

Learning Continuity and Attendance Plan Template (2020–21)

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

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General Information

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

The impact of the pandemic on the Turlock community and TUSD has been significant. On March 19th, our community and school district were ordered by state and local officials to take shelter in an effort to reduce spread of the COVID-19 virus. TUSD closed schools and began providing distance learning with teachers teaching remotely from their homes. Students in grades 7-12 were equipped with devices before the take-shelter went into effect; dissemination of hard copy learning materials and devices was completed in early April for grades TK-6 and for those in grades 7-12, as needed. Although students were provided the necessary technology and learning resources to successfully continue learning, we immediately came to realize that many of our students, and families, lacked connectivity or internet access to participate in remote learning. As a result, TUSD worked to initially secure hotspots that would enable students/families to engage in distance learning. Knowing that many of our students, families, and staff likely experienced stress, and in some cases trauma, related to food insecurity, housing loss, broken families, and family deaths, it was essential that we responded with compassion and care; the need for responsiveness that included courage and confidence became greater. This responsiveness included social-emotional resources and support for stakeholders through the work of the Student Support Services, Student Support Clinicians, School Counselors, and our Welfare Attendance Specialist. Response to meeting the nutritional needs of students during school closures included the continuance of daily meals for breakfast and lunch Monday thru Friday in addition to holidays and spring break. As a result of feedback collected from last spring's school closures among students, parents, and staff, technology was placed as a high priority in order to secure access and opportunity for all student learning and engagement as well as professional development surrounding distance learning platforms and resources. Efforts to work with local cable/internet services to provide low/no-cost WiFi to TUSD families began this past summer in concert with identifying who these families were and where they lived. Support for staff's technology needs and skills began in mid-March through the end of May. A total of 23 professional development webinars/series were provided by our District Tech Coordinator and Tech Coach with 800+ staff participating in one or more. Feedback from participants indicated their learning and experiences were very positive. For those unable to participate, recordings were made available on the TUSD website and additional, similar opportunities were provided prior to the opening of the 2020-21 school year.

For most in our community, the fear of COVID-19 has been real. Social-distancing expectations and protocols have been implemented within Turlock, and for the most part, followed as the number of positive cases and hospitalizations increased which placed Stanislaus County on the Monitoring List. Conversations with City, University, and TID entities have continued in an effort to share processes and practices that will help our community and County curb positive cases. Although TUSD had initial summer hopes of returning students and staff safely to schools in August, our Stanislaus County Public Health Officer and State Governor announced that all schools would be required to re-open with distance learning models. Immediately, our efforts to prepare schools with personal protective equipment, signage, and heightened sanitation pivoted to preparing students and staff for remote teaching and learning until it is deemed safe to have stakeholders back on school campuses. TUSD elected to not push out the school year start to after Labor Day, recognizing our students and families needed to connect sooner if we were going to begin mitigating learning loss. In response to the needs most identified by students, parents, and staff, two distance learning models were created and offered to TUSD students - 1) a virtual school day and 2) an independent hybrid model; the majority of students are participating in the virtual school-day. Additionally, TUSD worked to accommodate staff needs with options to work from home if they possessed child care needs or underlying health conditions. Similar to expectations within our community, TUSD is following the California Department of Public Health guidelines for face coverings and person-to-person interactions within enclosed and common areas. Collectively, our community and District all agree that students need to be back in classrooms learning, socializing, and engaging in co-curricular and extra-curricular activities; although everyone is anxious for this to occur, we know that it can only be done when it is safe for children and adults to do so. In preparation for this opportunity, TUSD continues to prepare waivers and learning cohort plans that will be required for local and state approval to resume school in-person. It's become apparent that our schools are much more than simply a place to learn - parents and our community have come to realize and appreciate the positive impact on students that has been missing for nearly half a year - these include relationships with caring staff, daily supervision for safety, necessary nutrition, health, and social-emotional wellness, and a safe place to thrive. Our work has always been tremendous; but it's recognized as even greater now.

Stakeholder Engagement

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

Efforts to solicit stakeholder feedback for the 2020-2021 plan began in spring, 2020 in order to create greater transparency and trust among all stakeholders. The Educational Services team formed a planning committee to create different learning models to be implemented dependent upon the capacity in which students would be able to return to school. That planning committee then expanded the number of members to include a variety stakeholders to ensure a number of perspectives (e.g. elementary teachers, secondary teachers, clerical, administration, health services, student support staff) were able to review the learning models and applicable safety protocols and share their recommendations. Over 4000 parents completed a "Planning for Change" parent survey which was available online and hard copy in English and Spanish. All comments were read and were considered in developing plans for 2020-2021 in an effort to make the best informed, shared-decision making. Similarly, over 1400 staff participated in a "Planning for Change" staff survey. All comments were read and the concerns, ideas, and suggestions of teachers and support staff reflected both challenges created by the pandemic and the sincere interest in

returning to work with students. In July, two Community Forums, that included over 2,000 stakeholders, were conducted to provide details and intentions for mitigating learning loss which included models that supported academics, exercise, social-emotional supports, intervention/enrichment, and nutrition. Additionally, all stakeholder inquiries via email/telephone continue to be responded to bring about as much ease and support for remote teaching and learning. Such communications have included the following:

- Distance Learning Models
- Social-Emotional Supports/Resources
- Nutritional-Meal Supports/Resources
- School Registration & Dissemination of Learning Resources, including technology
- Connectivity Supports/Resources
- County/State Social Distancing Statistics, Guidelines, & Criteria for returning students & staff to schools safely
- Athletic Conditioning/Screenings
- Waiver intentions/efforts for re-opening schools and accommodating students with most acute needs

TK-6 grade level and 7-12 content area teams met on multiple occasions to identify and refine essential standards, teacher assessment protocols, and progress monitoring procedures and reporting. Bargaining group negotiations regarding MOUs began in April and concluded in July; however, as situations change due to the pandemic, conversations with these groups continue as we work to better understand needs and solutions. TUSD's administrative council met at the end of July where topics in Learning Continuity Plan were discussed; administrators were then encouraged to share this information at staff/department meetings and solicit feedback from their respective sites/departments. Our District English Learner Advisory Committee met in the beginning of August to solicit feedback specific to the categories in this plan as well as the learning models created by the planning committee. The Superintendent's Parent Advisory Council met mid-August to receive an overview of the plan and discuss components of question or concern. This plan was also sent to our 2019-20 Local Control and Accountability Plan Steering committee to solicit feedback prior to the Public Hearing on September 1, 2020 with the intent to capture stakeholder input to address the learning needs of students and priorities of staff, families, and the community.

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

In the interest of public health, and in compliance with CA Governor Newsom's & County Public Health's Emergency Executive Orders, the TUSD Board of Trustees continues to conduct Board Meetings both in-person and via live stream to accommodate the needs and concerns of community members. Board members and essential staff continue to be present in the Board room to conduct Board business. Board and staff seating meet social distancing guidelines. To enhance public participation, members of the public may provide comments to the Board via email, or in person, that evening through a speaker card. For members of the public who wish to make their comments in person, they are asked to wait outside the Board room in a separate room, then enter, make their comments, and depart.

