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.

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General Information

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

Overview

The Vallejo City Unified School District (VCUSD) serves approximately 12,000 students in preschool through adult educational programs. Representative of the city in which they live, students bring to school with them various backgrounds. The ethnic breakdown of the student population is 43% Latinx, 28% African American, 14% Filipino, and 15% other student groups including Asian, Native American, Pacific Islander and White. 27% of students are English Language Learners and approximately 70% of the students in the district are eligible to participate in the Free/Reduced Lunch Program, with rates as high as 95% in some areas of the community.

Impacts of the COVID-19 pandemic

On March 13, 2020 Vallejo City Unified School District (VCUSD) made the difficult decision to close schools in collaboration with health officials, legal experts, and the California Department of Education in order to slow the spread of COVID-19. At the time, it was anticipated that schools would reopen after Spring Break. However, the State of California continued the Stay at Home order and as a result all schools remained closed for the remainder of the 2019-2020 school year. Then on July 17, 2020, Governor Newsom directed that all schools within Vallejo City Unified School District begin the 2020-2021 school year with distance learning as conditions in our county do not allow for safe in-person instruction at this time. The school closures impacted our students physically, emotionally, socially, and academically. Students, families, and staff have been affected by higher levels of stress and trauma. Research is suggesting that those most impacted by the adverse effects of contracting the coronavirus include Latinx and African American community populations. It is unclear at this point if this data is mirrored in the city of Vallejo but it is, no doubt, an additional stress factor in a school community where over 70% of students are among one or both of these groups.

We know that family economic security has been negatively impacted. Some VCUSD families are experiencing unemployment due to the closure of work places during the pandemic. Others find themselves struggling to balance working outside the home along with supervising the learning of their children during distance learning. Due to these issues many of our students and their families are experiencing varying levels of trauma and social isolation which has impacted their mental well-being. Although VCUSD has a robust mental health support staff the way in which support could be provided was limited due to the restriction on face to face interaction deemed safe during the pandemic.

School closures have presented some unique challenges for staff to provide the same levels of high-quality instruction to students. Factors such as the staff and student learning curve to navigate the use of technology as the sole teaching and learning platform, and consideration for healthy limits on screen time for students have impacted instructional time. The inevitable interruptions due to technology malfunction and power outages have been negative impacts as well. While it is likely that all students will experience learning loss to some extent due to school closure, there are student groups for which there is heightened concern. These groups include our transitional kindergarten and kindergarten students that are most dependent on having adult supervision at home in order to access and stay engaged in daily instruction, students with Individualized Education Programs dependent on face to face interaction, students experiencing homelessness that may not have access to a suitable space to receive distance learning, English Learners at the early levels of language development that will not have the same levels of language inputs during Distance Learning, and any learner that was already experiencing significant learning gaps pre-

pandemic. However, with persistence and innovation we are tackling these challenges and re-inventing our instructional delivery systems in the service of students.

Vallejo City Unified School District staff have also been impacted significantly by COVID-19. Many of our staff members also live in the community and reported experiencing many of the issues that affected students and families, including unemployment of spouses, partners, or other members of the household, childcare responsibilities, and care for others in the household with health issues.

Impacts Beyond the Pandemic
There are several other impacts that have presented themselves in tandem with the pandemic. Wildfires broke out in surrounding cities. Smoke from these fires produced unhealthy air quality in Vallejo and although we were able to continue offering Distance Learning to all students we were forced to close all buildings in the District and have staff work from home for several days. Staff living in the neighboring cities where the fires were burning were also evacuated from their homes.

The city of Vallejo has one of the highest per capita populations of African American residents in the California. The protests happening across the country focused on social justice and safe, fair treatment of African American citizens bring hope to the community that changes will be made. At the same time the events that have led up to and inspired the protests are a source of fear and distress for those that worry about their own safety and that of family and friends.

At the beginning of July 2020 our superintendent of almost three years announced that he would be taking a position in another school district and departed in mid-July 2020. We are currently operating with an interim superintendent while we search for a permanent superintendent.

As an educational community, VCUSD staff is committed to developing policies, procedures, and processes with an equity lens to best support our families and student. To that end, the "Preparing for Fall 2020 and Beyond: Safety, Equity, and Continuity of Learning" plan has been developed. This document will guide the implementation of services to students throughout the stages of the pandemic. The guiding principles of the plan are safety; student connectedness; stakeholder input and communication; equity, access, and inclusion; and targeted instruction.

The Vallejo City Unified School District is committed to resilience, innovation, and hope as we navigate through the 2020-2021 school year. The implementation of Distance Learning has presented a unique opportunity to do things differently and create strategies that will last longer than the pandemic in order to improve student outcomes. We commit to working diligently to provide a sound foundation that will allow students, families, and staff to flourish.

Stakeholder Engagement

Vallejo City Unified School District is committed to providing meaningful stakeholder engagement to inform the planning for the 2020-2021 school year. Stakeholder engagement to inform this planning began in September 2019 through the lens of the development of the 2020-2021 Local Control Accountability Plan (LCAP). Although the development of the 2020-2021 LCAP was suspended due to the COVID-19 pandemic, much of the feedback gathered was highly relevant to the development of the Learning Continuity and Attendance Plan. This feedback included in this section along with the feedback gathered during the pandemic. Therefore, feedback gathered through stakeholder engagement from September 2019 through September of 2020 impacted the actions included in this plan.

Efforts to solicit stakeholder feedback included surveys in both English and Spanish for parents and community members, and all district staff. Feedback was gathered through virtual meetings that occurred from August 20-September 9, 2020. These meetings occurred using Google Meets and Spanish translation services were available in all meetings with parents. These meetings included:
- Student focus groups
- Site administrator (principal and vice principal) meetings
- Parent Town Hall meetings
- Parent meetings
- District English Learning Advisory Committee (DELAC) meeting for review and comment on the Plan prior to the Governing Board's Public Hearing
- Parent Advisory Council meeting for review and comment on the Plan prior to the Governing Board's Public Hearing. The group was comprised of site level School Site Council (SSC) and English Language Advisory Committee (ELAC) members.
- Bargaining unit meetings that included meetings with the Vallejo Education Association (teachers), Classified School Employee Association (CSEA) and Vallejo School Managers Association (VSMA).
- Teacher stakeholder meeting
- Classified staff stakeholder meeting
- District administrator meetings
- Meetings for foster youth families
- One on one interviews with parents of students with Individualized Educational Programs (IEPs)

Due to Governor Newsom's Executive order N-33-20 for COVID-19, meetings of the Board of Education and all stakeholder engagement opportunities were held via video/telephone conferencing using Google Meet. To ensure that VCUSD was in compliance with Executive order N-29-20, all meetings were accessible via telephone or video to all members of the public that wanted to attend. Stakeholder meetings consisted of a presentation and the opportunity to provide feedback via Google Meet. All meetings were recorded and feedback was also placed in the chat feature. Translation was available at all meetings and questions and discussions also occurred during feedback sessions. Comments were recorded via the chat option in all Google Meets in addition to via email messages. Follow-up communication from comments has been provided in a variety of formats: individual phone calls, emails, shared during meetings, staff notifications, Parent Square messages, and notifications sent to parents/guardians by sites.

The feedback provided by stakeholder groups includes valuable insights, recommendations, and questions. The feedback addressed experiences during the school closures in the spring, priorities for Distance Learning and in-person instruction, and input on various concerns. Listed below are the key themes that emerged from the stakeholder groups.

Parents & SSC/ELAC Members:
Feedback on learning continuity included:
- The need for technology support to support student's experiencing software or hardware issues.
- The need to purchase additional technology.
- The need for additional training for parents through videos or workshops to support navigation of learning software, how to log in, and support with connectivity.
- The need for student tutoring.
- The need for additional support for students when working on asynchronous assignments.
- The need for childcare for working parents.

