

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.]

Description of Vacaville Unified School District

The Vacaville Unified School District (VUSD) serves the area of Vacaville, California. VUSD is one of two school districts that serves students in our city. Vacaville is located in northern Solano County, midway between San Francisco and Sacramento. The city of Vacaville, incorporated in 1892 and currently comprising about 27 square miles, has a beautiful setting bordered by rolling hillsides, fruit orchards and fertile farmland. The city's rich history has transformed the community from a small agricultural town into a thriving and progressive city; now a diverse population of 100,670 residents. While the City's population, history, and demographics show its rapid growth, Vacaville remains a "small town at heart," whose residents pride themselves on the high level of community involvement.

VUSD serves approximately 12,800 students. Students speak more than 23 different languages. The demographics of our student population is as follows: 5.7 percent are African American, 0.5 percent are American Indian, 2.7 percent are Asian, 3.4 percent are Filipino, 38.3 percent are Hispanic or Latino, 0.6 percent are Pacific Islander, 39.7 percent are White, and 9.1 percent are Multiple/No Response. 43 percent of VUSD students fall into the state defined category of unduplicated students (falling into at least one of the following categories: low socio-economic status, English learner, foster care, or homeless).

Vacaville Unified operates eight elementary schools, one elementary charter school, two middle schools, one K-8 school, two comprehensive high schools, one charter high school, and one K-12 independent learning charter academy. In addition, the district offers the following programs: preschool programs at multiple school sites, Vacaville Early College High School (VECHS), Spanish Immersion Cultural Education (SPICE), Alternative Cooperative Education (ACE), Work Readiness and Alternative Pathway, and adult education. Vacaville Unified Schools focuses on meeting the needs of each student through a variety of programs and choices so that all students will have a plan for college and/or career once they graduate.

Transition to Virtual Learning

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

On July, 17, 2020, Gov. Gavin Newsom handed down guidelines ordering schools statewide and in Solano County to stay closed in counties on the state's COVID-19 watch list. The Virtual Learning program offered to students for the start of the 2020-2021 school year will differ from the distance learning program offered at the end of last school year. This Virtual Learning program, as described in this Learning Continuity and Attendance Plan, has been structured to address the impacts on the District and community due to the COVID-19 pandemic and will align with Senate Bill (SB) 98, which clearly articulates expectations for virtual learning. These expectations include: Access for pupils connectivity and devices to participate in learning and to complete assignments; daily live interaction with certificated employees and peers for purposes of instruction, progress monitoring and maintaining school connectedness; content aligned to grade level/ subject standards at a level of quality and intellectual challenge substantially equivalent to in-person instruction; supports to address the needs of pupils who are not performing at grade level or grasping subject matter, or need support in other areas; implementation of appropriate accommodations and specialized instruction necessary for students with exceptional needs to access services listed in their individualized education program in a virtual learning environment; and designated and integrated English language development for English learners.

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

VUSD, in conjunction with the Solano County Special Education Local Plan Area (SELPA) works collaboratively with all parents and partners to ensure the needs of Special Education students are integrated into the Learning Continuity and Attendance Plan. Specific supports will be provided to address Virtual Learning and In-Person Learning (when face-to-face instruction resumes). Special Education teachers and service providers received professional development to ensure Individualized Education Plans (IEPs) are implemented. Special Educator paraprofessionals received training on means of supporting students with Virtual Learning. Continuity of learning will be considered as we

transition from Virtual Learning to the Hybrid model, including technology to support accessibility. Ongoing communication will be provided to families and caregivers, to enhance our partnership.

Stakeholder Engagement

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

Efforts to Solicit Stakeholder Feedback

The District took steps to inform and collect feedback from and consult with stakeholders, including parents, students, teachers, principals, administrators, other school personnel, local bargaining units, and members of the public. Feedback was gathered through public communication methods, including emails, website, social media, videos, surveys, focus groups and subcommittees, and via public hearings. VUSD also consulted with the Parent Advisory Committee and the English Learner PAC Parent 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, educators and other stakeholders who do not have internet access or speak another language. One such example is that hard copies of surveys were distributed to students and families who participated in our summer feeding program. Telephone calls were placed to parents by district and site administrators and other personnel, some of whom are bilingual. Mailings were generated to those without a working telephone number on record.

