

Continuidad del aprendizaje y plan de asistencia 2020-2021

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Plantilla del Plan de Continuidad y Asistencia del Aprendizaje (2020 –21)

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

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|--|---|---|
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Información general

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

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

tenemos sobre los que leerá en este documento, se desarrollaron en conjunto con las partes interesadas, con la orientación de los funcionarios del estado y del condado y con un enfoque láser en las necesidades de nuestra comunidad.

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

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

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

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

Instalaciones: Peter Rios

Presupuesto y operaciones financieras y recursos humanos: Alex Simons

Servicios de nutrición: Frances Montoya

Servicios de salud: Martha Fonseca

Tecnología: Edgar Pelayo, Adrian García

Instrucción: Sadie Edemann, Heather Yoshioka e Ivette García

Participación de las partes interesadas

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

El LCAP 2020-21 de Vaughn Next Century Learning Center ha sido informado por información cualitativa y datos cuantitativos recopilados directamente de múltiples grupos de interés representativos de la comunidad escolar.

Estudiantes:

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

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

Padres / Familias:

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

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

Profesorado / Personal:

En enero de 2020, los equipos administrativos y de currículo de Vaughn trabajaron para desarrollar un instrumento de encuesta integral diseñado para recopilar comentarios tanto cualitativos como anecdóticos de las partes interesadas de los educadores. El instrumento de la

encuesta se creó a través de un formulario de Google que pedía a los encuestados que ofrecieran comentarios directos en relación con las fortalezas, áreas de crecimiento y reflexión, y sugerencias / recomendaciones para acciones futuras en cada una de las siguientes áreas: a) Abordar las necesidades de los estudiantes de inglés b) Abordar las necesidades de los estudiantes con discapacidades c) Preparación para la carrera universitaria, competencia global y alfabetización digital d) Implementación de los estándares básicos comunes en ELA e) Implementación de los estándares básicos comunes en matemáticas f) Mantener un programa educativo diverso y riguroso g) Involucrar a los padres y la comunidad h) Mantener un clima y una cultura escolar positivos.

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

Liderazgo escolar:

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

Junta Directiva:

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

todas las partes interesadas correspondientes.

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

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

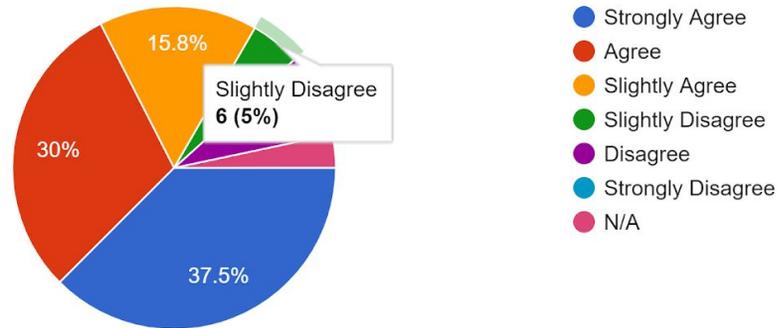
[Un resumen de la retroalimentación proporcionada por grupos específicos de partes interesadas].

Maestros y personal

A través de encuestas, conversaciones y foros para el personal, pudimos determinar qué aspectos de nuestro plan podrían fortalecerse. Los comentarios de los maestros y el personal con respecto a los temas de este plan se centraron en algunos temas principales, a saber, seguridad, tecnología y capacitación. A través de una encuesta a maestros y personal realizada a fines de mayo de 2020, aproximadamente el 78% de los encuestados se sintieron apoyados por su escuela durante este tiempo. En respuesta a las áreas de necesidad de sus estudiantes, el 55,9% indicó salud mental y emocional, el 41,5% indicó necesidades de cuidado infantil, el 35,6% indicó alimentación y el 31,4% indicó necesidad de oportunidades de empleo.

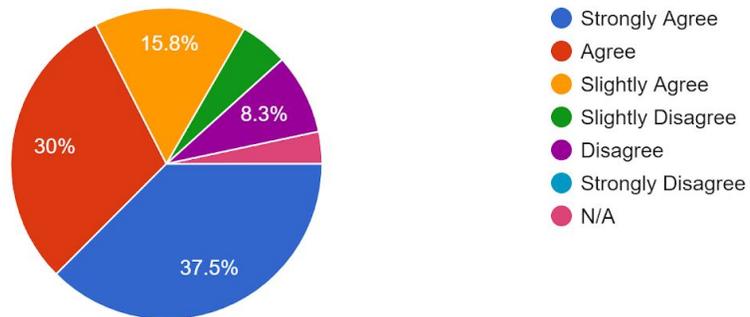
18. To what extent do you agree that there should be a central location where parents and students can receive information for learning and our scho...ide a common place for all connections to happen:

120 responses



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120 responses



Comentarios sobre la reapertura de las escuelas:

- Regrese solo cuando sea seguro
- 8-11 / 12-3 en clase de
- lunes aControl de

- viernes día de planificación para los maestros en el hogar La
 - seguridad, que es lo más importante
- temperatura para el estudiante y el maestro, continúa lavándose las manos, siempre con máscara.
 - Para los niños, sesiones regulares de 3 días a la semana es una buena etapa. Sin embargo, si un estudiante / personal es portador de virus, no importa si estamos juntos 1 hora o 6 horas de exposición. Las máscaras / escudos y el lavado de manos siguen siendo medidas eficaces de aplicación de la protección. Me alegra que la escuela se esté tomando en serio los procedimientos de mitigación. Gracias.
 - Creo que hay demasiada incertidumbre. Recientemente descubrimos que puede afectar a los niños con Kawasaki. Síndrome. Sí, este es el extremo, pero siento que no hay suficiente ciencia para decir qué tan mal puede afectar realmente a los niños. La escuela de tiempo completo permite que los estudiantes posiblemente contraigan el virus, ya que este virus puede ser un síntoma. Luego exponen a sus familias en casa. Sabemos que el virus no va a desaparecer. Siento que debemos continuar con la educación a distancia. No vale la pena volver a la escuela y arriesgar vidas preciosas hasta que haya una vacuna.
 - Si continuamos con el aprendizaje a distancia, tal vez deberíamos considerar la programación en la que los estudiantes continúen con los mismos maestros. Puede que no sea el 100%, pero los profesores en los últimos meses han dedicado un montón de horas a desarrollar una relación, no solo con los estudiantes, sino también con las familias. Para comenzar de nuevo de nuevo, con nuevos estudiantes comenzaría ese proceso de nuevo.
 - El aprendizaje combinado y los estudiantes entregan la mayoría de las tareas mientras están en la escuela.
 - Dos grupos de estudiantes, uno viene el lunes y miércoles y el otro el martes y jueves. El viernes es un turno en el trabajo en línea. Cuando el grupo a está en el grupo escolar, el grupo b está haciendo aprendizaje en línea. Cuando el grupo b está en la escuela, el grupo a está haciendo aprendizaje en línea.
 - Respetar los sentimientos de los padres sobre un retraso en el regreso sin una vacuna, así como las adaptaciones para que aquellos con problemas de salud subyacentes aprendan de forma remota hasta el momento en que haya una vacuna disponible.
 - Cuidado de niños para padres que no tienen familiares en los que confiar para cuidar a sus estudiantes.
 - Lo que aún no se ha mencionado (no estoy seguro de si se abordará más adelante en la encuesta) pero que me haría sentir mucho mejor acerca de la apertura es que en el INSTANTE en que un estudiante muestra cualquier síntoma, se envían INMEDIATAMENTE a casa.
 - Pod, ¿cómo va a funcionar eso si hay 80 niños y 4 maestros en una sala de 600 pies cuadrados? Eso es muy aterrador, con un virus en el aire.
 - Debemos considerar, ante todo, seguir todas las precauciones de salud y seguridad. Estoy muy receloso de la prisa por abrir las cosas. Siento que hasta que haya una vacuna, es extremadamente arriesgado traer a todos de regreso al campus. Siento que eso es un error, y estoy totalmente en desacuerdo con las personas que no se toman en serio la pandemia al no usar máscaras y no practicar distancias sociales y apresurarse a reabrir. Esto ha cambiado la forma en que hacemos negocios, tal vez de forma permanente, en mi opinión, hasta que haya una vacuna y las personas puedan hacerse las pruebas adecuadas.
 - Ninguno
 - que no conozca.

