

# Learning Continuity and Attendance Plan Template (2020–21)

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

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## General Information

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

Vallejo Charter School (VCS) is a Kindergarten-8th grade dependent charter school within the Vallejo City Unified School District (VCUSD) and an EL Education network school. This is an interdisciplinary approach to education where English Language Arts, science and history California Common Core standards are woven into engaging expeditions that have a specific focus on character development and the production of high quality work. As a dependent charter, VCS students and teachers come from the diverse VCUSD population and the district provides the charter with the autonomy to be a part of the elite EL Education network.

The student ethnic distribution at VCS parallels the VCUSD with the exception of the white subgroup. The percent of white students at VCS, at 18.1%, is more than double the VCUSD which is 7.3%. With a student population of 463, the data for the subgroups African American, Asian, Hispanic or Latino, and white can be used when examining trends school wide. The same is true evaluating assessment data for the English Language Learners (10.8%), Socioeconomically Disadvantaged (52.5%), and Students with Disabilities (11.4%). There is a disparity with regard to the student sub groups of ELL, and Socioeconomically Disadvantaged students when comparing the percent of VCS students to the VCUSD. Factors that may contribute to the lower percent for VCS student sub groups may be due to VCS being a choice school that requires a lottery selection to be enrolled.

As a dependent charter school within the Vallejo City Unified School District there are some parts of the Learning Continuity and Attendance Plan that mirror the plan for the District and other parts that are unique to Vallejo Charter School.

On March 13, 2020 Vallejo City Unified School District (VCUSD) made the difficult decision to close our schools in collaboration with health officials, legal experts, and the California Department of Education in order to slow the spread of COVID-19. At the time, it was anticipated that schools would reopen after Spring Break. However, the State of California continued the Stay at Home order and as a result all schools remained closed for the remainder of the 2019-2020 school year. Then on July 17, 2020, Governor Newsom directed that all schools within Vallejo City Unified School District begin the 2020-2021 school year with distance learning as conditions in our county do not allow for safe in-person instruction at this time. The school closures impacted our students physically, emotionally, socially, and academically. Students,

families, and staff have been affected by higher levels of stress and trauma. The data being collected on those most impacted by the adverse effects of contracting the coronavirus include Latinx and African American community populations. It is unclear at this point if this data is mirrored in the city of Vallejo but it is no doubt an additional stress factor in a school community where over 70% of students are among one or both of these groups.

Family economic security has been negatively impacted. Some families are experiencing unemployment due to the closure of work places during the pandemic. Others find themselves struggling to balance working outside the home along with supervising the learning of their children during distance learning. Because of this many of our students and their families are experiencing varying levels of trauma and social isolation which has impacted their mental well being. Although VCUSD has a robust mental health support staff way in which support could be provided was limited due to the restriction on face to face interaction deemed safe during the pandemic.

School closures have made it challenging for VCUSD staff to provide the same levels of high quality instruction to students. Factors such as staff and student learning to navigate the use of technology as the sole teaching and learning platform, consideration for healthy limits on screen time for students, and the inevitable interruptions due to technology malfunction and power outages have all impacted instructional time. While it is likely that all students will experience learning loss to some extent due to school closure there are students groups for which there is heightened concern. These groups include our transitional kindergarten and kindergarten students that are most dependent on having adult supervision at home in order to access and stay engaged in daily instruction, students with Individualized Education Programs dependent on face to face interaction, students experiencing homelessness that may not have access to a suitable space to receive distance learning, English Learners at the early levels of language development that will not have the same levels of language inputs during distance learning that they would in a face to face classroom environment, and any learner that was already experiencing significant learning gaps pre-pandemic.

Vallejo City Unified School District staff have also been impacted significantly by COVID-19. Many of our staff members also live in the community and reported experiencing many of the same issues that affected students and families. These issues include unemployment of spouses, partners or other members of the household, childcare responsibilities, and care for others in the household with health issues.

