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.]

Victor Elementary School District (VESD), and the community it serves, has felt the impact of COVID-19. VESD closed down in-seat instruction and moved to distance learning in the Spring of 2020. VESD was not prepared for the impact of the closure due to COVID-19 from March - June of 2020. Both staff and parents noted the lack of preparedness for a full school closure. Therefore student learning was impacted with inconsistencies and a need for structure. Based on our County's data, and being placed on the Governor's Watchlist, we are required to open the 2020-2021 school year in a full distance learning model. Every academic and operational function within VESD has been reviewed and revised to align with the implementation of any model of instruction (full distance learning, hybrid, and in seat), so that we can be responsive to the data within our County and comply with local and state requirements. All this must be done while we serve our families and ensure student learning will take place. The Learning Continuity and Attendance Plan (LCP) has been developed based on an analysis of stakeholder feedback and allows VESD to respond to all requirements.

Stakeholder Engagement

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

VESD has solicited feedback from all stakeholders including students, parents, staff, and community members. In the Spring of 2020, students, parents, and staff completed surveys online. Parents were given an additional phone survey at this time to determine who needed technology and internet access. In the Summer of 2020, all parents were given a third survey on the models of instruction, technology, and internet access. Any parents who did not respond to the phone survey were called 1:1 to gather feedback and determine supports needed. These calls were provided in their home language. We were able to contact 3,500 parents representing 7,500 students. A district re-opening committee was established with over 100 staff members representing all job classifications, sites, and departments. Each bargaining unit participated as well. This committee reviewed all options for re-opening and evaluated the pros and cons of each model in June 2020. Each of the district's 6 LCAP committees also met to provide feedback. These committees include Foster Youth Advisory Committee (met August 7, 2020), District Advisory Committee (met August 6, 2020), Budget Advisory Committee (met August 6, 2020), African American Engagement Committee (met August 7, 2020), Quality Works (met August 5, 2020), and the District English Language Advisory Committee (met August 6, 2020). These committees reviewed the requirements and provided recommendations on distance

learning, addressing loss, mental health, social emotional support, attendance, engagement, and nutrition/meal service. Comments and questions were addressed at the meetings and minutes were kept for each meeting. Over sixty Assessment and Reporting Committee (ARC) members, with grade level representatives from each site, met to review our distance learning framework and power standards while providing more input on next steps. Additionally, VESD collaborated with both the certificated and classified bargaining units to develop Memorandums of Understanding (MOUs). This feedback was reviewed collectively and used to develop the plan for returning to school in 2020-2021, along with requirements from the County and State.

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

VESD communicated the public hearing and meetings via phone calls, emails, and notices posted at our district office, school offices, our website, and our local newspaper. These notices met the minimum 72 hour requirement for agenda and public hearing postings including the location of the LCP for review. Remote participation was supported by holding Zoom Board and committee meetings. During these meetings, stakeholders could participate via phone or computer. Translators were available during all meetings to ensure there was support in participant's home language. The public was also afforded the opportunity to make public comments by emailing their comments to publiccomment@vesd.net. Families needing hotspots for internet connection were provided with them, so they could participate online. Feedback during remote participation was taken in the "chat" feature of Zoom, through participants speaking during the meetings, emails, etc. VESD held the public hearing on Wednesday, August 19, 2020. The LCP will go to the VESD Board for approval on Wednesday, September 9, 2020.

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

VESD held committee meetings with over 100 staff representing all job classifications within the district. They analyzed models of instruction including full distance learning, 25% in seat hybrid models, 50% in seat hybrid models, and in seat models for pros/cons and recommendations. In the Spring of 2020, students, parents, and staff completed surveys online. VESD's 6 LCAP committees (including families, educators, stakeholders who do not have internet, and stakeholders who speak a language other than English) provided the following feedback:

- Continue to provide training to support instruction in a distance learning environment for staff and parents.
- Ensure that VESD regularly communicates progress with families, so they can team with staff to address learning loss.
- Continue to use platforms to communicate with families (ie Class Dojo, Seesaw) as they can be accessed by phone or computer in the family's home language.
- Continue synchronous learning opportunities, so students can connect with their teachers and schools. Stakeholders appreciated the distance learning framework that gave guidance on daily synchronous/asynchronous structures aligned to our adopted texts and instructional models, assessments, etc.
- Families and staff liked the increase in social emotional supports including Care Solace and distance learning SEL in the framework for teachers.
- Continue to communicate and provide resources to families including the meal service program.