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

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.

The level of response was encouraging. In the first parent survey 4,623 parents answered questions. The second survey yielded responses from 5,839 parents and on the third survey 6,048 parents answered questions. Overall, 80% or more of families responded to the surveys.

Stakeholder Group	Date	Survey Focus	Total Responses
Parents	05/22/20	School Reopening and Virtual Learning Needs	4,623
Parents	06/27/20	School Reopening and Virtual Learning Needs	5,839
Parents	08/05/20	Technology Needs	6,048
Teachers	05/01/20	Virtual Learning Concerns and Needs	200
Certificated Staff	05/20/20	School Reopening and Instructional Settings	502
Teachers (elementary)	06/2/20	School Reopening Schedules	211
Certificated Staff	08/03/20	Use of COVID-19 Funds	500

Classified Staff	06/20/20	School Reopening and Safety	319
Classified Staff	07/06/20	School Reopening	128
Administrators	08/10/20	Use of COVID-19 Funds	34

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

In addition to the regularly scheduled Board meetings, additional Board meetings and a Special Board meeting were conducted to address reopening and learning continuity. At the meetings, the Board of Trustees heard presentations on the committee's work and its recommendations for reopening. The Board of Trustees also received an update from 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.

The Board of Trustees 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 meeting on September 10, 2020, and the adoption meeting on September 24, 2020, hard copies of the draft VUSD Learning Continuity and Attendance Plan 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

Draft copies of the VUSD Learning Continuity and Attendance Plan were also posted electronically on the webpage at vacavilleusd.org.

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

This data 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 includes 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 the 2020-2021 school year
6. Consistency in the use of technology platforms that are used

Staff feedback includes 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 District's Learning Continuity and Attendance Plan 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.

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

1. Development of clear expectations for daily, live instruction for all students every day. This includes the minimum number of minutes for both synchronous, targeted, and asynchronous instruction for a total minimum number of instructional minutes per day.
2. Development of Social Emotional Learning (SEL) lessons focused on universal themes that support connecting, belonging, and other aspects of social and emotional well-being. These lessons support the implementation of school wide practices as well as the daily integration of Social Emotional Learning into academic instruction. There is also an option for teachers to record lessons to provide students the option of participating in recorded instruction later.
3. An emphasis on assistance for parents and caregivers in supporting their own students' learning. This is accomplished through communication from teachers to students and families and by offering training and resources. This communication is intended to provide parents some of the key information and tools they need to support students in meeting goals.
4. A focus on greater support to students who are most vulnerable and at risk of learning loss during and after school closures. This priority has influenced the district's planning in a profound manner and is evident throughout.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

The Vacaville Unified School District will begin the 2020-2021 school year with 100% online instruction. Our goal is to implement in-person instruction in a blended fashion as soon it is safe for staff and students to return. VUSD has developed an in-person instructional model which includes four + phases of reopening. All the phases include plans and protocols intended to ensure the safety of students and staff. These guidelines are consistent with public health guidance - 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. Similar guidelines may be reviewed in *Stronger Together: Health and Safety - Health Services & School Nursing* (CA Dept of Education)

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.

At the secondary level, the plan includes separating the traditional six classes into two sets of three classes. Each set of three classes will be completed in a nine-week period (a quarter) and will cover the entire semester content (instead of six classes in a semester, the semester will be split in two with students taking three classes per quarter). This will allow students to focus on fewer classes at a time as the schools are required to toggle between virtual learning and in-person phases. The feedback received last spring was that managing six classes during the more restrictive phases (full virtual or phase 2) was difficult for students and families to manage.

Full virtual learning will be offered throughout the phases for students who are medically fragile, would be put at risk by in person instruction, are self-quarantining, or who are uncomfortable or otherwise cannot attend school for in-person instruction. Additionally, virtual learning schools are available in VUSD for all grades. For grades K-6, students can attend the Vacaville Virtual Learning Academy. For grades 7-12, students may choose the Ernest Kimme Charter Academy for Independent Learning.

