

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
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General Information

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

Fairmont Charter Elementary School - a school of choice in the Vacaville Unified School District - integrates science, technology, engineering, art, and mathematics into an engaging and exploratory curriculum for students in Transitional Kindergarten to 6th grade. We celebrate the uniqueness of each child and focus on positive social and emotional development to help all students succeed.

Home of the Falcons, Fairmont serves approximately 600 students of which 55% identify as Hispanic/Latino, 23.3% as White, 5.5% as Black or African American, 6.7% as Asian/Filipino/Pacific Islander, and 7.6% as two or more races. 67.3% of students at Fairmont are eligible for free/reduced lunch, 18.9% are identified as English Learners, 10.8% are students with disabilities, and 2.3% are identified as homeless or foster youth. Fairmont has been recognized as a Gold Ribbon School by the California Department of Education and with a Gold Implementation Award from the California Positive Behavior Intervention and Support Coalition. In addition, Fairmont is located in the first L.E.E.D. Silver school building in Solano County for Leadership in Energy and Environmental Design.

Mission and Philosophy

The Fairmont staff share a commitment to work in partnership with families and community members to prepare our students to be compassion, thoughtful, creative, and responsible citizen of a global society in the 21st century.

Our goals are:

1. To have each child meet or exceed grade level standards in English Language Arts and Math.
2. To incorporate an integrated curriculum with a focus on science and technology in the learning process.
3. To prepare students to make good choices, act responsibly, and to continue successful learning in middle school and beyond.

Fairmont became a district dependent charter school in 2008. The charter was last renewed in 2018 and reflects the beliefs and vision of parents, staff, and community members to support student success. The charter identifies a number of programs unique to Fairmont, including:

- > A focus on science, technology, engineering, art, and mathematics
- > The use of 1:1 technology for every student in every classroom
- > Class sizes designed for optimal learning
- > Dedicated intervention periods and support for struggling students
- > Opportunities for enrichment - before school, during school, and after school
- > Support for student wellness and a positive school climate
- > A commitment to parent education and family involvement

At Fairmont, we want students to use their "W.I.N.G.S." to make the world a better place and to: Work hard, Include others, Never give up, Go make a difference, and Show kindness. Working together, we soar!

Transition to Distance Learning

On March 16, 2020, Fairmont, along with all other schools in the Vacaville Unified School District, transitioned to distance learning. Paper packets were distributed and Chromebooks were available for all that requested them. At the same time, students had access to free meals and mental-health services. Students in foster care and homeless students were provided with individualized resources and support. Staff at Fairmont prioritized connecting with students and families, and provided support in a variety of ways.

Planning for School Reopening

Throughout the spring of 2020 and into the summer, staff at Fairmont met weekly and served on District-wide committees to plan for the safe reopening of schools. In mid-July, following guidance from Governor Newsom and the California Department of Public Health, it was determined that all school buildings in Solano County must remain closed while the County remained on the COVID-19 monitoring list. Fairmont, along with all VUSD schools, continued planning for a 100% virtual return to school.

Virtual Learning

The Virtual Learning program offered to students at Fairmont (and all students in the Vacaville Unified School District) for the start of the 2020-2021 school year is structured to address the impacts on the District and community due to the COVID-19 pandemic and aligns with Senate Bill (SB) 98 which articulate expectations for virtual learning, including: access for pupils connectivity and devices to participate in learning and to complete assignments; daily live interaction with certificated employees and peers for purpose 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 this Learning Continuity and Attendance Plan, VUSD (including Fairmont) 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, including while students participated in distance learning,

were analyzed. These sources were used to assess individual student needs during the 2020-2021 school year. The District provided teachers with training on trauma-informed practices, integrated and designated English Language Development, and Universal Design for Learning. Ongoing communication, in multiple languages and platforms, will occur with families and caregivers to provide training and support.

VUSD (including Fairmont), in conjunction with the Solano County Special Education Local Plan Area (SELPA) works collaboratively with all parents and partners to ensure the needs of Students with Disabilities 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 a 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.]

Efforts to Solicit Stakeholder Feedback

Fairmont Charter Elementary encouraged all families to participate in the efforts of the Vacaville Unified School District to collect input and gather feedback from all stakeholders, including parents, students, staff, and members of the public. Feedback was gathered through multiple platforms, including the use of social media and school websites, videos, surveys, focus groups, and via public hearings. Parents from Fairmont were also invited to participate in VUSD committees, including the District's Parent Advisory Committee and the English Learner Advisory Committee. In most instances, surveys and committee meetings were conducted electronically, in compliance with the Shelter in Place Order.

In an effort to increase feedback opportunities, VUSD made direct contact with students, families, and other stakeholders who do not have internet access or speak another language. For example, hard copies of surveys were distributed to students and families who participated the District's meal programs. Telephone calls were also placed to parents by district and site administrators and other personnel in multiple languages. Mailings were generated to those without a working telephone number on record.

In May 2020, staff from Fairmont were invited to participate in the District's Reopening Schools Task Force which consisted of over 100 VUSD staff members. The Task Force focused on bringing options to the Board of Education for the safe reopening of 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 California Department of Public Health, the Centers for Disease Control, and the California Department of Education, along with input from stakeholder groups to make recommendations about returning to school to the Superintendent and Board of Trustees.

