

Learning Continuity and Attendance Plan 2020-2021

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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
Vaughn Next Century Learning Center	Fidel Ramirez Chief Executive Officer	framirez@myvaughncharter.com (818) 896-7461 x.8009

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 resulting in no gap in service. 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.]

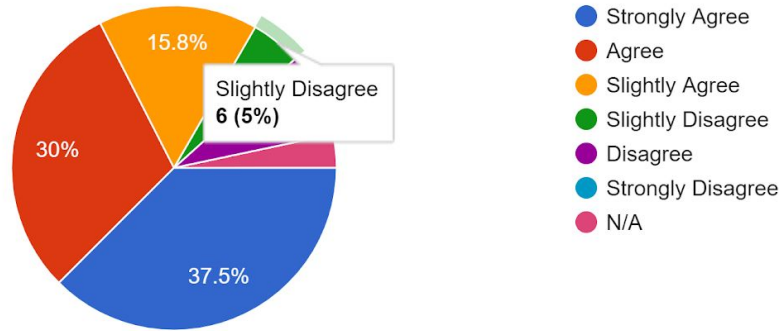
Teachers and Staff

Through surveys, conversations, and staff forums we were able to determine what aspects of our plan could be strengthened. Teachers and staff feedback regarding the topics in this plan centered around a few main themes, namely safety, technology, and training. Through a teacher and staff survey conducted in late May 2020 approximately 78% of respondents felt supported by their school during this time.

In response to what areas of need their students had 55.9% indicated mental and emotional health, 41.5% indicated childcare needs, 35.6% indicated food and 31.4% indicated a need for employment opportunities.

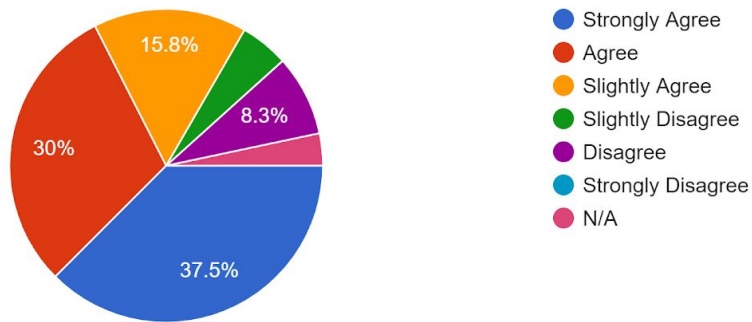
18. To what extent do you agree that there should be a central location where parents and students can receive information for learning and our scho...ide a common place for all connections to happen:

120 responses



18. To what extent do you agree that there should be a central location where parents and students can receive information for learning and our scho...ide a common place for all connections to happen:

120 responses



Comments regarding reopening of schools:

- Return only when safe
- 8-11/12-3 in class
- Monday -Thursday
- Friday planning day for teachers at home
- Safety, that is most important

- Temperature check for student and teacher, continues hand washing, always wearing mask.
- For the kids, 3 days a week regular sessions is a good phase in. However, if a student/staff is a virus carrier, it does not matter whether we are together 1 hour or 6 hours of exposure. Masks/shields and washing hands are still effective measures of protection enforcement. I am glad the school is taking mitigation procedures seriously. Thank you.
- I think there is too much uncertainty. We recently found out that it can affect children with Kawasaki. Syndrome. Yes this is the extreme but I feel that there's not enough science to say how bad it can truly affect children. Full time school allows for students to possibly catch the virus since this virus can be a symptomatic Then they expose their families at home. We know the virus isn't going away. I feel that we need to continue distance learning. It's not worth returning to school and risk precious lives until there is a vaccine .
- If we continue with distance learning, maybe we should consider scheduling in which students continue on with the same teachers. It may not be 100%, but teachers the last couple of months have dedicated a ton of hours developing rapport, not only with students, but with families as well. To start brand new again, with brand new students would start that process all over again.
- Blended learning and students turn in most assignments while at school,
- Two groups of students one comes in Monday and Wednesday and the other Tuesday Thursday. Friday is a turn in work online. When group a is in school group, group b is doing online learning. When group b is in school group a is doing online learning.
- Respecting both the parents feelings on a delay return without a vaccine as well as accomodations for those with underlying health issues to learn remotely until such time that a vaccine is available.
- Childcare for parents who have no family members to rely on to watch their students.
- What hasn't yet been mentioned (not sure if will be touched on later in survey) but would make me feel far better about opening at all is that the INSTANT a student displays any symptoms whatsoever they are IMMEDIATELY sent home.
- Pod's how is that going to work if there are 80 kids 4 teachers in a 600 sq. ft. room? That's very scary, with an airborne virus.
- We should consider following all health and safety precautions first and foremost. I am very leery of the rush to open things up. I feel like until there is a vaccine, it is extremely risky to bring everyone back to campus. I feel like that is a mistake, and I strongly disagree with people who are not taking the Pandemic seriously by not wearing masks and not practicing social distances and rushing to reopen. This has changed the way we do business, perhaps permanently, in my opinion until there is a vaccine and people can be properly tested.
- None
- I don't know.

- Teachers and staff report to their campuses in person and provide lessons from their classroom to their students who are at home working from their Chromebook and following a regular daily schedule (they "attend" all classes online via Nearpod, Skies, etc.). Students who share a Chromebook or have internet WiFi/technology issues may be allowed to attend classes in person unless social distancing cannot be practiced in the classroom or in between class periods.
- G3 , we need a reliable good online reading software program. Lost faith on Ticket to Read. Not answering the question directly but, they are interconnected.
- Having 10 students attend class in the morning from 7:50-11:00 and have 10 students come in the afternoon from 12-2:30.
- Waiting until after Christmas break to restart school on campus full time.

- I think we should have a soft opening style first week in order to make sure all students are set up with what they need to be able to do virtual learning.
- For secondary schools, we could have like five advisory students show up for a half or full day in the first week and by Friday have had all our advisory students come in for one day. On their day, teachers play tutorial videos for google classroom, maybe the virtual calendar, teacher video introductions, make sure each student has the internet and chromebooks at home..... They also need to get signed in to google classroom for their schedule and teachers can make sure they are signed in to each one of their class periods. Students can practice turning in work by completing getting to know you activities, we can collect data via google forms etc. They can take a lexile test since it is a very quick measure with useful info teachers can use when planning. We can make sure they have info/flyers for resources including food service etc. We can have them practice the basic skills they need and have them exchange emails with a peer buddy. Anyway, this day/ half day is to set them up, and then do all virtual learning until there is a vaccine or more certainty for how else to proceed.
- If we did half days, then secondary teachers could meet with their teams or departments or grade levels partners to plan for distance learning for the semester-- We can really have more time to think about the workload of students and coordinate and prep lessons.
- In the lower grade levels, it's different because they have the same kids all day unlike secondary there are so many transitions, maybe they can pull off smaller groups and in school instruction and because they are so young I see that they would need more in class instruction than an 8th grader who can already read.
- With the CDC guidelines it just doesn't seem possible to return to normal secondary schedule, to have kids go to different periods, we would have to have just one small group and no offense but I don't think all adv teachers can have a larger group of kids come in and assist them with actual work for all the subjects, it would be more prompting them to click on the video, watch the tutorial, listen to the directions, submit the work..... it's still not actually teaching so why not just do the rest virtual until there is a vaccine or a huge decrease in CA in COVID numbers (right now they are still increasing especially in our community because we have so many families in service jobs where they can't just stay home, we have families who rely on public transportation, or families who are technically homeless/ living in crowded conditions and that is not going to change between now and the fall)

- I think a return to normal will be important, especially to students with 504 and IEP plans. I believe we should schedule hand-washing into the day and require masks in classrooms
- I think we need to consider day care for our families. I fear losing enrollment to neighboring schools that may offer full days, since most of our families will more likely be back to work and will need day care.
- I think we need to eliminate teaming and in school breakfast. Students can pick up breakfast for the next day when they are leaving school. If we go half day those students can pickup breakfast and lunch before leaving.
- I think you've covered the options I had in mind...good thinking!

