



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
Twin Rivers Unified School District	Steven Martinez Superintendent	steve.martinez@twinriversusd.org (916) 566-1744

General Information

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

Twin Rivers serves approximately 25,000 students in an urban-suburban setting in northern Sacramento County. Our diverse students come from families that speak 46 different languages. With a 90 percent unduplicated count, all students receive free breakfast and lunch daily.

Twin Rivers serves a 120 square mile area covering the communities of Arden Fair, Del Paso Heights, Dos Rios, Elverta, Foothill Farms, Gardenland, McClellan Park, Natomas, Northgate, North Highlands, North Sacramento, Robla, Rio Linda and Woodlake.

- Del Paso Heights – A community that once housed the workers of McClellan Air Force Base and that has suffered adversely since the closure of the base.
- North Highlands and Foothill Farms – Other communities developed by McClellan Air Force Base that have become more economically disadvantaged since the base closure.
- Rio Linda – A small community with a history in farming and rural life.

TRUSD Schools:

28 Elementary Schools

5 Junior High Schools

4 Senior High Schools

3 Charter schools operating on 7 sites

1 Adult Education Program

1 Independent Study High School

2 Continuation High Schools

2 Special Education Schools

18 Preschool sites

Points of Pride:

- Increased Graduation Rate: 84.6% (excluding charter sites) which exceeds the county and state averages)
- 8 gold ribbon schools
- Largest deployment of electric school buses in the country (16)
- Championship boys and girls athletics programs
- 21 Career Technical Education (CTE) programs
- 5 California Partnership Academies
- 9,500+ district wide student field trips continued in 2018/2019 (grades 3-6)
- 147 students earned the State Seal of Biliteracy in 2018/2019
- 665 students have earned the State Seal of Biliteracy since 2014/15
- 750 K12 students participated in the Festival of the Arts
- 2016 California Model Continuation High School—Pacific Career and Technology High
- 29 schools received 2015 Healthier US School Challenge Awards
- 2 schools received State Civic Learning Award of Merit—CCAA, Rio Linda Prep
- 21 Del Scholars since 2008
- College Board's Gaston Caperton Opportunity Honor Roll 2015
- Meritorious Budget Award for Excellence for the 6th consecutive year (ASBOI)
- 2013 National Community Schools Award for Excellence Winner—Harmon Johnson
- 3 California Teachers of the Year (2011, 2003, 1998)
- 2010 Classified Employee of the Year
- 32 Sacramento County Classified School Employees of the Year
- 2 Kennedy Center for Performing Arts Partnerships
- Award winning Criminal Justice Academy
- College readiness program AVID (Advancement Via Individual Determination)

- Model SARB
- 34 expanded learning sites
- 3,000 employees
- 52 National Board Certified Educators

Student Demographics:

- 27% English Learners
- 46 languages spoken
- 45% Hispanic/Latino
- 22% Caucasian
- 15% African American
- 9% Asian
- 6% two or more races
- 2% Pacific Islander
- 1% Native American

Mission: To inspire each student to extraordinary achievement every day.

Vision: An unwavering focus on powerful and engaging learning that prepares students for college, career, and life success.

More families in TRUSD live near poverty level than families living in both Sacramento County and California, as evidenced by 90% of TRUSD students being eligible for the Federal Free Meal Program, moreover, the Community Eligibility Provision through National School Lunch Program affords all of TRUSD students free breakfast and lunch, compared to 60% of students in both Sacramento County and California. In addition, educational attainment is lower in the area served by TRUSD (18% no high school diploma) compared to 15% in Sacramento County. Research has shown that there is a correlation between socio-economic status and educational attainment.

Since the closure of McClellan Air Force Base, communities served by TRUSD have suffered high unemployment rates (14.1% Rio Linda, 13.9% North Highlands, and 12.2% Foothill Farms), much higher than both Sacramento County and the State of California (8.9% each). Traveling out of the community to work is a challenge for many due to limited access to public transportation. The public transportation in this area of town has long distances between bus stops, most of which are 3 miles away from each other, thus restricting many residents from seeking employment out of the area. Such challenges suggest that additional resources are needed to increase student success.

TRUSD chronic absenteeism rates are increasing as a result of the aforementioned challenges and are well above county and statewide rates. During the 2018-2019 school year, all schools in the district had a 22.8% rate which increased by 4.9% compared to 2017-2018. Non-charter schools had a 17.2% rate which increased by 2.1% compared to 2017-2018.

On March 13, 2020, the Twin Rivers Unified School District, along with 12 other school districts in Sacramento County, made the difficult decision to close schools in order to slow the spread of the Corona Virus. At the time, it was anticipated that schools would reopen after

Spring Break. However, with the State of California continuing its Stay At Home order issued March 19, 2020, this did not occur and schools remained closed through the end of the 2019-2020 school year.

On March 23, 2020, a cross-departmental Strike Force Team was assembled to draft plans for hybrid and distance learning, and developed curriculum and professional development sessions to teach hybrid learning so students could attend school virtually. Immediately, our Child Nutrition Services Department started distributing meals via a drive through service. We surveyed families to determine whether they had a computer and or access to internet, we gathered Chromebooks from all of our schools, and ordered hotspots to support any families without connectivity.

Multi-departmental Strikeforce Team:

Armando Orozco, Maintenance & Operations

Barbara Schiffner, Technology Services

Brett Taylor, School Leadership

Carol Young, Counseling and College Career Readiness

Cynthia Andrews, School Leadership

Christine Flok, MTSS and Intervention

David Robertson, Human Resources

Darris Hinson, Grant High School

Darryl Hawthorne, Highlands High School

Francine Brissey, Purchasing

Gina Carreon, Human Resources

Heather King, Foothill High School

Heriberto Soto, Family and Community Involvement

Jisel Villegas, English Learners

Julie Montali, Early Childhood Education

Jennifer Kramer, Instructional Technology

Kristen Coates, Administrative Services

Laura Lofgren, Professional Development, Curriculum and Instruction

Leslie Pring, Nutrition Services

Lori Grace, School Leadership

Lucas Machado, Instructional Technology

Mara Gonzalez, Special Education

Paul Orlando, Rio Linda High School

Tim Shannon, Transportation

Robert Pope, Keema High School

Rudy Puente, Student Services

Will Pope, Curriculum and Instruction

Yvette Streeter, School Leadership

On March 31, 2020, the Board of Trustees was presented with the following Phases of Learning framework:

- Phase I: Continued Learning - A Continued Learning Website was developed and provided students and families access. Links to educational websites and our core curriculum can be accessed voluntarily.
- Phase II: Office Hours - Immediately, Teachers will begin providing Office Hours. This means teachers will have standard times students and families can reach out with questions. We are also starting the critical work of planning for Distance Learning after Spring Break.
- Phase III: Piloting Lessons - Teachers and families have access to training on digital platform, April 14th. Teachers will begin connecting with students and trying out digital platforms, April 20th – 24th
- Phase IV - Distance Learning - Daily instruction will resume for students through digital platforms. Students will have access to standards-based education across all subjects, April 27th – May 1st

On April 1, 2020, the Information Technology Department began distributing Chromebooks and hotspots at 4 comprehensive high schools: Foothill, Grant, Highlands and Rio Linda High Schools. By the end of May, over 17,000 Chromebooks and 1,800 hotspots were distributed to students and families. Students returning to our District's schools in the Fall were instructed to keep their technology over the summer to continue their learning.

As we designed our COVID-19 response, Twin Rivers considered the many barriers to distance learning facing our highest need students and parents. As an educational community, we believe the most important thing to do was to develop policies, procedures, and processes with an equity lens in mind and to best support our families as partners in education. It has been essential to build a strong relationship with our families throughout this crisis. We have seen a large increase in families accessing our Facebook posts for information and in visits to our website. Throughout the closure, the District involved students, families, and staff in decision-making. On July 21, 2020, our Associate Superintendent of Education presented to the Board our plans to communicate, and implementation objectives for smoothly and efficiently reopening school on August 18, 2020 to ensure students are educated and cared for in a safe and effective manner and staff are working within safe conditions.

In addition, California's Governor Newsom issued an executive order on July 17, 2020 mandating that, in order for schools to open for in-person instruction, they must be in a County that has not been on the Monitoring List for at least 14 consecutive days. Our district operates within the context of the larger county and community. In order to make decisions regarding our district ability to open for in-person instruction we must look to the larger community.

Another criteria is access to sufficient testing with rapid response time for results. Now we know there was news of additional testing sites being reopened in the county today but as of last week we know sites were being closed and there was a 7-10 day wait period for results. Sacramento County is on the watchlist and therefore schools cannot open with students in-person and must open with Distance Learning. Reopening school when there is no vaccine to prevent the spread of COVID-19 creates significant challenges for mitigating risk. The District's number one goal is to ensure that staff and students are as safe as possible and practicable.

The guidance we utilized to plan all three phases and to determine how we move from one phase to the next is based on documents from the State of California, the California Department of Education and the Sacramento County Office of Education in partnership with the Sacramento County Department of Health. As we discussed previously, a multidisciplinary team of dedicated individuals including site principals and district staff, worked tirelessly over the summer to develop 3 instructional programs for the 20-21 school year:

Phase I - The Distance Learning Model enhanced from the emergency program put into place in the spring

Phase II - Blended Model approach with some in person and some independent home instruction - 2 days In Person, 3 Days on-line

Phase III - Traditional 100% in-person model

The district is prepared to move throughout these models during the school year based on local and updated orders.

In order to provide students the best opportunity to improve their academic achievement, have and maintain social-emotional efficacy and stability, and ensure their physical well-being; as well as minimize childcare needs for working parents; bring students back to school full-time for in-person instruction, including special education and intervention services, when local conditions allow.

We opened school on August 18th with all students enrolled in Distance Learning. When Sacramento County is off the watchlist and we are able to open for in-person instruction, we will provide a hybrid schedule Monday through Friday with an A/B schedule. We will divide the classes into 2 sessions to reduce the number of students with students attending each day.

We created a learning landscape that promotes the following:

- Students and staff physically safe
- Learning focused on essential standards with aligned systems of assessments, bound in units of instruction in our core curriculum, and provide intervention services to accelerate learning for students who need additional supports to mitigate learning loss
- Social-emotional and mental health needs of students
- The needs of every student by considering the unique experiences of students and by considering students' families as active partners in learning
- Flexibility into school schedules to implement health and safety protocols, and norms for being together in-person and physically distanced

We implemented per the Education Code Requirements of Distance Learning SB98:

- Connectivity & Devices: every student in the district was given a Chromebook, over 3,300 hotspots were checked out, contracts and partnerships with Verizon and Comcast for internet connectivity
- Daily Live Interaction with Peers & Teacher: required in person instruction through Zoom with peers and teachers
- Document Daily Participation: required attendance in Zoom
- Weekly Engagement Logs for Each Student: required logs for student participation in asynchronous instruction
- Tiered Re-engagement: detailed plans to support students who are absent more than 60% of a week
- Accommodations to Insure IEP May Be Executed: supports for students that allow participation in distance learning

We have planned for a robust and rigorous distance learning program in the event that a class, a school, or the District is closed due to COVID-19 cases or when public health orders prohibit in-person instruction. We are continuing to implement strategies for:

- Temperature and symptom check all individuals coming onto the school campus each day
- Maintain students in stable cohort groups throughout the day and avoid mixing of groups as much as possible and practicable
- Keep students and staff 6 feet apart from each other during the day as much as possible and practicable
- Expect students and staff to use facial coverings over their nose and mouth to protect their safety and the safety of others in accordance with the newly released guidance mandating for grades 3 -12 and encouraging the use for students Preschool through 2nd grade.
- Provide additional staff and adequate resources for essential activities that increase the safety of students, employees, and the community

Stakeholder Engagement

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

Professional Learning Community (PLC) meetings were held for multiple stakeholder groups in May 2020 to obtain feedback regarding distance learning. The stakeholder groups participating in this discussion included: Speech-Language Pathologists (5/6/20), School Psychologists (5/6/20), Paraeducators (5/13/20), Resource Specialist Program (RSP) and Special Day Class (SDC) teachers (5/14/20)

Groups were asked 3 questions:

1) What has gone well with distance learning?

Students and staff have access to technology, collaboration between staff members and families has increased quantitatively and improved qualitatively, trainings offered were supportive for staff, greater participation in special education IEP meetings, higher attendance at staff PLC meetings, Google Classroom and Zoom are easy to use, and some students are more active participants in learning through distance learning.

2) What has been a challenge?

Contacting some families, consistency with communication with some families, providing training and support to families who are less familiar with technology, communicating with some families of students who are English learners, keeping some students engaged in lessons via Zoom or Google Classroom, having too many online platforms being used by staff in the Spring, meeting the needs of students with more severe disabilities, and conducting special education assessments.