- Our ARC team appreciated the distance learning framework but gave feedback on clarifying the laws that guided it, provided feedback on specific power standards, and reiterated the need for professional development to support distance learning.

Some key trends that arose from the feedback included:

- Stakeholders wanted to ensure VESD would be responsive to student and family needs in any model required.
- Families wanted clear communication and connection to the district and school.
- Stakeholders wanted the meal service programs to continue including support to families living in remote areas.
- Staff want to continue to grow their skill and knowledge in delivering synchronous learning in small groups through more professional development.
- Families want continued support with student technology and usage.
- Pupils wanted engaging lessons with their teacher each day.

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

VESD used stakeholder input to help develop the LCP. Continuity of learning and instruction, access to devices and internet, pupil participation and progress, professional development, staff roles and responsibilities, supports for students with unique needs, learning loss, social emotional well being, engagement and outreach, nutrition, and increased services for English Learners, foster youth and low income students, were reviewed based on the feedback. To support staff roles and responsibilities, VESD negotiated Memorandums of Understanding (MOUs) with both the classified and certificated bargaining units using interest based bargaining. VESD developed standard operating procedures (SOPs) for different instructional models that would support academic and operational needs. These SOPs also allow us to respond to and comply with requirements from both the County and State. Professional development for synchronous learning in small groups has been developed as a result of the feedback. Two in-depth surveys allowed us to know how many families needed internet access and technology which are addressed in the LCP and plan for targeted resources. Continuity of learning and instruction, participation, and learning loss feedback led to the development of a distance learning framework with power standards and assessments. Our professional development model is being refined based on the need for more synchronous instructional training. As a result of parents' needs, VESD is collaborating with it's Family Resource Center to provide training on Zoom and support to our families. Each of the district's 6 LCAP committees also met to provide feedback. These committees include Foster Youth Advisory Committee (met August 7, 2020), District Advisory Committee (met August 6, 2020), Budget Advisory Committee (met August 6, 2020), African American Engagement Committee (met August 7, 2020), Quality Works (met August 5, 2020), and the District English Language Advisory Committee (met August 6, 2020). These committees reviewed the requirements and provided recommendations on distance learning, addressing loss, mental health, social emotional support, attendance, engagement, and nutrition/meal service. Comments and questions were addressed at the meetings and minutes were kept for each meeting. Over sixty Assessment and Reporting Committee (ARC) members, with grade level representatives from each site, met to review our distance learning framework and power standards while providing more input on next steps. Additionally, VESD collaborated with both the certificated and classified bargaining units to develop Memorandums of Understanding (MOUs). This feedback was reviewed collectively and used to develop the plan for returning to school in 2020-2021, along with requirements from the County and State. All actions are principally directed and effective in meeting the needs of Low Income, English Learners, Foster Youth, Hispanic, African American, Special Education and Homeless Students.

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.]

Approximately 85% of VESD students are low income, 16% are English Learners, and 2% are foster youth. We recognize the importance of quality education for all of our students. VESD analyzed all models of instruction and have developed a plan to offer classroom-based instruction when the County and State data and regulations allow us to do so. VESD has created SOPs to support processes used in each model including classroom-based instruction. The SOPs include an active screening process for all staff, students, and visitors coming onto campus that includes daily symptom and temperature checks. Additionally, we are developing videos for staff to use with students to promote safety and proper hygiene. Several SOPs were developed to ensure physical distancing, protective equipment, cleaning and disinfecting, campus access, and hygiene practices. Our office and classroom furniture is being modified to provide social distancing. Our cleaning protocols include personal protective equipment (PPE) for staff along with regular disinfection to have a safe, clean environment. This includes a nightly deep cleaning in all used rooms and work spaces using sanitizers and disinfectant wipes. Staff and students will be provided with all necessary PPE. VESD has negotiated MOUs with our certificated and classified bargaining units. The classified MOU also allows for flexibility of classified job descriptions to assist with all COVID-19 related tasks. VESD developed a distance learning framework that provides daily schedules that are inclusive of all instructional models. This model includes the percentage of students on campus per the guidelines and instructional practices for teachers teaching hybrid and distance learning. There is an emphasis on small group, targeted instruction for students who are at risk of experiencing learning loss especially in reading, math and ELD designated instruction. A system of formative/summative assessments aligned to power standards in the distance learning framework has been developed. These will supplement teacher/school generated assessments and be given in cycles throughout the year. The assessments can be given online or in-seat based on the model. These assessments, including initial assessments will help us identify students who are experiencing learning loss. VESD has a plan for 100% in seat services for students with disabilities in SDC classrooms, whenever possible, following all social distancing guidelines. All students have 1:1 devices that they can take back and forth. This will support staff and students as we transition between distance learning and classroom-based instruction. The school psychologists will continue to meet with their Multi-tiered Systems of Support (MTSS) teams weekly. These teams include the principal, psychologist, On Site Instructional Curriculum Coordinator, and School Safety Coordinator. Teams review data on all students including attendance, behavior, trauma, academic performance, and staff or parent concerns. The team collaborates around services and supports each student's needs. All actions are principally directed and effective in meeting the needs of Low Income, English Learners, Foster Youth, Hispanic, African American, Special Education and Homeless Students.

