



Learning Continuity and Attendance Plan Template (2020–21)

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Tehachapi Unified School District	Stacey Larson-Everson Superintendent	severson@teh.k12.ca.us (661) 822-2700 Ext. 2701

General Information

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

COVID-19 has greatly impacted Tehachapi Unified School District (TUSD) and the community we serve. Many students and families have experienced financial hardship and a lack of access to childcare in addition to the loss of in-person school-based instruction and services, including classroom-based instruction, before and after school tutoring programs, school assemblies and ceremonies, dances and field trips, as well as the delay of the high school fall sports season. School closures have also resulted in a loss of in-person instructional support for Students with Disabilities, homeless/foster youth, English learners and other student groups. As a result, many TUSD students may be experiencing a sense of isolation and a loss of connectedness to their school. Due to school closures, the District has purchased and distributed technology components such as laptops and Wi-Fi access points, in order to provide all students with the tools needed to actively engage in distance learning. The District has enlisted a number of broad and specific actions aimed at successful engagement of all students in continued learning.

Distance Learning has caused a decline in student engagement. Since transitioning to Distance Learning (Virtual Learning in TUSD) in the spring of 2020, the percentage of students participating has varied by grade span. Lack of access to technology or reliable internet access creates challenges for some students locally. Disadvantaged families may face this obstacle at a higher rate and may struggle to stay connected to learning. Within the Distance Learning environment, it is challenging to provide English learners with required integrated and designated instruction, as well as assessment of English language proficiency, and instructional supports to access grade level curriculum and the ability to reclassify as fully proficient. The District has approximately 45% of its students on free or reduced priced meals. With school closure, student nutrition and regular meals are compromised. Services for students' social emotional well-being were hindered without a

school counselor or psychologist able to meet in-person with students. Special Education services required by the Individuals with Disabilities Education Act (IDEA) and Section 504 continued via the internet. Individual Education Program (IEP) meetings and speech and language services are conducted online. Distance learning may put a strain on parents and guardians, as they are asked to facilitate the learning of their children at home and may struggle to perform these tasks while managing to care for young children, work from home, or juggle other responsibilities. This is especially true for parents with limited resources. For teachers, Distance Learning may lead to a lack of learning opportunities for their students.

During COVID-19 school closures in the spring of 2020, several changes were made to programs offered to TUSD students in response to the pandemic including, the implementation of an online learning management system which houses standards-based lessons and resources, distribution of Chromebooks, furnishing community Wi-Fi access points, implementing a help desk ticket system, increasing school meal distribution, and adjusting daycare provisions. To meet the Distance Learning needs of our students, TUSD developed and implemented a high-quality online learning management system. Engaging lessons were created and integrated into the online learning platform to address grade-level and subject based standards. Instruction and curriculum were quickly transferred to the online management system, which reconstructed the way families address student's learning needs. In order to access online learning, many families obtained digital devices and Wi-Fi access. Furthermore, traditional cafeteria style school meals were changed to a community-based breakfast and lunch program, provided through a grab and go format. Given that students were not in a school site setting during the day, families had to make arrangements for child supervision. Due to the COVID-19 school closures, TUSD families had to rapidly adjust to a new model for delivery of daily instruction, breakfast and lunch pick-up, and an absence of daycare programs.

In the spring of 2020, the TUSD Technology Team collected Chromebooks from classrooms and purchased new Chromebooks in order to have enough devices available for families and teachers who needed the technology, to engage in Distance Learning. In some cases, families received multiple Chromebooks to ensure all students in their home were able to access the online curriculum. Wi-Fi access points were also set up in school site parking lots for families that were in need of internet connectivity and mobile Wi-Fi access points were distributed to some families. Additional access points were added to school sites in August 2020 to increase access and capacity for teachers working in their classrooms. For families without transportation, staff members delivered Chromebooks or hard copies of work packets to the students' homes.

Also in response to COVID-19 and mandated school closures, TUSD provided families with two pathways for learning in the 2020-2021 school year. These pathways are Virtual Learning and the Tehachapi Independent Learning Academy (TILA). The Virtual Learning model features an online learning management system which includes live synchronous and asynchronous instruction. TILA features a traditional independent study model in which parents receive instructional materials and textbooks to facilitate their child's learning. TILA is currently serving approximately 650 students. For the 2020-2021 school year, TUSD offered an enhanced version of the Learning Management System (LMS) for students and teachers engaged in Virtual Learning. Multiple days of training for the online management system have been provided to administrators, teachers, students and parents/guardians. Parent training was provided in both English and Spanish.

Since the online LMS is new to teachers and students, TUSD provided multiple days of training for teachers, parents and students. With the Zendesk ticket system, individuals having difficulties with the online LMS can submit a ticket and have it answered by the Instructional Services and Technology Teams. Early in August, teacher teams were assembled to create content and upload to the LMS. These teams

worked as grade level and/or subject matter teams creating lessons and modules to be shared with all teachers in the district. They were tasked with creating the first three weeks of content for all teachers.