- Los maestros y el personal se reportan a sus campus en persona y brindan lecciones de su salón de clases a los estudiantes que están en casa trabajando desde su Chromebook y siguiendo un horario diario regular ("asisten" a todas las clases en línea a través de Nearpod, Skies, etc.). A los estudiantes que comparten un Chromebook o tienen problemas de tecnología / WiFi de Internet se les puede permitir asistir a clases en persona a menos que no se pueda practicar el distanciamiento social en el aula o entre períodos de clases.
 - G3, necesitamos un buen programa de software de lectura en línea confiable. Perdí la fe en Ticket to Read. No responde a la pregunta directamente, pero están interconectados.
 - Tener 10 estudiantes asistiendo a clases en la mañana de 7: 50-11: 00 y tener 10 estudiantes en la tarde de 12-2: 30.
 - Esperando hasta después de las vacaciones de Navidad para reiniciar la escuela en el campus a tiempo completo.
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- Creo que deberíamos tener un estilo de apertura suave la primera semana para asegurarnos de que todos los estudiantes estén preparados con lo que necesitan para poder realizar un aprendizaje virtual.
 - Para las escuelas secundarias, podríamos tener como cinco estudiantes de asesoramiento que se presenten durante medio día o un día completo en la primera semana y para el viernes todos nuestros estudiantes de asesoramiento vinieron por un día. En su día, los maestros reproducen videos tutoriales para el aula de Google, tal vez el calendario virtual, presentaciones de videos del maestro, se aseguran de que cada estudiante tenga Internet y Chromebooks en casa ... También deben iniciar sesión en el aula de Google para su horario y los maestros pueden asegurarse de que estén registrados en cada uno de sus períodos de clase. Los estudiantes pueden practicar la entrega de trabajos completando actividades de familiarización con usted, podemos recopilar datos a través de formularios de Google, etc. Pueden realizar una prueba lexile ya que es una medida muy rápida con información útil que los profesores pueden utilizar al planificar. Podemos asegurarnos de que tengan información / folletos de recursos, incluido el servicio de alimentos, etc. Podemos hacer que practiquen las habilidades básicas que necesitan y que intercambien correos electrónicos con un compañero de trabajo. De todos modos, este día / medio día es para configurarlos y luego hacer todo el aprendizaje virtual hasta que haya una vacuna o más certeza sobre cómo proceder.
 - Si hiciéramos medio día, entonces los maestros de secundaria podrían reunirse con sus equipos o departamentos o socios de nivel de grado para planificar el aprendizaje a distancia para el semestre: realmente podemos tener más tiempo para pensar en la carga de trabajo de los estudiantes y coordinar y preparar las lecciones.
 - En los niveles de grado inferiores, es diferente porque tienen los mismos niños todo el día, a diferencia de la secundaria, hay tantas transiciones, tal vez puedan llevar a cabo grupos más pequeños y en la instrucción escolar y, como son tan jóvenes, veo que necesitarían más en clase. instrucción que un estudiante de octavo grado que ya sabe leer.
 - Con las pautas de los CDC, simplemente no parece posible volver al horario secundario normal, para que los niños vayan a diferentes períodos, tendríamos que tener un solo grupo pequeño y sin ofender, pero no creo que todos los maestros avanzados puedan tener un un grupo más grande de niños entra y los ayuda con el trabajo real de todas las materias, sería más incitándolos a hacer clic en el video, ver el tutorial, escuchar las instrucciones, enviar el trabajo todavía no está realmente Enseñanza, entonces, ¿por qué no hacer el resto de forma virtual hasta que haya una vacuna o una gran disminución en CA en los números de COVID (en este momento todavía están aumentando especialmente en nuestra comunidad porque tenemos muchas familias en trabajos de servicio donde no pueden simplemente quedarse casa, tenemos familias que dependen del transporte público, o familias que técnicamente no tienen hogar / viven en condiciones de hacinamiento y eso no va a cambiar entre ahora y el otoño)
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- Creo que volver a la normalidad será importante, especialmente para los estudiantes con 504 y planes IEP. Creo que deberíamos programar el lavado de manos durante el día y exigir máscaras en los salones de clases.
 - Creo que debemos considerar la guardería para nuestras familias. Temo perder la inscripción en las escuelas vecinas que pueden ofrecer días completos, ya que es más probable que la mayoría de nuestras familias regresen al trabajo y necesiten una guardería.

- Creo que debemos eliminar el trabajo en equipo y el desayuno en la escuela. Los estudiantes pueden recoger el desayuno para el día siguiente cuando salgan de la escuela. Si vamos medio día, esos estudiantes pueden recoger el desayuno y el almuerzo antes de irse.
- Creo que has cubierto las opciones que tenía en mente ... ¡bien pensado!
- Planes alternativos para estudiantes individuales y personal que no pueden regresar al campus debido a problemas de salud.
- Los estudiantes de secundaria necesitan menos clases. Los estudiantes realmente tuvieron dificultades para concentrarse en 6 clases a la vez. Los estudiantes deben agruparse. Tony Thurmond también ha estado diciendo que deberíamos permitir que cualquier estudiante que prefiera la educación a distancia se quede en casa este año, y que aquellos que estén dispuestos a realizar una educación a distancia a tiempo completo deberían poder hacerlo, ya que abre espacio para aquellos que quieran volver para poder hacerlo con el espacio adecuado en las clases. Necesitamos desarrollar un modelo híbrido eficaz en el que los estudiantes puedan venir a la escuela a talleres para recibir apoyo o puedan quedarse en casa. A algunos de mis estudiantes les ha ido muy bien en el aprendizaje a distancia sin sus compañeros como distracciones, mientras que a otros les ha costado mucho.
- Creo que muchas de las opciones proporcionadas podrían funcionar, pero me preocupa el agotamiento de los maestros. Si estamos haciendo una combinación de aprendizaje de medio día y aprendizaje a distancia con varios grupos, me preocupa poder equilibrar todo. El aprendizaje a distancia ya es un trabajo de tiempo completo, y supongo que con varios grupos de estudiantes que ingresan durante el día, nuestras horas de clase tendrían que aumentar mucho. Entiendo que las necesidades de los estudiantes son lo primero, pero, POR FAVOR, considere cómo los estudiantes se verán afectados si los maestros trabajan más horas en el aula y dedican innumerables horas en casa para continuar con el aprendizaje a distancia. Ya nos sentimos extremadamente abrumados.
- Recuerde considerar las necesidades obligatorias de los estudiantes independientemente del horario elegido. Por favor considere si los estudiantes tienen IEP, si los estudiantes tienen servicios con esos IEP, si los estudiantes tienen planes 504, si los estudiantes no tienen vivienda y si los estudiantes están "en riesgo". También tenga en cuenta que puede ser necesario recordar también los deberes auxiliares de los consejeros y los equipos de RST; ¿tendrán tiempo en una semana para completar sus otras tareas, especialmente aquellas que requieren la presencia de estudiantes? Por ejemplo, si se elige el horario medio escalonado y medio escalonado, y la mitad de los estudiantes con necesidades excepcionales vienen por la mañana y el otro por la tarde, ¿cuándo tienen los proveedores de servicios tiempo para brindar sus servicios obligatorios como evaluaciones, oratoria, terapia ocupacional, - si los estudiantes están en la escuela concentrándose en sus clases básicas (es decir, sacar a los estudiantes durante las clases básicas se convertirá en un desafío ya que los estudiantes reciben servicios de RST durante este tiempo en la secundaria) a otra persona proporcionada (APE, habla) podría resultarle difícil usar ese mismo tiempo Brindar servicios dependiendo de las necesidades del estudiante.
- Controles de temperatura antes de ingresar a la escuela.
- Tener más útiles para que los estudiantes no tengan que compartir materiales con tanta frecuencia.
- Bloquear secciones donde los estudiantes permanecen en el salón y son los maestros los que entran y salen del aula.
- Elección de maestros. A algunos maestros se les debería permitir la licencia de conducir debido a sus preocupaciones de salud. Hacer una