Feedback on student attendance included:
- The provision of student incentives.
- The provision of technology support for students and parents to ensure that technology glitches would not have an impact on attendance.
- Ensuring attendance is taken correctly so that students are not marked absent in error.
- Providing intervention and support to students not meeting attendance expectations.

- The provision of office hours for parents to get assistance, regularly schedule parent hours to share information, and a dedicated parent help hotline.
- Outreach from sites to parents when there are attendance issues.

Feedback on multi-tiered supports for students, families, and staff included:
- The provision of mental health supports, including counseling.
- The provision of professional development for all staff in how to identify and find the right resources to address mental health needs.
- The provision of additional supports for students, including speech and language support, and occupational therapy support during distance learning.
- The provision of additional support for English Learners in all subject areas and grade levels.

<u>**Students**</u>
Feedback on learning continuity included:
- The need for easier access to technical support during school hours.
- The provision of more hotspots for students without Wi-Fi.
- The need to purchase more software and provide more support for connectivity.
- The need for electronic textbooks.
- The need to purchase credit recovery programs.
- The need for improved communication with students and parents during distance learning.
- The need for staff dedicated to ensure students are connected and engaged.
- The need for extra-curricular activities during Distance Learning.
- The need to have student books delivered to student homes.

Feedback on student attendance included:
- The need to purchase attendance software that provides more feedback to parents.
- The need for daily live Google Meets.
- The need for staff out-reach to parents and families related to attendance.
- The need for prompt technical support to prevent non-attendance.
- The provision of classroom alerts sent to students when class starts.
- The need for check-ins with students outside of class.
- The need to provide more meals to students.
- The need for more Chromebooks.

- The need to expand the independent study program.

Feedback on multi-tiered supports for students, families, and staff included:
- The need to provide a safe space where students can go to work.
- The need for one on one counseling sessions for student/parents.
- The need for access to mental health therapists.
- The need for check-in sessions between students and teachers.
- The need for an additional support person in each classroom.
- The need to create easier access to resources, such as psychologists and mental health providers.
- The need for dedicated wellness time for students and teachers.
- The need to provide social-emotional instruction.
- The need to create a wellness center.
- The need to increase the number of Restorative Justice (RJ) circles held.
- The need to connect families to food banks.
- The provision of access to physical health check-ups.
- The need to open up the on-site Kaiser center more days a week.

<u>**Site Administrators**</u>
Feedback on learning continuity included:
- The need for training for supporting students with IEPs.
- The need for tutoring programs or Saturday School.
- The need for additional software to support teaching and learning.
- The need for funding to support small group reading and math interventions.
- The need for professional development for teachers to support guided reading.
- The need for an assessment program.
- The need for a program to support small group instruction.

Feedback on student attendance included:
- The need to recognize good attendance.
- The need for better communication with Spanish speaking parents.

Feedback on multi-tiered supports for students, families, and staff included:
- The need for mental health providers at every site.
- The need for Google Read & Write.

- The provision of social-emotional learning supports for adults in the system.

Teachers
Feedback on learning continuity included:
- The need to purchase more software licenses to support Distance Learning.
- The need for materials such as white boards that support student engagement and participation during virtual class time.
- The need for paid time for teachers beyond the duty day to provide intervention support for students.
- The need for additional support in class when we return to in-person learning for students who display significant learning loss.
- The need for software to support special education students.
- The need for additional targeted professional development aligned to specific distance learning programs.
- The need to purchase updated science curriculum.

Feedback on student attendance included:
- The provision of incentives for students to attend classes.
- The provision of a review of class reporting times at the secondary level.
- The provision of care packages for students that consist of relevant learning materials such as white boards, markers, and journals.
- The provision of postage so teachers can send home letters of encouragement and certificates to students.

Feedback on multi-tiered supports for students, families, and staff included:
- The need for Distance Learning workshops for parents.
- The need for social-emotional learning curriculum.
- The need for additional mental health support.
- The need to provide students with desks for home use.
- The need to purchase headphones with microphones to support engagement and to lessen background noise.
- The need for additional English Language Development (ELD) curriculum.
- The need for Personal Protective Equipment (PPE) when students return to school.

Californian School Employees Association (CSEA)
Feedback on learning continuity included:
- The need for technology devices for all classified staff.
- The provision of staff supports with connectivity issues.
- The need for incentives for K-5/K-8 students to connect and engage in Distance Learning classes.
- The need for additional support for credit recovery for secondary students.

Feedback on student attendance included:

- The need for stipends for a classified staff person to support with technology site needs at each site.
- The need to provide a "cheat sheet" for parents on how to navigate through all the programs their child needs to access.
- The need for attendance incentives for all students.

Feedback on multi-tiered supports for students, families, and staff included:
- The need for structured professional development for staff focused on mental health and well-being.
- The need for communication tools for all staff, especially those that are not on site during normal business hours and/or those that are not located at traditional school sites or the District Office. The would include a communication tool or system that is used by all staff within the district to convey key information.
- The need for safety protocols for all students and staff.

Vallejo School Managers Association (VSMA)
Feedback on learning continuity included:
- The provision of intervention for students beyond the duty day.
- The need for in-person learning for our most vulnerable students.
- The need for academic tutoring.
- The need for reproducible materials for K-2 students.
- The need to purchase Mystery Science license to support science curriculum.
- The need for Seesaw platform for all sites.
- The need to reduce class sizes at the secondary level.
- The need to equip teachers with all of the tools they need to teach. Take an inventory of what teachers need.
- The need for art kits for secondary students enrolled in an art course.
- The need for white boards and markers for students.
- The need for headphones with microphones.
- The need to purchase music and art engagement programs.
- The need to purchase science curriculum.

Feedback on student attendance included:
- The need for additional support for students that are chronically absent and have completed the entire truancy process and are still not attending.
- The need for a system to ensure staff is not doing double duty, for example, the technology support teachers paid a stipend at each site cannot be primary the technology support as they are teaching in class when the support is needed.
- The need to provide Wi-Fi connectivity for all families.

Feedback on multi-tiered supports for students, families, and staff included:

- The need for PPE for all students and staff.
- The need for Kimochi training, materials, and curriculum for all sites.
- The need for strong a social-emotional curriculum.
- The need for counseling services at every site.

Vallejo Education Association (VEA)
Feedback on learning continuity included:

- The need for technology needs support.
- The need for larger computer screens for teachers.
- The need for support with connectivity.
- The need for headsets with microphones for students.
- The need for document cameras.
- The need for PPE for when in-person teaching begins.
- The need for software programs, other than Imagine Learning, to support older elementary students.
- The need for Seesaw for all sites.
- The need for additional access to digital support curriculum.
- The need for updated science curriculum.

Feedback on student attendance included:

- The need for software that provides teachers with what they need to monitor and take attendance.
- The need for white boards and markers for student participation.

Feedback on multi-tiered supports for students, families, and staff included:

- A comment that safety for all students and staff should be a priority.
- The need for more robust professional development, including Google training provided by professional trainers.
- The need for a social-emotional curriculum.
- A robust communication tool that would be a "one stop shop" for all.

Cabinet
Feedback on learning continuity included:

- The need for additional professional development.
- The need for additional assessments for Special Education.
- The need for settlement agreements with bargaining units.

- The need for online tools for teachers.

Feedback on student attendance included:
- The need for Saturday Academy.
- The need to pay staff "out of class" to support technology needs.
- The provision of over-time pay to support work needed in regards to technology support and technology needs.

Feedback on multi-tiered supports for students, families, and staff included:
- The need to provide Google Credential training.
- The need for Personal Protective Equipment.

Parents of students with Individualized Educational Plans
Feedback on learning continuity included:
- The need to purchase science curriculum.
- The need to purchase technology.
- The need to ensure connectivity support.
- The need for staff to ensure that parents are informed and students are engaged.
- The need for English Language Arts and math support for English Learners.
- The need for support on how to navigate through Parent Square.