As an educational community, VCUSD staff is committed to developing policies, procedures, and processes with an equity lens to best support our families and students. To that end, the “Preparing for Fall 2020 and Beyond: Safety, Equity, and Continuity of Learning Plan,” has been developed. This document will guide the implementation of services to students throughout the stages of the pandemic. The guiding principles of the plan are: Safety, Student Connectedness, Stakeholder Input and Communication, Equity, Access, and Inclusion, and Targeted Instruction.

The Vallejo City Unified School District is committed to resilience, innovation, and hope as we navigate through the 2020-2021 school year. The implementation of distance learning has presented a unique opportunity to do things differently and create strategies that last longer than pandemic in order to improve student outcomes. We commit to working diligently to provide a sound foundation that will allow students, families, and staff to flourish.

# Stakeholder Engagement

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

Vallejo Charter school is a dependent charter and as such is not directly responsive to the VEA and CSEA union. VCS stakeholders include representative groups including Charter Council, our Parent Teacher Organization, our Instructional Leadership team, our teachers and our classified personnel.. Stakeholder meetings with our site representatives and members were held whole group, where both verbal and survey input data was gathered. At the time of the development of this plan there was no active English Language Advisory Council. That being said, multiple publicly announced charter council meetings were held to solicit ideas, suggestions, and input. Stakeholder engagement meeting and survey data was collected from staff and our Parent Teacher Organization (PTO). General parent stakeholder meetings were also held. One in English and two in Spanish only. Communications for all meetings were sent via both Parent square and AERIES communication networks. In addition parent and staff surveys via google forms were collected.

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

Due to Governor Newsom's Executive order N-33-20 for COVID-19, meetings of the charter council and all stakeholder engagement opportunities were held via video/telephone conferencing using Google Meet. To ensure that VCS was in compliance with Executive order N-29-20, all meetings were accessible via telephone or video to all members of the public that wanted to attend. Stakeholder meetings consisted of a presentation and the opportunity to provide feedback via Google Meet. All meetings were communicated through multiple platforms to encourage participation. Formats include, AERIES communication all calls, emails, and text, Parent Square posts, English and Spanish. Meetings were through Google meets and allowed both telephone and virtual access. Separate meets were held in Spanish to encourage all families to participate. Surveys were attached to all meets.

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

The feedback provided by stakeholder groups included valuable insights, recommendations, and questions. They addressed experiences during the school closures in the spring, priorities for the district's distance learning and in-person instruction, and input on various concerns. Listed below are the key themes that emerged from the stakeholder groups:

Charter Council- Recommendations included purchase of EL curriculum and additional support for teacher training in remote teaching, reinstatement of key positions including Librarian and Academic Support Provider, Sustaining and maintaining Visual and Performing Arts.

Staff - Recommendations included staffing key positions, purchasing the Curriculum, and online programs that augment distance learning such as NEWSELA, EPIC, and ESGI as well as maintaining the Visual and Performing Arts program.

PTO- Parent and Guardian stakeholders suggested that teachers be more specific in their distance learning schedules and communications and provide for small group interactions to support socio-emotional learning.

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

The following key areas of the Learning Continuity and Attendance Plan have been influenced by stakeholder feedback:

Technology:

- \* Purchase and provide students and staff with technology needed to ensure the implementation of distance learning
- \* Provide connectivity support for all students
- \* Provide software to support distance learning at all grade levels
- \* Provide software to support English Language Learners in ELA and Math
- \* Provide ongoing technical support for students and staff
- \* Professional Development for staff to support Distance Learning
- \* Materials to ensure staff and students are able to continue learning continuity

Learning Continuity:

- \* Purchase EL education Curriculum
- \* Staff in place to ensure student and family outreach is occurring
- \* Staff in place to ensure students are connected and engaged in distance learning

Attendance and Engagement:

- \* Staff in place to ensure student outreach is occurring
- \* Staff in place to ensure family outreach is occurring
- \* Technology supports in place

