

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
Trona Joint Unified School District	Jairo Arellano, Superintendent	jarellano@tjUSD.net (760) 372-2861

General Information

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

In order to lessen the spread of COVID-19, Trona Joint Unified School District complied with state and county guidelines, closed schools, and embarked on distance learning. This decision had far reaching effects or consequences. Our entire student body receives free breakfast and lunch, so a plan to continue feeding our children had to be developed. If the district did not feed our children, they would have become malnourished. Child care became a problem for parents who were considered essential workers, with some parents quitting their jobs to stay home creating further financial hardships for our families. Others choose to leave their children at home alone potentially exposing them to cyber bullying, peer pressure, or other risky behaviors. The district also had to provide every student with an iPad or Chromebook with appropriate child protection/guardian software and make sure every student had access to the internet. This created a domino effect in having to provide teachers with equipment and training to teach the student through the internet and the provided student devices. In turn, parents (especially those in the lower socio-economic range with limited resources and education) also had to be trained to operate the devices and various applications or platforms being used by the teachers. Families with multiple children experienced challenges and expressed frustration in managing space and multiple lessons happening through several platforms at one time. In order to alleviate these challenges, the district ordered headphones with microphones for every student. Some families were provided with student desks, chairs, and privacy shields to help decrease distractions and facilitate focus/concentration. Both the use of Google Meets or Zoom to provide students with a live classroom experience and recording lessons caused the district to consider and take action in regards to security and privacy issues. Even with support for teachers and families in the way of nutrition, supplies, materials, scheduling, and training, student learning outcomes were expected to be reduced. Large amounts of screen time are not developmentally appropriate, especially for children in kindergarten who need lots of human interaction, movement, and manipulatives. Kids are missing out on the essential human interaction and contact necessary for learning and development. Services to our students with special needs have also been affected as teachers, therapists, and school psychologists figure out how to meet the goals and provide accommodations or modifications listed in Individual Education Plans (IEP) through various distance learning platforms. In some cases, assessments must be conducted within a legally given timeframe in person, once again causing the district to problem solve and provide a sterile place and materials for the child and therapist or school psychologist. Knowing that our children are missing out on the human interaction and contact necessary for learning and development caused our district to look seriously at a blended or hybrid model of instruction. In doing so, the district encountered obstacles in maintaining social distancing within classrooms, establishing pathways of movement with social distancing, providing enough personal

protection equipment, figuring out how to get students follow guidelines (wear masks, 6 feet apart, wash hands frequently, don't share), keeping all frequently used item or areas sanitized, providing transportation while keep students socially distanced on a school bus.

With stakeholder engagement, most families preferring either a blended or full return to classes, the district developed a plan for re-opening the school in phases. The district began the process by preparing a plan and submitting a waiver request to the county health department to reopen the K-6 elementary school. Expressed concerns for our high school students led to problem solving discussions regarding following or using the cohort guidelines especially to provide assistance to students with disabilities and other vulnerable students. Additionally, some stakeholders did express fear about returning to school before a vaccine is available; these families and students have the option of remaining on distance learning or doing independent study.

Stakeholder Engagement

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

Two different parent surveys, a student survey, and a staff survey were developed in Google Forms and sent by email through the schools student information system, Infinite Campus. A text message alerting parents to check their email was also generated. Infinite Campus keeps student records and has a messenger program for students and parents. Every student and nearly every parent in our school has an email address stored in the system. Various types of questions as well as an open ended comment box designed to gather information and provide guidance in moving forward with the new school year were included in all the surveys.

Various virtual meetings (parents, students, staff, department, board) were held. Invites and meeting links were sent using school Gmail, Google Calendar, and Infinite Campus messaging. Questions, comments, and concerns were openly discussed at all of these meetings. Virtual meetings were also held during the summer vacation. Information regarding school board meetings and how to participate in the public comment portion of the meeting is posted at the district office, each site office, and on the school website.

Lastly, this is a very small school district in a tight-knit community. Parents and students do not hesitate to telephone, text, or email staff or administrators. Information, concerns, and opinions were shared during quick informal meetings when iPads, Chromebooks, hot spots, or lunches as parents drove through curb-side pick-ups. Many teachers gathered information through their Google Classrooms or Class DoJo app. During Distance Learning, paraprofessionals were assigned specific students/families they were expected to check on, help, and/or report concerns to teachers or administrators. Administrators made home visits when devices or hot spots were needed by families without transportation. Although these visits were short, valuable information was gained through the brief conversations. The school's Facebook page is another place where all who have a stake in our school can and do freely post comments.

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

The school district purchased an audio mixer, microphones for each board member, and a high definition webcam. Open Broadcast Software (OBS) was also obtained. OBS controls the input from the microphones and webcam for live streaming on a Youtube channel. This software handles overlays and graphics and pushes them to the Youtube livestream. Once uploaded, live DVR is enabled for later playback.

Public Notices for board meetings are posted at the district office, the elementary school office, the high school office, and on the district website. Notices are also sent to the union/association presidents and site secretaries. Notices are also sent via Infinite Campus text and email. A link or address for the school's Youtube channel is included in the notice as well as instructions for participating in the public comment section of the board meeting. Public Comment can be mailed or emailed to the Superintendent's secretary. During live streaming, a telephone number is announced or provided for anyone who wants to comment by phone. The district's technology representative is available to enable live chat during the public comment section and disable live chat when that portion of the meeting has ended.

Per SB-98, when the LCP was presented for review and comment by members of the public (September 10, 2020), the district met the 72 hour requirement for agenda and public hearing posting including the location of the LCP for public inspection. **EC 43509(b)(4)**

Per SB-98, the LEA adopted the LCP in a public meeting held after, but not on the same day as the public hearing (September 24, 2020). EC 43509(b)(5)(A)

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

The first survey was sent at the end of the 2019 - 2020 school year, had 3 sections, and inquired about all aspects of distance learning from mid-March until the end of the school year. The bar graphs and pie charts created by the Google Forms application based on the responses along with the list of short answers indicated that a large percentage of parents were happy with the services, support, and communication efforts extended by the school district during distance learning.