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

Description	Total Funds	Contributing	Budgeted/1st Interim

The district will purchase 1:1 Chromebooks for students in TK-1 to ensure equal access to technology for all students to ensure equity in instruction.	$889,701	Y	1st Interim Title IV
The district will purchase Pioneer Valley digital guided reading books at all sites for online guided reading which is principally directed and effective in providing instruction to our low income, English Learners, Foster Youth, Hispanic, African American, Special Ed, and homeless students.	$136,000	Y	Ist Interim
The district will purchase Next Step Forward in Guided Reading and Word Study books to provide professional development for online guided reading for all teachers to support all students.	$9,620	Y	Budgeted
The district will provide Orton Gillingham professional development for teachers to support all students including our low income, English Learners, Foster Youth, Hispanic, African American, Special Ed, and homeless students.	$441,123	Y	Budgeted
The district will provide staff to prepare and distribute 1:1 devices and textbooks to all students to ensure equity in instruction for low income, English Learners, Foster Youth, Hispanic, African American, Special Ed, and homeless students.	$21,630	Y	Budgeted
The district will support cleaning and disinfecting with classified staff to ensure safety for the feeding program which serves our low income, English Learners, Foster Youth, Hispanic, African American, Special Ed, and homeless students.	$608,083	N	1st Interim
The district purchased PPE to support staff and student safety during distribution of school materials, food distribution, and for students when they are able to return in an in seat model. This supports a clean and safe environment for students to learn in and minimize illness or exposure for our low income, English Learners, Foster Youth, Hispanic, African American, Special Ed, and homeless students.	$337,398	Y	1st Interim
The district will purchase a district-wide Zoom license for teachers to have face-to-face instruction with our low income, English Learners, Foster Youth, Hispanic, African American, Special Ed, and homeless students.	$26,800	Y	Budgeted
The district will provide transportation and maintain safety protocols for the safety of staff and all students when we transition to a hybrid model of instruction. The district will work with transportation to provide door to door meal delivery to students with curb to curb transportation while in distance learning. This ensures our low income, English Learners, Foster Youth, Hispanic, African American, Special Ed, and homeless students can attend school in person when it is safe to do so.	$5,135,737	Y	Budgeted
The district will upgrade the ventilation equipment for HVAC systems for the safety of all staff and students including our low income, English Learners, Foster Youth, Hispanic, African American, Special Ed, and homeless students.	$49,250	Y	1st Interim

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.]

VESD developed a distance learning framework to provide continuity of instruction during the 2020-2021 school year. This framework provides resources appropriate by grade level to support student needs. This framework allows staff to transition between distance learning and in-seat instruction as necessary. The key components of the distance learning framework by grade level include: Rationale, research, evidence-based practices, legal requirements, power standards, resources for starting the year and building relationships with students, primary and intermediate lesson plan samples (including all subject areas, supports for students with special needs, designated instruction for English Learners, etc.), VESD curriculum with synchronous and asynchronous recommendations, instructional practices (ie Thinking Maps, guided reading, math talks, etc.), distance learning assessments, professional development, distance learning tips, and resources to share with families in English and Spanish. The Educational Services staff and ARC provided feedback on the distance learning framework. The framework has been thoroughly reviewed with all certificated and classified management. The framework has been provided to all VESD employees via email and has been posted on our website for reference. Our Educational Services team has developed "how to" videos modeling instructional practices and tools to further support staff in implementation. All Educational Services staff, including Support Specialists and On Site Instructional Curriculum Coordinators, are available for 1:1, site-based, and/or district level training and support. Per CDE, weekly and daily engagement and participation are being documented in our student information system and in lesson plans. Per the MOU agreed upon by the teacher's association and VESD, all teachers are committed to spending at least 180 minutes with live interaction with students through Zoom. Principals will be doing walkthroughs on Zoom classrooms. They also are collecting weekly plans from all teachers to ensure CDE requirements are met.

