

Plan de Continuidad y Asistencia del Aprendizaje 2020-2021 **BORRADOR**

[Información general](#)

[Participación de las partes interesadas](#)

[Continuidad del aprendizaje](#)

[Ofertas de instrucción en persona](#)

[Acciones relacionadas con las ofertas de instrucción en persona](#)

[Programa de aprendizaje a distancia](#)

[Continuidad de la instrucción](#)

[Acceso a dispositivos y conectividad](#)

[Participación y progreso de los alumnos](#)

[Funciones y responsabilidades del personal](#)

[Apoyos para Alumnos con necesidades únicas](#)

[Acciones relacionadas con el programa de aprendizaje a distancia](#)

[Pérdida de aprendizaje de los](#)

[alumnos Estrategias de pérdida de aprendizaje de los alumnos estrategias](#)

[Eficacia de las implementadas para la pérdida de aprendizaje de los alumnos](#)

[Acciones para abordar la pérdida de aprendizaje de los alumnos](#)

[Salud mental y bienestar social y emocional](#)

[Participación y extensión de los alumnos y la familia](#)

[Nutrición escolar](#)

[Acciones adicionales para implementar el plan de continuidad del aprendizaje](#)

[Servicios aumentados o mejorados para jóvenes de crianza temporal, aprendices de inglés y estudiantes de bajos ingresos](#)

[Descripciones obligatorias](#)

Plantilla del plan de continuidad y asistencia al aprendizaje (2020–21)

Las instrucciones para completar el Plan de asistencia y continuidad del aprendizaje están disponibles en <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Nombre de la agencia educativa local (LEA) Nombre	ycontacto	Correo electrónico y teléfono
Vaughn Next Century Learning Center	Fidel Ramirez cargo del Director ejecutivo	framirez@myvaughncharter.com (818) 896-7461 x.8009

Información general

[Una descripción del impacto que la pandemia COVID-19 ha tenido en la LEA y su comunidad.]

Vaughn Next Century Learning Center ("Vaughn"), ubicado en Pacoima, es un gran escuela pública urbana dentro del Distrito Escolar Unificado de Los Ángeles (LAUSD). Atendemos a una población de 3200 estudiantes en todos los grados de PreK-12. Nuestra población es 98.7% hispana o latina, nuestra población es 23.3% estudiantes de inglés y 97.6% son socioeconómicamente desfavorecidos. El 9% de nuestros estudiantes son personas sin hogar y el 6,9% de nuestros estudiantes son estudiantes con discapacidades. El impacto de la pandemia de Covid-19 en nuestra comunidad ha sido profundo. En el condado de Los Ángeles, un mayor número de solicitudes de beneficios de desempleo, cupones de alimentos y asistencia para la vivienda indica que nuestra comunidad en su conjunto está luchando y los impactos probablemente sean mucho peores en nuestra área, en la que muchos ya experimentan dificultades para asegurar los niveles básicos de vivienda, empleo y nutrición sin los factores de estrés adicionales de la pandemia. Es con esto en mente que hemos respondido a las necesidades de nuestros estudiantes, familias y comunidad durante esta pandemia. El Centro de aprendizaje Vaughn Next Century ha experimentado impactos significativos en nuestra escuela y comunidad como resultado de la pandemia Covid-19. El noreste del Valle de San Fernando tiene una de las tasas de infección por Covid-19 más altas en comparación con otras partes de la ciudad de Los Ángeles. Además, en todo momento, hemos tomado todas las precauciones necesarias para garantizar la seguridad y el bienestar de todas las partes interesadas, al mismo tiempo que mantenemos altos estándares de conexión, participación e instrucción en la medida de lo posible para cada fase del cierre de la escuela. Tomamos la decisión de cerrar las operaciones en persona a partir del 13 de marzo de 2020. En ese momento, no se sabía cuánto tiempo íbamos a estar cerrados; sin embargo, comenzamos a planificar un período de cierre de dos semanas. Preparamos paquetes de aprendizaje en casa que los estudiantes podrían completar como medida provisional. Nuestro personal de la cafetería se movilizó de inmediato para distribuir desayunos y almuerzos a nuestros estudiantes y familias durante el cierre y no hubo brecha en el servicio a nuestros estudiantes debido a las acciones rápidas de nuestro personal. Una vez que nos dimos cuenta de que el cierre se extendería más allá de la ventana de dos semanas, inmediatamente comenzamos a planificar el aprendizaje a distancia con

expectativas y componentes más sólidos. Los planes que implementamos y tenemos sobre los que leerá en este documento se desarrollaron en conjunto con las partes interesadas, la orientación de los funcionarios estatales y del condado y con un enfoque láser en las necesidades de nuestra comunidad.

Nuestros principios rectores en la vanguardia de nuestra toma de decisiones sobre la pandemia de COVID-19:

- Crear un espacio de aprendizaje físico y virtual seguro, saludable y de apoyo para estudiantes, profesores y familias.
- Equidad educativa y la creencia de que todos los estudiantes pueden triunfar.

Este plan ha evolucionado durante los últimos meses y anticipamos que seguirá evolucionando para responder a las necesidades de nuestros accionistas. En Vaughn estamos comprometidos a brindar la mejor educación para nuestros estudiantes mientras mantenemos los más altos estándares de seguridad.

El equipo de cumplimiento de COVID-19 de Vaughn incluye a las siguientes personas que son responsables de implementar y mantener las mejores prácticas en las áreas de:

Instalaciones: Peter Rios

Presupuesto y operaciones financieras y recursos humanos: Alex Simons

Servicios de nutrición: Frances Montoya

Servicios de salud: Martha Fonseca

Tecnología: Edgar Pelayo, Adrian García

Instrucción: Sadie Edemann, Heather Yoshioka e Ivette García

Participación de las partes interesadas

[Una descripción de los esfuerzos realizados para solicitar comentarios de las partes interesadas].

El LCAP 2020-21 del Vaughn Next Century Learning Center se ha basado en información cualitativa y datos cuantitativos recopilados directamente de múltiples grupos de interés representativos de la comunidad escolar.

Estudiantes:

En mayo de 2020, Vaughn se comprometió a implementar una encuesta sobre la experiencia de los estudiantes en todos los grados de secundaria 6-12. Los equipos administrativos y de currículo de toda la escuela de Vaughn desarrollaron preguntas de encuesta alineadas con áreas identificadas para el crecimiento y la reflexión. Además, la encuesta se diferenció para responder a cada grupo de edad objetivo

en el período de 6 a 12 años.

Durante el mes de mayo, la encuesta se administró en cada uno de los dos sitios exclusivos del campus secundario de Vaughn a través de un formulario de Google. Los estudiantes en los grados 6-12 utilizaron Chromebooks para acceder al documento de la encuesta. Este esfuerzo colectivo produjo una tasa de respuesta superior al 90% entre la población estudiantil. En el período intermedio entre el 1 de mayo y el 30 de mayo, los datos de respuesta de los estudiantes se recopilaron, analizaron y presentaron a los equipos administrativos y de currículo de Vaughn. En junio de 2020, todos los datos de respuesta de los estudiantes, incluido un informe de hallazgos clave, se presentaron a la Junta Directiva de Vaughn para su consideración y reflexión. Los datos y hallazgos antes mencionados fueron referenciados en múltiples puntos durante la creación del LCAP de este año.

Padres / Familias:

En marzo de 2020, Vaughn participó en un esfuerzo en toda la escuela para implementar una encuesta sobre la experiencia de los padres en todos los grados TK-12. Los equipos administrativos y de currículo de toda la escuela de Vaughn desarrollaron preguntas de encuesta alineadas con áreas identificadas para el crecimiento y la reflexión. En respuesta a las necesidades de nuestra diversa comunidad de padres, la encuesta se ofreció en formato digital y se tradujo al español. Las familias que necesiten apoyo para completar la encuesta de forma digital pueden llamar o visitar Vaughn Central para recibir ayuda individualizada.

El 22 de marzo de 2020, la encuesta se distribuyó digitalmente (formulario de Google) y se comercializó a través del sitio web de Vaughn NCLC, así como a través de comunicaciones por correo electrónico a todas las familias. Este esfuerzo colectivo produjo una tasa de respuesta de aproximadamente el 80% (promedio) en cada uno de los cinco campus únicos de Vaughn. El período intermedio entre el 22 de marzo y el 30 de abril se utilizó para recopilar y analizar los datos de respuesta combinados recopilados de las presentaciones en papel y en formato digital. En junio de 2020, todos los datos de respuesta a la encuesta de padres, incluido un informe de hallazgos clave, se presentaron a la Junta Directiva de Vaughn para su consideración y reflexión. Los datos y hallazgos antes mencionados fueron referenciados en múltiples puntos durante la creación del LCAP de este año.

Profesorado / Personal:

En enero de 2020, los equipos administrativos y de currículo de Vaughn trabajaron para desarrollar un instrumento de encuesta integral diseñado para recopilar comentarios tanto cualitativos como anecdóticos de las partes interesadas de los educadores. El instrumento de la encuesta se creó a través de un formulario de Google que pedía a los encuestados que ofrecieran comentarios directos en relación con las fortalezas, áreas de crecimiento y reflexión, y sugerencias / recomendaciones para acciones futuras en cada una de las siguientes áreas: a) Abordar las necesidades de los estudiantes de inglés b) Abordar las necesidades de los estudiantes con discapacidades c) Preparación para la carrera universitaria, competencia global y alfabetización digital d) Implementación de los estándares básicos comunes en ELA e)

Implementación de los estándares básicos comunes en matemáticas f) Mantener un programa educativo diverso y riguroso g) Involucrar a los padres y la comunidad h) Mantener un clima y una cultura escolar positivos.

El 11 de febrero de 2020, todos los miembros de la facultad de Vaughn participaron en la encuesta y se recopilaron más de 150 respuestas únicas (que representan más del 90% del personal certificado). En el período intermedio entre marzo y julio, esta fuente sustancial de retroalimentación narrativa se organizó en subgrupos de acuerdo con las categorías de encuesta antes mencionadas (ah). Todos los hallazgos se registraron a través de un formulario de Google compartido y se compartieron con la Junta Directiva de Vaughn en la siguiente reunión de la Junta. Esta retroalimentación de las partes interesadas, en particular, brindó información significativa sobre la efectividad de las iniciativas del programa y las implementaciones de personal que se han implementado en el año LCAP 2019-20, y la retroalimentación de la encuesta se ha incorporado en varios puntos a lo largo de la versión de este año.