Stakeholder Engagement

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

TUSD provided multiple surveys to parents in English and Spanish in order to assess the need for supervision of students, access to technology, readiness to return to school and the need to check out technology tools during the COVID-19 closure. TUSD was ready to prioritize the needs of first responders for daycare needs. Multiple surveys were sent to TUSD staff assessing the needs of technology and the ability of staff to return to work. For the 2020-2021 school year, TUSD is providing parents, students and staff an upgraded website and messaging system to increase accessibility and delivery of information. Social media posts will also be made available to deliver timely information. All District surveys and communication are sent to parents in both English and Spanish.

TUSD district leadership engaged the Tehachapi Association of Teachers (TAT) in negotiations outlining and establishing Virtual Learning norms in regards to live, synchronous and asynchronous instruction. TUSD district leadership also engaged California State Employee Associations (CSEA) leadership in negotiations to establish guidelines for staff functioning in new roles and responsibilities.

Current survey data reflects 97% of responding TUSD families have access to internet connectivity and 93% indicate their child/children have a device to access virtual learning. Also, 90% indicate their child is engaging in live daily virtual instruction. TUSD continues to survey parents and staff to assess the changing needs as we progress through COVID-19 conditions. Student input was also considered by evaluating the 2019-2020 California Healthy Kids Survey.

A draft of this plan was presented to, and reviewed by the TUSD District English Language Advisory Committee (DELAC) in August, 2020. All District Parent and Teacher Organizations and School Site Council members were invited to participate in a plan consultation via Zoom, which was held on September 24, 2020. The Superintendent did not receive any questions from stakeholder groups that required a response in writing.

This plan was also presented to the public at a hearing for comment, on September 8th, 2020, during a regularly scheduled Board Meeting and will be considered for approval by the Board of Trustees, at a Special Meeting prior to September 30, 2020.

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

Tehachapi Unified School District Board meetings are available to the public virtually via teleconferencing . The teleconferencing link is imbedded in the meeting agenda which is posted to the TUSD web page 72 hours prior to the scheduled meeting. All district and school site meetings that are open to the public which include, but not limited to, DELAC, ELAC, School Site Council, PTO and Sipping With the Supe, will be held virtually, via teleconferencing. The meeting host will send the Zoom link on the district's webpage via email, as well as embed the link in the electronic invitation. Public postings are made at the district office, all schools, and on the District's webpage.

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

In reviewing the responses to the Child Supervision Survey, TUSD did not have first responder parents who indicated an unmet need for student supervision. The Teacher Technology Survey revealed that most teachers have access to the internet at home. Many of them have devices that are capable of accessing the internet. This survey also revealed that some teachers have very little access to the internet and are unable to engage in Virtual Learning from home. Parent and student technology surveys indicate that some families need multiple devices for homes with multiple children engaged in Virtual Learning. Most families have access to high speed internet, while a smaller percentage in outlying geographic areas do not have access to adequate internet services. TUSD staff have reached out to Foster/Homeless families, one on one, to identify eight families that needed devices and one family that needed access to internet. The devices and internet access were provided to these families.

As a result of negotiations and feedback from the Teachers Association of Tehachapi (TAT), a Memorandum of Understanding was approved establishing Virtual Learning norms and a return to work schedule which included teachers working from their classrooms a minimum of two days per week to a maximum of four days per week. Teachers were also given the opportunity to apply for an exemption to work from home due to extenuating circumstances which include underlying health issues, personal day care needs, primary caregiver responsibilities and/or meeting the 65 or older age threshold. As a result of feedback and negotiations with CSEA, an MOU was approved which established protocols for classified staff in new roles and responsibilities, training and implementation of public health measures and reporting unsafe conditions.

Stakeholders who do not have internet at home were contacted by the District's parent communication tool, ParentSquare. The ParentSquare communication tool allows for stakeholders without the internet to provide feedback. Parent/guardian input survey responses yielded data about the priority to return to in-person instruction with safety measures and the need for peer interaction and socialization of students during Virtual Learning.

Stakeholders who speak languages other than English, were also reached through the District's parent communication tool, ParentSquare. ParentSquare allows parents/guardians to translate information into a preferred language. In addition, this group was reached through TUSD Language Assessors and translator services. Survey responses and stakeholder discussions also yielded input about how to improve the online learning model with the challenges of daily screen time, navigation of the new learning management system, and the need for increased home to school communication.

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

Based on the feedback of stakeholders, TUSD joined the Kern County Superintendent of Schools Consortium and purchased the Canvas Learning Management System. Feedback suggested the use of a single, consistent learning management system for all teachers and students to use for Virtual Learning. During the spring 2020 closure, many different options were available for teachers and students, which created confusion and led to students disengaging from the Distance Learning process. Based on survey results, more than 3,000 additional devices were purchased providing access to Virtual Learning for all TUSD students. Also, hot spots and access points have been added to all school sites and classrooms, bolstering internet capabilities for both staff and students. New updated devices have been offered to all TUSD instructional staff providing equal access to the Canvas Learning Management system and giving them the tools necessary to engage students in Virtual Learning. Based on the results of the survey and feedback, Chromebooks were purchased and checked out to all staff members engaged in Virtual Learning.