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.]

When school closed in March of 2020, there were families who did not have access to devices or connectivity to the internet. While we were determining family needs, VESD mailed two learning packets to every student in the district until we could address the device and connectivity issues with families. Parents received two separate surveys via email regarding access to devices and connectivity to support distance learning. VESD personally called every parent/family who did not respond to the survey, so we could determine who needed technology and connectivity. VESD had 1:1 devices for all students in grades 2-6. These were all passed out to families in the Spring of 2020. VESD purchased 1:1 devices for all students in TK-1. Some devices were passed out in the Summer of 2020 so enrolled students could participate in summer school. An additional distribution of chromebooks took place over the week prior to school starting for 20-21. VESD used the survey results to purchase and provide families with hotspots for connectivity. VESD internet is also accessible in the parking lot at school sites. Some parents choose to access the internet by coming to the school. Site administrators delivered Chromebooks and hotspots to the homes of families who were not able to come to the school site. VESD established a process for parents/students to

receive help by phone for technology support. Parents/students were also able to bring their school devices to the district office, as needed, for repairs or replacements.

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.]

VESD developed an MOU with our certificated bargaining unit that explicitly outlines instructional minutes along with synchronous and asynchronous requirements. VESD provided a distance learning framework that further clarified and supported the learning structures required in the MOU with time values. Example lesson plans model how to provide a majority of the instruction in small groups during synchronous time. Staff are required to turn in weekly lesson plans to principals noting time values by all activities and work. These time values will be noted for both synchronous and asynchronous work. This will allow staff to further connect with students, document participation and growth, and report progress to families. Our district translators and site Bilingual Aides are available to translate for families. Assessments are being developed and refined that align to the power standards in the distance learning framework. These assessments will be given 4 times each year to help monitor participation and progress. Staff will continue to provide progress reports and report cards each trimester. All staff will take attendance daily in our student information system. Working with our office staff and administration, we will code attendance and absences by COVID-19/distance learning structures to better detail participation.

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.]

Educational Services developed a webpage on distance learning for staff. The team developed “how to” videos modeling instructional practices and tools to further support staff in implementation on Thinking Maps, technology platforms (ie Flipgrid and Google Classroom), etc. All Educational Services and the Technology Department staff are available for 1:1, site-based, and/or district level training and support based on needs. Support also includes addressing any/all technology needs. VESD developed an online guided reading model and professional development that was utilized during summer school. Based on the feedback from staff and the progress of students in this model, Educational Services is offering on-going guided reading instruction online throughout Fall 2020. Pupil Services has continued to train staff on Orton Gillingham through Spring and Summer 2020. The Orton-Gillingham approach is a direct, explicit, multisensory, structured, sequential, diagnostic, and prescriptive way to teach literacy when reading, writing, and spelling does not come easily to individuals, such as those with dyslexia. Guided reading and Orton Gillingham align for staff to provide explicit small group instruction. Our new teacher professional development is a two year program. This program has been enhanced to provide our newest teachers training in distance learning instruction. All professional development is complete online via Zoom meetings. Classified staff are trained in PPE use, disinfecting, screening, instructional material checkouts, feeding, and facilities. All principals and classified managers have been trained in new Standard Operating Procedures. Substitute teachers will be trained in all aspects of distance learning in order to provide consistent instruction during a teacher’s absence. As a result of parents' needs, VESD is collaborating with it’s Family Resource Center to provide

training on Zoom and support to our families. Our Bilingual Aides will be trained to test students for ELPAC 1:1 following social distancing protocols.

Staff Roles and Responsibilities

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

VESD has negotiated MOUs with our certificated and classified bargaining units. The classified MOU also allows for flexibility of classified job descriptions to assist with all COVID-19 related tasks. The certificated MOU focuses on lesson plans with values assigned to work for synchronous/asynchronous learning, monitoring student growth, and reporting to parents regularly regardless of the instructional model. Classified staff will be trained to screen on buses and at school entrances. Classified staff other than custodians will receive training on cleaning of touchpoints. School Psychologists will collaborate with our after school program, Think Together, to provide SEL supports to our students throughout the day. School Psychologists will also provide social emotional supports throughout the day to all students as determined by the MTSS team. Psychologists and special education staff are meeting with students as they would during an in seat program. Noon Duty Supervisors have assisted with the feeding program, disinfection at sites, and distribution of materials. Administration will assist in attendance monitoring and providing outreach. School Safety Coordinators will screen staff and students. Transportation will assist with the feeding program.

