

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Personal Protective Equipment (PPE): Face covering (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.	\$225,00	\$478,211.25	No
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	\$140,000.00	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	\$4,743.60	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- Plexiglass has been purchased, however, final costs have yet to be determined since we are in the process of determining if we need more.	\$34,288.03	No

Handwashing Stations: Additional handwashing stations and sinks added for locations where sink access is insufficient.	TBD- final costs undetermined. In the process of determining how many we need.	0 - did not purchase	No
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A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Actual expenditures for PPE, plexiglass, and disinfecting materials exceeded budgeted funds due to the need to maintain a safe environment. It was determined that there were enough hand washing stations and the sinks to accommodate in person instruction. Posters related to the COVID health compliance were purchased in a limited quantity because each site school decided to create their own posters and signage.

### Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Overall, the transition back to in-person learning was smooth and effective. Parents, teachers and students were happy to return to in-person learning. The district moved cautiously and responded quickly to comply with the LACDPH School Reopening Guidebook to ensure safety for all. The district provided all school sites with personal protective equipment required for in-person learning: face masks for teachers and students; shields for teachers and staff; hand sanitizers for every classroom, office and space in the school; and disinfectant materials as well as other supplies to ensure a clear and sanitized environment. Desks in the classrooms were measured 6 feet apart following the LACDPH School Reopening Guidelines. Additionally, all schools were provided with Aerus Pure and Clean air purifiers for every classroom.

The district prioritized in-person instruction for those students who were at the greatest risk of learning loss. Small cohorts of students were invited to school to access the core instructional program virtually, with adult support at school. These adult supports provided the students with redirection, engagement and answered students' questions. In April, Kinder-3rd grade students whose parents chose in-person learning on the Reopening Parent Survey came to school from 12:45pm-2:45pm. A week later our 4th-12th grade students were invited to attend. For consistency and continuity of instruction, TCUSD decided to keep all core instructions remote during the morning block. The in-person instruction focused on social-emotional, music, art and non-technology related lessons and activities

Some of the successes in the reopening of school were the transparency and communication from district and stakeholders. Effective communication with all constituents both written and oral was the biggest contributor to the smooth transition back to in-person learning. The bi-weekly Superintendent's newsletter, surveys, Q&A sessions, Town Hall meetings, and Principal's weekly messages using ParentSquare and Canvas, were ways to communicate the plan to reopen our schools. The district and school sites took parent and staff input throughout the whole process of reopening to ensure transparency of information. According to ParentSquare records 93%-98% of parents participated. Over 90% of parents used the Help Desk.

The effective collaboration, communication and commitment of both The Superintendent's Task Force and the Technology Task Force were the keys to a successful transition to digital learning and the reopening of schools. Under the leadership of our Superintendent, these teams surveyed multiple times to collect input and feedback from staff and parents to make informed decisions to ensure transparency and buy in.

In February and March, the district worked with Temple City community health partners to prioritize teachers and staff as one of the first groups of people to be vaccinated. All schools followed the LACDPH and the Reopening School Guidebook to establish protocol for entering the school for in-person instruction. Everyone entering the school is temperature and systems checked before, abiding by the social distance rule. Desks were socially distanced with plexiglass available in each room for in-person instruction.

## Distance Learning Program

### Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Cost of Canvas Learning Management System and Training	\$59,000	\$168,166.76	Yes
Coordinator of Student Data and Integrated Technology	\$125,310	\$149,651.10	Yes
Computer Repair Services	TBD - Total cost of computer repairs has not been determined	\$57,257.13	No