The second survey was sent closer to the start of the 2020 - 2021 school year and asked questions pertaining to what type of instructional model did parents favor, for example: total distance learning, blended or hybrid with an option for independent study, return to school full time following CDC guidelines with option for independent study. Based on the responses, Google Forms calculated the following information. The percentage of parents able to provide their own transportation to school was 83.5%. If their child had to wear a mask and have a temperature check prior to riding the school bus, 71.1% would allow their child to ride the school bus. Parents wanting a full time return to school equaled 61.2%, those preferring a blended model equaled 14.1%, 12.9% wanted to remain in full distance learning, and 11.8 % wanted independent study with 1 hour per week with a teacher. Additionally, parents were also given space to write about other concerns they might have.

Students were surveyed in the topics of the school, distance learning, support for learning, social-emotional security, school connectedness & engagement, and physical surroundings. A section was also provided for students to ask questions or write comments. Overall the majority of the student responses across all areas were positive, reflecting students felt safe in their environments, supported by staff, and were making academic progress.

Twenty teachers responded with 75% wanting to return to work if the schools reopened with either the blended for full time models. Most of the questions were open ended. Teachers were able to list the supplies they would need in order to teach in a distance learning or blended classroom. They were also given space to write their concerns.

After analyzing the freely written comments, concerns about safety were a major influence in how people chose to respond. There were comments or questions about whether the staff would realistically be able to keep students in masks and 6 feet apart for the entire school

day should the school reopen in a blended, hybrid, or full time model. At the same time, there was great concern about how much of a learning slide or learning gap will be created if school opened with a distance learning or blended/hybrid learning environment.

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

Stakeholder input had a major influence on the actions the district took to improve or increase school safety while lessening or decreasing the spread of Covid - 19 and other contagious illnesses. The district purchased several no-touch thermometers, masks, gloves, plastic barriers, and hand sanitizers for each site in preparation for the return of staff, students, parents, or other community members to our buildings. Custodial staff have been training in COVID-19 cleaning and sanitization procedures to ensure district facilities are properly cleaned throughout each day. Non-essential furniture was removed and stored to allow for social distancing. Paths of travel were established to maintain social distancing. Ventilation equipment and systems were checked for proper operation. Safety protocols were communicated to staff, students, and families.

Loss of learning, knowledge, and skills was another primary concern expressed by all connected with our schools. In an effort to prevent a learning slide or gap, and to keep students gaining knowledge and skills, the district purchased several types of technological and internet devices. This equipment enables teachers to reach out to families, have live interactions with students, and to provide live instruction. Schedules were created with 3 live sessions and office hours for those needing extra help built into each school day. Curriculum that had both hard copy materials and digital or distance learning components were purchased or renewed. Paraprofessional hours and assignments were also modified or adjusted in order to help teachers facilitate supervised small group activities and keep students focused or engaged.

Parents of children with disabilities were concerned about implementation of their children's IEPs. Special Education teachers called or had virtual meetings with each of their parents and developed mutually agreed upon individual emergency distance learning plans. Again, paraprofessional hours and assignments were adjusted to provide extra assistance to our more vulnerable students. As the public health department will permit, arrangements have been made for students to come in for one on one support, assessment, and remediation on skills .

Another area of concern for all stakeholders is the social-emotional state of our children, their families, and our staff. The district invested in Second Step, a program that addresses social-emotional learning and bullying. Teachers are required to include Second Step lessons in their weekly lesson plans. In some cases, referrals are made to Desert Mountain Children's Center.

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.]

Trona Joint Unified School District will offer In-Person instruction when the California State and San Bernardino Health Departments deem it to be safe to do so. When this opportunity arises, TJUSD will follow all safety precautions with disinfecting all common surface areas frequently, distancing students at all times and in all areas, providing face masks/shields to students and staff, staggered arrival and dismissal times, and limited outdoor play time.

TJUSD has started with Distance Learning. Teachers have 3 daily live interaction lessons with their students Tuesdays through Fridays. TK, Kindergarten, 1st, 2nd, and 3rd grade also exchange weekly work packets during the curbside grab and go lunch time. Each teacher also has scheduled virtual office hours that can be used to offer additional help or instruction to individuals or small groups. Additionally, this time can be used for parent conferences. Sometimes even the virtual one-on-one is ineffective. In those cases, an appointment and arrangements are made for a student to come to the school for direct, personal instruction. When this happens, temperatures are checked, masks are worn, plexiglass dividers are set up, hand sanitizer and sanitizing wipes/sprays are also available for cleaning prior to and after the student visit. For families that are struggling but lack transportation, meals and materials have been delivered to the home. Paras have also made home visits, remaining outside and with masks on, to troubleshoot problems with device or show parents how to navigate or use various platforms.

Teachers, classified staff, administration, school counselor, school psychologist, intervention teacher/team and the special education team will be working together to ensure students' needs (both academically and social/emotionally) are being addressed. This will be accomplished through Google Classroom, Google Meets, Zoom meetings, emails, home visits (utilizing safety precautions and with parent approval), small group or individualized instruction and personal phone calls.

Students will be assessed at the start of school while learning in their homes and at the end of each quarter using i-Ready in order to identify student strengths and areas of need. Throughout each quarter, teachers will have daily live sessions in all core classes using the adopted district curriculum which fortunately had digital components adaptable to distance learning. While providing curriculum-based instruction, teachers will use a variety of formative and summative assessments to check for student understanding and progress towards grade-level standards. In addition, supplemental programs in math and ELA were purchased to provide additional practice for both advanced and struggling students. Teachers use data collected from the assessments to help them plan or pace lessons, decide on composition of small groups, determine who might need individual help or referral to a student study team. The student study team works with teachers, parents, and students to determine what Response to Intervention or Multi-Tiered strategies could be implemented to provide support for the teacher and students. Students who are new to Trona and are English Language Learners will also be assessed with the Initial ELPAC State Assessment. This assessment will be given virtually. Extra support will be provided to students by the teacher and/or paraprofessionals. Parents and students will be communicated with regularly through phone calls by staff and small group breakout sessions for personalized instruction and support. Instructional lessons will also be recorded for students to review at a later time.