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.]

VESD has developed a plan to assist pupils with unique needs including English Learners, students with exceptional needs, foster care, and students experiencing homelessness. During the Spring and Summer of 2020, VESD implemented the community feeding program. We ensured buses delivered meals to remote areas along with providing food from school sites. The VESD meal program resumed in August with service at all sites and at remote locations as needed. We developed a distance learning framework and lesson plans that support English Learners with designated instruction and special education services for students with IEPs. Our special education staff have moved to online platforms to provide many services as well. Special education staff have trained in distance learning structures. Each student on an IEP will be provided an individualized learning plan in order to implement each student's IEP to the greatest extent possible. VESD ensured that families could enroll throughout the summer and accepted enrollments at the District Office and the Family Resource Center. Foster Youth continue to be enrolled immediately and provided 1:1 devices, textbooks, and meal service information. Foster Youth will have the ability to remain stable at one school site to minimize transiency. Students who received counseling support from VESD school psychologists and SELPA continued to receive services. The District also engaged in a contract with Care Solace, a concierge service, to support students and families and connect them to needed mental health resources. VESD has a list of local resources that are available to assist families who are experiencing homelessness and pupils with unique needs. All actions are principally directed and effective in meeting the needs of Low Income, English Learners, Foster Youth, Hispanic, African American, Special Education and Homeless Students.

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

Description	Total Funds	Contributing	Budgeted/1st Interim
The district will purchase 1:1 Chromebooks for students in TK-1 to ensure equal access to technology and equity in instruction for low income, English Learners, Foster Youth, Hispanic, African American, Special Ed, and homeless students to have equal access to online instruction during distance learning.	$899,701	Y	1st Interim Title IV
The district will purchase 1,000 hotspots to support connectivity for low income, English Learners, Foster Youth, Hispanic, African American, Special Ed, and homeless students to have equal access to online instruction during distance learning.	$350,510	Y	Ist Interim
The district will purchase Pioneer Valley digital guided reading books at all sites for online guided reading to provide instruction to our low income, English Learners, Foster Youth, Hispanic, African American, Special Ed, and homeless students.	$136,000	Y	Budgeted
The district will purchase Next Step Forward in Guided Reading and Word Study books to provide professional development for online guided reading for all teachers to support all students.	$9,620	Y	Budgeted
The district will provide staff to train teachers in online guided reading outside of the school year for teachers to support all students.	$16,834	Y	Budgeted
The district will provide staff to develop a distance learning framework, rewrite Starting the Year and Units of Study to include distance learning to support all students including our low income, English Learners, Foster Youth, Hispanic, African American, Special Ed, and homeless students.	$114,108	Y	1st Interim
The district will provide Orton Gillingham professional development for teachers to support all students including our low income, English Learners, Foster Youth, Hispanic, African American, Special Ed, and homeless students.	$441,123	Y	Budgeted
The district will provide staff to develop Standard Operating Procedures in order to ensure safety protocols are developed for all staff and students including low income, English Learners, Foster Youth, Hispanic, African American, Special Ed, and homeless students to have equal access to online instruction during distance learning.	$147,571	Y	Budgeted
The district will purchase virtual platforms for special education assessments and therapy to provide instruction and quality evaluations for our special needs students.	$40,800	Y	1st Interim
The district will provide additional resident substitutes at each school site for consistency during teacher absences for all students including our low income, English Learners, Foster Youth, Hispanic, African American, Special Ed, and homeless students.	$ 601,423	Y	1st Interim

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.]

VESD is addressing pupil learning loss as a result of COVID-19. Student report cards from the Spring of 2020 were used to determine those who showed deficits in reading, writing, math, science, and social studies. Approximately 1,500 students received small group guided reading instruction online for 3 weeks. 70 staff trained for online guided reading in small groups with documentation of growth and next instructional steps being recorded between small groups. Based on beginning and ending documentation of specific skills, student progress was monitored and reported to parents. The distance learning framework has power standards for grades TK-6. Assessments are being developed in reading and math that align to the power standards. Our new adoption for science will provide the assessments required. Orton Gillingham and Pioneer Valley will be used to assess language skills for our EL students. Staff will give the assessments to students in Fall and Winter 2020 and Spring 2021 to monitor learning loss in reading and math. All sites have access to the reading assessment (similar to a running record) in the Pioneer Valley guided reading platform. Staff will be trained to give the 1:1 reading assessment to place students in the appropriate guided reading groups and monitor progress throughout the year. The initial ELPAC assessment will be given to English Learners in the Fall of 2020. Results will be compared to those from the previous year (if applicable) and report cards to determine learning loss. English Learners who were not able to take the summative ELPAC assessment, will be able to complete it in the Fall.