	because we provided new devices at the start of the distance learning to most of the students. However, as time goes on computer repairs will be necessary.		
Additional Content Filtering Server (Data Impressions)	\$35,616	\$109,866	No
Wi-Fi Hotspots for Student Home Use based on the identified need for low income students, EL, Homeless and Foster Youth	\$15,000	\$25,000	Yes
Applications to assist with distance learning on-line instruction and curriculum support (Respondus, Kami, Nearpod, Turnitin, Big Blue Button, SeeSaw, Accelerated Education, etc.)	\$127,925	\$680,313.46	Yes
Management for device and app management and security for Apple devices (Jamf)	\$16,200	\$16,200	No
Zoom licenses based on the identified need for low income students, EL, Homeless and Foster Youth	\$15,000	\$15,000	Yes
A program that maps curriculum to standards and gives teachers the ability to use data to inform instruction and measure learning loss (Mastery Connect) for Special Education, EL, Homeless and Foster Youth	\$39,875	\$11,660	Yes
Cost of Student Devices	\$1,500,000	\$2,233,476.29	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Actual expenditures for most items exceeded budgeted expenditures due to the length of time the district remained in distance learning, as well as the high quality of implementation.

## Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Listed below are areas that were both challenging and successful as the TCUSD problem solved to make remote learning possible for all students.

### Continuity of Instruction for Distance Learning:

The district acknowledges the challenges associated with distance learning, so we factored in flexibility, differentiation and scheduled breaks for continuity of instruction. The elementary level (TK-6) instructional day for synchronous learning ran from 8:00 am to 12:10 pm. Recess and lunch times were provided. Physical Education and Music began at 1:30 pm or 2:00 pm depending on the grade level. For 7th and 8th grade synchronous learning began at 8:30 am with a block schedule of 80 minutes per period. Friday was devoted to Social Emotional Learning, advisory, counseling and interventions groups. For grades 9th-12th, the synchronous schedule was similar to the 7th and 8th grade students.

Canvas Learning Management System was used by all teachers to deliver the instructional lessons online. Instruction was provided through both the online supplemental resources as well as textbooks/instructional materials/manipulatives. Teachers also used a variety of digital tools and supplemental resources such as Nearpod, Kami, and Seesaw. Opportunities for small groups intervention were provided by teachers on Fridays.

Due to the fact that we lacked CAASPP performance data, local data was even more critical as we began the 2020-2021 academic year to measure learning loss and determine where students' academic readiness status for the new grade level lies. All students TK-8th used iReady English Language Arts (ELA) and Math Diagnostic to help assess and plan for individualized student learning needs. Students in the 9th-12th grade used Study Sync for ELA and internal benchmarks for math to identify learning loss and determine where students' academic readiness status for the new grade level lies.

Students are at the center of all decision-making processes at TCUSD. Starting in January 2021, when it was safe to do so, the schools began inviting small cohorts of students for in-person instruction. The instruction was virtual but the students were in-person at school with adult supervision to redirect and engage students in learning as well as answer questions. In April 2021, TCUSD successfully collaborated with all stakeholders to develop a comprehensive school reopening plan. Following the Reopening Guidebook and the LACDPH, TCUSD reopened schools for in-person learning.

In the 2020-2021 academic year, the district hired two Teachers On Special Assignment. They were hired to support all teachers with technology integration, instruction and intervention for students. The newly hired TOSA's helped support teachers as they navigated teaching in a virtual format.

#### Access to Devices and Connectivity:

TCUSD is now a 1:1 student device district and has successfully provided devices for all students to access the virtual instructional program. Individual attention was given to every student at every school site to determine their technology needs. Every student was provided with a device. For families that were unable to pick up the device from the school, it was delivered to their homes by a staff member. Hot Spots were purchased for families that did not have internet connection.

#### Pupil Participation and Progress:

A big challenge in distance learning this year was student attendance, participation and engagement. This year, student attendance was taken by teachers on a daily basis in all learning platforms. This process gave teachers the data they needed to measure student participation and engagement. In addition to scheduled virtual learning, teachers had Office Hours to conference with students and parents. Teachers used their Office Hours to verify the length of time students engaged in learning tasks and made adjustments as needed. Office hours also allowed for the monitoring of student progress, the opportunity to provide feedback, and check in with students' socio-emotional wellbeing.