Liderazgo escolar:

El equipo administrativo de Vaughn contribuyó significativamente a todos los aspectos del LCAP. En particular, el equipo administrativo de TK-12 fue consultado durante el otoño de 2019 con respecto a la implementación y el monitoreo de las acciones y los servicios implementados para respaldar los objetivos del LCAP y, en mayo de 2020, el equipo brindó comentarios directos, incluidos los requisitos actualizados, evaluación y comentarios relacionados con el programa, la dotación de personal y las actualizaciones de inscripción. El equipo administrativo es representativo de los cinco campus exclusivos de Vaughn NCLC, incluidos: a) Centro primario (director, coordinador de currículo, maestro principal) b) Primaria G3 (director, coordinador de currículo, maestro líder) c) Primaria superior (nivel de grado Coordinador, Coordinador de currículo) d) Escuela intermedia (Director, Coordinador de currículo) e) Escuela secundaria (Director, Coordinador de currículo) f) Oficina central (Director ejecutivo, Director de instrucción primaria, Director de instrucción secundaria, Director de servicios estudiantiles, Alimentos Director de Servicios, Director de Servicios Comerciales)

Junta Directiva:

La Junta Directiva de Vaughn recibió comentarios de la encuesta de estudiantes y padres y análisis / hallazgos clave asociados en agosto de 2019. En junio de 2020, los Directores de Instrucción de Vaughn presentaron a la Junta los hallazgos y análisis relacionados asociado con la encuesta de la facultad / personal. En septiembre de 2020, los directores de instrucción primaria y secundaria de Vaughn presentaron a la Junta el LCAP 2020-21 para su consideración y aprobación. La Junta de Vaughn hizo la moción para aprobar el LCAP para ser presentado a LACOE por el Director Ejecutivo de Vaughn en o antes de la fecha límite del 30 de septiembre de 2020. Además, se informó a la Junta que la versión final del LCAP se publicará en el sitio web de Vaughn dentro de 5 días. aprobación, así como difundida a todas las partes interesadas correspondientes.

[Una descripción de las opciones provistas para la participación remota en reuniones públicas y audiencias públicas.]

Todas las reuniones públicas y audiencias se comparten con anticipación con la comunidad VNCLC como se indica en la Ley Brown. Todas las familias, el personal, los maestros y las partes interesadas de la comunidad son notificadas de las reuniones y audiencias públicas a través de correo electrónico, publicaciones en el sitio web de nuestra escuela y llamadas telefónicas. Los individuos y las familias pueden conectarse con todas las reuniones virtualmente a través de Zoom o Google Meets. En estas llamadas, los participantes pueden llamar usando un teléfono fijo, un teléfono celular o su computadora. Los participantes pueden comunicarse mediante funciones de audio, ventana de chat o conferencias de audio y video.

[Un resumen de los comentarios proporcionados por grupos de partes interesadas específicos.]

Esta sección se completará una vez que hayamos recibido todos los comentarios de los grupos de partes interesadas.

[Una descripción de los aspectos del Plan de Continuidad del Aprendizaje y Asistencia que fueron influenciados por aportes específicos de las partes interesadas].

Esta sección se completará una vez que hayamos recibido todos los comentarios de las partes interesadas.

Continuidad del aprendizaje

Ofertas de instrucción en persona

[Una descripción de las acciones que la LEA tomará para ofrecer instrucción en el aula siempre que sea posible, particularmente para los estudiantes que han experimentado una pérdida significativa de aprendizaje debido al cierre de escuelas en el año escolar 2019-2020 o están en un mayor riesgo de experimentar pérdida de aprendizaje debido al cierre de escuelas en el futuro.]

Para el propósito de esta guía, los directores de instrucción de Vaughn y el equipo de administración del sitio escolar han creado un concepto de programación que satisface las necesidades y circunstancias únicas de nuestra comunidad de Vaughn basado en retroalimentación de todas las partes interesadas. Mientras Vaughn continúa planificando modelos de reingreso, Vaughn deberá seguir adaptándose a las necesidades de nuestros estudiantes. Podemos anticipar que el aprendizaje virtual / a distancia continuará de alguna manera durante el semestre de otoño de 2020. Esto puede incluir interactuar a través del uso de una computadora, así como brindar instrucción y tiempo de registro con sus maestros en el sitio. Vaughn espera continuar la instrucción a partir de la semana del 5 de agosto. Imaginamos un año histórico juntos ya que la misión y la visión de Vaughn continúan sirviendo como nuestra base.

El comité de reingreso de Vaughn ha seleccionado una combinación de los modelos a continuación según las necesidades de nuestra escuela y comunidad.

Aprendizaje a distancia: el aprendizaje a distancia se produce cuando el alumno y el instructor, o la fuente de información, están separados por tiempo y distancia y, por lo tanto, no pueden reunirse en un aula física tradicional.

Aprendizaje híbrido: el aprendizaje se produce tanto en el aula de asesoramiento (u otro espacio físico) como a través del aprendizaje a distancia.

Cara a cara: el profesor de contenido y el alumno se reúnen físicamente en un lugar establecido durante un tiempo establecido para el aprendizaje individual o, más comúnmente, en lecciones grupales en el aula con distanciamiento social y medidas de salud y seguridad establecidas.

Vaughn ha adoptado un plan de reingreso de cuatro fases en alineación con las pautas locales, estatales y federales que rodean al COVID-19. Para todas las fases, brindaremos apoyo y opciones para las familias que necesitan recursos y estrategias de aprendizaje adicionales. Según los comentarios del gobierno, la instrucción en grupos pequeños y socialmente distanciada tiene la capacidad de ocurrir durante todas las fases en apoyo de los estudiantes que están en riesgo de experimentar una pérdida de aprendizaje debido a futuros cierres de escuelas.

Plan de reingreso Fase 1: aprendizaje a distancia

(hasta que las medidas de seguridad determinen que estamos listos para pasar a la fase 2)

Modelo de aprendizaje a distancia: los estudiantes participarán en el aprendizaje en línea de lunes a viernes a través de Google Classroom.

Los maestros utilizarán los siguientes recursos para ayudar a facilitar el aprendizaje en línea a través de:

- Google Classroom para todos los cursos de nuestros estudiantes.
- Correo electrónico del estudiante y comunicación Aeries para la comunicación estudiante / familia / maestro.
- Google Meet y Zoom para videoconferencias, grupos de discusión de estudiantes y otro trabajo colaborativo.
- Recursos específicos del programa: McGraw-Hill ConnectEd for Wonders ELA, IMPACT HSS y StudySync, HMH Think Central, TWIG Online Platform, Carnegie (edulastic / mathia), libros de texto digitales, Lexia, System 44, English 3D, Scholastic Reading Inventory, Scholastic Reading Counts, BrainPop, BrainPop Jr., Dreambox, Reading Rangers, etc.
- Herramientas / plataformas en línea: como Youtube, Khan Academy, Study.com, EdPuzzle, Screencastify, etc.

Pautas y expectativas para toda la escuela Vaughn:

Todos los maestros podrán para:

- Realizar todas las tareas (enseñar, evaluar, proporcionar intervenciones, comunicarse con los estudiantes y los padres, participar en colaboración con colegas, participar en el desarrollo profesional, planificar la instrucción y cualquier otra actividad relacionada con la descripción del trabajo de los maestros) durante sus horas normales de trabajo.
- Proporcionar nueva instrucción a través de una combinación de formatos sincrónicos y asincrónicos diariamente durante 240 minutos siguiendo el horario académico delineado por su campus. Para la mayoría de los campus, esta instrucción se llevará a cabo entre las 7:30 am y las 1:00 pm.
 - diaria **sincrónica** Instrucciónse requiere MF, sin embargo, **la longitud y la estructura de las sesiones serán determinados por el nivel de desarrollo del estudiante**
 - Cualquier **asíncrona** instrucciónque se produce además de la sincronizada, debe ser planificada para satisfacer los minutos 240 basado en el valor del tiempo de trabajo realizado por el estudiante
- Colabore, participe en reuniones de personal y participe en PD los viernes después de los registros de la mañana. **Los maestros participarán en Zoom / Google Meets con video y audio durante todas las reuniones.**

Definiciones:

Sincrónico: el aprendizaje es el tipo de aprendizaje que ocurre en tiempo real (puede ser presencial a través de Zoom). Esto significa que usted, sus estudiantes y sus colegas interactúan en un lugar virtual específico, a través de un medio en línea específico, en un momento específico.

Asincrónico: el aprendizaje ocurre cuando los estudiantes aprenden el mismo material en diferentes momentos y lugares. El aprendizaje asincrónico es opuesto al aprendizaje sincrónico donde los estudiantes aprenden al mismo tiempo mediante actividades como asistir a una conferencia o laboratorio o llamada de Zoom en un momento predeterminado.

Plan de reingreso Etapa 2:

(Hasta que las medidas de seguridad determinen que estamos listos para pasar a la etapa 3)

Opción 1: Modelo de aprendizaje híbrido: El aprendizaje híbrido se produce tanto en el aula como a distancia para todos los estudiantes que necesitan apoyo. Los estudiantes pueden optar por un estudio virtual, si no se sienten seguros participando en la instrucción en el aula o si tienen problemas de salud. Hasta el 50% de los estudiantes estarán en el campus en cualquier momento dado y los estudiantes asistirán hasta 2 días completos de instrucción presencial en el sitio con 3 o más días de aprendizaje virtual fuera del sitio. Seguirá habiendo restricciones de distanciamiento social y de salud basadas en las pautas del gobierno local, estatal y federal.

Opción 2: Modelo de aprendizaje a distancia: los estudiantes que forman parte del Programa de aprendizaje virtual de Vaughn participarán en el aprendizaje en línea y tendrán la oportunidad de asistir al lugar siguiendo las pautas de distanciamiento social. La participación en la Opción 2 se basará en la encuesta familiar y el interés familiar.

Plan de reingreso Etapa 3:

(Hasta que las medidas de seguridad determinen que estamos listos para pasar a la etapa 4)

Opción 1: Modelo de aprendizaje híbrido: El aprendizaje híbrido se produce tanto en el aula como a distancia para todos los estudiantes que necesitan apoyo. Los estudiantes pueden optar por un estudio virtual, si no se sienten seguros participando en la instrucción en el aula o si tienen problemas de salud. Hasta el 100% de los estudiantes estarán en el campus en cualquier momento y los estudiantes asistirán hasta 4 días completos de instrucción presencial en el sitio con 1 o más días de aprendizaje virtual fuera del sitio. Seguirá habiendo restricciones de distanciamiento social y de salud basadas en las pautas del gobierno local, estatal y federal.

Opción 2: Modelo de aprendizaje a distancia: los estudiantes que forman parte del Programa de aprendizaje virtual de Vaughn participarán en el aprendizaje en línea y tendrán la oportunidad de asistir al lugar siguiendo las pautas de distanciamiento social. La participación en la Opción 2 se basará en la encuesta familiar y el interés familiar.