The following are specific directions provided to stakeholders for Electronic Submission of Public Comments: Public Comments for a non-agenda (Regular Meetings only) or agenda item may be emailed to rcheney@turlock.k12.ca.us. In the subject line, please identify, as applicable, the agenda item the comment addresses, including the agenda item number and title. If you wish to submit a public comment on more than one agenda item, please send a separate e-mail for each item on which you are commenting. Any relevant written comment submitted by 5:00 p.m. on the business day prior to the Board Meeting will be read on the record during this meeting. If you would like to speak during Public Hearing items, you may email rcheney@turlock.k12.ca.us when the public hearing is open during the meeting.

The District provides live stream in English and Spanish, and welcomes Spanish and other language speakers to participate in Board meetings. Please access the meeting via live stream on the TUSD website at URL: <https://www.turlock.k12.ca.us/virtualboardmeetings> and choose Spanish Translation. Anyone planning to attend and needing an interpreter should call (209) 667-0632, 48 hours in advance of the meeting, so arrangements can be made for an interpreter. A member of the public who uses a translator will be provided at least twice the allotted time to address the Board during Board meetings, unless simultaneous translation equipment is used.

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

A majority of the feedback provided has centered around the different learning models offered in the 2020-2021 school year. Due to the Governor's executive order regarding the opening of schools, TUSD was required to begin school in a Distance Learning Model. This was a shift in what was being prepared earlier as the best thinking at the time was to return in-person under social distancing guidelines. The most significant feedback concerned the amount of screen time for elementary children and the expectations to engage them virtually for extended periods of time. Additionally, there was significant feedback from our special education stakeholders regarding specific concerns and needs for these students with special needs during distance learning. Our English Learner committee and stakeholder group provided feedback appreciating the continuation of designated ELD time during distance learning and requested support in how parents can help their students online.

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

After families and teachers experienced scheduled distance learning beginning August 12, we received an outpouring of concern from many regarding the demands of the schedules; as a result, the schedules were revised. While the modified schedules are shorter, the learning time which is comprised of live instruction, video/recorded content, digital learning, and student independent work time meets and/or exceeds State minimum requirements of 180 minutes/TK-K; 230 minutes/grades 1-3; and, 240 minutes/grades 4-12. Our hope is to provide a balanced approach to the challenges of learning at home. The elementary and secondary schedules in the Distance Learning Models were revised to have whole class direct instruction for TK-6 elementary students to conclude before lunch. Afternoons are devoted to accommodating students' individual learning needs, student completion of independent work, and providing time for staff to meet State requirements. Secondary schedules were also modified to end earlier in the day. Recently released mandates for independent learning from the State now require daily engagement with all Hybrid (independent learning) students. To meet this expectation, flexibility will be provided to full and part-time Hybrid teachers to determine the best method for achieving this while engaging students daily.

Dual Immersion principals and teachers are working to implement the most effective balance of time in each language during distance learning. They also have communicated with Rosa Molina, a long-time consultant from the Association of Two-Way and Dual Language Education (ATDLE), who has provided TUSD guidance regarding best practices. Additionally, students have access to iStation, Raz Kids, and duolingo for supplemental digital support.

Additionally, email and phone communication from stakeholders were all responded to in a timely, professional manner while taking note of suggestions and input to strengthen TUSD's Learning Continuity Plan. These included modifications of direct instruction minutes, meal distribution time/locations, additional connectivity resources, and expanded professional development for staff.

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.]

TUSD will provide in-person instruction when determined safe to do so by state and local officials through the Traditional Learning Model, allowing all students to attend their typical full-day program, or the Blended Learning Model, permitting students to attend in a social-distancing approach with 50% on campus at one time, as follows:

Traditional Learning Model

- Daily classroom attendance
- Integrated social emotional learning
- TUSD's standards-based, adopted curriculum
- Student engagement through instructional best practices
- Expanded technology skills through 1:1 device initiative & digital citizenship
- Interventions & enrichment to accommodate all learners

Blended Learning Model (modified traditional)

- Social distancing model with two full-day classroom attendance & three-day distance learning program
- Integrated social emotional learning
- TUSD's standards-based, adopted curriculum
- Student engagement through instructional best practices & interactive technology
- Classroom-based interventions & enrichment to accommodate all learners
- Supplemental digital support for academic & social emotional learning

Traditional and Blended models will focus on maximizing time in the classroom to address learning loss, specific student needs, and social emotional well-being. During the implementation of the Blended Learning Model, TK-12 school schedules will mirror that of the Traditional to provide consistent instruction with common structures and routines to allow for seamless transition between models. Standards-based, adopted core curriculum is available to students and teachers in hard copy and digital formats to meet the needs and learning modalities of all students. Additionally, teachers have access to intervention and enrichment materials through adopted programs and digital platforms to provide greater access for English learners and students with disabilities.

TUSD administration and TK-12 certificated staff collaboratively identified the refined essential ELA and Mathematics standards for each grade level and course during spring, 2020 in preparation for the 2020-21 school year. Assessment plans have been developed, as well, to ensure teachers have a clear understanding of student performance on California standards and areas of need for intervention. With a well-established and systematic structure for Professional Learning Communities (PLCs), student progress will be evaluated weekly and intervention time provided for those students who are not meeting standards. Students will also receive support from reading specialists, ELD teachers, and support staff. To meet the needs of foster youth and homeless students, the Student Services Office regularly consults with site administrators and staff to identify concerns and determine how best to assist these students and families. With social-emotional well-being remaining an area of special need and priority, TUSD has expanded its team of student support clinicians and interns to support all sites to address social emotional learning, resiliency, social skills, and clinical therapy needs. Ongoing professional development for staff will continue to focus on district programs, including Toolbox, Circle of Friends, and No Bully, as well as mindfulness, social emotional learning, and diversity awareness and equity. Additionally, TUSD will resume completing academic, psychological, and speech & language testing for our pending (initials) and eligible (triennials/re-evaluations) special education students. These assessments will take place in person by appointment only and will follow our District developed health and safety protocols.

In addition to the above-mentioned models, TUSD is working to complete the necessary waivers and re-opening plans to submit once permitted to do so by County and State officials. TUSD is also consulting with Stanislaus County Behavioral Health to identify and address community-wide mental health needs with special attention and efforts made for foster youth. Additionally, TUSD is analyzing guidance & information from the State to create a plan to accommodate students with the greatest needs with in-person learning cohorts. It is a priority of TUSD to have these special needs populations return to in-person learning whenever permissible.

Regardless of the in-person learning model implemented, several safety plans and protocols have been put in place to ensure the safety of students and staff on campus. Such protocols include: adherence to social distancing guidelines, increased signage for social distancing and safety protocols, hand sanitizer dispensers in each classroom & entry way, Plexiglas barriers at all office spaces accessed by the public, portable barriers to use for small group instruction, face masks and/or shields for students staff & students 3rd grade and above, staff self-screening log, symptom screening for students, designated waiting areas for students/staff displaying symptoms, and increased & frequent cleaning of high touch areas. Additionally, as required by re-opening plans/waivers, staff will be tested every two months and contact tracing will be managed by County Public Health and individual districts/schools.