Stakeholder group input was collected from a variety of methods, including parent surveys, certificated staff surveys, and classified staff surveys. The purpose of the surveys was to gather information on virtual learning, site safety, and on return-to-school models.

The parent surveys were distributed to parents in English and Spanish through school email accounts and text messages. The parent surveys were also posted on social media platforms (in English and Spanish) and the district website. Hard copies of the surveys were given to parents at sites in which student meals were provided. The staff surveys were distributed through email and district portals.

Survey Responses

The parent surveys sought input on preferences regarding traditional in-person instruction, virtual learning, or a hybrid of both. Approximately 50-60% wanted school to open for 100% daily face-to face instruction. The surveys also asked what conditions or ideas the district should consider. The high priority concerns were ensuring devices and connectivity for Virtual Learning, using consistent technology platforms from class to class and school to school, providing parent training in use of technology platforms, and to ensure daily interaction with teachers.

Overall, over 80% of families in VUSD responded to the various surveys, along with over 500 teachers, 319 classified employees, and 34 administrators.

Additional Stakeholder Engagement at Fairmont

During the spring of 2020, throughout the summer, and into the start of the school year, Fairmont staff hosted a series of virtual conversations with members of the School Site Council, Parent Teacher Club, and English Learner Advisory Committee. These conversations were recorded and posted to the schools YouTube Channel and summaries were included in the school's weekly family newsletter. Through these meetings, parents expressed a desire for robust online learning platforms and extra help and support for their students. Additionally, a Family Check-in form was available on our school website and included in our weekly electronic family newsletter, as well. Families were able to update staff on their students and request additional help and support from school staff.

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

As a district dependent charter school, Fairmont families were encourage to participate in School Board meetings of the Vacaville Unified School District. In addition to the regularly scheduled Board meetings, additional Board meetings and a Special Board meeting were conducted to address the reopening of schools and the District's continuity of learning plan. At the meetings, the Board of Trustees heard presentations on the work of the District Task Force and its recommendations for the safe reopening of schools. The Board of Trustees also received an update from the Solano County Public Health Deputy Director and a review of state orders regarding school reopening by legal counsel. Parents, students, and staff actively engaged in the discussions during each of the VUSD Board meetings, providing comments on virtual learning, safety, and school reopening.

Board meetings were conducted via the Zoom platform in April and May of 2020. In June and July, meetings were conducted in the Boardroom at the Educational Services Center (ESC) with a Zoom option. Social Distancing and other COVID-19 guidelines were followed. The public could also view the meetings via Agenda Online. Information about how to watch, listen to, and participate in open session public meetings was provided to the public via the website, the agenda, and social media. Zoom participants were invited to submit public comments live at each meeting. The parent participation rate on the Zoom platform resulted in much higher attendance rates by parents and staff than that which is typical for Board meetings.

The Board of Trustees continues to hold its meetings in the Boardroom with a Zoom option. The Board continues to value and encourage members of the public to make public comments during its meetings. All Board meetings include an agenda item to discuss virtual learning and the reopening of schools. Members of the public who wish to comment during the Board meeting on agenda, non-agenda or closed session items will find complete directions on ways to address the board on the Board agenda and these are provided verbally at the start of each meeting. If an individual has a condition which prevents them from accessing any of these mechanisms, they are provided with the appropriate contact information to make comments and still engage in the process. Three days prior to the Public Hearing on September 10, 2020, and the meeting to adopt on September 24, 2020, hard copies of the draft Learning Continuity and Attendance Plans for all schools in VUSD, including Fairmont, were made available for viewing purposes at the following locations:

- > Educational Services, 401 Nut Tree Road, Vacaville, CA 95687,
- > Will C. Wood High School ,998 Marshall Road, Vacaville, CA 95687
- > Willis Jepson Middle School, 580 Elder Street, Vacaville, CA 95688
- > Edwin Markham Elementary School, 101 Markham Avenue, Vacaville, CA 95688
- > Jean Callison Elementary School, 6261 Vanden Road, Vacaville, CA 95687
- > Fairmont Charter Elementary School, 1355 Marshall Road, Vacaville, CA 95687

Draft copies of the Learning Continuity and Attendance Plans for all schools in VUSD, including Fairmont, were also posted electronically on the webpage at vacavilleusd.org.

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

As VUSD stakeholders, Fairmont families were included in all District-wide efforts to gather input and feedback. The data from various surveys, focus groups, District-wide comments, and public meetings was disaggregated 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.

Family feedback included the following themes:

1. Importance of daily teacher interactions with students
2. A desire for more "instruction" and not simply assignments during distance learning
3. Consistent schedules

4. Concerns for health and safety
5. Desire for an in-person option for the 2020-2021 school year
6. Consistency in the use of technology platforms that are used

Staff feedback included the following themes:

1. Training to provide virtual instruction
2. Means of developing face-to-face connections and social emotional learning in a virtual learning delivery.
3. Providing students with more opportunities for mental health services and having mental health clinicians develop lessons and provide teacher support.
4. Desire to start the year with hybrid and virtual learning options.

