



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.]

As a result of the COVID-19 pandemic, Temecula Valley Unified School District experienced district-wide school closures from March 13th to June 5th. During school closure, TVUSD offered distance learning opportunities and provided synchronous and asynchronous instruction at all grade levels. While the learning opportunities offered were of great quality, in acknowledgement of the difficulty that some families faced during the initial onset of the crisis, students were held harmless for disengagement, missing assignments, and non-participation in synchronous instruction. Additionally, TVUSD continued to provide many services to students but, because of shelter in place orders and social distancing mandates, was unable to fully provide services during school closure for special student populations including students with disabilities, foster youth, students experiencing homelessness, socio-economically disadvantaged, and English learner students.

During school closure, a device was provided for every student who communicated a need, but because of the hold-harmless nature of distance learning, overall district-wide participation rate was on average, 70%, resulting in certain learning loss for many students. Some students, in spite of the provision of a device (Chromebook, iPad, etc.) and a portable connectivity device, continued to experience difficulty

with connectivity and although assistance was provided for parents who speak another language, many were unable to successfully support their students in distance learning.

During the COVID-19 pandemic, the Temecula Valley has experienced intermittent, mandatory business closures resulting in job loss for many. According to the Employment Development Department of California's monthly labor force data for cities, the unemployment rate for the city of Temecula in June was an estimated 14.1%, an increase of 10% from the average unemployment rate for Temecula prior to the COVID-19 pandemic. In addition to job loss, many experienced pay cuts and reduction of hours. Additionally, shelter in place mandates in the spring made seeking and providing assistance to students and families challenging.

Stakeholder Engagement

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

Temecula Valley Unified School District has made great effort to engage all stakeholders in the development of the Learning Continuity and Attendance Plan in spite of the challenges created by school closure and social distancing mandates.

Before school closure occurred in the spring of the 2019-20 school year, many stakeholder sessions were conducted in an effort to collect input for the 2020-2021 Local Control and Accountability Plan (LCAP), prior to its postponement and eventual suspension. Input was collected from each school's Community Advisory Partners (CAP), the District English Learner Advisory Committee (DELAC), the School Site Councils (SSC), administrators at all levels, and representatives of the local bargaining units. This feedback assisted leadership in planning actions and services to support unduplicated pupils (English learners, homeless/foster youth, and socio-economically disadvantaged pupils), and most of these actions and services have been incorporated into this plan and informed the sections relating to pupil learning loss strategies, mental health and social emotional well-being, and school nutrition.

In an effort to solicit feedback on the distance learning opportunities offered in the spring, surveys were completed by students, parents, and teaching staff to determine areas of strength and areas of needed improvement. Prior to the end of the school year, various stakeholders, including district level and site administrators, classified staff, and representatives of Temecula Valley Educators Association (TVEA) participated in "Think Tank" meetings to discuss potential solutions and considerations for the potential offering of three instructional models (on-campus, hybrid, and online). Additionally, to communicate many of the details of the plan to begin the school year, TVUSD created a document titled "The Launch to Learn Plan" which provided an overview of the learning model options, resources, and safety efforts. This plan, in addition to many other "Reopening of Schools" updates, were provided to stakeholders through public board meeting presentations, newsletters, and website postings. All notifications were provided in both English and Spanish and stakeholders were able to submit comments, in writing and telephonically, to the board and to district leadership. Feedback from surveys, "Think Tank" meetings, and

submitted comments regarding the "Launch to Learn Plan" and other community updates informed the sections relating to continuity of instruction, in-person instructional offerings, and professional development.

During the development of the plan, leadership of both TVEA and the Temecula Valley chapter of the California School Employees Association (CSEA) were consulted about the specific proposed actions and expenditures and many of the plan's components were addressed in memorandums of understanding developed in partnership with the local bargaining units including, ensuring the safety of staff, creating new roles and responsibilities for affected staff, and providing additional training for online learning. Additionally, a committee of administrators and school site staff from all levels was formed and consulted on the proposed actions and expenditures of the plan and members were given an opportunity to provide input. Feedback from these stakeholder groups informed sections relating to staff roles and responsibilities, in-person instruction, and the Distance Learning Program.

Virtual presentations were provided on the content of the plan including the proposed actions and expenditures to specific stakeholder groups. Participants without internet access were provided the opportunity to participate in these meetings telephonically. On August 12th, input was collected from a Parent Advisory Committee composed of parent members of School Site Council (SSC) for Title I, Community Advisory Committee (CAC) for Special Education, and Parent Teacher Association (PTA) presidents and board members. Input was also received from the DELAC meeting held on August 13th and the information was presented in English, Spanish, and Mandarin. Input from these meetings was collected through live discussion as well as in writing and all feedback submissions in writing received a written response from the Superintendent, as required by EC 43509. Feedback from these stakeholder groups informed the sections relating to support for pupils with unique needs, mental health and social emotional well-being, and school nutrition.

All stakeholders were able to access information about the proposed actions and expenditures on TVUSD's website and stakeholders were informed of the posting through text messaging that included a phone number to utilize for those without internet access. The informational posting was provided in both English and Spanish. All stakeholders were provided with an opportunity to submit input in writing using a link on the webpage or to submit input telephonically through the Let's Talk system for those without internet access. Feedback from the Let's Talk system informed the sections relating to pupil participation and progress, continuity of instruction, and support for pupils with unique needs.

A draft of the plan in its entirety was made available for public viewing prior to the public hearing conducted on September 1. The draft plan was provided in both English and Spanish. Stakeholders were provided an additional opportunity to submit input on the draft plan. At the public hearing, there were no comments by the public and the TVUSD Board of Education did not make any requests for revision.

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

All stakeholders had the opportunity to participate in public meetings and hearings regarding the Learning Continuity and Attendance Plan through the utilization of Zoom meetings which parents are able to view and/or participate in telephonically. The DELAC agenda met the posting requirements and there were informal meetings held in advance to ensure successful access through Zoom and utilization of its features. In an effort to promote engagement, the informal meeting prior to the DELAC meeting provided parents with additional information about the start of the school year and as a result, over 60 parents participated remotely.

All meetings of the TVUSD Governing Board have been accessible to the public remotely in accordance with Executive Order N-20-20. All meetings are streamed live through YouTube which is accessible on TVUSD's website. These meetings are also available for viewing at a later date. At the Governing Board meeting on August 18th, a motion was made for the public hearing to be held on September 1, 2020 and notice was made to the public in advance of the meeting, as required for all meetings of the governing board. Additionally, the information about the proposed actions and expenditures that was distributed through the Let's Talk system included details about the public hearing and the public meeting in an effort to promote stakeholder engagement.