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

Description	Total Funds	Contributing
1. Purchase personal protective equipment (e.g. hand sanitizer, face masks, face shields, gloves, portable barriers, touchless thermometers), and potential COVID testing for staff & students.	\$283,878	No
2. Install Plexiglas barriers in public office spaces, replace air filters, and install signage at all school sites and District buildings.	\$100,000	No

Description	Total Funds	Contributing
3. Provide literacy support at primary grades with Reading Specialist/Early Literacy coaches.	\$369,805	Yes
4. Provide EL students with designated/integrated ELD instruction until redesignated.	\$326,222	Yes
5. Support TK-6 newcomers with two ELD teachers.	\$271,950	Yes
6. Continue with one Instructional Coaching position in each area of science, math, and writing.	\$402,790	Yes
7. Continue on-going implementation of PLC with staff and administrators.	\$372,763	Yes
8. Provide social-emotional/mental health support through student support clinicians and intern team.	\$602,075	Yes
9. Create temporary sanitation helper position (one per site) to assist with frequent onsite cleaning/disinfecting.	\$500,370	No
10. Maintain all classrooms with 21st century technology with devices, tools, and infrastructure.	\$1,593,164	No
11. Conduct in person 1:1 academic, psychological, and speech and language assessments for special education students.	\$14,000	No
12. Provide training to all staff on new COVID-19 related safety protocols & procedures.	\$20,000	No

Description	Total Funds	Contributing
13. Maintain increased funding to all for additional hours of campus supervision at all sites, acknowledging the specific job duties may change depending on the current Learning Model, including, but not limited to, home visits, translations, delivery of resources, etc.	\$120,000	Yes

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

TUSD will provide distance learning instruction as required by state and local officials through the Distance Learning Model, allowing all students to receive daily synchronous instruction with their regular classroom teacher(s) while learning at home, or the Hybrid (Independent) Learning Model. As such, Hybrid students will have full access to curriculum and resources as those students in the Distance Learning model that affords them the same opportunities and quality of learning expectations to learn in a more self-guided approach with a weekly scheduled meeting with their Hybrid teacher.

Distance Learning Model

- Daily interaction & teaching from classroom teacher through technology while student learns at home
- Integrated social emotional learning
- TUSD's standards-based, adopted curriculum
- Student engagement through instructional best practices & interactive technology
- Targeted intervention & enrichment
- Supplemental digital support for academic & social emotional learning

Hybrid Learning Model (independent learning)

- Scheduled weekly interactions with teacher at school & through technology while student learns at home
- Daily social emotional support/check-in
- TUSD's standards-based, adopted curriculum
- Student engagement through teacher mentoring & interactive technology

- Targeted intervention & enrichment
- Supplemental digital support for academic & social emotional learning

Distance and Hybrid Learning Models differ greatly in their approaches; however, the focus remains on continuity of instruction and learning as well as support for social emotional well-being. TUSD's distance learning provides a structured schedule with a day that mirrors the students' traditional school schedule at the 7-12 level. Distance Learning schedules for students in grades TK-6 have been revised to focus on English Language Arts (ELA) and mathematics direct instruction, supplementing science & social studies standards within the ELA and math content areas, small group instruction, and intervention/enrichments prior to lunch, followed by designated ELD time, interventions, enrichments, and independent work after lunch. Students will receive instruction on refined essential standards daily through a model that provides direct instruction, guided practice with checking for understanding, and independent practice using TUSD's adopted curriculum aligned with state standards. Assessment plans, through digital platforms, have been developed as well to ensure teachers have a clear understanding of student performance on California standards and areas of need for intervention. Being mindful of screen time, students will use textbooks, consumables, novels, and journals for engagement and demonstration of their learning. Digital curricular and supplemental resources are available to use as determined appropriate by the teacher and/or PLC. Distance learning schedules also include daily social emotional learning, as well as the incorporation of music, art, & PE when appropriate. Those supports provided during in-person learning will address continuity of learning during distance learning, as well, and include Reading Specialist/Literacy Coaches and ELD teachers. To support the social emotional needs of students, teachers will establish a culture of learning and support to build positive relationships.

For those students electing the Hybrid Learning Model, instruction will be based on California standards with elementary Hybrid teachers using district-adopted core curricular programs and secondary Hybrid teachers using the Edgenuity online learning platform. Distance and Hybrid teachers will conduct daily check-ins on students' social emotional well-being and may refer students to a student support clinician for assessment if a need is identified. Additionally, TUSD will resume completing academic, psychological, speech, and language testing for our pending (initials) and eligible (triennials/re-evaluations) special education students. These assessments will take place in person by appointment only and will follow our District developed health and safety protocols.

TUSD regularly offers numerous co-curricular and extra-curricular opportunities to engage students in the school community and culture. As permitted and/or modified, students are encouraged to participate in clubs, activities, and competitions in virtual formats.

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.]

TUSD checked-out Chromebooks and earbuds to students TK-12 last spring when schools were required to close and instruction moved to distance learning. Surveys were sent regarding internet access & connectivity to all stakeholders in spring & summer in an effort to identify students/families who were in need of additional support to access instruction. Additionally, each site administrator, utilizing site & District translators/interpreters when necessary, reached out to students who did not respond to the survey to inquire about their connectivity/device needs. All information regarding students who lacked connectivity was reported to Business Services for immediate follow-up and students/families were accommodated on a case-by-case basis to arrive at the most effective, efficient solution. Solutions included providing hotspots (from different vendors depending on coverage issues), making WiFi available in school parking lot, "quad" area, & multipurpose

room, and providing access to three "community" WiFi hotspots. Additionally, TUSD has secured a partnership with Charter/Spectrum & AT&T for reduced costs for home internet. Staff continue to reach out to any student, who does not log-in, to inquire about technology issues in order to provide replacement devices or a connectivity solution previously described. To date, over 1400 hotspots have been distributed to students/families in need. Additionally, all staff, students, and parents have access to the TUSD Technology Help Desk via phone for assistance as necessary.

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.]

TUSD will assess student progress through live contacts and required synchronous instructional minutes which focus on identified essential ELA and mathematics standards for TK-6 students, with time specifically allocated for daily designated ELD and intervention/enrichment through our Multi-Tiered System of Supports (MTSS). TK-6 schedules focus on priority content areas of ELA and mathematics to ensure synchronous instructional time addresses critical foundational skills and learning. Utilizing TUSD's adopted curricular programs, through hard copy and digital formats, teachers will use a consistent instructional model with direct instruction and modeling, guided practice with checks for understanding, and independent practice. To determine student performance levels in reading, writing, and conceptual understanding in mathematics, teachers will administer diagnostic assessments virtually to inform future instruction. TUSD also will administer required assessments, including ELPAC, to further determine levels of performance and progress, as needed. TUSD teachers meet weekly in Professional Learning Communities (PLCs) and will analyze student performance data to identify areas of need for intervention or enrichment. To further engage students, teachers will present literacy instruction through adopted History Social Science and science materials. Student needs will be addressed during asynchronous learning times when teachers may coordinate small group and 1:1 instruction to support students based on assessment data. Teachers will certify the time value of synchronous and/or asynchronous assignments, collect completed independent practice assignments to monitor progress, as well as complete weekly logs to document engagement time.

