

Learning Continuity and Attendance Plan Template (2020–21)

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

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

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

The arrival of COVID 19 in the United States has had a significant impact on the County of San Bernardino and all school districts. Victor Valley Union High School District initiated a full closure of all schools and district offices on March 15, 2020. Within two weeks of the “stay at home” order, the district began offering distance-learning to all students. Teachers, students and all educational support staff engaged in distance learning from March 31, 2020 through May 22, 2020. The LEA used that period of time to train teachers on the use of Google classrooms and purchased an online course of studies called ACELLUS to support all teachers in implementing standards-based online content. Over the summer the community has continued to experience an increase and has remained in close contact with CDE, Department of Public Health, and the county Superintendent’s office, and was asked to go into full closure for the start of school in August 2020. The distribution of families and youth impacted by poverty and personal/social risk factors are heavily concentrated throughout the city. Victorville is identified as a rural district with a population of 121,320. The income per capita in Victorville is \$16,498, which is 48% lower than the California average and 45% lower than the national average. The poverty rate is 25% which is 65% higher than the national average. The impact of covert closure in the community has severely impacted families due to stores, restaurant and small business closures. A survey was held in May 2020 and July 2020 asking parents for feedback on the start of school for 2020-2021. The majority of the parents responded that they wanted their students to return to school for two days and continue with distance learning the rest of the time and the majority of the respondents stated that they wanted the district to implement all safety measures, including 6 feet social distancing. The community has significant needs related to lunch programs, technology and social emotional support. In March 2020 the district met with certificated and classified leaders to determine the distance learning format and we met again as a team in July to address the concerns from the spring and collaboratively developed the MOU to guide the distance learning format for fall 2020. All classrooms and facilities were cleaned and we made a significant investment in ensuring that we had additional PPE supplies, cleaning supplies and safety equipment. To support custodians in their needs to sanitize classrooms and offices, the LEA purchased new equipment and supplies, provided required support with additional custodians to allow for more in-depth cleaning and additional custodians had to be hired to help cover cleaning after school hours.

Stakeholder Engagement

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

Districtwide Planning	Reopening of school Committee	Reopening of school Committee	Reopening of school Committee	Feeder School Collaboration	Feeder School Collaboration	Feeder School Collaboration	Instructional Planning	Instructional Planning	Instructional Planning	Instructional Planning
5/27	6/25	7/1	7/8	6/24	7/1	7/8	7/2	7/9	7/16	7/20

In response to the timeline presented upon the release of the Learning Continuity Template, VVUHSD created a community engagement plan that involved multiple stakeholder groups during the month of August. The meetings were designed to be purposeful and include all potential stakeholders for feedback, including students, parents, classified and certificated staff along with some community members. Meetings were also held with DELAC and ELAC representatives. The district meeting invites were sent out in English and Spanish and a member of the presenter panel translates when there is a non-English speaker parent present at the meetings.

Members of the VVUHSD Board of Education also attended the meetings. The district created a committee of stakeholders (approximately 100+) to discuss the reopening strategies for the fall 2020-21. All the sessions were held virtually at the end of the day so that all parents and community members could participate. In order to secure feedback from students and families, the district has established multiple events called "Supper with the Superintendent" which were held virtually. In this setting, families and students were in attendance and provided suggestions for the plan. The students made multiple suggestions surrounding a high quality tutoring and support programs during distance learning. The two community forums held virtually on August 10th and August 26th allowed for additional feedback on the plan. Families, staff and students were present in both meetings and they made additional recommendations for the safety of staff and students as well as more technology for students in the home. The request for additional internet access was also a recurring request by the stakeholder groups. The district held a collaborative feedback meeting with the Victor Valley Teachers Association (VVTA) and California School Employee Association (CSEA) on August 11th and 12th. The employees asked thoughtful questions about support for students beyond the regular school day and the safety measures being taken by the district. Our English Learner families were also provided an opportunity to review the recommendations for the plan on August 26th. They received a presentation in their primary language and shared their thoughts and made recommendations as well. The EL families are particularly interested in translation support for their students who are in mainstream classes outside of their designated ELD classes. All public meetings and public hearings are made available through zoom and Google Meets links. The Superintendent has conducted several public forums to plan for the start of school with all stakeholders. All planning with teachers and administrators has been conducted through Google invites or zoom meetings. Each of these meetings and forums have allowed people to engage and communicate publicly while providing feedback. The district also held meetings with three feeder school districts to understand their needs and create a cohesive plan to support parents and families during this time and to ensure that families were not impacted due to varied school schedules. The district also met with High Desert Assistant Superintendents and Superintendents and attended the regional and county group sessions to learn from each other and discuss options that were possible. The district has remained in close contact with the Department of Health as well as the County Office of Education and CDE to ensure that we were receiving the best and the latest updates.

Finally, the Educational Service department met with members of the school teachers, classified and administrative staff to develop the instructional planning options for distance-learning.

As a result of this collaboration, the district was able to create a guidance document for families and one for teachers based on common understanding around distance-learning, synchronous and asynchronous instruction, and supports necessary for student success and addressing the learning loss. Finally, the largest challenge was how to engage families with no internet connection. We provided a school message that was sent out via SchoolMessenger in order to inform families of the intent of the plan. The office hours were made available for families to bring their suggestions for the plan to the district office or leave their comments and thoughts by phone at the extension for the educational services office. Truly engaging all stakeholders is the intent of VVUHSD in order to create a plan that meets the needs of all students in our district during distance learning, and to help fill in the gaps of our programs and ensure minimal learning loss during COVID-19. All community and staff feedback was considered and placed in the plan by the reopening committee as long as they aligned with district learning goals and demonstrated fiscal sensibility in their purchase and deployment.

A Description of the options provided for remote participation in public meetings and public hearings.

The district has continued to distribute WIFI hotspots to families who do not have one. This has allowed families to participate in the planning meetings and forums.

All public meetings and public hearings are made available through zoom and Google Meets links. The Superintendent has conducted several public forums to plan for the start of school with all stakeholders. All planning with teachers and administrators has been conducted through Google invites or zoom meetings. Each of these meetings and forums have allowed people to engage and communicate publicly while providing feedback.

We provided a school message that was sent out via SchoolMessenger in order to inform families of the intent of the plan. The office hours were made available for families to bring their suggestions for the plan to the district office or leave their comments and thoughts by phone at the extension for the educational services office. The plan was also part of the board agenda for September 3rd which was posted online on the district website on Monday, August 31st, allowing for 72 before the public hearing. The Learning Continuity Plan was set as a Public Hearing agenda item and community members were invited to have their comments and questions read aloud during the regularly scheduled board meeting in order to provide additional feedback and suggestions. All recommendations were required to be sent via email.

The meetings were all widely advertised via phone calls, emails, text messages, website announcements and social media accounts including Facebook, Twitter and Remind. The final VVUHSD Learning Continuity and Attendance Plan will be presented as an approval board item on Thursday, September 17th at 5:30 pm.

A summary of the feedback provided by specific stakeholder groups.

The district analyzed the ideas, trends and input provided by stakeholders during the planning meetings. These can be categorized into four groups:

Student Feedback:

1. Student access to textbooks and instructional materials.
2. Student access to tutoring and support beyond the school day, with an emphasis on high quality tutors.
3. Students also asked for additional hotspots for access to internet
4. Recommendation by students about possibly offering lunch distribution at the wifi bus locations

Family/EL Family Feedback:

1. Parent hesitation to send students for live classes vs. those requesting that we provide some kind of in person instruction.
2. Devices: Parents and staff asked that all students have access to 1:1 devices for every family.
3. The community's inability to access Wi-Fi and the impact of multiple devices on Wi-Fi.
4. Student access to textbooks and instructional materials.
5. Contact with school administrators, counselors and teachers in a timely and effective manner during the school day.
6. Supports for students at risk, English language learners and Special Education in the distance-learning format.
7. Teacher training and support with distance-learning formats and access to online materials.
8. Teachers and Paraprofessionals requested access to devices and 1:1 wifi.
9. Support for parents with the online programs.
10. Continued translation support for EL students and families
11. Clear understanding of district safety and cleaning measures being taken at all district buildings and classrooms.
- 12.