The TUSD technology team scheduled multiple days for checking out devices for both students and staff members. The District purchased 100 mobile hot spot Wi-Fi access devices to support TUSD's most vulnerable students in accessing Virtual Learning. In response to the Child Supervision Survey, TUSD was in frequent contact with the Tehachapi Police Department and the local hospital, Adventist Health, continually assessing the need for supervision. TUSD families were encouraged to contact the TUSD District Office for daycare needs during regular school hours. On a voluntary basis, TUSD daycare staff was on call to supervise students for families requesting daycare. Student supervision was scheduled to take place in the same facilities open for daycare during the school year.

Feedback from stakeholders was integral in the development of this plan. Safety of students and staff is the top priority for all stakeholders, including parents, teachers, certificated and classified staff, and the School Board. Parents also have concerns about childcare for all working parents. Currently, we are waiting for additional guidance from the State regarding childcare. Teacher input was very helpful with developing daily schedules to meet the needs of students. Classified staff helped with the development of safety protocols, and the School Board wants to ensure staff is meeting the instructional needs of all students.

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.]

When permitted to return to in-person instruction, TUSD will reopen in a manner consistent with guidance from the California Department of Education (CDE) and the California Public Health Department (CPHD). Health and safety procedures will include the following: daily

screening of students and staff for COVID symptoms and how to address those who display symptoms, social distancing protocols for students and staff to remain 6 feet apart, hand washing procedures and/or hand sanitizers to ensure frequency and thoroughness, the use of personal protection equipment (PPE) including face coverings, disinfecting procedures for hard surfaces and regularly scheduled deep cleaning of classrooms. Students will be provided with disposable face coverings. Access to the campus will be limited to students and staff until it is safe to resume large gatherings. Traditional recess outdoors will be suspended but students will be allowed to take breaks outdoors while maintaining distance or in the classroom. The District will provide busing for students who require transportation as written within their Individualized Education Plan (IEP). Busing will comply with the new restricted bus capacity of no more than 14 students per bus. Staff and students will be required to comply with health and safety measures including the use of PPE such as face coverings and the use of non-alcoholic hand sanitizers. Before and after each bus route, classified staff/custodians will disinfect the interior with cleaning equipment.

The District has provided PPE for all school sites and programs within the district. Sneeze guards and protective equipment have been added to all sites and buildings with high traffic areas and/or that are open to the public. Social distancing signage has been displayed at all sites and buildings open to the public. Additional staff have been trained and deployed to provide proper sanitization for high traffic areas at all sites and buildings district-wide. The District is currently reviewing guidance and planning for the small cohort model which includes limiting cohort size, restricting cohort mixing, and maintaining proper physical distancing, masking, cleaning and other safety measures. The actions will focus on students with special or exceptional needs, English learners, students at higher risk of further learning loss or students not participating in distance learning, students at risk of abuse or neglect, foster youth and students experiencing homelessness. TUSD is also prepared for the A/B cohort model of implementation to reopen schools when the monitoring status of Kern County is revised.

Within the Small Cohort Plan, student cohorts are small and afford for space to be maximized between students. All student seating, desks and workstations will be six feet or more apart. Each student will have their own desk, electronic device, and supplies consistent with the students' individual needs. To mitigate cross-contamination, TUSD staff will label student items and place each student's items in a separate bin, marked with the student's name. TUSD staff will assist in keeping these items separate and organized throughout the school day. Staff desks and seating will also be more than six feet away from student desks and seating as well as six feet or more of distance from the desk/seating of other staff. Group activities will be significantly limited and off-site field trips will be suspended. Visual reminders will be provided and posted on all school campuses.

The District will ensure learning and competency through the continued implementation of common formative assessments and summative assessments across all grade levels, including but not limited to chapter tests, unit tests and Interim Assessment Blocks. Initial screenings will occur within the first school days upon the return to in-person instruction. At the elementary level, academic intervention and remediation will be provided by teachers before school. At the secondary level, academic intervention and remediation will be provided in small group learning cohorts led by teachers after school.

To identify students who have experienced significant learning loss, district leaders and teachers will use screening tools purchased by the District as well as results from formative and summative assessments, grades and overall student engagement. Utilizing diagnostic assessments will give teachers quick accessible information about what students know, and where they need to be. Teachers will need to adapt their sequence and pacing to reflect where they need to provide remediation or acceleration support. Teachers will implement a systematic cycle of assessments, with formative and summative assessments to address student needs and focus on intervention strategies to accelerate learning, particularly for English learners, Foster Youth, low income students, students with disabilities and the homeless.

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

Description	Total Funds	Contributing
Purchase of Personal Protection Equipment (PPE) to address health and safety concerns. Funding Source: Learning Loss Mitigation Funds	70,000	No
Purchase of plexiglass and use of TUSD maintenance department labor costs associated with manufacturing of sneeze/cough guards to address health and safety concerns. Funding Source: Learning Loss Mitigation Funds	16,642	No
Purchase of Clorox cleaning equipment. Funding Source: Learning Loss Mitigation Funds	43,257	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.]