Plan de reingreso Etapa 4:

(Hasta que las medidas de seguridad determinen que estamos listos para pasar a la etapa 4) La

etapa 4 es un regreso completo a la instrucción presencial con todas las restricciones de salud / seguridad bajo COVID-19 eliminadas.

Hemos realizado una encuesta inicial con una evaluación de las necesidades en las áreas de apoyo educativo que pueden ser necesarias para garantizar que todos los estudiantes puedan acceder al aprendizaje y prosperar. Hemos recopilado datos que para nuestras familias con estudiantes más jóvenes necesitaremos abordar las habilidades tecnológicas de los padres si necesitamos continuar con un entorno de aprendizaje virtual en el otoño. Nuestros padres son nuestros socios en todos los aspectos de nuestro programa y aún más ahora con el cierre actual, por lo que es imperativo que apoyemos sus necesidades para que puedan apoyar mejor a sus estudiantes. También reconocemos que nuestros estudiantes experimentarán una pérdida de aprendizaje potencialmente significativa durante el tiempo de cierre a pesar de nuestros mejores esfuerzos para involucrar y mantener la continuidad del aprendizaje. En respuesta a esto, participaremos en múltiples tareas que ayudarán a nuestros maestros y personal a encontrar mejor a nuestros estudiantes donde se encuentran y al mismo tiempo acelerar el aprendizaje de los estándares de nivel de grado. Primero, involucraremos a los equipos de maestros en el proceso de identificar los estándares esenciales para su nivel de grado y / o contenido. Sabemos que nuestro tiempo se reducirá hasta cierto punto en el próximo año escolar y tendremos que ser intencionales sobre el contenido que elegimos cubrir e identificar los estándares esenciales es el primer paso en este proceso. En segundo lugar, les pediremos a los maestros que identifiquen qué estándares creen que su clase anterior puede tener las mayores brechas. Esta información se comunicará al nivel de grado subsiguiente a través de la articulación que

permite la intencionalidad de la espiral y el énfasis en las habilidades donde es probable que los estudiantes necesiten refuerzo. Además, estaremos planificando bloques de intervención de 30 minutos en el horario en el nivel de primaria, lo que permitirá cubrir el contenido del nivel de grado y corregir o acelerar para todos los estudiantes durante el día escolar, ya sea en nuestros edificios escolares o virtualmente. La secundaria brindará apoyo de enseñanza conjunta e intervenciones después de la escuela para apoyar la remediación del Nivel 2.

SALUD Y SEGURIDAD

La salud y seguridad de los estudiantes y el personal de Vaughn es la máxima prioridad cuando se decide reabrir físicamente los campus escolares para el uso del personal, los estudiantes y otros. Vaughn trabajará en colaboración con sus funcionarios de salud locales para decidir reabrir de manera segura. Por recomendación de los Centros para el Control y la Prevención de Enfermedades (CDC), el Departamento de Educación de California (CDE) actualmente exige que todo el personal y los estudiantes usen cubiertas faciales de tela o protectores faciales mientras estén en la escuela y mantengan un mínimo de 6 pies de distancia física de unos a otros en todo momento.

Los protocolos de Vaughn se desarrollaron siguiendo las recomendaciones y la orientación de los Departamentos de Salud Pública de los condados de California y Los Ángeles (CDPH / LADPH) y la División de Seguridad y Salud Ocupacional de California. Los protocolos de reapertura y cierre de Vaughn se basarán en las tendencias de enfermedades locales y se modificarán según sea necesario para reflejar las directivas recibidas del estado y del Departamento de Salud Pública del Condado de Los Ángeles.

La planificación del distrito para mitigar el riesgo de transmisión entre estudiantes, personal y otros miembros de la comunidad mientras se encuentran en el campus incluye, entre otros, una variedad de protocolos de distanciamiento físico, acciones relacionadas con las instalaciones y procedimientos de desinfección.

Las medidas clave incluyen:

Ingresar a los campus

1. Detección pasiva: el personal y los padres deben autoevaluarse a sí mismos y / o a sus estudiantes antes de irse al trabajo o la escuela (verifique la temperatura para asegurarse de que esté por debajo de 100.4 grados Fahrenheit y observe los síntomas descritos por el público funcionarios de salud. Para los niños de 3 a 10 años de edad, la temperatura es inferior a 99.4 grados Fahrenheit. El personal, los padres y los estudiantes deben permanecer en casa si tienen síntomas consistentes con COVID-19 o si han tenido contacto cercano con una persona diagnosticada con COVID-19 Prueba de
2. Detección activa: al llegar al campus, todo el personal tendrá una revisión de salud diaria y controles de temperatura realizados por un evaluador asignado. La revisión de salud de bienestar incluirá preguntas relacionadas con los síntomas de COVID-19 dentro de las últimas 24 horas y si alguien en el hogar del empleado ha tenido síntomas de COVID-19 o una prueba positiva. Es responsabilidad de todo el personal registrarse y hacerse un examen diario antes de comenzar a trabajar. Padres, estudiantes , y a

los visitantes durante la inscripción, orientación u otros asuntos en la escuela se les harán preguntas de bienestar y solo se les controlará la temperatura si permanecen en el campus por más de 15 minutos.

Higiene Lavado de manos

1. Se alienta al personal a cumplir con la recomendación de frecuencia de lavado de manos.
2. Se pondrán a disposición suficientes estaciones para lavarse las manos y desinfectar en todos los campus para minimizar el movimiento y las congregaciones en los baños en la medida de lo posible
3. El desinfectante de manos (con un mínimo de 60 por ciento de alcohol) está disponible y supervisado cerca o en todas las entradas y estaciones de trabajo . Los niños menores de nueve años deben usar desinfectante de manos bajo la supervisión de un adulto. Llame a Control de Envenenamiento si se consume: 1-800-222-1222

Nota: El lavado de manos frecuente es más efectivo que el uso de desinfectantes para manos.

1. El personal y los estudiantes recibirán orientación y capacitación sobre las técnicas adecuadas para lavarse las manos, incluidas las siguientes:
 2. Frote con jabón durante al menos 20 segundos o use desinfectante para manos si el agua y el jabón no están disponibles. El personal y los estudiantes deben usar toallas de papel (o toallas de tela de un solo uso) para secarse bien las manos.
 3. Lávese las manos cuando: llegue y salga de casa; llegar y salir de la escuela; después de tener un contacto cercano con otros; después de usar superficies o equipos compartidos; antes y después de ir al baño; después de sonarse la nariz, toser y estornudar; después de jugar al aire libre y antes y después de comer y preparar alimentos.
 - a. Use un pañuelo para limpiarse la nariz y toser y estornudar dentro del pañuelo.
 - si. No toque la cara ni la cubierta facial.

Equipo de protección

1. Se requiere que todo el personal y los estudiantes se cubran la cara mientras estén en la escuela / trabajo y recibir orientación sobre el uso, remoción y lavado adecuados de las cubiertas faciales de tela.

Nota: El personal recibirá al menos una cubierta de tela para la cara sin costo alguno; los estudiantes recibirán dos cubiertas faciales de tela.

2. Se considerarán adaptaciones razonables, como un protector facial con una cortina de tela pegada a la parte inferior y metido en una camisa, en situaciones limitadas en las que se determine que la exclusión es apropiada.
3. Las cubiertas faciales de tela están diseñadas para proteger a otras personas en los casos en que el usuario está infectado sin saberlo (muchas personas portan COVID-19 pero no tienen síntomas). Las cubiertas faciales de tela no son máscaras quirúrgicas, respiradores ni equipo de protección personal.

Equipo de protección para el personal

1. Según lo recomendado por los CDC, todo el personal debe usar cubiertas para la cara. Según la guía del CDPH, los maestros pueden usar protectores faciales, que permiten a los estudiantes ver sus rostros y evitar posibles barreras a la instrucción fonológica.
2. Se pondrán a disposición máscaras desechables si el empleado o el estudiante olvida las suyas o no tiene una cubierta facial limpia disponible.
3. Se proporcionará equipo de protección según corresponda para las asignaciones de trabajo.

Equipo de protección para estudiantes

1. Se requiere que todos los estudiantes mayores de 2 años usen cubiertas de tela para la cara, especialmente en circunstancias en las que no se puede mantener la distancia física. Se identificarán e implementarán consideraciones de adaptación y / o alternativas para los estudiantes con necesidades especiales que puedan experimentar desafíos al usar máscaras.

Distanciamiento

físico Los requisitos de distanciamiento físico se cumplirán en todas las instalaciones escolares para mantener la salud y seguridad de todos los estudiantes y el personal.

1. La cantidad de personas en todos los espacios del campus se limitará a la cantidad que se pueda acomodar razonablemente mientras se mantiene una distancia mínima de 6 pies entre las personas.
2. De acuerdo con la guía de CDC y CDPH, los escritorios están separados por un mínimo de 6 pies y están dispuestos de manera que se minimice el contacto cara a cara. Si es necesario, se utilizarán otros espacios del campus para actividades de instrucción (por ejemplo, gimnasios, auditorios, al aire libre, cafeterías).

Personal

1. El plan para asegurar el distanciamiento físico para reducir la propagación del virus entre el personal en el ambiente de trabajo incluye:
 2. Evitar la congregación del personal en oficinas, salas de descanso, salas de personal y baños
 3. Evitar agrupar al personal para capacitación o personal desarrollo. La capacitación se llevará a cabo de manera virtual o, si es en persona, se asegurará de que se mantenga el distanciamiento.
 4. Ajustar los horarios del personal para acomodar la realización necesaria de las tareas.
 5. De acuerdo con las regulaciones y guías de Cal / OSHA, todos los espacios de trabajo deben ser evaluados para asegurar que los empleados puedan mantener la distancia física en la medida de lo posible.
 6. Siempre que sea posible, reorganice los espacios de trabajo para incorporar un mínimo de 6 pies entre empleado y empleado, o entre empleados con estudiantes o estudiantes con estudiantes.

7. Si la distancia física entre los espacios de trabajo o entre los empleados y los estudiantes y visitantes no es posible, agregue barreras físicas a los espacios de trabajo separados.

Limpieza y desinfección

Vaughn cumplirá y cumplirá con todas las normas de limpieza y desinfección en las instalaciones escolares antes de reabrir y durante el año escolar.