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

Overall, feedback from the specific stakeholder groups has been very positive. Parent groups have expressed gratitude to the district for having such a thorough plan that addresses individual student needs and have expressed amazement at the amount of work that has been completed rapidly to ensure that students are supported as school closure is required and online learning continues. They also expressed gratitude for the ongoing updates they have received regarding school reopening plans. Questions and comments mainly surrounded the topics of student access to online learning, resources and supports available to students in need of social/emotional well-being and mental health, and safety protocols for in-person instruction. DELAC parents and PAC members also expressed a continued desire to partner with the district to support the education of their children.

Feedback obtained from surveys of students and teachers expressed a concern about the continuity of instruction with a need for improved access to curriculum, assignments, and instructional resources, and teachers expressed a desire to participate in required professional development to successfully utilize online learning tools.

Feedback submissions received through the Let's Talk system have expressed a concern about pupils with unique needs (specifically students with moderate to severe learning disabilities, and English Learner/socio-economically disadvantaged students) and their ability to access the same level of instruction and support while learning online. Students with autism and severe learning disabilities, students living in remote areas that cannot access wireless internet because of lack of cellular reception, and students who cannot receive parental support due to language barriers are experiencing higher levels of difficulty in the online setting.

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

The area of greatest need influenced from all stakeholders (parents, students, staff, and community members) has been access to devices. For many years, this has been a priority from stakeholder groups and with schools reopening in online learning only, TVUSD made a large purchase of 8,000 iPads. This purchase will enable the district to achieve a 1:1 student to device ratio (iPads for elementary and Chromebooks for secondary).

Stakeholders also expressed their desire to continue academic and social emotional supports that have been provided to students such as Social Workers, Literacy Specialists, Credit Recovery, etc. Students with Disabilities have been one of our most at-risk student groups and through stakeholder input and feedback, many new supports have been put in place and are reflected in this plan to meet the learning needs of these students (i.e. PresenceLearning, NESSY, Lalilo, etc.).

Increased professional development to provide teacher training on the newly acquired learning management systems and other tools and strategies for engaging and assessing students in online learning was influenced by feedback obtained from teachers.

The further development of "Learning Hubs" to provide one-on-one and small group instruction and support both virtually, and in-person (when health conditions permit) for students with unique needs, was influenced by stakeholder input submitted through the Let's Talk System.

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.]

TVUSD district administrators and Think Tank teams have spent many months of planning to prepare for the reopening of schools. Our Launch to Learn Plan reflects a focus on three guiding principles: teaching and learning, health and safety, and sustainability. The plan takes into account orders established by the CA Department of Public Health, Riverside County Public Health, and the California Department of Education. TVUSD is committed to returning to in-person instruction as soon as possible, particularly for students who have experienced significant learning loss due to school closures or those who are at greater risk of learning loss. When in-person instruction is permitted, a continuum of instructional models will be made available and students will be provided with the option to remain in 100% online learning with built in flexibility for medically fragile and moderate/severe students with disabilities. Whether online or in-person, students will continue to receive high-quality instruction and social emotional supports.

When in-person instruction can resume, new health and safety measures will be put into place to ensure the safety of students and staff, consistent with public health guidance. Campus access will be limited to students and staff, with minimal access to the front offices by visitors. Students and staff will be expected to take daily temperature checks. Face coverings, as mandated by the state, will be required by staff and students in 3rd grade and above, and strongly encouraged for students in 2nd grade and below. Cloth masks will be provided to staff and students and face shields will be provided for staff members who work with special student populations. Sanitizer will be available in all classrooms and workspaces. Staff and students will be encouraged to wash their hands with soap regularly and there will be signage to educate students about social distancing, hand-washing, and spreading germs. Desks will be spaced as far apart as possible and student cohorts will be utilized to minimize exposure. Physical barriers will be installed in all public facing areas, where one-on-one assessment and interaction is required, and for all teaching staff members who submit a request. Cleaning and disinfecting will be increased to ensure physical health and safety in school facilities and vehicles. Safety measures may be adjusted based on the mandates and recommendations

of the local health jurisdiction and the state. For the most current information, visit the community updates page of TVUSD's website, <https://www.tvusd.k12.ca.us/2021schoolyear>

Students who have experienced significant learning loss due to school closure in the 2019-2020 school year or as a result of future school re-closure, will be identified through diagnostic assessments and formative assessments. For English Language Arts, teachers in grades K-5 will utilize the diagnostic assessments in iReady as well as locally created benchmark assessments, and teachers at the secondary level will use the locally created benchmark assessment developed for each grade level. For mathematics, teachers in grades K-5 will utilize the diagnostic assessments in MobyMax as well as locally created benchmark assessments, and teachers at the secondary level will use MDTP Diagnostic, assessments in DreamBox, and locally created benchmark assessments for each math course. Group instruction, as well as supplemental supports for academic and social emotional needs are embedded into both the online and in-person instructional programs. All students, including English learner, foster youth, and low-income students will be progress monitored regularly for attendance, grades, and behavior. Students in need of Tier 2 intervention will receive support from supplemental specialists such as math specialists, intervention support specialists, and literacy specialists. Evidence based intervention programs and strategies, including web-based programs, will also be utilized to remedy learning loss. All students will engage in local common interim assessments and summative assessments to ensure students are making progress on targeted skills and standards. For more information regarding TVUSD's plans to address learning loss as the school year begins in online learning, see the section titled, "Pupil Learning Loss".

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

Description	Total Funds	Contributing
<p>Safety Protocols This action includes additional sanitation and safety procedures that have been added as a result of COVID 19 in accordance with state and county health mandates. It includes, but is not limited to, additional custodial staff to increase deep cleaning and disinfection, Plexiglas, and personal protective equipment for staff and students.</p>	<p>\$1,794,139</p>	<p>No</p>
<p>Diagnostic Assessment and Intervention Tools This action includes a Universal Screener and online intervention programs such as iReady, Dreambox, and Moby Max. These programs will help to progress monitor and assess students' areas of need in ELA and math.</p>	<p>215,008</p>	<p>No</p>

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.]

One of TVUSD's guiding principles outlined in the Launch to Learn Plan is to provide high quality teaching and learning throughout the year, regardless of the model of delivery. This guiding principal resulted in TVUSD's formation of teams composed of teachers from across the district who worked over the summer, under the supervision of school site administrators and district level staff, to create grade level and course shells that mirror the quality of instructional and curricular resources offered through traditional, in-person instruction. To create the online courses, the teacher teams utilized common pacing guides, unit planning organizers, assessments, and curricular resources to ensure that pupils have access to a full curriculum of substantially similar quality to what would be offered traditionally. This work enabled our teaching staff and administrators to create a sustainable model with the least amount of disruption, which is another of TVUSD's Launch to Learn guiding principles. The alignment of online courses to what is traditionally offered in-person will provide continuity of instruction, should the transition between online learning and in-person instruction be permitted, if and when local health conditions improve.