Staff Feedback:

1. Teacher training and support with distance-learning formats and access to online materials.
2. Teachers and Paraprofessionals requested access to devices and 1:1 wifi.
3. Teacher training on social emotional supports and materials for virtual support for their students.

Stakeholders without internet access did provide limited feedback in person and by phone and their requests aligned with most families and guardians. They felt the need for their children to have a device and internet access, provided by the district, was imperative to the success of their children. They stated that even though the wifi busses were a great option, many families in this stakeholder group lacked the transportation and a hotspot was the best solution. We also responded to their request to have devices and hotspots delivered to their homes through the use of our school security and site administration.

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

We asked two questions and here was their feedback to guide our plan:

In the May survey, we received feedback from 4870 parents.

We asked a question regarding Transportation since we have approx 3500 students (35% of total enrollment) being bused daily.

I will not be using district transportation: 575 If students are 6 ft apart: 188 Need Bus Transportation: 299 This does not apply to me: 1414

We recognized that only 188 parents would want their students to use the bus and this could have a significant impact on daily attendance.

We also asked parents what kind of program they would like: Their responses were as follows:

1178- Blended- coming to school Monday/Tuesday and others on Thursday/Friday 24%

1643- Distance Learning 34%

595- I need more information 12%

1402- Full Return 29%

From the May survey, we had 34% asking for full distance learning.

In the July survey we received feedback from 5690 families. We asked the following questions:

What is your preferred method of instruction?

Blended: 1455 (25.7%); Distance Learning: 2013 (35.5%); Full Return: 1548 (27.3%); Need more info: 652 (11.5%)

Do you feel comfortable with a face covering requirement for students?

Full school day: 2968 (52.2%); Only in common areas: 1508 (26.5%); No face covering: 823 (14.5%)

Would you use VVUHSD's meal pick up service during Distance Learning?

Yes: 2579 (45.3%); No: 1633 (28.7%); Maybe: 5690 (21.1%)

Are you interested in enrolling your student in our new Virtual Academy?

Yes: 824 (14.5%); No: 2586 (45.4%); Maybe: 2280 (40.1%)

School of Attendance?

AHS: 1093 (14.3%); CIMS: 1098 (16%); GEC: 29 (0.4%); Hook: 415 (5.4%); LLA: 735 (9.6%); SHS: 1722 (22.5%); UP: 1106 (14.4%); VVHS: 1477 (19.3%)

Is your student enrolled in a Specialized Program?

None: 6414 (83.6%); IEP: 773 (10.1%); RSP/SDC/APE/Speech: 440 (5.8%); ESL: 256 (3.3%); 504 Plan: 117 (1.5%)

Do you have technology at home?

Need a device: 3101 (40.4%); Have a device: 3692 (48.1%); Need wifi: 398 (5.2%); Have wifi: 5113 (66.6%)

Will your student need transportation when we return to in-person instruction?

No: 5953 (77.6%); Yes: 1692 (22.1%)

District conducted a survey with the certificated and classified staff;

44% - Full Return 29% - Blended 29% Distance Learning

We reviewed the results with the Board and the Reopening of School Planning Team. Additionally the district received clear indication from the Department of Public Health that with the rising number of cases, the schools in the high desert should start in some form of distance learning until such time as the clearance was received to return to campus for live instruction.

Based on the community and parent feedback and the health official directions, the Board approved a Continuum Plan to support the return to school, starting with 100% distance learning in Phase 1, 25% returns in Phase 2, 50% returns for two days/week in Phase 3. We surveyed our parents in May and again in July to receive input on what their return to school preferences were. The First phase of the district's 2020 – 21 Distance Learning model is based on 100% of students participating in online instruction. All certificated staff including counselors, were allowed to work from home. The guidelines developed for teachers and families have provided a clear direction that the district is focused on ensuring that teachers will provide LIVE daily instruction/interaction and take daily attendance.

Given the decision to start with full distance learning the district requested feedback on needs for implementing this. This feedback was received during the live forum sessions and also an email address was made available. Stakeholders requests are detailed in the prior response prompt. Below are the areas that are listed on the PLAN to support the learning and attendance plan criteria.

In order to support student access to content, in addition to providing board adopted textbooks and instructional materials, the district has purchased an online curriculum (Acellus) license for every student and provided extensive training on teacher access to the materials. Similar training has been provided to paraprofessionals so they can support the classroom teachers. This has brought access to standards based content for every grade/subject. This is being used as supplemental materials by the majority of the teachers.

All students are being provided their own devices, and upon request from families, WIFI is also provided. The district has identified 11 locations within the community where a bus and a wifi hotspot have been placed so that students and parents can use that as access points. We have distributed over 6500 devices and 200 hotspots.

Extensive teacher training and support has been provided through a Trainer of Trainer model, where teachers are working with their peers, providing training and direct support after school to assist with the programs and platforms such as Google classroom, CANVAS and Acellus.

All teachers and support staff have been provided access to online (A-G) approved materials in addition to digital licenses for Board approved curriculum as available. All teachers have received extensive training in Google classrooms and CANVAS. Parents and para educators have been trained so that they can be responsive to the needs as well. Ongoing teacher training is provided after school so the instruction is supported.

Special Education and Bilingual paraprofessionals in the classroom have been provided similar training so that they can assist with online classroom support.

The district supports 100% synchronous instruction with 247 minutes of instruction per day. The district has implemented a clear schedule for formative and summative assessments during the year to support teaching and learning of key standards for ELA and math. The universal screening for initial placement of students in intervention and intensive intervention options to support at-risk students experiencing learning loss as well as to accelerate students will be conducted in September. The district has implemented a four-tiered system of interventions, including intensive intervention for students who perform three or more levels below grade.

Continuity of Learning

Actions Related to 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.]

Currently, in Phase I the district is providing online distance learning through 100% synchronous instruction daily during all periods and students receive daily live instruction from 8 -12:07 PM. Teachers are available to provide additional support to students from 12:45 to 2:50 PM daily, during which time students who have demonstrated significant loss in the classrooms can be provided additional support by teachers. This is the teacher “office hours”. Special Education and Bilingual paraprofessionals are also being trained to provide specific support as directed by the classroom teacher. Students who require SEL support are provided resources and work directly with their counselors. Local, State and national resources were shared with staff and families via email and/or are posted to the *Distance Learning Resources* website and/or district and school social media accounts. During the 12:45-2:50 p.m. time frame, the LEA will complete SST processes as normal for identifying and supporting students who require additional supports. Title 1 aides will be utilized to support guided reading and guided math lessons as well as provide small group differentiated support under the direction of the classroom teacher. The district has implemented a clear schedule for formative and summative assessments during the year to support teaching and learning of key standards for ELA and math. The universal screening for initial placement of students in intervention and intensive intervention options to support at-risk students experiencing learning loss as well as to accelerate students will be conducted in September. The district has implemented a four-tiered system of interventions, including intensive intervention for students who perform three or more levels below grade.

In order to meet the personal emotional needs of students and staff, the district has continued to share resources regarding professional services, coping strategies and support for family and staff on warning signs. With instruction transitioning to 100% distance learning, there were more wellness alerts in response to comments, assignments, and/or discussions students were having in the online forum. There have been varied responses to wellness alerts, including, but not limited to: family/student contact, referral to resources, CPS reports, contacting the county to locate new foster homes for follow-up, welfare checks, conversations with staff regarding assignments, etc. Resources are updated and pushed out as information is received. All community presentations have been translated in Spanish and posted on the website. All messages and announcements sent home are in English and Spanish. During the community forum, the questions and responses continue to be translated in Spanish.