- Alternate plans for individual students and staff that cannot return to campus due to health concerns.
- Secondary students need less classes. Students really struggled to focus on 6 classes at once. Students need to be grouped together. Tony Thurmond has also been saying that we should allow any student who prefers distance learning to stay at home this year, and that those who are willing to do full-time distance learning should be allowed to, as it opens up space for those who want to come back to be able to with adequate spacing in classes. We need to develop an effective hybrid model where students can come to school for workshops for support, or they can stay at home. Some of my students have done really well at distance learning without their peers as distractions, while others really struggled.
- I think many of the options provided could work, but I am concerned about teacher burn out. If we are doing a combination of half day learning and distance learning with multiple groups, I am worried about being able to balance everything. Distance learning is already a full time job, and I am assuming with multiple groups of students coming in during the day, our hours of in class time would have to be very much increased. I understand that student needs come first, but please, PLEASE consider how students will be affected if teachers are working increased hours in the classroom and putting in countless hours at home to continue with distance learning. We already feel extremely overwhelmed.
- Please remember to consider the mandated needs of the students irrespective of what schedule is chosen. Please consider if students have IEPs, if students have services with those IEPs, if students have 504 plans, if students are unhoused, and if students are 'at risk'. Also note, there may be need to also remember the auxiliary duties of Counselors and RST teams; will they have anytime in a week to complete their other tasks especially those that require students present? For example - if the half and half staggered schedule is chosen - and half of students with exceptional needs come in the morning, the other in the afternoon - when do the service providers have time to provide their mandatory services like assessments, speech, OT, - if students are in school focusing on their core classes (i.e. pulling students out during core classes will become a challenge as students receive RST services during this times in secondary - another provided (APE, Speech) might find it difficult to use that same time to provide services depending on the student's needs.
- Temperature checks before they enter school
- Having more supplies so students do not have to share materials as often.
- Block sections where students remain in the room and it's the teachers who go in and out of the classroom.
- Choice of teachers. Some teachers should be allowed to DL because of their health concerns
- Survey parents about needs - some may be going back to work and need the full time school day where other families want to keep their student at home or may not have the flexibility for blended learning. Survey will help see how many would actually be willing to return to campus and can provide more help with crowd/number managing.
- I feel that as long as we keep the school clean and disinfected and students constantly wash their hands. And most importantly students are sent home when they have a runny nose or a small cough we should all be OK.
- I do not think it is a good idea to reopen school. It will put everyone at risk.
- No new suggestions

- Let everyone be tested on site.
- I think the only viable option is not to open until everyone's safety is to be guaranteed. So many people have health issues that place them at high risk or live in multigenerational situations. I do believe there is going to be a second wave with all the businesses reopening -and seeing more and more people out on the streets.
- Number of students and teachers in POD's at one time. Lunch, recess.
- A health fund for when staff get sick at work.
- A legal fund for when staff get sick at work and get their family exposed.
- Here are some things the school should consider before exposing staff to covid...
- Who is going to pay the medical bill if a staff ms the school going to offer to supplement staffs disability payments to make our paycheck whole when we get sick and can not come back to work for weeks or months? Is the school going to increase staffs paid sick days? Is the school going to provide free or reduced daycare for staffs kids whos own school is closed? Do we have enough sub support for just a minor outbreak at our school? How can we prevent families from sending sick kids to school? ember get sick with covid and has lasting medical issue from exposure?
- IIs the school going to offer free covid testing when a outbreak occurs?
- Blended learning with daily sessions: Students attend in person certain days each week in a block (2 hour session per course - example: periods 1,3,5 on Wednesdays, and Periods 2,4,6 on Thursdays) and complete assignments and activities via distance education the other days of the week. In addition to the mentioned days, Fridays could be assigned to students that need the extra teacher support (example: SPED, lower performing students)
- Classes split in half. They alternate coming in Monday - Thursday. Friday reserved as a planning day. While half is in class, they are working on same lesson being delivered electronically to those at home. Those in class have advantage of teacher in class to circulate and assist; and questions asked live. Those at home follow along through Zoom. The next day, classes switch coming in to school and staying at home, but lessons continue.
- Full time distance learning until it is safe, even if it means 2020-2021. All my teaching years we have taught our students that social skills and sharing is important. If students come back we will be taking steps back especially with our elementary students because they don't know any better. They will want to be close to their friends and play together. For teachers to tell students that they shouldn't share and allow the opportunities for them to work on their social skills in the playground will be hard to do. I feel middle school and High school students have a better understanding so they can go back to school & do blended learning. It will be safer for elementary students to continue to do distance learning.
- I am a kindergarten teacher and I think the best option would be for blended learning but to stay away from two sessions (AM, PM) as it will be way more cleaning, anxiety, work. Keeping it the every week or every month work better. I do agree that kindergarten might be difficult to do a full-time return to distant learning, but still want to limit the amount of contact to reduce fear in teachers, families and students.
- The rate and number of infections. Regular testing of students and teachers
- hybrid-combination of distance learning with partial interaction during certain days of the week.

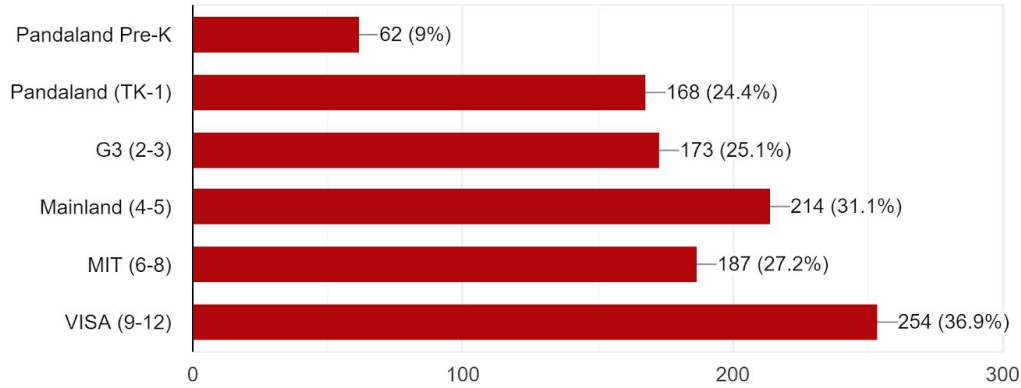
- Childcare concerns. If Vaughn reopens while childcare facilities or other schools do not, who would provide child care for my own non-school age children
- Late children that will remain after a half day school day option. Training or workshop opportunities for parents on how to use tech devices or sites teachers are using.
- I honestly think we need to learn from the countries that have opened schools too soon and saw an increase in covid and had to close soon after opening. I think this will cause more harm to our students emotional health then saying at home. I also think that keeping a mask on all day is very difficult for students and teachers. It is difficult to breath just walking, can you imagine doing brain breaks or indoor exercise? it is also not recommended for students with asthma to wear mask for long periods of time. I think it will be easier for older students to return to school with all the new safety measures, it is going to be too difficult for younger students especially at Pandaland were we have so many students in an enclosed area and room size is not the same. We can't possibly all have the same number of students and keep within CDC guidelines.
- Having PPE.
- A Blended learning model where half of the class attends school for instruction in the morning while the remaining students receive online remote instruction in the afternoon.
- Tests must be done in person. Consideration to other districts needs to be given because many teachers have children in other schools. It might prove problematic if teachers are required to teach at school but their children (attending other schools) are required to stay home. Finding daycare will be difficult for many parents and teachers.
- provide health benefits to all staff
- Reinforcing online learning (remote learning). We can encourage this with Parent Center P.D.'s (In person but preferably online), as well as having the office staff send Class Dojo notices. Having the office share documents on the Grade Level Class Dojo would be incredibly helpful. It was my understanding that that was the main reason for developing the grade level Class Dojos, for the office staff to reduce the flyers and make posts.. They were designed to make schoolwide announcements in case of emergencies like this one. Since the school class dojo has been started the office has not posted any of their flyers or notices which would greatly decrease the use of paper, and increase our parents' online participation and responses.