#### Distance Learning Professional Development:

Virtual training sessions were offered initially on a weekly basis, then decreased to bi-weekly, then to monthly. The following professional development opportunities were offered to teachers:

1. Implementing and utilizing all components of the Canvas Learning Management System to maximize provide a rigorous virtual instructional program virtually for all students.
2. Universal Design for Learning strategies to remove the barriers to student learning for equity and access for all students. Universal Design for Learning helps teachers and school administrators to differentiate and map curriculum to standards and gives them the ability to use data to inform instruction and measure learning loss for all students, especially our unduplicated student groups.
3. Professional development based on the newly implemented technology tools.
4. Social Emotional Learning wellbeing of students.

### Staff Roles and Responsibilities

There were many challenges associated with moving to a distance learning model as a result of the COVID-19 Pandemic and then returning back to in-person instruction in April, 2021 with the reopening of schools that impacted the roles and responsibilities of staff across the district. In some cases, roles and responsibilities are still being refined and will continue to evolve. As we navigate this new learning platform the district is working tirelessly to review roles and responsibilities as well as assignments of its staff to bring clarity to each staff member both certificated and classified. TCUSD continues to support staff whose original role is not feasible in a virtual environment. In many cases TCUSD employees have shifted their original roles and responsibilities to direct support to students needing additional assistance with academics or social emotional support.

All TCUSD sites follow strict guidelines. These protocols are posted throughout the school and communicated to parents regularly. Many staff members including the school nurse, office assistants, classified staff, and other staff as well as district staff members support the Principal's plan to ensure that everyone entering the school campus follows these safety protocols. Site principals are responsible for reporting possible positive COVID-19 cases to the district who will then report the case to the County Public Health Office and support contact tracing if necessary.

### Support for Pupils with Unique Needs:

TCUSD recognizes the COVID-19 pandemic's negative impact on students and families with unique needs. To support our low income, foster youth, homeless youth and English Language Learners, the district Student Services department carefully monitored student attendance and engagement. Teachers, school leaders, and the district connected with families to ensure they had what they needed for continual virtual learning. From technology devices and connection to technology repairs and questions, the school and district worked tirelessly to provide tools and resources students need to learn. Additionally, "Grab and Go" lunch pick up stations for students were provided 3 times a week. Families were also connected to food distribution events occurring throughout the county.

Student engagement was a particular challenge for pupils with unique needs. Technology issues, environmental facts such as multiple users in one home, isolation, and loneliness all created an increased level of disengagement in students which in turn, created a risk for learning loss in our vulnerable student populations. The Special Education Department at the district made concerted efforts to reach out to every family with a student with a disability. The staff provided an individualized attention to the students by communicating with their parents to address potential learning loss. Classified staff were deployed to match the needs of students throughout the school day. When safe, the schools invited these students back to in-person learning by small cohorts. They were taught by their teachers virtually but the students were physically in school, monitored by an adult supervisor to support them by redirecting, motivating and answering questions. Extended School year was offered to all students with disabilities.

Special Education teachers worked with General Education teachers to ensure learning gaps were identified and filled and IEP goals were monitored. Ongoing collaboration continues to occur between Special Education teachers and General Education teachers to expand on inclusion opportunities for students with disabilities and English Learners. Strategic steps are in place for continuous collaboration: these include time set aside to differentiate instruction and review data, professional development, and strategies for effective teaching and learning. The district has provided training on Universal Design for Learning to provide teachers with the strategies necessary to break down barriers and provide support for all students so they may access the instructional program. Additionally, professional development on understanding the new ELD framework and supporting English Language Learners was successfully implemented this year.

One of the successes we've experienced through the school closure was the collaborative efforts of school counselors and psychologists in addressing the needs of all students. TCUSD recognized the need to support students to understand and manage their emotions during distance learning. Everyone from the District and Site Counselors to Psychologists provided services virtually to ensure continuity of mental health services to students needing more targeted or intensive levels of support. Fridays were reserved for social emotional learning as well as small group support for targeted students. Site Counselors provided other resources and support, whether that be by removing barriers for non-English speaking families, referring students to therapists, and/or connecting them to school materials, food resources and the like.