In order to ensure that learning and competency will be measured and monitored, the district has instituted a robust four-tiered intervention and support plan for students for 2020-2021:

1. Universal screening in Math and ELA for all students conducted in September. The results from this will drive differentiation in the classroom and additional support for literacy skills. We have contracted with a vendor to provide 1:1 tutoring for students in ELA and Math the results are three or more levels lower than their grade level.
2. Sites will be conducting SSTs for students with two or more F grades at the quarter and recommending them for tutoring.

3. For students who need additional support beyond site tutoring, the district is providing district wide subject specific support from 4-6 p.m., Monday - Thursday.

4. Additionally, we will give every student access to 24/7 homework help with a Tutoring firm so families and students can get unlimited real-time help when they need it.

Attached below is the district's continuum plan for reopening of schools. This clearly explains how the district plans to provide classroom-based instruction upon receiving further direction from CDE and Department of Health to safely open schools. The district has also developed robust cleaning and safety measures for students and staff throughout each phase. The district has provided PPE at all sites and has posted the safety guidelines for staff and visitors to follow. The district in-person return plan includes Phase 2 when 25% of students would attend each day and Phase 3 when 50% of students would attend twice a week. With the latest CDE directive the district is conferring with site and district administrators to develop a plan to meet the 14:2 student/staff ratio and bring in students who are experiencing learning loss and to provide direct instruction to students in specific programs that could be accomplished while maintaining safety. The plan also includes the return of certificates and other support staff to conduct in-person instruction.

VVUHSD COVID-19 Return to School Continuum Plan 2020-2021

AREA	PHASE 1 Teachers/Counselors have option to work from home Students attend online	PHASE 2 Teachers and staff are at sites Students attend 1 day per week	PHASE 3 Teachers and staff are at sites Students attend 2 days per week	PHASE 4 School sites open at full capacity with precautions	PHASE 5 School sites open without restrictions
Instruction	100% Distance Learning Distance Learning using <ul style="list-style-type: none"> ACELLUS CANVAS Enhanced Google Classrooms Minimum Day schedule followed at each site. All schools have the same start and end time for the minimum day schedule- depending on a 6 th and 7 th period day. Students in asynchronous online instruction with their teachers.	Cohort A/B/C/D approximately 25% Blended Learning Program Each cohort attends one day – Monday, Tuesday, Thursday, and Friday. Students in one-day synchronous and three-day asynchronous online instruction with their teachers. Wednesday: No students on campus Teacher prep/504/IEPs and planning and PD. Teachers will communicate with families Teachers will monitor student progress and well-being	Cohort A & B approximately 50% Blended Learning Program Cohort A – Attends Monday and Tuesday. Cohort B – Attends Thursday and Friday. Students in two-day synchronous and two-day asynchronous online instruction with their teachers. Wednesday: No students on campus Teacher prep/504/IEPs and planning and PD. Teachers will communicate with families Teachers will monitor student progress and well-being	Students are back in school 100% Return to traditional daily classroom instruction	Students are back in school 100% Return to traditional daily classroom instruction.
	VVUHSD Virtual School	VVUHSD Distance Learning using online program using ACELLUS VVUHSD Virtual School	VVUHSD Distance Learning using online program using ACELLUS VVUHSD Virtual School	VVUHSD Distance Learning using online program using ACELLUS VVUHSD Virtual School	VVUHSD Distance Learning using online program using ACELLUS VVUHSD Virtual School

VVUHSD Distance Learning – Full time online instructions – schools are open; however, students choose to stay home and participate in full-time classes that deliver online curriculum Board adopted – ACELLUS. Students can return to the classroom setting at any time.


VICTOR VALLEY VIRTUAL ACADEMY– Full-time virtual instruction – schools are open, but these students wish to enroll into the new school. These students are completely online and the content is Acellus. Students are enrolled at the Virtual Academy, which is a separate school. Students cannot transfer to a different site until the end of a semester, as these students are progressing at their own pace.


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





WELCOME TO VVUHSD!


In order to maintain the health and safety of staff and visitors, please observe the following:

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Pursuant to state and county mandates, all visitors **MUST** wear a mask or face covering to enter the building.
*Except for those with a medical exemption.
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Maintain 6-foot distance between others.
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If you are experiencing signs or symptoms of the flu, cold or Coronavirus please reschedule your visit.
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Wash your hands or use hand sanitizer whenever possible to avoid contamination.
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Temperature may be taken prior to entering the building.

HEALTH AND WELLNESS: Healthy Behaviors & Expectations:

- Educate students, parents/guardians, and staff about health promotion and illness prevention practices.
- Provide a clean, safe, and healthy educational environment for students and staff.
- Implement social distancing measures, hand-washing, and hand sanitizing.
- Require face masks worn by students, staff, and visitors.
- Students, staff and visitor temperature will be taken upon arrival.
- Staff will refer any student with obvious signs or symptoms of illness to the Health Office for further monitoring.
- Engage all stakeholders to maintain a safe, clean and effective environment.
- Facilities and Maintenance Manager will directly assist school administration in their responsibility to evaluate school-based custodial personnel and inspect their work performance.
- **Daily Cleaning** - Custodial staff will work during each school day to support the learning environment.
- **Enhanced Cleaning** - Custodial staff will work between student cohorts to clean and disinfect all high-touch surfaces throughout the school.
- **Disinfectant Cleaning** - In the event of a COVID-19 confirmed positive, staff will immediately initiate a deep cleaning of the affected areas.

Description	Total Funds	Contributing
1. Provide individual and community mobile hotspots to families to increase access to the Internet. Students will continue to receive this support in order to actively engage in the learning process.	\$75,000.00	Y
2. New devices for every site to support students and staff through the distance-learning process. Many of the current devices do not have the capacity to provide access to the apps that students need. The computers are either slowing down or crashing as more options are being added for access to content.	\$3,291,826.50	Y
3. CTE devices is to support distance learning	\$32,858.09	Y
4. Interactive display screens in each classroom for teacher group zoom meeting and virtual learning-ensuring that during Phase 2 and 3 teachers can conduct both live and in classroom-direct instruction.	\$2,100,000.00	N
5. DocuSign to support all IEP, SST and 504 signature for parent participation during DL	\$ 4,364.00	N
6. All teachers are provided with a laptop and other technology to support Distance learning	\$1,260,752.00	N
7. Adobe Esignature for the district to allow for digital signatures for	\$8,500.00	N

8. JT Tech - Extreme Networks to ensure reliable and uptime for the increased use of the network for the 8,000 plus chromebooks routing through the district system for internet access.	\$89,482.00	Y
9. PPE and Desk shields are to be set up in every class to support students and staff safety in the learning environment	\$1,500,000.00	N
10. Online student Google environment monitoring product	\$38,000.00	N
11. Provide online language translation services to meet the needs of non-English speaker parents	\$10,000.00	Y
12 Additional subscription for CANVAS for ongoing teacher needs	\$ 40,000	N
Total	\$8,450,782.59	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.]

The district has met with all teachers in separate content area discussions to address needs and supports. It is the common understanding and commitment of all teachers that students will have access to instruction that is substantially similar in quality as in the regular classroom. All teachers have been trained to create Google classrooms and upload their daily agendas and lesson plans which are standard base and following the pacing guides developed for their grades and content area. In order to support access to curriculum, the district uploaded the online versions of the curriculum already adopted and being implemented in the classrooms. The district was very aware that the spring distance learning provided us with issues that had to be addressed to ensure more consistency. Teachers provide instruction/interaction in a live setting and use Google Meets or Zoom to deliver instruction and interact with their students daily. In addition we have spent a substantial amount of time training the para educators and substitutes so that there is additional support as well no disruption during the instructional time.