Parent & Guardian Feedback

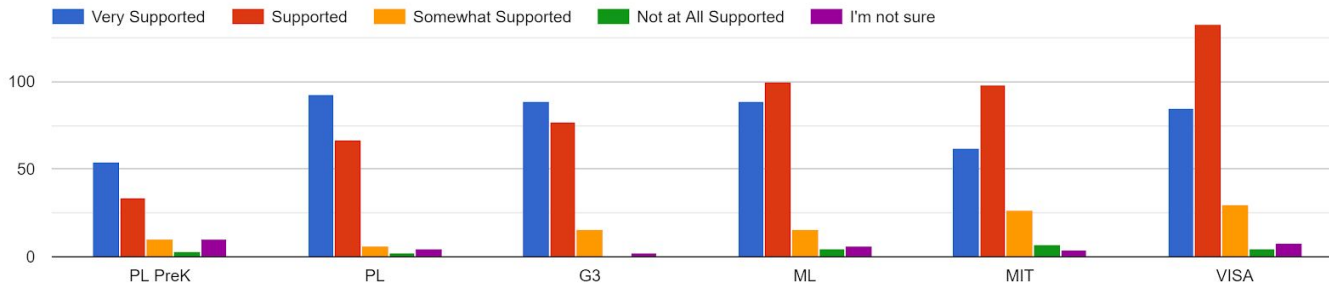
Covid 19 Parent Survey Summary as of 6/3/2020

1. What school sites do you have students at? Select all that apply.

688 responses



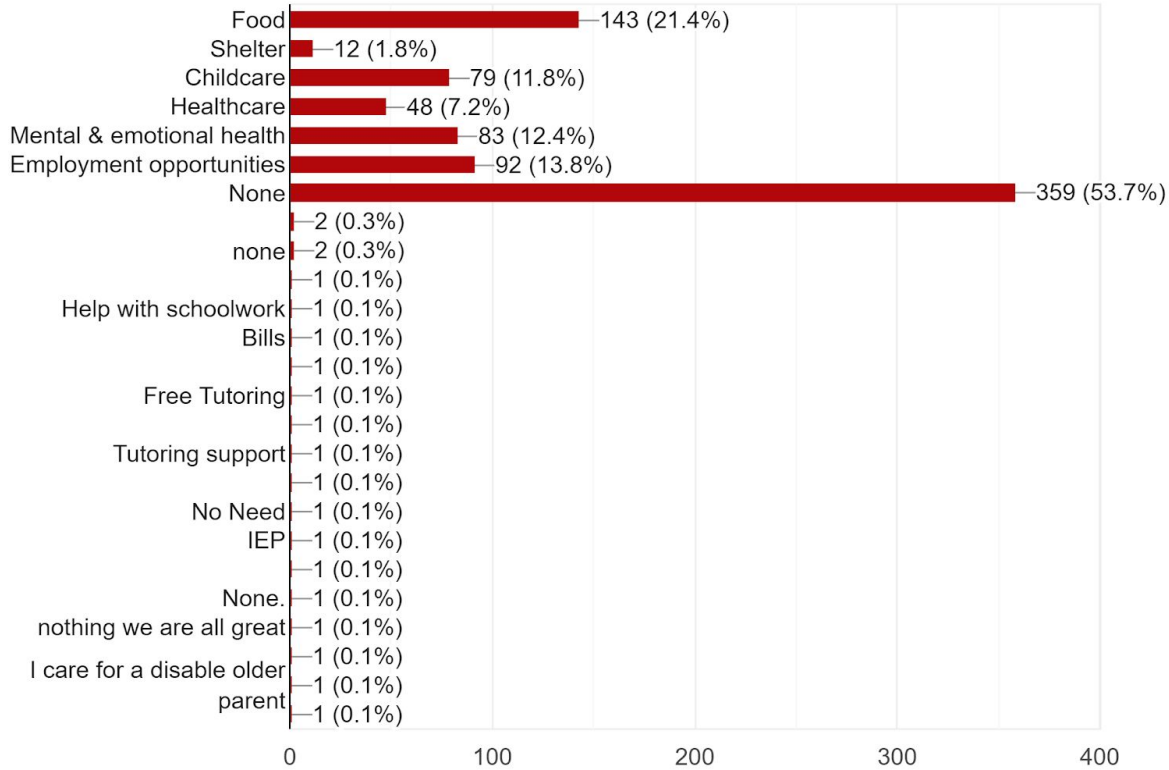
3. How supported do you feel by your child's school? (please complete for each school site your children attend and leave others blank).



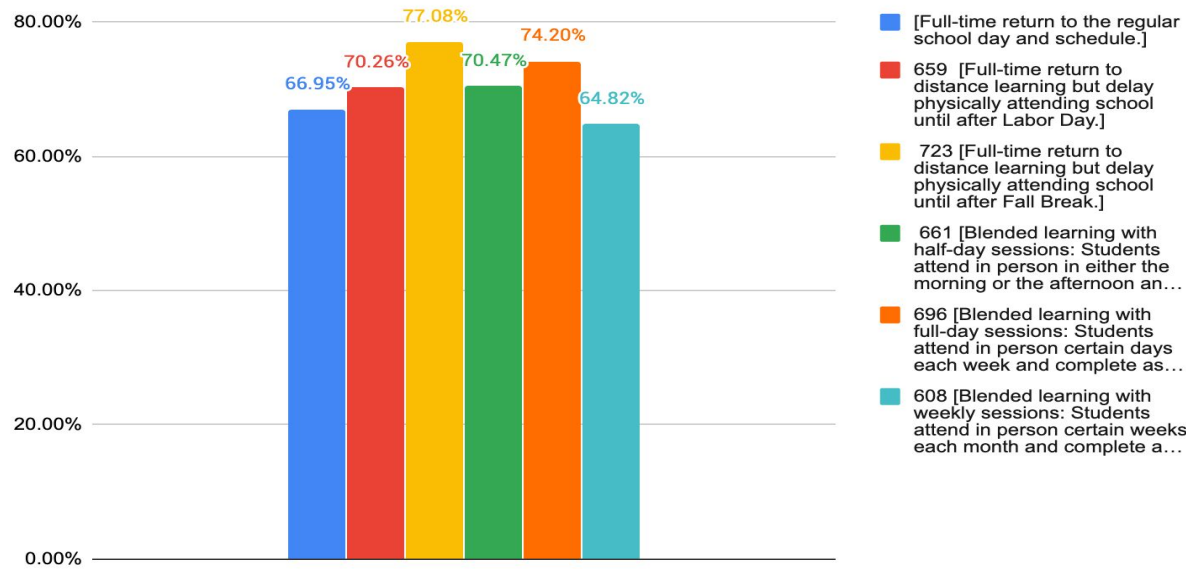
10. For which area(s) could you use additional support or information about resources at this time?