Muti-tiered Supports for students, families, and staff:

- \* Site support for English Learner students
- \* Social Emotional instruction in place

## 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.]

VCUSD staff are committed to providing in-person learning experiences for students as soon as it is safe to do so. Due to the unpredictable nature of the pandemic and the fact with we are continuing to receive updated guidance from state and county officials as new information is available. It is important to remain flexible and anticipate that plans may need to be revised. However, at this time we are planning with the following parameters in mind:

- In order to provide social distancing, we will be grouping students in cohorts and students will be provided a hybrid model of some Distance Learning and some in-person learning each week.
- In order to ensure adequate staffing to support students as they learn to navigate a new set of expectations and norms (hand-washing, one-way routes of travel, safe personal space, use of personal protective equipment, health checks, etc.) we will bring students back in stages beginning with the youngest and most vulnerable student groups, and then transitioning to including all students.
- All decisions that impact the working conditions of staff will be agreed upon using the collective bargaining process. This is in progress.
- All decisions will be guided with student safety, social emotional needs, and learning needs at the center.

Upon county eligibility for a return to in-person instructional program VCUSD will take the actions described below.

To address safety, VCUSD will:

- Ensure that each campus and district facility have the appropriate resources in place to support social distancing. This includes signage, floor/ground/seating markers, and plexiglass

shields. All campuses will develop schedules for lunch and other activities to limit the number of students gathered in any location. Students will be in class cohorts to limit interactions with

other cohorts throughout the day. Aside from staff, adult access to campuses during the school day will be limited.

- Ensure that protocols for cleaning and the necessary supplies are adequately provided at all campuses and district facilities.
- Implement health screening protocols including temperature screening, and isolation of symptomatic individuals. District personnel and site administrators will implement training procedures

for all site staff in the appropriate use of Personal Protective Equipment (PPE) for staff, students and visitors, including proper use of face coverings/shields. Teachers will provide instruction

on proper handwashing techniques to students and make individual supply kits to ensure that students are not sharing materials.

VCUSD will address mental health needs through a robust Social-Emotional Learning Program.

All schools will:

- Continue direct outreach to vulnerable student groups regularly to ensure that resources are made available to families from appropriate departments.
- Implement VCUSD parameters (also known as guardrails) for implementation of Social-Emotional Learning (SEL) strategies at each site.
- Refer students to district and site based Mental Health Support professionals as needed.
- Continue weekly community forums conducted by the Parent Care Team.

- Ensure that administrators monitor the strategies being implemented in each classroom and ensure that they are used effectively and appropriately to build relationships with students and

increase engagement.

- Address social connectedness and relationship building throughout the community.
- Use the SEL team to provide professional development around best practices for all staff.

All K-5 and K-8 Schools will:

- Utilize Care Team model to monitor and support student SEL needs.
- Utilize Wellness Centers to support mental health needs at sites receiving Wellness Center Grant funding.
- Ensure access to services beyond the school day, including the After-School Education and Safety (ASES) Grant. The number of participants will be adjusted as necessary to meet safety

guidelines.

Middle, High and Alternative Schools will:

- Create and implement an SEL team to assess the level of SEL implementation at each school site and agree upon the competencies that will be implemented in all classrooms.

VCUSD has a robust plan to address learning loss.

All schools will:

- Prioritize the return of students with unique needs, including English Learners, Foster Youth, Students without permanent housing, students with IEPs, and explore the options for in-person

instruction for these students when it becomes available.

- Provide support from additional classified staff for direct tutoring and support to students with unique learning needs. These would include bilingual tutors and paraeducators.
- Continue to do diagnostic testing using both baseline and formative assessments, to identify students' needs throughout the school year using a Multi-Tiered System of Support. These

assessments include NWEA, Interim Block Assessments, and District adopted curriculum embedded instruments.