1. De acuerdo con la guía de los CDC, el personal y los estudiantes deben evitar compartir dispositivos electrónicos, herramientas de escritorio, libros, juguetes y otros juegos o ayudas para el aprendizaje.
2. Limite los animales de peluche y cualquier otro objeto que sea difícil de limpiar y desinfectar.
3. De acuerdo con la guía de los CDC y del Departamento de Regulación de Pesticidas de California (CDPR), Vaughn empleará un plan de limpieza / desinfección que incluye:
4. Los productos desinfectantes utilizados son los aprobados para su uso contra COVID-1 en la Agencia de Protección Ambiental (EPA) lista.
5. Se siguen las instrucciones del producto y la aplicación segura y correcta de desinfectantes utilizando el equipo de protección personal y la ventilación recomendada para la limpieza.
 - a. Las superficies se desinfectan entre usos tales como:
 - i. Escritorios y mesas
 - ii. Sillas
 - iii. Teclados, teléfonos, auriculares, fotocopiadoras
 - b. Desinfección diaria de superficies de alto contacto como:
 - i. Manijas de las puertas
 - ii. Pasamanos
 - iii. Fuentes para beber
 - iv. Manijas del lavabo
 - v. Superficies de los baños
 - vi. Equipo del patio de recreo

6. Las áreas utilizadas por cualquier individuo enfermo identificado se cierran y no se utilizan hasta que se realizan la limpieza y desinfección. Para reducir el riesgo de exposición, espere 24 horas antes de limpiar y desinfectar. Si no es posible esperar 24 horas, espere el mayor tiempo posible.

Planifique una circulación de aire exterior adecuada

1. De acuerdo con la guía de los CDC, aumente la circulación del aire exterior tanto como sea posible abriendo ventanas y puertas y otros métodos. No abra las ventanas y puertas si hacerlo representa un riesgo para la seguridad o la salud del personal o de los niños que usan las instalaciones (por ejemplo, permitiendo la entrada de polen o agravando el asma). Los filtros recomendados con clasificaciones específicas se utilizarán para maximizar la filtración de aire central para los sistemas de calefacción, ventilación y aire acondicionado (HVAC).

Preocupaciones

de los empleados La información de empleo relacionada con COVID-19, la capacitación y otras inquietudes y recursos relacionados se proporcionarán en un documento separado por RR.HH.

Comunicación con estudiantes, padres, empleados, funcionarios de salud pública y la comunidad

1. Comunicación al personal, estudiantes y Los padres sobre nuevos protocolos e información relacionada con COVID-19 incluirán:
 - a. Uso adecuado de EPP
 - b. Protocolos de limpieza y desinfección
 - c. Prevención de transmisión
 - d. Pautas para las familias sobre cuándo mantener a los estudiantes en casa fuera de la escuela.
 - mi. Sistemas de autoinforme de síntomas
 - f. Criterios para reabrir / cerrar escuelas según lo indique el estado y LADPH.
2. Protocolos de comunicación cuando la escuela tenga un caso COVID-19 positivo incluido.
3. The school's role in documenting, reporting, tracking, and tracing infections in coordination with public health officials.
4. The legal responsibilities and privacy rights for communicating about cases of the virus
5. Sharing guidance to parents, teachers, and staff reminding them of the importance of community physical distancing measures while a school is closed.

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

Description	Total Funds	Contributing
Personal Protective Equipment: Face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and family entering schools sites and staff working in the community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol.	TBD	Y
Health Materials: Additional Thermometers to screen student temperature and additional supplies to respond to students who display any signs of illness.	TBD	Y
Disinfecting Materials: Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks.	TBD	Y
Signage, Posters, and Floor Decals: Visual cues throughout school sites to maximize social distancing. Cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing protocols.	TBD	Y
2 Directors of Instruction: In an effort to effectively distribute responsibility for the alignment, monitoring, and guidance of the TK-12 instruction program, has two distinct positions, the Director of Elementary Instruction and the Director of Secondary Instruction. Both Directors provide oversight to Vaughn's EL Coordinator, and they collaborate to provide collective technical support and strategic guidance to Vaughns campus Directors, Curriculum Coordinators, and Lead Teachers relative to the direction of actions and services to support English Language Learners.	TBD	Y
1 Behavior Intervention Lead: The Behavior Intervention Lead will provide guidance and oversight to Vaughn's school-wide behavior support team and will contribute to the implementation of TK-12 PBIS efforts across all campuses.	TBD	Y
1 College Advisor: The college adviser provides student support relative to AG course scheduling, college/career presentations and information sessions, college tours, college finance (FAFSA) application assistance, assistance with college applications, internship outreach for career pathways, and registration of students in community college courses offered on campus.	TBD	Y
1 College/Career Counselor: In order to expand support for Vaughn robust selection of college/career pathway programs and CTE courses, enrichment courses, and to focus on timely, targeted feedback to support student learning and to support student's navigation through the transition from Vaughn to college and career. The College/Career Counselor will work in collaboration with high school leadership to foster the continued development of dual enrollment and articulation efforts with local community colleges and university programs, to develop internship and work based learning opportunities for students (in particular students enrolled in CTE pathway programs), to contribute to the management and acquisition of funding/grants to support college/career programs, and to promote AG completion and college/career readiness for all Vaughn students.	TBD	Y
Upper Elementary Curriculum Coordinator: The Upper Elementary Curriculum Coordinator will work to support	TBD	Y

the implementation of curriculum and instructional programs at grades 4-5 (upper elementary campus).		
3 Teacher Leads: The teacher leads promote the alignment and articulation of the school-wide instructional program, work to coordinate efforts to provide professional development for teachers addressing CCSS implementation in all content areas, SBAC and other internal formative measures, and they directly support teachers with classroom observations and feedback.	TBD	Y
2 Resource Teacher Leads: The resource teacher leads promote the alignment and articulation of the school-wide resource program in conjunction with the director of student support services, they coordinate efforts to provide professional development for resource teachers, provide coaching, and support the IEP process.	TBD	
6 Intervention Teachers (Part Time): The intervention teacher is integral to the school's RTI model and works to directly support students most in need of intensive remediation, development, and/or support in literacy and numeracy, among other academic needs.	TBD	Y
1 Middle School Physical Education Teacher: The PE teacher supports the "whole student" to promote physical and mental wellness and collaborates with families and the community to reduce common sources of stress experienced by students.	TBD	Y
CSR (Class Size Reduction) 18 Teachers: Vaughn has worked to reduce class size across grade levels as a means of promoting timely, targeted feedback to aid student learning, to provide additional opportunities for students to engage in both core and elective courses, and to provide additional student support in literacy and numeracy.	TBD	Y
1 Middle School Dean: The middle school dean supports the development and implementation of restorative practices, the school-wide Positive Behavior Support Plan, and promotes a positive and inclusive school culture and climate.	TBD	Y
2 Middle School Counselors: The middle school counselor provides social-emotional guidance and support for students and coordinates regularly with outside agencies to ensure access to appropriate interventions, support mechanisms, and programs as needed.	TBD	Y
1 Elementary Counselor: The elementary counselor provides social-emotional guidance and support for students and coordinates regularly with outside agencies to ensure access to appropriate interventions, support mechanisms, and programs as needed.	TBD	Y
2 Data Personnel (Full Time), CALPADS: The data personnel maintain the school-wide Student Information System and manage the timely and accurate reporting of CALPADS data (Graduation Rate, AG Course Completion, etc.). These individuals collaborate with school-site administration and faculty to provide periodic reports addressing graduation requirements and "on-track" graduation status for high-school students.	TBD	Y
2 IT Specialists (Full Time): The IT specialists support technology needs for the implementation of school-wide assessments, and they actively coordinate with IT assistants, faculty, and administration to service instructional technology.	TBD	Y

1 School Psychologist: The school psychologist serves as a member of the mental health team and will assist with the development of effective student behavior support plans, with the development and implementation of restorative practices, and will support/promote the school-wide Positive Behavior Support Plan.	TBD	Y
1 Psych. Assistant: The Psychologist Assistant works in collaboration with Vaughn's school-Psych. team and supports efforts to provide mental health services for all students in grades TK-12.	TBD	Y
1 Restorative Justice Coordinator: The Restorative Justice Coordinator will work in conjunction with the high school leadership team to promote restorative approaches to student discipline and will work with the faculty, staff, and students to consistently build a positive school climate and culture.	TBD	Y
4 Security Staff: The security staff support and maintain a safe school environment.	TBD	Y
6 IT Assistants: The IT assistants provide service and support relative to instructional technology, including the maintenance of software and hardware systems that support the core instructional program, school-wide assessment platforms, and daily teaching and learning.	TBD	Y
6 Enrichment: The enrichment assistants support students and teacher technology needs and enrichment, including the preparation, monitoring, and implementation of digital assessments (SBAC, SRI, Illuminate, etc.). In addition, enrichment assistants are deployed to assist with the implementation of Arts and STEAM oriented supplemental and core programs.	TBD	Y
6 Nurse Assistants: The nurse assistants promote the health and well-being of all students, contribute to efforts designed to ensure that Vaughn maintains a high attendance rate, and work to make certain that students are able to maximize instructional time.	TBD	Y
1 Nurse: The nurse promotes the health and well-being of all students, contributes to efforts designed to ensure that Vaughn maintains a high attendance rate, and works to make certain that students are able to maximize instructional time. Nurse serves as a resource for developing health and safety protocols surrounding safe school opening.	TBD	Y
10 Teacher Assistants (TK/K): The teacher assistants support growth and development in literacy at the TK/K levels of early and primary education.	TBD	Y
1 Case Manager: The case manager serves an integral role in the SSPT (Student Study Progress Team) process and coordinates regularly with faculty, staff, and families to support the implementation of the MTSS/RTI model.	TBD	Y
2 Case Manager Assistants: The case manager assistants support the case manager in the SSPT (Student Study Progress Team) process and, including coordination with families to ensure implementation of the RTI model.	TBD	Y
7 Behavior Assistants: The behavior assistants support the efforts of the Students Support Services team, promote restorative practices, and encourage a positive school culture and climate.	TBD	Y
2 Counselor Assistants: The counselor assistants support the elementary counseling team, who provide social emotional guidance for students, and they consistently communicate and collaborate with outside agencies to	TBD	Y