TJUSD has applied for a waiver to begin bringing students back into the classroom using a Blended Learning Model. Meanwhile, our teachers are using their observations, knowledge of students and their families, student work samples, curriculum chapter and unit tests, in addition to the iReady and Star assessments to identify the students who are in most need of in-person instruction. The special education teachers will each have 2 cohorts. Cohort 1 will attend on Monday and Tuesday probably in the morning with office hours in the afternoon for to work with students in Cohort 2. Cohort 2 will attend on Thursday and Friday mornings with office hours provided in the afternoon to provide support for the students in Cohort 1. Paraprofessional assistants have also been assigned to work with the special education teachers to ensure we are meeting the needs of our students with special needs. Each cohort will have 14 students, a teacher, and a paraprofessional for a total of 16 individuals. If an additional paraprofessional is needed for one-on-one assistance the cohort would then change to a student count of 13, a teacher, and 2 paraprofessionals. In this scenario, the total adult and student cohort number remains at 16. Wednesday will be a deep cleaning day, with all but essential employees working from home. Once our students with special needs are scheduled, we will then meet with teachers to determine who must receive in-person instruction. To begin with, we would start with 2 cohorts

at the high school level and 2 at the elementary level. Essentially, these would operate on schedules similar to the special education cohorts.

In order to have any individuals on campus Covid 19 safety expectations and guidelines have been put in place. In addition to the following listed here, additional District policies and procedures that are in the District Reopening Plan.

District Staff are expected to:

- Stay home from work when sick
- Practice social distancing from others when possible
- Frequently wash hands with soap and water for at least 20 seconds beginning of the day, prior to and after eating snacks/meals, after using the restroom, after recess, and upon entering and leaving the classroom/office, etc.
- Use hand sanitizer with at least 60% alcohol if soap and water are not available
- Avoid touching your eyes, nose, and mouth with unwashed hands
- Cover your mouth and nose with a tissue when you cough or sneeze or use the inside of your elbow
- Place used tissues in a wastebasket
- Avoid the sharing of supplies, technology equipment, etc or sanitize between use.
- Wear face coverings as required by the Department of Public Health and/or local guidelines.
- Notify your supervisor if you experience symptoms of acute respiratory illness (i.e., persistent dry cough, persistent shortness of breath, fever of 100.4 degrees or higher, overall body aches, persistent red eyes not from allergies or environment or any other significant cold-like/flu-like symptoms) so you can be separated from others and be sent home immediately.

Safety-Personal Protective Equipment (PPE)

Students and Staff are both expected to:

- Receive masks and/or shields at the sites
- Maintain social distancing as feasible
- Receive training on the proper use of PPE's (videos)
- Receive a mask if determined to be symptomatic and placed in isolation
- Grades K-2 will be recommended to wear a mask. Grades 3 and up will be required to wear a mask per July 17, 2020 mandates. Students in grades 3 and up who refuse to wear a mask per current mandates will be on distance learning unless they are exempt per CDPH guidelines
- Wear a mask during transitions (i.e. hallways, bus rides, and bathrooms)
- Wear a mask for bus rides and while waiting for the bus for all students.
- Continue to work closely with the San Bernardino Department of Public health on PPE requirements ☐
- Limit the number of visitors/volunteers on campuses
- Maintain Personal Protective Equipment (PPE) in offices
- Conduct staff meetings, professional development training, and education, and other activities involving staff with physical distancing, or virtually if physical distancing is a challenge.
- Minimize the use of and congregation of adults in staff rooms, break rooms, and other settings.
- Contact Tracing - The point of contact will be Dr. Arellano and Sarah Wright -Superintendent Secretary.

- Provide training regarding COVID19 response
- Routine testing of staff is recommended - TJUSD staff will be recommended to be tested once every two months. Time will be available during their workday (after students leave for certificated) to get tested.
- Families will be educated about keeping child/children home from school to decrease the risks of spreading illness. School sites will ask families to update their emergency contact list prior to students on campus and have a plan for picking up ill students.

Hygiene

TJUSD staff and students will:

- Wash or sanitize hands at the beginning of the day, prior to and after eating snacks/meals, after using the restroom, after recess, and upon entering and leaving the classroom/office, etc.

TJUSD staff will:

- Increase the frequency of disinfecting protocols (i.e cleaning desks, door handles etc.
- Train and encourage protocols that reduce infectious disease spread (hand washing, etc.)
- Maintain appropriate supplies for handwashing and hand sanitizing stations
- Post handwashing posters near all sinks on campuses
- Provide outdoor hand sanitizing stations
- Disinfect bathrooms frequently (hourly as practicable)
- Students will be taught about why sharing is not an option until shared use is allowed again. When shared use is allowed, clean, and disinfects between uses.

Prevention via Temperature Management

TJUSD staff and/or students will:

- Have temperatures taken prior to entering the bus, and at school drop off at beginning of day using a no-contact thermometer until no longer recommended by San Bernardino County Health Department
- Be directed with a mask to a designated isolation room if the temperature is >100.4 until they are able to leave campus. (See next steps below) TJUSD staff will:
- Encourage families and staff to do a health check/temperature prior to coming to school/work
- Ventilate and clean isolation room after use

Identifying and Addressing Illness

TJUSD staff and/or students will:

- Stay home if showing signs of symptoms consistent with COVID-19. Will not SARB students as long as they are finishing their work from home.
- Be observed by health staff, if symptoms confirmed a mask will be placed on the student and they will be put in isolation until picked up to return home
- Stay home until at least 14 days have passed after symptoms first appear. Currently, two negative tests are recommended by Public Health.
- Stay home at least three (3) days after recovery with a negative COVID test and doctor's note. "Recovery" means the fever is gone for 72 hours without the use of fever-reducing medications and respiratory symptoms (e.g., cough, shortness of breath) have improved

TJUSD staff will:

- Receive training on COVID 19 symptoms according to the Center for Disease Control (CDC) guidelines
- Have lesson plans for substitute teachers in the event they become ill themselves
- Contact Department of Public Health for *consultation and guidance* if school confirms a case of COVID-19 with potential exposure to staff or students
- Communicate school or classroom closure with staff and families following the recommendations of San Bernardino County Public Health
- Close off areas used by any individual suspected of being infected with the virus that causes COVID-19 and does not use before cleaning and disinfection. To reduce the risk of exposure, wait 24 hours before you clean and disinfect. If it is not possible to wait 24 hours, wait as long as practicable.
- Ensure a safe and correct application of disinfectants using personal protective equipment and ventilation recommended for cleaning.
- Investigate the COVID-19 illness and exposures and determine if any work-related factors could have contributed to the risk of infection.
- Update protocols as needed to prevent further cases.