Parents on ELAC and DELAC expressed an additional interest and need in the following areas:

1. Individual contact - parent to teacher or student to teacher
2. How to support virtual learning when parents are working
3. Consistency in virtual learning schedules among grade levels
4. Students have necessary tools and materials and internet access
5. Technology support
6. Technology training in Spanish
7. Tutoring supports
8. More direction from teachers to parents so they know how to help at home to create a effective learning environment
9. Teacher contact 5 days a week
10. Math on a daily basis - because it is very easy to fall behind on this material
11. Students need access time to have conversations and practice their English through interactions with classmates
12. Websites that can be consulted in case there are doubts or questions, like dictionaries, etc.

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

The Vacaville Unified School District's Learning Continuity and Attendance Plan and the plan developed for Fairmont has been significantly influenced by the specific stakeholder input received throughout the summer months. Key takeaways from stakeholder surveys and committee feedback include the need to provide: (a) daily, live, synchronous instruction; (b) increased connection to staff and peers; (c) more resources for parents to support their students learning and use of technology; (d) support for students who struggle and or have experienced learning loss.

Based on stakeholder engagement, the VUSD Learning Continuity and Attendance Plan and the plan developed for Fairmont includes:

1. The 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. The 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.

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.]

Fairmont Charter Elementary, along with all schools in the Vacaville Unified School District, will begin the 2020-2021 school year with 100% online instruction. The goal is to implement in-person instruction in a blended fashion as soon it is safe for staff and students to do so. VUSD has developed an in-person instructional model which includes phases for reopening. Each phase includes plans and protocols intended to ensure the safety of students and staff. These plans are consistent with public health guidance and guidelines contained in "Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools" provided by the California Department of Education, including considerations for campus access, hygiene practices, protective equipment, physical distancing, cleaning and disinfecting to ensure physical health and safety in school facilities and vehicles.

The plan for reopening all schools in VUSD includes:

Phase 1
Full Virtual Learning

Phase 2

Classes will be split into four cohorts, each to attend in person for three hours in the morning one day per week in a rotation, with virtual learning occurring the remainder of the week for those not attending in person.

Phase 3

Classes will be split into two cohorts.

Students in grades TK - 6 to attend 2.5 hours for a morning or afternoon session, with virtual learning occurring the remainder of the day.

Students in grades 7-12 attend school two days a week, with virtual learning occurring the remainder of the time.

Transition to Phase 4

Increased in-person instructional times

Students in grades TK - 6 to attend in person 4 days per week, with virtual learning occurring the remainder of the week. Students in grades

7-12 attend three 90-minute block periods per day, with virtual learning occurring the remainder of the day.

Phase 4

Full reopening of schools for full days, including activities, recesses, and assemblies.

This phased approach allows schools to maximize face to face learning with the flexibility to toggle between phases as the Governor announces different plans. Additionally, intervention for learning loss will be incorporated into the times when students are not receiving core instruction.

A full virtual learning option 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. Additionally, virtual learning schools will be available for all VUSD students in all grade levels. For grades K-6, students will be able to attend the Vacaville Virtual Learning Academy. For grades 7-12, students may choose the Ernest Kimme Charter Academy for Independent Learning.

As a district dependent charter school in VUSD, Fairmont recognizes that there will be students who will have significant learning loss due to the disruption in their instructional routine. It is believed that in-person instruction is the most effective means of "catching up" those students who have or are more likely to experience these losses. The District has developed and integrated specific strategies into each phase to maximize the impact of in-person instruction to support those students:

1. At the TK-6 level, schedules were developed which prioritize English Language Arts / English Language Development, Mathematics, reading and math interventions, and social emotional support during in-person instruction. Within the weekly schedules all content areas including designated ELD are addressed.
2. A systematic cycle of assessment will be utilized, 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.

3. Virtual Learning implementation will utilize the district adopted curriculum, COVID-19 remediation guides, and pacing schedules so that student will be able to transition easily from online learning to in-person learning when it is safe to return.
 4. Virtual Learning will utilize electronic platforms (Clever, Seesaw, Google Classroom) that are currently used for in-person settings.
 5. Large group core instruction may be recorded for students and families to access instruction based on family and student need.
 6. Students with underlying health concerns and/or students who may not be ready to return to in-person learning will be provided with an option to continue with full virtual learning.
 7. All VUSD schools, including Fairmont, have an established implementation of multi-tiered systems of support. This allows schools to identify students with learning gaps and then intervene with targeted supports.
 8. VUSD will provide professional development to facilitate implementation of additional learning strategies. These additional strategies, including Universal Design for Learning, will provide support for students who experienced significant learning loss due to school closures and for at-risk students, including: English learners, foster youth, students from low income families, and students with special needs.
 9. Academic screening and intervention platforms - a tool used in the classroom setting - will continue to be used throughout the phases. These platforms will provide diagnostic and progress monitoring tools as well as individualized online intervention for both reading and math.
 10. Content coaches will support teachers in short- and long- term lesson planning based on the use of best instructional practices based on data analysis.
- VUSD, including Fairmont, is currently exploring providing in-person instruction for special education students utilizing small group cohorts.