For courses that do not have access to online digital curriculum format, the district has supported teachers with access to A-G approved Acellus online content which includes all core subjects, Special Ed and EL accommodations and AP, World Language and elective options. Teachers have been trained to access content from Acellus and supplement that for rigor as needed. The district is using the district adopted assessments. In addition, the district has provided hard copy text books for subject areas that did not have an online option and each school provided pick up drive through option at their sites.

The district team has also purchased EL supplemental materials for designated and integrated programs as well as materials for support for students in the Special Education program. Providing access to EL and Special Ed supplemental digital materials has ensured that students have support in place to address ELD and special education needs.

ELs- MyEL Companion support program- Integrated support for all grades; iLit for all Level 1 & 2 EL classrooms as well as Rosetta Stone support for newcomer students. Bilingual Paraprofessionals will continue to provide support for our EL's during distance learning during school hours as well as after school tutoring support in all subject areas.

Sp Ed: N2Y for students in the Severe/Profound program

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.]

During the initial spring closure, the district conducted a survey in March 2020 along with weekly announcements and emails reminders for families to pick up a device and Wi-Fi if needed, from the district office. We sent emails and phone blasts in English and Spanish to remind parents to complete the survey so we could schedule a pickup. Those who did not respond, were called 1:1 by office staff both at the site and the district. This support continued through the summer school in June 2020. The district has distributed over 6000 devices and over 500 hotspots to families that have requested for this.

The district continues to post publicly and announce at all Superintendent forums that devices are available for families as needed. The district also conducted a stakeholder survey in March as well as in July asking families to contact helpdesk@vvhhsd.org to request for devices and Wi-Fi hotspots if needed. Additionally, every site has a Computer Media Specialist whose responsibility is to support students at the site with technology related questions. We have also created an after school teacher leader groups (Trainer of Trainers), who are working with teachers, paraprofessionals, administrators and parents to support their technology needs related to access, content, gradebook, google search etc.

For the 2019-20 school year, the district conducted a family technology needs survey and procured the devices and hotspots to distribute to students. Based on parent responses, the district distributed almost 4000 devices and 150 hot spots. Priority door to door delivery was made for seniors who had either failed to respond or whose attendance appeared to decline. The district also fitted the school buses with hot spots and had those located in 11 identified high population spots throughout the district. We also handed out over 50 laptops and hotspots to staff for their work access from home. The District was able to support distance learning through multiple enhancements and upgraded resources. This included take-home Chromebooks, filtered internet access for all students, staff and student tech support, virtual classes and meetings through Google and Zoom products, single sign-on access for applications and access to virtual desktops. Vendors assisted by allowing access to upgraded features of their products.

For the summer school, we continued to support student requests and continued the distribution into August when school started as part of the school activity in August 2020. All new students enrolled in the district are asked if they need a new device or Wi-Fi and are sent to the appropriate department to pick one up. Therefore, the district has provided access to devices to every student who needed a device both during the spring School closures and also during the summer in order to support the start of the 2020 – 2021 school year. In order to ensure that families continue to have access to the Internet, the district has identified 11 locations where from 8-12:30 PM each day, a school district bus with a Wi-Fi router is placed in that location. Announcements have been sent to families to access the Wi-Fi locations if they have Internet issues at home. We have distributed over 6000 devices and over 500 hot spots till date.

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.]

The district adopted a schedule to meet the minimum instructional requirements of 240 minutes. The district's day includes 247 minutes: 8 a.m.-12:07p.m. daily. During this time all teachers are providing LIVE interaction/instruction (synchronous) with attendance being taken on AERIES. Teachers are also monitoring progress on content through their lesson plans. Teachers are using one of the two platforms: Google classrooms or CANVAS. Teachers are uploading their instruction lesson plans and monitoring students with completion of assignments as per the lesson plan and entering that on AERIES as grades related to the assignments.

Students are required to attend live sessions for the 31/37 minute periods each day. Teachers Weekly Engagement Log has been developed as a comprehensive record keeping for documentation of learning. Student daily participation record is in place to support tiered intervention for students who have missed three or more days. Since the district is in synchronous learning, the students are given attendance for participating by signing in and engaging in the day's activities during the class.

Participation and time value of student work will be measured in the following way:

All teachers have created a google classroom and uploaded their daily/weekly/bi-weekly lesson plans.

Teachers will enter their daily activity on their Google grade book that matches their daily lesson plan.

When a student completes the assignment, the teacher provides the grades. It is important to note that since we are synchronous and classes are held LIVE everyday, and students are required to attend LIVE for each session. Students get their points when they submit their work.

Student participation is noted in the AERIES attendance daily. We have also included three tiered intervention for attendance monitoring in order to address students who have three or more days of absences per week. We have also created a clear process involving parent contact and home visits.

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.]

The district has provided extensive professional development in the spring, during summer, and at the start of school in the fall. Teachers were provided training with Google classrooms and CANVAS in order to support them with accessing the online platforms. In addition, content training has been provided in all core subjects, including world language, CTE and AP courses. The district has purchased ACELLUS supplemental online materials and training has been provided for teachers on accessing this content. The district has also trained paraprofessionals, bilingual aides, and roving substitutes in Google classroom, ACELLUS and Canvas in order for them to support instruction.

In order to provide ongoing support throughout the year to parents, teachers and support staff with accessing student progress reports and monitoring content and instructional implementation, the district has created a trainer of trainer model (TOT) and selected 12 teachers to work with education services team to provide ongoing weekly professional development and troubleshooting support for teachers. These TOTs will also provide training for parents and guardians so they can access and monitor student progress during his online instruction distance-learning as well as support with online access, assessment and lesson design. This will continue all year.

In addition, each site has a Computer Media Specialist to assist students, parents and staff with technology support with devices and internet connections, and other supports such as wifi, log-ins etc. The district also operates a HELPDESK@VVUHSD.org email address that is posted on all documents sent home and the district/site websites. For parents who don't have emails, we have a helpdesk phone number. Support is provided in English and Spanish for families.

The ACELLUS curriculum includes SEL courses to support teacher integration of SEL units. Teachers have been trained extensively to access and use these resources and the TOTs will continue to provide the support.

Additionally, we have contracted with SBCSS to continue our work around standards alignment in ELA and math with all schools and reassessing the CFAs in ELA and math to ensure that we are measuring what we are teaching.

Staff Roles and Responsibilities

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

All certificated staff (teachers and counselors) are back at work, though only 18% are reporting to their classrooms. The district has allowed certificated teachers and counselors to work from their homes. Classified staff has also been provided a schedule for rotation to limit exposure at work.

The district has repurposed several groups of classified staff to support ongoing needs during COVID-19:

1. Transportation staff has been reassigned to schools and the Enrollment Center to help with making phone calls to parents and to respond to parent queries to support the enrollment process. They have also been assigned to various locations around the district to support with health and safety measures such as temperature taking, people using PPE gear, and making sure that everyone is maintaining the 6 feet distance. Many of the bus drivers have also been assigned to provide community Wi-Fi through their buses and are parked in identified locations to provide additional access to families.

2. Food services staff have been deployed for delivery of meals throughout the community as well as to support with phone calls and parent contacts as needed.

3. Custodial staff schedules have been accommodated to reduce night staff. However, they have been provided a strict schedule to clean and maintain the campus and do any upgrades necessary to prepare for the start of school.