ensure access to appropriate interventions, support mechanisms, and programs as needed.		
Staff Development: Staff Development to support faculty and staff in the service of Vaughn students. Staff development to target areas related to virtual learning, differentiation of instruction, serving English Language Learners, and authentic assessment, formative assessment, integration of technology for multi-modal instruction, etc.	\$100,000	Y
Assessment System (Illuminate): Illuminate serves as an interim assessment platform that allows for measurement of a students progress towards grade level mastery. Illuminate provides data around how students have performed in relationship to grade level standards allowing teachers to plan for reteach and to adjust core instruction accordingly.	\$28,025	Y
Assessment System (iReady): iReady Diagnostic serves as one of several additional measures (SRI, etc.) to identify students in need of literacy intervention(s) and to monitor the progress and growth of English Learners in ELA and Mathematics.	TBD	Y
Technology/Equipment: Technology and equipment to support infrastructure, internet access, access to digital/standards aligned instructional materials and assessments. Additionally technology for teachers to effectively deliver distance learning instruction such as monitors, document cameras, cell phones, computer devices are included.	\$400,000	Y
Supplies: Instructional, Maintenance, and Custodial supplies to support the instructional program and the daily operations of the school.	\$300,000	Y
Maintenance: Funding to support the maintenance of facilities critical to student learning.	\$300,000	Y
1 Operations Manager: The Operations Manager will monitor the overall quality of operations performance and customer service at all Vaughn school sites. They will create, implement, and manage the school's emergency response processes, ensure compliance with health and safety laws and implement structures that ensure a safe return to school.	TBD	Y
Behavior Consultant Services : Vaughn leverages the services of STAR of California and Therapy Travelers to provide on site behavior support, guidance for faculty and staff relative to Positive Behavior Support, and specialized services for students most in need of intensive behavior support.	\$150,000	
1 Director of Business Services: The DBS will ensure that new teachers hired at Vaughn possess the required documentation and credential(s) to serve as highly qualified educators. In addition, the assets manager will monitor and maintain records related to certificated personnel and the appropriate assignment of teachers.	TBD	Y
Summer Intersession: The Summer Intersession is designed to support students with opportunities for credit recovery, academic remediation, enrichment and acceleration.	\$60,000	

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.]

At each school site, we are planning schedules to differentiate scaffolding for all subgroups of students. Each site is offering small groups support for ELs, students with IEPs and students in need of additional supports to access learning. Additionally, staggered schedules in some cases will support co-teaching models and additional individuals in each classroom to support small groups of students. There are additional intervention periods that will be offered so that subgroups are supported and individuals unable to come to campus will have synchronous virtual learning opportunities off site.

We have conducted an initial survey with a needs assessment in the areas of instructional support that may be needed in order to ensure that all students are able to access learning and thrive. We have gathered data that for our families with younger students we will need to address the parents' technological skills during our current virtual learning environment in the Fall. Our parents are our partners in all aspects of our program and even more so now with the current closure so it is imperative that we support their needs so that they can better support their students. We also recognize that our students will experience potentially significant learning loss during the time of closure despite our best efforts to engage and keep the continuity of learning. In response to this we will be engaging in multiple tasks that will support our teachers and staff to better meet our students where they are while still accelerating learning of grade level standards. We will first engage teacher teams in the process of identifying essential standards for their grade level and or content. We know that our time will be reduced to some degree in the upcoming school year and we will have to be intentional about the content that we choose to cover and identifying essential standards is the first step in this process. Secondly, we will ask teachers to identify which standards they feel their previous class may have the biggest gaps. This information will be communicated to the subsequent grade level through articulation allowing for intentionality of spiraling and emphasis on skills where students are likely to need reinforcement. Additionally, we will be planning 30 minute intervention blocks into the schedule at the elementary level allowing for grade level content to be covered and for remediation and or acceleration for all students within the school day whether it be in our school buildings or virtually. Secondary will be providing co-teaching support and afterschool interventions to support Tier 2 remediation.

Feedback from our staff regarding their professional learning needs is integral to the success of our program for this school year. We have conducted a teacher/leader/support staff survey already and have received guidance from these stakeholders as to what they feel would help them develop and deliver the best instruction to our students. Many requests for additional support with our G Suite tools such as Google Classroom and Google Drive were noted along with increased training around engagement strategies with virtual learning, SEL strategies, and additional tools such as SKIES and CLEVER. We intend on conducting further surveys that allow us to gauge our teachers, staff, and leaders needs. Additionally, we will continue to dialogue with stakeholders during staff meetings, team meetings, and committees in order to provide responsive professional development. Professional learning will be provided in a virtual format until which time we are

able to gather larger groups of teachers. Choice boards will be used to allow teachers and staff to access professional learning that is highly aligned with their personal learning goals.

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.]

Vaughn is currently providing 1:1 devices for all Vaughn students from TK-12 grade. We provide training and resources such as video links for parents in order to assist them in supporting their students with technology usage and to further their own comfort level with technology. Additionally, all teachers support families with technology support as needed.

Vaughn's IT team provides support virtually as well as over the phone to all individuals with questions and needs. Families and staff needing 1:1 support can additionally visit our Family and Community Center for face-to-face assistance. All students have access to Chromebooks at a 1:1 ratio and all families have access to Wifi Hotspots as needed for internet connection. Students also are able to use personal headphones that Vaughn has provided to each individual. Across our campuses, teachers and site admin have additionally made adjustments for virtual classrooms and instructional support. Some campuses have hosted Zoom meetings for parents to share updates and training and at every site students are able to connect with their teacher for individualized assistance and help with all assignments.

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.]

Vaughn NCLC has developed a system in order to assess pupil progress through live contacts and synchronous instruction in combination with asynchronous learning opportunities. Teachers/Grade levels will submit weekly lesson plans to the site leader determined by the leadership team (if the grade level is working together to plan and create lessons then only lesson plans for the grade will need to be submitted). Verification of time value of assignments will be required on a weekly basis and lesson plans need to clearly indicate the time value of assignments that are noted as asynchronous portions of the day. Teachers will be responsible for assigning the time value of asynchronous learning assignments and will verify this using the weekly engagement log. Teachers will track weekly student engagement through a log verifying instructional minutes provided either synchronously or asynchronously.

In addition, we have developed a robust system to track attendance and participation levels for students using our Aeries SIS system. This will allow us to monitor engagement and attendance across our system which then provides us the data to strengthen our ability to individualize services and match supports to students who may be disengaged or absent from learning. Teachers will input initial attendance to be taken by 9 am daily (ML-9:20 am). Automated attendance calls will be made at 9:15 am (ML- 9:20 am) if a student was marked Absent to notify parents their child has been marked absent due to non-participation. Secondary teachers will take attendance for each period. Teachers will revise daily attendance by 4 pm daily if a student participates after the initial attendance window. Attendance notes will be

used to document any communicated reason for absence or non-participation. Secondary teachers will revise attendance for all periods other than advisory by 4 pm daily if a student participates after the initial attendance window. Attendance notes will be used to document any communicated reason for absence or non-participation. We have developed a rubric system to monitor student participation levels. Code 4 indicates that a student participated to the fullest extent. (ex. Student was present in live sessions and fully participated in sync and async assignments). Code 3 indicates that a student completed the minimal daily participation expectation (completed assignments despite technology issues). Code 2 indicates that a student completed minimal work or participation was evident but not adequate and/or students missed more than ½ of class/day. Code 1 would also be used if the minimum level of communication occurred for example a parent or student has communicated with the teacher through an email or phone call.

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.]

Vaughn NCLC recognizes the importance of quality professional development especially during these times where our system has undergone significant transition from in-person to virtual.

First and foremost, we have taken steps to foster our staff relationships and will continue to do so throughout the year. We held our annual staff retreat virtually through video conferencing and this allowed for opportunities to connect and engage in team building. We additionally, have included check-ins and opportunities for mindfulness practices at the beginning of meetings and professional learning sessions. We will be offering optional opportunities for staff to participate in virtual activities such as Yoga, Meditation etc.

During the Spring of 2019 we conducted staff surveys that gave us valuable information regarding the needs of our teachers in regards to professional learning. Many indicated that they needed further exposure to the Google Suite of tools and distance learning strategies. In response to this we were able to offer optional professional development opportunities during the summer for those that chose to participate. These included providing stipends for achieving Google Level 1 or 2 Certifications and stipends for participating in ISTE Summer Learning Academy which featured topics relevant to virtual instruction. Additionally, during our summer retreat we had sessions centered around Google Classroom usage and best practices for synchronous and asynchronous instruction. Furthermore, during our retreat we covered the expectations for our distance learning program in regards to required components and best practices. Throughout the 20-21 School Year we will engage in professional development that addresses topics that are most relevant to distance learning and that have been identified as areas of need. These topics include virtual learning best practices, PBIS, SEL, strategies to support english language learners, and strategies to support diverse learners.

In addition to our professional learning experiences, communities of practice will continue to be an integral part of teacher development at Vaughn. We have time set aside in our schedule on Fridays for collaboration, team meetings, data analysis, and sharing of effective strategies with one another. We also have teachers grouped into smaller teams of 3-4 in order to allow for even more localized support at the elementary level and within content teams at the secondary level.

When we return to school for in person instruction we will provide the necessary training in regards to health and safety protocols. This will be done in a timely manner and will be responsive to the health and safety plans that have been developed through guidance from local health officials.

Staff Roles and Responsibilities

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

Site Directors: Site Directors have added responsibilities to monitor student engagement at their sites and to connect with students and parents who are demonstrating low levels of participation or attendance. While this was a component of their responsibilities in previous years during the COVID-19 closure it has become much more of a significant portion of their role. Additionally, site administrators will monitor teaching and learning virtually and provide feedback and support through individualized coaching, practice clinics, and staff development. Structure collaborative time so that teachers can maximize its effectiveness. Communicate regularly with staff, students, parents, and stakeholders.

Curriculum Coordinators: Similar to Site Directors Curriculum Coordinators responsibilities have been modified to engage with families and students who may be struggling with accessing distance learning or struggling with engagement. This is a task that while present in their previous role is now much more prominent in their day to day responsibilities. Coordinators will ensure that students and staff are able to access curricular materials and online platforms. Coordinators will be available to support teachers and students with using distance learning tools.

Lead Teachers: Lead teachers responsibilities have been modified to engage with families and students who may be struggling with accessing distance learning or struggling with engagement. They will also be available to support teachers and staff with implementation of distance learning. Lead teachers will provide feedback and coaching regarding distance learning practices.

Enrichment Staff: Many of our enrichment teachers are now supporting the academic program during distance learning. They have been aiding teachers during live instruction sessions, supporting students with technology access, and communicating with families to support engagement in the instructional program.

Counselors: Counselors will build upon the structures that have been put in place over the past few years to support a range of student needs within the distance learning and in-person contexts. Counselors will leverage Google Classroom to streamline communication with students. In order to make themselves more available to students and families, counselors will communicate a description of the services that they will provide over the course of the year. They will post their virtual and/or in-person office hours to ensure parents/guardians and students are aware of their availability.

