

Learning Continuity and Attendance Plan Template (2020–21)

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

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General Information

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

Buckingham is a 9-12 charter high school within the Vacaville Unified School District. We have approximately 500 students enrolled with us each year and approximately 20% of those students count towards our unduplicated numbers.

As a district charter school, we follow the mandates of our authorizing board. On March 16, 2020, our school district temporarily suspended in-person instruction and moved immediately to a virtual learning model. During the quick transition, Chromebooks and paper packets were distributed to students and a dedicated virtual learning program was created to support students, parents and teachers with appropriate materials and instructional plans. Professional development and resources were provided to teachers. At the same time, students had access to free meals and mental-health services. Students in foster care and homeless students were provided individualized resources and support. Our teachers, staff, administrators, students, parents and community worked collaboratively to maintain instruction through the end of the 2019-2020 school year. We knew that closing school sites and district buildings in VUSD was essential to flattening the curve of COVID-19 infections.

On July, 17, 2020, Gov. Gavin Newsom handed down guidelines ordering schools statewide and in Solano County to stay closed in counties on the state's COVID-19 watch list. The Virtual Learning program offered to students for the start of the 2020-2021 school year will differ from the distance learning program offered at the end of last school year. This Virtual Learning program, as described in this Learning Continuity and Attendance Plan, has been structured to address the impacts on the District and community due to the COVID-19 pandemic and will align with Senate Bill (SB) 98, which clearly articulates expectations for virtual learning. These expectations include:

- access for pupils connectivity and devices to participate in learning and to complete assignments;
- daily live interaction with certificated employees and peers for purposes of instruction, progress monitoring and maintaining school connectedness;
- content aligned to grade level/ subject standards at a level of quality and intellectual challenge substantially equivalent to in-person instruction; supports to address the needs of pupils who are not performing at grade level or grasping subject matter, or need support in other areas; implementation of appropriate accommodations and specialized instruction necessary for students with

exceptional needs to access services listed in their individualized education program in a virtual learning environment; and designated and integrated English language development for English learners.

In developing the Learning Continuity and Attendance Plan, our district has acknowledged the pandemic's disproportionate impacts on students and families who were already experiencing inequitable outcomes. These students include English Learners, Foster Youth, Homeless Youth, Students with Disabilities, and Economically Distressed Students. VUSD worked to identify and reduce barriers impacting students who are English Learners (EL). The most recent Summative English Proficiency Assessment for California (ELPAC) and data compiled from formative assessment of student learning during 2019-2020 Virtual Learning were analyzed. These sources were used to assess individual student needs during the 2020-2021 school year. The District provided training to teachers on designated ELD, which is where ELs receive language proficiency instruction to support reclassification using the adopted materials. Teachers received tools, resources and professional development to address how they can support EL access to all content areas using integrated ELD standards and methods. Ongoing communication, in multiple languages, will occur with families and caregivers to provide training and support.

Our district, in conjunction with the Solano County Special Education Local Plan Area (SELPA) works collaboratively with all parents and partners to ensure the needs of Special Education students are integrated into the Learning Continuity and Attendance Plan. Specific supports will be provided to address Virtual Learning and In-Person Learning (when face-to-face instruction resumes). Special Education teachers and service providers received professional development to ensure Individualized Education Plans (IEPs) are implemented. Special Educator paraprofessionals received training on means of supporting students with Virtual Learning. Continuity of learning will be considered as we transition from Virtual Learning to the Hybrid model, including technology to support accessibility. Ongoing communication will be provided to families and caregivers, to enhance our partnership.

Stakeholder Engagement

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

Due to the need to minimize community spread of COVID-19 and comply with the Shelter in Place order, our outreach efforts were mostly focused on virtual methods. The feedback we collected came from a variety of stakeholder groups, including parents, students, teachers, principals, administrators, other school personnel, local bargaining units, and members of the public. Feedback was gathered through public communication methods, including emails, website, social media, videos, surveys, district focus groups and subcommittees, and via public hearings.

In the surveys to our families (parents, students, and community members) and staff conducted in the spring and summer, we solicited feedback on a variety of topics including, but not limited to, distance learning comments and concerns and our various plans to offer

instruction for the 20-21 school year. Our surveys were available both digitally and on paper if a stakeholder wanted to pick up a physical copy. Our parent advisory group also continued to meet virtual throughout the spring and summer.

In May 2020, our district formed a Transition Task Force consisting of over 100 District and school site staff members (including bargaining unit members) to form the "return to school" work group including Buckingham administrators and staff. The Task Force focused on bringing options to the Board of Education for reopening schools. Further examining the issues were four subcommittees focused on elementary education, secondary education, site safety, and community and communication. Over a six-week period of time these groups reviewed information from the Public Health Department, Center for Disease Control, and California Department of Education resources, along with considering input from stakeholder groups, to make recommendations about returning to school to the Superintendent and Board of Trustees.

Timeline of Stakeholder Engagement:

April 2, 2020 – Parent Advisory Meeting (via Zoom)

April 19, 2020 – Parents/Guardians Survey (Distance Learning Feedback)

April 29, 2020 – Whole School Community Survey related to 20-21 School Year changes

May 1, 2020 – Teacher / Staff Survey (Distance Learning Needs and Concerns)

May 11, 2020 – Parent Advisory Meeting (via Zoom)

May 20, 2020 – Teacher / Staff Survey (Reopening and Safety Feedback)

May 22, 2020 – Parents/Guardians Survey (Distance Learning and 20-21 Reopening Feedback)

June 20, 2020 – Classified Staff Survey (Reopening Feedback)

June 27, 2020 – Parents/Guardians Survey (Distance Learning and 20-21 Reopening Feedback)

June 29, 2020 – Teacher / Staff Survey (Reopening and Safety Feedback)

July 6, 2020 – Classified Staff Survey (Reopening Feedback)

August 3, 2020 - Teacher / Staff Survey (Use of COVID-19 Funds)

August 5, 2020 – Parents/Guardians Survey (Technology Needs Feedback)

August 11, 2020 – Parent Advisory Meeting (via Zoom with in-person technology set-up)

August 13, 2020 – Parents/Guardians Virtual Technology Training Workshop

September 8, 2020 – Parent Advisory Meeting (via Zoom with in-person technology set-up)

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

For our parent advisory committee, all parents attended virtually. However, they were given the option to come in-person and be set up on a computer in a private office to participate virtually.