4. All of the staff are back at sites as all schools and district offices are open while maintaining strict guidelines around contact, face shields, masks, desk shields, temperature taking etc.
5. Paraprofessionals are assigned to the classroom while several 1:1 paras are continuing to provide academic support as needed. Several have been deployed to other responsibilities such as helping with textbook returns, computer distribution to students and families working with the special education office to contact parents and working at school sites to ensure the students and parents have the support they need to sign onto classrooms, or calling them when they are absent from school for three or more days.
6. Campus security staff have been deployed to various locations to help with textbook drop off/pickups, digital device distribution, temperature taking, etc.
7. School Resource Officers are assisting with home visits to identify families that have not been able to complete the enrollment process and/or who have failed to engage during distance learning.
8. The district purchased Acellus online curriculum allows for each teacher to provide SEL support to students. The first week of school was focused with Principals and teachers spending time on wellness checks and SEL units. Our counselors, teachers and administrators are all attending PBIS, 504 and SST training to make sure we do not let a student fall through the cracks.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

The district has instituted 100% distance-learning for phase 1 back to school this fall. Teachers will have “office hours” each day to meet with individual students and small groups to provide additional support for pupils with unique needs. Distance learning plans will be created through the IEP process for students. Special education teachers, along with their instructional aides, will be meeting with students on a daily basis in an effort to prevent learning loss. However, the district also designed supports for students as follows:

1. English Learners: Bilingual paras have been assigned to teacher classrooms and are assigned to support students during the instructional period from 8-12:07 daily. These bilingual paras have also been trained on the ELlevation program that is used to monitor students. State ELPAC tests for reclassification have been scheduled with one-to-one support for students. All general education English teachers are provided with MyEL Supplemental materials for Integrated ELD and ILit for LTEL students. English 3D is available digitally for students in levels 3 & 4.
2. Pupils with exceptional needs will be provided individualized and group support to meet IEP goals. Additional intervention materials in all core classrooms are available through ACELLUS to support with accommodations to access the content. Since the curriculum is vectored, it meets the requirements of differentiation and supports teachers with meeting the IEP goals and learning objectives. N2Y materials are being purchased to support students with significant needs in order to meet basic learning skills. All para-educators supporting classrooms are

being trained in this material so that they can provide guidance as needed. The team is also purchasing additional online intervention materials to meet the needs of intensive support with literacy skills.

3. Pupils in foster care have support through the foster care counselor who has been hired to provide direct guidance and interact with families. Additionally, the expansion of Tier II, III and the after school credit remediation are all designed to support student access beyond the school day.

4. Homeless :

- Frequent communication and contact with pupil; providing of resources and referrals to appropriate local, county, and state agencies for assistance

- Providing technology and school materials/resources to ensure pupils are able to actively engage in the distance learning model.

- Establish recurring virtual meeting times and/or phone calls with pupils to allow for continuous monitoring and support.

We will continue to provide information and support to our at-risk families. The counselors and principals have been building a list of local resources and will consult with the District, county, and SELPA resources on a case by case basis as needed. Our sites continue to collect necessities (clothes, shoes, school supplies, personal hygiene items, etc) and make them available to any family that expresses need.

5. Specialized instruction for special education students shall be delivered through an online platform that provides synchronous and asynchronous learning experiences in the form of daily live interaction with certificated employees and peers focused on quality, challenging content that is aligned to grade level standards equivalent to in-person instruction, but using technological delivery that may include audio, video, and computer modalities. Instructional time shall include direct instruction during online synchronous learning (which may include instructional aide student support) delivered during the established daily school schedule, after school available time for additional support, and independent student work as appropriate. Online delivery may include, but is not limited to, Google Classroom teaching and communication, Google Meet daily lessons and or Zoom, Accelus, Canvas, Go Guardian learning sessions, phone contact, and emails. Special education staff will collaborate with general education teachers and with families, as appropriate, to determine instructional modifications during distance learning. While distance learning cannot completely replicate an in-session school day, efforts will be made to provide the support needed to ensure that instruction meets the unique needs of the student and continues to provide educational benefit.

6. Increase assessment to determine social emotional and academic support to address learning loss and trauma.

7. Continue to expand access to College and career readiness for all students.

Description	Total Funds	Contributing
1. Online materials to support designated and integrated ELD across the district. The district's adopted ELA materials do not have online access to an EL component which has proved to be difficult for teachers when asynchronous learning is being assigned. These materials are all part of the district adopted ELA core materials and therefore is our supplemental addition for teachers and students to support the English language acquisition.	\$ 91,587.50	[Y]
2. Mandatory training for all ELA/ELD teachers on designated and integrated supports.	\$15,000	Y

3. Online materials (N2Y) for students in the Special Education Severe to Profound program. Parents and service providers are able to continue to support students with continued Learning through materials that are appropriate yet easy to use. Each of these programs have built-in assessments and are adjusted to the student's ability which also supports the individual IEP plans and monitoring of student progress towards the goals and objectives.	\$110,734.94	[N
4. Assessment protocols for students with learning gaps to determine needs for EL, FY and Homeless students	\$ 15,000	Y
5, BASC III assessments for Special Education and SEL learning	\$2000.00	N
6. Illustrative Mathematics for our IM9 and MC7 courses and SPED Math Language Routine specifically targets EL learners. 1,000 licenses at \$19 per license	\$19,000	Y
7. Read 180/System 44 reading program for students who need additional assistance, including FY, HL, EL and students at-risk.	\$370,000.00	Y
8 . Box of manipulatives that serves as part of the learning plans for special needs	\$10,000	N
9. Laptops, interactive manipulatives and other classroom supports for students served in the moderate to severe programs	\$50,000.00	N
10. Additional staff time to support Distance Learning needs for students and families (Trainer of Trainer Model implementation)	\$50,000	Y
11. Cost for teachers to provide after school credit recovery and support	\$250,000	Y
12. CTE E-Textbooks	\$122,912.58	
13. Purchase of Google Enterprise for Education to support distance learning initiatives.	\$28,000.00	N
14. Purchase PPVT-5 Q-global Scoring 1 for Severe to profound speech assessment	\$ 3,348.00	N
15. Purchase of Naviance for college and career support for all students.	\$60,000.00	N
Total	\$1,197,583.02	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.]

Student participation is measured through the Learning Log which is monitored daily through the completion and submission of assignments as entered on AERIES gradebook. All subjects are measured in this way and teachers provide synchronous and asynchronous assignments to monitoring learning and engagement. Assignments include Quizzes, homework, classwork, tests, projects etc.

In order to address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, and to assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics, the district has implemented the following steps:

Universal screening using STAR Renaissance will be conducted in August 2020 in order to get information for students who require intervention provided through Tier II and III supports and intensive intervention for those who are three or more grade levels below standard with the district's tiered intervention plan.

Both ELA and mathematics teacher groups representing grades 7-12 have revised the pacing guides. Next, the teachers will work as grade level teams to finalize the pacing guides and align the CFAs to the guides for the quarter. The CFA is based on the CA essential standards for each grade and allows teachers to use the results for planning of instruction, re-teaching and scaffolding as needed.

The district also conducts placement assessment for students who are coming into the seventh and the ninth grade for next year. The MDTP assessment is used to support this placement of students in remediation math and accelerated math. This assessment will also be conducted this year on schedule to support students and use the data for summer intervention purposes.

ELD: students who were unable to complete the summative ELPAC in 2019 – 20, will complete the test by October 30 of this year and the data will be used for reclassification purposes. Additional support is being designed for LTELs who have not yet been reclassified and are facing significant learning loss as indicated through the Star Renaissance Universal screening assessment conducted in August. Yearly students also participate in ongoing assessments for language acquisition along with the CFAs developed in ELA.

Students in special programs also participate in the assessment as designed for ELA and math. The universal screening data will be used for redesignation purposes if it matches the students progress, goals and objectives.