TJUSD students will:

- Be placed on short term independent study if the need arises to quarantine at home **Returning from Illness**

TJUSD staff will:

- Follow guidelines and work closely with local doctors and health departments regarding readmission
- CDC criteria state 72 hours without the use of medication and at least 10 days have passed since symptoms first appeared.

TJUSD students will:

- Turn in their short-term independent schoolwork for attendance credit

Creating and Providing an Isolation Space

TJUSD staff will:

- Identify an isolation space at each school site
- Follow the guidelines of the CDC to provide a space with ventilation and separate healthy individuals from those showing signs of illness ☐
- Follow disinfecting protocols after use of the isolation space
- Continue to implement practices to protect the confidential health information of students and staff

Facilities Sanitizing and Ventilating

TJUSD staff will sanitize: ☐

- Shared classroom materials, electronic devices, desks, and chairs
- Metal objects frequently touched by students and staff, door handles and restrooms

TJUSD staff will ventilate:

- Shared spaces and ensure proper airflow
- During the hot season, evaporative coolers introduce fresh air into the classrooms constantly.

- HVAC/swamp coolers units by changing filters frequently
- HEPA air filter purifiers in common areas/classrooms

Classroom Layouts, Passing Periods, Office Areas

TJUSD staff will ensure Classroom Layouts:

Where students are facing forward or have physical dividers

Adjust student capacity of classrooms to align with public health guidelines as feasible

Place desks with 6 feet distance if feasible according to physical distancing guidelines

Adjust the student capacity of multipurpose rooms/common areas to align with county public health office guideline

TJUSD staff will ensure safe passing periods:

-By creating directional pathways in hallways

-By requiring mask/shield to be worn during passing periods

-Keep students in cohorts to the extent possible

-Masks will be provided if needed to students/guardians/parents

TJUSD staff will provide in the Office area:

-Markers to indicate the distance between students/guardians/parents

-Masks will be provided if needed to students/guardians/parents

Child Nutrition:

TJUSD staff will:

-Wear appropriate PPE when serving students

-Create markers to indicate the distance between students

-Use disposable, or sanitized reusable tableware

-Provide food service for distance learning as needed

-Provide grab and go lunches

-Follow all CDE guidelines for serving food (already do)

TJUSD students will:

-Wear appropriate PPE if waiting in line for meal service but not during meal

-Sanitize hands upon entry and exit

-Sit at desks/tables to provide physical distance as feasible

-Throw all food and utensils in appropriate receptacle once finished eating

-Not be permitted to share consumables

COVID-19 CONTACT

Close Contact with COVID:A close contact is defined as anyone who was within 6 feet for **at least** 15 minutes starting from 48 hours before the person began feeling sick until the time the patient was isolated. If an employee/student comes into contact with someone who has

tested positive for COVID (within 6 feet), the employee/student will be sent home for self quarantine, testing is recommended. The employee/student will only return to work with a doctor release letter.

No Close contact to a person with COVID: A no close contact is defined as anyone who was within 6 feet, **less** than 15 minutes starting from 48 hours before the person began feeling sick until the time the patient was isolated. If you have been around someone who was identified as close contact with a person with COVID-19, you should closely monitor yourself for any symptoms of COVID-19 but, you do not need to self-quarantine. Testing is recommended but you can remain at work, follow the CDC guidelines for social distancing

.Daily Response to COVID as a Staff:The public can contact or make appointments with the school sites/district office through email and telephone. 760-372-2861, swright@tjUSD.net (district office) 760-372-2824, jwolfe@tjUSD.net (high school and elementary)All staff interactions with colleagues and the public will be based on the CDC guidelines. Staff will to the best of their ability be 6ft apart and wearing a mask per the latest guidelines.

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

Description	Total Funds	Contributing
Reopening public health safety equipment and supplies were purchased	\$ 18,302	Yes
After- school tutoring for students showing learning loss	\$ 12,953	Yes
Summer School offering	\$ 16,949	Yes
Additional Tech equipment for distance learning	\$ 91,818	Yes

Distance Learning Program

Continuity of Instruction

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

As mentioned in the In-Person Instructional Offering section, our staff uses board adopted standards based instructional materials with all students in all core areas. The district expects all teachers to use the adopted Pearson ELA curriculum and Houghton Mifflin Harcourt (HMH) Math and Science curriculum. The district is in the process of adopting a new Social Studies curriculum. Until it is available, teachers are using Social Studies Weekly. Again, all of these curriculums have digital and hard copy materials that are easily switched between and can be used side-by-side. Additional supplemental materials have also been provided in the core areas in order to provide intervention, reinforcement, or advanced activities as appropriate for student needs. Each teacher is also expected to include weekly Social Emotional Learning lessons, along with Bullying Prevention lessons, through the Second Step Curriculum. All of the adopted or approved materials can be used virtually or in person. While at the moment the teachers are taking full advantage of the digital components, it should be an easy transition from full distance learning, to blended learning, to a full return given the adopted curriculum and approved supplemental materials made available to staff and families. When students attend school full time, they are given opportunities to play, be creative, have a snack,

move, and socialize. Our staff has been creative and connected with other teachers to continue to provide students similar opportunities during distance learning with activities such as scavenger hunts and spirit days.