Districtwide plans were discussed and debated at our local board meetings. Those meetings took place exclusively online on 4/9/2020, 4/30/2020, 5/14/2020, 5/28/2020, and 6/11/2020.

Beginning on 6/20/2020, community members could participate either virtually or in-person. The in-person Board meetings followed all the recommendation precautions - face coverings, 6 feet of distance, plastic separators on the Dias and around the speaker podium. Masks and sanitizer are provided to all participants.

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

Our survey data was dis-aggregated by specific stakeholder groups, including English learners, special education, Title 1 school site councils, and homeless/foster youth. The stakeholder feedback from these groups did not differ from most responses. Parents of students with disabilities expressed a very strong desire to return to in-person services.

Staff feedback includes the following themes:

- Training to provide virtual instruction
- Means of developing face-to-face connections and social emotional learning in a virtual learning delivery.
- Providing students with more opportunities for mental health services and having mental health clinicians develop lessons and provide

teacher support.

- Desire to start the year with hybrid and virtual learning options.

Parent/Guardian feedback includes the following themes:

- Importance of daily teacher interactions with students
- A desire for more "instruction" and not simply assignments during distance learning
- Consistent schedules
- Concerns for health and safety
- Desire for an in-person option the 2020-2021 school year
- Consistency in the use of technology platforms that are used

Our Buckingham Parent Advisory group feedback included all of the above, as well as the following specific feedback:

- Providing parent technology training to make distance learning easier on families
- Social-emotional and engagement concerns

Because our EL population includes less than 11 students, our school does not have its own ELAC. We do, however, participate in our district's DELAC. Families in this advisory group expressed the following:

- Individual contact - parent to teacher or student to teacher
- How to support virtual learning when parents are working
- Consistency in virtual learning schedules among grade levels

- Students have necessary tools and materials and internet access
- Technology support
- Technology training in Spanish
- Tutoring supports
- More direction from teachers to parents so they know how to help at home to create a effective learning environment

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

Our district took the feedback from the stakeholder groups discussed above and worked with administrators from Buckingham, as well as all the other schools in the district to develop our Learning Continuity and Attendance Plan.

Specific feedback from stakeholder surveys and committee advisory groups included the need to provide

- daily, live, synchronous instruction
- increased connection to staff and peers
- more resources for parents to support their students learning and use of technology
- support for students who struggle and or have experienced learning loss.

Below are some of the implementations found within the District's Learning Continuity and Attendance Plan :

1. Development of clear expectations for daily, live instruction for all students every day. This includes the minimum number of minutes for both synchronous, targeted, and asynchronous instruction for a total minimum number of instructional minutes per day.

2. Development of Social Emotional Learning (SEL) lessons focused on universal themes that support connecting, belonging, and other aspects of social and emotional well-being. These lessons support the implementation of school wide practices as well as the daily

integration of Social Emotional Learning into academic instruction. There is also an option for teachers to record lessons to provide students the option of participating in recorded instruction later.

3. An emphasis on assistance for parents and caregivers in supporting their own students' learning. This is accomplished through communication from teachers to students and families and by offering training and resources. This communication is intended to provide

parents some of the key information and tools they need to support students in meeting goals.

4. A focus on greater support to students who are most vulnerable and at risk of learning loss during and after school closures. This priority has influenced the district's planning in a profound manner and is evident throughout.

A significant concern that was brought up specifically by our Buckingham Parent Advisory group was the need for more of a social-emotional focus, as well as implementation of strategies to encourage student engagement. Therefore, in addition to what we developed district-wide

for the development of Social Emotional Learning, we also created a Google classroom for all Buckingham students (called the Grit Guild) that both address SEL concerns, as well as encourages participation in our programs.

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.]

The plan that we developed in conjunction with our district included a 4-phased approach that correlated to the Governor’s 4 phases of reopening the state.

Phase 1 is full distance learning, which is how we have begun this school year.

Phase 2 allows up to 25% of our students back in-person for one day per week with distance learning the remainder of the week.

Phase 3 allows up to 50% of our students back in-person twice a week with virtual learning the remainder of the time.

Our Transition to 4 phase increases the in-person learning time in anticipation of a return to normal in-person learning schedule in Phase 4.

Phase 4 allows for 100% of our students back in-person for full days, including activities, recess and assemblies.

Full virtual learning will be offered throughout the phases for students who are medically fragile, would be put at risk by in person instruction, are self-quarantining, or who are uncomfortable or otherwise cannot attend school for in-person instruction.

Our phased approach is intended to allow our school to maximize face-to-face learning with the flexibility to move between phases as the Governor announces different plans.

In addition to the above phased approach, we also modified our existing school day requirements to lessen the burden of distance learning on students and families. Instead of taking all six classes for an entire semester, we have separated those traditional six classes into two sets of three classes. Each set of three classes will be completed in a nine week period (a quarter) and will cover the entire semester content. This change will allow students to focus on only three classes at a time as the schools are required to toggle between distance learning and

in-person phases. The feedback from the community that we received last spring and over the summer consistently mentioned how hard it was to manage six classes (with six different teachers and potential six different sets of expectations).

In each of these phases, intervention for learning loss will be incorporated into the times when students are not in their core instruction. We will be using a systematic cycle of assessment, including initial screenings and on-going formative and summative assessments. An instructional schedule was developed using data collected from the spring assessments, along with teacher input. The main focus is on implementation and intervention strategies to accelerate learning for students at risk of experiencing continued learning challenges due to the impacts of COVID-19 and ongoing virtual learning.

Virtual Learning implementation will utilize our district's adopted curriculum, COVID-19 remediation guides, and pacing schedules. Students will be able to transition easily from virtual learning to in-person learning when it is safe to return. Our Virtual learning plan will utilize consistent electronic platforms (Clever, School Loop, and Google Classroom) that are currently used in both Virtual and In-person settings. Large group core instruction may be recorded for students and families to access instruction based on family and student need. Additionally, we have an established multi-tiered system of support to address both academic learning loss and any social-emotional issues that may arise.

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

Description	Total Funds	Contributing
Protective Shields and other equipment	4000	No
Signage related to COVID-19	3200	No
Signage related to COVID-19	800	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.]