The online course shells were created within our newly adopted learning management systems, Seesaw (TK-5) and Canvas (6-12). These learning management systems enable teachers to provide students with access to curriculum and instructional resources that have been developed by teacher teams or are offered by the publishers of the adopted curriculum. For example, students in K-5 can access Wonders English Language Arts curricular resources and students in grades 6-12 can access StudySync English curricular resources through McGraw-Hill's ConnectEd platform. All curriculum resource access is provided through TVUSD's single sign-on platform, Clever, to ensure ease of access to required websites that are linked within the learning management systems. Through the use of the learning management systems, teachers will be able to monitor completion of asynchronous activities, independent assignments, and both formative and summative assessments.

In addition to high quality online courses and instruction, additional digital tool licenses will be purchased and utilized to support virtual instruction and to replicate the offerings of in-person instruction as closely as possible. Access to interactive labs so that high school students can meet the A-G requirements while learning online, and applications such as SmartMusic Academy will allow teachers to provide comparable learning opportunities online. TVUSD is making every attempt to continue to provide the same access to a broad course of study at the same level of quality while the courses are provided online, including Career Technical Education (CTE) pathways, Advancement Via Individual Determination (AVID), and Visual and Performing Arts (VAPA).

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.]

Following school closure in the 2019-20 school year, all students were provided with devices as soon as they communicated the need and school staff reached out to individual students that had become absent from distance learning to ensure that device access was not preventing students from participating. TVUSD will continue to ensure access to devices and connectivity for all pupils to support online learning. In order to ascertain the needs of students, prior to the start of the school year, it was requested of parents to indicate their family's need for devices while completing their registration update in our student information system, Infinite Campus. Devices were distributed along with other curricular resources from each school site. Parents who were unable to make their assigned time were offered additional opportunities to pick up their devices and curricular resources. As the school year continues, students and parents will continue to be able to communicate a need for a device through the district's website. Additionally, if a student has been absent from online learning, school district personnel and staff will determine if device access is a factor and will provide access as soon as the need is discovered.

In order to meet the demand for devices and ensure that students do not share devices in an effort to minimize the spread of the virus when in-person instruction is permitted, 8,000 iPads were purchased, allowing the district to achieve a 1:1 device to student ratio. TVUSD will provide technological support to ensure access to devices and connectivity. Parents and students may submit a technology support request through the district's website and assistance will be provided by technical staff. Assistive Technology access will also be provided for students with disabilities, as specified in their Individualized Education Program (IEP).

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.]

In order to assess pupil progress, TVUSD has developed daily learning schedules for each grade span to ensure that daily live interaction and synchronous instruction are achieved for every student in alignment with state and federal guidelines for instructional minutes. In the weekly schedule, students in grades TK-5 will begin each day with a synchronous class meeting and the remainder of the day will consist of synchronous instruction with a blend of asynchronous instruction for students to complete while each teacher is providing live instruction to other students in small groups. For students in grades 6-12, a daily blend of synchronous and asynchronous instruction will be provided utilizing a block schedule of three periods per day with embedded time for intervention within each class period. On Mondays, secondary students will be required to begin their day with their homeroom teacher and then complete the asynchronous materials and independent practice assignments that have been assigned by each of their teachers. Students in elementary will complete a morning check in with their teachers and then engage in asynchronous instruction, participate in live lessons for physical education and visual and performing arts, complete independent work, and/or participate in library story time. This asynchronous activity time on Mondays allows for TVUSD's teaching staff to collaborate with their grade level/content area teams, participate in professional development, and create asynchronous materials for their students.

Instructional time for distance learning is calculated based on the time value of synchronous and/or asynchronous assignments made and certified by the certificated employees of TVUSD and recorded in the weekly engagement record. During staff development, teachers explored different tools and strategies to engage, assess, and monitor student participation in both modes of instruction. Time value for

assignments will be continually calibrated in teacher collaboration meetings and with site administrators in communication with district level leadership. Site administrators will conduct daily virtual walkthroughs to ensure calibration of time value and adherence to daily learning schedules is achieved.

In order to measure daily participation, daily synchronous and asynchronous activity will be reported by teaching staff within our student information system, Infinite Campus. Evidence of daily participation may include, but is not limited to evidence of participation in online activities within the learning management system, completion and submission of regular assignments, completion of assessments, and contact between teacher and pupils or parents/guardians. School site attendance clerks will review participation data from Infinite Campus attendance reports and communicate with teachers, site administration, and other site support staff to identify and monitor students that have become disengaged from online learning. Calibration of site attendance clerks will be achieved through training at the district level. Tiered reengagement strategies will be utilized for students that are absent from distance learning for more than 3 schooldays or 60 percent of the instructional days in a school week as required by EC Section 43504(f)(2) (See the Pupil and Family Engagement and Outreach section for more information).

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.]

In order to prepare our teaching staff for online learning, the teacher school year began with four days of professional development that were scheduled for the week of August 10th - 13th, with the provision of a teacher preparation day on the 14th. In order to make this possible, TVUSD, in collaboration with the local bargaining unit, added two additional professional development days to the school year calendar and compensated the teaching staff for the extension of their work calendar.

Professional development during the week focused on three main topics:

1. Equity, Access, and Inclusion (EAI) - supporting TVUSD's Continued Commitment to developing Cultural Proficiency while learning is online;
2. Learning management systems and online courses - training for all teachers in the new learning management systems (Canvas and Seesaw); and
3. Instructional Tools and Strategies - balancing synchronous, asynchronous, and independent practice, online procedures and policies which included five trainings for staff who serve the special education student population.

To address EAI, Dr. Tyrone Howard, from the UCLA School of Education, sent a welcoming message to our TVUSD staff which was played by each site administrator and viewed synchronously with each school site staff. Dr. Howard encouraged teachers and staff to have an intentional focus on how students are feeling, having witnessed racial unrest in our country and unprecedented racial protests. In his video, he discussed how TVUSD staff could support students in this area.

To provide initial training to all teachers in the learning management systems and newly purchased iPads, an iPad "camp experience" was offered to K-5 staff during the summer that allowed participants to learn at their own speed through asynchronous activities with access to

prerecorded training videos, and through live trainings and technical support offered by district staff and Tech Coaches. At the secondary level, a Canvas training was provided that allowed teachers to explore the features and tools embedded within the system. Additional training on the learning management systems was then provided for all teaching staff during the week of professional development.

To provide training on instructional tools and strategies and to model the types of online instruction that students will experience in online learning, opportunities were provided to the teaching staff to choose from over 60 asynchronous trainings on digital citizenship, connecting with students, video conferencing, self care, various educational technology tools and other content specific strategies. To guide teacher choice, teachers completed reflective, self-assessments of need and comfort level for a variety of technology tools. Synchronous learning opportunities were also provided by school site staff and administration and collaboration time was embedded for teachers to create online content and share resources and strategies with their grade level/content area teams. Synchronous sessions were also recorded and provided for staff members to reference, should the need arise, or to provide options for staff members to choose their preferred mode of learning.