During this time of distance learning students have opportunities for daily live interaction with their teacher through Google Classroom and Google Meets. There is also flexibility and options for accessing the instruction and materials. One option is Live instruction, also known as virtual instruction or synchronous learning 3 sessions per the day in whole group, small group, and individual sessions. Recess breaks and the lunch break are at the same time each day in order to help parents who have several students in several grades or don't want to leave children home alone when it is time to pick up curbside grab and go lunch. Every student has been provided an iPad, Chromebook, and headphones to be used in all options or models of learning. Students needing access to the internet were provided hot spots. Some students were provided privacy shields, desks, or chairs as needed. Option Two, teachers also pre-record lessons or record live sessions and post them for parents who have several children in the home or parents who work and want to help their children in the evening when they get home. These children are still expected to attend at least 1 live session with the teacher, usually the "morning meet". The third option is independent study using Acellus Academy. Acellus Academy is Fully Accredited by the Accrediting Commission for Schools, Western Association of Schools and Colleges. Students working independently using Acellus are still required to meet with a teacher once per week. Special Education Services continue to be provided by the district as well as assessments and IEP meetings. Our special education teachers have been added as co-teachers to their student's general education classes. Often they attend the virtual lessons with their students and then extend small group or individual help following the large group/classroom virtual experience. Specialized Academic Instruction is being provided Monday through Friday by our special education teachers and paraprofessionals as practical and reasonable while the student is attending the virtual program.

As mentioned previously, TJUSD hopes to change to a blended or hybrid model of teaching as soon as the state and county health departments say it is safe to do so. The students will continue to use the same district adopted and approved materials and supplies as on distance learning. The difference will be that half the students will be learning in the brick and mortar classroom, while the other half will be learning asynchronously at home. Then the groups will switch settings. Our classrooms, general areas such as the library, passing areas, and buses are all preparing for the time when we can welcome students back into our facilities. Desks will be placed 6 feet apart facing the same direction. Deeper and more frequent cleaning and sanitization is scheduled. Signs to remind children to social distance, wear masks, and wash their hands frequently have been appropriately placed throughout the facilities. Paths of travel for have been established and appropriate signs or arrows directing people will be posted. Families who do not feel safe sending their children to school during this time will still have the option for independent study using Acellus with the weekly teacher meeting.

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 the end of last school year, all district devices were collected, examined to see if they still worked, and cleaned. A count of working devices was compared to the projected student enrollment. Based on those numbers and the experiences at the end of last school year, additional chromebooks and hotspots were ordered. Due to our remote location and surrounding mountains, the hotspots wouldn't work consistently or efficiently for some families. In that situation the district contracted with a local provider (SBC) to get restricted services for those families. Families with several school age children were provided with more than one hot spot to ensure all the children could stay

connected at the same times. Teachers were contacted regarding what programs needed to be installed for each grade level. All iPads (K - 2) and Chromebooks (3 - 12) were cleaned and had the appropriate programs installed with short cuts when possible.

The site secretaries created Google Sheets with columns for student names, device numbers, and signatures. Families were assigned a day/time to come on campus to pick up a chrome book, headphones and hot spot for their student(s). Chromebooks were also made available to staff who needed them to teach or tutor students. After the assigned days or times, staff members began calling those who had not picked up and signed the log. Arrangements were then made for alternate pick up times or for delivery of the needed materials. Technicians or paraprofessionals continue to be available by phone, email, or personal visit (following Covid-19 health guidelines) to assist with any problems related to the devices, software, or programs. We also monitor attendance closely. When we notice unusual or frequent absences and the parents or students don't reach out to us, then a staff member reaches out to them. If we learn it is a tech problem, we work together with the parent, child, teacher, and tech department to resolve the issue as quickly as possible, provide the child with hard copies of what was done in the distance learning lesson, and have a para help the child in a one-on-one situation if needed.

Parent technology training and assistance will be held virtually or over the phone as needed to address questions and help parents learn to use the devices so they can assist their children. Some parents and guardians aren't able to resolve their issue over the phone so an in person training session must be arranged. Staff will continue to inform the office of additional families in need of technology.

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 is recorded daily in Infinite Campus, the district's student information system. In addition, elementary teachers track student attendance at each live session on a Google Sheets page which is shared with the school secretary. Parents are expected to call into the main office of their child's school site (elementary or high school) if their child is sick and unable to attend the live sessions the same as if we were in regular attendance. Live, on-line synchronous instructions is considered school time and all children are expected to attend those sessions.

Grades will be given this Fall. Teachers submit weekly lesson plans to their office. Plus, a log of assignment grades, like attendance, is kept in Infinite Campus. Google Classroom is being used district wide to post activities, assignments, and assessments. Tk - 3 grade will have standards based progress report cards. Grades in 4-12 will be issued progress report card grades based on the class syllabus and expectations. Students' academic understanding will also be monitored through one-on-one conversations between student and teacher, progress monitoring, exit tickets, rubric scores, both formative and summative assessments, teacher made tests/quizzes, curriculum based tests, and daily work review. Some of these checks for understanding and skill development will be completed on-line, virtually through distance learning. Depending on the purpose of the assessment, arrangements will be made to have students take the assessment in the school building following the Covid- 19 guidelines either individually or in a small cohort

In addition to ongoing classroom checks for understanding of new concepts and development of new skills, the district uses the iReady Reading and Math assessments in the elementary school on a quarterly basis. The High School uses the Star Reading and Math

Assessment along with the CAASPP interim assessments. In all cases, the information provided in the assessment reports helps teachers and administrators measure student progress, loosely predict performance on the required state assessments, identify areas of need either for single students or groups, and collaborate to develop appropriate multi-tiered interventions or supports.

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.]

The district provided Google Classroom training for all staff that wished to participate and paid for the certification test. Our school counselor sent out links to various training videos and webinars related to social-emotional learning and teaching through distance learning throughout the end of last school year and over the summer. When the new web cameras were installed, each teacher was given a quick demonstration of how it operates. Upcoming trainings include the following topics: Using our new Science curriculum, Screencastify, Positive Behavioral Interventions and Supports, and Better Interpreting and Using iReady Assessment Results. Teachers will also be given time to meet in professional learning communities to discuss various extensions, tips, and tools they are finding to be successful in their distance learning classrooms. For example, in a recent session, teacher taught each other about: [Google Meet Grid View Extension](#) (this one helps you see more of your students on grid view), [Dualless](#) (this one splits your screen so you can see more when you're sharing), [Nod Extension](#) (this extension helps gauge real-time feedback).