Because our phased plan included some type of distance learning in all but the final phase, we already had a plan in place to deliver quality curriculum and instruction via distance learning prior to the Governor's announcement in July. Once it was clear that, based on our county's position on the watch list, we would have to start the year in Phase 1 (100% distance learning), our governing board voted to commit to nine weeks of distance learning to ensure that we were providing a consistent educational model for our students. We worked with our district to develop a Vision for Virtual Learning and created a unified set of values and beliefs which drive the development of a high-performance learning culture.

1. Students experience a rigorous online learning environment that prepares them for advanced education options, future employment, and post-secondary education.
2. Students have meaningful communications through daily interactions, building relationships virtually throughout their school experience with their teacher and peers.
3. Students engage in meaningful projects and solve challenging problems while learning and applying academic skills consistent with real world expectations, standards and knowledge.
4. Staff seeks to continually improve and expand their knowledge and align virtual teaching practices with curriculum and innovative technology. We seek to remove barriers to student learning.
5. Our school community embraces the diversity of Vacaville by fostering a culture of safety, equity, acceptance, and respect. We advocate for student needs.

In keeping with the vision and MTSS structures, we will continue its actions in providing the highest quality instruction and support for all students, including our at-risk students, English learners, Foster Youth, low income, homeless, and students with disabilities. In order to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the use of curriculum and instructional resources, the district has developed structured guidelines to begin the year online, and to promote flexibility in transitioning to in-person instruction when it is safe to return.

1. We will adhere to the Williams Act requirement and distribute adopted textbooks in each content area as well as district provided devices (see our Access in Devices and Connectivity section) to ensure all students have equal access to adopted materials and curriculum.

2. Our designed pacing documents and COVID remediation guides will be utilized to support lesson planning and to ensure essential standards, concepts and content will be taught throughout the course of the year. Coordinators and coaches will support teachers in short and long-term lesson planning based on the pacing and remediation documents.

3. The District has endorsed our standardized learning platforms such as Zoom, Google Classroom, and School Loop to ensure equitable access to curriculum and adopted materials. Other platforms utilized for additional skill practice are Clever, EdPuzzle, and Khan Academy.

4. Our administrative team and teachers were provided with standardized daily schedules for all 5 days of the week, which include the minimum instructional minutes and clearly define both live instruction and independent instructional delivery, with live instruction to occur daily. Targeted learning support in small groups and/or individual group intervention, student check-ins, drop-in help time is also included.

5. Within the weekly schedules, all content areas, including designated and ELD are addressed.

6. Students will be served pursuant to their Individualized Education Program (IEP). Consideration will be made of a gradual transition to in-person and small group instruction, starting with more involved lower grade, special day class students.

7. Students will be supported socially and emotionally through the development of lessons which integrate the five core Social Emotional Learning (self-awareness, self-management, responsible decision-making, social awareness, and relationship skills).

8. Our administrative team and teachers were provided with parameters according to grade bands on how both live (synchronous) and independent (asynchronous) instructional tasks should be delivered and how tasks might be differentiated for at-risk students, including English learners, Foster Youth, homeless, low income students and students with special learning needs.

9. Administrators and grade level /department teams will analyze student data from all subgroups for the purpose of identifying learning gaps, and planning for instruction and intervention.

10. Administrators will ensure the continuity of high-quality instructional delivery through a system of virtual and in-person walk-throughs and will provide feedback to teachers.

11 . Professional development opportunities, intended to support high quality lesson delivery, will be provided based on staff input and data collected during administrative walk-throughs.

12. Our school and district representatives have designed a comprehensive Virtual Learning website for parents, students and educators, complete with resources and materials, parent instructional documents and videos, and professional learning opportunities for teachers. The website is updated regularly.

All of these actions were specially designed to ensure a smooth transition from our online learning model to an in-person model as soon as safety allows.

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.]

Beginning in May and through August 6, our district team sold chrome books to families who were interested in having one for each school age child in the family. In July, a survey was sent to all families regarding access to technology. Questions included student's access to devices and family access to connectivity. The survey was conducted in both English and Spanish. This information provided the District with names, email addresses and needs of every student. A follow-up survey was sent again in early August. Beginning in early August, our school staff contacted our families who filled out the survey with specific needs to address them. The team also contacted every family that did not fill out the survey to determine their technology needs as well.

Internet hotspots and wifi hotspots are available to ensure connectivity for those who do not have Wi-Fi access at home. Family needs for internet access will be assessed by school staff as school begins and throughout the year.

Our Destiny Scanner System will track the distribution of all district internet devices in real time. This tracking software may be easily accessed for accurate inventory control. A surplus of extra internet ready devices will be on standby and ready to deploy at every school site in the event that a student device malfunctions. This minimizes any chance of downtime for student access. Families who do not come to the school to pick up devices will be contacted and special arrangements for the deployment of resources will be made.

Assistance in accessing the technology and curricular materials will be available to each family through our online resources website, parent online training and presentations, the VUSD technology team, and, as always, through the support of the classroom teacher. Our teachers have an internet ready device that has been provided by the school.

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.]

Students will be provided instruction daily with a combination of live (synchronous) targeted instruction, and independent (asynchronous) learning. Teachers will ensure the live activities and time value of assigned independent work meets the minimum instructional minutes defined in Senate Bill 98 (Ed. Code, § 43501). A majority of the instructional minutes will be delivered live. Site administrators will verify that teacher-developed daily instructional schedules provide for live and independent instruction.

Our teachers take attendance daily (via our Student Information System) to track engagement in our daily, live synchronous instruction. We also utilize our Student Information System to track asynchronous student participation on a weekly basis. Instructional time for virtual learning will be calculated based on the time value of live (synchronous) and/or independent (asynchronous) assignments made and certified

by the teacher. Daily participation may include, but is not limited to, evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between employees of our school and pupils or parents or guardians.

Any student who is found to be disengaged in either the synchronous or asynchronous learning is contacted by admin and interventions are put into place to address this disengagement.

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.]

To support a successful VUSD Virtual Learning Program a variety of professional development and resources are necessary, including technological support for staff, students and families. In the early summer, VUSD leaders began gathering input and soliciting recommendations from stakeholders centering on what professional learning would be necessary to start the year - either in a blended model or a virtual learning model. A professional development needs survey was provided to certificated staff over the summer. The results of these surveys and other available research were used to develop professional development. Subsequent discussions focused upon aligning to the priorities gathered from the survey and from other stakeholder input.