- encuesta a los padres sobre las necesidades; algunos pueden volver al trabajo y necesitar el día escolar de tiempo completo. donde otras familias quieren mantener a sus estudiantes en casa o pueden no tener la flexibilidad para el aprendizaje combinado. La encuesta ayudará a ver cuántos realmente estarían dispuestos a regresar al campus y pueden brindar más ayuda con la gestión de multitudes / números.
- Siento que mientras mantengamos la escuela limpia y desinfectada y los estudiantes se laven las manos constantemente. Y lo más importante es que los estudiantes son enviados a casa cuando tienen secreción nasal o tos leve, todos deberíamos estar bien.
- No creo que sea una buena idea reabrir la escuela. Pondrá a todos en riesgo.
- No hay nuevas sugerencias.
- Permita que todos se prueben en el sitio.
- Creo que la única opción viable es no abrir hasta que se garantice la seguridad de todos. Muchas personas tienen problemas de salud que las ponen en alto riesgo o viven en situaciones multigeneracionales. Creo que va a haber una segunda ola con todos los negocios reabriendo y viendo más y más gente en las calles.
- Número de estudiantes y profesores en POD a la vez. Almuerzo, recreo.
- Un fondo de salud para cuando el personal se enferma en el trabajo.
- Un fondo legal para cuando el personal se enferma en el trabajo y expone a su familia.
- Aquí hay algunas cosas que la escuela debe considerar antes de exponer al personal a covid ...
- ¿Quién va a pagar la factura médica si un miembro del personal la escuela va a ofrecer complementar los pagos por discapacidad del personal para completar nuestro cheque de pago cuando nos enfermamos y no podemos regresar? trabajar durante semanas o meses? ¿La escuela aumentará los días de enfermedad remunerados del personal? ¿La escuela proporcionará guardería gratuita o reducida para los niños del personal cuya escuela está cerrada? ¿Tenemos suficiente apoyo secundario para un brote menor en nuestra escuela? ¿Cómo podemos evitar que las familias envíen a los niños enfermos a la escuela? ¿La brasa se enferma de covid y tiene un problema médico duradero debido a la exposición?
- ¿La escuela ofrecerá pruebas de covid gratis cuando ocurra un brote?
- Aprendizaje combinado con sesiones diarias: los estudiantes asisten en persona ciertos días de la semana en un bloque (sesión de 2 horas por curso, por ejemplo: períodos 1, 3, 5 los miércoles y períodos 2, 4, 6 los jueves) y completan tareas y actividades. a través de educación a distancia los otros días de la semana. Además de los días mencionados, los viernes podrían asignarse a los estudiantes que necesitan el apoyo adicional del maestro (ejemplo: SPED, estudiantes de bajo rendimiento)
- Las clases se dividen por la mitad. Se alternan viniendo de lunes a jueves. Viernes reservado como día de planificación. Mientras la mitad está en clase, están trabajando en la misma lección que se entrega electrónicamente a los que están en casa. Los que están en clase tienen la ventaja de tener un maestro en clase para circular y ayudar; y preguntas hechas en vivo. Los que están en casa lo siguen a través de Zoom. Al día siguiente, las clases cambian al entrar a la escuela y quedarse en casa, pero las lecciones continúan.