Recent staff meeting discussions resulted in the decision to put 2 tv/monitors in each classroom, along with 2 computers, and a new camera system. A sample/model classroom was set up for demonstration purposes during a staff meeting. The demonstration included how to open up Google Meets, watch students at home, provide in-person instruction for up to 14 students (seated according to state and county guidelines), and stream their lessons live for those watching from home. In addition, teachers were shown how to use the camera remote control which has options to rotate following voices or to set buttons to zoom in on spots such as the main instructional screen or teacher stance area. The teacher can move between her computer or pointing to something on her main board/monitor and tap 1 or 2 to have the camera focus on what she wants the children to see. As the tech staff installed the equipment in classrooms, they took time to show the teacher how to use it and had them practice a few times before moving on.

Staff Roles and Responsibilities

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

The TJUSD administration worked with the Classified Employees Association on a memorandum of understanding (MOU) that allowed classified staff to be placed in different job positions. Instructional Aides/Paraprofessionals were trained in technology tools and platforms that they will be using to tutor and support students. Some paraprofessionals and classified employees were switched to provide supervision for children of working staff members. Other classified staff switched from classroom support to helping with our lunch program. Still other

classified employees have acquired extra cleaning and sanitization duties. Substitute classified employees have been called to help with extra duties such as checking and logging temperatures at the entrance gate, reminding people to wear masks/providing masks, and explaining the paths to travel to site offices. An MOU was also reached with the teachers association regarding the methods of classroom instruction (from classroom based to distance instruction from home).

If a Blended Model is implemented, Instructional Aides and Administrators will be assigned to multiple duties due to the additional recess and lunch times being offered to ensure social distancing and student safety. Maintenance staff are dedicating more time to sanitizing equipment and the facilities. Bus drivers will be taking temperatures as well as certificated and classified staff. Administrators have become health screeners. Administrators, Teacher on Special assignment and Counselor will be used to teach students if needed to replace the teacher's live interaction. It is more crucial now than before for all staff to have non-academic check-ins with students, from the cafeteria staff to the office staff.

TJUSD has had a long working relationship with Desert Mountain Children's Center (DMCC). Mrs. Carter, a DMCC employee, has provided counseling services to our children and families for several years and is included in many of our school's staff functions. Recently, some of our staff members also attended a presentation by a representative from the Behavioral Health Community Crisis Response Team (DBH). Attending staff learned and shared information regarding services they could provide, how to, and when to contact DBH,

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.]

Students with unique needs will be supported by their classroom teacher, classroom paraprofessionals, the special education teacher, special education paraprofessionals, school counselor, and County Social Worker to ensure they are receiving additional support academically and social/emotionally. TJUSD held orientations prior to the start of school to provide teachers the opportunity to establish a relationship with the student and parent, discuss concerns, answer questions, and most importantly to begin to develop a trusting relationship to ensure a positive experience. Additionally, the special education teachers met with the teacher of each student who has an IEP to discuss the child's disability, the impact it would have in class, the modifications/accommodations required, and strategies that have proven to be successful with the student. In some cases a student is fully included in the general education class with the special educator or a para providing extra assistance in that virtual setting. In other cases, students receive instruction directly from the special educator and the special education paraprofessional. Virtual small group breakout sessions and tele-conferences to the home are made during instructional time and teachers' office hours. This time will not only be used for academic check ins but also for personal connections with students. Teachers will be assessing students and meeting each student's individual needs. Addendum IEPs will be held following health department guidelines as needed.

Our district has a Korean family with 3 children. Two of the Korean American children have a physician's diagnosis of autism. One of the children with autism receives services through the county's severe/profound classroom located in our facilities. The other child with autism gets additional support from our special education teacher. The third Korean American child is in a classroom with a teacher and a paraprofessional. The paraprofessional has frequently returned calls to the mother, or met one-on-one with the mother to resolve small

issues related to the iPad. The teacher has also scheduled on-line, one-on-one help sessions as needed during her scheduled on-line office hours. Our fourth EL student is in high school with Spanish as the first language. The high school principal, counselor, and several paraprofessionals are fluent in Spanish. The student isn't shy about asking for help, has a good relationship with the staff, and consistently communicates. Staff are also quick to provide support if they notice a problem before the student realizes the need for help.

Students who are English Learners are provided the designated and integrated lesson supports from their teacher. All of the districts adopted curriculum included teacher guides and student resources specifically designed for English Learners. Students who are Foster, Homeless, English Learner or Socio-economically disadvantaged are in constant contact with teachers, paraeducators, administrators, or counselors to ensure their academic and emotional stability. Resources and/or links to community resources will continue to be updated on the School Websites homepage. Parent Project (a parenting class) and weekly virtual parent meetings also provide parents with the opportunity to learn about available resources, voice concerns, or to gain clarification on school issues.

We have a few families designated as homeless. They are living with other families which creates crowded household conditions. Frequently, not always, these homes are disorganized and chaotic. The school counselor checks in with these students on a regular basis, to see how they are doing. The district provides meals for all children under 18 at this point in time to ensure children are receiving the nutrients needed to grow and learn. In order to support their academic success, the district made desks, chairs, privacy shields, headphones, internet access, and devices available to all the children. Suggestions were made for how to set up or separate children so they or their teachers were not talking over each other or to help increase organization in calm within the homes when children can't come to school. The district also had teachers modify their teaching/break schedules to reduce confusion not only for families living together in 1 small home, but for all families with multiple children in multiple grades. Mrs. Carter from DMCC works with some of these children and their families. Occasionally, school staff will be alerted to concerning domestic situations and have followed the mandatory reporter guidelines.

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

Description	Total Funds	Contributing
New iPads and Chromebooks purchased to ensure every student had a working device	\$ 40,272	Yes
Hotspots purchased to ensure all students had internet service	\$ 23,196	Yes
Internet service provider contracts purchased for areas where hotspots don't work	\$ 5,250	Yes
Web cameras for each teacher	\$ 20,450	Yes
Contract for Acellus for parents who wish to keep students home until a vaccine is found	\$ 8,750	Yes
Professional Development	\$ 18,851	Yes
District wide Screencastify contract	\$ 4,500	Yes
Additional supplemental apps purchased to provide extra practice and enhance reading & math skills	\$ 21,235	Yes
Instructional Aides for students that have been affected by learning loss	\$ 281,395	Yes
Additional summer school teachers were hired at the end of the 2019 school year	\$ 16,949	Yes

Pupil Learning Loss

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

Grade level teachers have collaborated to work towards teaching with greater emphasis on the "essential standards" whether it is through a distance learning or blended/hybrid model. This will allow for a deeper level of understanding for the student and benefit them as they move onto the next grade level. A Memorandum of Understanding with the classified association made it possible to reassign staff to help reach out to families and support students with technology or academic needs. Summer school was offered to all students, via distance learning, at the end of the 2019 - 2020 school year.