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

Description	Total Funds	Contributing
Materials and Supplies for Individual Learning Kits	\$44,300	No
Materials and Supplies for Individual Learning Kits	\$4,200	Yes
Books to Replace Classroom Libraries - during distance learning, many teachers sent home books with students that were not returned	\$3,300	No

Description	Total Funds	Contributing
Cleaning and Sanitation Supplies for Office	\$2,327	No
Trauma-Informed Training - Contract and Extra Duty for all staff	\$25,200	Yes
Trauma-Informed Training - Contract and Extra Duty for all staff	\$10,800	No

Distance Learning Program

Continuity of Instruction

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

The continuity of a high-quality instructional program and delivery model is of paramount importance to all VUSD stakeholders, including those at Fairmont Charter Elementary. VUSD adopted a Vision for Virtual Learning and created a unified set of values and beliefs which drive the development of a high-performance learning culture so that:

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. VUSD 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 this vision and Mutli-Tiered Systems of Support available at Fairmont and in all schools in VUSD, the District will continue to provide the highest quality instruction and support for all students, including our at-risk students, English Learners, Homeless and Foster Youth, students from low income homes, 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. Guidelines state that:

1. School sites, including Fairmont, will adhere to the Williams Act requirement and distribute adopted textbooks in each content area as well as district provided devices (as explained in the Access in Devices and Connectivity section) to ensure all students have equal access to adopted materials and curriculum.
2. District 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 standardized learning platforms such as Zoom, Clever, Seesaw (TK-2), Google Classroom (3-12) and School Loop (7- 12), to ensure equitable access to curriculum and adopted materials. Other platforms utilized for additional skill practice include Dreambox, and Lexia.
4. School site administrators 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 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 students in primary grade special day classes.
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. School site administrators 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-thru observations, 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-thru observations.

12. 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 an 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.]

In early August, a survey was sent to all families in VUSD, including those at Fairmont, 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 and over 6000 surveys were completed. In early August, staff began to contact those families who identified specific needs in their responses to the survey. The team will also attempt to contact those families that did not fill out the survey to make certain that their technology needs are met as well. Attempts were made to contact foster students and students who are experiencing homelessness to assess their technology needs.

During the spring school closures and throughout the summer months, VUSD and Fairmont Charter Elementary purchased and distributed Chromebook devices. Initial distribution was one device per family and then expanded to a device for every student who was in need. Outreach to families of incoming Transitional Kindergarten and Kindergarten and other students new to the District was also conducted. Every family that requested a chromebook at Fairmont received one and chromebooks continue to be available for any family that needs one. Additionally, VUSD provided families with the option of purchasing a Chromebook for each school aged child at the cost of \$40.00. Over 6,000 chromebooks were sold District-wide.

Internet and WiFi hotspots are available to ensure connectivity for those who do not have WiFi access at home. In addition, WiFi is available at strategic locations throughout the District and families may sign waivers to utilize WiFi on campus. Family needs for internet access were assessed by school staff as school began and will continue throughout the year.

The 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 VUSD, including Fairmont, 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 and school staff.

Each VUSD teacher and instructional staff member has an internet ready device that has been provided by the District.

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 at Fairmont and all schools in VUSD will be provided with daily instruction in a combination of live (synchronous) and targeted learning, 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.

Teachers will utilize the attendance module in the student information system to document daily participation for each pupil on each school day for which virtual learning is provided. 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 VUSD and pupils or parents or guardians. A pupil who does not participate in online learning on a school day shall be documented as absent for that school day. A weekly engagement record will be completed by the teacher(s) for each pupil documenting live or independent instruction for each whole or partial day of online learning, verifying daily participation, and tracking assignments. District and site administrators will routinely monitor student participation and engagement in instruction. Site administrators will follow pupil re--engagement strategies, described later in this plan, for students that do not participate for three or more days.

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 Virtual Learning Program at Fairmont Charter Elementary and in all VUSD schools, a variety of resources are necessary, including professional development and technology support for all staff, students and families.

In the early summer, VUSD administrators began gathering input and soliciting recommendations from stakeholders around 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 and implementation, specifically:

1. Administrators, teachers, classified staff and substitutes were provided with virtual professional development sessions during "Tech Fest" (August 4 & 5) which were delivered both in a synchronous and asynchronous model. Sessions were delivered by District Technology Coordinators, teachers, administrators, and staff from the Solano County Office of Education. Approximately 450 staff members participated. Some of the sessions pertained to navigating platforms such as Zoom, Google Classroom, SchoolLoop, Clever, and Seesaw. Others sought solutions to adapting lessons designed for classroom instruction to virtual learning. Specific professional development was provided for special education teachers and paraprofessionals.
2. All teachers were provided with an additional two days of professional development.(August 10 & 11). At Fairmont, all staff we invited to participate in two additional days of planning and professional learning held throughout the month of August by grade level and department teams.
3. New digital learning platforms have been identified to support students who have experienced significant learning loss due to school closures. This includes at-risk students, English Learners, Homeless and Foster Youth, students from low income homes, and students with special needs. Platforms being reviewed for purchase to support EL students include: ELLevation, Strategies, and NearPod. Professional development will be provided to teachers in TK-6 on the use of the new digital learning platforms. At Fairmont, Raz-ELL and BrainPop have been purchased to support the language development needs of students.
4. As the school year progresses, it 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.
5. Our newest teachers will be supported by the District's Induction Program and New Teacher Academy. Each new teacher in the program 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. Induction candidates will be provided with professional development that aligns with the curriculum, instructional practices, and assessments that VUSD employees are expected to be knowledgeable in and effectively use.
6. Continued professional development will support the District's Multi-Tiered Systems of Support implementation at each school, including Fairmont. In this manner, MTSS will provide 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.
7. Continued professional development will be provided in the areas of reading and math screening using Renaissance Learning STAR and in the area of elementary science instruction.
8. 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.