- Provide tutoring and other support programs focused on students who are academically behind or struggled to access Distance Learning effectively.
- Utilize the VCUSD Planning Guides and the VCUSD Instructional Priorities documents to determine with standards and portions of the curriculum are most critical for success in learning

continuity.

K-5 and K-8 schools will:

- Utilize all supplemental programming to support students in addressing learning loss including re-teaching and accelerating learning products within the District adopted curriculum, Imagine

Learning, Imagine Math, tutoring, and Footsteps to Brilliance.

- Include opportunities for “just in time” intervention and re-teaching of prerequisite standards from the previous year aligned to the new learning of the current year standards.

Middle, High, and Alternative schools will:

- Focus on supports for struggling or “at risk” students during class time, office hours and after school.
- Develop curriculum teams that implement common assessments to ensure that student’s skills are being assessed regularly and that teachers are adjusting the pacing guides to ensure that

the CCSS priority standards are the focus of instruction. NWEA is being used as a formative assessment to ensure that all teachers know the reading levels of every student.

- Ensure that literacy supports and interventions are utilized by all teachers in order to ensure that students can access the content in all subject areas.

VCUSD will provide a Virtual Learning Program Option

VCUSD recognizes that some families will prefer to remain in a virtual learning environment even when the state has permitted students to return to classrooms. Parents will have the option to elect to remain in Distance Learning through the Virtual Learning Program for the remainder of the 2020-21 school year. Students who participate in this program will return to their home school campus in the 2021-22 school year.

VCUSD has developed a transition plan for returning students with IEPs to in-person learning. The plan includes the following:

- Special Education Designated Instructional Services
- A services schedule will be developed for each site. Determinations will be made as to which related services will be provided on days of in-school attendance and as to which students and

related services are deemed appropriate for continued virtual delivery. Most of the District’s related service providers are able to provide their services in a virtual setting; many contracted



providers have been providing services online for several years. However, some of the related services are more easily provided in person, including physical therapy, adapted physical

education, behavioral support and consultation, orientation and mobility, etc. Services determined to be more appropriately provided on site will be scheduled for the days that the student(s)

is scheduled on site as appropriate and practical given the health and safety needs resulting from the pandemic.

- Specialized Academic Instruction
- Additional specialized academic instruction outside of the student's classroom setting time might be necessary to meet the services as indicated in the students' SB98 crisis plan. This can

include students who are Medically Fragile or have significant behavioral or physical support needs

- For students who are medically fragile, the Special Education Department will work closely with the student's physician to determine the degree to which the student can participate in a

return to a physical school setting. The physician will determine what additional accommodations need to be provided to the student to mitigate the student's possible exposure. If the

physician determines that the student cannot participate in school due to their medical condition, an Individualized Education Program (IEP) will be scheduled to determine if Home Individual

instruction or virtual instruction is appropriate for the student. Accommodations can be provided for students with significant behavioral needs or significant physical support needs; however,

if a student requires a degree of support that is in conflict with the current County Health recommendations, the IEP team will meet to determine if a virtual service delivery is more

appropriate to meet the student's need while additional guidelines are in place.

- Special Education Assessments
- Assessment teams will be created to assess students who were initially referred or parent requested assessment during shelter in place and distance learning, where assessments were

halted or delayed due to the inability to observe students in the natural environment. A combination of online and in person assessments will be utilized based on the students individualized

needs.



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

Description	Total Funds	Contributing
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

## **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.]

In order to ensure continuity of instruction throughout distance learning this year, teachers will provide direct instruction from their classroom or home using a learning management platform (Class Link) to provide digital access to materials, examples, and resources to all students. In addition, physical distribution of textbooks, workbooks, student supplies (whiteboards, markers, journals), and laptops have taken place multiple times, and will be maintained through distance learning in order to ensure access and continuity of learning.