3) What is something you have done to problem solve?

Support families and students by helping them access technology and teach them how to use it, model for parents how to support students with special needs, contact families using multiple means (e.g., email, phone, text) to meet their unique needs, create model Google Classrooms for staff to access resources to use in their own Google Classrooms.

Feedback from those meetings provided input for planning for distance learning for the 20-21 school year.

On 8/27/2020 a special District English Learner Advisory Committee (DELAC) meeting was held remotely to share information related to English learners as specified in the Learning Continuity and Attendance Plan. On 9/17/2020 a second special DELAC meeting will be held to share the comprehensive Learning Continuity and Attendance Plan.

On 09/21/2020 a Twin Rivers Unified School District Family and Community Engagement (FACE) Workshop was held to present the Learning Continuity Plan and to gather parent and family feedback regarding the plan.

Questions from workshops, forums, and directly from parents and the community regarding hybrid and distance learning have been addressed by Superintendent Dr. Steve Martinez in his Friday, weekly letters to families, students, staff, and the community regarding the District's plans for distance and hybrid learning environments.

Two teacher surveys were issued in April regarding the success of distance learning implementation and one District Staff Survey was sent to elicit information about the reopening of schools.

From June 25-30, five teacher forums were held to gather input from teachers about the reopening of schools.

On July 21, 2020, a survey was sent to families asking if they would return to school when they opened and if not, why. This survey was sent to families in English, Spanish, and Hmong - over 4,500 responses were received.

From March through September met with Twin Rivers Unified Teachers' Association to develop distance and hybrid learning memorandums of understanding (MOU) plans. We are continuing to work with the California School Employee Association (CSEA) on an MOU.

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

Ongoing consulting with Twin Rivers Unified Teachers' Union (TRUE)

Ongoing consulting with Twin Rivers Unified California Schools Employee Association (CSEA)

Since March 21, 2020, all Board Meetings have been conducted virtually through Zoom:

- 3/21/2020 - Board Presentation: Distance Learning
- 6/30/2020 - Board Presentation: Fall 2020
- 7/21/2020 - Board Presentation: Fall Return: Phase I
- 8/18/2020 - Board Presentation: First Day of School

- 5/6-14/2020 - Five Teacher forums
- 8/27/2020 - a special District English Learner Advisory Committee (DELAC) meeting was held remotely to share information related to English learners as specified in the Learning Continuity and Attendance Plan
- 9/17/2020 - a second special District English Learner Advisory Committee (DELAC) meeting will be held to share the comprehensive Learning Continuity and Attendance Plan
- 9/22/2020 - public hearing to share the comprehensive Learning Continuity and Attendance plan with the general public
- 9/29/2020 - Board meeting to approve the Learning Continuity Plan

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

Stakeholder input was categorized into the areas and responses were analyzed to identify themes based on needs during this time of conducting school amid a pandemic. The following general themes were identified for consideration by the District:

- Professional Development for staff
- Support for Student learning
- State of the art networks
- Facilities that meet safety guidelines
- Access to technology and connectivity

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

Based on the following feedback given from Teacher Forums, surveys, and Strikeforce:

CONSISTENCY:

- Structured opportunities for synchronous instruction - a plan was developed to have students attend school in Cohorts A and B -
- Standardized expectations across classrooms

ENGAGEMENT:

- Required participation
- Track daily participation
- Action plan designed at each site to respond to attendance, academic, and social emotional concerns

CONNECTIONS:

- Structured opportunities for students to connect with teachers and peers
- Regular opportunities for stakeholders to ask questions and provide feedback

SUPPORTS:

- Narrowed focus on the essential learnings in each grade level and content area.
- Practitioner learning of innovative and effective instructional delivery to improve student outcomes through professional development and support

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.]

- Synchronous: Synchronous learning refers to a learning event in which a group of students are engaging in learning at the same time. This may be in person or virtually. Learning happens in real time.
- Asynchronous: Asynchronous learning is a general term used to describe forms of education, instruction, and learning that do not occur in the same place or at the same time.

GRADES TK-6 STUDENT SCHEDULES AND KEY CONCEPTS:

Student Schedules: Students will attend in 2 cohorts to allow for social distancing. Both cohorts will attend for the standard instructional minutes.

Cohort 1:

Attend in-person Monday and Tuesday; and

Teachers will provide direct instruction and structured guided practice on days students report utilizing the essential standards scope and sequence and the SWUN math pacing guides for English Language Arts and math.

Independent practice and standard mastery and review should be provided during home instruction days through Google Classroom.

Social Science and science are encouraged to be integrated into the ELA lessons.

District and SWUN math recorded lessons may be assigned during the asynchronous day through Google Classroom.

Integrated and designated English Literacy Development (ELD) lessons will be taught as required by law.

Visual and Performing Arts (VAPA) will be provided live

PE lessons will be provided asynchronously.

Cohort 2:

Attend in-person Thursday and Friday; and

Teachers will provide direct instruction and structured guided practice on days students report utilizing the essential standards scope and sequence and the SWUN math pacing guides for English Language Arts and math.

Independent practice and standard mastery and review should be provided during asynchronous time through Google Classroom.

Social Science and science are encouraged to be integrated into the ELA lessons.

District recorded lessons and SWUN math recoded lessons may be assigned during the asynchronous day through Google Classroom.

Integrated and designated English Literacy Development (ELD) lessons will be taught as required by law.

Visual and Performing Arts (VAPA) will be provided live

PE lessons will be provided asynchronously.

SECONDARY STUDENT SCHEDULES AND KEY CONCEPTS:

Student Schedules: Students will attend in two cohorts for an alternating Block Schedule.

Cohort 1:

Attend in-person on Monday periods 1, 3, 5 and Tuesday periods 2, 4, 6.

An advisory period will be established where Teachers will hold a daily morning meeting through Google meet or Zoom of no less than 20 minutes with the entire class (Cohort 1 and 2).

Attendance will be taken in this meeting. Activities should be scheduled to build student relationships.

Teachers will provide direct instruction and structured guided practice on days students report utilizing the essential standards scope and sequence and the SWUN math pacing guides for nEnglish Language Arts and math.

Independent practice and standard mastery and review should be provided during home instruction days through Google Classroom.

Integrated and designated English Literacy Development (ELD) lessons will be taught as required by law.

Cohort 2:

Attend in-person on Thursday periods 1, 3, 5 and Friday periods 2, 4, 6.

