

Learning Continuity and Attendance Plan 2020-2021 **DRAFT**[General Information](#)[Stakeholder Engagement](#)[Continuity of Learning](#)[In-Person Instructional Offerings](#)[Actions Related to In-Person Instructional Offerings](#)[Distance Learning Program](#)[Continuity of Instruction](#)[Access to Devices and Connectivity](#)[Pupil Participation and Progress](#)[Staff Roles and Responsibilities](#)[Supports for Pupils with Unique Needs](#)[Actions Related to the Distance Learning Program](#)[Pupil Learning Loss](#)[Pupil Learning Loss Strategies](#)[Effectiveness of Implemented Pupil Learning Loss Strategies](#)[Actions to Address Pupil Learning Loss](#)[Mental Health and Social and Emotional Well-Being](#)[Pupil and Family Engagement and Outreach](#)[School Nutrition](#)

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Learning Continuity and Attendance Plan Template (2020–21)

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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General Information

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

Vaughn Next Century Learning Center (“Vaughn”), located in Pacoima, is a large urban public school within the Los Angeles Unified School District (LAUSD). We serve a population of 3,200 students across grades PreK-12. Our population is 98.7% Hispanic or Latino, our population is 23.3% English Learners and 97.6% are Socioeconomically Disadvantaged. 9% of our students are Homeless and 6.9% of our students are Students with Disabilities. The impact of the Covid-19 pandemic on our community has been profound. In Los Angeles County, increased numbers of applications for unemployment benefits, food stamps, and housing assistance indicates that our community as a whole is struggling and the impacts are likely far worse in our area in which many already experience difficulty securing the basic levels of housing, employment, and nutrition without the added stressors of the pandemic. It is with this in mind that we have responded to the needs of our students, families, and community throughout this pandemic. Vaughn Next Century Learning Center has experienced significant impacts to our school and community as a result of the Covid-19 pandemic. The northeast San Fernando Valley has one of the highest Covid-19 infection rates compared to other parts of the City of Los Angeles. Additionally, At every turn, we have taken every necessary precautions to secure the safety and wellbeing of all stakeholders while maintaining high standards for connection, engagement, and instruction to the extent possible for each phase of school closure. We made the decision to close in-person operations beginning on March 13, 2020. At that time, it was unknown how long we were going to be closed; however, we began to plan for a closure period of two weeks. We prepared at home learning packets that could be completed by students as a stop gap measure. Our cafeteria staff immediately mobilized to distribute breakfast and lunches to our students and families during the closure and there was no gap in service to our students due to the quick actions of our staff. Once we realized that the closure would extend beyond the two-week window we immediately began to plan for distance learning with more robust expectations and components. The plans that we implemented and have in place that you will read about in this document were developed in conjunction with stakeholders, guidance from the state and county officials, and with a laser focus on our community needs.

Our guiding principles at the fore-front of our COVID-19 Pandemic decision-making:

- Create a safe, healthy, and supportive physical and virtual learning space for students, faculty, and families.
- Educational equity and the belief that every student can succeed.

This plan has evolved over the past months and we anticipate it will continue to evolve to be responsive to our stakeholders needs. At Vaughn we are committed to providing the best education for our students while maintaining the highest safety standards.

Vaughn's COVID-19 Compliance Team includes the following individuals who are responsible for implementing and maintaining best practices in the areas of:

Facilities: Peter Rios

Budget & Financial Operations & Human Resources: Alex Simons

Nutrition Services: Frances Montoya

Health Services: Martha Fonseca

Technology: Edgar Pelayo, Adrian Garcia

Instruction: Sadie Edemann, Heather Yoshioka & Ivette Garcia

Stakeholder Engagement

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

Vaughn Next Century Learning Center's 2020-21 LCAP has been informed by qualitative input and quantitative data gathered directly from multiple stakeholder groups representative of the school-community.

Students:

In May 2020, Vaughn engaged in an effort to implement a student experience survey across all secondary grades 6-12. Vaughn's school-wide Curriculum and Administrative teams developed survey questions aligned to identified areas for growth and reflection. In addition, the survey was differentiated to be responsive to each target age-group across the 6-12 span.