VUSD 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. We will be using a systematic cycle of assessment, including initial screenings and on-going formative and summative assessments. An instructional schedule was developed using data collected from the spring assessments, along with teacher input. The main focus is on implementation and intervention strategies to accelerate learning for students at risk of experiencing continued learning challenges due to the impacts of COVID-19 and ongoing virtual learning.
3. Virtual Learning implementation will utilize the district adopted curriculum, COVID-19 remediation guides, and pacing schedules. Students will 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 Virtual and 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. VUSD has an established implementation of multi-tiered systems of support at each school site. 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, English learners, foster youth, low income 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. It will serve not only as a comprehensive system of screeners, diagnostics and progress monitoring tools, but also as an individualized online intervention platform 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 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
Additional days for School Nurses	\$5,564	No
Hiring additional Special Education teachers	\$300,000	No
Merchandiser display for hot/cold food (Child Nutrition)	\$14,085	No
Merchandiser display for hot/cold food (Child Nutrition)	\$11,714	Yes
Protective Shields	\$1,238	No
Protective Shields	\$1,029	Yes

Description	Total Funds	Contributing
Legal fees related to reopening for in-person instruction	\$26,235	No
Infrastructure for technology use at sites	\$150,000	No
Sanitation and cleaning	\$40,000	No
Personal protective equipment	\$50,000	No
Portable hot/cold food cart (Child Nutrition)	\$9,709	No
Portable hot/cold food cart (Child Nutrition)	\$8,075	Yes

Distance Learning Program

Continuity of Instruction

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

The continuity of a high-quality instructional program and delivery model is of paramount importance to all VUSD stakeholders. 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.

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

1. School sites 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, 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 are Clever, Dreambox, Lexia, and Khan Academy.
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 and ELD are addressed.
6. Students will be served pursuant to their Individualized Education Program (IEP). Consideration will be made of a gradual transition to in-person and small group instruction, starting with more involved lower grade, special day class students.

7. Students will be supported socially and emotionally through the development of lessons which integrate the five core Social Emotional Learning (self-awareness, self-management, responsible decision-making, social awareness, and relationship skills).
 8. 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-throughs, and will provide feedback to teachers.
 11. Professional development opportunities, intended to support high quality lesson delivery, will be provided based on staff input and data collected during administrative walk-throughs.
 12. District representatives have designed a comprehensive Virtual Learning website for parents, students and educators, complete with resources and materials, parent instructional documents and videos, and professional learning opportunities for teachers. The website is updated regularly.
- All of these actions were specially designed to ensure a smooth transition from our online learning model to an in-person model as soon as safety allows.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

In early August, a survey was sent to all families regarding access to technology. Questions included student's access to devices and family access to connectivity. The survey was conducted in both English and Spanish 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 purchased and distributed Chromebook devices. Initial distribution was one device per family and then expanding to a device for every student who was in need. This includes provisions for

incoming Kindergarten students, students at other grade levels new to the district, and all continuing students who are in need. Additionally, VUSD provides families with the option of purchasing a Chromebook for each school aged child at a minimal cost of \$40.00. Over 6,000 chromebooks were sold.

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

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 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.

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

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 VUSD Virtual Learning Program a variety of professional development and resources are necessary, including technological support for staff, students and families.

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

1. Administrators, teachers, classified staff and substitutes were provided with virtual professional development sessions titled “Tech Fest” (August 4 & 5) delivered both in a synchronous and asynchronous model. Sessions were delivered by district coordinators and administrators and Solano County Office of Education. Approximately 450 classified staff participated. Some of the sessions pertained to navigating platforms such as Zoom, Google Classroom, Schoology, Clever, and Seesaw. Others sought solutions to adapting lessons designed for classroom instruction to virtual learning. Specific 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)
3. New digital learning platforms will be purchased to support students who have experienced significant learning loss due to school closures. This would include at-risk students, English learners, foster youth, low income and students with special needs. Platforms that are being reviewed for purchase to support EL students are ELlevation, Strategies, and NearPod. Professional development will be provided to teachers in TK-6 on the use of the new digital learning platforms.
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 Induction Program. 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 our MTSS implementation at schools. In this manner MTSS provides a systematic approach to alignment of programs, resources, personnel and behavioral, social-emotional, and academic supports that will guide first instructional practices as well as interventions for students in need.
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 Distance Learning website is designed to support families and facilitate instruction. This has been launched and is complete with resources and materials, parent instructional documents and videos.
10. Specific guidance was provided addressing the delivery of designated and integrated ELD through synchronous, targeted, and asynchronous instruction.
11. Additional guidance was provided in secondary course offerings 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. Dual Immersion program staff were provided professional development 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.]