Prior to the start of the school year, our staff could volunteer to participate in an optional Tech Fest: a two-day virtual technology workshop in which they could learn how to use a variety of digital platforms and curriculum. Topics include, but were not limited to, Google Classroom, Zoom, Doceri, Screencastify, FlipGrid, Jamboard, Seesaw, etc. Sessions were delivered by district coordinators and administrators and our Solano County Office of Education.

Once our staff begin working prior to the start of the student school year, our teachers participated in another two days of technology training (August 10 & 11) specifically geared towards the digital platforms and tools we had adopted.

New digital learning platforms will be purchased to support students who have experienced significant learning loss due to school closures. This would include at-risk students, English learners, foster youth, low income and students with special needs. Platforms that are being reviewed for purchase to support EL students are ELlevation, Strategies, and NearPod. For medically sensitive students who will likely need Virtual Learning even after we have returned to in-person instruction, we will purchase the online learning platform, Edgenuity.

As the school year progresses, we will be useful to assess the effectiveness of various programs and methods - to see what is working and what needs to improve. A comprehensive professional needs survey will be provided to administrators, teachers and classified staff in order to re-prioritize professional learning needs. This data will help identify future professional learning opportunities so that they may be provided by district coordinators and administrators.

Our one new teacher will be supported by the Induction Program, in which they will be assigned a specially trained mentor who will provide guidance and support throughout the school year, both in our online model and when we return to an in-person model. Additionally, they will

be provided with professional development that aligns with the curriculum, instructional practices, and assessments that our employees are expected to be knowledgeable in and effectively use.

Continued professional development will support our MTSS implementation at schools. In this manner MTSS provides a systematic approach to alignment of programs, resources, personnel and behavioral, social-emotional, and academic supports that will guide first instructional practices as well as interventions for students in need.

District and School Curriculum Coaches and Coordinators will support teachers in short and long term lesson planning using best instructional practices based on data analysis, both quantitative and qualitative.

A comprehensive Distance Learning website is designed to support families and facilitate instruction. This has been launched and is complete with resources and materials, parent instructional documents and videos.

Education specialists and service providers were provided guidance in how to effectively conduct an IEP meeting using Zoom.

Workshops will be available to families to assist them in supporting their children academically and socially-emotionally, both during online learning and in hybrid learning when in person instruction resumes.

Additional professional development and coaching will be provided for both online and hybrid instruction in the areas of social-emotional learning and supports.

Staff Roles and Responsibilities

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

Primary roles and responsibilities by the majority of staff will remain consistent regardless of the learning model. Because we opened our school year in the virtual learning model, our staff will be working either on-site or from an off-site location.

In order to ensure the safety of our staff and students while on-site, we will be providing specific personal protective equipment and have updated specific site practices.

The following personal protective equipment (PPE) will be provided:

1. Disposable face masks for staff and students
2. Cloth face masks for staff and students
3. Face shields for staff members

4. Touchless thermometers
5. Outdoor hand washing stations
6. Hand sanitizer in each classroom
7. Plexiglass shield in school offices and portable plexiglass partitions for each teacher
8. High-quality air filters being installed or HEPA air purifiers in health offices
9. Visual markers and signage

Additionally, we will implement the following:

1. Hand hygiene and frequent hand washing
2. Physical Distancing
3. Air Ventilation and Circulation
4. Outdoor learning areas
5. Disinfecting surfaces

Following are the key changes to roles and responsibilities of staff.

- Custodial Staff: these staff members will continue with their duties of ensuring school sites/departments are cleaned properly during and after the school day. In addition to these typical responsibilities, however, additional micro and macro cleanings will be delivered in response to employee safety concerns and needs. For example, additional and more frequent 'touch-point' cleanings throughout the day will be part of the daily routine.
- Paraprofessionals : paraprofessionals that are assigned to classrooms or individual students will be assisting students during virtual learning and helping the teacher manage instruction. In accordance with the student's IEP, instructional aides will provide support in breakout rooms and, as appropriate, during targeted synchronous instruction.

While we are providing virtual learning, and because the original role or responsibility of some employee classifications are not feasible in a virtual environment, and some employee classifications have had their role modified. Specifically, our Campus Supervisor is providing additional office support. These modifications will be reflected in a Memorandum of Understanding with the Certificated and Classified Employees Associations.

In order to support the increased role of technology in our teaching strategies, we have offered an additional stipend to a teacher to provide additional technology support.

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.]

Throughout the duration of COVID-19 school closures in the spring, staff was proactive in providing access to instruction and materials in support of student learning. As we move into the 2020-2021 school year, teachers will meet the legislative requirements under SB 98 to provide daily instructional minutes through synchronous and asynchronous methods.

English Language Learners:

English learners will receive appropriate academic instruction in language acquisition as well as a comprehensive program of English language development (ELD) instruction targeted to their proficiency level. Student progress toward English Language Development will be monitored by formative assessments and the ELPAC (English Language Proficiency Assessment for California) will be administered per State mandate. Our administrative team, as well as our District program coordinators will help implement progress monitoring of current ELs, LTELs and Redesignated English Proficient (RFEP) students. We will also ensure teachers have access for translation services.

Pupils with Exceptional Needs:

Individualized Education Program (IEP) special education services and supports will be provided to the maximum extent possible. Individually created plans will be designed to provide IEP aligned services. New and scheduled revisions to IEPs will reflect the requirements in SB98 to include a description of how special education and related services, supplementary aids and services, transition services, and extended school year services will be provided under emergency conditions. IEP teams will take into account public health orders when including the new descriptions of how services, aids, transition services, etc. will be provided during emergency conditions. IEP services for students in VUSD will be provided via live, virtual instruction and pre-recorded videos as appropriate to IEP goals. We will also work with case managers of students who may be placed in special education programs outside of our school program to ensure that IEP aligned services are being provided for all students to the maximum extent possible.

Additional support will be provided to students as described below:

1. Special Education Teachers and Related Service Providers will provide continuity of learning and services through online synchronous and asynchronous learning environments and learning resources, as appropriate, so special education students have the same learning opportunities as other students, to the greatest extent possible.
2. Resource Teachers, Speech and Language Pathologists, Teachers of Deaf and Hard of Hearing, Teachers of Visually Impaired, and other and related service providers will administer service to students in both the online model and asynchronous learning to provide instruction to the greatest extent possible.