Vallejo Charter will continue to use the district adopted curriculum for mathematics. To address ELA, social studies, and science standards the EL education curriculum modules will be used. Both the math and ELA curriculum transitions seamlessly from distance learning platform to in- person instruction.

Teachers will provide daily standards based whole group instruction followed by differentiated instruction in a small group setting in the distance learning setting, and this practice also transitions to in-person instruction to support learning continuity.

### **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.]

Vallejo Charter School's goal is to provide access to device and connectivity to all students in order to engage in distance learning. Returning students maintained devices from prior distance learning. Students new to VCS are assigned a device upon enrollment. Continued access to connectivity and devices is ensured by our CARE team.

There are two established avenues to support student connectivity and access to devices. Parents can come in or call the VCS office to support the student's device needs. Teachers also support students' continued access by individually addressing students' needs, referring

them to the office to collect a functioning device, and referral to the CARE team for extended services. Hot spots are distributed as needed to families.

In certain circumstances the CARE team will perform home visits to support technology access by delivering a functioning device, confirming the google classroom and Classlink is accessible, and the internet connectivity is functioning correctly.

## **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.]

Pupil progress will be measured through daily synchronous interaction between teachers and students via Google Meets during the instructional learning block and designated teacher office hours, and through live contacts through email and phone. During this time teachers will use a variety of formal and informal methods including checks for understanding using visual cues such as the use of hand signals and responses written on white boards, verbal responses during teacher to student and student to student discussion, frequent districtwide formative assessments and quarterly summative assessments. Procedures are being developed to ensure that students can be assessed during synchronous learning time with teacher monitoring to ensure validity. Formal assessments include ESGI at the K level, curriculum embedded tests as well as CAASPP aligned assessments in grades 1-5, and NWEA MAP in grades 6-12. The vast majority of pupil participation will be tracked using Google Classroom software. This software allows the tracking of when each student logs in and out of the all synchronous learning sessions this combined with teacher observation of students engaging during the synchronous lesson will preserve a daily record of synchronous minutes for each student. In order to track asynchronous learning time teachers will assign a number of instructional minutes to each independent assignment. These asynchronous assignments will also be tracking using Google Classroom that has the ability to keep track of the names of assignments provided by each teacher and when each student submits the assignment to the teacher via Google Classroom. Teachers will keep a daily log of any live contacts made with students via phone that contribute to instructional minutes. It is anticipated that most of this would occur using Google Meets, but phone instruction may be necessary in some unusual circumstances.

All teachers will keep a weekly student engagement record that will be certified to document the completion of instructional minutes. Pupil progress will be assessed daily through google classrooms. The platform will be used to track engagement, work completion, and standards mastery. Teachers will develop daily lessons that include live interactive instruction, prerecorded lessons, small group check in and support opportunities. Pupil attendance will be verified daily and documented in AERIES. In order to ensure student engagement we will be using parent square and AERIES communication to virtually communicate with families.

## **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.]

Professional development has expanded from bi-monthly to a weekly format during distance learning in order to support staff learning and student development. Prior to the beginning of 2020-2021 school year teachers and staff engaged in three days of professional development around platforms exclusively servicing distance learning, including: Class-link, google classrooms, Pearson math, imagine learning and math,

AERIES and grade level specific, cross site collaboration. Sustained professional development opportunities at the district level will continue throughout the distance learning setting.

Site-based professional development is focused primarily on implementing EL Education's three dimensions of student achievement; mastery of knowledge and skills, character development, and high quality work in a virtual setting.

## **Staff Roles and Responsibilities**

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

To a degree all staff members have been required to take on new roles and responsibilities. All certificated staff members including teachers, administrators, special education case managers, teacher leaders, nurses, and counselors have had the opportunity to reinvent their roles and responsibilities to support the implementation of distance learning. This has included learning to use additional technology products and platforms, adjusting instructional practices to support the learning of both students and staff, creating and recreating instructional plans to respond to new information as it becomes available, and researching new products to address needs surfacing in distance learning. This in turn has impacted the classified support staff that work within the instructional division. In most cases, however, these staff members have been successful devising strategies to deliver service in the distance learning environment.