An advisory period will be established where Teachers will hold a daily morning meeting through Google meet or Zoom of no less than 20 minutes with the entire class (Cohort 1 and 2).

Attendance will be taken in this meeting. Activities should be scheduled to build student relationships.

Teachers will provide direct instruction and structured guided practice on days students report utilizing the essential standards scope and sequence and the SWUN math pacing guides for English Language Arts and math.

Independent practice and standard mastery and review should be provided during home instruction days through Google Classroom.

Integrated and designated English Literacy Development (ELD) lessons will be taught as required by law.

Should the week consist of fewer than five (5) instructional days, the Wednesday shall be used to provide equitable in-person instruction.

This Blended Learning Model is triggered when, in consultation with the Sacramento County Office of Education, the Sacramento County Department of Public Health, and California Department of Education, the District determines that by implementing social distancing and safety practice, as outlined by the County Department of Public Health, that in-person instruction can occur with any combination of student groups and/or grade levels.

TRADITIONAL LEARNING MODEL

This model consists of our traditional instructional model of education that existed pre-COVID-19.

This phase is triggered when, in consultation with the Sacramento County Office of Education, the Sacramento County Department of Public Health, and California Department of Education, the District determines that students may return to in-person instruction. Once this determination is made, students and staff will return immediately.

The entirety of the current Collective Bargaining Agreement is applicable during this phase. However, during the 2020-2021 year should circumstances result in reverting or remaining in the Virtual or Focus Group/Blended Learning Model phases, the applicable language agreed to above shall apply.

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

Description	Total Funds	Contributing
Staff and facility safety:	\$7,568,803	No

Description	Total Funds	Contributing
<p>Installed plexiglass, distancing decals and signage and HVAC filtering systems for optimal flow - Creating physical barriers, clean air, and adequate spacing to stop the spread of the virus allows return to in-person instruction as soon as possible.</p>		
<p>Staff and facility safety: Personal Protective Equipment (e.g. masks, gloves, face shields, etc.) - Ensuring that staff and students have ample PPE to teach and learn in any instructional model.</p>	\$2,008,011	No
<p>Staff safety: COVID testing</p>	\$1,007,924	No
<p>Staff and facility safety: Nursing and Police Services - Allows dedicated staffing to support public health measures to mitigate the spread and return to in-person instruction as soon as possible. And classified on-site extra pay.</p>	\$3,664,119	No
<p>Staff and facility safety: Covid-facility assessment - Comprehensive covid facility assessment to ensure that all CDC guidelines are followed. Ingress and egress study - Addressing traffic flow to allow students and staff to move about campus while maintaining safe social distancing.</p>	\$1,700,000	No

Description	Total Funds	Contributing

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.]

All students were issued Board adopted curriculum prior to the start of the school via physical and digital means. Teachers were trained in learning platforms, publisher digital materials and resources. All teachers attended sessions focusing on essential standards in ELA and math for the elementary grades and the content areas for middle and high school students. K-8 grade teachers will receive coaching in mathematics and 7th and 8th grade science teachers will receiving coaching to ensure that curriculum goals are met regardless of whether instruction is conducted virtually or in person. Students enrolled in the Expanded Learning program receive extra support focused on the areas of ELA and math. Expanded Learning staff will receive professional development and access to core materials to reinforce the concepts being taught in the classroom.

New supports were created specifically for distance learning to provide greater access to full curriculum such as, a district teacher resource page with sample lessons for general education and special populations. On demand and scheduled professional development is provided so that teachers can access technology tools to better implement remote instruction.

Parents were brought in as educational partners with specific training to support their students with distance learning. The training included technology supports, assessments and student expectations.

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.]

Starting on April 1, 2020, Twin Rivers Unified School District, Information Technology Department, opened 4 service centers (Foothill, Grant, Highlands, and Rio Linda High School) from 9:00-4:30 Monday-Friday to distribute Chromebooks and hotspots to students. By the end of May 2020, over 17,000 Chromebooks and 2,000 hotspots has been distributed. Students that remained with the district kept those devices

over the summer. At the start of school during materials distribution, students that didn't already have a Chromebook, were given one. Families that needed hotspots were given one.

Today:

24,000 Chromebooks have been distributed

3,500 hotspots have been distributed

All students TK-12 have TRUSD email accounts

Verizon partnership for affordable WiFi mobile devices

Comcast Internet Essentials program - offering families free in-home internet access

Dedicated Parent Help Desk Access

Internet Safety through Go Guardian

WiFi equipment on TRUSD buses

Partnerships with City of Sacramento and Regional Transit Authority to provide WiFi on Sacramento City buses during the summertime

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.]

- Synchronous: Synchronous learning refers to a learning event in which a group of students are engaging in learning at the same time. This may be in person or virtually. Learning happens in real time.
- Asynchronous: Asynchronous learning is a general term used to describe forms of education, instruction, and learning that do not occur in the same place or at the same time.

TK-6 Elementary School - Distance Learning Proposed Accountability for Attendance and Participation

332 minutes Regular

220 Early Release

Synchronous: Live instruction 180 minutes minimum

20 minutes live daily meetings with whole class

Additional small group sessions with students on a consistent schedule

Lunch Service Distribution 11:30- 1:00

Asynchronous Learning: Assigned through Google Classroom, 152 minutes equivalent

Middle School - Distance Learning Proposed Accountability for Attendance and Participation

367 Regular

247 Early Release

Synchronous: 180 minutes Minimum Per Day

Asynchronous Learning : 187 Maximum

Assignment Equivalent Time Allocation

Lunch Service 11:30-1:00 (No Synchronous)

High School - Distance Learning Proposed Accountability for Attendance and Participation

397 Regular

277 Early Release

Synchronous: 180 minutes Minimum Per Day

Asynchronous Learning : 217 Maximum

Assignment Equivalent Time Allocation

Lunch Service 11:30-1:00 (No Synchronous)

Twin Rivers Unified will measure daily participation through multiple points of data collection on each student. One metric will include teachers taking attendance daily during synchronous instruction. A second metric of participation will be based on teachers keeping accurate gradebooks by recording daily assignment completion, as well as recording project and assessment grades which will culminate in progress report and report card grades. Gradebooks will be updated at least weekly in order to document a student's engagement for that week. A third metric of participation will include monitoring student Google account logins and duration of time logged in using google analytics data. With these three metrics, Twin Rivers Unified can get a very good measurement of how students are attending and engaging in learning.

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.]