3. Adaptive PE teachers will provide IEP aligned services provided through a multitude of modalities to include both synchronous and asynchronous learning opportunities.
4. Special education teachers will work collaboratively with core content teachers to adapt lessons that meet the needs of special education students and to ensure lessons and activities are necessary and appropriate, as documented in the student's IEP.
5. Enrichment activities and lessons will take into consideration the health, safety and well-being of all students and staff.
6. Mental Health Clinicians may be provided via virtual or telephone appointments with students for social, emotional and academic counseling, monitoring, and guidance. These appointments or conversations may be conducted via email, telephone, or other virtual tools, as appropriate, so long as the privacy of employees, students, and/or families can be guaranteed.

Students in Foster Care, and Students Who are Experiencing Homelessness:

Our district's Student Attendance and Welfare department will be providing services to ensure specific student populations are engaged in school. Students in foster placement and students that are homeless have historically had interruptions in their education. Coordination of the monitoring of these groups will be initiated by the second week of school to implement a tiered intervention system at each school site. The Foster and Homeless Youth Liaison will provide additional oversight and support to the students and their families. Our school site staff will also provide immediate intervention once attendance and synchronous/asynchronous participation documented by the teacher begins to decline. The Foster and Homeless Youth Liaison will review of current community resources and district support. It will be evaluated for appropriateness and effectiveness based on how the pandemic crisis has affected students and families. Our district's Student Attendance and Welfare will continue to actively participate in monthly Foster Youth Liaison meetings and student attendance and welfare meetings at Solano County Office of Education in order to collaborate with other districts and receive guidance and direction to ensure that all legislative mandates are in compliance for these students.

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

Description	Total Funds	Contributing
Chromebooks, Laptops, and/or other technology devices to ensure connectivity for students and families	4000	No
Chromebooks, Laptops, and/or other technology devices to ensure connectivity for students and families	2000	Yes
Additional two days of professional development for teachers	10400	No

Description	Total Funds	Contributing
Additional two days of professional development for teachers	2600	Yes
Teacher stipend to provide technology support	1200	No
Teacher stipend to provide technology support	300	Yes
	65000	No
Online learning curriculum through Edgenuity and other online programs	17000	Yes
School Supplies and work packets for students to use at home	8000	No
School Supplies and work packets for students to use at home	6000	Yes
Chromebooks, Laptops, and/or other technology devices to ensure connectivity for students and families	2000	No
Chromebooks, Laptops, and/or other technology devices to ensure connectivity for students and families	4000	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.]

We have anticipated that a large segment of our student population will have experienced some type of learning loss due to the unique challenges we encountered at the end of the last school year. With that in mind, we offered our students the ability to participate in virtual summer school. This would allow them more time to master skills and content they couldn't in the springs, as well as minimize the learning loss that would occurred over the summer break.

We have an established Multi-tiered System of Support (MTSS). It is this framework that will be used and expanded upon to address the learning loss associated with pandemic. The components of the systems will be adapted to identify students experiencing learning gaps in a virtual learning model. The District will provide guidance to school sites in support of intervention, mitigating gaps and accelerating learning. All teachers will continue to use frequent formative assessments, either from the District adopted curriculum or teacher developed, to measure near-term learning outcomes for the purpose of frequent progress monitoring. Within our collaborative calendar, we have included a dedicated time for grade level/department teams to work collaboratively to analyze assessment results and plan for interventions.

Our administrative team will monitor both usage and assessment reports to ensure the reduction of learning gaps in English language arts and mathematics. Teachers and administrators will receive ELD resources and professional development as needed to conduct ongoing formative assessment and observations of student English language learning. In addition to assessments, we have purchased new learning platforms to further support individualized online intervention learning paths and lessons for both reading and math. All students, including at-risk, English learners, foster youth, low income, homeless and students with special needs, will engage weekly in the recommended number of minutes to maximize effectiveness.

Our administrative team and teachers have developed schedules which include intervention blocks (targeted learning) for all subject areas daily, with a combination of synchronous and asynchronous instruction.

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.]

Our primary means of addressing learning loss and accelerating learning for pupils will be the multi-tiered instruction delivered through synchronous and targeted instructional time. We plan to offer in-person and small group instruction when allowable once again under COVID 19 guidelines. Priority will be given to students with specialized needs.

Below is an overview of our tiered approach to Pupil Learning Loss:

- Tier 1: all students will receive standards-aligned instruction focused on priority standard clusters. This will allow for depth of instructional focus on the key skills and concepts that are most critical for the respective grade level/content area.
- Tier 2: supports will be provided primarily through synchronous, small-group targeted instruction that is individualized to identify student needs. As teachers assess learning loss and their students' individual and collective learning needs, they will not only adapt Tier 1 instruction, but also schedule targeted small group sessions to provide additional support.
- Tier 3: students who require even more intensive support will be provided a smaller group and one-on-one instruction through targeted sessions and/or enrollment in online Learning Loss / Booster courses through Edgenuity. The focus of small group and individual sessions on the key prerequisite skills that students need to successfully master the content rather than broad reviews of large chunks of information for the whole class.

Additional support will be provided to unduplicated students as described below:

English Learner Student Supports:

- English language coordinators will make personal contacts with English Learner students and their families. Support for technology, virtual learning, navigating platforms, and submitting work will be provided during home visits and through phone calls.
- Teachers will identify at-risk English learners. They will work with District Coordinators and teachers to identify appropriate ELD instructional strategies and deliver both during synchronous, targeted, and asynchronous learning.
- Long Term English Language Learners will have lessons designed around carefully structured language objectives with the goal of integrating subject matter content, focusing on content-related reading and writing skills and carefully planned activities. This lesson design encourages students to actively use language, with an emphasis on meaning making and engaging with the academic content.

Special Education Student Supports:

- Our students' academic performance is measured on a regular basis. Progress toward meeting the student's goals is measured by comparing expected and actual rates of learning.
- IEP meetings will be held to meet timelines, including upon parent request, to address IEP team member concerns/recommendations.
- Special Education teachers, Service Providers, and School Psychologists will collaborate with General Education staff to address any potential learning loss.
- Upcoming assessments will take into consideration the baseline in English Language Arts, English Language Development, and mathematics in order to identify deficit areas, develop appropriate goals and objectives, and measure any potential learning loss for each

student.