- Aprendizaje a distancia a tiempo completo hasta que sea seguro, incluso si eso significa 2020-2021. Todos mis años de enseñanza les hemos enseñado a nuestros estudiantes que las habilidades sociales y el compartir son importantes. Si los estudiantes regresan, estaremos retrocediendo especialmente con nuestros estudiantes de primaria porque no conocen nada mejor. Querrán estar cerca de sus amigos y jugar juntos. Será difícil que los maestros les digan a los estudiantes que no deben compartir y les permitan las oportunidades de trabajar en sus habilidades sociales en el patio de recreo. Siento que los estudiantes de la escuela intermedia y secundaria tienen una mejor comprensión para que puedan regresar a la escuela y hacer un aprendizaje combinado. Será más seguro para los estudiantes de primaria continuar con el aprendizaje a distancia.
- Soy maestra de jardín de infantes y creo que la mejor opción sería el aprendizaje mixto, pero alejarme de dos sesiones (AM, PM) ya que será mucho más limpieza, ansiedad, trabajo. Mantenerlo cada semana o cada mes funciona mejor. Estoy de acuerdo en que el jardín de infantes puede ser difícil de hacer un regreso de tiempo completo al aprendizaje a distancia, pero aún quiero limitar la cantidad de contacto para reducir el miedo en los maestros, las familias y los estudiantes.
- La tasa y el número de infecciones. Pruebas regulares de estudiantes y profesores
- combinación híbrida de aprendizaje a distancia con interacción parcial durante ciertos días de la semana.
- Preocupaciones por el cuidado de los niños. Si Vaughn vuelve a abrir mientras las guarderías u otras escuelas no lo hacen, ¿quién proporcionaría cuidado infantil para mis propiasedad escolar? Los niños
- niños que no están entardíos que permanecerán después de la opción de medio día escolar. Oportunidades de capacitación o talleres para padres sobre cómo usar dispositivos tecnológicos o sitios que usan los maestros.
- Sinceramente, creo que necesitamos aprender de los países que abrieron escuelas demasiado pronto y vieron un aumento en el covid y tuvieron que cerrar poco después de la apertura. Creo que esto causará más daño a la salud emocional de nuestros estudiantes que decir en casa. También creo que llevar una máscara todo el día es muy difícil para estudiantes y profesores. Es difícil respirar simplemente caminando, ¿te imaginas haciendo descansos para el cerebro o ejercicio en interiores? Tampoco se recomienda que los estudiantes con asma usen mascarillas durante largos períodos de tiempo. Creo que será más fácil para los estudiantes mayores regresar a la escuela con todas las nuevas medidas de seguridad, será demasiado difícil para los estudiantes más jóvenes, especialmente en Pandaland, donde tenemos tantos estudiantes en un área cerrada y el tamaño de la sala no es el mismo. . No es posible que todos tengamos la misma cantidad de estudiantes y nos mantengamos dentro de las pautas de los CDC.
- Tener EPP.
- Un modelo de aprendizaje combinado en el que la mitad de la clase asiste a la escuela para recibir instrucción por la mañana, mientras que los estudiantes restantes reciben instrucción remota en línea por la tarde.
- Las pruebas deben realizarse en persona. Es necesario tener en cuenta otros distritos porque muchos maestros tienen hijos en otras escuelas. Podría resultar problemático si los maestros deben enseñar en la escuela, pero sus hijos (que asisten a otras escuelas) deben quedarse en casa. Encontrar una guardería será difícil para muchos padres y maestros.
- proporcionar beneficios para la salud de todo el personal

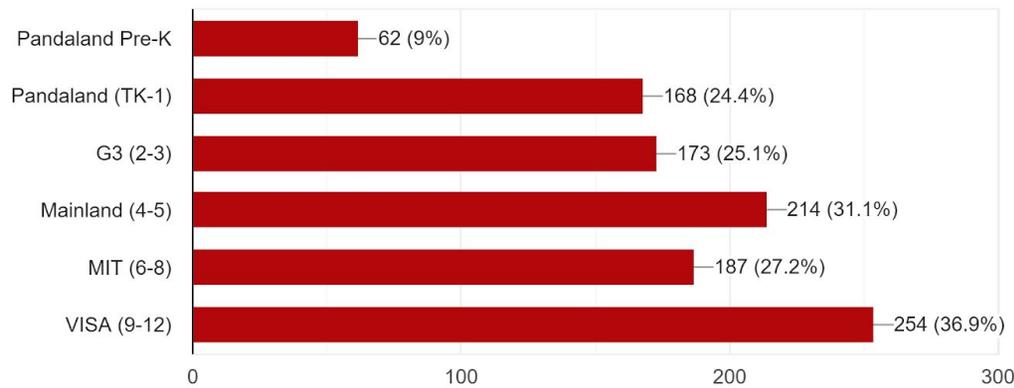
- Reforzar el aprendizaje en línea (aprendizaje a distancia). Podemos fomentar esto con los PD del Centro de Padres (en persona, pero preferiblemente en línea), así como con el personal de la oficina que envía avisos de Class Dojo. Sería increíblemente útil que la oficina compartiera documentos en el Dojo de la clase de nivel de grado. Tenía entendido que esa fue la razón principal para desarrollar los Dojos de Clase de nivel de grado, para que el personal de la oficina redujera los volantes y publicara publicaciones. Fueron diseñados para hacer anuncios en toda la escuela en caso de emergencias como esta. Desde que se inició el dojo de clases de la escuela, la oficina no ha publicado ninguno de sus volantes o avisos, lo que disminuiría en gran medida el uso de papel y aumentaría la participación y las respuestas en línea de nuestros padres.