Please select all that apply.

669 responses

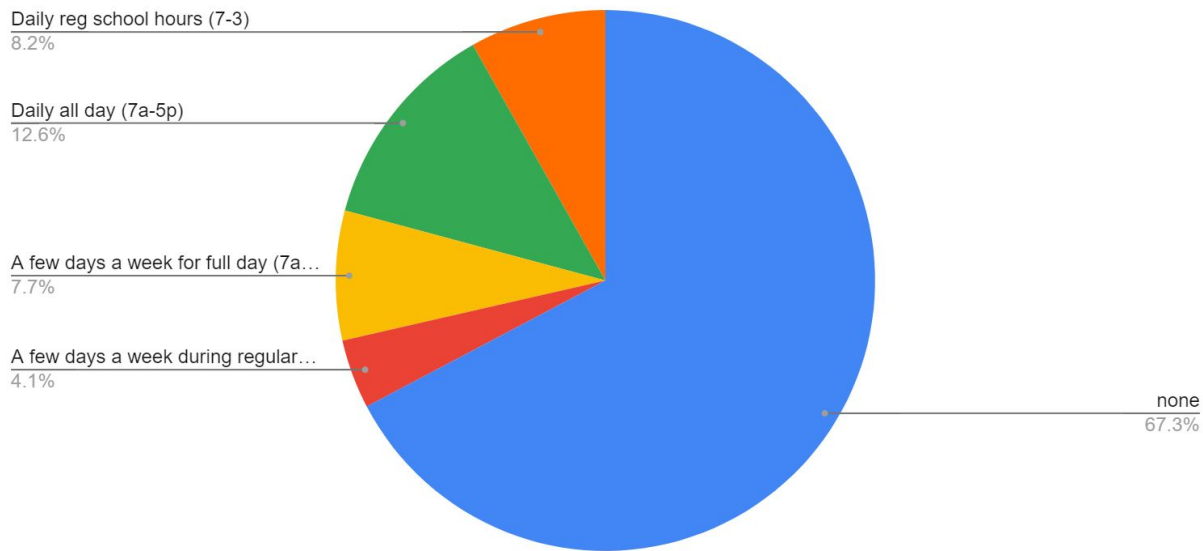


If schools are allowed to reopen in the Fall 2020, how strongly would you support each of the following options? -Neutral, Agree, Strongly Agree



	Strongly Agree, Agree, Neutral	Disagree, Strongly Disagree
Full Time Return to School	456	196
Start with Distance Learning, physical return after Labor Day	474	178
Start with Distance Learning, physical return after Fall Break	469	176
Blended Learning: ½ Day Sessions (a.m/p.m.) 2 Cohorts of students	304	177
Blended Learning: Ss attend 2 Days a week in person, 2 Days a week at home learning	502	145
Full Time Distance Learning	386	259

What childcare/after school support will your family need in the fall?



Parent Town Hall

- Will the in person option have adjusted hours?
- When you talk about phase 2, how will you keep track of the students health? Will you take the temperature of the students? Also who will decide what students will go in the morning or in the afternoon?
- Will students with an IEP will have more time to complete any work given to them?
- Will they have to be online at certain times? I work full time and have child care needs?
- Will there be standards that are measured to ensure that students are successfully learning and that teachers are successfully teaching? Some teachers are amazing with virtual teaching, but others are not and it wouldn't be fair to our students to fail at any standard if they're "assigned" to a teacher who may not be embracing virtual learning.
- For children that are in middle school and high school, would they stay in the same classroom the entire day? I would feel more comfortable knowing that my child is in the same classroom all day and not having to enter a different room every period.
- What about the community service hours for High School students? Who do I contact regarding the community hours that my child and I have to complete?
- If high school students are taking 3 classes, for fall semester how are students going to meet graduation requirements?
- As parents, how can we help you with donations to keep all school staff and students?
- I heard that public bathrooms are one of the places where people are very exposed to this virus, can you please increase the times someone cleans them.
- What will student nutrition and lunch look like during Phase 2 and Phase 3? Will students who attend school a few days out of the week have breaks/breakfast/lunch and how does that look like in phase 2 and phase3?
- Will the health offices be open? Will we still employ medical assistants?

- Will phase 4 be mandatory or will there be an option for students to still learn from home?
- How will music classes happen/ work?
- I'm not sure if this was addressed but will children need to wear a face mask at school?
- Will all electives be offered in the high school level?
- From Adriana Mendez to Everyone: (9:59 AM)
- Will students with chronic illness such as asthma, diabetes, and others will be taking more extended care at school campuses?
- From Me to Everyone: (9:59 AM)
- Electives will be offered at VISA and MIT We are definitely taking our students with illness into consideration as we plan
- From Jacobo Requena Martinez to Everyone: (9:59 AM)
- thank you

SPANISH A.M. QUESTIONS

QUESTIONS:

- I wanted to know when school starts on Aug 5 and what would be the schedule for children?
- If we are going online effective 8/5 then why do we have to return the chrome books??
- If it is my son's first year in Vaughn how can I go and pick up a Chromebook?
- Also how many children open participating in the online class. comparing in April and May all the children were in the online case and were too young?
- What strategy will they have with children with disabilities? How would they handle the children they were already behind last school year?
- How will we communicate with teachers about students? What if we reach out to the teacher with questions, but the teacher does not answer?
- I wanted to know about the supplies that you will need
- I was sent the compact arries, how can I get it? I don't have that number. I didn't send it there.
- I have a question: what can I do if I cannot enter the Aeries portal to fill out the forms because when I enter my account and password it tells me that they are not invalid ... and I cannot fill out the forms ..
- How do we enroll our children who are transitioning from Kindergarten to 1st grade?
- When will we know the name of each child's teachers?
- Will online classes be for all grades?
- I have a daughter who is going to enter 12 and one who is going to enter 9. I do not have access to fill the compact of which she is going to enter
- Returning to phase 2 when students can return to school they will be chosen or they will all return?
- Are they going to give each student a chromebook? or one for two students
- What will be the online schedule for August 5?
- What will primary report cards look like with online instruction?
- phase 1 will be online and phase2 and 3 will be optional if we want the children to go or be online?
- The grades that were mailed to my 1st grade daughter did not receive the grades. What do I have to do? Do I have to go to school?
- A question: how many days of online class will they have?
- What can I do if I have not received the email to fill the compact

- Am I still in time for my son to take summer classes?
- When one accesses the parent portal there it can be filled for 2 students or each one has a different password and name

COMMENTS:

- I am very concerned that the classes will be online in Phase 1. Since not all children learn through the computer, they are very distracted. They don't always pay attention.
- I prefer to follow the class online
- my recommendation would be that the teacher only have a few students at a time,
- the teacher should email the parent when the student is low and not wait for the student to earn a grade of D or F. It is too late to accommodate the student.
- more importantly for my son who was not recognized for his effort so please take into account what each child feels ...
- I would like teachers to connect with students every day. because in the last classes they had teachers who only 1 or 2 times a week connected with the children and only half an hour. and children really do take instructions.