Feedback on student attendance included:
- The need for staff to ensure student and family outreach is occurring.
- The need to make it a high priority for staff to reach students that are not connecting.
- The need to create various ways to support students with special needs when it comes to virtual learning.
- The need for technical support.

Feedback on multi-tiered supports for students, families, and staff included:
- The need for mental health support for families that are under economic stress.
- The need for support on how mental health supports can be implemented virtually.
- The need for professional development for all staff on how social-emotional curriculum will engage students virtually.

Foster Youth and Homeless Families
Feedback on learning continuity included:
- The need to purchase more quality software programs, and Chromebooks.
- The need to purchase personal equipment for students to use for engaging in recess and Physical Education activities while at home.

- The need to provide a secure location on district facilities where students experiencing homelessness can have a place to charge the electronic devices provided by the district.
- The need to improve the overall quality and variety of the meals being served through the nutrition program.
- The need to utilize the school buses to transport food to locations throughout the community where families with transportation issues can get to them.

Feedback on student attendance included:
- The need for faster access to technology support.
- The need for safeguards to block unauthorized persons from entering the online classroom.
- The need for outreach to students, and their parents, who are missing class time.
- The need to reduce teacher absences.

Feedback on multi-tiered support for students, families, and staff included:
- The need to hire trauma counselors.
- The need to hire more mental health therapists.
- The need to increase parent outreach.

District English Learner Advisory Council (DELAC)
Feedback on learning continuity included:
- The need for Positive Behavior Intervention and Supports (PBIS) virtual curriculum.
- The need to provide teachers with additional hours beyond the duty day for student academic intervention.
- The need for bilingual mentors.
- The need for student tutoring and homework support.
- The need for parent workshops on how to navigate all of the programs and sites their child accesses.
- The need for additional translation support.
- The need for additional professional development for teachers.
- The provision of an option for subtitles during virtual class.
- The need for counselors at all school sites.
- The need for additional technology.
- The need for improved communication, such as a districtwide calendar.
- The need for additional support for foster youth.

Feedback on student attendance included:

- The need for attendance incentives for students and staff.
- The need for tutorials for students and parents on how to access sites needed.
- The need for additional technology.

Feedback on multi-tiered supports for students, families, and staff included:
- The need for Saturday School.
- The need for counselors and mental health specialists at every site.
- The need for streamlined labeled communication including information about what department or site the information is coming from.
- The need for foster youth supports.
- The need for safety protocols for students and staff.

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

The feedback that VCUSD received from students, families, educators, and community members was critical in developing the Learning Continuity and Attendance Plan. The following key areas of the Plan have been influenced by stakeholder feedback:

Technology:
- Purchase and provide students and staff with technology needed to ensure the implementation of Distance Learning
- Provide connectivity support for all students
- Provide software to support Distance Learning at all grade levels
- Provide software to support English Language Learners in English Language Arts and Math
- Provide programs to support secondary students' completion of A-G graduation requirements
- Provide ongoing technical support for students and staff
- Teachers provide live Google Meets daily with all students
- Professional Development for staff to support Distance Learning
- Purchase additional technology

Learning Continuity:
- Purchase newly adopted science curriculum to ensure digital access availability
- Provide staff to ensure student and family outreach is occurring

- Provide staff to ensure students are connected and engaged in Distance Learning
- Ensure that a communication tool is in place for communication between the district, schools, and families
- Provide teachers with additional paid hours for academic intervention services for students outside of the school day
- Provide overtime pay to for additional technology support
- Purchase materials to ensure staff and students are able to implement Distance Learning

Attendance and Engagement:
- Purchase attendance software to ensure communication occurs between home and school
- Provide staff to ensure student and parent outreach is occurring

Multi-tiered Supports for students, families, and staff:
- Psychologists and Mental Health Support Providers are in place to provide supports as needed
- Positive Youth Justice Liaison provides support to targeted students
- Site support for English Learner students through bilingual tutors
- The provision of nutritious meals for all students
- Social-emotional instructional parameters are in place to support aligned instruction at each site and in each classroom
- Personal Protective Equipment has been purchased for all staff and students
- Professional development will be ongoing for all staff
- Academic intervention support for students will be in place for all students with a need

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.]

VCUSD staff are committed to providing in-person learning experiences for students as soon as it is safe to do so. Due to the unpredictable nature of the pandemic and the fact with we are continuing to receive updated guidance from state and county officials as new information is available. It is important to remain flexible and anticipate that plans may need to be revised. However, at this time we are planning with the following parameters in mind:

- In order to provide social distancing, we will be grouping students in cohorts and students will be provided a hybrid model of some Distance Learning and some in-person learning each week.
- In order to ensure adequate staffing to support students as they learn to navigate a new set of expectations and norms (hand-washing, one-way routes of travel, safe personal space, use of personal protective equipment, health checks, etc.) we will bring students back in stages beginning with the youngest and most vulnerable student groups, and then transitioning to including all students.
- All decisions that impact the working conditions of staff will be agreed upon using the collective bargaining process. This is in progress.
- All decisions will be guided with student safety, social emotional needs, and learning needs at the center.

Upon county eligibility for a return to in-person instructional program VCUSD will take the actions described below.
To address safety, VCUSD will:

- Ensure that each campus and district facility have the appropriate resources in place to support social distancing. This includes signage, floor/ground/seating markers, and plexiglass shields. All campuses will develop schedules for lunch and other activities to limit the number of students gathered in any location. Students will be in class cohorts to limit interactions with other cohorts throughout the day. Aside from staff, adult access to campuses during the school day will be limited.
- Ensure that protocols for cleaning and the necessary supplies are adequately provided at all campuses and district facilities.
- Implement health screening protocols including temperature screening, and isolation of symptomatic individuals. District personnel and site administrators will implement training procedures for all site staff in the appropriate use of Personal Protective Equipment (PPE) for staff, students and visitors, including proper use of face coverings/shields. Teachers will provide instruction on proper handwashing techniques to students and make individual supply kits to ensure that students are not sharing materials.

VCUSD will address mental health needs through a robust Social-Emotional Learning Program.
All schools will:

- Continue direct outreach to vulnerable student groups regularly to ensure that resources are made available to families from appropriate departments.

- Implement VCUSD parameters (also known as guardrails) for implementation of Social-Emotional Learning (SEL) strategies at each site.
- Refer students to district and site based Mental Health Support professionals as needed.
- Continue weekly community forums conducted by the Parent Care Team.
- Ensure that administrators monitor the strategies being implemented in each classroom and ensure that they are used effectively and appropriately to build relationships with students and increase engagement.
- Address social connectedness and relationship building throughout the community.
- Use the SEL team to provide professional development around best practices for all staff.

All K-5 and K-8 Schools will:
- Utilize Care Team model to monitor and support student social-emotional learning (SEL) needs.
- Utilize Wellness Centers to support mental health needs at sites receiving Wellness Center Grant funding.
- Ensure access to services beyond the school day, including the After-School Education and Safety (ASES) Grant. The number of participants will be adjusted as necessary to meet safety guidelines.

Middle, High and Alternative Schools will:
- Create and implement a SEL team to assess the level of SEL implementation at each school site and agree upon the competencies that will be implemented in all classrooms.

VCUSD has a robust plan to address learning loss.
All schools will:
- Prioritize the return of students with unique needs, including English Learners, Foster Youth, Students without permanent housing, students with IEPs, and explore the options for in-person instruction for these students when it becomes available.
- Provide support from additional classified staff for direct tutoring and support to students with unique learning needs. These would include bilingual tutors and paraeducators.
- Continue to do diagnostic testing, using both baseline and formative assessments, to identify students' needs throughout the school year using a Multi-Tiered System of Support. These assessments include NWEA, Interim Block Assessments, and District adopted curriculum embedded instruments.
- Provide tutoring and other support programs focused on students who are academically behind or struggled to access Distance Learning effectively.
- Utilize the VCUSD Planning Guides and the VCUSD Instructional Priorities documents to determine with standards and portions of the curriculum are most critical for success in learning continuity.