Comentarios de los padres y tutores

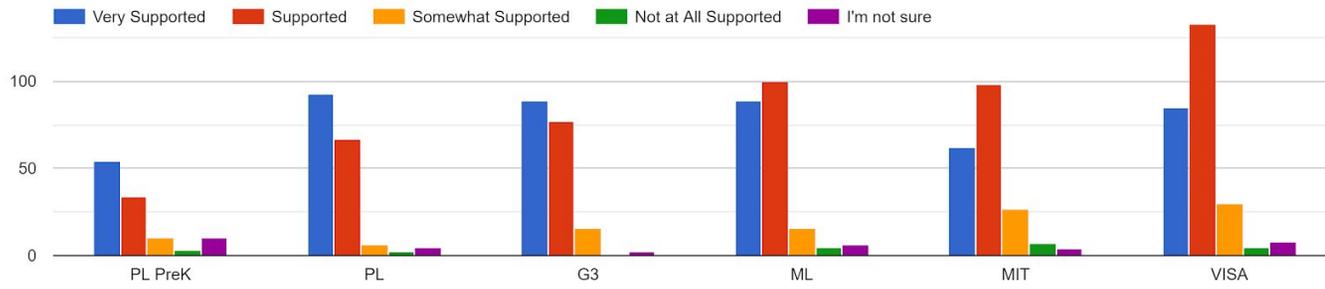
Resumen de la encuesta para padres de Covid 19 al 6/3/2020 vuelvan

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

688 responses



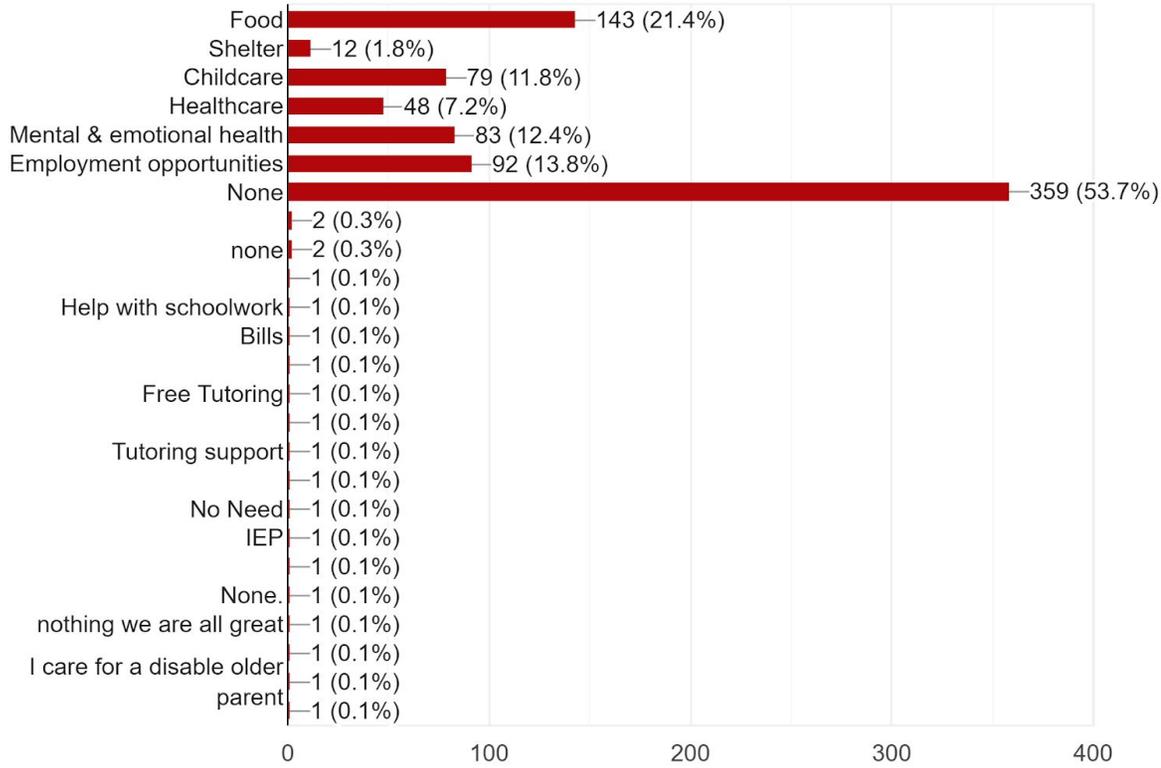
3. How supported do you feel by your child's school? (please complete for each school site your children attend and leave others blank).