Starting April 2020 Twin Rivers provided training in educational applications such as Google Apps including Google Classroom, Nearpod, Screencastify, Zoom and more. June 8-12 we provided 112 training sessions including Restorative Practices, Totally Techy Tuesday (focusing on using educational applications in a distance and blended learning model), content area training focusing on distance and blended learning. July 27-Aug 7 we provided 116 training sessions adding on Teaching Online: Surviving to Thriving, another day of Totally Techy Tuesday, an EL Institute to support our English learners. During our June, July and August trainings we provided multiple sessions on SMARTNotebook and the SLS feature that allows teachers to integrate their lessons with Google Classroom as well as make them interactive for the students. On August 4th we provided an AERIES Kickoff training to familiarize teachers with the new features of the AERIES Portal (Gradebook, Communication). To ensure that all Twin Rivers teachers had the opportunity to receive this valuable we provided five additional AERIES training sessions at the start of the school year.

In addition, our Coordinator of Student Health and Prevention, provided all Twin Rivers staff with two mandatory COVID-19 safety trainings.

On August 13 Twin Rivers provided a full day of Mandatory training. The day was split into three sessions. Session 1 was dedicated to review Essential Standards by grade level / subject area. Session 2 and Session 3 were of the teachers could select sessions they felt would best meet their distance learning instructional needs. Sessions provided included but were not limited to Self-Care, Trauma Informed, Google Applications, Zoom, TRUSD Apps Portal, COVID-19 Safety Protocols for SPED, Content Area Publishers focusing on their digital platforms. The day included a keynote address by Mr. Kevin Bracy, focusing on being generational change makers.

Future trainings are scheduled, covering topics such as PBIS, Edgenuity, iReady, ProACT, NewsELA, Publisher Deeper Dive training, Subject Area Committee meetings, Professional Development Committee meetings and more. Our catalog of offerings is continuously evolving to meet the needs of this new learning and teaching environment.

From March through June of 2020, the English Learner Services department (ELSD) held remote meetings, answered phone calls and text messages for both certified and classified staff. We also held weekly drop-in Zoom meetings to support teachers of English learners with the transition to remote instruction. During this same time, EL Coordinators met with the Academic Intervention Specialists, Bilingual team and the Family and Community Liaison to keep them up-to-date of weekly District updates and provide work-related guidance. This team was called upon by school sites and the district to be the conduit between home and schools principally for Spanish, Farsi, Dari, and Arabic speaking students and families. Translator technicians worked on translating documents and interpreting for all schools and district departments. We also offered an over-the-phone interpretation line for teachers, school staff, and any district employee to better communicate with students and families who are learning English as an additional language. The ELSD instructional team provided comprehensive English language Development (ELD) training and model ELD lessons for the summer school elementary teacher cohort. By the end of the training teachers would be able to implement effective strategies and teaching practices to promote EL student achievement, enhance self-esteem, and improve student behavior.

Staff Roles and Responsibilities

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

The responsibilities of management changed tremendously as the re-designing of distance and hybrid learning took place from March 2020 until the present time.

The responsibilities of staff remained the same. But in many cases, tools and technology were purchased to have enhanced and modified how the responsibilities got done.

Health Services has expanded their role in monitoring infectious disease in the school setting. School Nurses all received the Johns Hopkins training for Contact Tracing. Procedures are developed for school nurses to work in partnership with HR to monitor staff COVID concerns while collaborating closely with county public health in tracking. Health services has developed outreach guidelines to support families experiencing COVID in their household to ensure adequate health care, food security, and access to educational tools when on isolation or quarantine.

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.]

An Individualized Student Distance Learning Plan was developed as needed for each student with an Individual Education Program (IEP) outlining how services and accommodations would be provided during Phase 1 (Distance Learning) and Phase 2 (Blended/Hybrid). In Phase 3 (In-Person) the students' Annual IEPs (original offer of Free Educational Public Education - FAPE) will be implemented. Model Google Classrooms were created for each special education program for teachers to use to adapt for their students. Paraeducators were provided training on supporting Google Classroom, Zoom and small group/1:1 strategies to support students with accessing instruction, individual goals and behavior supports. The district purchased the Unique curriculum and provided training to parents helping students with accessing and using the materials at home. News-2-U and L3 Skills™ was purchased to provide additional differentiated resources for students with more significant cognitive delays.

Headsets were purchased for speech-language pathologists and students to improve audio during lessons. Chromebooks with touch screens were provided to students to use during distance learning. Instructional packets and individualized materials were created for students and low incidence equipment needed to access learning at home was delivered as needed.

An extensive district manual for in-person assessment was developed that included health and safety protocols and guidelines for administering virtual and in-person assessments was developed. Staff were provided training on the protocols and guidelines. Additional staff was hired to assist with completing special education assessments. Additional assessment kits and assessment tools were purchased to support staff with completing remote special education assessments to the maximum extent possible.

Students requiring assistive technology devices and low incidence equipment were provided with equipment and parents were trained to utilize these devices appropriately for distance learning instruction. Equipment was delivered to homes or picked up from the school site.

Case managers with IEP teams identified the needs of students with special needs on an individualized basis. An Individualized Student Distance Learning Plan was developed for each student with an IEP outlining how services and accommodations would be provided. Teams coordinated accommodations, modifications, and specialized academic instruction appropriate to the student's needs and developed addendums for each student that included services appropriate for the distance learning environment. These included individual and small group instruction through zoom with teachers and related service providers.

Counseling and behavioral services have been delivered through zoom and consultation with parents and teachers.

The behavioral team has constructed instructional videos for parents and caregivers of students with behavioral difficulties called "Behavior Bits." These short videos address common and effective strategies parents can easily implement at home with their child to support students in the most common difficulties experienced.

Special education teachers collaborate with general education teachers through google classroom to ensure the needs of special education students are met in the general education setting.

Model Google Classrooms were created for each special education program for teachers to use to adapt for their students. Para educators were provided training on supporting Google Classroom, Zoom and small group/1:1 strategies to support students with accessing instruction, individual goals and behavior supports.

Individual testing centers have been established at each school site to allow special education assessments to continue. An extensive district manual for in-person assessment was developed that included health and safety protocols and guidelines for administering virtual and in-person assessments was developed. Each site has a test coordinator who coordinates the safety protocols and scheduling for all special education assessments. Staff were provided training on the protocols and guidelines.

Staff was hired to assist with completing special education assessments. Additional assessment kits and assessment tools were purchased to support staff with completing special education assessments.