Student Engagement and Attendance:

- Our district's Student Attendance and Welfare department will work collaboratively with our school to track and monitor student engagement and attendance. They will utilize a tiered intervention system that determines the severity of circumstances for English Learner, low income, foster youth, students with exceptional needs and students experiencing homelessness.
- Our teachers will be the first point of contact with the school's MTSS team to determine what barriers exist for a student that may be affecting their attendance and/or engagement in synchronous/asynchronous learning.
- Our school attendance secretary will be instrumental in verifying why a student has not reported to their virtual classroom. Once a student misses 60% of weekly attendance, they will be immediately referred to the MTSS team for review and intervention.
- Early intervention is critical for these students, since conditions at home may be unstable or disrupted due to the pandemic. Interventions may be delivered at a distance without one-to-one contact, which traditionally has more impact. School sites will generate a list of students that did not have a consistent pattern of attendance/engagement during the previous school year (before the school closures) to determine if students within these identified groups are still enrolled and are exhibiting behaviors that are causing poor attendance and engagement patterns.

Students and Families Experiencing Homelessness, Low Income, and Foster Youth may access the following in order to address barriers which may result in learning loss:

- Our district Foster and Homeless Youth Liaison will provide case management services for students and families experiencing need to include, but not be limited to, housing referrals, access to food banks, school supplies, clothing, shoes and other basic needs.
- Food, clothing, school supplies, materials, and mental health services will be provided to support students who are experiencing homelessness.
- Once a blended learning model begins, additional transportation support will be provided to homeless families, as needed.

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.]

We will assess the effectiveness of these strategies in the following ways:

1. Quarterly through local formative assessments, interim/benchmark assessment, as well as through the use of Khan Academy mastery.
2. Transcript analysis at the end of each semester to measure progress towards meeting graduation requirements
3. Tracking synchronous and asynchronous engagement via our Student Information System

Additional means of determining the effectiveness of the support provided to students who are English learners; low income; foster youth, pupils with exceptional needs; and pupils experiencing homelessness are listed below.

English Learner Students:

- Our School-wide Plans for Student Achievement (SPSA) will be reviewed for identifying learning gaps of student groups per the 2019 California Schools Dashboard and aligning resources and programs to ensure academic success in ELA/ELD and math.

- We will meeting monthly with our Parent Advisory group to evaluate the effectiveness of our overall academic program, as well as the effectiveness of our English learner program and conduct an English learner parent needs assessment in identifying ways for parents to support their child.
- Our administrative team will meet with the District English Learner Advisory Committee (DELAC) at least three times to evaluate the effectiveness of virtual learning and identify ways to better support students.
- Reports will be generated that identify English learners not making progress.
- Redesignated English Proficient students will be monitored to identify whether adequate progress is being made or if interventions are needed.

Special Education Students:

- Staff will monitor student's Present Levels of Performance and student's progress on the achievement of IEP goals.
- Special Education staff will collaborate with General Education staff.
- Special Education staff will communicate with parents about student progress.
- Staff will utilize triennial assessments, and informal and district assessments to inform instruction.

Foster Youth, Homeless, Low Income Students:

- Staff will review attendance from the previous school year of identified student groups (before school closures).
- Staff will determine attendance and learning progress goals as part of a student's intervention strategy.
- Staff will assess and determine the appropriateness and effectiveness of each intervention implemented for possible reconsideration of strategies, based on identified barriers .
- Staff will make frequent contact with teacher(s) for updates on student's progress using the Weekly Engagement Record for the class.
- Mental Health staff will provide Social-Emotional supports, including Trauma Informed Care.
- Staff observation during daily class check in and self-rating of emotions, student engagement and participation will be conducted and staff will be trained to identify students in crisis.
- Mental Health Service referrals and assessments will monitor the number of students referred for services and qualified to receive services.

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

Description	Total Funds	Contributing
Extra Duty pay for Summer School Offering	7,200	No
Extra Duty pay for Summer School Offering	1,800	Yes
Extra duty for teachers providing office hours and one-on-one tutoring	12,000	No

Description	Total Funds	Contributing
Extra duty for teachers providing office hours and one-on-one tutoring	3,000	Yes
Teacher professional development - social-emotional wellness, mental health, and COVID-19 related trauma	8000	Yes
SEL and Mental Health Curriculum to support student engagement	12,800	No
SEL and Mental Health Curriculum to support student engagement	3,200	Yes
Student engagement incentives	9,600	No
Student engagement incentives	2,400	Yes
Communication and translation services	1,000	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.]

Because the COVID-19 pandemic has a significant impact on our students and their families, educators and the school mental health workforce, addressing this mental health impact has become more important than ever before. Concern of our students' Mental Health and Social and Emotional Well-Being is something that came up often in our surveys, as well as in our parent advisory meetings. To address this concern, we have created additional supports in this area.

As the school year begins, our school and district made a goal to help create a sense of well-being and safety that supports staff and student mental health. Counseling services will continue to be available from highly skilled licensed mental health clinicians and clinical interns supervised by clinical supervisors. District and YSS are working collaboratively to secure additional clinical interns to support students. To effectively support the social and emotional well-being of students and staff during the school year, SEL lessons focused on universal themes have been developed to supplement existing SEL work and complement the academic curriculum. Themes include collaboration, confidence, gratitude, perseverance, perspective-taking, and more. The lessons were created by the VUSO mental health clinicians.

Small group social-emotional supports will be provided, as needed. School teams will review data, provide more targeted school-level support as needed, and refer individuals that may need higher levels of support and intervention.

Our tiered supports for mental health promotion, awareness, and supports are outlined below:

Tier 1: Universal Mental Health Promotion and Awareness Strategies

Mental health staff provides strategies to all students and staff regardless of risk or protective factors related to mental health. Intended to foster positive social, emotional, and behavioral skills and well-being of all students. In addition to our staff, this year we have assigned all students to a Google Classroom that is intended to be a social-emotional support, as well as an engagement strategy. In this class, students complete daily journal entries on topics related to mental health and/or social emotional well-being, as well as taking a daily check in survey about how they are doing. Our school counselors review these responses daily as a means of tracking how our students are feeling. Additionally, students who participate in this daily journal/survey could potentially earn positive behavior incentives. The mental health of our staff is also important. Our mental health clinicians have worked together to weekly curriculum for staff (called De-Stress Monday) to address any anxiety and/or trauma our staff might be feeling.