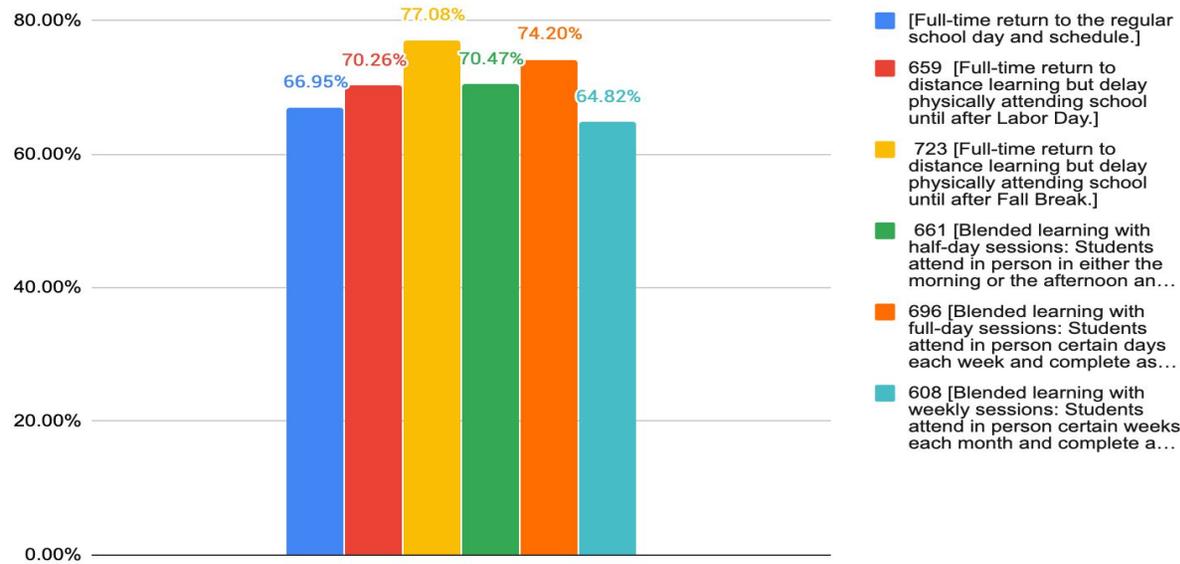
10. For which area(s) could you use additional support or information about resources at this time?

Please select all that apply.

669 responses



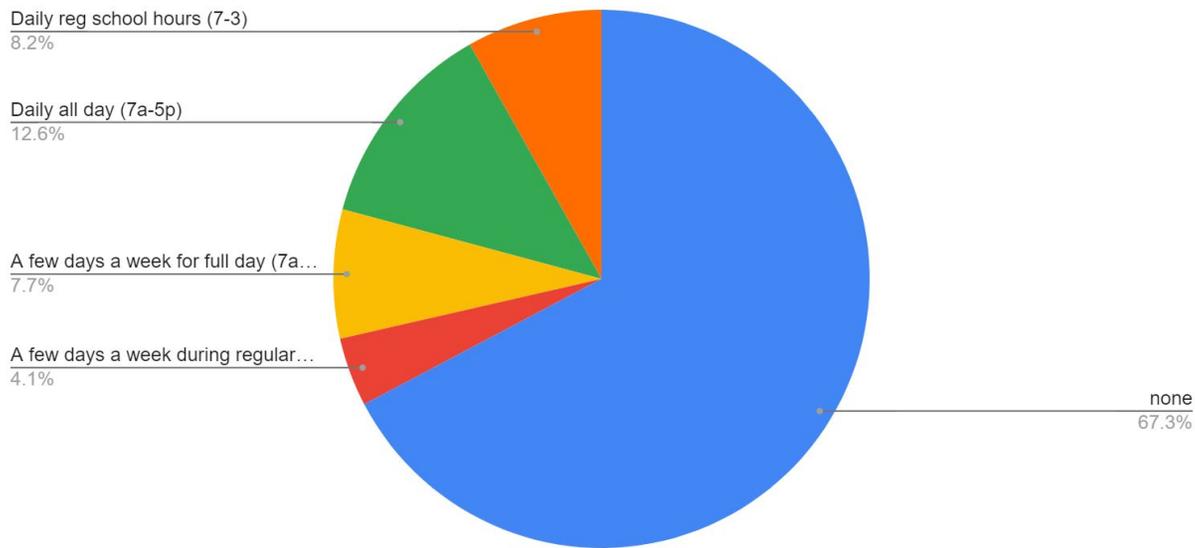
Si se permite que las escuelas abran en el otoño de 2020, ¿con qué firmeza apoyaría cada una de las siguientes opciones? -Diseño Neutro, de acuerdo, muy



acuerdo

| | Totalmente de acuerdo, De acuerdo, Neutro | En desacuerdo, Totalmente en desacuerdo |
|--|---|---|
| Tiempo completo Volver a la Escuela | 456 | 196 |
| Empezar con el aprendizaje a distancia, el regreso físico después del Día del Trabajo | 474 | 178 |
| Empezar con el aprendizaje a distancia, el regreso físico después de Vacaciones de Otoño | 469 | 176 |
| Blended Learning : ½ Día Sesiones (am / pm) 2 cohortes de estudiantes | 304 | 177 |
| Blended Learning: Ss asistir a 2 días a la semana en persona, 2 días a la semana en el aprendizaje en casa | 502 | 145 |
| Tiempo completo aprendizaje a distancia | 386 | 259 |

apoyo escolar ¿Qué cuidado de niños / después de la escuela será su necesidad de la familia en el otoño?