At the end of the professional development week, teachers completed a survey to communicate their level of satisfaction with the trainings provided and 91% of respondents indicated that they found the training to be of great value. In the survey, they also indicated the topics for which they desire additional training. Professional development and technological support offerings will be ongoing to meet the needs identified in the survey and other needs that are identified as online learning continues. This ongoing staff development will be provided during staff meetings and collaboration meetings, and through synchronous and asynchronous training activities to be completed on Mondays while students participate in asynchronous instruction.

To provide continuous support, over 200 "Just in time" professional development resources, including tutorials and how-to reference materials on topics such as video conferencing, learning management systems, instructional companions, curriculum apps, innovative instructional strategies, and management tools and resources have been made available to staff through district intranet. As additional resources are created, they will be added and organized by topic for quick access. Technology tutorials and informative videos will be provided weekly for staff in order to highlight important tools and tips. Google Drives and Google Classrooms created to support each Special Education program offered in the district are being utilized to house training videos and resources for Special Education staff to reference as needed. Staff will continue to be surveyed to determine additional support that is needed and technology coaches will provide individualized support for teachers at each site.

Staff Roles and Responsibilities

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

TVUSD, in partnership with the local bargaining unit, has developed a memorandum of understanding to make changes to an employee's original role or responsibility when that original role or responsibility is not feasible in the remote environment. Staff members who are unable to complete their typical job duties, including but not limited to, athletic trainers, bus drivers, campus supervisors, crossing guards, noon duty aides, and licensed vocational nurses (LVN), will be assigned alternative job duties to meet the academic and social-emotional needs of students. Alternative job duties may include, conducting attendance monitoring phone calls, providing parents with updates, and connecting families with community resources, agencies, and organizations. Protocols have also been established for specific staff members to offer one

on one services to students, when the local health jurisdiction allows. Protocols for ensuring the safety of staff who are required to work at school sites include provision of personal protective equipment and increased workstation cleaning and sanitation.

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.]

TVUSD will provide additional supports for pupils with unique needs. English learners (EL), pupils in foster care, and pupils who are experiencing homelessness will have the continuous support of designated staff at all levels (including counselors/social workers and math/ELA/Literacy specialists, Educational Assistants). These staff members monitor the individual participation and academic progress of the students with unique needs at their school sites. Additionally, the daily learning schedules at all levels include designated time for co-teaching, synchronous lessons, and small group/individual support.

Designated ELD will be provided daily for all English learners. Students at the secondary level receive a class period of Designated ELD. Students in elementary receive daily, synchronous designated instruction as well as asynchronous instruction on Mondays. Integrated ELD is provided daily to all English learners TK-12 and in all content areas. Additional supplemental language instruction will be provided for Newcomers in grades 1-5. EL Newcomers in grades 6-12 will have weekly opportunities to attend Office Hours to receive additional support. Middle school ELs are supported by an ELA Specialist and by Education Assistants in core content classes. Parent and family instructional resources will be made available in Spanish, family engagement meetings, or "Cafecitos", will continue to be offered virtually, and an EL Hub is currently in development to provide additional, individualized support to students and parents. Ongoing progress monitoring of EL and Reclassified Fluent English Proficient students is provided by site support staff and additional supports are provided as needed.

Pupils in foster care and pupils who are experiencing homelessness will continue to be provided with district level coordination of State and County services by the Foster Youth/McKinney-Vento district Director and Foster Youth/McKinney-Vento Technician. The TVUSD website is continuously curated with resources and links to agency supports and collaboration is facilitated between district and community agencies for outreach. At the elementary level, foster and homeless students are monitored by an Intervention Administrator, School Social Worker and/or Student Assistance Program Facilitators (SAPF). Progress monitoring for these students includes multiple weekly contacts w/ students. At the secondary level, LCAP Counselors will continue to utilize the progress monitoring process.

Pupils with exceptional needs will continue to be monitored by an assigned case carrier at the school site and will also benefit from virtual support of Instructional Assistants, as would be provided in an in-person setting. The offer of Free and Appropriate Public Education as specified in each Individualized Educational Program will remain in place with the addition of an Online Learning Plan drafted by each case carrier in partnership with the IEP team (which includes parent input). This plan will ensure all supports and services are rendered sufficiently. Synchronous instruction will be provided for students for IEP goals, with student responses & direct feedback. Related services such as Speech and Language Pathology, Occupational Therapy, Adapted Physical Education, Physical Therapy, and Behavioral Health will be provided through Tele-therapy or through "online" provision. Teachers/Case carriers will provide ongoing communication to parents with strategies and supports for each student's IEP goals. Pre-recorded lessons will be provided for students to support achievement of IEP

goals. Moderate-Severely disabled students will be provided direct in-person instruction, when health guidelines permit. All initial and triennial assessments will be conducted virtually, if possible, and in-person, when permitted by county health jurisdiction.

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

Description	Total Funds	Contributing
<p>Learning Management Systems - Seesaw (K-5) Canvas (6-12) - and Zoom Licenses Two new learning management systems to support teachers and students in the implementation of and access to online learning and curriculum.</p>	\$223,586	No
<p>Technology Devices and Connectivity This action includes a purchase of 8,000 iPads, cases, licenses, hot spots, etc. to provide students access to online learning and to become a 1:1 device district with K-5 using iPads and 6-12 using Chromebooks. This action contributes to meeting the specific needs of students because it ensures that all students, specifically unduplicated pupils, are able to access online learning.</p>	\$3,830,493	Yes
<p>Online Course Creation and Planning Teacher teams and administrators met throughout the summer to develop online courses with common pacing guides, unit planning organizers, assessments, and curricular resources. Courses will continue to be developed throughout the school year.</p>	\$185,000	No
<p>Digital Curriculum Components (Interactive HS Science Labs, SmartMusic Academy, Educational Apps) This action provides for digital tools needed to support online learning in many courses such as CTE courses, VAPA, and science., as well as district-wide access for teachers to Zoom for synchronous instruction</p>	\$355,000	No
<p>Professional Development</p>	\$2,820,000	Yes