Special focus was placed on the mental and emotional health of our staff and students during the distance learning, which is reflected in our Professional Development schedule. Our counselors attended professional development on Foster Youth and Homeless Services, Mental Health and Social Emotional Wellness and PBIS. Our staff and administrators received training on Restorative Justice and creating a positive culture and climate for all students. Additionally, the district hired a Program Specialist Equity and Outreach to ensure all families, especially families with Foster Youth, Homeless, Low Income and English Learners were supported with resources and tools to be successful.

## Pupil Learning Loss

### Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Additional hours for Classified and/or Certificated support for targeted intervention	TBD	\$10,000	TBD



Supplemental materials and supplies for intervention	TBD	\$2,000	TBD
Supplemental software for intervention	TBD	\$25,000	TBD
Additional Mental Health and Social & Emotional Well-Being	TBD	\$14,000	TBD

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

At the time that the Learning Continuity Plan was adopted, it was difficult to estimate the cost of these actions due to the unknown length of the pandemic. To a large extent, the district was able to reassign or change the duties of existing staff members to address learning loss. EL Coordinators on each site were given extra hours to support English Learners on each site.

### Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Based on the Expanded Learning Opportunities (ELO) Grant Plan Stakeholder Survey conducted in April 67% of our TK-6th grade parents showed concerns for learning loss in foundational math skills and 78% parents were concerned over learning loss with reading literacy skills and 87% were concerned for social emotional learning. At Oak Ave Intermediate School, parents were most concerned about learning loss in Pre-Algebra Readiness followed by English Language Arts Proficiency and Social Emotional Learning. At Temple City High School, parents were concerned about learning loss in English and Math followed by Science, Social Studies and World Language.

The District and Schools used a variety of assessment tools to measure individual student learning status and progress such as CA Content State Standards. These included and grade level criterion referenced assessments, summative progress report and letter grades, and online adaptive educational software diagnostics. K-8th grade students took the iReady ELA and Math. Students in the 9th-12th grades used StudySync and internal benchmarks to measure learning loss. Teachers adjust instruction based on need. No significant learning loss was identified between Winter 2019 and Winter 2020. The first grade data appeared inflated, possibly due to parent assistance during distance learning.

To develop summer courses to mitigate learning loss caused by the COVID-19 pandemic, TCUSD analyzed the Stakeholder Survey, local data analysis, and staff feedback. The summer school opportunities for all grades will focus on learning loss recovery and

intervention classes. For all 2nd-12th grade students, these classes will be four weeks in-person. Additionally, a “campus reacquaintance” called the Summer Transitional Education Program (STEP) will be offered to TK-1st, 7th-8th and 9th-10th grade students transitioning to a new school site during their morning sessions for 4 days. Extended School Year (ESY) will be available for qualifying students with disabilities. Services offered during ESY will be determined by the IEP team. ESY options will include in-person and distance learning for students.

The above referenced assessment tools, summer school opportunities generated from the Stakeholder Survey and the “campus reacquaintance “(STEP) activities paid additional focus to students designated as English Learners, Low-income students, Pupils in foster care and Pupils experiencing homelessness in order to address learning loss for these students.

## Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

The COVID-19 pandemic has impacted every individual in our school community in a variety of ways, from increased levels of stress to learning a new system of virtual teaching and learning. There was also a series of events and protests that highlighted the need for racial and social justice. TCUSD took bold steps to challenge all its members to look within to identify those unconscious biases that might affect the way we interact with people of other cultures. Every school developed something unique to create a safe and equitable environment for all. Initiative ranged from evaluating the current Positive Behavior Intervention Support (PBIS), to learning about how to provide equity and access in the classroom, to collaboration on creating more inclusion opportunities for our students with disabilities and English Learners. In addition, a new Program Specialist-Equity and Outreach position was created to lead the charge on promoting equity and access across TCUSD.