The district has implemented a four-tiered learning loss plan:

<u>Tier I</u>	Start on Aug 3	Teachers providing the support during asynchronous time for 12:37-2:50 daily
<u>Tier II</u>	Start on Oct 1	Site based from 3-4 p.m. daily
<u>Tier III</u>	Start on Oct 5	District level subject specific training provided by teachers. (See below) 4:00-6:00 p.m. 24/7 Tutoring with FEV utors
<u>Tier IV</u>	Start on Oct 19	Intensive Tutoring District level with FEV tutors

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 district has provided students with instructional materials - both hard copies and online access. For some courses that do not have access to digital versions of the materials, the district has provided access to Acellus and UCScouts digital content, which also includes AP, CTE and Honors courses. Both these are UC A-G approved. The district recognizes that the learning loss has to be addressed and has introduced these options, each of which is tailored to meet the needs of English Learners, Low-Income, Foster Youth, Homeless and students with exceptional needs..

1. Devices and individual hotspots are given to all Homeless and Foster Youth students.
2. Tiered Intervention includes tutoring provided both at the site and district level and is accessible beyond the instructional day to allow for students to access at their own time.
- 3.. Acceleration and credit remediation includes during school and after school options to remediate a course to earn the credits.
3. Intensive Tutoring for homeless and foster youth will include reading and math interventions for students performing 3 or more levels below grade level in Universal screening. They will be provided a high quality program by an outside vendor that specializes in academic and social emotional support. They will also access our district after school tutoring program which is provided by district teachers. The district is also adding peer tutoring to support students.
4. Intensive support for Special Education and English Learners include purchase of supplemental materials which include teacher training and data assessment. This area will also be supported by an outside support team with an Academic Success coach. This coach will meet with the coordinator of special education and english learner programs and through the use of data (universal Screening data, ELPAC, grades, etc) they will identify target groups of students at each school site that will engage in intensive learning support beyond the regular

school attendance day. The programs will be customized to meet each student's needs and identify the gaps in learning for the student and they will be provided additional learning time.

5. Professional development for teachers, para educators and long term substitutes to access online materials.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

The effectiveness will be measured in these ways:

1. Decrease in the number of F grades by the end of the year
2. Higher scores in the end-of-the-year universal screening

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

Description	Total Funds	Contributing
Tier III- Afterschool district wide tutoring This is subject specific tutoring provided by teachers and paid for by district in addition to site based tutoring (Tier II) paid by site funds.	\$25,000.00	Y
Tier IV- Contracting with online intervention vendors to provide intensive support for students, including ELD and Special Ed, whose universal reading and math skills indicate that they are three or more grade levels below their peers on a national norm referenced test.	\$1,500,000.00	Y
Providing parent support workshops for school-home partnership with special emphasis on Foster Youth service providers, Homeless supports and EL families.	\$60,000.00	Y
After school training for teachers and Special Educator and bilingual paraprofessionals.	\$10,000.00	Y
Purchased the Master Teacher training modules to support paraeducators for supporting Sp Ed teachers and students 100-299 \$39 per person for annual license for approx 225 paraeducators .	\$9,000.00	N
Fee waivers for AP, PSAT, SAT college tests.	\$60,000.00	Y
Support for Assistant Principal training .	\$25,000.00	Y
Total cost for <i>myPerspectives</i> program, Savvas, for additional online district adopted curriculum access, support and use for all students	\$5,000.00	N
MEZURE- Online psychoeducational Assessment for SWD to continue to develop IEP and provide support to students and teachers.	\$8,612.00	N
My Success Maker: A full curriculum that does automated course adaptation based on student gaps. \$32 per student or math and english	\$342,000.00	Y
Access for each site to online education and research materials.	\$3,500.00	Y

Online Curriculum purchased for CTE to access courses online	\$83,189.00	Y
Total	\$2,131,301.00	

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

In an effort to build capacity and have a shared understanding amongst staff, prior to the start of school, staff had an opportunity to participate in following targeted professional development that support wellness:

Therapeutic Crisis Intervention for Schools (TCIS) De-escalation Strategies - Learn effective de-escalation strategies to be most effective supporting students who are in a crisis, assist students in developing constructive coping skills and establish caring relationships; understanding what trauma looks like to choose how to best respond to a student's need.

Social Emotional Learning (SEL) Core Competencies - Learn the five SEL core competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making) and how they impact student success. Additionally, learn strategies to implement SEL in casual interactions.

ALL Means All! - Understanding of MTSS framework and implementation to support academic, behavioral, and social-emotional success for all students.

Additionally to the district has contracted the following services to support the wellness:

Kognito (Online training to build capacity in all staff to recognize and appropriately respond to signs of mental/emotional distress.)

CareSolace (24-hour "concierge" for families that includes, referrals to vetted local providers and services (by language and other preferences), help making appointments, support navigating and applying for insurance, reminders for and follow-up after appointments, follow-up with school staff who made the referral, and data collection, (numbers of contacts, number of appointments, demographics).

Additionally, district, community and county resources were shared with staff to refer families. Staff also may request a consult to gain more understanding and skills of incorporating wellness strategies in daily instruction and interactions.

With the Distance Learning and virtual meetings, the Family Engagement Liaisons (FELs) recognize the value in planning and co-creating opportunities to serve families across sites. The FELs are planning and promoting virtual family workshops districtwide. In addition, the FELs will also coordinate and highlight community-based organization and resources on our website, social media, and newsletters.

All teachers and site classified will be provided PBIS training. The district has also hired a Intervention counselor to work with students at-risk and FY, HL. This counselor will work to provide additional support training related to family-home connections, student engagement etc.

In order to support the health of staff, the district is providing outreach opportunities for wellness through our risk management department. This team provides weekly email with resources related to physical and mental wellness, COVID related guidelines and care center information, and family counseling insurance updates that all staff can access.

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.]

On time, all day, and every day school attendance is essential to support teaching, learning and wellness. In the new environment of distance learning, there are many external factors that impact a student's ability to access teaching, and with little to no control over some of these external factors, the District's tiered engagement and intervention plan attempts to consider and respond to these factors. The proactive engagement and outreach for the start of school included a multimedia approach, including but not limited to: sending important information home via U.S. mail and electronic mail, posting important information, dates, and resources on site and district websites and social media pages, hosting virtual family information/orientation sessions, responding to numerous individual family inquiries, and coordinating and/or facilitating districtwide virtual family engagement learning series. Families have access to these various efforts in English and Spanish.

Once daily student engagement becomes a concern, the following are the tiered engagement and outreach efforts:

Tier 1 Engagement and Outreach (Classroom)

After students are enrolled in school and have received their schedules, the first level of daily engagement and intervention is the classroom (Teacher and/or Instructional Aide). To support timely and effective outreach to non-responsive students, teachers will take accurate, daily period attendance. As the first level of engagement and outreach, teachers will communicate via email with all students on their rosters, including information regarding: contacts, class login, syllabus, and/or class attendance and behavioral expectations. To confirm receipt of the information, this initial communication will be sent with read notification and/or a request to reply to confirm receipt. For non-responsive students, a follow-up email will be sent to the student and parents/guardians. After a student has missed two consecutive classes and the Teacher/Instructional Aide was unsuccessful in attempts to communicate with the family, the Teacher will log efforts and refer non-responsive families to the site office, via established procedures.

Tier 2 Engagement and Outreach (Site Office)

Designated office staff will continue to run daily reports for students with one or more period absence and engage with families via daily electronic messages. Additionally, Family Engagement Liaisons and other identified staff will follow-up on classroom referrals for non-responsive students, with warm phone calls to check status of school enrollment, discuss distance learning requirements, and offer appropriate resources and/or referrals, including supplemental instructional supports. As a check-and-balance, site office staff will also run and review weekly reports of students who miss two consecutive classes to cross reference with the classroom non-responsive referrals. This is a safeguard to ensure students do not slip through the gaps.