Description	Total Funds	Contributing
<p>Additional professional development days have been added to the school calendar in order to support online learning. These include but are not limited to trainings for iPad Camps, Canvas platform, Seesaw platform, and professional development aimed at meeting the needs of student groups such as unduplicated pupils. Professional development will be ongoing and provided during staff meetings, Professional Learning Communities (PLC), and through both synchronous and asynchronous professional development opportunities. Professional development opportunities contribute to meeting the specific needs of unduplicated students by providing teachers with strategies to support English Learners, to provide intervention for at-risk students, and in utilization of the online learning platforms and their features to closely monitor the progress of unduplicated pupils.</p>		
<p>Extra Duty for Counselors/Coordination of Instructional Models Although all staff and students will be starting the school year 100% online, counselors have spent additional hours rostering and scheduling students/teachers to ensure a smooth transition when in-person instruction is permitted.</p>	\$16,000	No
<p>Virtual Special Education Related Services (PresenceLearning and Q-Global) This service will provide teletherapy and tele-assessment programs for students with special needs. This teletherapy platform includes a vast library of customizable activities to personalize each student's therapy, as well as detailed progress monitoring and tracking tools. PresenceLearning includes, but is not limited to speech-language therapy, occupational therapy, and mental health services.</p>	\$158,287	No
<p>Broad Course Access- VAPA Teachers and Assistants, CTE, AVID This action allows for TVUSD to continue to build and offer broad course access and a well rounded education to help students be engaged in courses and graduate college and career ready. This includes middle and high school Career Technical Education (CTE) pathways, Advancement Via Individual Determination (AVID) program, and Visual and Performing Arts (VAPA) at the elementary level.</p>	\$4,418,595	Yes

Description	Total Funds	Contributing
<p>Technology Coaches Each school site has a technology lead teacher who will provide individualized support to teachers in need as well as synchronous and asynchronous professional development to support teachers in their online instruction.</p>	185,601	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.]

In order to assess pupils to measure their learning status, an initial diagnostic assessment for students in grades K-8 will be administered for mathematics and English language arts and content specific assessments of course prerequisites will be administered to students in grades 9-12, particularly in the areas of English and mathematics. For English Language Arts, teachers in grades K-5 will utilize the diagnostic assessments in iReady as well as locally created benchmark assessments, and teachers at the secondary level will use the locally created benchmark assessment developed for each grade level. For mathematics, teachers in grades K-5 will utilize the diagnostic assessments in MobyMax as well as locally created benchmark assessments, and teachers at the secondary level will use MDTP Diagnostic, assessments in DreamBox, and locally created benchmark assessments for each math course. English Language development was assessed in the spring prior to school closure or will be assessed when guidelines permit and in-person assessment is permitted using the Summative English Language Proficiency Assessment of California (ELPAC). Furthermore, additional local assessments of EL students will be conducted by teachers who provide designated ELD. These assessments include ELD assessments from adopted ELA/ELD curriculum (Wonders for K-5 and StudySync for 6-12) to be administered in combination with local, common interim assessments at the end of each unit of study. Additionally, students at the middle school level will be given assessments provided by Read 180 and all secondary level Newcomers will complete diagnostic assessments in Rosetta Stone.

Results of these assessments will analyzed by teacher teams and intervention to mitigate pupil learning loss will be planned based on identified needs of the students. For skills and standards that are an identified need for all students because instruction was not provided due to school closure, whole class instruction will be provided. For skills and standards identified as an area of need for small groups or individuals due to learning loss incurred from disengagement during school closure, intervention strategies will be utilized and small group

and individualized instruction will be provided during daily intervention time blocks, by the teacher, intervention staff, or through use of web-based programs that target the individual needs of each student.

As stated in the "Continuity of Instruction" section, students, regardless of their chosen instructional model, will complete common interim assessments administered at the end of each unit of study. These assessments will allow teachers, intervention and progress monitoring staff, and administrators to ensure that students are making progress toward standards and skill mastery and to determine if additional supports are needed to address the specific needs of each student. Additionally, district-wide benchmark assessments, specifically for math and English language arts, will be administered in accordance with common pacing guides, as an additional measure of student progress and need identification. These assessments will allow TVUSD to continuously measure the effectiveness of the supports that are provided and make necessary adjustments to ensure the success of all students.

Pupil Learning Loss Strategies

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

In order to address learning loss and accelerate learning progress for pupils, time has been designated in the daily schedule at all levels for the purpose of addressing specific student needs through intervention activities. Teachers and intervention support staff will use the results of diagnostic assessments to identify areas of need for the whole class, small groups, and individuals and deliver targeted interventions. Teachers and support staff will also utilize web-based apps and programs to provide individualized instruction and practice in areas of identified need.

Additional strategies will be utilized for specific student groups:

For English Learners, Low-income pupils, Foster youth, and Pupils who are experiencing homelessness, designated staff will closely monitor the progress of individual students and provide personalized intervention to meet their specific needs identified in progress monitoring and diagnostic assessment.

Designated staff members include:

- K-3 Literacy Specialists;
- Supplemental Intervention Specialists;
- Educational Assistants (for EL students);
- Instructional Assistants of Literacy;
- Supplemental Support Specialists (for SpEd students);
- Secondary LCAP HS Intervention Support Specialists;
- Library Homework Center Assistant;
- Secondary ELA Specialists;
- Secondary Math Specialists;
- Homeless/Foster youth LCAP clerk;

LCAP Administrative Support and Coordination Staff

Pupils with exceptional needs will be provided additional supports which will include instructional, behavioral, and social-emotional supports; specialized academic instruction/tutoring; and related services (such as speech/language, occupational, physical therapy). Online learning platforms will be available to support students with significant reading needs and dyslexia. Progress monitoring and additional support will be provided by each student's case carrier and instructional assistants to address identified learning loss. Additional support will be provided through the Special Education Learning Hub, in which additional supplemental support specialists and other support staff will provide intervention, one-on-one when possible. Providers in specific areas of need will meet with students and/or families virtually and in-person when guidelines permit.

For English learner students, they will receive Designated ELD as well as Integrated ELD across all content areas. Secondary students in need of additional support will have an Education Assistant or their Designated ELD teacher support them in their other content classes. Elementary Newcomers will receive extra ELD lessons from district TOSAs while secondary Newcomers can attend weekly EL office hours for additional help. All ELs, including students redesignated as fluent English proficient (RFEP) will be closely monitored every six weeks to ensure they are given extra support if needed.

Another learning loss acceleration strategy that will continue to be implemented is the provision of credit recovery for high school students and extended day schedule for students at Margarita Middle School. These offerings allow students additional opportunities to master course and grade level content to close learning gaps.

Finally, each school site will be provided with discretionary funds that will be utilized to address the specific needs for unduplicated pupils at the site level. CAP and SSC teams analyze performance data and conduct root cause analysis in order to determine possible solutions to close the achievement gap and meet the needs of their students.

Effectiveness of Implemented Pupil Learning Loss Strategies

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

The effectiveness of the services and supports provided to address learning loss will be measured through district and site analysis of assessment results. Through regular Professional Learning Community (PLC) meetings, teachers collaborate with the main PLC questions in focus: What do we want students to know and be able to do?, How will we know if they learn it?, How will we respond when some students don't learn?, and How will we extend the learning for students who are already proficient?

Data analysis protocols will be followed with each administration of district benchmarks and common assessments to analyze the level of success as well as pupil learning loss to determine the need to increase support or utilize additional strategies to meet the needs of students. The progress monitoring process of specific student groups and students with exceptional needs will provide the district with another measure of the effectiveness of the services and supports that are provided.