Staff members that have had to dramatically shift their roles and responsibilities include site safety supervisors, bus drivers, child care workers, and after school programming staff. Site safety supervisors that have been deployed at middle and high schools to ensure student safety on campus have been redeployed across the district to assist with various tasks to support families including the distribution of instructional materials and technology. Bus drivers who primarily transport Special Education students are being organized to assist with family outreach to these families and others to determine levels of support needed and check in attendance needs. Should there be a need to transport equipment and materials from one site to another that exceeds the capacity that can be handled through the warehouse bus drivers may be called to use the buses as a means of transporting goods. Child care workers are currently providing distance learning support to students that they would normally be serving in their programs. After school staff are currently delivering enrichment activities to students outside of the core instructional time, assisting with parent outreach, and planning for the opening of learning hubs.

## **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.]

Multi-tiered intervention strategies have been developed for all of our students. Many of these supports cross over special populations while still accounting for individual needs on a case by case basis. VCS provides an ELD support teacher who co teaches English Language arts classes and ensures daily ELD instructional minutes. VCS exceptional needs students receive extension services from our resource specialist who like the ELD support teacher co-teaches in classrooms as well as ensuring individual services. VCS has formed a CARE team

to service the needs of struggling students and families. While this team is responsible for addressing the needs of all students, a high priority are the needs of our foster youth and homeless students. We recognize that our groups with unique needs may experience additional mental health challenges at this time due to isolation, lack of resources, or support at home. VCS CARE team will also be connecting with families by phone, virtually and in person to ensure individual needs are being met.

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

Description	Total Funds	Contributing
Purchase software that supports student distance learning: Newsela, Learning A-Z , Buzzmath, EPIC, ESGI	\$7187.00	Yes
Purchase EL education ELA, social studies,science curriculum and modules k-8 to include Skills Block for K-2	\$67,064.00	No
EL education Curriculum coaching services and on-line training	\$32,500.00	No
Purchase of additional technology to support distance learning (student and staff laptops, Document cameras, Presentation Stations	\$30,000.00	Yes
EL Education contract for training's and School Designer Professional Development	\$17,300.00	Yes

**Pupil Learning Loss**

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

Assessments are based on the adopted curriculum in the respective contents and are fully accessible to implement in the distance learning environment. Kindergarten students will be assessed using the ESGI assessment starting in the 2020-21 school year. All K-8 teachers will

administer baseline assessments within the first month of school to measure learning loss and student's current academic performance. The K-5 baseline assessments include ELA components including the BPST, and fluency for primary students and the math curriculum baseline assessment. 6-8th grade students participate in NWEA reading and math assessments three times a year, and vthev CAASPP aligned IAB common assessments.

In addition, all 3rd-8th grade students participate in the annual CAASPP assessment.

Data from each of these assessments is used to assess student proficiency in Math and ELA. In response to this data, targeted interventions will be provided to students. Target interventions incorporate the use of extension programs to address students' learning needs including Odysseyware/Edgenuity software to construct unique learning maps for students that fill gaps and remediate missing skills based on the data gathered from the NWEA assessments and Imagine Learning and Math.

## **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.]

Maintaining continuity during distance learning is the first strategy we will employ to address learning loss. First good direct instruction is of critical importance. Strategies during distance learning include differentiation for English Learners, foster youth, students experiencing homelessness and students with an IEP or other exceptional need. This differentiated support comes in the form of small group instruction, targeted support from the ELD support teacher, resource specialist or other special education service provider. Regular and consistent parent outreach and engagement, and goal and action setting through the Student Success Team protocol will support individual students as a mitigation strategy. Strategies outlined in the Continuity of Learning, In-Person Learning and Distance Learning sections of this document will be used to address learning loss. Differentiation, fidelity to curriculum and grade level standards and content and reteaching and intervention tools will be used to mitigate the learning loss students may experience as a result of Covid-19 school closure. Strategies for acceleration of learning include: small group instruction to target individual student needs, reteaching of prerequisite skills in advance of connected standards, identifying priority instructional content for ELA, literacy and mathematics instruction, and the use of district and site based enrichment and intervention programs.

Teachers will be implementing common assessments on a cycle to ensure that instruction is aligned and consistent. Structures are in place to ensure that grade level teams are meeting regularly, using the 90 minute PD/Collaborative sessions each Wednesday. Each of these measures, along with robust systems to keep teacher teams connected: documented meeting agendas, minutes, google classrooms and other shared virtual collaborative spaces will ensure that students are receiving high quality instruction. The EL work plan is aligned to and focus on the district "guardrails" of Literacy strategies, mathematical practices and Social Emotional Learning. Each teacher is responsible for embedding Literacy and integrated SEL strategies into their lessons. These measures are designed to support students in their access to content, even if they are reading below grade level, and to keep them engaged with their peers and teachers.

## 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 services and supports will be measured using our formative and summative curriculum based assessments. Assessments are designed to measure student progress toward meeting grade level standards and identify needed interventions. Students with exceptional needs are assessed relative to their individual goals. Our Care teams (principal, ASP, school psychologist, teacher leader and parent liaison) and case managers monitor student progress toward individual goals and provide ongoing support through the interventions outlined in the Learning Loss Strategies section of this document. For each strategy developed implementation targets will be communicated so it is clear which students are to be targeted for the strategy, what materials are to be used, by whom the strategy is being implemented, and what the intensity and duration of the strategy should be, and how implementation will be monitored.

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

Description	Total Funds	Contributing
Fund Academic Support Provider position	\$44,402.50	Yes
Fund Support Teacher Position	\$45,791.00	Yes
Fund Library Media Tech Position	\$30,000.00	No
Parent Partnership Liaison - Spanish preferred	\$62,029	Yes

## Mental Health and Social and Emotional Well-Being

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

While the virtual platform is new, fostering character is not an add-on in EL schools- it is embedded in all aspects of the school culture and permeates academic studies. However, to address positive mental health for all students, SEL lessons will take place daily through the EL CREW structure to provide age appropriate collaborative tasks so that students will have structured opportunities for relational learning. In

addition, to service the whole child and provide outlets for personal expression we offer enrichment opportunities for students virtually in the areas of music, art, and dance. As with student SEL needs our staff also engages in weekly EL CREW meetings to build community and relational trust. We will continue to utilize teacher and/or parent referral to our CARE team for specific or individual needs while maintaining a sharp awareness of all of our students. Resources such as referrals to mental health organizations, food banks, homeless shelters, as well as physical health services are available through the CARE team. Students who were previously receiving services will continue to receive them. On-going training and support for teaching staff in the areas of Social Emotional Learning, trauma informed care, and self care will be provided by members of the CARE team and our EL education school designer.

## 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 Vallejo City Unified School District has created on site Student Care teams to provide supports to students and to engage with the families. The Care Teams consist of staff and community partners. The district office Student Services department support the work of the care teams and attends care teams meeting to provide district resources. The parent and bilingual liaisons, under the direction of the Coordinator of Special Programs have created a district level Parent Care Team to engage with families by holding weekly parent meeting to provide important information, get feedback from parents, answer questions, and connect families with resources. For all students, attendance is taken daily. Students are required to attend class via google classroom. Engagement records are maintained including daily attendance recorded by the classroom teacher in Aeries.

For student who have missed 60 percent of the instructional time in a given week, school staff is making daily phone calls to verify absences, the following tiered system will be used:

Level 1: Parent outreach coordinated through the site based Academic Support Provider to document the reason for the lack of attendance, identify any supports needed for re-engagement, and ensure resources are provided.