During the month of May, the survey was administered at each of Vaughn's two unique secondary campus sites via a Google Form. Students in grades 6-12 utilized Chromebooks to access the survey document. This collective effort produced over a 90% response rate among the student population. In the interim period between May 1-May 30th, student response data was collected, analyzed, and presented to Vaughn's Curriculum and Administrative teams. In June 2020, all student response data, inclusive of a report of key findings, was presented to Vaughn's Board of Directors for consideration and reflection. The aforementioned data and findings were referenced at

multiple points throughout the creation of this year's LCAP.

Parents/Families:

In March 2020, Vaughn engaged in a school-wide effort to implement a parent experience survey across all grade levels TK-12. Vaughn's school-wide Curriculum and Administrative teams developed survey questions aligned to identified areas for growth and reflection. In response to the needs of our diverse parent community, the survey was offered in a digital format and was translated to Spanish. Families needing support in completing the survey digitally could call or visit Vaughn Central for 1:1 support.

On March 22, 2020, the survey was distributed digitally (Google Form) and marketed via Vaughn NCLC's website as well as email communication to all families. This collective effort produced a response rate of approximately 80% (average) across each of Vaughn's five unique campuses. The interim period between March 22th and April 30th was used to collect and analyze the combined response data gathered from both the digital and paper copy submissions. In June, 2020, all parent survey response data, inclusive of a report of key findings, was presented to Vaughn's Board of Directors for consideration and reflection. The aforementioned data and findings were referenced at multiple points throughout the creation of this year's LCAP.

Faculty/Staff:

In January, 2020, Vaughn's Curriculum and Administrative Teams worked to develop a comprehensive survey instrument designed to gather both qualitative and anecdotal stakeholder feedback from educators. The survey instrument was created via a Google Form that called upon respondents to offer direct feedback relative to strengths, areas for growth and reflection, and suggestions/recommendations for future action in each of the following areas: a) Addressing the Needs of English Learners b) Addressing the Needs of Student with Disabilities c) College-Career Readiness, Global Competency, and Digital Literacy d) Implementation of the Common Core Standards in ELA e) Implementation of the Common Core Standards in Mathematics f) Maintaining a Diverse and Rigorous Instructional Program g) Engaging Parents and the Community h) Maintaining a Positive School Climate and Culture.

On February 11, 2020, all members of Vaughn's faculty engaged in the survey, and over 150 unique responses were collected (representing more than 90% of certificated staff). In the interim period between March and July, this substantial source of narrative feedback was organized into subgroups according to the aforementioned survey categories (a-h). All findings were recorded via a shared Google Form and shared with Vaughn's Board of Directors in the subsequent Board meeting. This stakeholder feedback, in particular, provided significant insight into the effectiveness of program initiatives and staffing deployments that have been implemented in the 2019-20 LCAP year, and survey feedback has been incorporated at various points throughout this year's version.

School Leadership:

Vaughn's Administrative team contributed significantly to all aspects of the LCAP. In particular, the TK-12 Administrative team was consulted throughout Fall 2019 regarding the implementation and monitoring of actions and services deployed to support LCAP goals, and, in May 2020, the team provided direct feedback, inclusive of an up-to-date needs assessment and commentary relative to program, staffing, and enrollment updates. The Administrative team is representative of all five unique campus sites at Vaughn NCLC, including: a) Primary Center (Director, Curriculum Coordinator, Lead Teacher) b) G3 Elementary (Director, Curriculum Coordinator, Lead Teacher) c) Upper Elementary (Grade Level Coordinator, Curriculum Coordinator) d) Middle School (Director, Curriculum Coordinator) e) High School (Director, Curriculum Coordinator) f) Central Office (Chief Executive Officer, Director of Elementary Instruction, Director of Secondary Instruction, Director of Student Services, Food Services Director, Director of Business Services)

Board of Directors:

Vaughn's Board of Directors was presented with student and parent survey feedback and associated analytics/key findings in August 2019. In June 2020, Vaughn's Directors of Instruction presented the Board with related findings and analytics associated with the Faculty/Staff survey. In September 2020, Vaughn's Directors of Elementary and Secondary Instruction presented the Board with the 2020-21 LCAP for consideration and approval. Vaughn's Board moved to approve the LCAP to be submitted to LACOE by Vaughn's Chief Executive Officer on or before the deadline of September 30th, 2020. Moreover, the Board was informed that the final version of the LCAP will be posted to Vaughn's website within 5 days of approval , as well as disseminated to all appropriate stakeholders.

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

All public meetings and hearings are shared ahead of time with the VNCLC community as indicated in the Brown Act. All families, staff, teachers and community stakeholders are notified of meetings and public hearings through email, postings on our school website, and phone blasts. Individuals and families can connect with all meetings virtually either through Zoom or Google Meets. On these calls, participants can call in using a landline, cellphone, or their computer. Participants can communicate using audio functions, chat window, or audio and video conferencing.

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

This section will be completed once we have received all feedback from stakeholder groups.

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

This section will be completed once we have received all feedback from stakeholders.

Continuity of Learning

In-Person Instructional Offerings

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

For the purpose of this guidance, Vaughn’s Directors of Instruction and the school site Administration team have created a scheduling concept that meets the unique needs and circumstances of our Vaughn Community based on-going feedback from all stakeholders. As Vaughn continues to plan re-entry models, Vaughn will need to continue to adapt to the needs of our students. We can anticipate that virtual/distance learning will continue in some capacity during the Fall 2020 semester. This may include interacting through the use of a computer, as well as delivering instruction and check-in time with their teacher(s) on site. Vaughn is looking forward to continuing instruction starting the week of August 5th. We envision a historic year together as Vaughn’s mission and vision continue to serve as our foundation.

Vaughn’s re-entry committee has selected a combination of the models below based on our school-community needs.

Distance Learning: Distance learning occurs when the learner and instructor, or source of information, are separated by time and distance and therefore cannot meet in a traditional physical classroom setting.

Hybrid Learning: Learning occurs both in the advisory classroom (or other physical space) and/or via distance learning.

Face to Face: The content teacher and the student meet physically in a set place for a set time for either one-on-one learning or, most commonly, in group classroom lessons with social distancing and health and safety measures in place.

Vaughn has adopted a four phase re-entry plan in alignment with local, state, and federal guidelines surrounding COVID-19. For all phases, we will provide support and options for families who need additional resources and learning strategies. Based on feedback from the government, small group, socially distanced instruction has the capacity to occur during all phases in support of students who are at a risk of experiencing learning loss due to future school closures.

Re-entry Plan Phase 1: Distance Learning

(Until safety measures determine we ready to move into phase 2)

Distance Learning Model: Students will engage in on-line learning Monday-Friday via Google Classroom.

Teachers will use the following resources to help facilitate online learning via:

- Google Classroom for all of our students' courses.
- Student email and Aeries Communication for student/family/teacher communication.
- Google Meet and Zoom for video conferencing, student discussion groups, and other collaborative work.
- Program-specific resources: McGraw-Hill ConnectEd for Wonders ELA, IMPACT HSS and StudySync, HMH Think Central, TWIG Online Platform, Carnegie (edulastic/mathia), digital textbooks, Lexia, System 44, English 3D, Scholastic Reading Inventory, Scholastic Reading Counts, BrainPop, BrainPop Jr., Dreambox, Reading Rangers, etc.
- Online Tools/Platforms: such as Youtube, Khan Academy, Study.com, EdPuzzle, Screencastify, etc.