Tier 2: Targeted Strategies

Targeted mental health practices and systems for students who need more support than is universally provided. Focus is on supporting students who are at risk of developing more serious concerns in academics, behavior, or course performance. Utilize as referral sources to identify students in need of supportive interventions and provide support and linkages.

Tier 3: Intensive Strategies

Individualized support to improve a student's behavioral and academic outcomes. The goal is to enhance a student's quality of life by increasing adaptive skills and decreasing problem behaviors. Continuing referral sources to identify students in need of intensive support.

Tier 3 strategies work for students with developmental disabilities, autism, emotional and behavioral disorders, and students impacted by toxic stress and/or trauma.

With the support of our district, we have developed guidance and resources for teachers to inform their monitoring of student mental health and addressing trauma and the other impacts of COVID-19. This guidance begins with an acknowledgement that 'the mental wellness, coping resilience, and healing before, during, and after a crisis is suddenly at the forefront of both our region 's and the world's collective consciousness. Since schools have closed, children have lost the safety net provided by caring teachers, support staff, counselors, and other personnel. The guidance emphasizes the role of educators in helping to mitigate the negative impact of traumatic events and stress. By prioritizing student safety and managing stress, educators can support the well-being and long-term academic success of students.

Key responsibilities of staff to monitor/support mental health and address trauma include:

- Creating safe environments and conditions: Being available, compassionate, and connecting visually or auditorily with students on a regular basis.
- Providing routines and structure: Creating weekly rituals and routines that help students self-regulate.
- Provide social and emotional support to students and caregivers: Be a support system and facilitate connections.
- Prioritize health and well-being: Promote healthy sleeping, eating, and exercise habits and consider the total workload placed on students.
- Identify children and families who need additional support: Connect families and students to resources.
- Report signs of child abuse/neglect consistent with mandated reporter obligations. Professional development that will be made available to staff includes:
- Social-emotional supports for students and adults.
- Recognizing signs of crisis and trauma in students and adults.
- Trauma-Informed Strategies for Educators, Staff, and Administrators during COVID-19.
- The Employee Assistance Program provides ongoing support including social-emotional and mental health as part of employees' benefits plan.

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.]

We are regularly communicating with our families in a variety of ways, including through our website, social media, sites, our Student Information System, and a regular newsletter (which is offered in both English and Spanish).

We have established a coherent set of expectations for all stakeholders regarding engagement:

- For Students and Families: Attend/engage daily with their teacher and report absences for ANY school day to the school.
- For teachers: Document attendance/engagement every school day for each scheduled class period, regardless of the instructional model.
- For Administrators: Monitor attendance/engagement. Ensure that attendance and engagement is being documented as required, work with teachers and families, and provide tiered interventions when necessary.
- For Student Re-engagement Liaisons: Monitor attendance/engagement, work with students, families, and administrators, make home visits and contacts with the goal of student re-engagement.

To encourage participation in both our academic program, as well as our SEL Google Classroom, we have weekly drawings of prizes for those students who earn entries.

If a student is not participating in our academic program (either our synchronous or asynchronous plan), we respond in the following ways:

- Tier 1 - if a student has not participated for 3 days, the teacher will reach out to the family to assess why this disengagement is occurring
- Tier 2 - if non-participation continues, teacher will refer student to admin. Admin and/or our counseling staff will reach out to the family in order to address any barriers to participation.
- Tier 3 - if non-participation continues, administrative and counseling staff may make a home visit to get a better sense of the situation and/or refer the student to district-level resources. For students that are identified as chronically absent, schools will work with students and parents to establish re-engagement strategies. Goals will be established to re-engage students, connect with families, and to reunite a student with his/her teacher in order to engage in online learning. Student attendance/engagement will be regularly monitored.
- Tier 4 - if non-participation continues, student may need to be referred to our district SARB panel for additional support. Student Attendance and Welfare will contact family to provide information and support, and develop a plan to improve attendance/engagement.

Alternate learning programs may be considered through the adoption of carefully conceived guidelines to support the student academically and improve their attendance as part of there-engagement plan.

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.]

Our students' nutrition needs are met by our district's Child Nutrition department. Like our academic plan, our nutrition plan is also phased based on our state mandates, with a variety of options depending on which phase of the Governor's reopening plan we are in. Our district's Child Nutrition has adapted its meal service to fit with the full-time virtual learning model and continue feeding our students in the most efficient manner possible. Meals prepared will be lunch and breakfast for the next morning.

When the virtual learning model transitions to in-person instruction, meals will be provided to all students in either a socially distanced eating location or given to the students "to go" in the classroom. Students who opt for continued online learning during in-person instruction will be able to pick up meals at a designated time, in either a drive up or walk up method, from the cafeteria. The district will provide applications in person and online and conduct significant outreach to encourage families to apply. All students who qualify for reduced or free cost meals will be provided each meal at no charge. Online payment will be available for students that do not qualify for free meals.

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

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

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
3.9%	\$178,516 plus \$4,124 (unfunded COLA) = \$182,640

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.]

In the development of our plan, we considered the needs and circumstances of our unduplicated student population. We recognize that our foster youth, English learners, and low-income students are especially challenged as a result of disruptions due to the COVID-19 pandemic. Consequently, it has been an emphasis of the District and our school to pay special attention to these groups to provide continuity of learning, access to technology and resources, identification of learning gaps, remediation of learning gaps, and social emotional and mental health intervention. We have increased or improved services in proportion to funds generated on the basis of the number and concentration of unduplicated pupils under the Local Control Funding Formula (LCFF) pursuant to California Education Code Sections 2574, 2575, 42238.02, and 42238.03 for the 20-21 school years as adopted by the state board pursuant to Education Code Section 42238.07. These actions include the portion of federal funds provided to backfill reductions to the Local Control Funding Formula.

In addition to the disruptions of COVID-19, our community also experience a catastrophic fire the result of which is that many within our city and school community lost their homes either permanently or for a long period of time. While our unduplicated population had previous consisted of about 20% of our school population, this school year it will be higher as a result. Therefore, in many of our planned use of funds, we allocated more money to go to those families impacted by the fires.