District level support staff will identify trends in continued areas of need as they are identified by site level intervention staff. Between the multi-tiered systems of supports (MTSS) provided to students and the monitoring of the effectiveness of programs through data analysis across all content areas and for all students, TVUSD students are able to continuously improve and close achievement gaps.

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

Description	Total Funds	Contributing
<p>Staff to monitor progress and provide support for special populations of students This action encompasses a range of LCAP services and staff members who provide support to unduplicated pupils. ELA Specialists and Education Assistants support English Learner and Newcomer students. The Foster/Homeless liaison offers additional supports to these students in need. Supplemental Support Specialists support students with special needs and Special Education teachers. MAPS classroom staff support students in need of tier 3 behavior supports. Additionally, Literacy Specialists, Intervention Support Specialists, Counselors, Math Specialists, etc. provide intervention and progress monitor at-risk students.</p>	\$5,387,666	Yes
<p>Intensive Online Reading Intervention Programs for Special Education Students This action includes online intervention programs for students with special needs such as NESSY, Read Live, and Lalilo. These reading intervention programs provide additional support needed for students with dyslexia and/or struggling readers.</p>	\$27,190	No
<p>Learning Acceleration Strategies (HS Credit Recovery, Extended Day Service at MMS, Materials and supplies to support LCAP Programs) This action and service provides for credit recovery for students in need to ensure high school graduation. Additionally, students at Margarita Middle are provided the opportunity for an extended day period to allow for broad course access in their schedule so their school day can include courses such as intervention classes, electives, and AVID.</p>	\$369,628	Yes
<p>School Allocations to Address Site Specific Learning Loss Needs of Special Student Populations Each school site receives \$53 per Unduplicated Pupil (UDP) student for discretionary funding for individual site needs to address learning loss. School sites prioritize funds in accordance</p>	\$572,577	Yes

Description	Total Funds	Contributing
with their Goals and Action Plans as determined by data analysis and input from stakeholders (staff, students, and parents/community members) at individual Community Advisory Partner (CAP) meetings. Sites engage in a comprehensive needs assessment with stakeholders, gather input, and prioritize the use of funds at each site.		

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.]

The mental health and social emotional well-being of staff, students, and families are of utmost priority during the COVID-19 pandemic. Many supports have been put in place to address the physical and mental health and wellness of the TVUSD community, in an effort to remove barriers to learning.

Professional development will be provided to staff by the district and site Social Emotional Learning (SEL) Teams which includes social workers, behavioral health therapists, school counselors, and school psychologists. At the secondary level, a video presentation was provided to staff as a part of their online learning professional development that included information about trauma and resiliency during the COVID-19 pandemic. Additionally, the SEL team will provide psychoeducation around self-evaluation of impacts of trauma and training on how to create a plan for self-care. Professional development will be delivered in a virtual setting during online learning and will center around trauma informed care and systems of response for students.

Site SEL teams including site Administrators, Counselors, Social Workers, school Psychologists, Tier II Behavior Assistants, PBIS TOSAs, MAPS classroom staff, and Special Education behavior experts, will support and monitor the mental health and social and emotional well-being of pupils and staff during the school year whether in distance learning or in-person. Pupils identified by school staff will be provided additional resources and services based on four tiers of support and demonstration of need will determine movement between tiers:

Tier 1 Support for all students - All students will receive instruction through approved SEL curriculum lessons and will also have access to district-created PSA videos. LCAP Counselors, Social Workers, and Behavior Assistants, in coordination with classroom teachers, monitor the social emotional and mental health needs of students and ensure expectations are enforced. Families also receive support through

newsletters, videos, and Parent University classes. As teachers check in daily with students, they are encouraged to implement daily routines for assessing mental health and emotional well-being and to support students virtually and in-person when local health conditions allow.

Tier 2 Individual and Group Support for targeted students - Students in need of Tier 2 supports will receive check-in/check-out services from a Counselor, Social Worker, Tier II Behavior Assistants, or other staff member. Staff members will begin documentation through the Student Study Team process, and Behavior Support Plans and behavior contracts between teacher and student may be developed to communicate expectations and strategies to support behavior goals. Students may also be provided with targeted skill development (behavior standards), mentoring, social skills instruction, group counseling sessions to further develop social emotional competencies, and/or parent conferences when needed. For some, outside referral for mental health services through Care Solace will be made available.

Tier 3 Intensive Support- Students in need of this level of support will receive intensive academic support, intensive social skills teaching, individual behavior management plan, and parent training and collaboration. These students will be referred to evaluation by the MAPS classroom staff. The MAPS teacher will provide intensive behavior management strategies to the teacher and observe the student in the general education classroom setting, whether virtual or in-person. Families and students are connected with outside resources and specialists, including utilization of Care Solace.

Tier 4 Intensive Individualized Support- Students at this level receive multi-agency collaboration (Wrap-around Services) to provide extensive support outside of the school environment as well as MAPS classroom or Special Education placement if deemed appropriate by parents and SEL team members.

In order to monitor the mental health of staff, the SEL team will hold virtual meetings for check-ins with staff and at some sites, the SEL team will provide self-care opportunities including afternoon mindfulness sessions, yoga, etc. The SEL team will reach out to all teachers to inform them of resources to access if they are struggling and offer virtual meet time that staff can choose to join. Google forms will be utilized to assess the mental health of staff, to provide an opportunity to request services, and to anonymously refer a colleague who may benefit from services. Additionally, staff members in need of additional support will also have access to outside referral for mental health services through Care Solace.

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.]

In order to encourage engagement of students and families with the school environment, each school site is making efforts to make virtual connections to the staff and culture of the school. Principals are sending home regular correspondences to connect parents to staff members who can provide assistance and are recording personal messages to be viewed by students and parents. Schools and school site ASB groups are connecting to students through social media platforms such as Instagram and holding virtual spirit days and challenges to allow students to connect with others and feel a sense of school connection. Each school site has prepared a virtual back to school night in which parents and students can participate asynchronously and view videos of introduction of teachers and other school site staff, such as administration, librarians and office staff. Secondary counselors and elementary social workers have created their own social media accounts, web pages, and Google Classrooms/Canvas "courses" to provide access to resources and to provide outreach to pupils. Additionally, regular communication occurs between students/parents and teachers/schools using email, Remind two-way messaging, and Blackboard.

TVUSD is committed to ensuring that all pupils remain engaged in their learning while instruction is provided online. In order to achieve this goal, TVUSD has developed Tiered Reengagement Strategies to ensure that strategies are in place to reengage pupils who are absent from distance learning:

Tier 1 - Striving for All Students Attending: TVUSD will work to establish positive attendance expectations through an evidence based framework and various parent outreach forms (social media, letters, text messages, district website, etc.) provided in English and Spanish. School site personnel will utilize a protocol to track student attendance through the student information system, Infinite Campus.