Teacher's Assistants: Teacher's Assistants will be more systematically used to support individual students than they were in the spring. Aides that are assigned to classrooms and aides that are assigned to individual students will assist students during distance learning and help the teacher manage instruction. In accordance with the student's IEP, instructional aides will provide support in virtual breakout rooms and, as appropriate, during targeted synchronous instruction.

Cafeteria Staff: While the core function of our cafeteria staff remains the same however, the manner and organizational structure through which meals are prepared and distributed has changed. Meal distribution has become centralized at two of our sites and thus our staff is working out of these two sites.

Teachers:

- Engage with families on an ongoing basis, including events that may be different under distance learning circumstances, such as Back to School Night held in a virtual manner.
- Invite site leadership to join Google Classrooms.
- Collaborate with other grade level or department teachers and administrators to develop and administer regular, common formative assessments.
- Log all communication with parents
- Take daily attendance and gauge student's level of participation in distance learning daily

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.]

Students with Disabilities:

In the 2020-21 school year, Vaughn will intensify the provision of special education services. With the creation of set master schedules in the general education setting, the special education program is able to provide consistent support and to develop routines for students that require it. Special education instructional staff will co-teach/co-instruct with general education teachers to make essential common core standards accessible to learners with unique needs. General and special education staff will have set co-planning times to prepare for co-teaching sessions via Zoom and to plan on how to embed specific tools to present information to students. Students that require additional support due to intense special needs and/or due to challenges with general education distance learning sessions, will be offered small group or individual virtual sessions through RSP staff. Non-instructional related services will be offered via teletherapy with parent collaboration to set the most optimal meeting times. Special education staff will meet weekly to debrief on student progress and needs, this way students will be offered more individualized attention as needs arise. In addition, we have added two lead RSTs to support our RSP staff through providing coaching, training, and support in the IEP process. This is a new strategy that will bring additional support to our resource program.

Differentiating with Asynchronous learning opportunities:

- Accommodated/modified assignments in google classroom
- Accommodated/modified work packets for those struggling with internet access/zoom participation
- Link to audio supports - for novel study/review at home
- Recorded lessons by teachers, for students to replay.
- Use of translated assignments (English to Spanish) for our spanish speaking students.

English Language Learners:

Vaughn serves a large population of English Language Learners. Beginning in the 2020-2021 school year Vaughn has a dedicated English Learner School-wide Coordinator to focus on supporting all sites in providing designated and integrated ELD, conducting assessments to monitor student's language development, and providing relevant professional development to teachers and staff.

Vaughn has developed clear guidelines for designated and integrated ELD during distance learning in order to ensure that all English learners are provided with support within their content classes through integrated language development and during their protected designated language development block.

- ➔ For TK-K teachers, there will be flexibility in grouping students as students do not have ELPAC scores at the beginning of the school year. Designated ELD/Academic Language Development should still be a teaching block during the day.
- ➔ The grouping of students based on English Language Proficiency Levels may require for teaming amongst grade level teams or entire grade level.
- ➔ Integrated ELD will continue to be provided during distance learning academic content instruction. The appropriate supports and accommodations will be provided to help meet our English Learner needs.
- ➔ Asynchronous learning for Designated ELD/Academic Language Development will take place on Fridays with assignments students can engage in on their own to further develop their language development.

English Language Proficiency Levels <i>Note: Students should be grouped by their English Language proficiency levels</i>	Required Minutes of Instruction for Students	Focus/ Materials to use during Designated ELD Instruction
Emerging Expanding Bridging	All elementary is required to expose English Learners to 40 mins of Designated ELD <u>SYNCHRONOUS</u>	Designated ELD Component of Wonders

	learning 4 days a week	
EO - English Only RFEP - Reclassified Fluent English Proficient IFEP - Initial Fluent English Proficient	All elementary is required to expose EO, RFEP, IFEP students to 40 mins of Academic Language Development <u>SYNCHRONOUS</u> learning 4 days a week	Focus: Academic Language, Listening Comprehension, Collaborative Conversations, Writing to Sources <ul style="list-style-type: none"> ● Incorporate Wonders Leveled Readers ● Address lessons not covered in Core ● Tier 2 Vocabulary Development ● Pathway from Wonders ELA

ELD lessons should address three critical areas of language development:

- Purposeful uses of language, such as academic language functions- the cognitive tasks that connect thought and language. Examples: Asking and answering questions, comparing and contrasting, summarizing, developing logical arguments, describing setting and character, analyzing, hypothesizing, etc.
- Language tools needed to accomplish these goals Examples: Sentence frames/linguistic patterns/communication guides that scaffold students' ability to connect their thinking with academic language; visual tools such as advanced graphic organizers; photos or images to support vocabulary acquisition and development, etc.
- Robust and contextualized instruction that includes many opportunities to engage in meaningful language practice Examples: Oral language development, student discussion, Wonders ELD Unit writing/oral presentation projects, research and project-based learning, etc.

In the secondary level, Designated ELD for long-term English learners focuses on high-interest topics that allow learners to explore their opinions and practice academic language using English 3D. Our English Language Development teachers continue to explicitly develop our LTELs academic language. Students are grouped by English language proficiency level in their Designated ELD period. Students are exposed to Designated ELD 4 days a week synchronously during their ELD period and 1 day a week asynchronously in tasks that further develop their language.

Homeless Youth:

Distance Learning supports specific to Homeless Youth will include:

- Coordination & communication with shelters and homeless agencies to engage students and expand awareness of resources.
- Contact with parents/students to assess needs including access to devices and connectivity. Provide technology as needed.
- Communication with schools/teachers & parents/students to locate 'missing' students or students who are not engaged in distance learning, and identification of special needs or services
- Coordination with parents/students & schools as necessary for optional delivery of assignment materials and school supplies.
- Provision of community resource information for parents/students, such as shelter, housing, food, clothing, health, COVID resources, etc.
- Referral of parents/students to appropriate community agencies and/or district departments/services when educational, health, or welfare needs are identified.
- Training of administrators, staff, and teachers regarding the rights of homeless students and their families.

Foster Youth:

Distance Learning supports specific to Foster Youth will include:

- Case management to support all eligible foster youth
- Monitoring of attendance/engagement and communication with teachers and administrators when needed.
- Referrals to both district and community agencies for additional support/resources as needed.
- Training of administrators, staff, and teachers regarding the rights of foster youth and their families.

Gifted and Talented Education (GATE):

- Google classroom, and the online environment in general, allows for the differentiation of content, process, and product for gifted and advanced learners. Virtual instruction allows for flexible grouping, curriculum compacting, and assignment of targeted enrichment.
- During the 2020-21 school year students will continue to be screened to determine whether they might require gifted education services.
- Students who are already identified will continue to receive gifted education services

Additionally, students enrolled in Advanced Placement (AP) classes will be automatically registered for AP exams at no cost to the student or family. Advanced Placement courses will be taught in alignment with the resources provided by The College Board in their AP Classroom learning portal.

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

Description	Total Funds	Contributing
2 Directors of Instruction: In an effort to effectively distribute responsibility for the alignment, monitoring, and guidance of the TK-12 instruction program, has two distinct positions, the Director of Elementary Instruction and the Director of Secondary Instruction. Both Directors provide oversight to Vaughn's EL Coordinator, and they collaborate to provide collective technical support and strategic guidance to Vaughn's campus Directors, Curriculum Coordinators, and Lead Teachers relative to the direction of actions and services to support English Language Learners.	TBD	Y
1 Behavior Services Coordinator: The Behavior Support Coordinator will provide guidance and oversight to Vaughn's school-wide behavior support team and will contribute to the implementation of TK-12 PBIS efforts across all campuses.	TBD	Y
1 College Advisor: The college adviser provides student support relative to AG course scheduling, college/career presentations and information sessions, college tours, college finance (FAFSA) application assistance, assistance with college applications, internship outreach for career pathways, and registration of students in community college courses offered on campus.	TBD	Y
1 College/Career Counselor: In order to expand support for Vaughn robust selection of college/career pathway programs and CTE courses, enrichment courses, and to focus on timely, targeted feedback to support student learning and to support student's navigation through the transition from Vaughn to college and career. The College/Career Counselor will work in collaboration with high school leadership to foster the continued development of dual enrollment and articulation efforts with local community colleges and university programs, to develop internship and work based learning opportunities for students (in particular students enrolled in CTE pathway programs), to contribute to the management and acquisition of funding/grants to support college/career programs, and to promote AG completion and college/career readiness for all Vaughn students.	TBD	Y
Upper Elementary Curriculum Coordinator: The Upper Elementary Curriculum Coordinator will work to support the implementation of curriculum and instructional programs at grades 4-5 (upper elementary campus).	TBD	Y
3 Teacher Leads: The teacher leads promote the alignment and articulation of the school-wide instructional program, work to coordinate efforts to provide professional development for teachers addressing CCSS implementation in all content areas, SBAC and other internal formative measures, and they directly support teachers with classroom observations and feedback.	TBD	Y
2 Resource Teacher Leads: The resource teacher leads promote the alignment and articulation of the school-wide resource program in conjunction with the director of student support services, they coordinate efforts to provide professional development for resource teachers, provide coaching, and support the IEP process.	TBD	
6 Intervention Teachers (Part Time): The intervention teacher is integral to the school's RTI model and works to directly support students most in need of intensive remediation, development, and/or support in literacy and	TBD	Y

numeracy, among other academic needs.		
1 Middle School Physical Education Teacher: The PE teacher supports the "whole student" to promote physical and mental wellness and collaborates with families and the community to reduce common sources of stress experienced by students.	TBD	Y
CSR (Class Size Reduction) 18 Teachers: Vaughn has worked to reduce class size across grade levels as a means of promoting timely, targeted feedback to aid student learning, to provide additional opportunities for students to engage in both core and elective courses, and to provide additional student support in literacy and numeracy.	TBD	Y
1 Middle School Dean: The middle school dean supports the development and implementation of restorative practices, the school-wide Positive Behavior Support Plan, and promotes a positive and inclusive school culture and climate.	TBD	Y
2 Middle School Counselors: The middle school counselor provides social-emotional guidance and support for students and coordinates regularly with outside agencies to ensure access to appropriate interventions, support mechanisms, and programs as needed.	TBD	Y
1 Elementary Counselor: The elementary counselor provides social-emotional guidance and support for students and coordinates regularly with outside agencies to ensure access to appropriate interventions, support mechanisms, and programs as needed.	TBD	Y
2 IT Specialists (Full Time): The IT specialists support technology needs for the implementation of school-wide assessments, and they actively coordinate with IT assistants, faculty, and administration to service instructional technology.	TBD	Y
2 Data Personnel (Full Time), CALPADS: The data personnel maintain the school-wide Student Information System and manage the timely and accurate reporting of CALPADS data (Graduation Rate, AG Course Completion, etc.). These individuals collaborate with school-site administration and faculty to provide periodic reports addressing graduation requirements and "on-track" graduation status for high-school students.	TBD	Y
1 School Psychologist: The school psychologist serves as a member of the mental health team and will assist with the development of effective student behavior support plans, with the development and implementation of restorative practices, and will support/promote the school-wide Positive Behavior Support Plan.	TBD	Y
1 Psych. Assistant: The Psychologist Assistant works in collaboration with Vaughn's school-Psych. team and supports efforts to provide mental health services for all students in grades TK-12.	TBD	Y
1 Restorative Justice Coordinator: The Restorative Justice Coordinator will work in conjunction with the high school leadership team to promote restorative approaches to student discipline and will work with the faculty, staff, and students to consistently build a positive school climate and culture.	TBD	Y
6 IT Assistants: The IT assistants provide service and support relative to instructional technology, including the maintenance of software and hardware systems that support the core instructional program, school-wide assessment platforms, and daily teaching and learning.	TBD	Y