The Unique curriculum for moderate and severely disabled students was expanded to roster all students and provide access digitally to the alternative curriculum. Training was provided to parents to support students with accessing and using the materials at home. iReady math was expanded for utilization with special education in addition to iReady English Language Arts (ELA). The curriculum includes a diagnostic test to allow practitioners to pinpoint gaps in student knowledge and assign tailored lessons to address these gaps while monitoring student progress frequently.

Twin Rivers Unified School District is utilizing Language Launch from Houghton Mifflin Harcourt (HMH) for long term English learners needing additional support with language development. Additionally, Twin Rivers is also utilizing Writable from Houghton Mifflin Harcourt

(HMH) for long term English learners needing additional support with writing. Both supplementary programs can be used during synchronous and asynchronous instructional time.

In the spring of 2020, the English Language Services Department (ELSD) designed Integrated English Language Development (ELD) lessons for TK-12 levels posted on TRUSD's Instructional Webpage. In the same spring 2020, ELSD curated a list of highly effective teacher and parent resources. These resources will be updated and expanded upon in the current school year. In the 2020-2021 school year, the ELSD will design Designated ELD lessons for TK-12 levels with accompanying videos.

Twin Rivers is in the process of purchasing the teacher platform from Ellevation which includes resources to support English learners and teachers in hybrid and distance learning environments.

All English learners in K-12 have access to the Imagine Learning and Literacy, an adaptive learning solution that accelerates reading and language proficiency for students during asynchronous instructional time. Teachers can also use it to supplement core literacy instruction. Imagine Learning and Literacy provides instruction and practice in all four domains of literacy.

Moreover, the ELSD is in the process of hiring two Student Learning Coaches (SLC) to support 7th-9th grade teachers and English learners during hybrid and distance learning instruct. The SLCs will support district, site administrators, and teachers toward ensuring that English learners are receiving targeted language supports, instruction, and intervention.

Through the Refugee School Impact (RSI) Grant, the Family and Community Liaison works with a caseload of up to 150 students to assist eligible school age students who have been in the United States five years or less in improving their academic performance and social adjustment through activities focused around academic enrichment, civic engagement, community collaboration, employment pathways and family engagement.

Two Foster Youth Liaisons will provide both on-site support and coordinated services to Foster Youth. The support and services provided by the Foster Youth Liaisons will include assessment of students educational needs, making appropriate referrals and intervention recommendations. These services will also include referring and providing educational/vocational programs such as tutoring, mentoring, job training and college preparation or fairs. These liaisons will also involve students in school and community events during and after school. These events will be via both virtual and in-person platforms as appropriate. The liaisons will also work with students to check on academic progress by reviewing grades, attendance, and discuss with students informally or formally through the SST or SAP process needs of the student. The Foster Youth liaisons will also coordinate and collaborate with care providers, social workers, probation officers, service providers and on site Health Wellness and prevention staff and school members Foster Youth student needs.

Two Child Welfare and Attendance Coordinators will be assigned to address McKinney-Vento Homeless needs. They will coordinate, collaborate and implement strategies that insure homeless students are identified, immediately enrolled in school, remove barriers for school enrollment, receive free nutrition services, parents of homeless students rights are observed and recognized. The Child Welfare and Attendance Coordinators will also insure that homeless use rights are recognized in allowing homeless youth have a right to remained enrolled in their school of origin. CWA Coordinators will also insure district and school officials can work closely to insure supports such as

educational home visits, phone calls, obtaining of educational records well coordinated to insure homeless students are enrolled in school and used to measure and address students academic progress and needs. The CWA Coordinators will also work closely with both school officials and homeless families to identify and remove ancillary barriers related to COVID or homelessness to further improve academic access and outcomes for homeless youth seeking to attend school. Other services include but are not limited to providing school resources and support such as clothes, technology, mental health referrals, tutoring, transportation, school communication and after school programs.

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

Description	Total Funds	Contributing
<p>Connectivity and digital support:</p> <p>Chromebooks and hotspots - reliable devices to students and staff to log on, engage in lessons, and create lessons. (\$7,016,671)</p> <p>Zoom, Screencastify, Nearpod and others - Platforms that allow our staff and students to engage in whole group, small group, and 1:1 interactions, safely. (\$3,761,525)</p> <p>Smart MX TV in every classroom - many teachers have chosen to teach from the classroom. This allows for touch free casting for students and staff when back into the classroom. (\$7 million)</p> <p>Operational digital applications. (\$590,655)</p>	<p>\$18,368,851</p>	<p>Yes</p>
<p>Instructional support:</p> <p>Digital instructional materials and student engagement tools</p> <p>Backpacks and supplies for all elementary students</p> <p>Professional Development (staff and parents)</p>	<p>\$5,066,478</p>	<p>Yes</p>

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.]

At the K-8 grade levels, iReady, District ELA and Math Benchmark will be utilized to examine language growth for English learners. At the 7th-12th grade level, ELD curriculum assessments will be utilized to examine language growth. SBAC ELA and Math assessments along with ELPAC Summative Assessment overall and domain-specific results will be utilized to examine language growth for English learners across K-12 grade levels.

School sites are utilizing the Imagine Learning program for diagnostic purposes. Teachers assess diagnostic needs and tailor language instruction based on results. Imagine Learning is also used to remediate language loss during asynchronous instructional time.

Pupil Learning Loss Strategies

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

The English Language Services Department (ELSD) will continue to provide training sessions on the English Learner Focus Five Strategies that include: Sentence/Text Unpacking, Thinking Routines, Visual Supports, Collaborative Dialogue, and Language Supports. These five high leverage strategies are being adapted to both distance learning and in-person instruction. Additional strategies, techniques, and tools from The Distance Learning Playbook, Grades K-12: Teaching for Engagement and Impact in Any Setting will be interlaced into the English Language (EL) Focus Five Strategies that the ELSD has created. A compilation of training videos designed for both synchronous and asynchronous instruction with English Language Development (ELD) lessons and examples of EL strategies, modeled both live and pre-recorded, will be available to all teachers and school site administrators.