Tier 2 - Supporting Initial Student Struggles: If a student is absent from learning, a phone outreach in the parent's language will be conducted and staff will determine the barriers for learning and provide resources to remove the barriers, including but not limited to, referrals for counseling, support from technology services, site support intervention, online attendance conferences, School Attendance Review Team, and additional connection to resources.

Tier 3 - Providing Intensive Support: If a student continues to struggle with absences from online learning and if it is determined that the student is not engaging in instruction and is therefore at risk of learning loss, a referral will be made to School Attendance Review Board with a focus on restorative practices and in recognition of the impact of COVID. Staff will re-establish clear expectations for attendance and review previous interventions. During this discussion, additional barriers to learning may be uncovered and interventions and support will be provided to address identified needs. In chronic cases, a referral to the District Attorney's Office may be necessary to prevent high levels of learning loss. Translation services will be utilized for parents who do not speak English.

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.]

TVUSD's Temecula Fresh Food Nutrition Services Department is dedicated to providing healthy food for students to promote nutrition, well being, and the ability to learn. Meals and beverages meet state and federal requirements which are based on the USDA Dietary Guidelines. Students are provided a variety of appealing foods that meet their health and nutrition needs. Free meals are available for students who qualify and students who qualify for reduced cost meals, also receive their meals at no cost because the allocation difference is funded through LCFF supplemental funds.

During distance learning and when in-person instruction is resumed, nutritionally adequate meals will be packaged in accordance with national, state, and local health and safety guidelines, and distributed in compliance with mandates regarding social distancing and personal protective equipment. All staff will be trained on health and safety protocols and will maintain physical distancing during food distribution.

During distance learning, grab-and-go breakfasts and lunches will be served to all students in grades K-12, Monday through Friday, from 11AM to 1PM. Meals will be served from each middle school campus to ensure ease of access for all students. Students will be able to pick up their meals from any middle campus, regardless of the school they attend. Notifications have been sent to parents by Food Services and individual school sites to ensure that all families are aware of this provision. When in-person instruction resumes, daily meals will continue to be available for pick up for students on their at-home school days (while learning occurs in a hybrid model) and for students who choose to continue participation completely online.

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	Additional Staff to Monitor and Support Mental Health and Social Emotional Well-Being Social Workers, PBIS TOSAs, and Tier II Behavior Assistants are assigned to school sites to provide mental health supports and meet the social emotional learning needs of students.	\$1,828,588	Yes

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	<p>Care Solace</p> <p>This action provides an online platform to connect students and families in need with high-quality substance abuse and mental health services. Services include community-based programs and resources, and telehealth services.</p>	\$60,000	Yes
Pupil Engagement and Outreach	<p>District Translators and Bilingual Clerks</p> <p>Staff members provide the translation and interpretation services needed to increase parent involvement. This includes support at the Centralized Enrollment and Parent Welcome Center, interpreting at district and school site meetings, and translating of important documents.</p>	\$307,519	Yes
School Nutrition	<p>Free Nutrition Program for Students Qualifying for Reduced Priced Meals</p> <p>This program encourages students to eat healthy meals so they are prepared and able to learn. This action/service helps to offset the price for students who qualify for "reduced" price meals by allowing them a "free" meal.</p>	\$98,000	Yes
Pupil Engagement and Outreach	<p>K-12 Insight and Let's Talk Platform</p> <p>This web-based communication platform provides web--based feedback from all stakeholders through a system that is "always on." Parents and students can use the system to report issues and concerns (including bullying) and receive a timely response. LCAP surveys are also sent out through this platform. This serves as a valuable input tool for stakeholders to share feedback and ask questions.</p>	\$66,000	No

Section	Description	Total Funds	Contributing

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
6.11%	\$14,126,454

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.]

Many actions and services throughout this 2020-2021 Learning Continuity and Attendance Plan reflect TVUSD's efforts to increase and improve services for foster youth, English learners, and low-income students. Through rich data analysis and robust conversations and input from all TVUSD stakeholder groups, the district has identified greatest needs, recognized performance gaps between student groups, and modified actions and services to best meet the demands of these students. Conversations have been centered around school closures due to the COVID-19 pandemic, program offerings (including online, hybrid, and in person), professional development, pupil learning loss, safety, family engagement and outreach, nutrition, and social emotional needs. TVUSD expends LCFF supplemental grant dollars to increase and improve services for low-income students (including Homeless), English learners, and foster youth. The following descriptions and justifications account for supplemental fund expenditures as well and some LCFF, grant, and federal fund expenditures.

Actions contributing directly to increasing and improving services for foster youth, English learners, and low-income students include:

Technology Devices and Connectivity- Principally directed to UDP: foster youth, English learners, and low-income students - LEA- wide

Technology devices and internet MIFI hotspots became a district priority to ensure students would have access to online learning. All students' families were surveyed and given the opportunity to request an iPad (elementary), Chromebook (secondary), or hotspot if needed. The provision of online learning access for foster youth and low-income students were top priority for our LCAP foster/homeless liaison and access for English learners became the priority for our EL APOSA and TOSA. Staff has made and will continue to make additional efforts to connect these students with devices if needed via technology support meet-ups, offering extra pick up times, and reaching out with phone calls. Attendance will be closely monitored to ensure all students, but especially unduplicated pupils, remain connected to online learning.

Professional Development- Principally directed to UDP: foster youth, English learners, and low-income students - LEA- wide
Many additional professional development opportunities have been provided to all staff members to prepare for online learning and on how to best meet the needs of unduplicated pupils. Much planning has been done to support English learners with Designated and Integrated English Language Development, how to best provide intervention for at-risk students, and for the online learning platforms and their features. Professional development will continue throughout the year and be adapted to meet the needs of staff and students. Professional development is an effective tool to meet the needs of students and as noted in Learning Forward, "In education, research has shown that teaching quality and school leadership are the most important factors in raising student achievement... professional development is also the only way educators can learn so that they are able to better their performance and raise student achievement."

Broad Course Access- Principally directed to UDP: foster youth, English learners, and low-income students - LEA- wide
UDP students are given first priority for enrollment in courses such as Advancement Via Individual Determination (AVID) and Career Technical Education (CTE) at the secondary level, and then, as space allows, other students are recruited. These courses prepare students for college and career and provide them with pathway options that may be of interest to them in their future, leading to increased motivation to learn, broad course access, and college and career readiness. All elementary students are provided with Visual and Performing Arts (VAPA) instruction. This meets the needs of elementary UDP students in providing for a well-rounded education with a variety of learning opportunities. Additionally, classroom teachers spend this time planning to meet the individual learning needs of UDP students while students are receiving instruction from their VAPA teachers. Broad course access to high-interest classes is effective in increasing graduation rates for these students as noted by 2019 CA Dashboard data where TVUSD Homeless students increased graduation rates by 15.5% from the previous year and TVUSD EL students increased by 11.6%. Additionally, access to CTE courses is effective in helping students graduate college and career ready as noted by a 9.7% increase for EL students on the 2019 CA Dashboard College/Career Indicator.