For students in grades 7-12, TUSD will assess student progress through live contacts and required synchronous instructional minutes which focus on identified essential ELA and mathematics standards as well as priority standards in other core content areas and electives. Designated ELD is provided for English learners. At the secondary level, synchronous and asynchronous instructional times are aligned to students' regular six or seven period schedules which provide for continuity when TUSD is permitted to provide in-person learning with an alternating or full week schedule. Using TUSD's adopted curricular programs, teachers will administer formative assessments based on PLC planning to provide intervention or enrichment depending on assessment results. During asynchronous learning, secondary students will be provided time for independent practice and 1:1 or small group intervention/enrichment, as needed. Student engagement and progress will be monitored through submission of completed assignments and documented weekly in an engagement log. Teachers will calculate and certify the time value of synchronous and/or asynchronous assignments.

Because student participation and engagement is more important than ever, weekly monitoring and reporting will provide TUSD the systematic approach necessary to determine progress toward mitigating learning loss through continuity in any learning model. When students are identified as failing to meet the standard of 60% or greater participation, or exceeds three days of absence, reengagement

strategies are implemented, including counseling and support from their respective schools to ensure students have the tools to complete the required online coursework.

To support the needs of individual families, TUSD has provided an option for independent learning, the Hybrid (Independent) Learning Model maintains a format similar to a standard independent study program with one-hour of instruction weekly and a series of assignments for the student to complete independently. TUSD's model also incorporates time for social emotional learning, intervention/enrichment, and progress monitoring to measure progress and mitigate learning loss. Teachers provide the daily check in and support students through accessing multiple digital and hard copy resources.

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.]

TUSD provided 23 separate professional development opportunities to teachers, administrators, and staff throughout spring, 2020 to develop confidence and competence in digital platforms, virtual meeting options, and numerous technological tools designed to enhance teaching and learning in a distance learning environment. Examples of such professional development include: Virtual Learning with Zoom, Screencastify, Teaching Online with Universal Design Learning, Google Classroom, Engaging Emerging Multilinguals in an Online Setting, Wonders Remote Learning Resources, and Techquity-Culturally Responsive Teaching in the 21st Century Classroom. Science teachers at grades 6-8 also participated in professional development on the newly-adopted NGSS curriculum, Amplify, which focused on the digital platform and distance learning. Teachers in grades TK-5 will undergo similar training through the curriculum review and adoption process in fall, 2020. TUSD's educational technology team, comprised of Coordinator of Educational Technology, Instructional Coach/Technology, and site-based Lead Tech Teachers, continue to identify areas of need and provide support through webinars, one-on-one coaching, virtual office hours, and access to a growing list of resources to support curricular, instructional, or behavioral needs of the distance learning environment. Print resources are available for teachers as well and TUSD has purchased "The Distance Learning Playbook" for all TK-6 teachers and "Shattering Inequities" for district and site leaders.

To identify staff professional development needs, TUSD conducted two staff surveys and identified areas to increase proficiency with technology, confidence in the distance learning approach, and understanding of effective approaches to develop relationships with students through the digital platform. Additionally, parent input from two parent surveys provided insight into those areas which parents found effective as well as those that resulted in concerns. Teachers indicated that the primary needs for additional training involved student engagement and virtual meeting platforms.

In planning for the 2020-21 school year, TUSD will expand on technology training and support as well as build on the strong foundation of PLCs to support connectivity between colleagues and maintain positive relationships. For TUSD's annual professional development day, all teaching staff engaged in a series of diversity awareness and equity trainings to align staff with district goals to ensure equity and access for students. Additional professional development topics included social emotional learning and Zoom platform webinar. Plans for the Fall professional development day center on expanding social emotional learning supports, including how to address other impacts of COVID-19 on the school community. Through the leadership team model, schools will identify and share best practices at the site and district level. To

support TUSD's PLC structure, and in partnership with Solution Tree, professional development opportunities continue to be provided to engage teachers and administrators in the critical work of the PLC that includes the following response-practices:

- Determine what we want students to learn.
- Determine if students have met learning expectations.
- Respond if students did not meet learning expectations.
- Respond if students have already met learning expectations.

Following the PLC best practices, teachers work collaboratively and support one another which is essential with distance learning and throughout the 2020-21 school year as their teams take collective action to ensure effective instruction and mitigate learning loss while using technology to its full capacity.

Additionally, TUSD will continue its partnership with the Stanislaus County Office of Education which provides multiple professional development opportunities and supports the District with Differentiated Assistance, Comprehensive Support and Intervention, and the county-wide Cradle-to-Career movement.

Staff Roles and Responsibilities

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

Certificated staff continue in their roles as teachers, counselors, instructional coaches, and case managers. While their roles remain the same, the methods they use and responsibilities have changed. All interaction with students, parents, and colleagues is done remotely during the period of distance learning. Certificated staff are responsible for taking regular attendance and providing evidence of student engagement. Students who are not present for online learning periods are designated as absent. It is staff's responsibility to contact students when they are not present. If a teacher is unable to contact a student, the site/department administration takes on the task of finding and engaging the student in daily learning. Teachers also keep a weekly record of student engagement evidenced by the completion of student assignments.

Some certificated staff are serving families through the District's newly expanded independent study program (Hybrid model). Teachers in the program check in with students daily and meet with students one time each week for a period of approximately one hour. Teachers maintain attendance and student engagement records based on the work each student completes on a weekly basis. Teachers at the secondary level are facilitating the use of online curriculum through the Edgenuity program. Students work through six or seven courses aligned with promotion or graduation requirements. Teachers support students' work by monitoring progress, providing academic support, and proctoring assessments.

Most teachers working in the Hybrid model were selected due to a self-reported, and then verified underlying, health condition which makes them more susceptible to the COVID-19 virus. As a result, these teachers were removed from the regular school schedule. In most cases, the school schedule was able to accommodate the moves by collapsing classes as students moved from the distance learning program to the independent study model. While the District was able to keep staff working by accommodating personal health concerns, some positions needed to be backfilled. In these cases, temporary credentialed teachers were hired to fill in the vacancy created by the teacher being

accommodated on special assignment. Additional temporary teachers were also hired to serve the number of students requesting independent study.

The District entered into temporary agreements with bargaining groups to outline specific expectations related to the pandemic. The agreements with the local CSEA chapter and TFCE (Turlock Federation of Classified Employees) allow the District to assign tasks to employees that fall outside the scope of their regular classifications. For example, since bus drivers and crossing guards do not have regular duties to perform during distance learning, it has been agreed that these employees will assist with sanitation efforts at the school sites, child care if approved, and/or food distribution. Additionally, a temporary position of "Sanitation Helper" was created to assist with sanitation efforts once in-person learning returns and the aforementioned employees would perform their regular job duties.

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.]

TUSD will provide additional supports during distance learning to assist students with unique needs, including English Learners, students with exceptional needs served across the full continuum of placements, students in foster care, and students experiencing homelessness.

English Learners will receive both integrated and designated English Language Development (ELD) instruction. For Integrated ELD, English Learners will receive regular instruction during coursework. For Designated ELD, English Learners will receive regular instruction targeted at their proficiency level and based on the California ELD standards. Designated ELD will be provided 30 minutes daily and daily in the secondary ELD courses. Additionally, the District has two ELD teachers serving 80-100 Newcomers from our nine elementary schools. Newcomers were identified using the District's student information system as well as the District's Ellevation platform. Filtering included students less than 3 years in the US and overall proficiency level 1 on most recent English Language Proficiency Assessments for California (ELPAC). The ELD teachers will be working collaboratively with the student's general education teacher on how often and what the support will look like. Student service time will vary from 30 to 45 minutes. ELD teachers will be implementing ELD core digital component and supplemental ELD materials. Paraprofessionals and District interpreter/translator staff support English Learners by clarifying content in primary languages. Parents of English Learners will engage through the District English Learner Advisory Committee (DELAC) and virtual information nights developed to serve various language groups. TUSD will administer the Initial ELPAC to determine if a student is identified as an English Learner or Initial Fluent English Proficient (IFEP). TUSD will also participate in the administration of the optional Summative ELPAC for reclassification purposes. The District has identified 529 EL students who met all requirements with the exception of the ELPAC Overall Proficiency Level 4.

In order to meet the needs of our students with exceptional needs through Distance Learning, TUSD has developed a Distance Learning Plan (DLP) for each student who has an Individual Education Program (IEP). This DLP outlines the following and how they will be delivered during Distance Learning: special education and related services; supplementary aides and services: accommodations, modifications, and supports; as well as transition services and Extended School Year (if applicable). These DLPs are developed to align as closely as possible

given the Distance Learning Model. Classroom paraprofessionals, and one-to-one aides, are working in concert with special education teachers in order to assist students who have an IEP with their learning.

The Office of Student Services will continue to support students in foster care and students who are experiencing homelessness. Student Services regularly collaborates with site administration and provides frequent checks-ins regarding devices, connectivity, attendance, student engagement and outreach supplies, and meals. There is also 1:1 support or small group instruction built in to daily distance learning schedules. Additionally, the Business Services Department has communicated with each short-term residential therapeutic program that houses TUSD students to ensure they have internet access.

An addendum to the Multi-Tiered System of supports was designed by TUSD staff to provide additional supports for foster and homeless students. Tier I supports for foster youth and homeless youth will provide, but not be limited to, attendance monitoring to ensure they are using the Distance Learning system by their school attendance. The school will contact the student/parent/guardian by email, text, phone call or other electronic communication if the student misses 1-2 learning sessions in a week. In addition, Student Services contacted all foster and homeless youth prior to the school year to ensure each student had received their class schedule from the school, computer, and connection to the internet. They also receive additional encouragement to find a quiet space, if possible, to complete daily sessions. Student Services continues to monitor attendance and provide supports for the foster youth and homeless students during distance learning that include facilitating schedule changes, completing financial aid applications, attending learning sessions, ensuring seniors are on track for graduation, and coordinating communication between foster and/or homeless parents and the schools. For homeless students, additional supports include ensuring they know where to pick up meals and if necessary, transportation for educational purposes. The foster and homeless youth will also receive Tier II and Tier III supports from the District in addition to their expanded supports that include individual case monitoring by Student Services and the school site administration. New foster and homeless students to the District are receiving enrollment support by Student Services to ensure immediate school placement and that services, including special education, are provided as required in transcripts and/or IEP from previous school; this includes any behavioral and 504 accommodations which may be required.

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

Description	Total Funds	Contributing
14. Implement PD/training for elementary Hybrid (Independent Study) teachers to learn procedures and expectations related to the use of curriculum, instructional time, and documenting student engagement.	\$22,500	No
15. Implement PD/training for secondary teachers using the online Edgenuity curriculum to learn procedures and expectations related to the use of curriculum, instructional time, and documenting student engagement.	\$12,000	No

Description	Total Funds	Contributing
16. Hire temporary teachers to meet student requests for independent study and backfill accommodated teachers working in the hybrid program.	\$915,674	No
17. Purchase necessary technology devices, including connectivity, to support distance learning.	\$3,200,000	No
18. Purchase supplemental online instructional software.	\$375,000	Yes
19. Continue PLC embedded collaboration time at all sites.	\$372,763 (see action 7)	Yes
20. Develop Distance Learning Plans for special education students with an IEP.	\$40,000	No
21. Support special education students with supplemental digital services needed to support their learning.	\$7,500	No
22. Conduct in person 1:1 academic, psychological, and speech and language assessments for special education students.	\$14,000 (see action 11)	No
23. Provide outreach to refugee parents/families to provide information and resources regarding distance learning.	\$5,000	Yes
24. Continue contract with Solution Tree to provide professional development to support PLCs, including the remaining contract at Wakefield to support Comprehensive Support & Improvement (CSI) plan.	\$47,046	Yes
25. Provide Lead Technology Teacher stipends at each site.	\$18,000	No

Description	Total Funds	Contributing
26. Maintain the CTE courses and pathways in the Hybrid Model by purchasing additional components of Edgenuity software.	\$34,356	Yes
27. Create a virtual tutoring program.	\$10,000	Yes

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

The 2020-21 Planning Committee recommended spending the initial weeks of distance learning building a class community where students are engaged and feel supported prior to administering any type of assessments. The District has a multitude of assessments already in place to assess student learning. The list of assessments in addition to core curriculum assessments include the following:

English Language Arts:

- NSGRA (Next Step Guided Reading Assessment). Teachers will begin instruction where student left off at trimester 2. As teachers work with students, they can adjust instruction level as appropriate. The Word Knowledge Inventory and Listening (K-2) or Reading (3-6). Comprehension Assessment will provide diagnostic information. The Reading Assessment (Running Record) will be completed prior to end of first trimester. Students are rostered through Clever. There is an automated scoring for comprehension, accuracy, and self-correction rates. The K-2 books and 3-6 text cards are now available online to support remote learning and enable remote assessments.
- Dual Language Immersion "Sistema de evaluacion de la lecture". Teachers will have access to online assessments that allow teachers to collect data points in areas of fluency, phasing, phonics, and vocabulary.

Mathematics:

- RAMP (Readiness Assessments for Math Project). SCOE math team created short (10 questions or less) formative assessments that assess foundational learning for the major work of each grade level. Assessments are aligned to the scope and sequence of the

Eureka Math curriculum. There is a readiness assessment for every module which includes a teacher guide to support learning loss in preparation to give student access grade level learning. The assessment is given prior to starting the module.

TK/K/1:

- ESGI, one-on-one assessments platform, will be available to all TK-1st grade teachers. This platform quickly assesses letters, sounds, sight words, and math concepts.

TUSD will continue to use the PLC process to evaluate data, determine progress within the learning cycle, and implement appropriate interventions & enrichments to effectively monitor the learning of all students.

Pupil Learning Loss Strategies

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

TUSD will use the following actions and strategies to address learning loss and accelerate learning progress for students: administer diagnostic assessments to gauge student learning needs, utilize the daily schedule allocated time for small group intervention/enrichment in both ELA and math; and utilize additional time allocated at the end day for 1:1 support. The District's MTSS is in place to utilize site intervention/enrichment supports (digital/online platforms). In addition to resources available to all students, access to Early Literacy and Math Instructional Coaches, and digital core curriculum, may be modified to meet student needs and align with student IEPs. The following are actions used to mitigate learning loss and increase learning for specific student groups:

- English Learners: designated and integrated ELD time; continuing with District English Learner Advisory Committee (DELAC), and English Learner Advisory Committee (ELAC) to receive parent input; curricular & assessment platforms available in other languages (Ellevation and Edgenuity).
- Low-income pupils: Students will be provided, if needed, additional supplemental materials supported with Title I funds.
- Foster Youth: 1:1 support, small group instruction with time built in schedule, online digital platform that includes Edgenuity.
- Exceptional needs: GATE, Honors, and AP courses, Dual Enrollment courses, digital platforms have built in accommodations and are able to be modified to meet individual student needs.
- Homelessness: 1:1 support, small group instruction with time built in schedule; online digital platform that includes Edgenuity.

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.]

The effectiveness of the services and supports provided to address learning loss will be measured by ongoing assessments of student progress. This includes core curriculum assessments administered throughout the 2020-2021 school year as well as common formative assessments, PLC data discussions, and Interim Assessment Blocks.

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

Description	Total Funds	Contributing
28. Purchase Edgenuity and supplemental components as digital platform for Hybrid learning, intervention, and/or enrichment.	\$34,356 (see action 26)	No
29. Hire teachers and/or college interns for virtual and/or in-person tutoring hours.	\$10,000 (see action 27)	Yes
30. Utilize Next Step Assessment as a reading diagnostic for elementary grades.	\$10,000	Yes
31. Maintain embedded ELD time as a District priority.	\$326,222 (see action 4)	Yes
32. Utilize Early Literacy Reading Specialists to intervene as needed for students in grades TK-2 to ensure strong, foundational reading skills.	\$369,805 (see action 3)	Yes
33. Purchase diagnostic/formative assessments to address student learning loss, e.g. ESGI, RAMP, Readiness Assessments for Math, Next Step, Systema de Lectura, EDL2 Grades 3-5 dual immersion, Edulastic, Ellevation, Lexia.	\$390,676 (see action 18)	No
34. Utilize data from diagnostic/formative assessments to identify specific areas of learning loss and provide appropriate intervention through PLC process.	\$372,763 (see action 7)	No
35. Provide professional development to support effective implementation of diagnostics and prescriptive instruction, including intervention and enrichment.	\$799,763	Yes
36. Provide strategic instruction on refined essential standards as identified by grade level and content area teacher teams.	N/A	No

Description	Total Funds	Contributing
37. Support students emotional well-being through social emotional learning curriculum, PBIS, No Bully, and CARE program team intervention and services.	\$217,168	Yes
38. Support diverse student populations and varied needs through staff training to increase diversity awareness and equitable practices.	\$799,763 (see action 35)	Yes
39. Implement Equity Task Force recommendations to improve learning outcomes for all students, specifically Black students, English Learners, students with disabilities, and foster youth, based on state indicator data.	\$40,000	Yes
40. Coordinate use of resources to increase proficiency on grade level refined essential standards, including those with digital access, e.g. RazKids, InSync, ST Math, Zearn.	(see action 7, 18, & 35)	Yes

Mental Health and Social and Emotional Well-Being

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

TUSD will monitor and support the mental health and social and emotional well-being of students using a comprehensive approach coordinated through the Multi-Tiered System of Supports with the Clinical Assessment/Resources/Engagement (CARE) program regardless of the learning model. With an expansion of the established efforts to implement social emotional learning strategies, TUSD's team of student support clinicians will assist classroom teachers with Tier 1 implementation of Toolbox curriculum which will serve as the foundation of daily wellness checks to identify trauma or other related concerns with students. Staff and clinicians will continue these efforts to increase self-reliance and resiliency for students through classroom activities and small group pull-out. TUSD will support implementation of Toolbox with all curricular resources and materials as well as ongoing professional development. Additionally, clinicians and interns will implement Circle of Friends social skills curriculum for students in grades 4-8 virtually and in-person to create opportunities for positive interactions and relationship-building skills for students in early adolescence. To further address social emotional growth, interns will coordinate social skills

groups with specific areas of focus and goals as a Tier 2 intervention. Social emotional learning resources, in print and digital formats, will be provided to teachers at the secondary level to incorporate into their classroom curriculum, as well. To address the needs of students in grades TK-12 experiencing more significant mental health needs, TUSD's student support clinicians will assess, consult, and implement either in-person or virtual therapy services depending upon the status of school at that time for Tier 3 intervention. TUSD will also continue numerous professional development opportunities to address mental health and social emotional well-being, including mindfulness, risk assessment, and Youth Mental Health First Aid. District-wide Question/Persuade/Refer (QPR) suicide-prevention training has been provided to all site staff and follow ups will maintain the skills necessary for effective implementation. Partnering with community agencies, TUSD students benefit from grief counseling, trauma informed interventions, and substance abuse prevention through Jessica's House, Tree House Club, Character Coaches, and Prodigal Sons and Daughters.

TUSD's efforts to increase equitable access and develop a culture that embraces diversity through the Equity Task Force will be an important aspect of supporting social emotional well-being for students and staff. All TUSD staff are participating in a three-part training to develop diversity awareness for students and among staff as well as to create a culture of equity. Efforts to identify and address inequities through staff initiatives, the Equity Task Force, and community efforts have resulted in increased professional development, curriculum review, and evaluation of hiring practices, all of which support well-being of staff.

TUSD's efforts to support staff's social-emotional needs and balance began last school year before the pandemic occurred. With emphasis on "mindfulness" and recognizing that being an individual's best personally has a profound impact on his/her ability to be an effective District team player, all school sites and District departments participated in mindfulness professional development/activity to introduce helpful tools and resources. TUSD's Student Support Clinicians provided these sessions during site/department staff meetings as well as at a TUSD Administrative Council meeting for 70+ administrators. Most recently, following the pandemic and in response to, Ronen Habib, Founder of EQ Schools, was invited to speak at our Annual Staff Opening with a focus on mindfulness, relationships, personal/professional balance and happiness that included supportive tools and practices. Although plans were in the works to expand mindfulness District-wide for the 2020-21 school year, TUSD will now alter these efforts and continue with Mr. Habib's services in a site-specific, smaller-scaled manner. Providing 1500 staff with a kick-off opportunity to hear Mr. Habib's message and resources was our initial attempt to support all staff with tackling a new normal in TUSD and life. Moving forward, TUSD's School Counselors, Student Support Clinicians, and Community Liaisons will continue providing support and resources to students, parents, and staff as needs and crises arise. Additionally, TUSD plans to offer a number of webinars throughout the school year to support staff's social-emotional needs, the first to occur on September 8, 2020 with Solution Tree's "Maximize Your Efficacy and Impact" - "Heart and Soul: Growing a Strong, Compassionate, and Well-Balanced Professional Life". Such resources/webinars will continue to be researched, reviewed, and offered in order to best support certificated and classified staff during a period of time that TUSD recognizes as difficult for many.

Pupil and Family Engagement and Outreach

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

To ensure students were prepared to begin distance learning, those unable to attend round-up to collect materials were contacted by school staff. Ongoing outreach continued for students who did not log on during the first week of school. Home visits were made by site and District teams to engage students with learning.

A Multi-Tiered System of support template has been developed for student attendance, engagement, and participation. Tier I includes students identified with 1-2 days of unexcused absences. Students and parents will be contacted by the school staff through email, text, phone call, or other electronic communication. Staff who will contact parents at Tier I will include, but are not limited to, teachers, paraprofessionals, certificated staff members, community liaisons, counselors, administrators, and other core staff members. Tier II students are identified by having three days of unexcused absences by not attending online classes. This level involves a letter sent home which identifies support and outreach to get students reconnected to school. Additionally, staff will contact students who have not completed at least 60% of the learning work that has been assigned. These students will be provided with counseling and support from their respective schools to ensure students have the tools to complete the required online coursework. Students who have not responded to the first two Tiers, and have more than four unexcused absences, will receive more intensive supports at the Tier III level which will include the aforementioned supports and potentially a home visit if the school has not been able to contact the student and/or family. An individual academic plan will be discussed with the student and parent to help re-engage the student. Additionally, a needs assessment will be completed to ensure the student has the necessary instructional materials, school supplies, and required technology to be a successful learner online. Students will also be provided support as needed or referred to additional resources as required such as mental health counseling, social emotional supports, and additional accommodations from schools as needed. Students who have not responded to the first three tiers of the MTSS model will be placed in a more intensive support program which will involve a School Attendance Review Team meeting where an individual student attendance and engagement support plan will be developed. The staff will follow-up with supports that are identified in the plan by the team. Finally, students who have not responded to any prior level will be referred to the District and, if required, the County SARB program. These interventions are only designed for those families and students who do not participate at the prior four levels. The SARB program will provide intensive supports with families which may include involvement with supports provided by the County Office of Education. It is important to note the program is not a punitive program to sanction parents and/or students, but rather designed as a positive impact team to provide intensive support to engage students.

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.]

Starting the first day of school, TUSD Child Nutrition distributed curbside meals in bulk (5 breakfasts and 5 lunches) at 10 TUSD school sites during 100% distance and hybrid learning models. Meal service was offered during two different serve times, morning serve and afternoon serve, Wednesday's ONLY from 7:00AM – 8:00AM and 11:00AM – 1:00PM. Each enrolled TUSD student was eligible for bulk meals pick up per meal service day. Meals could not be consumed on site and social distancing protocols must be followed at all times due to COVID-19. At that time, state and federal regulations required all school districts to operate under the National School Lunch Program (NSLP) and School Breakfast Program (SBP). Unfortunately, NSLP and SBP had different rules and regulations than the Seamless Summer Option (SSO) Program that school districts were allowed to operate from March 2020 through July 2020. Due to NSLP and SBP rules and regulations, meal charges were based on the status of each student; free, reduced-price, or full-pay. Each student, parent, and/or guardian provided TUSD Child Nutrition staff with the student name and District-issued student ID number. TUSD Child Nutrition provided a flyer, through mail, that has each student's name, District-issued student ID number, and a barcode to scan. Each meal provided met state and federal guidelines of a reimbursable meal and will include milk, fruit, vegetable, meat or meat alternative, and a whole grain. Extra safety protocols have been put in place for both in-person instruction and distance learning. During any distance learning model, Child Nutrition Staff will follow all CDE guidelines (i.e., temperatures checks for staff, facemasks worn during meal preparation & service) and meals will be provided through a drive-thru/curbside "Grab & Go" service. When returning to in-person instruction, additional safety protocols have been put in place: custom barriers at all point of sale locations, increased meal services and point of sale locations, disposable, pre-wrapped utensils and condiment packets, elimination of shared bins, individually wrapped food items, and a modified school menu to reduce staff and/or student contact.

On Monday, August 31, 2020, USDA released new child nutrition waivers and guidance to allow school food authorities (SFA) to resume operating under the SSO Program that allows all children ages 2-18 years old to pick up school meals regardless of income eligibility status (paid, reduced, or free-eligible meal students) through December 31, 2020. Effective Thursday, September 3, 2020, TUSD's child nutrition application to resume SSO program operation was approved by CDE. TUSD Child Nutrition immediately began meal preparation and assembly to meet community demands for distributing curbside meals in bulk based on USDA and CDE new waivers and guidance. The USDA and CDE require FSA's to maintain child nutrition program integrity and minimize the risk of fraudulent activity from occurring. The USDA Nationwide Waiver to Allow Parents and Guardians to Pick up Meals for Children requires updated written standard operating procedures to ensure families do not hop from one meal location to another. TUSD Child Nutrition will continue to encourage families to bring district-issued student IDs or barcodes when picking up meals. If a child/student is not present during meal pick-ups, then parents and guardians will be asked to provide student names, birth dates and original school sites. In addition to minimizing the risk of fraudulent activity, meal service times will shift from two different meal serve times to two different meal serve days. TUSD Child Nutrition will remove Wednesday morning meal serve time from 7:00AM – 8:00AM to now offer meals on Friday's. New meal service days and times will include distribution of bulk curbside meals on Wednesday's and Friday's from 11:00AM – 1:00PM. Wednesday's meal distribution will include meals for Wednesday, Thursday, and Friday (2 breakfasts and 3 lunches). Friday's meal distribution will include meals for Monday and Tuesday (3 breakfasts and 2 lunches). Meal serving sites will resume at TUSD 10 school sites and partnering with TUSD Department of Transportation,

TUSD Child Nutrition is currently pending CDE application/waiver approval to add 5 extra meal serving sites at bus stops within Turlock area. In addition, children/students who are unable to pick up meals on Wednesday and/or Friday may contact their school site administrator for more information on how to receive school meals. School site administrators will communicate and obtain written consent form signed by parents/guardians to set up home meal delivery services for student/children. The USDA has approved a waiver to allow FSA to distribute school meals to enrolled students home and must receive a form prior to home meal delivery service is received. Due to the new waivers and guidance, Child Nutrition will resume with current plans discussed prior for when returning to in-person instruction and consider adding curbside meal service for students at secondary school sites (Turlock Junior High School, Pitman High School, Dutcher Middle School, and Turlock High School) for students participating in distance learning on particular days. The exact details regarding curbside meal service and in-person meal service is still unknown and pending further guidance from USDA and CDE.