ENGLISH PM SESSION

QUESTIONS

- If we selected plan b, on the compact signing, and decide later that our kids would do better under plan A, can we elect to change from Plan B to Plan A?
- what if I don't want to send my kids to school
- What does "blended" mean?
- If you select Plan A, why can the teacher do online lectures the days students are not in class
- how going be the classes is it going be in school or in laptop
- do we have to purchase new planner
- How will the children obtain the subject books that are usually held/ handed out in class?
- In person learning how many students in class
- How do I sign my compact and do I need to do one for each child
- covid is an extreme concern, as we are all aware this is a life threatening virus. We as a Family do not feel comfortable with Blended as we feel it defeats the purpose of social distancing and putting more families at risk, will there be an option to deciding to keep children on virtual learning once phase 2 comes?
- from what time to what time will children be in school for in school learning?
- Do we sign in student aeries or parent one?
- regarding the online lectures: can teachers record the lessons? in case my child needs to go back and listen to instructions? since its time consuming to get a question answered via email.

- i really like the e-sign compact for returning students! will this become the new norm in the future?
- What about standardized tests?
- I am not able to add my son who is starting Kindergarten to select a Plan onto my existing parent portal in Aeries. It's requesting for a Student ID & Verification Code.
- Will all of these phases be used at VISA?? :)
- I dont have an account for the Parent portal. How do I receive the compact.?
- Is this meeting for all school's?
- I dont have an account for the portal how do i fill out the compact?
- are all volf you do online studies only will a teacher have mandatory hours a week/day?lunteer hours being waved during the pandemic?
- Do you know if the vaccine is going to be mandatory?
- is there another meeting set to receive the laptops?
- what if we do not hear from a teacher? How will teacher reach out to us?
- Which method of contact?
- Will the students be wearing mask?
- How can parents added to receive Aeries Communication announcements, who can they email to be added or who can they call?
- Are masks and face shields provided by the school for students?
- If you do online studies only will a teacher have mandatory hours a week/day?
- what is the hours of operation for MIT? . I have called different hours from 9-12pm on 2 different days and i am unable to get a hold of someone at the office.
- if you do not have email on file can you create an account?
- i don't receive emails and i gave my email address to the front desk since my child was enroll.
- do not have an aries account can I just create one?
- Hello everyone, how can we get a proof of compact submission? Just to be sure we did it right?
- do i need to fill out a compact if i have recently enrolled my youngest son to pre k?
- if i decide to do hybrid and at some point i no longer feel comfortable with going hybrid or vice versa where my child is 100% long distance learning and i want to switch to hybrid , can i make the switch?
- I have a Aeries account, how can I get the students ID and verification code?
- Schools are going to respect parents choices about classrooms or distance learning? Or it is going to be a requirement that schools have 50% of students in their classrooms?

English COMMENTS

- I would like to register my son to receive a laptop, the one he is using currently malfunctions
- i feel we should keep consistenr synchronium lessons to keep the kids accoutable and on a schedule
- during compact signing I was not able to EDIT main phone numbers , I was able to make change in a different section within the compact
- A.M synchronius lessons for each subject! this past semester it was not consistent for all courses and some teachers where not clearly communicating there expectations

- I'm not sure I'm understanding when I filled out the compact i did get the two options but it didn't let me choose which one it just says agree or deny
- I am not able to add my son who is starting Kindergarten to select a Plan onto my existing parent portal in Aeries. It's requesting for a Student ID & Verification Code.
- We just sent a request form for Aeries parent portal but we haven't received a reply about that and since we want to sign the compact.
- thank you for reassuring the students spots are still available to them. the main office was stating that if certain medical records arent received the compact wouldnt be sent out! it was a bit nerve racking so thank you

SPANISH PM Meeting QUESTIONS:

- How safe will the face-to-face return be with the notable increase in cases? since in March the schools were closed the number of confirmed infections was less than the current one. My son is a MIT student and he has a chronic sinus condition and severe seasonal allergy.
- Hi! What steps were taken to get our children back on campus?
- all grades would wear face masks?
- if the children return to classes as you say only for 4 hours they would have rest and in that case how would they do to keep the children keeping their distance
- my question is if the parents can go see the classrooms before they enter school
- Do you have any idea of the date that phase 3 would be reached? clear if the figures maintain a flat average.
- good afternoon how would it be time to take them and pick them up
- How many students per class
- Would they have to take the covid test once they return to classrooms?
- I have a problem with compact online and that one but it does not let me be the others.
- Do they have to take temperature before entering?
- It will be optional the decision to accept that the children ballade or not to school while phase 4 arrives
- What were the class schedules if there were in the morning and in the afternoon?
- Would we choose the schedules or you?
- It would be possible to give a test of the COVID to all students and staff before entering class.
- How many students will you assign per class?
- my question is the children are going to start the classes online on August 5 excuse the classes
- How will I know what classroom my son will go to and how many students will be
- Hello, good afternoon, my question to have the children in phase 2 will be based on what we decided in the compact, for example if I would like it to be 100 percent online. depending on the response of the compact.
- How many minutes of instruction are children required to be in zoom classes per day for first graders?
- Will the compact signature be in person?
- How many hours would it be if you study online?
- Hello, good afternoon, my question is how can I fill the compact, because I cannot enter the page to fill them?
- my question if I decide that my children attend school but then we look at how there are many infections I have the option of staying at home
- Will there be penalties for parents who do not send children to school when we reach phase 3 but are still unsure?

- how many days a week are classes going online
- What will happen to the community hours required by family? Would they be canceled or would we have to participate in other ways?
- How are the students going to choose their classes that will have this next school year? There will be an online survey and if so, when will it be approximately?
- HI, I have been trying to fill out my child's compact but my parent portal is not linked to her student portal. When I log in I have to add the student but it asks for a verification code. Where can I access this verification code in order to be able to fill out the compact.
- good afternoon my question is there will be supervision at all times to observe that the students use the mask at all times, especially the smallest
- How is the process to select the phase that you choose for this new school year going to be?
- are you guys sending an email with all this information?
- If I explain it wrong exactly, will that option to choose be available to parents via e-mail?
- the classes will be the same as the year ended oh they will be real classes since one hour 3 or 4 times a week is not enough, how many hours does the state require per week?
- if after face 3 there is any dad unsure of sending his son to school what could happen
- In phase 4, will it be possible to keep classes online in cases for children with chronic conditions?
- How are teachers curriculums being monitored and ensuring that they are being thought properly and according to state grade requirements. ????
- for when they would send the compact for the Kindergarten children because I only received a compact from my son who is going to second grade
- every time they change face we must choose if we want our student in online classes or in person?