In addition to the Tier 1 and previous mentioned Tier 2 outreach, for students with three or more school day absences in a week, designated office staff will also trigger written notices of absences, schedule Attendance Review Conferences, schedule home visits, and make referrals to SARB, as appropriate and prescribed by the district's procedures. All efforts will be logged per established procedures.

Tier 3 Engagement and Outreach (District Office)

At the district level, information about various district, community, and county resources will be maintained and distributed to sites and families. When necessary, district level staff will supplement site engagement and intervention efforts with home visits, meeting with the Director of Student Services, check Cal-Pads for other school enrollment, contact emergency contacts, or referrals to other programs and/or resources. In addition to supporting and/or supplementing site engagement and outreach efforts, district level staff will also coordinate and facilitate SARB twice a month, with exception of holidays and breaks. As a check-and-balance, district staff will also run and review weekly districtwide reports of students with three or more days of absences as a safeguard for any students missing from the site's referrals to SARB.

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.]

Breakfast and lunch are being served at all school sites with the exception of Goodwill. Meals are provided to VVUHSD students only at this time. Meals are being served curbside fashion. VVUHSD students can receive meals at any VVUHSD school site. The meal service hours are between 12pm and 2pm Monday thru Thursday. Thursday's meal service provides meals for both Thursday and Friday. Students do not need to be present to receive a meal. One of the following is needed to receive a meal as required by CDE but we have made it as simple as possible:

- Last year's VVUHSD Student ID
- Permanent Student ID Number
- Student State ID
- Student Driver License
- Parent/Guardian Stat ID/Drivers License if none of the above

Action is being taken to extend SFSP waiver but as of now we cannot serve under SFSP. The district also implemented a Bus Stop feeding schedule so students and families with transportation issues can get the meals a little easily. There are seven additional locations where the buses stop to provide service within the community.

Bus 1 Will pick up food from VHS and will provide meals at **two locations**.

11th Ave. & Winoa. Bus will be there from 12:40pm to 1:00pm.

Jasmine St. & 11th. Bus will be there from 1:15pm to 1:35pm.

Bus 2 Will pick up food from LLA and will provide meals at **two locations**.

Silica Dr. & 5th Ave. Bus will be there from 12:40pm to 1:00pm

Winona St. & Billing Ct. Bus will be there from 1:15pm to 1:35pm.

Bus 3 Will pick up food from AHS and will provide meals at **two locations**.

Aster Rd. & Bartlett Ave. Bus will be there from 12:40pm to 1:00pm.

Bellflower St. & Bartlett Ave. Bus will be there from 1:15pm to 1:40pm.

Bus 4 Will pick up food from AHS and will provide meals to **one location**.

El Mirage Rd & Muskrat Ave. Bus will be there from 12:40pm to 1:15pm

Unfortunately the USDA did not extend the waiver to feed under the Summer Food Service Program (SFSP) for the 2020/2021 school year. Under the SFSP we feed our students and children of the community.

When we bring students back to school in Tier II, we will provide lunch at each site as is currently being done. Students can access this daily.

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

Section	Description	Total Funds	Contributing
1. Increased support for Foster Youth	Student support counselor to meet needs of Foster Youth	\$89,466.82	Y
2. Increased support for At-risk, Foster and Homeless students	Nutrition Services expansion of meal distribution program	\$ 40,000	Y
3. Increased support for At-risk, Foster and Homeless students	Busing for wifi distribution in the community, including devices	\$ 20,000	Y
4. Mental Health and Social Emotional Well-Being	Panorama climate and SEL survey with learning platform with Playbook for classroom SEL lessons	\$71,300.00	Y
5. Increased support for At-risk, Foster and Homeless students	School Innovations and Achievement for Attention 2 Attendance	\$59,000.00	Y
6. Increased support for At-risk, Foster and Homeless students	CAHELP Positive Behavioral Interventions and Supports planning, training and implementation.	\$52,000.00	Y

7. Mental Health and Social and Emotional Well-Being	Contract with Addiction Treatment Technologies LLC DBA Care Solace for family and student support	\$29,133.00	Y
8. Mental Health and Social and Emotional Well-Being	Contract with Kognito Solutions, LLC for family and student support	\$52,000.00	4
Total		\$412,899.82	Y

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
32.85%	\$31,201,032.00

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.]

The Victor Valley Union High School District's Learning Continuity and Attendance Plan recognizes that approximately 83% of our student population is identified as socioeconomically disadvantaged while the unduplicated student population is 87.5% of the total enrollment.

The percentage, by which services must be increased or improved, is estimated at 32.85% which is \$31,201,032.00. Almost all the services provided in the Learning Plan address the needs of unduplicated students, including English Learners, Foster Youth and Low-Income students. With almost 88% of unduplicated students, the district's actions noted on the plan address primarily unduplicated students.

The district uses LCFF, and titled funds through the LCON that are principally directed and effective in meeting the district's goals for unduplicated students. In order to support the school sites when implementing the actions and services that support unduplicated students academic achievement, the district will implement actions such as supplemental instructional materials, college and career support staff, intervention teachers, intervention counselors, technology, professional services contracts for teaching supports, district wide readiness exams for college and career readiness support, parent engagement activities, support services targeting English Learners and Foster Youth, professional development, increased/extended learning opportunities (APEX online learning, Acellus online learning, Independent Study, summer school, etc) and academic enrichment such as college entrance exams preparation programs, educational study trips and advanced placement tutorials with contract for professional support in advanced placement. In addition, the district has allocated additional funding to continue the expansion of technology, increased targeted professional development for English Learners in instructional strategies

and expanded student support for success through socioemotional focus on PBIS, and other student wellness programs. All targeted actions/services are geared to increase student academic achievement and school connectedness through the lens of at-risk, foster and english learner youth.

In order to mitigate the learning loss experienced during the Distance Learning format, the Learning Continuity Plan has aligned the action and services in order to limit any impact to student instructional access. In the Victor Valley UHSD, we have implemented the above mentioned programs and services based on the academic and/or socio-emotional needs of all our students. Based on multiple measures, (CAASPP scores, Reading Lexile Growth, MDTP, Suspension Rates, Expulsion Rates, Attendance Rates, Graduation rates, drop out rates, student/staff/community surveys, etc.), our students have benefited greatly from these services and programs.

When identifying the needs of our 87.5% unduplicated count, we have found that school wide and district wide implementation strategies have met or exceeded the educational and/or socio-emotional needs of all of our students.

Additional School Site Allocation: Resources allocated directly to schools to address the unique needs of the students at the site level. Site expenditures are expected to principally focus on low income pupils, English Learners, Redesignated Fluent English Proficient Pupils and Foster Youth, and other subgroups identified to close achievement gaps. The funds are used to provide school site interventions such as PBIS, MTSS and prevention and intervention tutoring and attendance supports. Teacher training in programs such as AVID, MTSS, PBIS and site based support curriculum is highlighted in each school's SPSA

College and Career Pathways: Dual Enrollment and robust CTE pathways to support job placement and career exploration.

Social Emotional and Behavioral Support: Psychologists for small group support and Probation Officers and School Resource Officers to help ensure safety on campus. PBIS or other social emotional support programs, Social Workers, Contracted with License Marriage and Family Therapists. The district added the position of Director of Child Welfare and Attendance to provide a coordinated program to quickly and easily provide support and services to the families of unduplicated students who are in need. The district also uses data collected annually from our Panorama climate survey and the student Social Emotional Survey

Transportation: The district operates 49 bus routes and provides transportation to 3500 students per day to decrease absences and dropouts),

Academic Intervention/Support: Additional EL support and Language support services, summer school, and credit recovery opportunities,

Before/after school intervention, Funds for academic supports, supplemental textbooks, etc, Supplemental counseling for RFEP students.