To meet the Virtual Learning needs of our students, TUSD implemented the Canvas LMS. Engaging lessons are created and integrated into the online learning platform to address grade-level and subject based standards. Multiple trainings for the Canvas LMS were provided to administrators, teachers, students and parents/guardians. Teacher teams created and uploaded lessons and content which was made available to all District teachers. The District will provide continuity of instruction during the school year through a Virtual Learning program comprised of the use of Zoom and the Learning Management System (LMS). This approach allows students to access the full curriculum of substantially similar quality through electronic texts integrated into the LMS. For access to curriculum not available in an electronic format, students will receive physical texts during distribution dates determined by the school sites. The District is providing the same state-approved

curriculum and state standards within the Virtual Learning Program model as was used to provide in-person instruction prior to COVID-19 school closures.

Many teachers have Google Classroom, which easily integrates into the Canvas LMS so teachers can use their existing curriculum. Zoom video conferencing is used to deliver daily live synchronous instruction to students with their peers, as well as have social interaction between the teaching staff and their peers. Using Canvas for curriculum and instructional resources during Virtual Learning will ensure for a smooth transition to in-person instruction when necessary.

To ensure continuity of instruction during Virtual Learning, site schedules have been developed to ensure daily live interaction with certificated employees. Synchronous learning is provided through online lessons delivered through the teacher's classroom Zoom link. Asynchronous assignments are provided by the teachers through the LMS. If a transition between in-person instruction and Virtual Learning is necessary, the use of Canvas for both in-person and Virtual Learning will ensure the continuity of instruction.

For the 2020-2021 school year, the California Department of Education waived the minimum requirements for instructional minutes offered during the school year. The District will meet the minimum requirements for instructional minutes offered during a school day through distance learning or in-person instruction when permitted, or a combination of the two. Screen time was considered during the development of daily instructional schedules. When establishing screen time, homework, reading, instructional activities and time value of work were considered.

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 offered devices to all students, including our unduplicated students and students with unique needs, needing access to technology. Multiple days of training, for the LMS, were made available for parents and students in English and Spanish. Public Wi-Fi access points were added to all school site parking lots and the District Office for students to access the internet during the day and into the evening. TUSD scheduled time for families to pick up devices and offered multiple devices to households with multiple students.

A deployment and distribution schedule was created that required parents and students to pick up Chromebooks during specific time blocks in order to adhere to social distancing and appropriate safety measures. Appropriate technology user agreements were secured from parents for student use of technology at home. TUSD continues working to ensure students have equitable access to the technology and the infrastructure required to utilize District technology applications.

For students without connectivity, or who prefer traditional packets, materials are available to be retrieved at the district office or school site. In some cases, materials are also delivered to the student's homes by TUSD staff. TUSD purchased more than 3,000 devices to ensure students, including unduplicated and all other student groups in need of technology, have equitable access. Hot spots were added to all meal trucks and vans to increase access to internet even in remote areas serving our socio-economically disadvantaged students. TUSD queried the Foster/ Homeless students to assess the needs for devices and connectivity. The results indicated 8 students needed a device and one of the students did not have access to internet for whom a mobile Wi-Fi access device was provided.

Access points were added to all classrooms in the district to ensure teachers engaged in Virtual Learning had the proper connectivity to provide synchronous and asynchronous instruction to their students. For students in areas without connectivity, printed materials are available for students during a scheduled pick up and drop off time. Students in areas without internet and connectivity limits can gain access at all school sites via the public Wi-Fi access made available to all students.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Attendance and participation is required for all students throughout implementation of the Virtual Learning model. Teachers monitor student attendance in multiple ways. The LMS has a "Roll Call" feature imbedded to help with taking attendance. Teachers may also use the attendance feature in Zoom to document attendance during live instruction. Monday through Friday teachers document on a roster sheet which of their students attended live instruction and which students logged in to the LMS. Teachers sign and submit the rosters to site staff who input the data into the District's student information system.

TUSD will measure participation and assess student progress through in-person and synchronous instructional minutes, in accordance with California state law. All California school districts are required to maintain 1) daily participation records for each student on each instructional day, 2) daily live interaction records for each student on each instructional day, and 3) weekly engagement records, for which distance learning is provided.

If a student is unable to log into the synchronous class, other interactions can represent the student's engagement for their daily learning using the Canvas "Roll Call" feature, last login date/time/duration, discussions, chat, or other daily submissions. Student participation will be measured through Zoom and Canvas, online activities, completion of regular assignments, and contact with the teacher and other students. The time value of student work will correspond to the daily live, instructional synchronous minutes indicated in the Virtual Learning school site schedules. Student attendance/presence in the virtual learning environment will be monitored through the student information system which is utilized to track attendance for both in-person and virtual learning.

The LMS is utilized to post assessments for students. Teachers continue to administer student assessments to check their academic level. Students' academic understanding is also monitored through progress monitoring, exit tickets, rubric scores, both formative and summative assessments and daily work review. Staff is given time to collaborate to analyze student results and work together to support the student's needs and intervene with additional intervention supports. Students will continue to be issued progress reports and quarter ending grades.

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.]

Prior to the start of the 2020-2021 school year, TUSD teachers were provided 4 days of training for the Canvas LMS. Prior to the start of the school year, teachers new to TUSD were provided an additional day as they transitioned to their new roles. Teachers were also offered 6 paid hours of collaboration time for the LMS the first 3 days of school for the new school year. During this time, more training and support for the LMS was provided by Instructional Services department team members in collaboration with KCSOS. During monthly district led collaboration days, TUSD will partner with KCSOS to provide more in-depth training for the LMS and integrated digital resources. District staff will continue to meet with teachers who need more intensive support and provide them with one on one support to create content for their classes.