This year TCUSD social-emotional support included the following:

- Teachers’ observation during virtual learning to identify students struggling with disengagement. Referrals were made to counselors and administrators to support individual students to increase engagement.
- COVID-19 training for students in hygiene and prevention. Trainings focused on what they can do to keep safe and healthy.
- Community Resources, classes and webinars for parents on COVID-19.
- Crisis Hotlines made available for parents and staff: The National Suicide Prevention Lifeline, LA County Youth Suicide Prevention Project, The Trevor Project, The Jason Foundation and more.
- In-Person and Virtual counseling and referral services.

- In-Person and Virtual IEP meetings.
- Foster Youth and Homeless District Liaison outreach and support provided to provide them with tools, resources and support.
- In-Person guidance and support for students and families in the English Learner Program.
- Enrichment services (music, STEAM, art)
- Teachers Office hours for additional support and instructions were offered.

Additionally, Care Solace Counseling, our community partner, provided a variety of free resources to families in English, Spanish and Mandarin. The focus of services is for students in TK-12 who may be experiencing any of the following: difficult situations at home or in school, continued academic failure and involvement in violence-related offenses. Families were referred by school personnel or self-referred for support.

As the District transitions back to the reopening of school, there will be more challenges ahead. TCUSD is committed to addressing the needs of the whole child. The district will continue to explore different ways to enhance a safe, positive and inclusive school climate.

## Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

As our schools transitioned to Distance Learning this year, the most challenging part of teaching and learning in the remote setting was student attendance and engagement. Staff diligently reached out to families to connect via emails and phone calls. On some occasions, home visits were conducted by the administrative team. Teachers took attendance during synchronous and asynchronous instruction. When students were absent, teachers contacted parents/guardians to determine the cause of the absence and work collaboratively to support the student. If the student continued to be absent, the school counselor and/or administrator contacted them or conducted home visits for attendance and engagement as a second layer of support.

Small cohorts were formed to bring students with chronic absence issues in for hybrid learning. They come to in-person school and learn virtually with the support of an adult supervisor redirecting them to the lesson, answering questions and supporting them to engage in the learning.

In reflecting on the events of 2020-2021 and looking forward to the 2021-2022 school year, we have learned some valuable lessons around engagement. The first of these is the value of technology integration. Canvas Learning Management System is a robust digital learning platform for teachers to teach, students to learn, and parents to access information about student learning. Second, frequent and varied communication between parents and the school/district is essential. The district surveyed multiple times this year to solicit input and feedback from parents, teachers and students. The Superintendent sent out a bi-weekly Newsletter and weekly Principal Newsletters kept parents informed about all matters of school. School Site Parent meetings and District Town Hall meetings, Parent Advisory Committee and the District English Learner Advisory Committee meetings and the TCUSD Board meetings were held to inform stakeholders of the district plans for reopening of schools. These efforts were key to both successful distance learning and the reopening of schools.

## Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

During the 2020-2021 school year, the Food Services Department at TCUSD prepared and provided “Grab and Go Lunches” for all students that included meals for the week. We followed strict safety protocols set forth by the California Department of Public Health for handwashing, proper sanitation of work stations, physical distancing and face coverings to prepare meals for our Grab and Go Lunches for all students three times a week. These Grab and Go lunch meals were free for all TCUSD students and made for parents to drive by and pick up their student meals during the remote learning. Superintendent’s bi-weekly newsletter, Principal’s weekly emails via ParentSquare and district website provided pertinent information about times and locations for the “Grab and Go” pick up sites.

## Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Distance Learning Program	Additional professional development and training for staff to support distance learning	TBD	\$13,170	No

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

At the time that the Learning Continuity Plan was adopted, it was difficult to estimate the cost of this action due to the unknown length of the pandemic. We worked with our stakeholders to develop a responsive professional development plan to support teachers and students during distance learning. A significant investment of time and money has been committed to ongoing training on Canvas Learning Management System, Nearpod and Universal Design for Learning to ensure a comprehensive digital learning platform, effective instructional tools, and access for all students. Another substantive difference was the hire of a new position. The Program Specialist-Equity and Outreach position was created to address the issue of the racial divide and implicit bias. The district did not have the actual expenditure for this position when the Learning Continuity Plan was approved by the TCUSD Board.