9. A comprehensive Virtual 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.
10. Specific guidance was provided addressing the delivery of designated and integrated ELD through synchronous, targeted, and asynchronous instruction.
11. Additional guidance was provided to support Long-Term English learners.
12. Teachers and paraprofessionals supporting Newcomer students were provided professional development opportunities to build upon their Novice Level of English proficiency and to facilitate access of content area instruction.
13. Staff were provided with professional development opportunities on methods to access differentiation strategies (GLAD and AVID) in order to deliver both designated and integrated ELD.
14. Education specialists and service providers were provided guidance in how to effectively conduct an IEP meeting using Zoom.
15. 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.
16. 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.]

While all VUSD schools, including Fairmont Charter Elementary, will open with 100% Virtual Learning, primary roles and responsibilities by the majority of staff will remain consistent regardless of the learning model. Staff in VUSD will work at their assigned school site or from an off-site location if work can be performed remotely. While VUSD, prepares for the return to face-to-face instruction, student and staff safety is of utmost importance.

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. Plexiglas shields in school offices and portable Plexiglas partitions for each teacher
8. High-quality air filters being installed or HEPA air purifiers in health offices
9. Visual markers and signage

Additionally, VUSD will implement the following conditions at all school sites, including Fairmont:

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

In order to ensure the safety of all staff, with some staff working from their work site, additional health and safety measures have been established and are being implemented. A variety of staff will support the implementation of these safety measures by conducting health screening and by supporting efforts in promoting social distancing in the office areas and during meal service. Appropriate training and PPE will be provided to employees.

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

1. 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, 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. At Fairmont, a sign-in log has been implemented to ensure that any location that is used by staff is thoroughly cleaned.
2. Technology Staff: Short of a 'traditional' in-person school day, the District's six computer technicians and three digital coordinators roles will be shifted to provide additional device and software support for teachers utilizing technological methods in lieu of in-person methods of teaching. For example, support for online meeting/learning platforms will be in higher demand than classroom equipment (projector/board) supports. Further, parents of students participating in online activities will require additional support from our technology staff.
3. Instructional Aides and Paraprofessionals : Aides and 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 a students with an IEP, instructional aides will provide support in breakout rooms and, as appropriate, during targeted synchronous instruction.

While VUSD is providing Virtual Learning, and because the original role or responsibility of some employee classifications are not feasible in a virtual environment, some employee classifications have had their role modified. For example, bus drivers are facilitating the distribution of technology equipment and textbooks. Crossing Guards, Student Monitors, and Campus Supervisors are supervising internet hubs and providing child care for staff and monitoring meal distribution. Appropriate training and PPE is provided to employees. These modifications

will be reflected in a Memorandum of Understanding with the Certificated and Classified Employees Associations of which Fairmont Charter Elementary staff are members.

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.]

As a district dependent charter school in the Vacaville Unified School District, Fairmont serves a ethnically, linguistically and socio-economically diverse student population. At Fairmont, English Learners, Homeless / Foster Youth, students from low income homes, and students with disabilities comprise about 83% of the student body. 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. During the 2020-2021 school year, staff 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.

Designated ELD in the elementary grades will occur outside of the synchronous, targeted, and asynchronous time to provide additional synchronous instructional time.

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. ELD teachers will collaborate regularly with the general education teacher.

Additional support will be provided to students as described below:

1. Bilingual paraprofessionals assigned to work with newcomer students will hold virtual office hours and check-in with students and families on a regular basis to ensure students are able to access the curriculum at their level. They may also provide tutoring, synchronous learning sessions for individual support, and structured guided oral practice in English.
2. District English Language Development Teachers will support teachers to identify specific groups of students to monitor and remediate learning gaps using the district adopted curriculum, integrated language acquisition intervention program for Long Term English Learners (LTELs), district diagnostic assessments and intervention support, and secondary Newcomer Support classes.

3. District program coordinators will help site administrators at school sites implement progress monitoring of current ELs, LTELs, and Re-designated English Proficient (RFEP) students.

4. District staff will ensure teachers have access for translation services.

5. Develop and provide EL parent support classes on accessing Zoom, Google Classroom and other student learning programs through the VUSD Technology Department and Adult Education. The classes will be recorded and posted.

6. Provide translation of resources for families. At Fairmont, specifically, our Bilingual School Counselor, School Psychologist, and Family Liaison will continue to provide outreach and support to families.

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 SB 98 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, including at Fairmont, will be provided via live, virtual instruction and pre-recorded videos as appropriate to IEP goals. The district will also work with case managers of students who may be placed in special education programs outside of VUSD to ensure that IEP aligned services are being provided for all students to the maximum extent possible.

All specialized academic instruction (SAI) minutes will be provided under the direction of a SAI teacher. The number of SAI minutes a student receives will be tracked on a summary log.

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. SOC teachers (PK-12) instructional hours will be commensurate with the minimum minutes of instruction required in SB 98.
4. Adaptive PE teachers will provide IEP aligned services provided through a multitude of modalities to include both synchronous and asynchronous learning opportunities.
5. 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.
6. Enrichment activities and lessons will take into consideration the health, safety and well-being of all students and staff.
7. 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:

The Student Attendance and Welfare Department will provide 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.