6 Enrichment: The enrichment assistants support students and teacher technology needs and enrichment, including the preparation, monitoring, and implementation of digital assessments (SBAC, SRI, Illuminate, etc.). In addition, enrichment assistants are deployed to assist with the implementation of Arts and STEAM oriented supplemental and core programs.	TBD	Y
1 Nurse: The nurse promotes the health and well-being of all students, contributes to efforts designed to ensure that Vaughn maintains a high attendance rate, and works to make certain that students are able to maximize instructional time. Nurse serves as a resource for developing health and safety protocols surrounding safe school opening.	TBD	Y
10 Teacher Assistants (TK/K): The teacher assistants support growth and development in literacy at the TK/K levels of early and primary education.	TBD	Y
1 Case Manager: The case manager serves an integral role in the SSPT (Student Study Progress Team) process and coordinates regularly with faculty, staff, and families to support the implementation of the MTSS/RTI model.	TBD	Y
2 Counselor Assistants: The counselor assistants support the elementary counseling team, who provide social emotional guidance for students, and they consistently communicate and collaborate with outside agencies to ensure access to appropriate interventions, support mechanisms, and programs as needed.	TBD	Y
Staff Development: Staff Development to support faculty and staff in the service of Vaughn students. Staff development to target areas related to virtual learning, differentiation of instruction, serving English Language Learners, and authentic assessment, formative assessment, integration of technology for multi-modal instruction, etc.	TBD	Y
Assessment System (Illuminate): Illuminate serves as an interim assessment platform that allows for measurement of a students progress towards grade level mastery. Illuminate provides data around how students have performed in relationship to grade level standards allowing teachers to plan for reteach and to adjust core instruction accordingly.	\$28,025	Y
Assessment System (iReady): iReady Diagnostic serves as one of several additional measures (SRI, etc.) to identify students in need of literacy intervention(s) and to monitor the progress and growth of English Learners in ELA and Mathematics.	TBD	Y
Technology/Equipment: Technology and equipment to support infrastructure, internet access, access to digital/standards aligned instructional materials and assessments.	\$400,000	Y
Supplies: Instructional, Maintenance, and Custodial supplies to support the instructional program and the daily operations of the school.	\$300,000	Y
Collaboration Time: Continue weekly time for teachers to collaborate with peers on approaches to improving student achievement. While in distance learning and/or a hybrid model, collaboration further focuses on assessing and addressing learning loss and responding to identified needs of students, particularly those who are most vulnerable to disproportionate impacts as a result of COVID.	TBD	Y

Virtual Communication Platform: Zoom Education Licenses will support synchronous learning, support relationship development, and allow for collaboration among students and staff.	\$15,000	Y
1 Director of Business Services: The DBS will ensure that new teachers hired at Vaughn possess the required documentation and credential(s) to serve as highly qualified educators. In addition, the assets manager will monitor and maintain records related to certificated personnel and the appropriate assignment of teachers.	TBD	Y
Field Trips: In an effort to maintain normalcy and provide diverse experiences for our students we have provided funding for virtual field trips.	\$25,000	Y
College Tours/Fees: Funding to support college/career exploration, university tours, and fees associated with student certifications or exams.	\$25,000	Y
Behavior Consultant Services : Vaughn leverages the services of STAR of California and Therapy Travelers to provide at home behavior support, guidance for students relative to Positive Behavior Support, and specialized services for students most in need of intensive behavior support.	\$150,000	Y
Summer Intersession: The Summer Intersession is designed to support students with opportunities for credit recovery, academic remediation, enrichment and acceleration.	\$60,000	

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 reality of our current situation is that as much as we made a commitment to address student learning needs during the Spring 2019 semester due to many different circumstance's students have experienced learning loss and we will address those gaps in learning during the 2020-2021 school year and beyond. Research has shown that relationships between teachers and students is one key to mitigating learning loss. With this in mind we have embedded daily time within our school day for relationship building in the form of a morning meeting or daily advisory period.

Prior to closure we implemented an assessment system that included universal screening at all levels and opportunities for remediation, intervention, and acceleration in response to data collected. We will employ many of these same structures to meet the needs of our students while enhancing them with additional supports. One of the enhancements that we have made at all levels is the inclusion of time within each school schedule for targeted intervention, remediation, and acceleration. This will be a time when teachers and intervention staff can work with small groups of students who have specific gaps that cannot be addressed during core instruction. This allows all students to continue to receive core instruction around grade level standards and to receive additional supports that address the gaps in learning that may exist due to school closure. Furthermore, our teacher teams have engaged in the process of identifying essential standards for their grade levels which will allow for assessment that gives us focused information regarding student needs.

At the elementary level, students will be screened every 6-8 weeks to monitor foundational skills development in both English Language Arts and Mathematics. Once this screening has been completed teachers and instructional leaders will engage in data meetings in order to review data, monitor progress, and intentionally plan for next steps for instruction across all three tiers of the MTSS academic spectrum. Student data will be analyzed with a focus on meeting the needs of our numerically significant subgroups which are English Learners, Students with Disabilities, and Homeless students.

In regards to assessing English Language development and assessing student's current status, Vaughn NCLC will administer the optional summative ELPAC assessment for our students in grades 4-12 that had previously scored a 3 or higher on the 2018-2019 summative or 2019-2020 initial ELPAC assessments. This will give us valuable information as to a student's current English proficiency level and can help guide our efforts to support these students. For students who had previously scored a 1 or 2 on an initial or summative ELPAC we will assess them using our universal screening structures.

At the secondary level, universal screening of foundational skills in regards to reading comprehension and basic numeracy will occur 3-4 times throughout the year. This will provide information as to which students will need further diagnostic assessments to determine the specific gaps in student learning.

Additionally, Vaughn NCLC will implement interim assessments 3-4 times during the year across all grade levels in order to monitor students progress towards mastery of grade level standards that have been identified as essential by our grade level teams. Teachers will analyze the results from this data in order to plan for reteach opportunities and to adjust instruction in response to student performance. Time for this analysis of data collected is provided on Fridays in our current scheduling model.

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 tiered instruction delivered through synchronous and asynchronous instructional time.

The strategies at each Tier of Instruction are:

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 instruction that is targeted to identified student needs. Teachers will engage in ongoing assessment of learning loss and each student's learning needs. This will enable them to target small group or individual sessions to provide additional support.

Tier 3: Students who require support that is even more intensive will be provided 1 on 1 instruction through individual sessions.

For students who have demonstrated learning loss, and in particular those who are most at risk for past and ongoing learning loss during school closures, these supports would include targeted small group and individual synchronous instruction. For students with disabilities, this might involve collaboration with additional staff such as instructional aides or others. For foster youth and homeless youth, this might involve collaboration with Homeless Youth Services or Foster Youth Services staff to coordinate services for the student and family, including other tutoring that has been made available. Expanded Learning staff may also be involved to support any and all of the named student groups as they collaborate to support synchronous and asynchronous instruction during the school day at sites where their programs are present.

During the summer months Vaughn implemented programs designed to combat learning loss, give students extra time and opportunity to reach grade level standards, and to make up credits to become on-track for graduation and/or ag course completion.

Additional strategies that will address learning loss include:

- Use of Google Classroom as the Learning Management System (LMS) in order to provide consistency and simplify navigation.
- Teacher collaboration time built into the weekly schedule
- Daily SEL block built into all schedules in order to foster relationships between students and teachers
- Daily live instruction and targeted, structured support for small groups and/or individual students
- Specific supports for students with IEPs and for English Learners
- Use of the ELA and Math scope and sequence to focus on priority standards
- Pre and post-assessments aligned with the content
- Frequent communications to parents including learning goals, content to be taught, success criteria, and assignment details
- Professional learning to support the above processes and strategies for effectively managing a classroom and student relationships in the distance context.
- Tutoring in addition to regular school instruction to target gaps in student learning.

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.]

Initial screening will be used as a baseline in order to monitor pupil progress. Once the baseline assessment has been completed we will monitor progress every 6-8 weeks in order to determine if adequate progress has been made through participation in targeted interventions, or more intensive interventions. Formative and summative assessments will be used to monitor the effectiveness of the learning loss strategies identified above and this will allow for refinement of practices that support student learning.