Primary roles and responsibilities by the majority of staff will remain consistent regardless of the learning model. VUSD will open schools with a Virtual Learning model. Staff will be working at their assigned school site or from an off-site location. VUSD is preparing for the return to school sites. Safety is of utmost importance for students and staff.

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

1. Disposable face masks for staff and students
2. Cloth face masks for staff and students
3. Face shields for staff members
4. Touchless thermometers
5. Outdoor hand washing stations
6. Hand sanitizer in each classroom
7. Plexiglass shield in school offices and portable plexiglass partitions for each teacher
8. High-quality air filters being installed or HEPA air purifiers in health offices
9. Visual markers and signage

Additionally, we will implement the following conditions at school sites:

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, 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, however, additional micro and macro cleanings will be delivered in response to employee safety concerns and needs. For example, additional and more frequent 'touch-point' cleanings throughout the day will be part of the daily routine.

2. Technology Staff: Short of a 'traditional' in-person school day, the 6 computer technicians and 3 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 the student's IEP, instructional aides will provide support in breakout rooms and, as appropriate, during targeted synchronous instruction.

While VUSD is providing online learning, and because the original role or responsibility of some employee classifications are not feasible in a virtual environment, and some employee classifications have had their role modified. 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. 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.

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.]

The Vacaville Unified School District (VUSD) serves a ethnically, linguistically and socio-economically diverse student population. In VUSD, low-income, English learners, foster youth students and students experiencing homelessness comprise 43% of students. Throughout the duration of COVID-19 school closures in the spring, staff was proactive in providing access to instruction and materials in support of student learning. As we move into the 2020-2021 school year, teachers will meet the legislative requirements under SB 98 to provide daily instructional minutes through synchronous and asynchronous methods.

English Language Learners:

English learners will receive appropriate academic instruction in language acquisition as well as a comprehensive program of English language development (ELD) instruction targeted to their proficiency level.

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 Redesignated 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 are recorded and posted.
6. Provide translation of resources for 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 SB98 to include a description of how special education and related services, supplementary aids and services, transition services, and extended school year services will be provided under emergency conditions. IEP teams will take into account public health orders when including the new descriptions of how services, aids, transition services, etc. will be provided during emergency conditions.

IEP services for students in VUSD will be provided via live, virtual instruction and pre-recorded videos as appropriate to IEP goals. 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 an 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. SDC 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 be providing services to ensure specific student populations are engaged in school. Students in foster placement and students that are homeless have historically had interruptions in their education. Coordination of the monitoring of these groups will be initiated by the second week of school to implement a tiered intervention system at each school site. The Foster and Homeless Youth Liaison will provide additional oversight and support to the students and their families.

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 of current community resources and district support. It will be evaluated for appropriateness and effectiveness based on how the pandemic crisis has affected students and families.

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
Additional days for Education Services and Digital Coordinator to plan for full distance learning opening	\$23,514	No
Teacher time to develop elementary science modules	\$40,000	No
Lexia online distance learning program	\$65,750	Yes
Lexia online distance learning program	\$65,750	No
Administrators time to prepare for distance learning and transition back to hybrid and traditional school	\$113,008	No
Funding for current 1.0 FTE Digital Coordinator	\$149,081	No
Hiring additional Digital Coordinator	\$149,081	No
Hiring additional Computer Technician	\$25,000	No

Description	Total Funds	Contributing
Hiring additional Computer Technician	\$20,000	Yes
Extra time for Case Managers to make adjustments to IEPs	\$35,000	No
Stipends for teachers as tech leads to provide tech supports	\$17,000	No
Stipends for teachers as tech leads to provide tech supports	\$17,000	Yes
Chromebook purchases	\$1,080,859	No
Chromebook purchases	\$898,934	Yes
Virtual social emotional learning programs	\$27,295	No
Virtual social emotional learning programs	\$22,705	Yes
Elementary science materials and textbooks	\$200,000	No
Zoom license upgrades	\$12,500	No
Zoom license upgrades	\$12,500	Yes
Special Education reading curriculum (paras)	\$100,000	No