ELD Lesson Guidance Documents

Designated ELD Lessons and Videos span K-6, 7-8, 9-10, 11-12

Imagine Learning supplement language accelerator for TK-8

Virtual parent trainings through the Parent Institute for Quality Education (PIQE) organization

Academic Intervention Specialists, Bilingual & Bilingual Paraprofessionals conduct wellness study

Students will meet daily with their Team Leaders via Zoom/Google Classroom and will cover the following: Daily Academic Support, Enrichment Activities, Health/Wellness Activities

Basic Supplies for students to complete Expanded Learning virtual activities will be provided for students.
And academic phone calls for students and families,
Bilingual Paraprofessionals supplementary curriculum support
Family and Community Liaison conducts wellness and academic phone calls for refugee students and families
Additional support to refugee students based on need

Two Foster Youth Liaisons will provide both on-site support and coordinated services to Foster Youth. The support and services provided by the Foster Youth Liaisons will include assessment of students educational needs, making appropriate referrals and intervention recommendations. These services will also include referring and providing educational/vocational programs such as tutoring, mentoring, job training and college preparation or fairs. These liaisons will also involve students in school and community events during and after school. These events will be via both virtual and in-person platforms as appropriate. The liaisons will also work with students to check on academic progress by reviewing grades, attendance, and discuss with students informally or formally through the SST or SAP process needs of the student. The Foster Youth liaisons will also coordinate and collaborate with care providers, social workers, probation officers, service providers and on site Health Wellness and prevention staff and school members Foster Youth student needs.

Two Child Welfare and Attendance Coordinators will be assigned to address McKinney-Vento Homeless needs. They will coordinate, collaborate and implement strategies that insure homeless students are identified, immediately enrolled in school, remove barriers for school enrollment, receive free nutrition services, parents of homeless students rights are observed and recognized. The Child Welfare and Attendance Coordinators will also insure that homeless use rights are recognized in allowing homeless youth have a right to remained enrolled in their school of origin. CWA Coordinators will also insure district and school officials can work closely to insure supports such as educational home visits, phone calls, obtaining of educational records well coordinated to insure homeless students are enrolled in school and used to measure and address students academic progress and needs. The CWA Coordinators will also work closely with both school officials and homeless families to identify and remove ancillary barriers related to COVID or homelessness to further improve academic access and outcomes for homeless youth seeking to attend school. Other services include but are not limited to providing school resources and support such as clothes, technology, mental health referrals, tutoring, transportation, school communication and after school programs.

Expanded Learning Program will serve 32 school sites working with community partner agencies

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.]

At the K-8 grade levels, iReady, District ELA and Math Benchmark will be utilized to examine language growth for English learners. At the 7th-12th grade level, ELD curriculum assessments will be utilized to examine language growth. SBAC ELA and Math assessments along with ELPAC Summative Assessment overall and domain-specific results will be utilized to examine language growth for English learners across K-12 grade levels.

School sites are utilizing the Imagine Learning program for diagnostic purposes. Teachers assess diagnostic needs and tailor language instruction based on results. Imagine Learning is also used to remediate language loss during asynchronous instructional time.

For both Foster and homeless youth Twin Rivers Unified School District will use a variety key performance indicator measures to assess the effectiveness of the services and supports provided. These key performance measures will include but not be limited to attendance rates, chronic absenteeism rates, academic progress that includes grades reviews in core content areas and parent teacher conferencing, daily engagement measures as reported by attendance taking procedures, completion of required immunizations for school enrollment, mental health referrals, student suspensions and expulsion records. As well as school official outreach to students who are exhibiting distress in the school program either through self report, parent/guardian report or staff report.

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

Description	Total Funds	Contributing
Summer School (\$120,304) Expanded Learning Partnerships (\$288,000) Supplemental instructional student kits (\$127,861)	\$536,165	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.]

In the 20-21 school year, Twin Rivers will be using Kelvin as a social-emotional screener for students, taking place three times within the school year, and administering biweekly surveys to students on specific Collaborative for Academic Social and Emotional Learning (CASEL) -framework competencies. There is a social-emotional learning (SEL) district leadership team (DLT) that has been formed to structure the monitoring and support of the program and data.

To address trauma, we have a set of 5 school site Positive Behavioral Intervention and Support (PBIS) teams receiving training on Trauma Informed Practices; there is another set of 5 other PBIS school site teams who will be receiving training on Restorative Practices. We also

provide Mental Health First Aid as a mental health-support for students. As a Tier 1 practice for the trauma and restorative lens, each teacher in the district is taking daily attendance of, and is checking in with, students. The National Suicide Prevention Lifeline is provided as a resource on the district's mental health and wellness webpage and Virtual Peace Center webpage. The webpage includes various mental health hotlines and resources for students and families.

To ensure school, staff and family connectedness, teachers have the option of attending Culturally Responsive Teaching training that is framed by the PBIS Culturally Responsive field Guide. Staff has been provided training on self-care strategies to launch the new year, as well as throughout the school year. The district partnered with Calm as a resource to help with CASEL-framed competencies. Calm is one of the ten resources linked for staff on our apps portal to support social-emotional learning for teachers and for teachers to use with students. Each week, the Multi-Tiered System of Support (MTSS) Specialists send a newsletter to site leaders that includes tips on self care.

Counselling groups have been provided to families and staff, along with training on behavioral interventions at home. Twin Rivers also has a new partnership with Sports for Learning, a social-emotionally focused physical education curriculum to support staff and students.

Additionally, the district has contracted with Care Solace--a company that works with school counselors, psychologists and nurses' to provide support connecting students to outside resources. The goal of Care Solace is to ensure communities have access to reliable, ethical and high-quality mental healthcare services, regardless of income level. Their web-based care navigation system enables the fast, easy and convenient connection of students and families in need of mental healthcare to qualified providers and resources. Care Concierge experts are available 24/7 to help families through the process of accessing community-based mental health programs and resources or telehealth services. They exist to ensure every student, family member, and school-based staff member is not left to carry the heavy burden of finding accessible mental health care.

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.]

The English Language Services Department (ELSD) is partnering with the Parent Institute for Quality Education (PIQE) to provide families of English learners with the knowledge and skills to partner with school and communities to ensure their children achieve their full potential. The eight training sessions will be offered in a virtual platform at four of our secondary sites.

The ELSD created a family resource document for parents on English learners. We also held a summer workshop in partnership with the Family and Community Engagement department for English learner families to review supports for distance learning, tools and resources, and district family support opportunities. The ELSD plans to continue to offer these workshops for families throughout the fall.

ELSD Bilingual Para-educators and Academic Intervention Specialist, Bilingual staff support English learner students during the school day and continue to communicate with families to support with all aspects of academic engagement, resources, and district updates.

