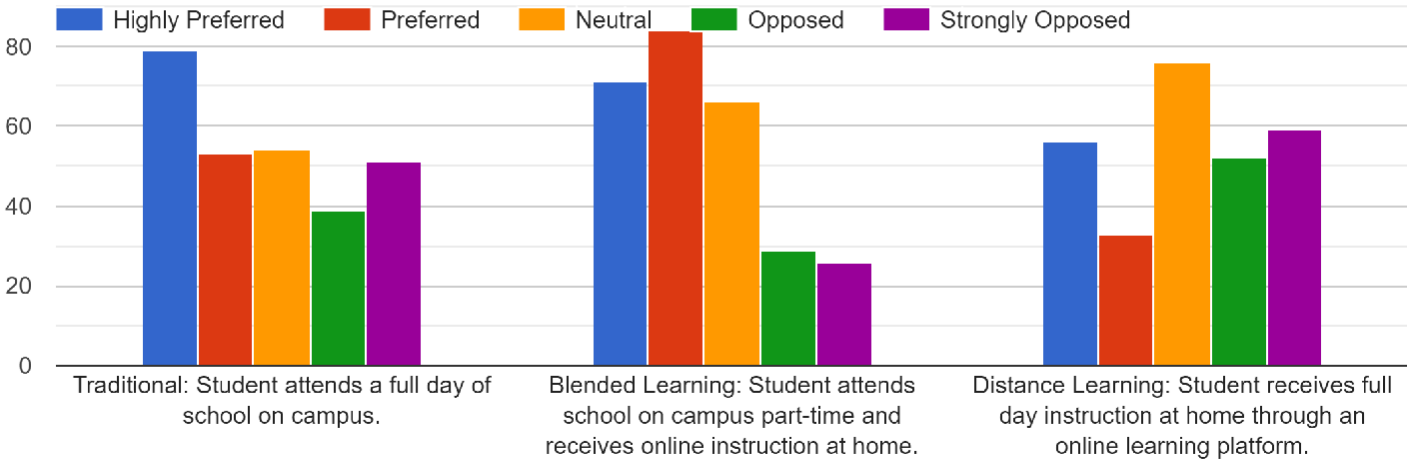
A blended learning schedule combines traditional on-campus learning AND online distance learning at home. Please provide your preferences on the following blended learning options:




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## **Oak Ave Extended Survey**

Due to the ongoing COVID-19 pandemic and the Los Angeles County Public Health requirements, TCUSD is planning various scenarios for Fall 2020.... rate the options below based on your preference.



A blended learning schedule combines traditional on-campus learning AND online distance learning at home. Please provide your preferences on the following blended learning options:

