

# 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.]

On March 13th, 2020, the Tracy Unified School District was directed by San Joaquin County Public Health to close all schools due to the COVID-19 pandemic. This left TUSD with the task of developing a Distance Learning Plan to serve its students for the remainder of the 2019-2020 school year. TUSD developed a Distance Learning Guide that outlined grading policies which held students harmless and paper packets were prepared and distributed according to developed procedures. During school closure, the majority of assignments were paper and pencil, as TUSD did not have enough technology available for each student. During the summer, TUSD had developed detailed plans for a Hybrid Model return to school for the August start of the 2020-2021 school year. COVID-19 numbers continued to rise in San Joaquin County over the summer, and in late July, TUSD shifted to a full Distance Learning Model as recommended by the County Office of Education and the Public Health Office. TUSD worked closely with the School Reopening Task Force to develop a plan for Distance Learning. TUSD then worked closely with our bargaining units to create MOU's for Distance Learning. TUSD then revised the original Distance Learning Guide once again, in order to meet SB 98 requirements. TUSD also ordered technology for every student who needed a device and/or WiFi hot-spot. TUSD held several virtual question and answer sessions, which were led by the Associate Superintendent of Educational Services. These forums were used to gather input of community needs and address family and community concerns during Distance Learning. In addition, TUSD met with both classified and certificated staff to get a clear picture of the needs of the school district personnel. All of the feedback helped drive our Distance Learning Guide and is the basis for this Learning Continuity and Attendance Plan.

## Stakeholder Engagement



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

There were several meetings held with stakeholders during distance learning to solicit feedback on stakeholder needs. These meetings were held virtually, and with the ability to phone in. District-wide phone messages and or informational flyers went out in English and Spanish to our community regarding the community meetings. TUSD Parent Liaisons reached out to families who speak a language other than English to discern their needs and concerns during distance learning and then relayed the information to site and District administration.

4.8.2020

#### District Parent Advisory Committees Virtual Meetings

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

4.28.20

#### Created a Re-opening of School Preparation Task Force

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

5.15.20

#### Reopening Schools Task Force

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

5.27.20

#### Reopening Schools Task Force Committee

The goal of the TUSD Task Force is to safely reopen schools in alignment with the California Department of Education and the California Department of Public Health/Cal OSHA guidelines in order to provide our students a safe and quality education. The Reopening of School Task Force received hundreds of Distance Learning survey responses and strategic recommendations for the reopening of schools on August 11th. These surveys were facilitated by TEA reps in collaboration with the Task Force. Common feedback trends included recommendations for clear social distancing guidelines in classrooms and large gathering areas such as libraries, cafeterias, gymnasiums, and playgrounds, as well as frequent cleaning of common areas for students and staff. In addition, the teams were able to collaborate and develop three options for Alternative Schedules, if required by CDE and Department of Public Health to implement social distancing. Educational Program recommendations included the benefits of using common virtual platforms for communication, teaching, student learning, and collaboration. As a result, TUSD began planning for professional learning opportunities that revolved around the virtual learning platforms the district planned for use in the upcoming school year. The district made available many virtual resources and tutorials to all staff



on the TUSD Portal under Professional Learning Department-Distance Learning. The next steps for this Task Force included working with each school site to develop clear protocols and procedures that would align to the CDC and California Department of Health/Cal OSHA safety guidelines in addressing the following: Daily drop off/pick up procedures for students; recess; lunch; and during the day learning. As the Task force refined the guidelines through the month of June, updates continued to be shared with TEA and CSEA representatives, and all of TUSD Staff.

5.29.20

#### Reopening Schools Preparation

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

6.5.20

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

6.23.20

#### TUSD board meeting:

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

1. Bringing students back 100% of the school day with all possible safety measures and procedures
2. District Independent Study
3. Tracy Independent Study Charter School
4. Hybrid Model, where half the students attend school two days a week and the other half would attend another two days a week.
5. 100% Distance Learning

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

7.13.20

#### TUSD Public Information Session - Virtual

9:00 am-10:30 am



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

7.15.20

Virtual Information Session for TUSD Staff on Reopening Schools.

9:00 am -10:30 am

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

Audience: TUSD Staff

8.3.20

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

8.4.2020

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

8.20.20

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

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

portal and TUSD COVID-19 public web-page. The next sessions are scheduled for Thursday, September 3rd at 1 pm for staff and 4 pm for families.

8.26.20

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

8.27.20

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

9.3.20

Information session was hosted September 3rd for the community. The topics included an update on Distance Learning including the waiver process and small cohorts returning. Food service gave an update on the food service free meals program. The draft Learning Continuity and Attendance Plan was shared for community input.

9.8.20

A Public Hearing regarding the Learning and Continuity and Attendance Plan was held at the TUSD Board Meeting to receive any additional feedback.

9.8.20

The draft LCP was posted on our District website for one week - from September 8th through September 14th - so the community could call or email with any questions or feedback.

Beginning in March, 2020 and continuing in an ongoing basis, District teachers, administrators and counselors have been reaching out to students, one on one, to check in to get feedback on how distance learning is going and to determine what needs students may have.

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

All community meetings were hosted remotely using Zoom or Microsoft Teams. Stakeholders could submit questions in writing in advance of all meetings. Public Community Meetings had a Spanish translator present. Most meetings were recorded and then posted on the District Website. Recorded phone messages and informational flyers were sent out District-wide in English and Spanish regarding the Public Community Meetings. Stakeholders who could not attend the meetings virtually had the option of emailing or phoning the District with questions and/or feedback.



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

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

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

Tracy Unified gathered input from all stakeholders and included this feedback into each section of the plan. Professional Development was one area that was directly influenced by stakeholder groups. TUSD will be providing additional training on Microsoft Teams for CSEA members who provide direct services to students. Both TEA and Management gave input on all sections regarding what sites are doing to support students during distance learning including: Providing materials, putting families in touch with resources, and specifying services provided. The community feedback and request for direct instruction and technology for all students, as well as services for at risk students were included in the Learning Continuity and Attendance Plan. As a result of feedback from families and students TUSD developed a schedule for distance learning to avoid overlap of classes and to accommodate a sacred lunch hour for students to access lunch services. This was an improvement from distance learning in the Spring. Safety protocols, which are outlined in this plan, were influenced by stakeholder input. All stakeholders expressed the need for personal protective equipment which includes: Face mask, disinfectant and hand sanitizer. This request is also outlined in the plan.



# Continuity of Learning

## In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

TUSD will follow County Health recommendations to provide in person instruction. During the 2020-21 school year, in order to address safety and health concerns arising out of the current COVID pandemic, student attendance shall follow alternate day scheduling. When granted permission to return to in person instruction the District will implement a Hybrid Model. The five-day workweek (Monday through Friday) for all bargaining unit members shall include four days in-person instruction and one student-free day per week.

- a) Group A (student last name beginning with A-L) cohort shall attend in person learning on Mondays and Thursday of each week. A calendar will be created for weeks that do not have five student days so that half of the week's days will be assigned for cohort A to attend in person learning.
- b) Group B (student last name beginning with M-Z) cohort shall attend in person learning on Tuesday and Friday of each week. A calendar will be created for weeks that do not have five student days so that half of the week's days will be assigned for Group B to attend in person learning.
- c) One day per week will be assigned for both Group A and Group B cohorts to receive distance learning so that teachers may perform professional duties for both the in-person and distance learning as well as provide intervention for students with significant learning loss.

The District is making every effort to keep all family-groups on the same schedule.

The goal of TUSD is to return to a full 5 days a week, in-person instructional model, when deemed safe by Public Health and San Joaquin County. In an effort to promote a safe workplace and learning environment, TUSD provided the following PPE and sanitation materials: Each unit member was issued one reusable cloth face mask and one reusable face shield for their use. Unit members are required to wear a facial covering or shield especially in situations where social distancing is not practical. Each classroom is stocked with disinfectant cleaner and gloves as well as spray hand sanitizer for both students and staff. When students physically attend school, they will be provided a face shield, face mask and will have hand sanitizer available in every classroom or building. TUSD will implement a more frequent cleaning procedure to ensure facilities are sanitized daily. Upon the return to school all students will have their temperature checked daily upon arrival in their first period class. Each school office has an identified quarantine area for students and staff who experience COVID-like symptoms. TUSD will continue to implement all County Health guidelines.

As described in the learning loss section of this plan, TUSD has purchased FastBridge, an online assessment program that is available K-12 in Language Arts, Math and Social Emotional Learning. Students will take the online assessment three times a year, which will provide universal screening, progress monitoring, and rich student data for analysis. This assessment can be given remotely and will be used in both in-person and distance learning. FastBridge has lesson suggestions and activities for students who are below, on target and above target levels on the assessment. In addition to Fast Bridge assessments, TUSD will continue to administer District RCD assessments in both ELA and Math. The data from the FastBridge and district assessments will be used to identify and implement strategic groups to address learning



loss that occurred in the spring of 2020 due to COVID-19 school closure and accelerate student skills for the current year of 2020-2021. The TUSD distance-learning schedule was purposely constructed to allow for daily synchronous instruction as well as open time in the afternoon which allows teachers to meet synchronously in small group or one on one environments to provide intervention and accelerate skill development due to learning loss.

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

Description	Total Funds	Contributing
Purchase personal protective equipment for all staff and students	263,245.00	No
Provide COVID 19 safety training for all staff.	4,000.00	No
In the event that a student enters campus for testing, picking up supplies, etc., FedEx signage to promote social distancing and COVID 19 Protocols.	2,000.00	No

**Distance Learning Program**

**Continuity of Instruction**

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

Tracy Unified is committed to providing high-quality instruction through the lens of the Rigor/Relevance Framework (Bill Daggett) with the understanding that high quality relationships make rigor and relevance possible. The importance of social-emotional learning is embedded into the Rigor/Relevance Framework as a means to and outcome of, high-quality interactions and relationships.

All scope and sequence year-long instructional guides for core content areas have been revised by the TUSD Professional Learning Department to articulate the essential learning standards for all students for all possible methods of delivery. Each scope and sequence details the expected learning goals and the corresponding assessment tools to ensure instructional continuity if a transition between delivery



methods is necessary. Additionally, all scope and sequence year-long instructional guides allocate time for teachers to build strong relationships through the intentional development of strategies, routines, and procedures.

In the event of school closures, Tracy Unified is able to support meaningful instruction through multiple methods of delivery. This includes hard-copy materials, web-based instruction, as well as digital and print adopted instructional materials. The teaching staff has been trained in using Microsoft Teams as a learning tool to deliver quality synchronous and asynchronous instruction. Teachers will use the Microsoft Teams platform to connect with their students daily and provide rigorous, relevant, and engaging standards-aligned instruction. Office hours may be used as an additional method for teachers to support students and families. Each site has developed a detailed process for students and families to come on campus to pick up and return materials and supplies to support instruction.

TUSD provides every teacher and student with the district-adopted instructional materials for each core course. These materials can be used for in-person, hybrid, and distance instruction. Instructional materials distribution was scheduled with the goal that all students were to be in possession of their course materials before the first day of instruction on August 11. Students in grades K-5 have print materials and digital licenses for Mathematics, Language Arts, and History/Social Sciences. Students in grades 6-12 have print materials and digital licenses for Mathematics and Language Arts; print materials for all core courses and most elective courses; and digital licenses that vary by course and materials adoption date. Teachers have digital licenses in Mathematics, Language Arts, and History/Social Sciences; licenses for electives vary by course and materials adoption date. Sites have made packets of common necessities for families to pick up, including paper, notebooks, and writing instruments.

Each teacher has an internet-connected computer with a suite of software to use for instruction, including applications for communication, composing, video meetings, and more. For students without a computer or internet at home, TUSD provides a “hot-spot” for internet connection and a laptop.

In addition, TUSD has a STEM initiative which is providing concrete, hands-on materials to be used at home for STEM design challenges that include both engineering and computational artifacts. Teachers may use digital and print materials that fill gaps in district-adopted instructional materials; many of these are site- and/or district-provided resources. These include software for classroom management and communication (Remind, ClassDojo), materials that “bridge” older adoptions to new standards (Mystery Science and Generation Genius are two examples), and printed materials designed for distance learning and made available on the District’s internal website.

## **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.]

During the Spring of 2020, upon school closure, teachers initiated a technology access confirmation with each family and reported to their site administrator regarding which families had access to distance learning online and which families would need hard copies of instructional materials to access distance learning. As a result, the District and school sites then developed a biweekly pick up and drop off of instructional materials and assignments through the Spring school closure as well as for the first semester of 2020 in a distance learning model. In July of 2020, the District administered a survey to determine which students had access to internet connectivity, compatible



devices and the level of tech skill in the home. Upon the first week of school for the 2020-2021 school year, all teachers again confirmed student access to technology and submitted the information to site principals. This data was used to confirm the number of devices and hot-spots that would be needed to close the digital divide in TUSD.

TUSD has purchased 11,000 laptops and 14,500 Wi-Fi hot spots to distribute to students who were in need of a device and/ or internet access. All students who needed a hot-spot were provided with one in the first month of school. Based on our technology survey data, our computer distribution plan gave priority to high school students and students with IEP's. Next, devices were distributed to middle schools then to elementary schools. The District's Prevention Services Department worked with a community resource agency to provide laptops to our foster youth and students experiencing homelessness who needed access to technology.

Our Technology Department had to re-image each computer before checking the device out to students. TUSD has provided overtime to our tech department and has hired an outside vendor to help with the demand of preparing 11,000 computers for distribution. TUSD is also hiring four additional tech personnel to support the high demand placed on the department due to distance learning.

The TUSD Tech Department assists staff, parents and students with technology questions or issues. Each week the department sends out an email to staff that describes current tech issues and how to fix or overcome these issues. Site administration and staff also support students and parents with tech questions regarding distance learning. Biweekly information sessions are provided to staff and community to address ongoing distance learning topics and needs.

## **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.]

For TK-6th grade self contained classrooms, or 9th - TYAP self-contained special education classes, in accordance with the 2020-2021 CDE Minimum requirements for distance learning, teachers will be providing a minimum of 120 minutes of daily live interactions, to include required ELD instruction, with students, using Microsoft Teams. This time will be used for, but not limited to, taking attendance, assignment explanation, live teaching, or relationship building with students.

This live interaction must not occur during the designated lunch hour of 11:30 a.m. to 12:30 p.m. The remainder of the 7.5-hour day will be used for professional duties related to distance learning, which may include synchronous or asynchronous support; provision of ELD instruction; provision of physical education, art, or music activities; provision of designated IEP services; completion of student engagement records; as well as designated teacher prep.

For 6th through 12th grade, in accordance with the 2020-2021 CDE Minimum requirements for distance learning, 6 - 12 grade teachers, PE, Music, band, orchestra, electives and specialty classes teachers, will provide instruction to three class periods a day, on Monday, Tuesday, Thursday and Friday for a minimum of 40 minutes per period, using Microsoft Teams as indicated on the daily schedule contained within the attached Distance Learning Guidelines. On Wednesdays, each teacher shall conduct synchronous student interaction with all class periods



for a minimum of 20 minutes per period. This time will be used for, but not limited to taking attendance, assignment explanation, live teaching, and/or relationship building with students. The remainder of the 7.5-hour day will be used for professional duties related to distance learning, which may include synchronous or asynchronous support; completion of student engagement records; provision of ELD instruction; provision of designated IEP services; as well as designated teacher prep if not afforded in that day's class period meeting schedule.

When providing distance learning, academic content, classwork, independent work, assignments, projects, asynchronous instruction, and live interaction shall all be combined to meet the daily minimum minutes required per grade level. Daily lesson plans, teacher-developed assessments, and instructional methodology used shall be at the discretion of the classroom teacher and shall be aligned to the District adopted curriculum. District and State assessments shall be implemented according to District and State guidelines.

## **Distance Learning Professional Development**

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

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

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



- Educational Technology (Ed-Tech) school site leaders will be trained to support sites with educational technology needs.
- TUSD has created a Distance Learning Page on our portal for teachers to access, which contains videos on how to use Microsoft Teams and other distance learning professional development.
- Keenan Safety Training

In addition to certificated professional development, TUSD will be offering paraprofessionals and other classified staff training for Microsoft Teams as it pertains to their job duties.

## Staff Roles and Responsibilities

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

In response to reopening schools using a new instructional model, The Professional Learning and Curriculum Department Staff (Director, Secretary, and Curriculum Specialist TOSAs) have added roles and responsibilities as follows:

1. Develop, design, and deliver virtual technology training to all staff, including but not limited to teachers, administrators, counselors, classified para-educators, and classified ISET staff.
2. Design, build, and maintain Microsoft Teams web page to support all Tracy educators in accessing just-in-time support specific to the learning goals for Tracy students.
3. Redesign and deliver all trainings, workshops, and coaching opportunities into a virtual format with a focus on building strong relationships through intentional strategies and routines. This includes but is not limited to new teacher training through the Tracy Teacher Induction Program (TTIP), Induction and Peer Coaching credential programs, site specific sessions, and District-wide professional learning.

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

Site administrators now virtually check in with classrooms to monitor instruction and are responsible for contacting families whose students are not participating in distance learning more than 60% of the week. Site administrators are responsible to collect and verify weekly engagement logs submitted by all teachers for the duration of distance learning.

Library staff have been directed to do a complete inventory of instructional and library materials, and provide library programming including read-alouds, distance book selection/holds, and curbside pickups.



Bus Routes and drivers are now used to deliver student lunches at three (3) bus stops in remote, rural locations for students to access.

Noon duty supervisors are supporting clerical staff within their scope of work during distance learning.

Food service staff has moved to a grab and go style of serving lunch.

Paraprofessionals are providing virtual support to students during distance learning through Microsoft Teams.

TUSD will create a Site Educational Technology Leader (Ed Techs) for each site. Ed Techs will participate in District-led Ed-Tech Collaborative Planning Sessions and design and deliver educational technology professional learning to their site colleagues.

TUSD will hire four (4) additional technology staff members to support the Technology Department.

## **Supports for Pupils with Unique Needs**

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

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

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

The District will provide English Learners with synchronous instruction and asynchronous support, designated ELD instruction, and social emotional learning (relationship building). Students will be provided support in their primary language when needed. Students will be administered district assessments to help guide instruction as per the needs of the students. Students will be assessed for language fluency



using the English Language Proficiency Assessment for California (ELPAC) and curriculum embedded assessments when appropriate. Long-term EL students will meet with the District EL Counselor for regular check-ins and progress monitoring.

Pupils with exceptional needs will receive virtual academic assessments, virtual and in-person cognitive assessments, individual and group virtual counseling session conferences, and collaboration with community resources to address student and family needs.

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

Description	Total Funds	Contributing
Purchase laptops, infrastructure, tech supplies, and WiFi hot-spots for all students to ensure all students have connectivity and access. Purchase laptops for all Paraprofessionals who directly support student learning.	10,564,734.00	Yes
Increased hours for instructional materials and tech distribution.	100,000.00	No
Contract for additional technology support services personnel	91,000.00	No
Laptops to support any additional staff who directly support student learning.	347,002.00	No
Provide professional development to support implementation of distance learning for all staff who directly support student learning.	94,907.00	Yes
Fund FedEx copies of curricular materials for student learning during distance learning.	175,000.00	No



## Pupil Learning Loss

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

TUSD has purchased FastBridge, an online assessment program that is available K-12 in Language Arts, Math and Social Emotional Learning. Students will take the online assessment three times per year, which will provide universal screening, progress monitoring, and rich student data for analysis. This assessment can be given remotely and will be used in both in-person and distance learning. FastBridge has lesson suggestions and activities for students who are below, on target and above target levels on the assessment. In addition to Fast Bridge assessments, TUSD will continue to administer District RCD assessments in both ELA and Math. English Language Development (ELD) is assessed through TUSD district assessments and designated ELD adopted curriculum assessments (Wonders and Study Sync). The data, along with EL students' language arts grades, and ELPAC scores are used to monitor and reclassify EL students. We are giving EL students who did not complete the Summative ELPAC in Spring the option of completing the test this fall. This will assist in our reclassification process.

## Pupil Learning Loss Strategies

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

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

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

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

In partnership with San Joaquin County Office of Education, Tracy Unified School District addresses the learning loss of foster youth and students experiencing homelessness by providing each student with a laptop and internet hot-spot. All students are contacted by their respective teachers for one-on-one office hours, and have access to an academic counselor and/or school psychologist. Students are also connected to online tutoring services. They were also given supplemental supplies to be able to learn from home such as binders, pencils, and paper.



Pupils with exceptional needs receive constant monitoring of their progress on IEP goals; IEP meetings are held for team members to communicate and apply services/resources to address areas of student learning loss; or IEPs and goals may be redrafted based upon progress. TUSD is also looking at bringing back small cohort groups of students with exceptional needs to receive in person instruction.

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

Students who need accelerated learning will still receive accelerated instruction through programs such as GATE, Advance Placement and IB courses.

## Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

TUSD will continue to look at student data from both formal and informal assessments, as well as the FastBridge Assessments given three times per year. In addition, the effectiveness of Tracy Unified School District's implemented learning loss strategies for low-income, foster, and pupils experiencing homelessness will be measured through school attendance and participation, successful completion of assignments, as well as the display of proficiency and understanding of course and content standards.

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

Description	Total Funds	Contributing
Purchase and administer FastBridge online assessment platform three (3) times a year K-12 in the areas of SEL, Math and ELA.	91,000.00	No
Host virtual Credit Recovery high school summer program.	2,088,045.00	Yes
Host 2 week virtual Bridge Summer Program at all 3 high schools for at risk students entering high school.	100,000.00	Yes
Host 2 week EL Newcomer virtual program for students acquiring English.	38,881.00	Yes



Description	Total Funds	Contributing
Employ full time EL Coordinator and EL Counselor to work with EL students and provide professional development to staff to support student achievement.	642,552.00	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.]

Tracy Unified School District will provide staff with professional development offerings that include: Social-emotional learning and the CASEL standards; suicide prevention & intervention to identify, support, and refer middle and high school students who may be experiencing thoughts of suicide; risk assessment and mandated reporting. Tracy Unified School District has contracted with community-based mental health counseling providers who provide these services to students at each school site. Substance abuse classes as well as anger management programs are offered to students referred by site administration and the Department of Student Services. In partnership with San Joaquin County Behavioral Health and the PEI Grant, through which four targeted school sites are eligible to receive free group counseling and case management services in order to facilitate evidence based cognitive behavior and/or other therapeutic group counseling services to help children and youth practice impulse control, emotional regulation, and positive and affirming relationships with peers and adults. Also, TUSD's Parent Liaisons continually reach out to families to provide information about various community resources that are available. In addition, students in grades TK-8 receive Social-Emotional Education using the Second Step Curriculum in both synchronous and asynchronous instruction. TUSD's Student Services Department is also creating a crisis hotline for students to help address any social emotional or mental health needs a student may be experiencing during distance learning.

## Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English,



when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Each teacher shall maintain a Weekly Engagement Record. Per Education Code 43503, each Local Educational Agency (LEA) shall ensure that a Weekly Engagement Record is completed for each pupil/class, documenting synchronous or asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments. Daily participation may include, but is not limited to, evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between employees of the LEA and pupils or parents or guardians.

In the event a student is absent from distance learning 60% or more of the school week, each teacher will be responsible for providing follow up which may include recorded lessons that were missed, one-to-one tutoring via Microsoft Teams, telephone supports, etc. Should there be further concerns with individual student engagement during distance learning, the following re-engagement process strategies in all grades TK-12 should be attempted by the teacher to identify the challenges.

#### Tiered Re-engagement Strategies:

##### Tier 1

If a student misses one live interaction per week the teacher will check in with student by phone, email or text.

##### Tier 2

If a student misses 60% or more of live interactions in a week, school site staff (teacher, counselor, attendance clerk, parent liaison, principal or support staff) will reach out to the family to determine what supports are needed for the student. If contact cannot be made, a home visit may be conducted. If the student speaks a language other than English a Parent Liaison or interpreter will be used to facilitate communication and outreach. An SST may be scheduled as part of the re-engagement plan.

##### Tier 3

If a student misses more than 9 days of live interactions and previous tiered interventions have failed, the student may be referred to Student Services and or the School Attendance and Review Board (SARB). The SARB panel should discover what barriers are causing the lack of live interaction and provide supports and services to address the barrier. The panel and school administrator should continue to monitor and follow up with the student to ensure attendance.

## 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.]

#### Meal Service Distance Learning

The Food Services (FS) Department is operating the National School Lunch Program (NSLP) and Child and Adult Care Food Program (CACFP) during distance learning due to the COVID-19 pandemic, and is utilizing a waiver from the CDE/USDA to serve non-congregate meals, which allows for meals to be taken offsite and consumed elsewhere. In order to be accessible to as many students as possible, grab and go meals are offered and distributed curbside at all TUSD school sites (except Stein, and locations may be subject to change based on meal participation). FS will collaborate with the District Transportation Department and the Student Service Department to create a plan that will provide school meals to TUSD students who live in the rural Delta Islands area. Meals will be delivered to 3 separate stops in the Delta Islands region. Meal service is available Monday through Friday 11:30 am -12:30 pm at those locations. Students must be present and have their scannable ID in order to record meals based on their eligibility.

Prior to the start of school, FS mailed home an informational letter to all students enrolled in TUSD, describing curbside meal service during distance learning. Other methods of communication used to advertise the food program to families are school messenger phone calls, text messages, emails, and banners placed at all sites in a visible location. In addition, the District posts meal program information on the District websites and social media outlets.

Meal packages contain meals that follow the nutrition guidelines and contain the components necessary to make a reimbursable breakfast, lunch, and supper (where applicable). FS is utilizing the meal pattern waiver from the CDE/USDA which allows for flexibility of the components included. All items are individually wrapped and/or pre-packaged by kitchen staff. Breakfast and supper items are thaw and serve, shelf-stable products, and lunch includes a hot entree. Staff are trained in and follow all food safety protocols and standard operating procedures before, during, and after meal preparation.

FS implemented a staggered staffing schedule at each site to ensure that on a daily basis there are no more than 10 food service employees at each school site. FS provides employees with gloves, face-masks, hand sanitizer. Social distancing guidelines are posted in each kitchen. Staff members are instructed to social distance from each other while working. Signs are posted at the entrance to each kitchen instructing staff to stay home when they are sick. It explains that if they feel unwell or have the following symptoms to please leave the building and contact their health care provider, then follow-up with their supervisor. Employees are not to enter the building if they have fever, cough or shortness of breath.

#### Meal Service In Person

The Food Services (FS) Department is operating the Seamless Summer Feeding Option (SSO) providing free meals to all children ages 2-18 regardless of their meal program eligibility status during in-person hybrid instruction due to the COVID-19 pandemic. We are utilizing a waiver from the USDA to serve non-congregate meals, which allows for meals to be taken offsite and consumed elsewhere. The meal time flexibility and meal pattern waivers are also being utilized to allow for multiple service times and flexible menu options. In order to be accessible to both the distance learning students and the students on campus, prepackaged grab and go meals are offered and distributed both curbside at all school sites (except Stein) as well as in the in the multipurpose room. Meals can be consumed offsite, in the multipurpose room, outdoors, or in the classroom ensuring the appropriate social distancing protocols.



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

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Contract with Valley Community Counseling and other mental health providers to provide counseling services for at-risk students.	73,500.00	Yes
Pupil Engagement and Outreach	Employ Bilingual Parent Liaisons to ensure families are informed of, and have access to, school and community resources.	431,490.00	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
15.28%	18,712,674.00

## 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.]

Overall ELA scores from 2018 to 2019 for EL and low income students show a slight improvement from orange to yellow on the California Dashboard, however, more growth is needed. TUSD will provide Professional Development in ELD strategies and focus on inquiry based instruction in core content areas. Professional Development will focus on academic discourse and sense making strategies that are rigorous, relevant and promote active engagement. Research shows teachers who receive well designed Professional Development provide quality instruction which can lead to increased student achievement. These services help meet the goals for un-duplicated pupils while serving the needs of all students.

In addition to providing Professional Development to improve student achievement, TUSD has implemented virtual summer intervention programs such as Credit Recovery, EL Newcomer Academy and High School Summer Bridge. These programs were instituted as a result of over 500 students, predominately from Title I schools, becoming at risk of failing High School Core graduation requirements. These interventions also have the ability to increase student achievement and graduation eligibility for un-duplicated students while serving the needs of all students.

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

When planning educational resources, homeless, foster, EL, and low-income students are prioritized. School sites utilize SES funds to meet the needs of at-risk students providing just-in-time support such as supplemental materials, additional tutoring, intervention and connection to school and community resources. Special programs such as the District High School Bridge Program have been redesigned to prioritize the transition for at risk students by providing a 2-week summer program, startup school supplemental materials and tutoring services throughout the school year. TUSD offers Credit Recovery options at the High School level during the school year and over summer for 9th-12th grade students. TUSD has also increased the number and quality of stakeholder engagement opportunities for EL, low income and Title I School students.

The Prevention Services Department and Parent Liaisons support homeless/foster students. In partnership with San Joaquin County Office of Education, Tracy Unified School District supports pupils in foster care through the Department of Prevention Services. Students and families have access to immediate school enrollment, free lunch, bus passes or gas tank fill-up, free school supplies and backpacks, clothing closet, career and college opportunities, as well as individual and group mental health services. Prevention Services coordinates a quarterly homeless and foster youth committee with a consortium of Community Service providers in San Joaquin County. High impact strategies acquired through the San Joaquin County Office of Education, State and National conferences for foster and homeless youth, will be included in these efforts. In addition, as the number of EL students have increased in the district, the district has continued to provide and increase services by utilizing Title III funds which fund an EL Coordinator, Long Term EL Counselor, EL Paraprofessionals and ELD Professional Development for teachers to support the needs of EL students. TUSD also provides bilingual parent liaisons and has



implemented a Summer Newcomer Language Academy to front load language skills prior to the start of the school year to ensure smooth transition into the new school year. Title I schools have added days for counseling services in addition to the base number of counseling services provided by the District.