Level 2: If level 1 supports are not adequate to support attendance the student is referred to the site level Student Care Team meets to examine available data and determine next steps. These steps could include an informal meeting with the parent and/or student, the convening of a Student Success Meeting, the provision of a increased level of support, as well as other strategies that may be deemed necessary.

Level 3: If level 2 supports are not adequate to support attendance the student is referred to the District level Student Care Team. The District Student Care Team meets to examine available data and determine next steps. These steps could include a parent meeting with the District Student Care Team, transfer to another program that can better meet the student's needs, (i.e. an alternative education program within VCUSD, or a return to in-person learning if conditions permit), referral to the School Attendance and Review Board (SARB), or the provision of other supports.



# 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.]

Vallejo City Unified School District has continued providing meals for students since our schools closed due to the pandemic. Breakfasts and lunches are available for any child, 18 years of age or younger, for free. To maintain social distancing and to provide families with as much convenience as possible to access meals, we are offering drive up / walk up grab and go meals. In addition, children do not have to be present when meals are picked up. Meal pick up is available at locations throughout the city. On Mondays breakfast and lunch are provided for Monday-Wednesday for each child and on Thursdays breakfast and lunch are provided for Thursday and Friday for each child. Staff is also currently partnering with the local Food Bank who is providing fresh produce to distribute to families during the meal distribution times.

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

Section	Description	Total Funds	Contributing
N/A	N/A	N/A	

# 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
10.70%	\$350,648

## 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.]

VCS considered the needs of unduplicated students through anticipation that although many students may experience learning loss as a result of COVID -19 foster youth, English Learner, and low income student groups often contain higher numbers of highly vulnerable students and thus will be at higher risk for learning loss. Based on these considerations these action will provide for site based extended day learning and intervention opportunities to either help mitigate learning loss before it occurs or address learning loss once it has occurred.

- Support Teacher whose primary focus is support for ELD students and Intervention for Low-Income students with academic needs
- Academic Support Provider whose primary focus is to identify Social Emotional and academic needs of students and refers them to the proper supports
- Parent Partnership Liaison whose primary focus is to engage families of diverse cultural language backgrounds in the educational needs of their students
- Professional Development/Coaching for teachers in the EL Education Curriculum with direct focus on differentiated instruction
- Purchase of Educational Software that promotes differentiated instruction in the classroom
- Purchase Technology to support student access to curriculum and instruction

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

The total supplemental and concentration grant funding is \$350,648 for the 2020-2021 school year. Services for unduplicated students must be increased or improved by 10.70%. 6 of the 8 actions in the 2020-2021 Learning Continuity and Attendance Plan provide increased or improved services either limited to or after first consideration for foster youth, English Learner, and low income student groups.

Action: Support for English Learners at every site

A full time ELD Support Teacher and Parent Partnership Liaison - preferred Spanish Speaking has been assigned to serve students at VCS. The ELD support teacher provides virtual small group instruction to English Learners in coordination with the classroom teacher to support access to learning in the content areas in order to increase services. The Parent Partnership Liaison provides support to EL families assigned to their caseload on a regular basis.

Action: In conjunction with the District Director of Student Services, the VCS ASP will provide the following services;

#### Intervention Supports Provided to Students as Needed

This action is limited to low income students. This tutoring will be provided through District vetted vendors to support student learning in the areas of English Language Arts and Mathematics. This tutoring provides students with increased academic services beyond the duty day and as well as improved services in that the one on one tutoring is highly individualized. This service will be provided to VCS through the District.

#### Intervention Support for Foster Youth and Students Experiencing Homelessness

This action is limited to foster youth and low income students experiencing homelessness. This intervention will be provided by a vendor that specializes in offering tutoring for Foster Youth and another vendor vetted by the district with experience in working with vulnerable student populations. This tutoring provides students with increased academic services beyond the duty day and as well as improved services in that the one on one tutoring is highly individualized. The service will be provided to VCS through the district.