Vaughn School-wide Guidelines and Expectations:

All teachers will be able to:

- Conduct all duties (teach, assess, provide interventions, communicate with students and parents, engage in collaboration with colleagues, engage in professional development, plan for instruction, and any other activity related to teachers job description) during their normal working hours.
- Provide new instruction through a combination of both synchronous and asynchronous formats daily for 240 minutes following the academic schedule outlined by their campus. For most campuses, this instruction will take place between the hours of 7:30am -1pm.
 - Daily **synchronous** instruction is required M-F, however **length and structure of sessions will be determined by student developmental level**
 - Any **asynchronous** instruction that occurs in addition to the synchronous, must be planned to meet the 240 minutes based on the time value of work completed by the student
- Collaborate, participate in staff meetings, and engage in PDs on Fridays after a.m. check-ins. **Teachers will participate in Zoom/Google Meets by having video and audio on during all meetings.**

Definitions:

Synchronous: learning is the kind of learning that happens in real time (can be face-to-face via Zoom). This means that you, your students, and your colleagues interact in a specific virtual place, through a specific online medium, at a specific time.

Asynchronous: learning occurs when students learn the same material at different times and locations. Asynchronous Learning is opposite to synchronous learning where students learn at the same time by activities such as attending a lecture or laboratory or Zoom call at a predetermined time.

Re-entry Plan Stage 2:
(Until safety measures determine we ready to move into stage 3)

Option 1: Hybrid Learning Model: Hybrid learning occurs both in the classroom and via distance learning for all students who need support. Students may select for virtual study, if they do not feel safe participating in classroom instruction, or if they have health concerns. Up to 50% of students will be on campus at any given time and students will attend up to 2 full days of face-to-face instruction on site with 3 or more days of virtual learning off site. There will still be social distancing and health restrictions in place based on guidelines from local, state, and federal government.

Option 2: Distance Learning Model: Students who are part of Vaughn’s Virtual Learning Program will engage in on-line learning, and will have opportunities to come on-site following social-distancing guidelines. Participation in Option 2 will be based on family survey and family interest.

Re-entry Plan Stage 3:
(Until safety measures determine we ready to move into stage 4)

Option 1: Hybrid Learning Model: Hybrid learning occurs both in the classroom and via distance learning for all students who need support. Students may select for virtual study, if they do not feel safe participating in classroom instruction, or if they have health concerns. Up to 100% of students will be on campus at any given time and students will attend up to 4 full days of face-to-face instruction on site with 1 or more days of virtual learning off site. There will still be social distancing and health restrictions in place based on guidelines from local, state, and federal government.

Option 2: Distance Learning Model: Students who are part of Vaughn’s Virtual Learning Program will engage in on-line learning, and will have opportunities to come on-site following social-distancing guidelines. Participation in Option 2 will be based on family survey and family interest.

Re-entry Plan Stage 4:
(Until safety measures determine we ready to move into stage 4)

Stage 4 is a full return to face-to-face instruction with all health/safety restrictions under COVID-19 lifted.

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 if we need to continue with a 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.

HEALTH AND SAFETY

The health and safety of Vaughn’s students and staff is the top priority when deciding to physically reopen school campuses for use by staff, students, and others. Vaughn will work in collaboration with its local health officials in deciding to safely reopen. Per recommendation from the Centers for Disease Control and Prevention (CDC), the California Department of Education (CDE) currently mandates that all staff and students wear cloth face coverings or face shields while at school and maintain a minimum of 6 feet of physical distance from one another at all times.

Vaughn’s protocols were developed following recommendations and guidance from the California and Los Angeles County Departments of Public Health (CDPH/LADPH) and the California Division of Occupational Safety and Health. Vaughn’s re-opening and closure protocols will be based on local disease trends and modified as needed to reflect directives received from the state and the County of Los Angeles Department of Public Health.

The district’s planning to mitigate risk of transmission between students, staff, and other community members while on campus includes, but is not limited to a range of physical distancing protocols, facilities-related actions, and disinfection procedures.