Additional support will be provided to students as described below:

1. Immediate intervention by the school site administrators and the Foster and Homeless Youth Liaison once attendance and synchronous / asynchronous participation documented by the teacher begins to decline.
2. The Foster and Homeless Youth Liaison will review 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.
3. The 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 for students without access to technology	\$23,475	Yes

Description	Total Funds	Contributing
Laptops for all staff to work remotely - teachers and paraprofessionals	\$18,583	Yes
Laptops for all staff to work remotely - teachers and paraprofessionals	\$11,854	No
Professional Development Days (August 11 and 12) for Teachers and Classified Staff	\$24,500	Yes
Professional Development Days (August 11 and 12) for Teachers and Classified Staff	\$10,500	No
Additional Professional Learning and Planning Days (August 2020) for Teachers and Classified Staff at Fairmont	\$21,800	Yes
Additional Professional Learning and Planning Days (August 2020) for Teachers and Classified Staff at Fairmont	\$9,000	No
Copies of "Distance Learning Playbook: Teaching for Engagement and Impact in Any Setting" for all Instructional Staff	\$1,700	No
Supplemental curriculum for students with special needs	\$35,881	No
At Home Learning Supplies and Materials	\$52,080	Yes
At Home Learning Supplies and Materials	\$19,950	No

Pupil Learning Loss

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

The impact upon student learning resulting from the COVID-19 pandemic is dramatic and undeniable. It requires utilization of both proven resources and innovative methods. It is expected that these unprecedented challenges and efforts will require continual modification and reassessment of practices.

One emphasis that was clear - and a focus of teacher input - is the need to prioritize English Language Arts / English Language Development and Mathematics, both in first instruction and interventions (targeted learning). It is important to screen and assess early to learn how to best address any learning loss resulting from COVID-19 school closures in 2019-20 and or to beginning 2020-21 with a virtual learning model.

Each school site in the Vacaville Unified School District, including Fairmont, already has 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 students in grades TK-8 will be assessed three times annually in the areas of ELA and Math using diagnostic tools listed below. 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.

1. Educational Software for Guiding Instruction (ESGI) will be used to measure and progress monitor student's foundational literacy skills in grades TK- 2.
2. Renaissance Learning STAR assessments will be used to measure and progress monitor performance in mathematics and reading in grades 1- 8. These assessments are tailored to an individual's current achievement level. The computer adjusts the difficulty of the questions so that each student takes a unique test.
3. Developmental Reading Assessment (DRA) will be used to evaluate growth in student reading performance over time. This assessment will identify students' independent reading level by assessing students' oral reading fluency and comprehension in K-2
4. School sites in VUSD, including Fairmont, were provided with a calendar which includes a dedicated time for grade level/department teams to work collaboratively to analyze assessment results and plan for interventions.

5. District and site administrators will monitor both usage and assessment reports to ensure the reduction of learning gaps in English language arts and mathematics.
6. Teachers and administrators will receive ELD resources and professional development to conduct ongoing formative assessment and observations of student English language learning.
7. In addition to assessments, VUSD has 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, Homeless / Foster youth, students from low income homes, and students with special needs, will engage weekly in the recommended number of minutes to maximize effectiveness.
8. Site administrators and teachers have developed schedules which include intervention blocks (targeted learning) for reading and mathematics 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.]

The primary means of addressing learning loss and accelerating learning for pupils will be provided through multi-tiered systems of support delivered through synchronous and targeted instructional time. Anticipated procedural planning will be in place for when in-person and small group instruction is available once again under COVID 19 guidelines. Priority will be given to students with special needs.

At 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.

Similarly, students who require even more intensive (Tier 3) support will be provided a smaller group and 1 on 1 instruction through targeted sessions. 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. For example, one or more students who are having difficulty adding fractions of different denominators might need to first know how to add with the same denominator and/or find the lowest common denominator. A teacher, upon identifying the gap, might arrange a small group session with other students who have the same learning need in an individual session. These sessions would allow the teacher to provide more individualized attention to the student and support them in mastering the prerequisite skills so that they can fully participate in the lessons that are occurring for the whole class.

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

English Learner Student Supports:

1. English Language Development teachers and paraprofessionals will make personal contacts with English Learners and their families. Support for technology, virtual learning, navigating platforms, and submitting work will be provided during home visits and through phone calls.
2. Dedicated resources will be provided to support English Learners engage meaningfully during synchronous and asynchronous instruction, including professional development for teachers.
3. Spanish Reading Diagnostic assessments will be available for in grades K-2.
4. English Language Development 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.
5. 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.
6. Newcomer support will be provided, in addition to core content classes and required instructional minutes, for students who recently enrolled in US schools.

Special Education Student Supports:

1. Student academic performance will be measured on a regular basis. Progress toward meeting the student's goals will be measured by comparing expected and actual rates of learning.
2. IEP meetings will be held to meet timelines, including upon parent request, to address IEP team member concerns/recommendations.
3. Special Education teachers, Service Providers, and School Psychologists will collaborate with General Education staff to address any potential learning loss.
4. 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:

1. The Student Attendance and Welfare Department will work collaboratively with each school site to track and monitor student engagement and attendance. Staff will utilize a tiered intervention system that determines the severity of circumstances for English Learners Homeless / Foster Youth, students from low income homes, and students with disabilities..
2. Teachers will be the first point of contact with the school's Multi-Tiered Systems of Support Team to determine what barriers exist for a student that may be affecting their attendance and/or engagement in synchronous/asynchronous learning.
3. School attendance clerks 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.
4. 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, students from low income homes, and Foster Youth may access the following in order to address barriers which may result in learning loss:

1. The Foster and Homeless Youth Liaison will provide case management services for students and families including, but not be limited to: housing referrals, access to food banks, school supplies, clothing, shoes and other basic needs.
2. Secondary schools will provide locations open from 2:00-8:00 Monday - Friday to support students who are experiencing homelessness. Food, clothing, school supplies, materials, and and mental health services will be provided.
3. In addition, 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.]