K-5 and K-8 schools will:
- Utilize all supplemental programming to support students in addressing learning loss including re-teaching and accelerating learning products within the District adopted curriculum, Imagine Learning, Imagine Math, tutoring, and Footsteps to Brilliance.
- Include opportunities for "just in time" intervention and re-teaching of prerequisite standards from the previous year aligned to the new learning of the current year standards.

Middle, High, and Alternative schools will:

- Focus on supports for struggling or "at risk" students during class time, office hours and after school.
- Develop curriculum teams that implement common assessments to ensure that student's skills are being assessed regularly and that teachers are adjusting the pacing guides to ensure that the CCSS priority standards are the focus of instruction. NWEA is being used as a formative assessment to ensure that all teachers know the reading levels of every student.
- Ensure that literacy supports and interventions are utilized by all teachers in order to ensure that students can access the content in all subject areas.

VCUSD will provide a Virtual Learning Program Option
VCUSD recognizes that some families will prefer to remain in a virtual learning environment even when the state has permitted students to return to classrooms. Parents will have the option to elect to remain in Distance Learning through the Virtual Learning Program for the remainder of the 2020-21 school year. Students who participate in this program will return to their home school campus in the 2021-22 school year.

VCUSD has developed a transition plan for returning students with IEPs to in-person learning. The plan includes the following:
- **Special Education Designated Instructional Services**
  - Staff will provide a services schedule for each site. Determinations will be made as to which related services will be provided on days of in-school attendance and as to which students and related services are deemed appropriate for continued virtual delivery. Most of the District's related service providers are able to provide their services in a virtual setting. Many contracted providers have been providing services online for several years. However, some of the related services are more easily provided in person, including physical therapy, adapted physical education, behavioral support and consultation, orientation and mobility, etc. Services determined to be more appropriately provided on site will be scheduled for the days that the student(s) is scheduled on site as appropriate and practical given the health and safety needs resulting from the pandemic.
- **Specialized Academic Instruction**
  - Additional specialized academic instruction outside of the student's classroom setting time might be necessary to meet the services as indicated in the students' SB98 crisis plan. This can include students who are Medically Fragile or have significant behavioral or physical support needs.
  - For students who are medically fragile, the Special Education Department will work closely with the student's physician to determine the degree to which the student can participate in a return to a physical school setting. The physician will determine what additional accommodations need to be provided to the student to mitigate the student's possible exposure. If the physician determines that the student cannot participate in school due to their medical condition, an Individualized Education Program (IEP) will be scheduled to determine if Home Individual instruction or virtual instruction is appropriate for the student. Accommodations can be provided for students with significant behavioral needs or significant physical support needs; however, if a student requires a degree of support that is in conflict with the current County Health recommendations, the IEP team will meet to determine if a virtual service delivery is more appropriate to meet the student's need while additional guidelines are in place.
- **Special Education Assessments**
  - Assessment teams will be created to assess students who were initially referred or parent requested assessment during shelter in place and distance learning, where assessments were halted or delayed due to the inability to observe students in the natural environment. A combination of online and in person assessments will be utilized based on the students individualized needs.

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

Description	Total Funds	Contributing
Desk shields for students	$300,000	No
Personal Protective Equipment for staff	$698,676	No
Provide teachers with paid time beyond the duty day to provide interventions services to students to support Learning Loss	$298,830	Yes

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.]

VCUSD staff is committed to offering student a robust, full curriculum of substantially similar quality during times when utilizing a Distance Learning Program is necessary to ensure student safety and comply with local and state directives. Within Distance Learning students will have access to the full range of Governing Board adopted curriculum and instructional resources. Staff has the ability to pivot quickly from an in-person method of delivery to Distance Learning.

Distance Learning at all schools:
- Weekly professional development and collaboration time supports teachers in implementing effective instructional practices for the distance learning classroom.
- All adopted curriculum is available for use in the virtual environment. All adopted curriculum has digital components that allow for linking assignments to Google Classroom or Seesaw. Teachers plan lessons and activities that are aligned with the district standards-

based curriculum planning guides that support continuity of instruction during Distance Learning and for the transition back to in-person instruction. The new science adoption will meet the needs of teaching and learning in the virtual classroom while aligning instruction with NGSS.

- Regular baseline and formative assessments will serve to ensure that students are identified for additional learning opportunities and resources. Teachers will use this data to identify learning needs and provide differentiation. Assessments are based upon the adopted curriculum and have been modified to administer in the distance learning environment.
- Staff has dedicated time for daily to social-emotional Learning within all student schedules. This time is focused on integrating lessons and activities that support the Five Core Competencies as developed by the Collaborative for Academic, Social and Emotional Learning (CASEL). This focus will continue as students and teachers return to in-person instruction.
- Teachers are providing office hours daily for parents/students in order to support students in accessing grade level content. This time is in addition to the daily direct instructional time.
- Daily synchronous learning that includes interaction between students and the teacher(s) and students and their peers.
- Differentiated support for students will be provided through small group instruction, individualized support during office hours, and/or access to supplementary programs.

Distance Learning at TK-5 and TK-8 schools:
- During Distance Learning, students in grades TK-8 are all participating in synchronous learning for two hours daily, with the additional required instructional minutes dedicated to asynchronous instruction.
- Teachers are providing direct whole class instruction, small group differentiated instruction, one to one instructional support, and small group designated ELD.
- Direct instruction is facilitated through the Google Suite of products and the Seesaw learning platform.
- TK Students will be assessed using the Educational Software for Guiding Instruction (ESGI) assessment tool that can be administered fully online. VCUSD is exploring using ESGI for Kindergarten students as well.
- Bilingual Tutors and ASES coordinators will support continuity of learning by providing small group and individual tutoring support as needed in collaboration with the classroom teachers

Distance Learning at Middle, High and Alternative Schools
- During Distance Learning, students in grades 6-12 at Hogan Middle, and the high schools are participating in 40-minute periods of instruction with at least 50% of the time being used for live or synchronous instruction.
- Teachers are providing direct whole class instruction, small group differentiated instruction, one on one instructional support, and help through two periods of office hours.
- Direct instruction is facilitated through the Google Suite of products.

Distance Learning for Student with Individualized Educational Programs include the following:
- Staff will provide ongoing professional development for ways to deliver and adapt services in a new setting. This will ensure that the most at-risk students' needs can be identified and that a coordinated, collaborative plan is implemented.

- The case manager will coordinate streamlined communication with families, yielding a "one outreach" effort instead of multiple, disjointed parent contacts.
- IEP meetings can be convened remotely with family involvement and should be scheduled whenever possible. IEP meetings will also be held for students who are not accessing distance learning to design an emergency crisis plan during the Individual Education Program meeting.
- The Special Education Department purchased STAR curriculum to Implement Universal Design for Learning (UDL) for students in Special Day Class (SDC) settings. STAR curriculum is both accessible online and through worksheets, in order for all students with disabilities to have access to Distance Learning.
- The Special Education Department purchased Goal Book to continuously track and measure Individual Education Program goals. There will be continuous professional development to train educational specialists to focus instruction on clear SMART (Specific, Measurable, Attainable, Relevant, Timebound) goals. The program ensures sure all teachers and parents are clear on what the goals are in the IEP and what strategies will be used to support the student to meet those goals.
- Staff will ensure the provision of compensatory services. Staff will consider the provision of compensatory services for initial IEPs in which the lack of specialized instruction due to the delay of assessments resulted in a significant loss of learning as determined by the IEP team.
- Staff will purchase ppecialized equipment, such as assisted technology and assisted communication, for students with low incidence or severe disabilities to support access to Distance Learning.
- Staff will purchase assessment normed for virtual delivery in order to meet the 60-day timelines. Professional development will be provided to assessors to utilize the assessment tools, score the assessments, and write the assessment reports. Additional virtual assessors will be hired in order to minimize the number of students whose initial or triennial assessments have been delayed.