SPANISH COMMENTS PM:

- Good afternoon, it is not a question. It is only an observation since the classes were canceled. All the messages and calls have been in English. I have no problem with that, but I have familiar families at school who ask me why they do not understand the information in Spanish. Thank you.
- I would like the pre-K children to have a portal like the other grades we must understand that this stage is fundamental for the whole school and I thank you for the support this year my children had excellent teachers but a classmate had a bad experience with My their teacher I did not want the zoom and I as a father who recommend the school I feel terrible for I look for the best for my students since in our country the academic level is very advanced
 - Fidel is probably the best to answer this - he is super eloquent about providing options for families and us being a school of choice
 - We always try to do our very best to reach the needs of our students and families, but know that at the end of the day our families will always make decisions to have the best opportunities for their child - we seek to partner with each and every family to ensure your child is learning, growing and staying safe... something like that
- I fully support your initiative 🙌 your project is entirely based on the well-being of the students. Thank you very much.
- I would appreciate being able to have my son in online classes 100% due to his chronic condition.
- Master with the pre-K Mis Guitierrez refused to zoom
- My son's 6th grade MIT team of teachers were excellent and they did a great job with the boys. Thank you Mrs. Johnson, Mrs Plocke, Miss Villanueva, Miss Santa Cruz.
- I think it would be convenient to monitor all the students from the first day so that they do not take off their masks and keep their distance to wait.
- Hello I just want to thank you for all the dedication of all the school staff

- MANY MOTHERS HAVE MANY QUESTIONS AND QUESTIONS WE TRY TO CALL THE SCHOOL BUT NO ONE ANSWERS THE PHONE WHERE CAN WE GO?

LCAP Hearing Public Comment/Questions 9/16/2020

Q: Do you have an update as to when [Chromebooks] will be avl for prek students?

A: If you are asking about Chromebooks yes, we are in the process of ordering Chromebooks and Hot Spots with our IT department. Unfortunately, all companies have told us that they are backed ordered so we do not have a firm date of when we will get them

Q: Do you have an estimate date of when prek would go into phase 2?

A: Transition to phase 2 will be based on guidance from state, local, and federal governments.

Q: Will children and staff be under mandatory covid testing when they go back?

A: We will be following government guidelines with regards to expectations around testing when we return.

C: As a parent of an elementary kid and a high school kid, and as a high school teacher, I support applying for a waiver for K-5 students and students with special needs as soon as it becomes available. I think older students could wait. It is the youngest students and those with learning disabilities who are struggling the most. Additionally, I am finding that some of the oldest students are struggling to get their work done because they are caring for younger siblings, and the elementary school has a different lunch schedule, etc., from the older students, so high schoolers are having a hard time with their studies as they are trying to make lunch and supervise small children while also doing their school work. If the younger students went back in person, it would allow the older students to focus better.

Q: How long will class be if pre-k goes back?

Q: Resources/allocations - how are we going to implement the plan given all of the medical and health concerns that the staff may have, the time allocation as well as supplies and the financial resources?

A: We have an allocation from the government for learning loss funds (approx \$3 million) that will go towards interventions, support services, technology and health services needed as a result of the COVID Pandemic.

Q: How much notice will families be given when school returns?

C: There is an unacceptable level of discontinuity in teacher use of Google Classroom. Teachers post some things on Google Classroom, but other things only on Clever or only on SKIES. This makes it difficult to interpret parent reports

and for students to navigate. I get emails from my daughter's teacher about missing assignments, but they aren't on google classroom or aeries, so I don't know about them, even when I am checking. I think ALL teachers should be required to pass level 1 Google Certification and we need to ask teachers to post more than just a daily summary on class dojo. Also, some teachers at high school are lacking some very basic skills, like how to share a document.

Key ideas and priorities that emerged across most/all of the stakeholder input solicited:

- Our current situation is an opportunity to do things differently and disrupt the status quo – to better serve all students.
- One size does not fit all – training, instruction, and communication all need to meet the individual and group needs of students, families, and staff.
- Distance learning in the spring was minimally effective and needs to be much better in the fall. Critical aspects include live instruction, consistent schedules, access to recorded lessons, access to teachers and staff, and communication of clear expectations on a regular basis.
- We need to focus on our most vulnerable students in our planning and implementation.
- Relationship building, Social Emotional Learning (SEL), and mental health need to be prioritized along with physical health and safety.
- Parents, guardians, and caregivers need much more support to effectively partner in the education of students at home. This includes clear guidance for what they should expect from distance learning.
- Training and accountability for staff are both critical. We need to reduce the amount of variation in program implementation and the instructional experience of students and families. Specific training for distance learning is needed.
- Provide support to students and families to address access and connectivity issues that impact their ability to engage in distance learning.
- Students should have the option to continue distance learning for the remainder of the year, even when some form of in-person instruction resumes.

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

As a result of hearing stakeholder input Vaughn has made adjustments to our Learning Continuity and Attendance Plan in various ways. Primary feedback supports building a more robust distance learning plan encompassing needs for technology, supports for subgroups and social and emotional learning.

Technology: In order to address technology gaps for students and teachers, we reallocated additional funds to support the purchase of Chromebooks, hotspots, monitors, document cameras and other tech supplies to support and enhance distance learning. These purchases have allowed all of our students and families to have Chromebooks 1:1 as well as internet connection in the home. So that our teaching staff is able to navigate throughout virtual classrooms, additional monitors allow them to view multiple screens, and document

cameras connected to the internet allow educators to broadcast and model teaching supports and new instruction. We have also included significant funding to support the purchase of the programs to support distance learning.

Increased Rigor in Distance Learning Plans: As a result of feedback received from parents, staff, and students we have added additional layers to our distance learning plans. We have created consistent schedules, included synchronous instruction, leveraged common learning platforms, and streamlined communication channels. We have also included various supports for students who are struggling with engagement in order to increase the learning experience for all students.

Subgroup supports

EL Coordinator: Stakeholder feedback indicates a need to provide additional support and training for our EL learners. In order to provide dedicated support for our EL population, we have designated a specific position that focuses exclusively on programming, instruction, supports, and training of staff in order to build our capacity as a district to support our English Language population. This new role will address the needs of our EL population who have previously seen fewer academic gains than their peers.

SPED intervention: Our students with special needs additionally were highlighted in stakeholder feedback as a population in need of further interventions and supports. As a result, we are building in additional layers of intervention for this subgroup of students. Currently at each site, there is a dedicated team of paraprofessionals who provides IEP minutes for our students with special needs and they are closely paired with teaching staff to support co-teaching in the virtual classroom. We have hired additional Resource Specialist Teachers to ensure we are completing IEPs in a timely manner as well as to add to our daily interventions provided to all students with an IEP. Additional intervention is provided every afternoon during the school day to differentiate instruction for our students with special needs. Future interventions included specialized face-to-face support for our students with special needs on campus to ensure that they not only have full access to virtual learning, but individualized instruction at the school site.

SEL Supports: Since we have feedback that indicates many students and staff are struggling with mental health issues during this time we have included additional support within our plan to address this. We have included daily time for relationship building and mental health check-ins. We have also created tiered supports that leverage our robust support team in providing Tier 1, 2, and 3 interventions.

PPE: One of the main areas we heard feedback regarding was safety. In order to address these concerns and to ensure the safety of all stakeholders Vaughn has included in our plan the purchase of multiple forms of personal protective equipment. Without this basic provision it would be impossible for Vaughn to be ready to open for in-person learning.