In the spring of 2020, training focused on how to navigate the LMS and how to receive assistance if staff had difficulties using the platform. Additionally, weekly trainings were made available for teachers and administrators to learn how to implement additional Virtual Learning tools such as Zoom, YouTube, Google Classroom, Screencastify, Flipgrid, Class Dojo and Remind, to increase student engagement in distance learning. These tools were able to be integrated with the online LMS. The TUSD Technology Team implemented a help desk ticket system to quickly address any questions or implementation issues teachers, students and parents had with the online LMS.

Technological support provided to teachers includes hardware such as web cameras, microphones, and headsets. Also included is ongoing professional development in the effective and engaging use of instructional technology to meet the needs of all students.

Staff Roles and Responsibilities

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

TUSD entered in to a Memorandum of Understanding with California School Employees Association (CSEA) Tehachapi Chapter #466 outlining the flexibility with roles and responsibilities of impacted staff. Impacted staff are working in different capacities within the school District to maintain continuity of District operations in alignment with COVID-19 needs such as increased cleaning and sanitization. Staff may be assigned to multiple sites during the work day. Efforts will be made to maintain regular work hours but start and end times may be altered for the needs of maintaining continuity of District operations. In addition to regular duties, unit members may be asked to perform duties they are not ordinarily asked to perform such as cleaning and sanitization of classrooms and other common areas or support student engagement by making phone calls to families. Campus supervisors are visiting homes, providing academic and social emotional learning support for students who are not engaged in Virtual Learning. They are also copying materials for students requesting printed school work. Food service and transportation staff are providing custodial support with sanitization at all sites and buildings throughout the district. Language assessors and clerks are providing support to the technology department in checking out devices to families.

TUSD also entered into a Memorandum of Understanding with the Tehachapi Association of Teachers (TAT) establishing Virtual Learning norms, unit member expectations and work schedules. During regular contract hours they provide daily live interaction and instruction. Elementary teachers provide a minimum of two or more daily synchronous instruction sessions with students and secondary teachers provide a minimum of one daily synchronous instruction session with students per class period. Teachers also provide small group support

and intervention to include academics, designated and integrated ELD and social emotional learning support. Certificated staff are required to work from the school site at least two days per week unless exempted per the District's exemption policy.

District and site administrators regularly monitor the quality of instruction by reviewing analytics reports in the LMS, attending and observing live synchronous instruction, observing teacher and student interaction and receiving bi-weekly Virtual Learning lesson plans.

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.]

For students in the Moderate/Severe program, two learning systems, with online access, are used for grades TK-12 as well as our Transition to Adult Living and Lifestyle (TALL) program. Students in the Mild/Moderate program are able to access the online LMS which has lessons created by special education teachers. These students are offered continuous support by their case managers. Special education teachers communicate and offer support for students through a variety of ways which include email, Zoom meetings, telephone calls, and other communication systems. Students, parents and TUSD staff continue to hold Individual Education Plan (IEP) meetings during the closure via Zoom and by telephone. Various assistive technologies, which include, Chromebooks, iPads, and an eye gaze machine have been provided in the home environment to facilitate continuous learning. Prior Written Notices have been sent to all TUSD Special Education families informing them about their child's instruction and services during the 1st Quarter of the 2020-2021 school year. Individual Distance Learning Plans (DLPs) were developed and sent to parents electronically and by mail. Teachers are connecting with exceptional students/families and delivering instruction via Canvas and Clever.

During the COVID-19 school closures, TUSD offers additional services to ensure English learners, foster youth, and low-income students receive high-quality Virtual Learning opportunities. For example, to assist English learners, TUSD Language Assessors and bilingual aides contact Spanish speaking families to check and see if they need any assistance with Virtual Learning or other supports such as meals. Parent training for the online learning platform was made available in English and Spanish. Also, lessons in the online LMS are accessible in multiple languages with supports such as the Immersive Reader feature to help students who have difficulty understanding grade-level reading material. For students with special needs/exceptional needs, speech and language services are provided either via consult or directly, as indicated in the Distance Learning Plan. Related services, including those provided by KCSOS, are available to students as determined appropriate in the DLP, either directly or via consult. Classroom aides and other support staff have been redirected to support student engagement and support pupils with unique learning needs. Staff from other areas including daycare, food services, library services and others have been assigned to provide virtual classroom support in conjunction with certificated staff. The support includes activities such as one to one phone calls to students or families, connecting virtually with students through Zoom to provide instructional support to individual or small groups of students and assisting with the preparation of differentiated instructional support materials such as manipulatives and other learning tools.

Students in foster care are provided extra monitoring through the Foster Focus (County database) and support in registering for school and acquiring instructional technology. Students who are experiencing homelessness are provided additional coordination and monitoring of attendance, participation and engagement from the district's Homeless Youth Liaison. School supplies and other necessities are also available to students experiencing homelessness.