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.]

The district currently has approximately 11,000 students in TK through 12th grades. There are 12,000 Chromebooks operational and active. Additionally, there are another 1,700 iPads being utilized across the district for students and staff. In the spring of 2019 staff purchased 250 hotspots and another 800 in August for distribution to families that needed network connectivity.

To ensure that each student has a device, we run reports that details device usage and the student who logged in using that device. We expect to see that every student is accessing their district account. For those students who do not appear on a device usage report or have not accessed their account within five days, the Technology Department notifies the school site so they can have staff follow up. In July, a purchase of 4,500 student Chromebooks was made and then an additional 2,000 are in the process of being purchased so that we can refresh devices that are older, broken, or not providing the consistent connectivity we would want.

One component of connectivity is ensuring that students have a network connection at home. In the spring and then again upon return to the new school year, VCUSD surveyed parents about their connectivity at home so we could more accurately gauge needs. The school district

has been promoting Internet Services Providers who have reduced-cost programs for eligible families, but the district has also purchased more than 1,000 hotspots for families that express a need. In addition, VCUSD is partnering with Comcast to purchase their Internet Essentials program for families on the free/reduced lunch program in lieu of hotspot on the premise that a wired connection will be stronger than a hotspot in identified areas of the community.

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.]

Pupil progress will be measured through daily synchronous interaction between teachers and students, and students and peers via Google Meets during the instructional learning block and designated teacher office hours, and through live contacts through email and phone. During this time teachers will use a variety of formal and informal methods including checks for understanding using visual cues such as the use of hand signals and responses written on white boards, verbal responses during teacher to student and student to student discussion, frequent districtwide formative assessments and quarterly summative assessments. Procedures are being developed to ensure that students can be assessed during synchronous learning time with teacher monitoring to ensure validity. Formal assessments include ESGI at the TK and K levels, curriculum embedded tests as well as CAASPP aligned assessments in grades 1-5, and NWEA MAP in grades 6-12.

The vast majority of pupil participation will be tracked using Google Platform software. This software allows the tracking of when each student logs in and out of the all synchronous learning sessions. This combined with teacher observation of students engaging during the synchronous lesson will preserve a daily record of synchronous minutes for each student. Asynchronous assignments be tracked using Google Classroom. Google Classroom tracks assignments provided by each teacher and when each student submits the completed assignment to the teacher.

Weekly student schedules have been developed to delineate time for asynchronous and synchronous daily instructional minutes. Instructional minutes will be certified by teachers using Aeries for each class/day.

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.]

Distance Learning Professional Development has been among the highest priorities for VCUSD staff beginning in March 2019. Two days of professional development were provided to all teachers prior to the start of Distance Learning. The focus was on Social-Emotional Learning in the digital environment as well as sessions on the use of Seesaw, Google Classroom, math instruction, and small group English Language Arts instruction in the distance learning environment. Moving forward, teacher collaboration and professional development opportunities are planned to continue throughout implementation of distance learning to support ongoing needs and to refine teacher practices. Teachers were surveyed to identify their needs for additional support. Teachers who have identified expertise have been identified to share best practices

aligned to the needs teachers have identified. In addition to making use of our internal expertise, professional development aligned to Distance Learning being offered by Solano County Office of Education and Google will be offered to teachers.

Teachers are provided technological support through the Technology Departments help request system, site based technology staff members, and teachers at the K-8 schools being paid a stipend to provide support.

Additional full day professional development opportunities are planned in January and February. The content of these days will be determined in light of the mode of instruction. (in-person vs. Distance Learning) In addition to professional development opportunities coordinated and offered at the District level, weekly professional development is being offered at each school targeted to the implementation of high-quality Distance Learning. The Special Education Department is offering targeted professional development for appropriate staff. This includes ongoing professional development to explore ways to deliver and adapt services in a new setting. Focus areas will include IEP compliance, student engagement, virtual assessments, and virtual curriculum.

At the TK-5 and TK-8 schools principals and site-based teacher leaders develop the focus for these sessions based upon the needs of the teachers at their sites. This is an increase over previous years to support the unique needs of distance learning. Teacher Leaders at all K-8 sites continue to provide coaching and professional development to the teachers at each site.

The middle and high school teachers are on a four-week professional development rotation. Teachers are invited to attend sessions the 2nd and 4th weeks in order to facilitate districtwide alignment. Teacher Leaders serve each of the secondary sites and are actively focusing on site, department and one to one strategic support. The four secondary teacher leaders have expertise spanning Math, Literacy, Equity and ELD.
The focus of each Wednesday is listed below:
1st Wednesday: Site Staff Meeting: Focus is SEL, Attendance Outreach, Tech tips, Best Practices, Instructional Guardrails
2nd Wednesday: District led PD/training: NWEA, Pacing Guides, Common Assessments, Literacy Strategies
3rd Wednesday: Site lead Department Time: Curriculum, Instruction, Assessment and Intervention.
4th Wednesday: District led PD/training: NWEA, Pacing Guides, Common Assessments, Literacy Strategies

Staff Roles and Responsibilities

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

To a degree all staff members have been required to take on new roles and responsibilities. All certificated staff members including teachers, administrators, special education case managers, teacher leaders, nurses, and counselors have had the opportunity to reinvent their roles and responsibilities to support the implementation of distance learning. This has included learning to use additional technology products and platforms, adjusting instructional practices to support the learning of both students and staff, creating and recreating instructional plans to respond to new information at it becomes available, and researching new products to address needs surfacing in distance learning. This in turn has impacted the classified support staff that work within the instructional division. In most cases, however, these staff members have been successful devising strategies to deliver service in the distance learning environment.

Staff members that have had to dramatically shift their roles and responsibilities include site safety supervisors, bus drivers, child care workers, and after school programming staff. Site safety supervisors that have been deployed at middle and high schools to ensure student safety on campus have been redeployed across the district to assist with various tasks to support families including the distribution of instructional materials and technology. Bus drivers who primarily transport Special Education students are being organized to assist with family outreach to these families and others to determine levels of support needed and check in attendance needs. Should there be a need to transport equipment and materials from one site to another that exceeds the capacity that can be handled through the warehouse bus drivers may be called to use the buses as a means of transporting goods. Child care workers are currently providing distance learning support to students that they would normally be serving in their programs. After school staff are currently delivering enrichment activities to students outside of the core instructional time, assisting with parent outreach, and planning for the opening of learning hubs.

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.]

VCUSD staff is mindful that there are some students that will need additional supports during the implementation of Distance Learning. To ensure that all students, including those with unique needs, are served well we have designated staff to oversee the learning needs of specific groups of students.
The following support structures are in place for all students with unique needs:
- A Student Care Team is in place at each site to monitor student progress and identify students that may need additional support in the areas of attendance, academic progress, or mental health/social emotional needs.
- Student Success Teams are in place at each site to meet about students identified as needing additional support in order to identify goals and actions to support each student referred.
- A full time Academic Support Provider, assigned to each school site, is responsible for case managing the progress of students with a Student Success Team Plan.
- A District-level Student Care Team supports the teams at each school site.
- Outreach to ensure student and family access to resources including mental health supports, student nutrition services, food pantry distribution, health services and technology access is coordinated by the Academic Support Provider at each site.
- Students can attend daily sessions of office hours with their teachers which are specifically targeted towards each content area taught by the teacher, as well as receive help through phone or email.
- After school tutoring programs are also in place for students who need additional support. This tutoring is being provided by contracted vendors and after school programming staff.
- Support groups offered by Academic Support Providers and counselors are provided to serve students with additional needs.