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 are 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 SKIES, 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 Phase 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 Phase 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 Phase 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

The plan to ensure physical distancing to reduce the spread of the virus among staff in the work environment includes:

1. Avoiding staff congregation in offices, break rooms, staff rooms, and restrooms
2. Avoiding grouping staff together for training or staff development. Training will be conducted virtually or, if in-person, ensure that distancing is maintained.
3. Adjust staff schedules to accommodate the needed completion of tasks
4. 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.
5. Where possible, rearrange workspaces to incorporate a minimum of 6 feet between employee and employee, or between employees with students, or students with students.
6. 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 supplies to screen student temperature and additional supplies to respond to students who display any signs of illness.	TBD	Y
Disinfecting Materials: Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks.	TBD	Y
Signage, Posters, and Floor Decals: Visual cues throughout school sites to maximize social distancing. Cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing protocols.	TBD	Y
2 Directors of Instruction: In an effort to effectively distribute responsibility for the alignment, monitoring, and	\$294,541.43	Y

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.		
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.	\$70,263.80	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.	\$85,210.50	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.	\$97,289.95	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).	\$121,191.62	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.	\$329,344.00	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.	\$230,871.11	
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.	\$847,454.69	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.	\$132,215.65	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.	\$2,072,260.47	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.	\$109,871.16	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.	\$208,362.32	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.	\$92,460.09	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.	\$138,660.09	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.	\$198,787.00	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.	\$113,483.13	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.	\$44,421.16	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.	\$111,635.48	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.	\$288,564.70	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.	\$357,882.97	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.	\$174,806.74	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.	104,390.77	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.	\$357,882.97	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.	\$85,210.50	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.	\$98,360.45	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.	\$197,051.45	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.	\$54,411.96	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.	\$28,025.00	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.	\$37,185.00	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.	\$1,400,000	Y

Supplies: Instructional, Maintenance, and Custodial supplies to support the instructional program and the daily operations of the school.	\$300,000.00	Y
Maintenance: Funding to support the maintenance of facilities critical to student learning.	\$300,000.00	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.	\$147,827.62	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.	\$300,000.00	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.	\$113,427.73	Y
Summer Intersession: The Summer Intersession is designed to support students with opportunities for credit recovery, academic remediation, enrichment and acceleration.	\$83,335.00	Y

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. Automated attendance calls will be made at 9:45 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.

Attendance Codes and Descriptions

	Teachers Aeries Codes	Description
Present	Code 4	Participated to the fullest extent today (ex. Student was present in live sessions and fully participated in sync and async assignments) <ul style="list-style-type: none">• For PreK, fully participated in sync and async assignments via Class Dojo
	Code 3	Completed the minimal daily participation expectation (completed assignments despite technology issues)

	Code 2	Partially participated and partially completed the daily assignments
	Code 1	Completed minimal work: Participation was evident but not adequate and/or students missed more than ½ of class/day. Parent or student has communicated with the teacher but minimally through an email or phone call. This code can also be marked in secondary if a child attends any classes after advisory, but was previously marked “A” for advisory.
Absent	Code A	Student did not login, did not have any contact with the teacher at all today; the student was absent. For office use only: <ul style="list-style-type: none"> ● U= Unexcused ● VU= Verified Unexcused ● E= Excused ● G= Technology (excused absence) - Either you have prior knowledge of family’s inability to connect with technology, but no direct communication with family OR family communicates tech issue at a later date (change “Unexcused” to “Technology Excused”) ● B= Bereavement due to death in the family related to Covid 19

Automated Attendance Message to be sent after initial attendance taken that day:

Hello, this is Vaughn Next Century Learning Center; We hope that you and your loved ones are all doing well. This message is to inform you that our attendance records for XXXX, show that your student has not yet logged-in today and may be marked absent if they do not log-in and complete or submit their assignment(s) for today. Please assist your child with logging in and completing work so that they may receive attendance credit for today. If you need support, please call our office or contact your child’s teacher. If you think you are receiving this message in error, please ask your child to log-in and confirm that they have participated today. If your child is not participating today, please provide a reason for this absence as soon as possible by calling the main office of your child’s campus.

Dear Parents,

Consistent with state requirements from Senate Bill 98 and California Department of Education guidance, we will offer daily live interaction for all students through Daily, Synchronous/Live Instruction. These daily, live interactions are critical for instruction, progress monitoring, and maintaining school connectedness. Students will be engaged in learning using technology that allows our teachers to connect with all students in real-time to deliver:

a. Direct instruction through video conferencing/internet communication.

- b. Teacher guided peer-to-peer learning.
- c. Whole or small-group instruction.
- d. Timely, actionable feedback.

Beginning on Monday, August 24, 2020, student attendance will be recorded daily.

Please be aware that students who do not participate in distance learning on a school day will be marked absent for that school day. In addition, parents/caregivers will receive a call notifying them of their student's absence/non-participation for that school day. If your child is unable to participate please call your child's campus main office to notify them of the reason for non-participation.

Daily attendance will be tracked and documented as defined by student participation in:

- a. daily, synchronous/live instruction
- b. completion of assignments and assessments

Please contact your child's teacher for a copy of their distance learning schedule if you do not have it already.

In situations where a student is not engaging or participating in instruction, designated support staff will reach out to students and parents/caregivers to address barriers, problem-solve, and assist with improving student engagement. For high school students and parents/caregivers it is important to be aware that lack of engagement in instruction may result in course failure, which could put progress toward graduation at-risk.

Absences will be recorded on each student's attendance record, progress reports, and report cards and will be viewable by parents/caregivers in the Aeries Parent Portal.

If you have any questions or need support, please do not hesitate to contact us.

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 and GoGuardian 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

School Psychologists:

Team developed Covid-19 protocols and procedures for "In-Person" assessments, and partnered with various local educational agencies to ensure and promote compliance with health procedures established by the Los Angeles County Health Department.

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

<p>EO- English Only RFEP - Reclassified Fluent English Proficient IFEP - Initial Fluent English Proficient</p>	<p>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</p>	<p>Focus: Academic Language, Listening Comprehension, Collaborative Conversations, Writing to Sources</p> <ul style="list-style-type: none"> ● Incorporate Wonders Leveled Readers ● Address lessons not covered in Core ● 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 Vaughn's campus Directors, Curriculum Coordinators, and Lead Teachers relative to the direction of actions and services to support English Language Learners.	\$294,541.43	Y
1 Behavior Intervention Technician: The Behavior Intervention Technician 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.	\$70,263.80	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.	\$85,210.50	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.	\$97,289.95	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).	\$121,191.62	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.	\$329,344.00	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.	\$230,871.11	Y
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	\$847,454.69	Y

numeracy, among other academic needs.		
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.	\$132,215.65	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	\$2,072,260.47	Y

numeracy.		
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.	\$109,871.16	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.	\$208,362.32	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.	\$92,460.09	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.	\$198,787.00	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.	\$138,660.09	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.	\$113,483.13	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.	\$44,421.16	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.	\$111,635.48	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.	\$288,564.70	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.	\$357,882.97	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	\$104,390.77	Y

safe school opening.		
10 Teacher Assistants (TK/K): The teacher assistants support growth and development in literacy at the TK/K levels of early and primary education.	\$357,882.97	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.	\$85,210.50	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.	\$54,411.96	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.	\$257,097.00	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.	\$28,025.00	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.	\$37,000.00	Y
Technology/Equipment: Technology and equipment to support infrastructure, internet access, access to digital/standards aligned instructional materials and assessments.	\$1,400,000	Y
Supplies: Instructional, Maintenance, and Custodial supplies to support the instructional program and the daily operations of the school.	\$300,000.00	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.	\$15,000.00	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.	\$113,427.73	Y
Field Trips: In an effort to maintain normalcy and provide diverse experiences for our students we have provided funding for virtual field trips.	\$25,000.00	Y

College Tours/Fees: Funding to support college/career exploration, university tours, and fees associated with student certifications or exams.	\$25,000.00	Y
Behavior Consultant Services : Vaughn leverages the services of STAR of California and Therapy Travelers to provide at home behavior support, guidance for students relative to Positive Behavior Support, and specialized services for students most in need of intensive behavior support.	\$300,000.00	Y
Summer Intersession: The Summer Intersession is designed to support students with opportunities for credit recovery, academic remediation, enrichment and acceleration.	\$83,335.00	Y

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 which include social emotional check-ins.