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

Description	Total Funds	Contributing
2 Directors of Instruction: In an effort to effectively distribute responsibility for the alignment, monitoring, and guidance of the TK-12 instruction program, has two distinct positions, the Director of Elementary Instruction and the Director of Secondary Instruction. Both Directors provide oversight to Vaughn's EL Coordinator, and they collaborate to provide collective technical support and strategic guidance to Vaughns campus Directors,	TBD	Y

Curriculum Coordinators, and Lead Teachers relative to the direction of actions and services to support English Language Learners.		
1 Behavior Services Coordinator: The Behavior Support Coordinator will provide guidance and oversight to Vaughn's school-wide behavior support team and will contribute to the implementation of TK-12 PBIS efforts across all campuses.	TBD	Y
1 College Advisor: The college adviser provides student support relative to AG course scheduling, college/career presentations and information sessions, college tours, college finance (FAFSA) application assistance, assistance with college applications, internship outreach for career pathways, and registration of students in community college courses offered on campus.	TBD	Y
1 College/Career Counselor: In order to expand support for Vaughn robust selection of college/career pathway programs and CTE courses, enrichment courses, and to focus on timely, targeted feedback to support student learning and to support student's navigation through the transition from Vaughn to college and career. The College/Career Counselor will work in collaboration with high school leadership to foster the continued development of dual enrollment and articulation efforts with local community colleges and university programs, to develop internship and work based learning opportunities for students (in particular students enrolled in CTE pathway programs), to contribute to the management and acquisition of funding/grants to support college/career programs, and to promote AG completion and college/career readiness for all Vaughn students.	TBD	Y
Upper Elementary Curriculum Coordinator: The Upper Elementary Curriculum Coordinator will work to support the implementation of curriculum and instructional programs at grades 4-5 (upper elementary campus).	TBD	Y
3 Teacher Leads: The teacher leads promote the alignment and articulation of the school-wide instructional program, work to coordinate efforts to provide professional development for teachers addressing CCSS implementation in all content areas, SBAC and other internal formative measures, and they directly support teachers with classroom observations and feedback.	TBD	Y
2 Resource Teacher Leads: The resource teacher leads promote the alignment and articulation of the school-wide resource program in conjunction with the director of student support services, they coordinate efforts to provide professional development for resource teachers, provide coaching, and support the IEP process.	TBD	
6 Intervention Teachers (Part Time): The intervention teacher is integral to the school's RTI model and works to directly support students most in need of intensive remediation, development, and/or support in literacy and numeracy, among other academic needs.	TBD	Y
CSR (Class Size Reduction) 18 Teachers: Vaughn has worked to reduce class size across grade levels as a means of promoting timely, targeted feedback to aid student learning, to provide additional opportunities for students to engage in both core and elective courses, and to provide additional student support in literacy and numeracy.	TBD	Y
1 Middle School Dean: The middle school dean supports the development and implementation of restorative practices, the school-wide Positive Behavior Support Plan, and promotes a positive and inclusive school culture	TBD	Y

and climate.		
2 Middle School Counselors: The middle school counselor provides social-emotional guidance and support for students and coordinates regularly with outside agencies to ensure access to appropriate interventions, support mechanisms, and programs as needed.	TBD	Y
1 Elementary Counselor: The elementary counselor provides social-emotional guidance and support for students and coordinates regularly with outside agencies to ensure access to appropriate interventions, support mechanisms, and programs as needed.	TBD	Y
1 School Psychologist: The school psychologist serves as a member of the mental health team and will assist with the development of effective student behavior support plans, with the development and implementation of restorative practices, and will support/promote the school-wide Positive Behavior Support Plan.	TBD	Y
1 Psych. Assistant: The Psychologist Assistant works in collaboration with Vaughn's school-Psych. team and supports efforts to provide mental health services for all students in grades TK-12.	TBD	Y
1 Restorative Justice Coordinator: The Restorative Justice Coordinator will work in conjunction with the high school leadership team to promote restorative approaches to student discipline and will work with the faculty, staff, and students to consistently build a positive school climate and culture.	TBD	Y
6 Enrichment: The enrichment assistants support students and teacher technology needs and enrichment, including the preparation, monitoring, and implementation of digital assessments (SBAC, SRI, Illuminate, etc.). In addition, enrichment assistants are deployed to assist with the implementation of Arts and STEAM oriented supplemental and core programs.	TBD	Y
10 Teacher Assistants (TK/K): The teacher assistants support growth and development in literacy at the TK/K levels of early and primary education.	TBD	Y
1 Case Manager: The case manager serves an integral role in the SSPT (Student Study Progress Team) process and coordinates regularly with faculty, staff, and families to support the implementation of the MTSS/RTI model.	TBD	Y
2 Case Manager Assistants: The case manager assistants support the case manager in the SSPT (Student Study Progress Team) process and, including coordination with families to ensure implementation of the MTSS/ RTI model.	TBD	Y
2 Counselor Assistants: The counselor assistants support the elementary counseling team, who provide social emotional guidance for students, and they consistently communicate and collaborate with outside agencies to ensure access to appropriate interventions, support mechanisms, and programs as needed.	TBD	Y
Staff Development: Staff Development to support faculty and staff in the service of Vaughn students. Staff development to target areas related to virtual learning, differentiation of instruction, serving English Language Learners, and authentic assessment, formative assessment, integration of technology for multi-modal instruction, etc.	\$100,000	Y
Assessment System (Illuminate): Illuminate serves as an interim assessment platform that allows for	\$28,025	Y

measurement of a students progress towards grade level mastery. Illuminate provides data around how students have performed in relationship to grade level standards allowing teachers to plan for reteach and to adjust core instruction accordingly.		
Assessment System (iReady): iReady Diagnostic serves as one of several additional measures (SRI, etc.) to identify students in need of literacy intervention(s) and to monitor the progress and growth of English Learners in ELA and Mathematics.	TBD	Y
Technology/Equipment: Technology and equipment to support infrastructure, internet access, access to digital/standards aligned instructional materials and assessments. (Basic Services: Provide Pupils with Access to Standards Aligned Instructional Materials and Maintain Facilities in Good Repair)	\$400,000	Y
Collaboration Time: Continue weekly time for teachers to collaborate with peers on approaches to improving student achievement. While in distance learning and/or a hybrid model, collaboration further focuses on assessing and addressing learning loss and responding to identified needs of students, particularly those who are most vulnerable to disproportionate impacts as a result of COVID.	TBD	Y
Extended School-Year (ESY): The extended school-year session is designed to support students with opportunities for credit recovery, academic remediation, enrichment and acceleration.	\$440,000	Y
Summer Intersession: The Summer Intersession is designed to support students with opportunities for credit recovery, academic remediation, enrichment and acceleration.	\$60,000	Y

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 commun

Vaughn is committed to supporting the mental health and social emotional well-being of all stakeholders. In a survey that was given to parents, teachers and staff it was found that one of the highest areas of need for our students was in the area of mental health support.

Vaughn uses the Second Step curriculum in Grades TK-8 in order to support social emotional learning. Themes within this program support skills that students can use to process the current conditions that they are experiencing at home and school. These include empathy, emotion management, emotion recognition, problem solving, impulse control, calming down, communication, and assertiveness.

At our high school, we have implemented tiered supports utilizing restorative justice techniques and practices so that students are engaging daily in reflection, being provided personalized supports, and communicating potential needs. Community circles are central to our advisory program to allow students a collaborative voice and participation in their social emotional learning.

Additionally, we have embedded a block of time each day at every campus in order to focus on relationship building and social emotional learning. This time allows for check-ins so that teachers can identify students who may be struggling with mental health or social emotional wellbeing.

At Vaughn, we have a comprehensive team of professionals to support Tier 1, 2, and 3 interventions for all students. We have counselors dedicated at all sites, psychologists, MFT professionals, and behavioral specialists who support students in crisis, in need of counseling support, and other personalized wrap-around needs. Counseling is available to any students in need of additional help.

During each phase of re-entry, we monitor student progress and engagement daily. When we notice a student who is struggling or potentially disengaged, we reach out to the student 1:1 to check in and identify the unique needs of the child and family. Differentiated supports are provided based on the specific circumstances and needs of the family to ensure the child has their essential needs served as well as being connected to their learning environment and academic growth and achievement.

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.]

During the COVID-19 Pandemic we have encountered many obstacles to ensuring that students are not only attending our virtual learning sessions but also engaging fully with the learning. We have explored various ways of tracking engagement and how to support those students that are struggling to engage. One of our most basic actions as a school is to provide all communication in both English and Spanish. This ensures that families can access information from the school in the language that is preferred by them.

Vaughn's Attendance and Engagement Plan takes into consideration all of the recommendations and guidance from federal, state and county Public Health and Education Offices as well as the requirements outlined in Senate Bill 98. We have created a tiered reengagement support plan that addresses the different ways that we can engage and support students and families to ensure there is sense of connectedness and belonging with our school

We recognize that all stakeholders play a role in the engagement and or reengagement of our students. For that reason we have outlined the roles that different groups play in this support system.

- **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.
- **Attendance Staff:** Monitor attendance/engagement, work with teachers and families, and provide tiered interventions when necessary.
- **Administrators:** Ensure that attendance/engagement is being documented as required, monitor attendance and engagement weekly, work with teachers and families, and provide tiered interventions when necessary.

Tiered Engagement Supports

Tier	Criteria	Actions
Tier 1: (100% of students)	All Ss	<ul style="list-style-type: none"> ● All teachers plan engaging online content. ● Daily SEL Block for relationship building. ● Clear and consistent communication between families and the school regarding the importance of attendance and engagement. ● Verify contact information through Aeries data confirmation prior to school starting. ● Initial Attendance logged by 9 am (by end of Advisory - VISA) in order to make phone calls to re engage students ● Automated phone calls sent home if a student is marked A ● Attendance Clerks make phone calls home after 9a.m. (after Advisory - VISA) in order to notify parents, encourage participation, and to identify the reason for absence. ● Attendance clerk tracks trends and communicates with administration by week to determine the next level of interventions
Tier 2: Early Intervention	<p>Ss who have a pattern of more than 2 days of Code A monthly OR more than 4 days of Code 1-2 monthly</p> <p>*If 3 or more U or V then send Truancy Letter #2</p>	<ul style="list-style-type: none"> ● Additional Social Emotional Supports ● Personalized outreach by admin and/or support staff with documentation of contact. ● Support strategies related to identified reasons for absences. ● Automated letter sent home communicating potential chronic absence (Truancy Letter #2)
Tier 3: Specialized Supports	Ss who demonstrate a pattern of chronic absenteeism (2 or absences per month despite supports provided).	<ul style="list-style-type: none"> ● Automated letter sent home communicating chronic absence (Truancy Letter #3) ● SSPT Meeting held to create a action plan to support reengagement ● Personalized outreach by MSW ● Home Visits ● Interagency response ● Board review of case (last resort)

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

During Phase 1 Distance Learning of Back to School, the Vaughn Food Service Department (FSD) will distribute students five days of nutritious meals once a week Monday from two school sites, Mainland and G3, between the hours of 11-1 pm and 3-5 pm weekly. We will serve Drive-thru style so parents can drive up and get their students weekly meals of Breakfast and Lunch, or parents may Walk-up to pick up meals. Students, Parents, or designees may pick up student meals. If a parent cannot pick up meals at the set day or times, they can contact the Vaughn FSD to schedule a convenient time and day for pick up. We will use a Barcode system for faster service. Vaughn practices proper social distancing protocols as well as a sanitation and safety plan. Vaughn FSD runs under the CEP provision so that all Vaughn students can receive their meals free of charge.

Once students are back on campus they will have access to Breakfast and lunch. We plan to serve each student their meals with a plan set to practice social distancing and proper sanitation protocol for student safety.

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

Section	Description	Total Funds	Contributing
---------	-------------	-------------	--------------

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

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
34.74%	\$ 8,837,533.00

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.]

Vaughn Next Century Learning Center is a Title I school with a 100% unduplicated pupil count.

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

Vaughn Next Century Learning Center is a Title I school with 100% unduplicated pupil count.