Key measures include:

Entering Campuses

1. Passive Screening – Staff and parents are to self-screen self and/or their students before leaving for work/school (check temperature to ensure the temperature is below 100.4 degrees Fahrenheit and observe for symptoms outlined by public health officials. For children 3-10 years of age, the temperature is below 99.4 degrees Fahrenheit. Staff, parents, students should remain at home if they have symptoms consistent with COVID-19 or if they have had close contact with a person diagnosed with COVID-19

2. Active Screening - When arriving on campus, all staff will have a daily health screening and temperature checks performed by an assigned screener. Wellness health screening will include questions related to COVID-19 symptoms within the last 24 hours and whether anyone in the employee's home has had COVID-19 symptoms or a positive test. It is the responsibility of all staff to check-in and get screened daily before starting work. Parents, students, and visitors during enrollment, orientation or other business at school will have wellness questions asked and will only have temperature checked if remaining on campus for more than 15 minutes.

Hygiene Handwashing

1. Staff is encouraged to meet the handwashing frequency recommendation.
2. Sufficient handwashing and sanitizer stations will be made available at all campuses to minimize movement and congregations in restrooms to the extent possible
3. Hand sanitizer (with a minimum of 60 percent alcohol) is available and supervised near or at all entrances and work stations. Children under age nine should use hand sanitizer under adult supervision. Call Poison Control if consumed: 1-800-222-1222

Note: Frequent handwashing is more effective than the use of hand sanitizers.

1. Staff and students will receive guidance and training on proper handwashing techniques including the following:
2. Scrub with soap for at least 20 seconds or use hand sanitizer if soap and water are not accessible. Staff and students should use paper towels (or single-use cloth towels) to dry hands thoroughly.
3. Wash hands when: arriving and leaving home; arriving at and leaving school; after having close contact with others; after using shared surfaces or equipment; before and after using the restroom; after blowing the nose, coughing, and sneezing; after playing outside and before and after eating and preparing foods.
 - a. Use a tissue to wipe the nose and cough and sneeze inside the tissue.
 - b. Do not touch the face or face covering.

Protective Equipment

1. All staff and students are required to wear face-covering while at school/work and receive guidance on the proper use, removal, and washing of cloth face coverings.

Note: Staff will be provided at least one cloth face covering at no cost; students will be provided with two cloth face coverings.

2. Reasonable accommodations such as a face shield with a cloth drape attached to the bottom and tucked into a shirt will be considered in limited situations where exclusion is determined to be appropriate.
3. Cloth face coverings are meant to protect other people in cases where the wearer is unknowingly infected (many people carry COVID-19 but do not have symptoms). Cloth face coverings are not surgical masks, respirators, or personal protective equipment.

Staff Protective Equipment

1. As recommended by the CDC, all staff should wear face coverings. Per CDPH guidance, teachers can use face shields, which enable students to see their faces and to avoid potential barriers to phonological instruction.
2. Disposable masks will be made available if the employee or student forgets theirs or does not have a clean face-covering available.
3. Protective equipment will be provided as appropriate for work assignments.

Student Protective Equipment

1. All students over the age of 2 are required to use cloth face coverings, especially in circumstances when physical distancing cannot be maintained. Adaptation and/or alternative considerations will be identified and implemented for students with special needs who may experience challenges in wearing masks.

Physical Distancing

Physical distancing requirements will be adhered to in all school facilities to maintain the health and safety of all students and staff.

1. The number of people in all campus spaces will be limited to the number that can be reasonably accommodated while maintaining a minimum of 6 feet of distance between individuals.
2. In accordance with CDC and CDPH guidance, desks are a minimum of 6 feet apart and arranged in a way that minimizes face-to-face contact. If necessary, other campus spaces will be utilized for instructional activities (e.g., gyms, auditoriums, outdoors, cafeterias).

Staff

1. The plan to ensure physical distancing to reduce the spread of the virus among staff in the work environment includes:
2. Avoiding staff congregation in offices, break rooms, staff rooms, and restrooms
3. Avoiding grouping staff together for training or staff development. Training will be conducted virtually or, if in-person, ensure that distancing is maintained.
4. Adjust staff schedules to accommodate the needed completion of tasks
5. In accordance with Cal/OSHA regulations and guidance, all workspaces should be evaluated to ensure that employees can maintain physical distancing to the extent possible.
6. Where possible, rearrange workspaces to incorporate a minimum of 6 feet between employee and employee, or between employees with students, or students with students.
7. If physical distancing between workspaces or between employees and students and visitors is not possible, add physical barriers to separate workspaces.