The English Learner Services Department and the Family and Community Engagement (FACE) division will be offering three virtual ELPAC information sessions:

9/29 @ 5:30 PM - Spanish/Hmong
10/5 @ 3:00 PM - Farsi/Dari/Russian
10/7 @ 4:00 PM – Arabic/Pashto

Additionally, ELSD and FACE will hold virtual Parent Learning Group sessions in order to learn more about the needs of English learner students and their families. Our learnings will help us strategize and create new supports to re-engage students.

All K-12 Twin Rivers Unified School District programs will use site based interventions that are tiered and begin with the students teacher. In tier 1, students identified as missing 60% of the week would receive inquiries about absences via home phone call/text or email using Aeries ParentSquare communication tool. The teacher would document the outreach and attempts. If the teacher does not have success with engagement or outreach to these students or parents the information would then be passed along to site administration for further follow up and intervention. In tier 2, the site administration would work with support staff to such as attendance leads, school counselors and other support staff to contact families who have not responded to teachers attempts. These attempts would also be documented as well as any barriers identified that are keeping the student from attending school. A personalized plan may/would then be developed to support the student in the school environment. The third and final tier involves a strong partnership between site administration and district officials for a combined effort to provide district intervention supports. These provisions would include our child welfare and attendance officials to conduct district level coordinated school and interagency responses that may include home visits, phone calls, text or email messaging, CPS reporting, virtual SART/SST meetings. these interventions may also include Virtual Multi-disciplinary Team Meetings that include support from outside agencies such as DHHS, CPS, TRPD and other community based organizations. All interventions would further focus to clarify and remove barriers for increased positive attendance. In some of the most difficult cases SARB meetings would be held or other agencies would be brought in for support in addressing the barriers to a positive school engagement and outreach.

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.]

Twin Rivers Unified School District participates in the School Breakfast Program (SBP), the National School Lunch Program (NSLP), the Child and Adult Care Food Program (CACFP), and the Summer Food Service Program (SFSP). These are federally assisted programs through the U.S. Department of Agriculture.

For the 2018-2019, 2019-2020, 2020-2021 school years, Twin Rivers Unified School District will be operating under Community Eligibility Provision (CEP) for all sites. Under the CEP provision all enrolled students, regardless of income, are eligible to receive free breakfast and lunch meals.

Nutrition Services is committed to fueling students for success as healthy school meals is a crucial component of learning. For the 2020-2021 school year, meals will be provided daily for students to take home while distance learning is taking place. Daily curbside meal distribution will occur by a “drive-up” or “walk-up” distribution point located at each Twin Rivers school site. If a Hybrid Instructional model is implemented (both Distance Learning and In-Person Instruction), both “drive-up / walk-up” and “grab-and-go” meal distribution strategies will be implemented simultaneously. All meals will be provided to students while following strict food safety practices that comply with local, state and national guidance.

Families and staff were notified of student meal processes by;

1. Parent enews
2. Auto call -district and principal
3. TR news (e-news)
4. Website
5. Social media
6. Staff called families
7. District text message

All meals claimed will be either be under the NSLP, SBP and or SSO in the Child Nutrition Information and Payment System (CNIPS). In addition, Nutrition Services will follow the NSLP and SBP meal patterns.

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

Section	Description	Total Funds	Contributing
School Nutrition	Salaries of nutrition services staff providing meals daily for students to take home while distance learning is taking place. Daily curbside meal distribution via “drive-up” or “walk-up” at each Twin Rivers school site. If a Hybrid Instructional model is implemented (both Distance Learning and In-Person Instruction), both “drive-up / walk-up” and “grab-and-go” meal distribution strategies will be implemented simultaneously.	\$2,889,893	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
35.54%	\$65,327,522

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.]

Twin Rivers USD’s unduplicated count is projected at 90.06%, as a result, every school has unduplicated students enrolled. Therefore, all actions and programs were focused on Twin Rivers unduplicated students.

24,000 Chromebooks were distributed to students as a base service for all of Twin Rivers USD (TRUSD) students in the district. Hotspots are distributed to families in need, bought and paid for by TRUSD for at least one year or throughout hybrid and distance learning.

Smart MX TVs were purchased for all TRUSD classrooms so that every classroom in the district would be outfitted with 21st Century technology and to create a safe classroom environment when students return to hybrid learning. These displays assist with our initiative to provide instruction in COVID-19 socially distanced classrooms. The displays allow for both the teachers and students to cast to the screen, eliminating the need for students to touch a shared device in the classrooms, while still allowing the teacher to present the learning on the display.

We also provided Wifi on buses parked near or on our schools' property allowed internet connectivity to those families who need internet connectivity.

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

Providing Chromebooks, hotspots, and wi-fi enabled buses enables access to distance learning for unduplicated students who do not have home devices or contracts with Internet service providers.

The decision was made to use the Writeable and Language Launch programs for secondary long-term English learners because results from the 2019-2020 English 3D Reading Inventory assessments (Lexile levels) showed over 60% of Long Term English Learners (LTELs) reading way below grade level. These two programs build upon the existing English 3D curriculum and will strengthen skills in all four literacy domains, especially reading and writing.

The Ellevation program management will be utilized to monitor English learners and Reclassified students as well as to digitize the Reclassification process. Instructional materials in Ellevation will also support Designated instruction as well as provide diagnostic information to teachers. Designated instruction will be tailored to meet student needs and support teachers with tracking student growth by standard.

Imagine Learning is a digital language and literacy program utilized to provide students with Designated English language development practice during asynchronous instruction. English learners in K-12 grades have access to the program. Based on the embedded diagnostic assessments, teachers can assign standards-based lessons to support students in the areas of language development needs.

Additionally, supplemental concentration funds allocated to school sites based on their unduplicated students to support academic improvement efforts for subgroups.

Services will continue to reduce counseling to student ratios at high schools to 350:1 and a minimum of 1 counselor or 500:1 over 1 FTE at each middle schools. Continue to reduce the psychologist ratio to support students with an emphasis on unduplicated students.

Special Education TOSAs (3 FTE), materials, supplies, and professional development for program implementation. Programs will be used with some students who have been identified with autism, with an emphasis on special education unduplicated students. Maintain two

Behavior Intervention Coordinators to help support socioemotional needs of Special Education students, with an emphasis on unduplicated students. These Behavior Intervention Coordinators assess students, and train staff to and students on positive behavior management skills.

In order to promote greater academic achievement of our foster youth, district support staff will continue to coordinate actions and services to support foster youth engagement and success with one Foster Youth Counselor (S/C) and one FTE Counselor for Independent Living Program.