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

Section	Description	Total Funds	Contributing
N/A	41. Increase communication to keep all stakeholders informed and apprised of Distance Learning and efforts to increase and improve services. Communications from our Chief Communication Coordinator have included announcements/information on all social-media platforms, Blackboard messenger calls/texts, and translated written communications delivered via USPS.	\$256,796	Yes
School Nutrition	42. Create additional points of sale to increase access points at the secondary sites.	\$50,000	No
School Nutrition	43. Alter food product and packaging to accommodate for grab and go meals.	\$100,000	No

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	44. Dedicate the fall staff professional development day to social emotional learning and resources, including voluntary Gallup Strengths Finder assessment.	\$25,000	Yes
Mental Health and Social and Emotional Well-Being	45. Implement Toolbox and Circle of Friends programs for elementary social emotional learning.	\$45,000	Yes
Pupil Learning Loss	46. Purchase "Ellevation" to support and monitor learning and progress of our English Learner students.	\$106,966	Yes
Distance Learning Program (Pupil Participation and Progress)	47. Participate in the virtual components of 6th grade Outdoor Education camp and include lessons at school site when appropriate.	\$150,000	No
N/A	48. Allocate site funds based on the number of unduplicated students to increase or improve services to support academic achievement and student success.	\$1,218,350	Yes
Mental Health and Social and Emotional Well-Being	49. Maintain increased hours of health support (health techs and/or nurses) to provide equitable services at TK-8 sites (District - 4 hours, site - 2 hours).	\$199,330	Yes
N/A	50. Engage in conversation with one family per day, conducted by site principals and Executive Cabinet members, to assess student engagement, device/Wi-Fi, nutrition, and social-emotional needs while collecting general, yet relevant input related to distance learning.	N/A	Yes

Section	Description	Total Funds	Contributing
School Nutrition	51. Implement meal home delivery to students and families in need.	\$20,000	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
17.70%	\$20,574,118

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.]

Recognizing that special populations need significantly more support and resources during the traditional year, the need is even greater during a pandemic. Subsequently, increased and improved services for our English Learners (ELs), foster youth, and low-income students have resulted in expanded and increased resources. Specifically for our EL students, guaranteed connectivity with access to specialized programs to support “Ellevation” and “Next Step Diagnostic Reading Assessments”, embedded designated ELD instruction within both distance learning and independent hybrid learning models, and continued support and access to TUSD’s two ELD teachers have been newly implemented and/or continued from our previous efforts to support achievement and success of our English Learners and families. Moreover, three academic instructional coaches continue to provide support and intervention in the areas of math, science, and writing for ELs, Foster Youth, and low-income students as their specific needs are identified in weekly PLC meetings by grade level and subject specific teacher collaboration; identification of learning and equity gaps among our unduplicated students continues to be at the forefront of PLC conversations as interventions and best practices are shared and implemented. Specifically targeting TUSD’s homeless students and families, dedicated efforts from our Student Services Department has been increased, with devoted time that ranges from 1-3 hours of daily support from our Director of Student Services. This administrator fulfills the role as an educational liaison, with support of TUSD’s Welfare

Attendance Coordinator, to secure and share resources with our homeless population that includes wellness checks, home-visits, meal access, technology and academic resource availability, and living essentials. To better meet the needs of our low-income students and their families, TUSD has increased meal distribution times, locations, and home-delivery where needed in addition to ensuring student technological, academic, and social-emotional needs are being met with programs that include social-emotional learning curriculum, PBIS, No Bully, and CARE program services. For all of our unduplicated students, availability and guidance of resources has increased to include District, community, and county for counseling, mental health services through Jessica's House and the County's Behavioral Health and Recovery Services (BHRS) program, all in an effort to provide for those in behavioral health crisis; additionally, subsidized medical and food assistance is provided by BHRS as well. Knowing that our unduplicated students' struggles exceed most, small learning cohorts are planned with a focus on this specific population to mitigate student learning loss, positively re-engage students socially, and provide for the most acute student needs identified. And finally, TUSD has expanded efforts for outreach to our unduplicated students/families with the commitment of Executive Cabinet members and School Principals making contact with one family per day to collect input on their needs related to distance learning, technology, Wi-Fi access, nutrition, and social-emotional support in an effort to immediately address their concerns and accommodate their student/household needs. This daily communication has become vital to learning more about our unduplicated students' struggles and successes and how TUSD can work to provide for, and do more, on behalf of those most in need in our schools and community.

Through the work of the PLCs, Equity Task Force, Student Services, and English Learner committees, as well as prior work from the former Local Control Accountability Plan Cohort, actions were created and principally directed to TUSD's unduplicated students. Because TUSD's unduplicated student count exceeds 55%, all students are afforded the opportunity and access to engage in the resources/services that were designed specifically to meet the needs of our foster youth, English Learners, and low-income students, including those most fragile with learning disabilities.

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

The COVID-19 pandemic has forced a complete overhaul of the educational system. TUSD finds itself, like other districts, being pioneers for new educational practices, as well as trying to keep pace with the ever-changing rules & guidance that influence our decisions. TUSD will continue to expand and strengthen academic and social-emotional supports for low income, foster youth, and English Learners during this unprecedented time.

Currently, TUSD has an unduplicated pupil count of approximately 64%. Since this exceeds the state's 55% threshold, all students will generally benefit from the actions and services principally directed to increase or improve services for our unduplicated students. The 2020-2021 school year has brought a new perspective to access and equity among our student stakeholders. Efforts have been made to ensure internet access & connectivity to all students, with additional focus & creative thinking to address the needs for our low-income, foster youth and English Learners. We have issued Chromebooks, earbuds, hot spots, and other internet services depending on the location of the students. A variety of staff have taken on roles as outreach to these students. Similarly, we continue to ensure our School Nutrition program meets the needs of these students and offers as many meals in as many locations as permissible. This year, even more so than others, a multi-tiered system of supports & engagements in social-emotional learning is necessary and equivalent to our multi-tiered system of

academic supports and engagements. Social-emotional learning also includes the work of the Equity Task Force and other support personnel to increase awareness of different cultures, racism, unconscious bias, tolerance, and acceptance. Staff continues to reach out to all students during distance learning to provide a personal connection, check-in, and collect feedback on the needs and services of our students.

We continue to focus on early literacy and dedicate three Early Literacy/Reading Coaches to support this initiative. Additionally, we have two itinerant ELD teachers to support our nine elementary sites. Efforts will center on supporting newcomers with their academic endeavors as well as social-emotional learning and navigating distance learning in a new community and culture. We have also purchased a variety of digital platforms to provide academic interventions and supports.