Description	Total Funds	Contributing
DreamBox online distance learning program	\$38,326	No
DreamBox online distance learning program	\$38,326	Yes
Learning A-Z online distance learning program	\$13,856	No
Learning A-Z online distance learning program	\$13,856	Yes
Softintegration online distance learning program	\$12,400	No
Softintegration online distance learning program	\$12,400	Yes
UC Davis C-Stem Center - science distance learning program	\$16,600	No
UC Davis C-Stem Center - science distance learning program	\$16,600	Yes
Screeencastify - distance leaning instruction	\$6,375	No
Screeencastify - distance leaning instruction	\$6,375	Yes
Happy Numbers - math distance learning program	\$719	No

Description	Total Funds	Contributing
Happy Numbers - math distance learning program	\$719	Yes
Hot spots for students	\$31,995	No
Hot spots for students	\$31,995	Yes
2 extra professional development days for teachers	\$327,787	No
2 extra professional development days for teachers	\$279,208	Yes
Training for specialist education paraprofessionals	\$3,000	No
Additional serving carts for meal distribution (Child Nutrition)	\$81,293	No
Additional serving carts for meal distribution (Child Nutrition)	\$67,610	Yes
Refrigerated vehicle (Child Nutrition)	\$33,308	No
Refrigerated vehicle (Child Nutrition)	\$27,252	Yes
Portable serving carts for meal distribution (Child Nutrition)	\$5,831	No
Portable serving carts for meal distribution (Child Nutrition)	\$4,866	Yes

Description	Total Funds	Contributing
Commercial refrigerator equipment and mobil heated equipment (Child Nutrition)	\$18,479	No
Commercial refrigerator equipment and mobil heated equipment (Child Nutrition)	\$15,119	Yes
Metal busing utility trays (Child Nutrition)	\$10,332	No
Metal busing utility trays (Child Nutrition)	\$8,592	Yes
Technology/ digital learning training for parents	\$10,000	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 learning loss resulting from COVID-19 school closures in 2019-20 and also, perhaps, due to beginning 2020-21 with a virtual learning model.

Each school site 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, reading, language usage, and science 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 identifies students' independent reading level by assessing students' oral reading fluency and comprehension in K-2
4. School sites 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, foster youth, low income, homeless 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 the multi-tiered instruction 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 specialized 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 coordinators and paraprofessionals will make personal contacts with English Learner students and their families. Support for technology, virtual learning, navigating platforms, and submitting work will be provided during home visits and through phone calls.
2. Dedicated resources supporting English learners in Dual Immersion programs to develop biliteracy, engage meaningfully during synchronous and asynchronous instruction and provide professional development for teachers.
3. Spanish Reading Diagnostic assessments will be administered in grades K-2 at the Spanish Dual Immersion schools.
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. Secondary Newcomer support classes 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. The student's academic performance is measured on a regular basis. Progress toward meeting the student's goals is measured by comparing expected and actual rates of learning.

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. They will utilize a tiered intervention system that determines the severity of circumstances for English Learner, low income, foster youth, students with exceptional needs and students experiencing homelessness.

2. Teachers will be the first point of contact with the school's MTSS team to determine what barriers exist for a student that may be affecting their attendance and/or engagement in synchronous/asynchronous learning.

3. School attendance clerks are 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, Low Income, 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 experiencing need to include, 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 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 the 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 the 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; low income; foster youth, pupils with exceptional needs; and pupils experiencing homelessness are listed below.

English Learner Students:

1. School-wide Plans for Student Achievement (SPSA) for all schools 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 the English Learner Advisory Committee (ELAC) 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. Redesignated 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.