Staff to monitor progress and provide support for special populations of students- Principally directed to UDP: foster youth, English learners, and low-income students - LEA- wide

This action encompasses a range of LCAP services and staff members who provide support both limited to, and principally directed to, unduplicated pupils. ELA Specialists and Education Assistants solely support English Learner and Newcomer students. The Foster/Homeless liaison offers additional supports to these students in need. LCAP Counselors service all UDP students on their caseload. Other staff such as Literacy Specialists, Math Specialists, and Intervention Support Specialists, first consider foster youth, English learner, and low-income students in need of intervention and then support other at-risk students if space allows. Through close progress monitoring, intervention, and multi-tiered systems of support, students are able to receive a continuum of academic supports. These Tier II supports are effective in supporting students in English Language Arts and Mathematics as identified in 2019 CA Dashboard data. In Math, foster youth

students increased by 7.9 points, EL by 5.8 points, and SED by 3.5 points from the previous year. In ELA, foster youth students increased by 23.6 points, EL by 9.1 points, and SED by 1.4 points from the previous year.

Acceleration Strategies- Principally directed to UDP: foster youth, English learners, and low-income students - School-wide: CHS, GOHS, TVHS, and MMS

UDP students in need are first considered for credit recovery classes at the comprehensive high schools and extended day classes at Margarita Middle School, and then other students in need are recruited as space allows. The extended/adjusted day action provides students at MMS (TVUSD's middle school with the highest percentage of English learner and low-income students) opportunities to receive supplemental math intervention and/or the opportunity to receive an elective course in order to give students broad course access and a well-rounded educational experience. Credit recovery classes allow students to make up failed classes and allow Newcomer EL students to take the class for the first time. These actions support graduation rates and college and career readiness and have been instrumental in meeting the needs of unduplicated students as noted above.

School Allocations to Address Site Specific Learning Loss Needs of Special Student Populations- Principally directed to UDP: foster youth, English learners, and low-income students - LEA- wide

Since schools across TVUSD have such diverse needs, each site receives \$53 per UDP student at their school to use for individual site needs. School sites allocate funds in accordance with their Goals and Action Plans as determined by data analysis and input from stakeholders (staff, students, and parents/community members) at individual Community Advisory Partner (CAP) meetings. Sites discuss a comprehensive needs assessment with stakeholders, gather input, and prioritize the use of funds for their UDP students. Schools have used these allocations on various actions and services such the purchase of technology (including iPads, Chromebooks, charging/storage carts, licenses, etc.) and supplemental intervention materials, and the provision of professional development (including EL Symposium, CUE, Restorative Justice, etc.) and before/after school tutoring.

Staff to Monitor and Support Mental Health and Social Emotional Well-Being- Principally directed to UDP: foster youth, English learners, and low-income students - LEA- wide

This action and service is principally directed to UDP students and was created based on data and feedback to meet the social emotional learning and mental health needs of these students. According to the Association for Supervision and Curriculum Development (ASCD), "a whole child approach, which ensures that each student is healthy, safe, engaged, supported, and challenged, sets the standard for comprehensive, sustainable school improvement and provides for long-term student success." TVUSD takes the whole child into account and the social emotional needs of students must be met first so they are then ready to learn academic content. SEL staff have also proven to be effective in helping with Chronic Absenteeism and Suspension Rates as noted by TVUSD's Green status on the 2019 CA Dashboard.

Care Solace- Principally directed to UDP: foster youth, English learners, and low-income students - LEA- wide

This service was first created to meet the needs of our Homeless students who were in Differentiated Assistance at the time. Care Solace has proven to be very helpful for many families and students and is valuable for all UDP students. This action provides an online platform to connect students and families in need with high-quality substance abuse and mental health services that they may need beyond the services they may receive during the school day (from social workers, counselors, Tier II Behavior Assistants, etc). Care Solace has proven to be an effective resource for students and families as noted by the numerous reviews and case studies on their website at <https://home.caresolace.com/case-study-chico-unified/>.

District Translators and Bilingual Clerks- Limited to UDP: English learners- LEA- wide

This action and service provides translation and interpretation services for English learner families. This service allows families to have greater access to participate in their children's education and it increases family engagement at meetings and activities across the district. These services are greatly utilized and feedback from parents is positive, deeming it as an effective use of funds. Additionally, this service has been proven effective as noted by an increase in parent attendance at DELAC, Cafecito, and Parent University meetings.

Free Nutrition Program for Students Qualifying for Reduced Priced Meals- Limited to UDP: low-income students - LEA- wide

The lunch program is limited to low income families and allows students who qualify for a reduced-priced breakfast or lunch to receive them at no cost to the student. This allows students to be better prepared and ready to learn by receiving healthy meals. This service removes the burden of the SED student from paying the reduced lunch price to participate in the NSLP. While this service is delivered district-wide, only SED students participate. TVUSD believes by providing this service, that access is increased and the stigma sometimes felt by students associated with the NSLP is reduced, thus resulting in improved student participation. Increased student participation improves student nutrition and the matrices associated with this action service are aimed at measuring an increase in program NSLP participation.

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

Many actions and services throughout this 2020-2021 Learning Continuity and Attendance Plan reflect TVUSD's efforts to increase and improve services provided for unduplicated pupils, both qualitatively and quantitatively.

Quantitatively, there has been an increase in spending for technology and new online programs purchased to mitigate learning loss in UDP and special education students. TVUSD purchased over 8,000 iPads in order to support online learning and to become 1:1 with student devices (iPads for elementary and Chromebooks for secondary students).

All actions and services continue to improve qualitatively each year. There has been a tremendous increase in professional development in order to help prepare teachers for online teaching. Teachers can attend asynchronous professional development sessions on Learning Management Systems, Instructional Companions, Curriculum Apps, and Innovative Instruction. Teachers were able to attend iPad Camps and Canvas training over the summer. The school calendar was changed for 20-21 to allow for additional professional development and planning for teachers. Each site has added a technology lead teacher to support staff and students with online teaching and teachers can even sign up for one on one coaching sessions.

TVUSD has continued to refine systems of support for all students in need, including foster youth, English learners, and low-income students. These students have access to a range of staff members who will support them with instruction and intervention (i.e. Literacy and Math Specialists), with programs and classes (i.e. LCAP Counselors and Instructional Support Specialists), and with social emotional needs (i.e. Social Workers and Tier II Behavior Assistants). All unduplicated students are monitored every six weeks by teams of staff members on attendance, grades, and behavior. Students are monitored on a case by case basis to ensure their success and given the proper supports as soon as it is needed. Foster youth, English learners, and low-income students showed increases in ELA and Math on the 2019 CA

Dashboard as well as a decline in Chronic Absenteeism. Therefore, these support systems will continue to be provided and refined for continuous growth and improvement.