Pupils who are identified as Gifted and Talented are provided with enrichment opportunities. Elementary students engage in teacher-led enrichment/intervention block and/or STEM/Lego Robotics. In secondary, students engage in differentiated assignments, project-based learning, or extracurricular clubs such as Robotics and CERT.

For students with exceptional needs, weekly speech and language newsletters are sent to parents providing support with articulation, pragmatics and other speech/language deficits. TUSD school psychologists disseminate information and links to services which include mental health tips, academic counseling, social emotional supports and consultation for IEPs.

Students with exceptional needs are receiving their required instructional minutes listed in their IEPs through our virtual learning platforms. Platforms include video classroom conferencing, phone calls, live and recorded lessons and other online resources. Special Education teachers participate with students alongside the general education teacher providing support to the student when necessary. Special Education teachers are able to move students in and out of the virtual classrooms to provide their needed supports. Constant communication is kept between special education staff, teachers and parents. Staff provide options for synchronous and asynchronous learning schedules.

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

Description	Total Funds	Contributing
Purchase of Chromebooks to implement a one to one (one device for every student) technology program and provide additional academic services for pupils and to support Low Income students without access to instructional technology. Funding Source: Learning Loss Mitigation Funds	1,424,479	Yes
Purchase of MiFis and ongoing, monthly subscription costs to provide internet access to families and to provide additional academic services for pupils. Funding Source: Learning Loss Mitigation Funds	68,450	No
Purchase of additional Distance Learning equipment (web cameras, microphones, headsets, etc.) for educators to provide additional academic services for pupils. Funding Source: Learning Loss Mitigation Funds	5,000	No

Description	Total Funds	Contributing
Purchase of learning management system, Canvas, to provide additional academic services for pupils. Funding Source: Learning Loss Mitigation Funds	22,000	Yes
Purchase of Zoom Pro accounts for teachers and administrators to provide additional academic services for pupils. Funding Source: Learning Loss Mitigation Funds	7,826	Yes
Purchase of supplemental, web-based online programs Kami and Screencastify to provide additional academic services for students and staff. Funding Source: Learning Loss Mitigation Funds	20,400	No
Purchase of access points for all classrooms. Funding Source: Learning Loss Mitigation Funds	212,113	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 will assess students' learning status multiple ways to include formative and summative assessments with the LMS, assignments completed and uploaded to the LMS and student engagement and attendance for live instruction. Teachers and students have access to traditional methods of assessment for ELA and Math to include ESGI, Connect Ed, Go Math, TCI and the District adopted Wonders curriculum, all of which have been linked and/or imbedded in the LMS. TUSD is purchasing additional support for interventions in Math, ELA, ELD and SEL. These additional resources will include universal screeners and assessments, which can be delivered virtually, for all students.

ELA: District-developed common formative assessments, chapter tests, unit tests, Interim Assessment Blocks, leveled screeners (elementary)

ELD: Ellevation (screening) and teacher monitoring, ELPAC

Math: District-developed common formative and summative assessments, chapter tests, unit tests, and Interim Assessment Blocks

Students will be assessed throughout the school year to ensure that progress towards mitigating learning loss is achieved.

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.]

The District will continue to implement collaboration and intervention practices that provide the foundation of the actions and strategies used to address learning loss and accelerate learning progress. All TUSD sites will offer tutoring to students outside the regular school day. TUSD is purchasing digital educational intervention programs to mitigate learning loss. These remediation resources will target all students groups in the areas of ELA, Math, ELD, SEL and special education. Extra period assignments and/or extra duty positions will be offered for teachers to provide additional support and direction for struggling learners. The District is purchasing multiple programs to provide focused and intentional learning support to specific student groups to include English learners, foster youth, pupils with exceptional needs, the socioeconomically disadvantaged and pupils experiencing homelessness. Many of these students need intervention, instruction and learning supports which reflect their individual needs. Materials and resources were selected with differentiation in mind. For example, English learner students may need materials designed to intervene in grade level ELA standards remediation, but English learner students may also greatly benefit from intervention materials and strategies aimed at increasing their English language proficiency by aligning with State ELD standards. The strategies will differ for the following student groups:

English Learners: Focus on acquiring academic vocabulary, vocabulary development through meaningful peer interaction, and increased frequency of interventions (before school, after school)

Low-Income: Provide transportation or means to participate in interventions outside of the regular school day and increased frequency of interventions (before school, after school)

Foster Youth: Provide transportation or means to participate in interventions outside of the regular school day and increased frequency of interventions (before school, after school, summer school)

Pupils with Exceptional Needs (Students with Disabilities): Ensure accommodations are implemented during interventions, provision of supplemental materials (Fast Forward, Unique and other educational supports)

Pupils with Exceptional Needs (Gifted and Talented Education): Provide differentiated assignments based on student strength(s), and opportunities for enrichment

Pupils Experiencing Homelessness: Provide support and resources to participate in interventions outside of the regular school day and increased frequency of interventions (before school, after school)

Students will be assessed throughout the school year and provided timely and targeted interventions to address learning loss and accelerate learning progress.