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. Interim assessments will be given using our Illuminate platform online in conjunction with our GoGuardian monitoring software. 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 additional tutoring 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.
- Daily office hours available to students.
- Increased intervention personnel at each site in order to address student learning gaps.

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.	\$294,541.43	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.	\$70,263.80	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.	\$85,210.50	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.	\$97,289.95	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).	\$121,191.62	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.	\$329,344.00	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.	\$230,871.11	
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.	\$847,454.69	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.	\$2,072,260.47	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.	\$109,871.16	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.	\$208,362.32	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.	\$92,460.09	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.	\$113,483.13	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.	\$44,421.16	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.	\$111,635.48	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.	\$288,564.70	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.	\$357,882.97	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.	\$85,210.50	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.	\$98,360.45	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.	\$54,411.96	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.	\$257,097.00	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.	\$28,025.00	Y
Assessment System (iReady): iReady Diagnostic serves as one of several additional measures (SRI, etc.) to	\$37,185.00	Y

identify students in need of literacy intervention(s) and to monitor the progress and growth of English Learners in ELA and Mathematics.		
Technology/Equipment: Technology and equipment to support infrastructure, internet access, access to digital/standards aligned instructional materials and assessments. (Basic Services: Provide Pupils with Access to Standards Aligned Instructional Materials and Maintain Facilities in Good Repair)	\$1,400,000	Y
Collaboration Time: Continue weekly time for teachers to collaborate with peers on approaches to improving student achievement. While in distance learning and/or a hybrid model, collaboration further focuses on assessing and addressing learning loss and responding to identified needs of students, particularly those who are most vulnerable to disproportionate impacts as a result of COVID.	TBD	Y
Extended School-Year (ESY): The extended school-year session is designed to support students with opportunities for credit recovery, academic remediation, enrichment and acceleration.	\$510,010.00	Y
Summer Intersession: The Summer Intersession is designed to support students with opportunities for credit recovery, academic remediation, enrichment and acceleration.	\$83,335.00	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. 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

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 well-being.

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.

Tier 1 Supports:

- Google Classroom to connect with students (google forms to check in with counselors, posts on SEL lessons, videos, book recordings, Fun Friday Activities, mindfulness resources, etc).
- Bitmoji Counseling App for Parents and Students (Includes: Meet the counselor, contact/office hours, counselors role, interactive counseling room, calming rooms, SEL libraries, SEL lessons, family resources, tutorials, therapy information, etc)
- Class Dojo (Teachers added counselors to class accounts). Whole class and individual parent communication. Post invites to counseling app, helpful resources, invites to zoom counseling presentations, etc.
- Classroom zoom presentations (intro to counselor, counseling program, available support during remote learning, coping skills practice, Second Step Bullying Prevention Program, etc).
- Parent Presentations (Counseling program, Second Step Programs, Mental Health agencies, etc).
- Teacher Presentations (Self Care, share SEL strategies and resources, Suicide Prevention Presentation, Support Services, etc).
- Staff Meetings (Site specific, Grade Level, Committees, PDs, etc)

Tier 2 Supports:

- Parent consultations & support (identify student and family barriers, needs, IT tips, connect to resources/Mental health (MH) agencies, advocate for their needs, connect to other support service providers).
- Student check ins (Per teacher, student, parent, admin request) via zoom or phone call.
- Individual counseling (on counseling caseload currently experiencing grief, difficulties coping with the current pandemic, or on waitlist for therapy services).
- Teacher consultation & support (interventions, share resources, listen to concerns, advocate for their needs, etc)
- Support Interns from Social work and school counseling program (introduce to school campus, protocols, procedures, review cases, set sessions, follow up concerns sessions, provide supervision, communicate with CSUN professors, etc)
- Referrals to MH agencies (Hathaway, El Centro, other community MH agency)
- Consultations with clinicians providing therapy services to school.
- Partnership with DCFS and consultation with social workers.
- Facilitate Case Reviews & Student Success and Progress Team meetings.
- Consultations with school stakeholders: Case Managers, School Psychs, Resource Teachers, School Social worker, Family & Community Center Coordinator, Administrators, Curriculum Coordinators, Teacher Leads, IT Department, etc.
- Support providers attend professional development.
- Support providers attend Mental Health team meetings.

- Provide Second Step Support for teachers/ staff TK-8

Tier 3 Supports

- Crisis Support (Self Harm/Suicide Risk Assessment or Abuse)
- Referral to outside agencies for additional supports.

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.

Vaughn has added supports for staff as well during this time. We have partnered closely with our insurance provider to ensure that all employees have access to mental health support. We have increased the limits on our plan for mental health services so that there are no barriers to access. Our Human Resources team has additionally hosted optional biweekly sessions in order to support employee's self care and to provide strategies for coping with the additional stressors presented by the pandemic. During staff meetings administration is working to be intentional to include some type of self care exercise in order to reduce stress and to model best practices for all staff.

Pupil and Family Engagement and Outreach

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

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

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

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

- **Students and families:** Attend/engage daily with their teacher and report absences for ANY school day to the school.
- **Teachers:** Document attendance/engagement every school day for each scheduled class period, regardless of the instructional model.
- **Attendance Staff:** Monitor attendance/engagement, work with teachers and families, and provide tiered interventions when necessary.
- **Administrators:** Ensure that attendance/engagement is being documented as required, monitor attendance and engagement weekly, work with teachers and families, and provide tiered interventions when necessary.

Tiered Engagement Supports		
Tier	Criteria	Actions
Tier 1: (100% of students)	All Ss	<ul style="list-style-type: none"> • All teachers plan engaging online content. • Daily SEL Block for relationship building. • Clear and consistent communication between families and the school regarding the importance of attendance and engagement. • Verify contact information through Aeries data confirmation prior to school starting. • Initial Attendance logged by 9 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"> • Teacher refers to admin and/or support staff for additional support. • Additional Social Emotional Supports • Personalized outreach by admin and/or support staff with documentation of contact. • Support strategies related to identified reasons for absences. <ul style="list-style-type: none"> ○ Wake Up Call Service ○ Strengths approach: emphasize positive things students are doing or have done in the past in the classroom. Possibly use those to have alternative or modified assignments ○ Provide individualized help with mentor who checks in on the student's progress ○ Individualized assignment arrangements (ex: break down assignments) • Additional Tier 2 support resources: <ul style="list-style-type: none"> ○ Attendance Works: Home ○ https://www.pbisworld.com/

		<ul style="list-style-type: none"> Automated letter sent home communicating potential chronic absence (Truancy Letter #2)
Tier 3: Specialized Supports	Ss who demonstrate a pattern of chronic absenteeism (3 or absences per month despite supports provided).	<ul style="list-style-type: none"> Automated letter sent home communicating chronic absence (Truancy Letter #3) SSPT Meeting held to create a action plan to support reengagement Personalized outreach by MSW as needed 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
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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.