Initially, as 2020-2021 began in a distance learning model due to the Covid-19, teachers focused on building relationships with students and parents, establishing classroom routines, helping parents and students access various apps or platforms, and developing a class culture. Then teachers began assessing their students to determine current levels of performance or knowledge. Teachers were able to assess virtually using the iReady Reading and Math assessments as well as the Star Reading and Math. Both the iReady Assessments and Star Assessments are given quarterly. The iReady is a criterion referenced assessment that generates both progress monitoring and diagnostic reports for individual students and classrooms as a whole. The Star Assessments are both criterion and norm referenced allowing for several different types of reports to be generated. In addition to these assessments, teachers monitor student grades on curriculum chapter and unit tests as well as performance tasks. Teachers use assessment scores, gradebook marks, and their own observations to determine whether students are making progress, maintaining skills and knowledge, or struggling not only in ELA and Math, but also in Science and Social Studies. Teachers review students' cumulative folders and talk with other teachers to gain more knowledge and a better perspective of their students. Teachers and paraprofessionals/instructional aides work with individual or small groups of students to help peak their students' interest, to keep them focused, to check for understanding, and to rephrase/reteach/redirect as needed. Currently staff and administration is working together to meet all the state and county health department guidelines for allowing cohorts of students to be on campus. Once it is determined it is safe to have cohorts, staff and the administration will determine who will be in the cohorts based on special needs and academic or emotional/behavior needs.

Students newly referred for special education assessments through the SST process, students due for annual and triennial assessments, and students eligible for the English Language Proficiency Assessments for California will be assessed following state and county health department guidelines and SELPA recommendations. The district is committed to working with parents who don't want a face-to-face test session in coming up with an alternative assessment plan.

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.]

Currently, every teacher has office hours embedded in their day to provide additional support for students. Teachers were provided with a sample schedule to follow which included large blocks of instructional time per subject. Within each block of time, teachers are providing

direct instruction and break-out times for small group guided and/or independent study. Paraprofessionals have been strategically placed with teachers and students to provide appropriate support as directed or supervised by the teacher. Both teachers and paraprofessionals conduct frequent checks for understanding with our English Learners, Foster, Homeless, Special Needs students, Socio-Economically Disadvantaged, and at risk students especially in math and English Language Arts. Depending on the level of need the teacher will either directly provide intervention or remedial support or give instructions to a paraprofessional to assist a student or small group of students. The interventions the teacher will help students recoup learning loss and accelerate their learning. Currently, while we are in a full distance learning environment, a virtual tutoring schedule has been developed.

Trona Elementary School Virtual Tutoring Schedule

Monday Tutoring with Ms. Kern Times are as follow:

2nd grade - 10:00 to 10:30

3rd grade - 10:30 to 11:00

4-5th grade - 11:00 - 11:30

6th grade - 11:30 - 12:00

Please click on the link to join virtual tutoring. [Monday Tutoring with Ms. Kern](#)

<https://meet.google.com/jbu-fvif-phg>

Trona High School Virtual Tutoring Schedule

Monday Tutoring with Mrs. Gossett

High School Tutoring 9:45 – 11:30

High School Tutoring 12:00 – 2:30

Please click on the link to join virtual tutoring:

[Monday Tutoring with Mrs. Gossett](https://meet.google.com/exh-mvgu-bev) <https://meet.google.com/exh-mvgu-bev>

Monday Tutoring with Ms. Kern

High School Tutoring 12:30 – 2:50

Please click on the link to join virtual tutoring: [Monday Tutoring with Ms. Kern](https://meet.google.com/aru-baeg-nkq) <https://meet.google.com/aru-baeg-nkq>

K-12 Virtual Tutoring Schedule

Tuesday – Friday Open to all students 1:40 – 2:30

Please click on the link to join virtual tutoring:

[Tuesday - Friday Tutoring with Mrs. Gossett](https://meet.google.com/azt-vjor-xph) <https://meet.google.com/azt-vjor-xph>

Tuesday – Friday Open to all students 1:40 – 2:50

Please click on the link to joint virtual tutoring with Ms. Kern: [Tuesday - Friday Tutoring with Ms. Kern](https://meet.google.com/kfd-nehb-zuo) <https://meet.google.com/kfd-nehb-zuo>

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.]

Due to Covid-19 school closure, the California summative assessments were cancelled or postponed. Other assessments typically given at school such as the i-Ready Reading, i-Ready Math, Star Reading, and Star Math were and continue to be administered virtually which doesn't allow teachers to monitor test behaviors as closely to ensure students are working independently without the aid of other people or devices. Therefore, we must use this information in conjunction with other means of data collection in order to determine the effectiveness of our schedule, curriculum, instructional strategies and interventions. Other or alternative means of getting information or collecting data regarding our students' progress include but are not limited to teacher observations and anecdotal records about student engagement and concentration during on-line learning, access to technology and the internet, students ability to complete assignments and submit them either independently or with help, or whether a student has any family support. Teachers also gain information or data from reports generated through on-line educational programs such as ReadWorks, Prodigy, Next Gen Math, Accelerated Reader, etc. Curriculum based chapter and unit tests also provide teachers data that can be used to determine if students are maintaining or increasing skills and knowledge. Administrators and staff meet weekly and discuss any concerns or issues that have become apparent as they observe students' work habits and productivity. This feedback is an informal way for administrators to measure the effectiveness of the schools plan for addressing the Covid-19 school closure.