Programs to support positive school climate: Rachel's Challenge, After school Credit Remediation, Intensive Support for student who are more

Parent involvement programs: Family Engagement Liaisons and parent centers at every school site. The district has created a robust parent training on academic programs and distance learning supports. Schools offer parent support through PIQE and other state recognized programs.

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

The following actions and services are principally directed toward students in our unduplicated count. The vast majority of these actions are highly concentrated on our highest unduplicated count students. We believe the action steps outlined below are a primary reason why our students have achieved at a high level over the last 4 years. Additional information which is directly impacting the supplementary and concentration grant funding includes action and programs not directly listed as action/services in the 2020-2021. Understanding our community and their unique needs, the supplementary and concentration grant money is being widely used to fund the following services:

The LEA considered the major factors that resulted from COVID 19 and the needs of the community. The below actions were implemented to prioritize the needs of Foster, English Learners, and the Low-Income subgroups:

1. Access to wifi and availability of devices. All students have been provided with devices. All Foster Youth will be provided Wifi and device upon enrollment which is budgeted at . Additionally, a student services counselor has been added to support the needs of Foster and Homeless Youth.

2. Instructional materials and supplies, for our homeless, foster and low income students are purchased from LCFFSCG in order to make sure every student has the tools needed to perform in class. Backpacks, notebooks, paper, writing supplies, and more, are provided to target groups such as homeless and foster youth to help them succeed. Approximately \$55,000.00 will be spent for the 2020-2021 school year. This is not a specific action/service for the LCON but is funded from SCG. In addition, every new textbook adoption must include the appropriate materials to provide universal access for our at risk/underperforming population and have supplemental materials for our English Learner population. This will require purchasing a curriculum that has specialized components and may increase the cost of the materials beyond a traditionally base program. The district has committed SCG funding to ensure we meet the needs of the unduplicated students for access to standards based materials that meet their learning needs.

2. The needs of EL students are being met by ensuring that all teachers have access to Integrated ELD online materials as well as designated supports for the Long Term English Learners which are also being offered to address academic language acquisition. Additionally bilingual para educators have been trained to provide additional support as needed to students. ELD specific supports have been added after school and through the intensive tutoring program. LCFF funds are used to provide services to English Learners above Title III allocations. Specialized support courses are designed to increase EL student reclassification and academic achievement. Supplementary materials are purchased to ensure student access to core curriculum and well as provide targeted curriculum for the special courses. LCFFSCG funds are also allocated to support English Learners in the amount of \$350,000 as salaries for an increased number of bilingual instructional assistants, stipends for site EL Coordinators at select school sites, contracted services. VVUHSD also invested \$618,669.00 in SCG funding to continue to provide a robust and targeted support program for the English Learners. The program includes support classes and beyond the school day tutoring, and other services beyond what Title III funding provides. A secondary target group that encroaches significantly beyond state and federal funding is the supplemental transportation of special education students for work experience/life experience community based trips, as well as some home to school transportation. The investment amounts to \$727,988.00 dollars.

such as Rosetta Stone, special transportation for EL student events, materials and supplies for the EL program office and EL classrooms.3. The Meal distribution plan that includes onsite and in the community distribution was specifically arranged to allow for these subgroups to access the meals quickly and reduce their need to travel to their schools for meal pickup. VVUHSD applied for, and received the approval, to provide all students in our district with free breakfast and lunch through the USDA Food and Nutrition Service Community Eligibility Program (CEP). This program will establish the unduplicated pupils for the 2020-2021 school year, in the area of low income, now identified as 100% of our

student population. The achievement is anticipated to impact student achievement in a variety of areas such as college readiness and attendance rates.

4. Tiered-intervention has been expanded to include 24/7 tutoring where the vendor makes the support available for students through live tutors, including access to college and career counseling, intensive tutoring and preparation for AP, SAT, PSAT along with fee waivers. The investment here is approximately \$350,000.00.

5. All students are provided instructional materials, both hardcopies and online access to support their access. Additional digital textbooks purchased in 2020-2021 is approximately \$450,000.00.

5. After school credit remediation has been expanded significantly and designed for students to remediate an Incomplete and an F grade within the first semester to make sure that students can complete this remediation flexibly from home, yet have three-hours each evening to get live support from a teacher. Currently 10 teachers are providing this service to high school students who need this opportunity.

6. Parent training, especially targeting Foster families, Homeless families, and English Learners, have been added to each week so that parents can be trained in supporting their students learning and can access the resources.

7. SCG funding in the amount of \$2,325,432.00 is provided to continue to fund supplementary program staff, class periods, and materials for the AVID program and the Advanced Placement program.

8. VVUHSD fully funds a robust and growing Career Technical Education program at all of the eight schools in the district through LCFF/SCG. This includes staff and supplies that are not covered by Perkins Funding or other CTE grants. In addition includes \$1,017,000.00 to cover the costs of offering this supplementary program to ensure our low income and at risk students have an opportunity to establish career goals, and even earn certification in a career that will support them after high school. In addition, the program has grown and the district has hired a Director to supervise the program with an increased personnel cost of \$159,372.

9. Beyond the LCON actions and services, the supplementary and concentration grant (SCG) funding is used to continue to provide students a robust and well rounded educational program. VVUHSD invests \$1,511,480.00 in the increased instructional time through the use of targeted RtI through a variety of structures, including a support period at Hook Junior High and Victor Valley High built into the master schedule, that involves all teachers and students at the school site. RtI support structures exist at all school sites in the form of math and English support classes which equate to \$610,000 of SCG funding. SCG funding in the amount of \$2,282,432.00 is provided to continue to fund supplementary program staff, class periods, and materials for the AVID program and the Advanced Placement program. SCG funding has been used to expand supplementary programs such as CTE and visual and performing arts accounting for \$6,483,083.00 to revive these programs which had experienced a reduction in offerings prior to LCFF. Project Lead the Way is a supplementary career technical program, offered specifically at Cobalt Institute of Math and Science, whose base program funding is from SCG in the amount of \$21,493.

10. SCG Funding has also allowed VVUHSD to explore new educational settings for students to provide for a smaller, personalized setting with specific educational goals. The first of these was a groundbreaking, themed school of choice called University Preparatory School. The district will invest \$ 4,010,000.00 to sustain this unique school of choice setting for students and families, to provide them a unique educational experience beyond the traditional secondary setting, serving grades seven through twelve. The success of University Preparatory School led to the investment of \$4,278,000.00 of SCG funding to expand Cobalt Middle School to a school of choice as well, becoming Cobalt Institute of Math & Science and Lakeview Middle School expanding to Lakeview leadership Academy grades 7-12. In

addition, the district added the new Victor Valley Virtual Academy which is an online alternative school of choice and requires an investment of \$300,000 in 2020-2021.

11. Personnel is also a method to increase and improve services. Since the introduction of the LCFF, VVUHSD has expanded staffing to provide four additional counselors to increase the number of general education counselors at Silverado High School, University Preparatory School, Cobalt Institute of Math & Science and Lakeview Leadership Academy. This accounts for approximately \$475,325.00 of SCG funding. Library technicians have been rehired at all school sites through SCG funding in the amount of \$627,037.00. The district established a Central Enrollment program which includes extensive support services for foster youth and homeless youth. This center includes a manager who conducts specific outreach to the homeless liaisons at the school sites to identify homeless youth and ensure they receive the services they need to provide them with the tools to be successful in school. The district invests \$3,353,615.00 in personnel and support services to meet the needs of this identified target group.

Therefore, VVUHSD has identified \$29,078,889.00 in supplemental programs, personnel and services outside of the LCP. The LCP expenditure is \$12,199,566.43 for a total expenditure of \$41,278,455.43. The actions above meet or exceed the required percentage to increase or improve services to unduplicated pupils.