Additional Supports for English Learners
TK-5 and TK-8 Schools
- Designated ELD: All English Learners participate in 30 minutes of daily Designated ELD instruction using the adopted curriculum.
- English learners are identified to participate in additional small group support in ELA or Math as determined by their formative assessment data.
- All English Learners have access to independent lessons and activities at their instructional level and in their primary language through the Imagine Learning platform for ELA and Math.
- Footsteps to Brilliance software provides access to supplementary early literacy instruction for the youngest students (Pre-K, Transitional Kindergarten & Kindergarten). The software includes Spanish language supports.
- Bilingual tutors provide small group and one on one tutoring support to assist students with accessing grade level content instruction. Bilingual tutors are assigned to each school site.

Middle, high and alternative schools
- At the secondary level all English Learners eligible for English Language Development 1, 2, or 3 will continue in these courses during Distance Learning. Student progress will be monitored and supported by a full time English Learner Teacher leader.
- Bilingual tutors provide small group and one on one tutoring support to assist students with accessing grade level content instruction. Bilingual tutors are assigned to each school site.

Additional Support for Students with Exceptional Needs across the Full Continuum of Placements
To fully include students with disabilities and ensure that the needs of all students are addressed in all instructional models, the following will occur:
- Upcoming Individualized Learning Programs (IEPs) will identify a service model to be provided during Distance Learning. This will remain in effect until school resumes in a face-to-face model. Per new legislation, IEPs will address both a proposed IEP program in the event of full time in-person learning and a plan outlining the student's program in the event of future physical school closure in excess of ten school days.
- For each Nonpublic School and Nonpublic Agency contracted partner, a new Master Contract is being developed and signed for the 2020-21 school year. Ensuring a Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE): IEP statements outlining the educational plan in the event of physical school closures (in excess of ten days) will guide the provision of services in the event of fluctuations in school schedule or service delivery models. IEP amendments will be utilized to recommend any changes to the operative IEP due to anticipated service delivery changes. This would apply to instances or periods of quarantine or self-isolation as well. As needed, students will be provided additional consultation from staff or additional accessibility tools to actively engage in distance learning.
- The District is working collaboratively with Non-public Agencies (NPAs) to ensure that students who are receiving services through an individualized service agreement identified in the student's IEP are continued to be supported. NPA employees will be given a VCUSD email address in order to attend virtual learning with their student. When necessary, the District provides technology to NPA service providers in order for them to connect with students, attend virtual learning, and consult with families.
- The District will be creating assessment teams to reevaluate students already in special education and for initial assessments. Staff will purchase virtual assessments in order to meet the special education 60-day timeline. Compensatory services will be discussed

at students initial IEPs that did not meet the 60-day timeline due to school closures. When requested, compensatory services will be considered at the IEP meeting for students who are already qualified for special education on a case by case basis.
- Students in RSP classes, are enrolled in English or Math classes with specific teachers and the RSP teacher or para-professionals provide push in support for the students in order to provide differentiated support.

Additional Supports for Students in Foster Care
- All foster parents with students enrolled in VCUSD receive a personal call at the beginning of the school year and at regular intervals throughout the year coordinated through the Department of Student Services to identify and address student needs, this check includes an assessment of academic, attendance, mental health and technology access needs. The team in place to do this outreach includes the Director of Student Services, the Positive Youth Justice Liaison, After School Coordinators, and Academic Support Providers.
- An outside vendor, specializing in the provision of tutoring for foster youth, will provide academic tutoring for this student group.
- Counseling services are provided using a vendor that specializes in working with vulnerable student populations including those in foster care.

Additional Supports for Students Experiencing Homelessness
- All parents of students experiencing homelessness enrolled in VCUSD receive a personal call at the beginning of the school year and at regular intervals throughout the year coordinated through the Department of Student Services to identify and address student needs, this check includes an assessment of academic, attendance, mental health and technology access needs. The team in place to do this outreach includes the Director of Student Services, the Positive Youth Justice Liaison, After School Coordinators, and Academic Support Providers.
- Staff will offer Academic tutoring to each student and the District Student Care Team will work with families and provide a suitable, safe place for the tutoring to occur.
- A contracted vendor that specializes in working with vulnerable student populations will provide counseling to students experiencing homelessness.
- District staff is working with community partners to establish learning hubs targeted to provide supervised work spaces that feature easy access, WIFI access, and water and snacks

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

Description	Total Funds	Contributing
Technology supports software for Distance Learning, such as Amplify, Destiny, Google File Backup, and Filemaker	$103,765	No
Technology for students and staff including devices and hotspots	$1,494,009	Yes

Imagine Learning Math and Imagine Learning software licenses to support English Learners, and all students for supplementary math instruction	$641,943	Yes
Purchase VCUSD adopted science curriculum	$1,785,797	No
Additional teachers supporting Distance Learning to support class size reduction and zero period instruction	$451,899	No
Technology Support Specialists in place to provide assistance	$279,463	No
Site-based technology support through teacher stipends	$28,463	No
Software to support Attendance Tracking	$192,000	No
Professional Development for certificated and classified staff	$1,008,544	No
Support for English Learners at every site through bilingual tutors	$252,203	Yes
Software to support secondary students with A-G Requirements, including Odysseyware	$169,900	Yes
Support for physical education using virtual Sports for Learning Program	$145,000	No
Intervention supports provided to students as needed, through TutorWorks, and Sylvan	$589,895	Yes
Parent Liaisons in place to support family outreach	$105,016	

		Yes
Bilingual Parent Liaisons in place to support Spanish speaking families	$133,817	Yes
Districtwide Communication Support using Parent Square	$44,865	No
Instructional Reform Coordinators to support rigorous learning in the areas of math and English Language Arts	$119,620	Yes
Library Services in place to ensure students have received all textbooks and materials necessary	$426,459	No
Nutritional Services	$1,565,000	Yes
Teacher materials to support Distance Learning instruction	$115,200	No
Teacher Leaders at all K-5/K-8 sites to provide support to teachers through coaching and professional development	$835,889	Yes
Intervention Support for Foster Youth and students experiencing homelessness	$26,400	Yes

Pupil Learning Loss

Diagnose Learning Loss through the Delivery and Analysis of Robust Assessments in the Areas of Math, English Language Arts and English Language Development (ELD)

Staff will administer a baseline assessment within the first 6 weeks of schools to gather initial data on learning status for all students in the areas of English Language Arts, English Language Development, and mathematics. There was a strategic and intentional decision to allow students to establish relationships with their peers and teacher, students time to feel comfortable in the Distance Learning classroom setting, and teachers time to begin addressing social-emotional needs of students before beginning the formal diagnostic assessment process.

The VCUSD Planning Guides identify priority standards and those areas of the curriculum aligned to these standards. Learning gaps aligned to these priority standards will be addressed immediately prior to the teaching of new content that will build on the build on the re-teaching. This is a researched based approach the maximizes the impact of re-teaching to address learning loss. As the year 2020-2021 school year progresses staff will continue to assess student needs using formative and summative assessments at regular intervals using standard assessment protocols.

Districtwide assessments focus on essential standards in English Language Arts, English Language Development, and mathematics. Summative assessments will be given at the beginning of the year for all students, and then each semester at the secondary level, as well as each trimester at for K-5 students. Formative assessments are administered every 4-6 weeks.

Assessments at K-5 are either embedded in the adopted curriculum or are a part of the CAASPP aligned assessments available to districts. Transitional kindergarten (TK) students will be assessed using the ESGI assessment. VCUSD is exploring using the ESGI assessment at Kindergarten.

There are three different types assessments being used at the secondary level. The NWEA reading and math assessments, the CAASPP aligned Interim Assessment Blocks (IAB), and department designed common assessments. Data from assessments at all grade levels is used to assess student proficiency in Math and ELA. In response to this data, targeted interventions will be provided to students. Teachers will use platforms aligned to grade levels and subject areas being taught. These platforms include intervention materials provided in the District adopted curriculum as well as supplementary curriculum such as Imagine Learning, Imagine Math, and Odysseyware/Edgenuity. Each platform allows for the teacher to construct unique learning maps for students that fill gaps.