The effectiveness of the services and supports provided to address learning loss will be measured by ongoing assessments of student progress. This will include interim / benchmark assessments for Math and ELA administered at 3 times over the course of the 2020-21 school year. Frequent formative and summative assessments, either from District adopted curriculum or teacher developed, will also be used to measure learning outcomes.

Additional means of determining the effectiveness of the support provided to students who are English Learners, Homeless / Foster Youth, students from low income homes, and students with disabilities are listed below.

English Learners:

1. School-wide Plans for Student Achievement (SPSA) for all schools, including at Fairmont, 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.
2. Schools will meet at least three times per year with English Learner Advisory Committees (ELACs) to evaluate the effectiveness of their English learner program and conduct an English learner parent needs assessment in identifying ways for parents to support their child.
3. Administrators 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.
4. Reports will be generated that identify English learners not making progress.
5. Re-designated English Proficient students will be monitored to identify whether adequate progress is being made or if interventions are needed.
6. Staff will closely monitor reading assessments conducted for English learners in grades 2-8, who are progressing towards reclassification.

Special Education Students:

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

Homeless / Foster Youth and Students from Low Income Homes:

1. Staff will review attendance from the previous school year of identified student groups (before school closures).
2. Staff will determine attendance and learning progress goals as part of a student's intervention strategy.
3. Staff will assess and determine the appropriateness and effectiveness of each intervention implemented for possible reconsideration of strategies, based on identified barriers .

4. Staff will make frequent contact with teacher(s) for updates on student's progress using the Weekly Engagement Record for the class.
5. Mental Health staff will provide Social-Emotional supports, including Trauma Informed Care.
6. 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.
7. 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
24/7 Virtual Tutoring Pilot	\$16,450	Yes
24/7 Virtual Tutoring Pilot	\$7,050	No

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

The COVID-19 pandemic has a significant impact on students and their families, educators and the school mental health workforce. Addressing the mental health impact on students, parents, teachers, and school personnel has become more important than ever before. As the school year begins, all school in VUSD (including Fairmont) have a goal of creating 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. VUSD and YSS are working collaboratively to secure additional clinical interns to support students. At Fairmont, our School Counselor and Behavior Assistant continue to support families and students in need.

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 VUSD Mental Health Clinicians.

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

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

Tier 1: Universal Mental Health Promotion and Awareness Strategies

Mental health staff will provide strategies to all students and staff regardless of risk or protective factors related to mental health and are intended to foster positive social, emotional, and behavioral skills and well-being of all students.

Tier 2: Targeted Strategies

Targeted mental health practices and systems will be available for students who need more support than is universally provided with a focus on supporting students who are at risk of developing more serious concerns in academics, behavior, or course performance. Mental Health staff will be utilized 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 will be provided. The goal of these services is to enhance a student's quality of life by increasing adaptive skills and decreasing problem behaviors. Mental Health staff will continue to be utilized as 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.

The District has developed guidance and resources for educators 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 educators 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.
- > Providing social and emotional support to students and caregivers: Be a support system and facilitate connections.
- > Prioritizing health and well-being: promoting healthy sleeping, eating, and exercise habits and consider the total workload placed on students.

- > Identifying children and families who need additional support and connecting families and students to resources.
- > Reporting 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 District's 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.]

The COVID-19 pandemic and the closure of schools has been the cause of trauma for many students. Students who experience trauma are significantly more likely to be chronically absent from school and are at-risk for low performance. In addition, students who do not feel a sense of belonging and connectedness are more likely to be absent or disengaged. Due to COVID-19, social isolation has increased a lack of connectedness and belonging for many students. Staff at Fairmont, and across VUSD, will make an effort to reestablish and maintain the vital connection to each and every student.

The core expectations for each stakeholder group at Fairmont and in VUSD for attendance/engagement are:

Students and Families: Attend/engage daily with their teacher and report absences for ANY school day to the school.

Teachers: Document attendance/engagement every school day for each scheduled class period, regardless of the instructional model.

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.

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.

Throughout Virtual Learning and Hybrid Learning models, school site and Student Attendance and Welfare Department staff will attempt to contact every student and family that is not attending or engaged. This contact includes connecting students and families to resources (child nutrition services, technology, etc.) and supporting re-engagement with the learning process.

The Student Attendance and Welfare Department will conduct home visits for all students who remain 'unreachable.'

Tiered re-engagement strategies for students that are absent from Virtual Learning are organized within a Multi-Tiered System of Supports (MTSS). This process will be in full operation by the second week of the school year:

Tier 1: Universal Supports

School staff will contact families to provide information and support. Students and families will be supported holistically. The school will work with the student and family to identify and find solutions to attendance/engagement barriers and challenges.