**Overall Analysis** An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The impact of the COVID-19 pandemic has been profound for our community and district. However, it has given us the opportunity to think “outside the box”, propelling us forward at an accelerated speed toward technology integration in education, which is a key skill for 21st Century learning. We found innovative and creative ways to teach and learn as well as to engage parents in making informed decisions virtually. TCUSD has worked hard to overcome barriers and ensure continuity of teaching and learning for all students. Experiences have informed the development of goals and actions in the 2021-2024 LCAP.

The Canvas Learning Management System has made the transition to distance learning smooth and effective. This system allows teachers, students and parents to access information about their child’s education with ease. Teachers, students and parents have access to lessons for each class, assignments, resources as well as grades and student progress. This system allowed for quick and easy access to teaching and learning. TCUSD will continue to use the Canvas Learning Management System.

This year, TCUSD established a systemic cycle of assessments, which included formative and summative assessments for reading and math to mitigate learning loss caused by the COVID-19 pandemic. With the passing of the Executive Order N-56-20 and Senate Bill 98, students did not take the CAASPP state test in 2019-2020. Instead, the iReady Diagnostic Assessment tool was used to measure learning loss for students in Kinder-12th grades. In the 2021-2024 LCAP the iReady Diagnostic Assessment tool, StudySync and MasteryConnect will be used district wide to measure student academic progress and identify learning loss, with careful progress monitoring for our unduplicated student population.

The racial tension and protests that took place this year brought heightened awareness of the importance of social emotional learning for our students. The district has begun the work of addressing the racial divide and implicit bias as well as providing support for those students who may be experiencing isolation and loneliness. A focus on the social emotional health of our students will be an action item in the 2021-2024 LCAP.

One of the actions and services will provide for rollout of the Multi-Tiered System of Support for every school at TCUSD. The implementation of MTSS was an action in the 2017-2020 LCAP that is carried to the 2021-2024 LCAP. It will create a system by which students' academic and behavioral needs, including chronic absenteeism, will be addressed in a systematic manner by the school staff.

TCUSD will continue to follow the Los Angeles County Department of Public Health for Reopening Schools to maintain the highest standard of safety, cleanliness and health for everyone who enters the school site. Supplies and materials related to health and safety will be included in the 2021-2024 LCAP.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

TCUSD will continue to use iReady Diagnostics in ELA and Math to measure the learning loss of our K-8th grade students. This diagnostic tool provides data that identifies the area of need based on content standards. These needs can then be addressed through our MTSS framework.

English Learners will focus on the same rigorous grade level academic standards expected of all students. English Learners will continue to be assessed through the ELPAC and content area diagnostic assessments. Teachers will provide language instruction support for English Learners through designated and integrated ELD to enable meaningful participation and support. All English Learners will receive additional support from the EL Coordinator at each site who will monitor their academic progress.

Students with disabilities are included in all classes and subjects as indicated by the Individualized Education Plan (IEP) process to customize educational opportunities and provide necessary support. The IEP team will meet and work with the family to collaboratively determine what is working for each student in distance learning and in-person and what accommodations are needed for student success.

Students designated as low income will continue to have their specific needs addressed by District personnel and Site Principals. Individual support will be provided for these students to address their areas of need.

The District Liaison, Site Principals, and McKinney-Vento Homeless Liaison, will continue to assess and meet the needs of homeless and foster youth students. TCUSD will provide individualized attention and support to each student to match the support with the identified areas of need.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

At the time that the Learning Continuity Plan was adopted, the district did not have an accurate budget amount to address the Distance Learning Program with an estimated budget for meeting the increased or improved services required within the in-person instruction, distance learning program, learning loss or additional actions section of the annual update.

## Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The outcomes of the past two years have informed the development of the LCAP in a variety of ways. 1) Our professional development plan will include a continued focus on online tools and strategies, as well as socio-emotional learning; 2) We recognize the important of frequent and varied parent communications; 3) The district will continue to provide technology hotspots, devices, and support to families; 4) General education teachers and special education staff will be supported with time and training in order to collaborate; 5) TCUSD will foster community partnerships to provide additional student supports; and 6) The district will offer expanded learning time and summer programming.

In reflecting upon student outcomes in the 2019-2020 LCAP and 2020-2021 Learning Continuity and Attendance Plan, the following lessons learned informed the development of the 2021-2024 LCAP.

The impact of the COVID-19 pandemic has been profound for our community and district. But it has given us the opportunity to think “outside the box”, propelling us forward at an accelerated speed for technology integration in education, which is a key skill for 21st Century learning. We found innovative and creative ways to teach and learn as well as to engage parents in making informed decisions virtually. TCUSD has worked hard to overcome barriers and ensure continuity of teaching and learning for all students. The district has

collected valuable lessons learned from this challenging year which has supported the development of goals and actions in the 2021-2024 LCAP.

The Canvas Learning Management System has made the transition to distance learning smooth and effective. This system allows teachers, students and parents to access information about their child's education with ease. Teachers, students and parents have access to lessons for each class, assignments, resources as well as grades and student progress. This system allowed for quick and easy access to teaching and learning. TCUSD will continue to use the Canvas Learning Management System.

This year, TCUSD established a systemic cycle of assessments, which included formative and summative assessments for reading and math to mitigate learning loss caused by the COVID-19 pandemic. With the passing of the Executive Order N-56-20 and Senate Bill 98, students did not take the State Test in 2019-2020. The State required the Local Districts to determine what Local Benchmark testing to use in order to measure students' learning loss. The iReady Diagnostic Assessment tool was used to measure learning loss for students in Kinder-12th grades. In the 2021-2024 LCAP the iReady Diagnostic Assessment tool, StudySync and MasteryConnect will be used district wide to measure student academic progress and identify learning loss, with careful progress monitoring for our unduplicated student population.

In addition to the devastating impact of COVID-19 pandemic to the community and district, the racial tension and protest that took place this year from all parts of society brought heightened awareness of the importance of social emotional learning and support for our students. The District has begun the work of addressing the racial divide and implicit bias as well as providing support for those students who may be experiencing isolation and loneliness caused by the school closure and remote learning. During distance learning, Fridays were reserved for social-emotional learning, one-on-one counseling and small group sessions. Referrals were sent to Care Solace, our community partner, to provide additional counseling support. Focus on the social-emotional health of our students will be an action item in the 2021-2024 LCAP.

One of the actions and services will include the district roll out of the Multi-Tiered System of Support for every school at TCUSD. The implementation of MTSS was an action in the 2017-2020 LCAP that is carried to the 2021-2024 LCAP. It will create a system by which students' academic and behavioral needs, including chronic absenteeism will be addressed in a systematic manner by the school staff.

In an ongoing response to the experiences we had this year with the COVID-19 pandemic, transitioning to remote learning and then transitioning back to in person learning with the reopening of schools, TCUSD will continue to follow the Los Angeles County Department of Public Health for Reopening Schools to maintain the highest standard of safety, cleanliness and health for everyone who enters the school site.



## Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

### Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

### ***Annual Measurable Outcomes***

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

### ***Actions/Services***

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

### **Goal Analysis**

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.
- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

## Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

### Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

### Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

### ***Analysis of In-Person Instructional Offerings***

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

### **Actions Related to the Distance Learning Program**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

### ***Analysis of the Distance Learning Program***

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,
  - Pupil Participation and Progress,
  - Distance Learning Professional Development,
  - Staff Roles and Responsibilities, and
  - Supports for 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

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

### **Actions Related to Pupil Learning Loss**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

### ***Analysis of Pupil Learning Loss***

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the

effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

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

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

### **Analysis of Pupil and Family Engagement and Outreach**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

### **Analysis of School Nutrition**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

### **Analysis of Additional Actions to Implement the Learning Continuity Plan**

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

### **Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

## Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education  
January 2021