Pupil Learning Loss Strategies

Measures to Prevent Learning Loss Before It Occurs

District staff will make every effort to prevent learning loss before it occurs through the implementation of robust, research based instructional practices during District Learning. Good first teaching through high-quality direct instruction is of critical importance. Staff will employ differentiated instructional strategies to support English Learners, foster youth, students experiencing homelessness, students with an IEP, and students with any other kind of exceptional need. This differentiated support comes in the form of needs based targeted small group instruction, extended day interventions, the use of supplementary instructional programs, differentiated asynchronous assignments, and targeted support from the bilingual tutor, resource specialist, or other special education service provider.

Addressing Learning Loss through Learning Acceleration

Differentiation, fidelity to curriculum and grade level standards and content and reteaching and intervention tools will be used to mitigate the learning loss students may experience as a result of Covid-19 school closures. Strategies for acceleration of learning include small group instruction to target individual student needs, reteaching of prerequisite skills in advance of connected standards, identifying priority instructional content for ELA, literacy and mathematics instruction, and the use of district and site-based enrichment and intervention programs. Goal setting and action plans developed through the Student Success Team protocol, which includes parent engagement, will support individual student accelerated learning.

All teachers within grade level or department teams are in the process of using or developing adjusted pacing guides that focus on the priority standards for students during distance learning. Teachers will be following common pacing guides, and implementing common assessments on a cycle to ensure that instruction is aligned and consistent. There are structures in place to ensure that departmental/grade level teams are meeting regularly, using the 90-minute PD/Collaborative sessions each Wednesday. Each of these measures, along with robust systems to keep teacher teams connected: documented meeting agendas, minutes, google classrooms and other shared virtual collaborative spaces will ensure that students are receiving high quality instruction. The instructional guardrails which were developed in June focus on Literacy strategies, the mathematical practices and Social Emotional Learning. Each teacher is responsible for embedding Literacy and integrated SEL strategies into their lessons. These measures are designed to support students in their access to content, even if they are reading below grade level, and to keep them engaged with their peers and teachers.

Effectiveness of Implemented Pupil Learning Loss Strategies

The effectiveness of services and supports will be measured using our formative and summative district wide assessments. Assessments are designed to measure student progress toward meeting grade level standards and identify needed interventions. Students with exceptional needs are assessed relative to their individual goals. Principals, teachers, academic support providers, teacher leaders, care teams and case managers monitor student progress toward individual goals and provide ongoing support through the interventions outlined in the Learning Loss Strategies section of this document. For each strategy developed implementation targets will be communicated so it is clear which students are to be targeted for the strategy, what materials are to be used, by whom the strategy is being implemented, and what the intensity and duration of the strategy should be, and how implementation will be monitored.

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

Description	Total Funds	Contributing
ESGI Licenses to support early literacy	$2,222	No
Academic Support Providers in place to support students and families	$935,048	Yes
Psychologist in place to provide supports as needed	$238,758	Yes
Mental Health Specialists in place to provide supports as needed	$390,181	Yes
Positive Youth Justice Liaison in place to provide supports to students transitioning to or from the Juvenile Justice System	$60,031	Yes
Enhanced Counseling Services Provided to support high school students	$115,053	No

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.]

The VCUSD Mental Health Services staff is in collaboration with mental health agencies in Solano county to connect students and families to mental health and behavioral supports. The mental health providers and psychologists are reaching out to students

and families who have identified themselves needing mental health services. The District has provided a link on the district website for students and families to reach out for assistance.

To address staff development to support mental health and social and emotional well-being of students during the school year, VCUSD:
- Provided 3 hours of professional development to all teachers prior to the opening of school to support the teaching of social emotional learning to support students during the school year.
- Developed the VCUSD Social–Emotional Learning Guardrails to provide site leaders with clear direction on professional development focus areas for weekly site based professional development.

To address student Social-Emotional Learning, VCUSD will:
- Utilize Care Team model to monitor and support student SEL needs.
- Utilize Wellness Centers to support mental health needs at sites receiving Wellness Center Grant funding.
- Refer students to district & site based Mental Health Support Professionals as needed.
- Implement VCUSD guardrails for implementation of Social Emotional Learning strategies at each site.
- Several sites are utilizing comprehensive programs that will support their continued work in SEL. These include: PAX Good Behavior Game, and The Leader in Me.
- Additionally, Academic Support Providers are trained in facilitating community circles and harm circles.
- Teacher schedules include daily SEL lessons that are aligned with the CASEL core competencies.
- Site administrators and teacher leaders are providing support with helping teachers develop lessons that support SEL development.
- Contract with Sports for Learning will provide regular SEL lessons in the context of physical education.

To address social connectedness and relationship building throughout the community, VCUSD will:
- Continue weekly community forums conducted by the Parent Care Team.
- Utilize services Parent and Bilingual Liaisons and academic support providers to conduct direct parent outreach and support families in connecting with community resources and basic services.

To ensure access to services beyond the school day, VCUSD will:

- Continue direct outreach to vulnerable student groups (medically fragile, unhoused, foster, English learners) regularly to ensure that all resources are made available to families from all appropriate departments.
- Resume After School Education and Safety (ASES) Grant consistent with school schedules. Adjust numbers of participants as necessary to ensure student safety.
- Resume childcare programs in compliance with CDE guidelines when allowable.

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.]

The Vallejo City Unified School District has created on site Student Care teams to provide supports to students and to engage with the families. The Care Teams consist of staff and community partners. The Student Services Department supports the work of the Care Teams and attends Care Team meeting to provide district resources. The parent and bilingual liaisons, under the direction of the Coordinator of Special Programs have created a District level Parent Care Team to engage with families by holding weekly parent meeting to provide important information, get feedback from parents, answer questions, and connect families with resources.

For all students, attendance is taken every period. Students are required to attend class via Google Classroom. Engagement records are maintained including daily attendance recorded by the classroom teacher in Aeries.

For student who have missed 60 percent of the instructional time in a given week, the following tiered system will be used:
- Level 1: Parent outreach coordinated through the site-based Academic Support Provider to document the reason for the lack of attendance, identify any supports needed for re-engagement, and ensure resources are provided.
- Level 2: If level 1 supports are not adequate to support attendance, the student is referred to the site level Student Care Team. This team meets to examine available data and determine next steps. These steps could include an informal meeting with the parent and/or student, the convening of a Student Success Meeting, the provision of an increased level of support, as well as other strategies that may be deemed necessary.
- Level 3: If level 2 supports are not adequate to support attendance the student is referred to the District level Student Care Team. The District Student Care Team meets to examine available data and determine next steps. These steps could include a parent meeting with the District Student Care Team, transfer to another program that can better meet the student's needs in consultation with the family, (i.e. an alternative education program within VCUSD, or a return to in-person learning if conditions permit), referral to the School Attendance and Review Board (SARB), or the provision of other supports.

School Nutrition

Vallejo City Unified School District has continued providing meals for students since our schools closed due to the pandemic. Breakfasts and lunches are available for any child, 18 years of age or younger, for free.

To maintain social distancing and to provide families with as much convenience as possible to access meals, we are offering drive up / walk up grab and go meals. In addition, children do not have to be present when meals are picked up.

Meal pick up is available at locations throughout the city. On Monday's breakfast and lunch are provided for Monday-Wednesday for each child and on Thursdays breakfast and lunch are provided for Thursday and Friday for each child.

Staff is also currently partnering with the local Food Bank who is providing fresh produce to distribute to families during the meal distribution times.

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

Section	Description	Total Funds	Contributing
NA	NA	NA	NA

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
24.22%	$21,395,646

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.]