Tier 2: Targeted Strategies

School staff will contact families to provide information and support and develop a plan to improve attendance/engagement. 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 3: Intensive Strategies

Students may be referred to the School Attendance Review Board (SARB) to help resolve student attendance/engagement issues. Student Attendance and Welfare Department staff 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 the re-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.]

From the very onset of the COVID-19 pandemic, the VUSD Child Nutrition Department has continued to provide a necessary and critically important services for all families in the District, including those at Fairmont.

The Child Nutrition Department remains committed to providing our students with fresh, healthy, and delicious food prepared from scratch as much as possible. The challenges in meeting this essential need include maintaining safe practices in preparation, distribution, and consumption of meals while adhering to additional health and safety precautions. Child Nutrition has adapted its meal service to fit the District's full-time virtual learning model and continues to feed students in the most efficient manner possible. District-wide, meal sites and times have been identified to maximize access.

At Fairmont, Grab-and-Go Meals are prepared each day during lunch and include breakfast for the next morning. Universal feeding procedures are currently being utilized and plans are in place should student lunch IDs need to be tracked.

Child Nutrition staff are maintaining physical distancing to the fullest extent possible in each kitchen and implementing additional safety procedures and protocols. When virtual learning 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 virtual 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.

Currently, the Federal Government is providing meals free of charge to all youth 18-years and younger. Should funding for this program discontinue, all students who qualify for free or reduced cost meals will be provided meals at no charge. The District will provide applications in person and online, and conduct significant outreach to encourage families to apply. Online payment will be available for students that do not qualify for free meals. No child will be denied a meal for inability to pay.

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

Section	Description	Total Funds	Contributing
N/A	Parent Communication Platform	\$11,200	Yes
N/A	Parent Communication Platform	\$4,800	No
N/A	Extra Duty Time for Staff to Support Chromebook Distribution, Extended Office Hours, and Childcare	\$45,992	No

Section	Description	Total Funds	Contributing

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
14.03%	\$688,418

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.]

As a district dependent charter school in the Vacaville Unified School District, Fairmont considered the needs, conditions, or circumstances of its unduplicated pupils as a result of COVID-19. It is recognized that English Learners, Homeless / Foster Youth, and students from low income homes are especially challenged as a result of disruptions due to the COVID-19 pandemic. Consequently, it has been an emphasis of the District to pay special attention to these groups and to provide continuity of learning, access to technology and resources, identification of learning gaps, remediation of learning gaps, and social emotional and mental health interventions.

There are several actions that are both (a) being implemented District-wide and (b) increasing or improving services for unduplicated students. These actions include:

Devices and Connectivity

The provision of devices and connectivity access is being applied across the entire District, but is primarily intended to provide access for low-income students who may not have full access at home. The District purchased and distributed devices to any student in need and will continue to distribute devices to incoming Kindergarten students, new students, and any continuing students who still need a device.

Targeted outreach is occurring through the Foster and Homeless Youth Liaison and the Student Attendance and Welfare Department to

make contact with students who have not made contact to determine technology needs. On a case-by-case basis, Wi-Fi hotspots are being provided.

Directors, Coordinators and Digital Specialists

Directors, coordinators and digital specialists within the Educational Services Department are providing a range of professional development and instructional support for all District schools, including Fairmont. Their recent work has been focused in a number of areas that are specifically targeted at supporting the needs of unduplicated students. Specifically, training on Universal Design for Learning (UDL) has been made available to all teachers. UDL, while supporting all students, is primarily intended to benefit those students who need additional support to access content, engage in the learning process, and express their thinking. This is a critical and synergistic effort with the work of ELD as well as differentiated instruction for students with disabilities and other learning needs.

Child Nutrition Services and Supplies

This action was implemented during school closures and throughout the summer across the entire District and inclusive of Fairmont families, but was primarily intended to provide food access to students and families facing food insecurity. The pandemic's impact on employment and the resulting loss of income has made this an issue for more VUSD community members. Implementation of this action included additional food, kitchen equipment, PPE, sanitation supplies, and staff time to operate meal distribution across the district. These services and supplies were above and beyond the department's normal operations level and were used specifically to provide meals during school closures and the continued pandemic conditions over the summer.

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, Homeless / Foster Youth, Students from Low-income Homes, 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 often disproportionately experience the impacts of a negative classroom/school climate and culture. Homeless / Foster Youth in particular experience higher rates of discipline and lower attendance. English Learners and students from low-income home 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 students at Fairmont, and unduplicated students in particular. Especially for those students who are from low income homes, are identified as Homeless / Foster Youth, or those who may not always have regular access to mental health services, this action is a critical support. With attendance playing a essential 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 English Learners, Homeless / Foster Youth, and students from low-income homes will be especially challenged with aspects of virtual learning. District EL Coordinators and the District's Foster and Homeless Youth Liaison will conduct home visits to students to provide needed instructional supports, provide resources and to foster relationships. Re-engagement 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.

In addition to the services and allocation identified above, an additional allocation of \$15,902 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.

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

The actions and services described in this plan and the plan developed by the Vacaville Unified School District 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
5. Teacher Professional Development Time

Of the actions described within this plan and the plan developed by the Vacaville Unified School District, 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 and the plan developed by the Vacaville Unified School District 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).
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.
3. 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 Youth and students with specialized needs who may struggle accessing and participation in virtual learning.