Teachers record attendance data daily for each live session. Teachers and paraprofessionals monitor attendance, behaviors during attendance, completions of assignments, and quality of the assignments daily and weekly. Both teachers and paraprofessionals have open lines of communication with the families of the students they work with. If or when a teacher or staff member becomes concerned about a student or family, then administrators are contacted. Administrators reach out to these families, even making home visits. When a student is provided with appropriate materials, instruction, support, and is still not making progress a referral is made to the Student Study Team (SST). Analyzing the number of referrals for Student Attendance Review Board and the Student Study Team just as we would do in examining a students response to various interventions will give us the information we need to determine if our strategies are effective, somewhat effective, or not effective at all.

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

Description	Total Funds	Contributing
Purchased Waterford Early Learning for grades K-2 for personalized online math support to supplement our GoMath curriculum	\$ 2,500	Yes
Purchased iReady Math and Reading Assessment for benchmark testing	\$ 2,300	Yes
Purchased Prodigy for 3rd grade for personalized online math support to supplement our GoMath curriculum	\$ 360	Yes
Hired additional tutor	\$ 31,175	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.]

All district staff including teachers, paraprofessionals, secretaries, and administrators received training on Second Step Social Emotional Learning curriculum. Grades K-8th were provided with Second Step social emotional Classroom Kits and online resources. Grades K-5 were provided with the Second Step Bullying Prevention and Child Protection curriculum. Teachers are required to spend twenty minutes every day on social emotional curriculum, relationship building and classroom community building. High school students will be participating in social emotional activities and community rebuilding activities. The counselor will provide virtual Second Step Middle School Advisory groups. Parents have been provided with an online training titled “Supporting Social Emotional Learning at Home”, by Jennifer Miller. The district created a Parent Resource page on the website with links to online social emotional resources that include, Second Step resources, Mind Yeti and other resources. The district will monitor implementation by participating in and observing SEL lessons and reviewing teacher lesson plans.

TJUSD has had a long working relationship with Desert Mountain Children’s Center (DMCC). Mrs. Carter, a DMCC employee, has provided counseling services to our children and families for several years and is included in many of our school’s staff functions. Recently, some of our staff members also attended a presentation by a representative from the Behavioral Health Community Crisis Response Team (DBH). Attending staff learned and shared information regarding services they could provide, how to, and when to contact DBH,

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.]

Attendance for high school students is taken every period and daily at the elementary level. As soon as a student is marked absent, paraprofessionals and secretaries call home to inform parents that their child has not logged in. All seat/virtual face to face based attendance will be taken by using Infinite Campus. Infinite Campus will be used if the district is fully online, Hybrid, and full seat time. Elementary teachers will take attendance 3x/day on a Google Sheet shared with the school secretary who will log the correct attendance into Infinite Campus. Teachers have the capability in Google Sheets to mark whether a student is Tardy and what time they entered a session. Secondary will take attendance every period, with the ability to enter notes for each student's daily attendance to track if students logged in late or left early with the capability to track the time. The teacher notes will automatically upload into our attendance tracking program, which will help office staff. Site attendance clerks will take all teacher entered absences and verify the reasons by calling the parent as a 1st step intervention. The call is to be positive and helpful in any way to re-engage the student and check that student’s device and internet are working. Once a student

has 5 unexcused absences, their name and demographic data, including attendance records will load into Infinite Campus which will trigger the notification to the site attendance clerks who share the information with administrators who arrange for 2nd intervention telephone calls, letters, or home visits to the students and their families. The interaction is meant to be respectful, positive, information seeking, and a means to find a solution to increasing the student's attendance. One of the solutions frequently agreed upon is to have a specific paraprofessional assigned to do more frequent "check-ins" and offer instructional assistance. Paraprofessionals will be required to complete a "Weekly Engagement Record" for each student they work with, to be a compliment to the attendance reporting. After 7 unexcused absences, Infinite Campus again notifies the attendance clerk and administrators which triggers the 3rd round of telephone calls, letters, or home visits to families. At this point in time, while remaining respectful, information regarding the consequences of continued chronic absenteeism is shared. If a student is not engaging after all the attempts by school personnel and reaches 10 unexcused absences a doctors letter may be required for all further absences. In addition, the SARB process will begin.

In addition to the aforementioned policy or steps, Trona Joint Unified School District subscribes to Attendance Works and uses suggestions or recommendations found at the site to make the idea of attending school more rewarding. We have had attendance contests, attendance awards, held virtual school scavenger hunts, and organized school spirit days.

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.]

Trona Joint Unified School District is providing meals that follow the NSLP and SBP meal guidelines. TJUSD participates in the CEP provision and therefore all of our students have access to free meals. Trona Joint Unified School District is providing "grab and go" meals to all students in the district with minimal contact between cafeteria staff and families. Today's lunch and tomorrow's breakfast are available for pick up each day. Meals are also being delivered to families unable to pick up meals. The district is promoting the program by putting the menu on the website and announcing it to students in the daily bulletin and we have advertised on our marquee the meal pick up times.

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

Section	Description	Total Funds	Contributing
		\$ 0	No

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
18.08%	\$ 419,244.00

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

TJUSD teachers have selected EL, SPED and low income students to provide specific support and intervention in the subjects of English Language Arts and Math. Teachers and paraprofessionals are to focus on supporting students of foster youth, english learners and low income in meeting their academic goals in Math and/or English Language Arts. Office hours are to be used to provide additional time to support these students. Our counselor will be checking in with these students as a priority to ensure they're social-emotionally stable. In addition our counselor has been linking students to support training such suicide prevention.

The County Social Worker will contact families to address their needs and provide resources as needed to help provide stability for families. The District's Counselor and Special Education Staff will create engagement sessions with students as well as teacher checkins to ensure the needs of these students are being met. Extra Curricular Opportunities such as Art, Music, Sports, Leadership, Yearbook and clubs will be offered virtually with these students in mind first in order to provide them with an outlet and positive opportunity outside of the academic rigor.

Instructional Aides utilized to meet with the students who have experienced learning loss in Math and/or English Language Arts.

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

Additional technological devices (chromebooks, headphones and hot spots) have been purchased to accommodate virtual learning and provide all students with equal access to the curriculum and lesson delivery. Additional time for Instructional Staff support to focus on the needs of these students. Increased services in the area of Social Emotional support facilitated by our counselor during this time to enhance services to families that are experiencing difficulty.