Ayuntamiento de Padres

- ¿La opción en persona tendrá horarios ajustados?
- Cuando se habla de la fase 2, ¿cómo se hará un seguimiento de la salud de los estudiantes? ¿Tomarás la temperatura de los estudiantes? Además, ¿quién decidirá qué estudiantes irán por la mañana o por la tarde?
- ¿Los estudiantes con un IEP tendrán más tiempo para completar cualquier trabajo que se les asigne?
- ¿Tendrán que estar online en determinados momentos? ¿Trabajo a tiempo completo y tengo necesidades de cuidado infantil?
- ¿Habrá estándares que se midan para asegurar que los estudiantes estén aprendiendo con éxito y que los maestros estén enseñando con éxito? Algunos maestros son asombrosos con la enseñanza virtual, pero otros no lo son y no sería justo para nuestros estudiantes fallar en ningún estándar si son "asignados" a un maestro que puede no estar adoptando el aprendizaje virtual.
- Para los niños que están en la escuela intermedia y secundaria, ¿permanecerían en el mismo salón de clases todo el día? Me sentiría más cómodo sabiendo que mi hijo está en el mismo salón de clases todo el día y no tiene que entrar en un salón diferente cada período.
- 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 AM 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
- AM 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.
- ¡Hola! 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. Gracias.
- 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. Muchas gracias.
- 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 MF, 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 am 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.
 - segundo. 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 (eg, 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.
 - mi. 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 |

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| 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 AG course scheduling, college/career presentations and information sessions, college tours, college finance (FAFSA) application assistance, assistance with college applications, internship outreach for career pathways, and registration of students in community college courses offered on campus. | \$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 AG 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 PE teacher supports the "whole student" to promote physical and mental wellness and collaborates with families and the community to reduce common sources of stress experienced by students. | \$132,215.65 | Y |

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| 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, AG Course Completion, etc.). These individuals collaborate with school-site administration and faculty to provide periodic reports addressing graduation requirements and "on-track" graduation status for high-school students. | \$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 |

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| 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 |

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| 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 am daily. Automated attendance calls will be made at 9:45 am if a student was marked Absent to notify parents their child has been marked absent due to non-participation. Secondary teachers will take attendance for each period. Teachers will revise daily attendance by 4 pm daily if a student participates after the initial attendance window. Attendance notes will be used to document any communicated reason for absence or non-participation. Secondary teachers will revise attendance for all periods other than advisory by 4 pm daily if a student participates after the initial attendance window. Attendance notes will be used to document any communicated reason for absence or non-participation. We have developed a rubric system to monitor student participation levels. Code 4 indicates that a student participated to the fullest extent. (ex. Student was present in live sessions and fully participated in sync and async assignments). Code 3 indicates that a student completed the minimal daily participation expectation (completed assignments despite technology issues). Code 2 indicates that a student completed minimal work or participation was evident but not adequate and/or students missed more than ½ of class/day. Code 1 would also be used if the minimum level of communication occurred for example a parent or student has communicated with the teacher through an email or phone call.

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) |

| | | |
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| | 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.

- segundo. Teacher guided peer-to-peer learning.
- C. Whole or small-group instruction.
- re. 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 |

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|---|--|---|
| <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 AG course scheduling, college/career presentations and information sessions, college tours, college finance (FAFSA) application assistance, assistance with college applications, internship outreach for career pathways, and registration of students in community college courses offered on campus. | \$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 AG 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 |

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| numeracy, among other academic needs. | | |
| 1 Middle School Physical Education Teacher: The PE teacher supports the "whole student" to promote physical and mental wellness and collaborates with families and the community to reduce common sources of stress experienced by students. | \$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 |

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| 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, AG Course Completion, etc.). These individuals collaborate with school-site administration and faculty to provide periodic reports addressing graduation requirements and "on-track" graduation status for high-school students. | \$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 |

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| 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 |

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| 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 ag course completion.

Additional strategies that will address learning loss include:

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

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| 1 College Advisor: The college adviser provides student support relative to AG course scheduling, college/career presentations and information sessions, college tours, college finance (FAFSA) application assistance, assistance with college applications, internship outreach for career pathways, and registration of students in community college courses offered on campus. | \$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 AG 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 |

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| 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 |

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| 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 am (by end of Advisory - VISA) in order to make phone calls to re engage students • Automated phone calls sent home if a student is marked A • Attendance Clerks make phone calls home after 9a.m. (after Advisory - VISA) in order to notify parents, encourage participation, and to identify the reason for absence. • Attendance clerk tracks trends and communicates with administration by week to determine the next level of interventions |
| Tier 2: Early Intervention | <p>Ss who have a pattern of more than 2 days of Code A monthly OR more than 4 days of Code 1-2 monthly</p> <p>*If 3 or more U or V then send Truancy Letter #2</p> | <ul style="list-style-type: none"> • 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 |
|---------|-------------|-------------|--------------|
|---------|-------------|-------------|--------------|

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

| | |
|--|--|
| Percentage to Increase or Improve Services | Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students |
|--|--|

34.74%

\$ 8,837,533.00

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

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

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

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