English learners will continue to receive designated and integrated ELD as part of their curriculum and instruction on a daily basis. Time is provided for designated and integrated ELD instruction within distance learning schedules. Accommodations for English learners may include extensions of time for assignments, translating reading materials, and online translation services which include the Immersive Reader function imbedded in the LMS. Our ELD students will receive assignments aligned to the California ELD Standards through the Canvas platform. TUSD will continue to utilize ELD instructional aides and District Language Assessors to provide additional support for students who require more support.

For low income, foster youth, and homeless students who cannot connect to the internet, a variety of resources, such as personal hotspots and public Wi-Fi access points, are available so they can access the internet. Printed materials are also an option for low income, English learners, homeless, and any student unable to gain access to the online LMS.

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 District will measure the effectiveness of the services and supports provided to address learning loss by reviewing pre and post-assessment data to determine if student growth occurred, monitoring common formative assessment data, frequently monitoring student grades (progress reports, quarter/semester grades) and review of summative ELA and Math California Assessment of Student Performance and Progress (CAASPP) data. This evaluative process will occur within grade level or content area teacher collaborations for the purpose of sharing best instructional practices and strategies to meet the needs of all students.

Monitoring students' progress on grade appropriate assignments and formative assessments will inform instructional staff about the effectiveness of TUSD instructional strategies, where we need to provide additional support for students, and indicated curricular areas or instructional strategies in which teachers may need further professional development. Teachers and administrators will use designated collaboration time to identify changes in instruction to meet student needs, implement intervention strategies and assess the effectiveness of instructional strategies.

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

Description	Total Funds	Contributing
Purchase of software to identify service-eligible student needs and address learning loss to close learning gaps. Funding Resource: Learning Loss Mitigation Funds	48,620	Yes
Provide before and/or after school academic interventions to address learning loss or accelerated progress to close learning gaps. Funding Resource: Local Control Funding Formula/Supplemental and/or Concentration	70,000	Yes
Provide Summer School for High School Students to address learning loss or accelerate progress to close learning gaps. Funding Resource: Local Control Funding Formula/Supplemental and/or Concentration	12,171	Yes
Purchase of intervention curriculum to address learning loss or accelerate progress to close learning gaps. Funding Source: Learning Loss Mitigation Funds	174,298	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 psychologists disseminate information and links to teachers, parents and students to services which include mental health tips, academic counseling, social emotional supports, and consultation for individual education plans. Teachers and administrators, including Learning Directors, also reach out to students through Zoom meetings, telephone calls, emails, and home visits. Furthermore, site administrators and teachers identify students and families who are not participating in Virtual Learning to see what additional supports the District could offer to remove barriers and increase access to Virtual Learning opportunities. Additionally, TUSD After School Education and

Safety (ASES) employees reach out to low-income students enrolled in the ASES program to provide further educational and social emotional supports. TUSD educators were provided the opportunity to attend a training hosted by the Kern County Superintendent of Schools Foster Youth Services on providing educational supports for foster youth as well as learning about self-care practices for educators working with foster youth. Also, on Saturday, May 30, 2020 from 9:00 am - 2:00 pm, sixty TUSD educators attended a training hosted by the Kern County Superintendent of School Foster Youth Services on strategies for helping students who experienced traumatic situations as well as how to access McKinney Vento services available in Kern County. TUSD educators who attended the training were compensated for their time via Title II funding.

All TUSD teachers have access to social/emotional learning content available through the learning management system. TUSD supports the continued implementation of the Say Something program. Jacobsen Middle School students enrolled in community service class and will be engaged in SEL lessons as part of the course content. Site administrators schedule home visits to check the well-being of students who have not engaged in Virtual Learning. Tutoring services offered at each site focus on social emotional learning and student well being as well.

All TUSD teachers offer weekly office hours for students in support of Virtual Learning and social emotional wellness. This time is used as a check-in and check-out system, providing support with social emotional learning. Also, TUSD contracts with Panorama to assist with surveying the SEL needs of all students. Within the SEL platform, teachers have access to SEL lessons for all grades. TUSD school psychologists are also available as a resource for students and families needing support and links to SEL support.

Multiple references to mental health resources and services can be found on the TUSD website under Parent Resources in the Social/Emotional Mental Health Resources tab. These links include information in regard to mental health services, food and housing, substance abuse and suicide prevention. Included with these resources, is information to help families cope with sheltering in place, talking to their children about the COVID-19 pandemic and tips for parents when discussing the pandemic with their children with special needs. Sample daily schedules for students and families, to assist with at home Virtual Learning, are included with these resources.

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.]

Teachers, administrators, counselors and classified staff are reaching out to student in various formats. Teachers are taking attendance daily through Zoom and the Canvas LMS. Students who do not engage, receive phone calls and emails as to their status. If families cannot be contacted via phone call, text or email, the family will receive a home visit from school staff. Site staff create a list of students who have not engaged and send staff out to provide resources and support to families unable to engage. Sites compile a list of student groups who have not engaged and use District personnel to make contact via phone call, text message, email and by visiting the residence with staff who speak languages other than English. TUSD staff continue daily to monitor student attendance and engagement data and reach out directly to families when students miss instruction.