Action: Extra Service Agreements to Support Learning Loss

The District considered the needs of unduplicated students through anticipation that although many students may experience learning loss as a result of COVID - 19 foster youth, English Learner, and low-income student groups often contain higher numbers of highly vulnerable students and thus will be at higher risk for learning loss. Based on these considerations this action will provide for site based extended day learning opportunities to either help mitigate learning loss before it occurs or address learning loss once it has occurred. This action is intended to mitigate learning loss or accelerate learning in the instance of learning loss in response to the COVID-19 pandemic.

Action: Technology for Students and Staff including Devices and Hot Spots

The District considered the needs, conditions, and circumstances of the low-income student group when deciding to purchase hot spots and family vouchers for Comcast WIFI services as we determined that the students in this group were less likely to have a robust, reliable WIFI connection that would support learning from home. Based on these considerations it was decided to survey all families with a need for a WIFI connection that could support connectivity for the entire household, purchase products to address this need, and distribute the products at the site level. This action is intended to provide students with a stable, high speed, WIFI connection that supports student learning during the implementation of District Learning Program during the COVID -19 pandemic.

Action: Software to Support Secondary Students with A-G Requirements

The District considered the needs of unduplicated students through anticipation that some students may struggle to complete A-G courses within the regular instructional day as a result of the COVID -19 pandemic and that English Learner, Foster Youth and low-income student groups often contain higher numbers of highly vulnerable students and thus be at higher risk for non-course completion. Based on these considerations this action will provide for the purchase of software that will allow students to access the portions of courses where learning is incomplete and recover high school credits in an accelerated manner. This action is intended to support high school students in meeting A-G requirements and graduating on time or in the semester after the intended graduation date.

Action: Parent Liaisons to Support Family Outreach

The District considered the circumstances of unduplicated students through anticipation that the families of students may have a higher need to access services and support. The parent liaisons provide weekly parent informational sessions to provide information, guide parents to the proper place to get support, and to provide parents the opportunity to engage with other parents. In addition to the weekly group meetings parent liaisons hold regular office hours to provide information and support on an individual basis. This action is intended to provide additional avenues for parents to access information that will support student learning in response to the COVID -19 pandemic.

Action: Bilingual Liaisons to Support Spanish Speaking Families

The District considered the circumstances of unduplicated students through anticipation that the Spanish families of students may have a higher need to access services and support through their home language. The bilingual liaisons provide weekly parent informational sessions to provide information, guide parents to the proper place to get support, and to provide parents the opportunity to engage with other parents. In addition to the weekly group meetings bilingual liaisons hold regular office hours to provide information and support on an individual basis. This action is intended to provide additional avenues for Spanish speaking parents to access information that will support student learning in response to the COVID -19 pandemic.

Action: Instructional Reform Coordinators to Support Rigorous Learning

The District considered the needs of unduplicated students through anticipation that students from these groups would have an increased need for assessment to identify learning needs, carefully constructed curriculum to address these needs, and high quality first instruction during distance learning. Instructional reform coordinators have constructed tools to support teachers with identification of key standards and areas of the curriculum to receive primary focus during distance learning, retooled the assessment processes to ensure validity within distance learning, and provided intensive professional development to classroom teachers to promote rigorous high-quality instruction during distance learning. This action is intended to support classroom teachers with addressing learning needs, provided high quality targeted instruction, and utilizing best teaching practices within a distance learning construct in response to the COVID - 19 Pandemic.

Action: Nutrition Services Provided

The District considered the economic conditions of low-income students and determined that with approximately 70% of the student population qualifying for free and reduced lunch there would be a need for students to have access to breakfast and lunch that they would normally be receiving during in person learning. Nutrition Services is providing distribution of meals on all campuses to ensure convenient access on a twice weekly schedule based on the considerations. The action is intended to ensure the students have access to healthy and adequate meals during the COVID-19 pandemic.

Action: Teacher Leaders Serving all TK-5 and TK-8 Schools

The district considered the learning and social emotional needs of unduplicated students in anticipation of high numbers of unduplicated students that may have already experienced learning loss or have mental health needs or may experience this in the future. Based on these considerations a full-time teachers leader is in place at each school with the primary responsibility to provide coaching and professional development to classroom teachers to make sure that the instructional priorities and social emotional learning priorities are implemented in each classroom. This action is directed towards promoting a high quality, rigorous, engaging and emotionally safe learning environment in every classroom to support student success in response to the COVID -19 pandemic.

Action: Academic Support Providers to Support Students and Families

The District considered the needs and circumstances of its unduplicated students and determined that these students were likely to have a higher need for academic supports, to have families that may need support in connecting with family resources, and challenges to accessing and participating in distance learning. The Academic Support Provider is the key individual at each site monitoring student needs, connecting to families, determining supports needed and bringing in the right resources. This action is in direct support to the considerations. This action is principally directed and effective in ensuring that students and families are connected to academic, mental health, basic need, and other kinds of supports in response to the COVID-19 pandemic.

Action: Psychologists to Provide Mental Health Supports

The District considered the needs, conditions and circumstances of our low income, foster youth, and low-income experiencing homelessness student groups and anticipated that they may experience a higher level of need to access mental health services than students not in these groups. Additional psychologists were put in place to ensure that each school site had staff dedicated to providing mental health counseling support and the provision of professional development in this area to staff based on this consideration. This action is intended to provide direct counseling services to students to support their mental health and provide professional development support to staff in the area of mental health and social emotional learning in response to the COVID-19 pandemic.

Action: Mental Health Specialists to Provide Mental Health Supports

The District considered the needs, conditions and circumstances of our low income, foster youth, and low-income experiencing homelessness student groups and anticipated that they may experience a higher level of need to access mental health services than students not in these groups. Mental Health Specialists were put in place to ensure that each school site had staff dedicated to providing mental health counseling support and the provision of professional development in this area to staff based on this consideration. This action is intended to provide direct counseling services to students to support their mental health and provide professional development support to staff in the area of mental health and social emotional learning in response to the COVID-19 pandemic.

Action: Positive Youth Justice Liaison

The District considered the needs, conditions and circumstances of low income, foster youth, and low-income experiencing homelessness student groups and determined that there were significant numbers of students in these student groups that were currently in the juvenile justice system or transitioning back from the juvenile justice system. Based on these considerations a Positive Youth Justice Liaison is in place to provide support to students to ensure a seamless transition as they move through various systems and maintain access to quality distance learning programs aligned to VCUSD requirements. This action is intended to provide case management for students that are currently, or at risk for entering, or have transitioned from the Juvenile Justice System in response to the COVID-19 pandemic.

The total supplemental and concentration grant funding is $21,395,646 for the 2020-2021 school year. Services for unduplicated students must be increased or improved by 24.22%. 15 of the 31 actions in the 2020-2021 Learning Continuity and Attendance Plan provide increased or improved services either limited to or after first consideration for foster youth, English Learner, and low-income student groups.

Action: Support for English Learners at every site
A full-time bilingual tutor has been assigned to serve students at each school site. These tutors provide virtual tutoring to English Learners in coordination with the classroom teacher to support access to learning in the content areas in order to increase services.

Action: Intervention Supports Provided to Students as Needed
This action is limited to low income students. This tutoring will be provided through District vetted vendors to support student learning in the areas of English Language Arts and Mathematics. This tutoring provides students with increased academic services beyond the duty day and as well as improved services in that the one on one tutoring is highly individualized.

Action: Intervention Support for Foster Youth and Students Experiencing Homelessness
This action is limited to foster youth and low-income students experiencing homelessness. This intervention will be provided by a vendor that specializes in offering tutoring for Foster Youth and another vendor vetted by the district with experience in working with vulnerable student populations. This tutoring provides students with increased academic services beyond the duty day and as well as improved services in that the one on one tutoring is highly individualized.