In addition to that enhanced allocation, we have also implement schoolwide and increasing or improving services for our unduplicated student population, including:

- Devices and Connectivity

The provision of devices and connectivity access is being applied across our school and the entire district, but is primarily intended to provide access for low-income students who may not have full access at home. Our school and our district has purchased and distributed computers to any student in need and will continue to distribute devices to incoming Kindergarten students, new students at grades 1-12, and any continuing students who still need a device. Targeted outreach is occurring through the Foster and Homeless Youth Liaison and

the Department of Student Attendance and Welfare to make contact with 'unreachable students' and determine technology needs. On a case-by-case basis, Wi-Fi hotspots are being provided.

Teacher Collaboration Time

Teacher Collaboration time is intended primarily for staff to engage in collaborative review of data, student work, and planning instruction that best meets the need of students who continue to demonstrate inequitable outcomes in our schools and district. This includes English Learners, Foster Youth, Homeless Youth, Students with Disabilities, and other student groups. As distance learning and school closures continue, this collaboration time has become even more critical as a resource for teachers to improve their individual and collective capacity to address inequitable outcomes remotely via synchronous and asynchronous modes of instruction. Teachers in cohort grade levels and departments are now collaborating via Zoom with colleagues across the district in addition to with site teams. Some focus areas include Universal Design for Learning (UDL), ELD, Multi-Tiered Systems of Support, and formatively assessing student needs so that targeted small group and 1 on 1 synchronous instruction can be used most effectively. Collaboration time with colleagues can build upon and deepen these focused efforts. All of these focus areas are specifically aimed at (1) addressing learning loss and (2) accelerating growth for students demonstrating the most need.

Multi-tiered Systems of Support and Social Emotional Learning (SEL)

These actions are jointly focused on providing both students and staff with the skills to establish and maintain a positive classroom/school climate and culture. They are also intended to develop each individual's social and emotional capacity to be successful in college, career, and life. While a positive classroom/school culture and climate are important for all students, they are particularly important for unduplicated pupils and other groups who have experienced the impacts of a negative classroom/school climate and culture. Foster Youth and Homeless youth in particular experience higher rates of discipline and lower attendance. English Learners and Low Income students are also more likely to be impacted by negative school culture and climate. These programs, while continuing their previous work, will adapt their range of supports for staff and students during distance learning. As the survey results showed, connectedness during distance learning is challenging. The MTSS and SEL programs will be critical elements in communicating and teaching best practices for integrating SEL into daily instruction and establishing clear classroom and school wide supports to build positive culture and climate.

Mental Health Supports

This action, in non-pandemic times, represents another of the district's efforts to provide mental health services to VUSD students, including unduplicated students. In particular for those students who are low income, Foster Youth, and Homeless Youth who may not always have regular access to mental health services, this action is a critical support. With attendance playing a critical role in academic success, this action is viewed as a direct support of student success in the classroom and beyond. During the time of school closures, the staff within this action will play a critical role in addressing the impact of trauma caused during the pandemic or exacerbated by the conditions of school closure.

Staff Home Visits

It is recognized that foster youth, English learners, and low-income students will be especially challenged with aspects of virtual learning. Our administrative and counseling teams, the EL Coordinators and Foster and Homeless Youth Liaison are conducting home visits to students to provide needed instructional supports, provide resources and to foster relationships. Reengagement specialists will work with students and families of students who are not attending and or engaging to seek solutions so students can reconnect to school.

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

In addition to the services and allocation identified above, an additional allocation of \$4,124 in one-time federal and state funding is being used to address this year's unfunded cost-of-living-adjustment in order to support student learning, provide mental health services, extend instructional time, provide targeted intervention, support student nutrition, provide professional development, and provide student and staff technology for distance learning. These supports have been described in the sections above.

The actions and services described in this plan that have previously been provided and continue to be provided as an increase or improvement to unduplicated students include:

1. Foster Youth Services
2. Homeless Youth Services
3. English Learner Services
4. Curriculum Coordinators
6. Teacher Professional Development Time

Of the actions described within this plan, several are services that are provided only or primarily to unduplicated students and their families. These include Foster Youth Services (serving Foster Youth), the English Learner Department (serving English Learners), Homeless Services (serving Homeless Youth).

Actions described in this plan that are primarily directed towards unduplicated pupils to increase services include:

1. Expanded Learning Programs: This action was developed to provide support for unduplicated students outside the school day (after school tutoring/ Saturday school)
2. Computers and Additional Technology to Support Distance Learning: This action was implemented to ensure that all students have a dedicated device with which to access distance learning. While all students are eligible to access a device, the action was principally directed towards students who did not already have a device and would not be able to obtain a device on their own. Similarly, the provision of additional technology, including hotspots and hubs on an as-needed basis

Computers and Additional Technology to Support Distance Learning: this action was implemented to ensure that all students have a dedicated device with which to access distance learning. While all students are eligible to access a device, the action was principally directed towards students who did not already have a device and would not be able to obtain a device on their own. Similarly, the provision of

additional technology, including hotspots or learning hubs on an as needed basis, is being principally directed toward families and students who are not able to obtain this without support.

3. Equipment for Child Nutrition: these actions were needed to provide meals to students in a virtual learning environment. This is principally directed towards students who did not already have access to meals during the school day in the home and are designated as low income, Foster students, and homeless students.

4. Expanding Student Engagement: this action will provide support to reengage students who are experiencing barriers with school attendance or engagement. This is principally directed towards homeless, foster, and students with specialized needs who may struggle accessing and participating in virtual learning.

Actions described in this plan that are funded by multiple resources and have components with a particular focus on increasing and improving services for unduplicated pupils include:

1. Stipends for teachers to provide tech support: this action is to provide site level support and find solutions for students and families who are experiencing problems with accessing daily instruction.

2. Virtual social emotional programs: this action is to help promote students' social and emotional competence and health and well-being in a virtual learning environment.

3. Purchasing new learning platforms: this action is to allow for students to have access to virtual individualized targeted support and interventions to mitigate leaning loss.

4. Staff Professional Development: this action is focused on providing professional development to staff on social-emotional wellness, mental health, and COVID-19 related trauma.