TUSD uses a multi-tiered approach for the reengagement process. First, after two full day absences, the classroom teacher reaches out to contact the student. Next, the attendance clerk or office staff attempts to make contact and logs the information into the student information system. If unsuccessful with the first two steps, a site administrator works with the Deputy of Security and Truancy and Campus Supervisors to schedule and make home visits. Students with poor attendance for one week are placed on the list by an administrator and scheduled for a home visit. All attempts at making contact with students and parents are logged in the student information system.

The District's communication tool, ParentSquare, allows information to be translated into the preferred language of the parents/guardians. In addition, District Translators are available to support communication in the preferred language.

Some of the ways we reach out to students and families in English and Spanish to try and build relationships and keep them informed on student progress and maintain regular communication include but are not limited to the following:

- Mass notifications via ParentSquare. Telephone, email, text messaging
- Student and parent surveys
- Teachers and administrators make regular phone calls to students and parents with positive messages
- Virtual Back to School Night and other on-going school and District events such as flag ceremonies and virtual PTO meetings
- Canvas Announcement feature
- Virtual Parent Conferences, regular teacher virtual office hours
- Progress and Report Card mailings
- Title 1 Program Parent and Family Engagement Policy

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.]

TUSD is currently serving meals Monday through Friday from 6:45 am to 8:45 am at all 5 school sites, as well as 5 additional locations, for students enrolled in TUSD. As of September 2nd, all students in the District will be eligible for meals. The Food Services Team in collaboration with the Transportation Department provides meals to all District students at ten total locations throughout the Tehachapi area. Prior to the waiver, TUSD was serving approximately 150 eligible students per day. Since the waiver was granted for all students to receive meals, TUSD is serving approximately 460 per day. The number of students accessing meals is growing on a daily basis. TUSD continues to explore other means to provide meals to local families.

During the spring of 2020, TUSD provided meals to an average of 597 students per day at eight different locations around the greater Tehachapi area. Meals were offered at three school sites along with five other locations. Meals were delivered by District vans and the District food truck. Some of these locations were in outlying areas of the school district. TUSD added the five other locations to make it more convenient for parents and students to access meals. TUSD saw an increase in meals served as we added the new locations. TUSD provided meals to families Monday through Thursday. During Thursday's food service offerings, families were able to receive breakfast and lunch for Friday, as well as Thursday's meals. Internet access was also offered at each meal delivery location to support students' access to distance learning opportunities. TUSD continued providing meals to families Monday through Thursday during Spring Break and meal services have been ongoing since March 18th, 2020.

During in-person Instruction, it is anticipated that staff will deliver packaged meals to student's classrooms. TUSD Food Services maintains familiarity with communication from the California Department of Education and the U.S. Department of Agriculture (USDA) to ensure that operations are meeting applicable guidelines. These guidelines provide:

MEALS DURING ON CAMPUS INSTRUCTION

- Provide contact-free meal service to protect students and employees.
- All school meals are free until further notice.
- Eliminate self-service stations and use individually packaged foods.
- Stagger meal times as feasible to allow for distribution and as much physical distancing as possible.

GRAB & GO MEALS

- Schools will establish meal serving hours for their Virtual Learning students.
- Curbside meal distribution service depending on staff availability and meal serving schedules.
- Provide Grab-and-Go meals for consumption at home.
- Grab & Go breakfast/lunch will continue to be served at all schools.

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

Section	Description	Total Funds	Contributing
N/A	N/A		

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
8.99%	\$2,855,546

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.]

Stakeholder surveys indicate that a minimal number of respondents who lack internet connectivity and access to devices fall into the low income and English Learner unduplicated student groups. In order to address this existing need, TUSD purchased mobile hotspots, added access points and purchased Chromebooks for staff and students to ensure students have reliable access to internet and devices to fully participate in Virtual Learning. By providing students with access to Virtual Learning, students have the opportunity to fully participate in the educational program that will help mitigate their learning loss.

Before and after school intervention and other extended learning opportunities are being provided and further developed based on the needs of students that are struggling, particularly for English learners, low income, foster youth, homeless and students with disabilities. Stakeholder feedback indicates a concern for the learning loss of English learner, low-income, students with disabilities and foster youth. In order to address this, TUSD will provide before and after school intervention supports in ELA and math, with emphasis on students who are

struggling, falling behind with academics and not engaged in Virtual Learning. By doing this, TUSD intends to mitigate the learning loss of unduplicated students and students with disabilities. This action is intended to meet the needs of students with learning loss in response to the COVID-19 pandemic.

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

By ensuring our low income students have access to connectivity, devices, and access to learning loss intervention programs, and ensuring English learners have access to additional instructional learning time to compensate for learning loss experienced during the COVID crisis, and providing families of all of our unduplicated pupils access to mental health and socioemotional support, TUSD's actions and services will help to mitigate additional learning loss by these students in comparison to all students during the COVID crisis. Additionally, TUSD continues to provide professional development on designated ELD instruction within a distance learning environment to teachers, as well as increased opportunities to participate in training aimed at instructional support for exceptional students and other student groups most vulnerable to the impacts of a Virtual Learning model. TUSD Family Engagement liaisons also continue to reach out to families of at-risk foster youth and homeless students. These comprehensive wrap around supports to students, staff and families are designed to support the whole child during this challenging time.