Cleaning and Disinfecting

Vaughn will adhere to and meet all cleanliness and disinfecting standards in school facilities before reopening and during the school year.

1. In accordance with CDC guidance, staff and students should avoid the sharing of electronic devices, desk tools, books, toys, and other games or learning aids.
2. Limit stuffed animals and any other objects that are difficult to clean and sanitize.
3. In accordance with CDC and California Department of Pesticide Regulation (CDPR) guidance, Vaughn will employ a cleaning/disinfecting plan that includes:
4. Disinfecting products utilized are those approved for use against COVID-1 on the Environmental Protection Agency (EPA) list.
5. Product instructions and the safe and correct application of disinfectants using personal protective equipment and ventilation recommended for cleaning are followed.
 - a. Surfaces are disinfected between uses such as:
 - i. Desks and tables
 - ii. Chairs
 - iii. Keyboards, phones, headsets, copy machines
 - b. Daily disinfecting of high-touch surfaces such as:
 - i. Door handles
 - ii. Handrails
 - iii. Drinking fountains
 - iv. Sink handles
 - v. Restroom surfaces
 - vi. Playground equipment
6. Areas used by any identified sick individual are closed off and not used until cleaning and disinfection are performed. To reduce the risk of exposure, wait 24 hours before cleaning and disinfecting. If it is not possible to wait 24 hours, wait as long as possible.

Plan for Adequate Outdoor Air Circulation

1. In accordance with CDC guidance, increase the circulation of outdoor air as much as possible by opening windows and doors and other methods. Do not open windows and doors if doing so poses a safety or health risk to staff or children using the facility (for example, allowing pollen in or exacerbating asthma). Recommended filters with targeted ratings will be used to maximize central air filtration for heating, ventilation, and air conditioning (HVAC) systems.

Employee Concerns

COVID-19 related employment information, training, and other related concerns and resources will be provided in a separate document by HR

Communication with Students, Parents, Employees, Public Health Officials, and the Community

1. Communication to staff, students, and parents about new, COVID-19-related information and protocols will include:

- a. Proper use of PPE
- b. Cleaning and disinfection protocols
- c. Transmission prevention
- d. Guidelines for families about when to keep students' home from school.
- e. Systems for self-reporting symptoms
- f. Criteria for re-opening/ closing schools as directed by state and the LADPH.

2. Communication protocols when the school has a positive COVID-19 case including.

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	TBD	Y

students who display any signs of illness.		
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 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 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 A-G 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 A-G 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	TBD	

process.		
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 P.E. 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, A-G 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 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 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	\$28,025	Y

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. 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	

Distance Learning Program

Continuity of Instruction

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

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 a.m. daily (ML-9:20 a.m.). Automated attendance calls will be made at 9:15 a.m. (ML- 9:20 a.m.) 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 p.m. 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 p.m. 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> learning 4 days a week	Designated ELD Component of Wonders
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

		<ul style="list-style-type: none"> ● Tier 2 Vocabulary Development ● Pathway from Wonders ELA
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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 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 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 A-G 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 A-G 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
1 Middle School Physical Education Teacher: The P.E. 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	TBD	Y

practices, the school-wide Positive Behavior Support Plan, and promotes a positive and inclusive school culture 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
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, A-G 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	\$25,000	Y

student certifications or exams.		
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 a-g 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, 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 A-G 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 A-G 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 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
1 School Psychologist: The school psychologist serves as a member of the mental health team and will assist	TBD	Y

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.		
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 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. (Basic Services: Provide Pupils with Access	\$400,000	Y

to Standards Aligned Instructional Materials and Maintain Facilities in Good Repair)		
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.

		<ul style="list-style-type: none"> ● Initial Attendance logged by 9 a.m (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	<p>Ss who demonstrate a pattern of chronic absenteeism (2 or absences per month despite supports provided).</p>	<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
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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.