Foster Youth, Homeless, Low Income Students:

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
Hiring additional school psychologists	\$240,000	No
Hiring additional speech-language pathologist	\$120,000	No
Funding additional mental health interns/clinicians	\$50,000	Yes
Funding additional mental health interns/clinicians	\$30,000	No
Funding for hiring of staff to provide targeted supports and intervention to students with specialized needs (EL, low- income, foster and homeless)	\$200,000	Yes
Hiring additional teachers	\$117,394	No
Hiring additional teachers	\$117,394	Yes
Hiring tutors for homeless students (My Friend's House)	\$40,000	Yes
Extra duty for teachers to provide tutoring after duty day	\$60,000	No
Extra duty for teachers to provide tutoring after duty day	\$30,000	Yes
Extra duty for teachers to provide tutoring in Saturday school	\$30,000	No

Description	Total Funds	Contributing
Extra duty for teachers to provide tutoring in Saturday school	\$20,000	Yes
Hiring of engagement specialists to increase student attendance and reengagement	\$100,000	No
Hiring of engagement specialists to increase student attendance and reengagement	\$20,000	Yes
Site allocations for addressing specific site needs	\$500,000	No
Teacher professional development - social-emotional wellness, mental health, and COVID-19 related trauma	\$15,000	Yes
Extra time for mental health clinicians - curriculum development	\$79,844	No
Extra time for mental health clinicians - curriculum development	\$79,844	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.]

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, VUSD has 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.

To effectively support the social and emotional well-being of students and staff during the school year, SEL lessons focused on universal themes have been developed to supplement existing SEL work and complement the academic curriculum. Themes include collaboration, confidence, gratitude, perseverance, perspective-taking, and more. The lessons were created by the VUSD mental health clinicians.

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

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

Tier 1: Universal Mental Health Promotion and Awareness Strategies

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

Tier 2: Targeted Strategies

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

Tier 3: Intensive Strategies

Individualized support to improve a student's behavioral and academic outcomes. The goal is to enhance a student's quality of life by increasing adaptive skills and decreasing problem behaviors. Continuing referral sources to identify students in need of intensive support. Tier 3 strategies work for students with developmental disabilities, autism, emotional and behavioral disorders, and students impacted by toxic stress and/or trauma.

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.

*Provide social and emotional support to students and caregivers: Be a support system and facilitate connections.

*Prioritize health and well-being: Promote healthy sleeping, eating, and exercise habits and consider the total workload placed on students.

*Identify children and families who need additional support: Connect families and students to resources.

*Report signs of child abuse/neglect consistent with mandated reporter obligations.

Professional development that will be made available to staff includes:

*Social-emotional supports for students and adults.

*Recognizing signs of crisis and trauma in students and adults.

*Trauma-Informed Strategies for Educators, Staff, and Administrators during COVID-19 .

The Employee Assistance Program provides ongoing support including social-emotional and mental health as part of employees' benefits plan.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

The core expectations for each stakeholder group 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 the virtual learning program, the school site staff and Student Attendance and Welfare department 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. Students who experience trauma are significantly more likely to be chronically absent from school. The pandemic has been the cause of trauma for some students. Students who do not feel a sense of belonging and connectedness are more likely to be absent or unengaged. Social isolation has increased lack of connectedness and belonging. Staff's outreach will make an effort to reestablish and maintain the vital connection to each and every student.

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 distance 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 Universals

School to contact family 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 will contact family 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 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.]

The role of the school district in child nutrition was not lessened as a result of the pandemic. Rather, from the very onset of the pandemic, nutrition has been a highly visible and important function of the District.

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 are in meeting this essential need while maintaining safe practices in preparation, distribution, and consumption. Child Nutrition has adapted its meal service to fit with the full-time virtual learning model and continue feeding our students in the most efficient manner possible. Meals prepared will be lunch and breakfast for the next morning. If we aren't able to feed under universal feeding, we will collect rosters for each class and note which students received meals.

Safety concerns mean we will not be overcrowding kitchens with staff, but will maintain social distance to the fullest possible extent. We have considered the geographic proximity of closed sites to open sites to mitigate any issues with access and/or transportation. When the virtual learning model transitions to in-person instruction, meals will be provided to all students in either a socially distanced eating location or given to the students "to go" in the classroom. Students who opt for continued online learning during in-person instruction will be able to pick up meals at a designated time, in either a drive up or walk up method, from the cafeteria. The district will provide applications in person and online and conduct significant outreach to encourage families to apply. All students who qualify for reduced or free cost meals will be provided each meal at no charge. Online payment will be available for students that do not qualify for free meals.

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

Section	Description	Total Funds	Contributing
N/A	Additional custodians to thoroughly clean and disinfect throughout the day, after the staff/students leave, and before they come each morning	\$94,034	No
N/A	Additional custodians to thoroughly clean and disinfect throughout the day, after the staff/students leave, and before they come each morning	\$94,034	Yes
N/A	Extra duty - Learning Continuity & Attendance Plan and Reopening Plan	\$15,773	Yes
N/A	Equitable services - private school allocations	\$145,253	No
N/A	Additional time for nurses	\$5,564	No

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
8.94%	\$8,616,599 + \$199,043 (unfunded COLA)

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.]

We are backfilling the unfunded COLA for supplemental with the Learning Loss Mitigation funds to support student learning, provide mental health services, extend instructional time and provide targeted intervention, staff professional development, support student nutrition and student and staff technology for distance learning.

VUSD considered the needs, conditions, or circumstances of its unduplicated pupils as a result of COVID-19. It is recognized that foster youth, English learners, and low-income students are especially challenged as a result of disruptions due to the COVID-19 pandemic. Consequently, it has been an emphasis of the District to pay special attention to these groups to provide continuity of learning, access to technology and resources, identification of learning gaps, remediation of learning gaps, and social emotional and mental health intervention.

There are several actions that are both (a) being implemented districtwide 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 computers to any student in need and will continue to distribute devices to incoming Kindergarten students, new students at grades 1-12, and any continuing students who still need a device. Targeted outreach is occurring through the Foster and Homeless Youth Liaison and the Department of Student Attendance and Welfare to make contact with 'unreachable students' and determine technology needs. On a case-by-case basis, Wi-Fi hotspots are being provided.

Directors, Coordinators and Digital Specialists

The directors, coordinators and digital specialists within the Educational Services Department provide a range of professional development and help chart the instructional course of the district. Their recent work has been focused in a number of areas that are specifically targeted at supporting the needs of unduplicated students. Specific training on Universal Design for Learning (UDL) practices are occurring for 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, 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 the 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, Foster Youth, Homeless Youth, Students with Disabilities, and other student groups. As distance learning and school closures continue, this collaboration time has become even more critical as a resource for teachers to improve their individual and collective capacity to address inequitable outcomes remotely via synchronous and asynchronous modes of instruction. Teachers in cohort grade levels and departments are now collaborating via Zoom with colleagues across the district in addition to with site teams. Some focus areas include Universal Design for Learning (UDL), ELD, Multi-Tiered Systems of Support, and formatively assessing student needs so that targeted small group and 1 on 1 synchronous instruction can be used most effectively. Collaboration time with colleagues can build upon and deepen these focused efforts. All of these focus areas are specifically aimed at (1) addressing learning loss and (2) accelerating growth for students demonstrating the most need.

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

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

Mental Health Supports

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

Staff Home Visits

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

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

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

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

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

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

1. Expanded Learning Programs: This action was developed to provide support for unduplicated students outside the school day (after school tutoring/ Saturday school)
 2. Computers and Additional Technology to Support Distance Learning: This action was implemented to ensure that all students have a dedicated device with which to access distance learning. While all students are eligible to access a device, the action was principally directed towards students who did not already have a device and would not be able to obtain a device on their own. Similarly, the provision of additional technology, including hotspots and hubs on an as-needed basis
- Computers and Additional Technology to Support Distance Learning: This action was implemented to ensure that all students have a dedicated device with which to access distance learning. While all students are eligible to access a device, the action was principally directed towards students who did not already have a device and would not be able to obtain a device on their own. Similarly, the provision of additional technology, including hotspots or learning hubs on an as-needed basis, is being principally directed toward families and students who are not able to obtain this without support.

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

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

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

1. Stipends for teachers to provide tech support: This action is to provide site level support and find solutions for students and families who are experiencing problems with accessing daily instruction.
2. Virtual social emotional programs: This action is to help promote students' social and emotional competence and health and well-being in a virtual learning environment.
3. Purchasing new learning platforms: This action is to allow for students to have access to virtual individualized targeted support and interventions to mitigate learning loss.
4. Staff Professional Development: This action is focused on providing professional development to staff on social-emotional wellness, mental health, and COVID-19 related trauma.
5. Hiring additional teachers to mitigate learning loss and to allow for catch up learning.