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.]

Approximately 85% of VESD students are low income, 16% are English Learners, 2% are foster youth, and 684 are homeless. Because our unduplicated count is approximately 86%, our strategies for pupil learning loss and accelerated learning touch most of our students. VESD is responding to student learning loss for all students including our low income, English Learners, Foster Youth, Hispanic, African American, Special Ed, and homeless students by providing targeted instruction on student deficiencies in all subjects including:

- Reading as measured through a diagnostic assessment (test) from Pioneer Valley Literacy Footprints. This test will allow teachers to group students by similar reading levels, so they can focus instruction by specific skills. This small group targeted instruction will more efficiently fill learning gaps in reading, while also allowing for teachers to better monitor student progress through formative assessments throughout the days, weeks, and year. Reading will also be measured by 4 benchmark assessments aligned to our power standards.
- Math as measured by 4 benchmark assessments aligned to our power standards as well as assessments embedded in Envision 2.0.
- Writing as measured by regular assessments assessed through the Write from the Beginning rubric.
- Science as measured by assessments embedded in our new science adoption and in our Units of Study.

- Socials Studies as measured by assessments embedded in our Units of Study and writing.

The District, with stakeholder input, has also identified standards for priority instruction. Grade level standards have been analyzed and those that span through multiple (5+) years, have been identified in cross reference with Next Generation Science Standards (NGSS), and identified through teacher input on essential standards for grade level success were selected. These priority or "power" standards will enable teachers and students to hone in on crucial skill and knowledge on a deep and rigorous level. Power standards also enable teachers to provide specific targeted feedback to students to help them reach mastery.

Targeted, small group designated instruction for English learners is embedded daily through science. This specific daily time will provide added opportunities for EL students to practice oral language and academic vocabulary to enhance their English proficiency.

Asynchronous (independent) instructional opportunities for students with other exceptional circumstances will be modified to be flexible for students to maintain engagement as well as address circumstances beyond the students control.

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.]

Teachers will continue to provide formative and summative assessments. Progress monitoring and results will be communicated to parents via progress reports and report cards. Pioneer Valley Literacy Footprints diagnostic assessment will be implemented as needed throughout the distance learning model to monitor progress of student reading growth. Teachers will regroup students accordingly to tailor instruction to their specific needs. Our Assessment and Reporting Committee will continue to meet and analyze the assessments effectiveness and alignment to the power standards.

Power standards mastery will be measured using Key Data Systems (KDS) itembank test questions. These questions have been vetted by grade level teachers to ensure they align with the rigor of Smarter Balanced Assessment Consortium (SBAC) released questions, which is the annual state test producer. These assessments can be delivered in a distance learning or in-seat format and yield immediate feedback for the teachers to use to project student progress to parents and drive instruction.

These assessments also provide the flexibility to deliver multiple times to students with exceptional needs and challenges, such as our foster youth, English learners, low income, special needs, and homeless populations. All actions are principally directed and effective in meeting the needs of Low Income, English Learners, Foster Youth, Hispanic, African American, Special Education and Homeless Students.

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

Description	Total Funds	Contributing	Budgeted/1st Interim
The district will purchase a KDS item bank for Illuminate to construct power standards assessments by grade level (TK-6) to assess and progress monitor all students including our low income, English	$ 19,408	Y	Budgeted

Learners, Foster Youth, Hispanic, African American, Special Ed, and homeless students. By using 1 system for assessments, we can measure and monitor growth with consistency.			
The district will purchase Pioneer Valley online guided reading platform including assessments for leveling students to address any learning loss in reading.	$ 10,000	Y	Budgeted
The district will provide staff to develop a distance learning framework, assessments, and attend ARC to support planning and instruction for all teachers.	$ 163,721	Y	1st Interim

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.]

VESD has a school psychologist at each site. The school psychologists will continue to meet with their Multi-tiered Systems of Support (MTSS) teams weekly. These teams include the principal, psychologist, On Site Instructional Curriculum Coordinator, and School Safety Coordinator. Teams review data on all students including attendance, behavior, trauma, academic performance, and staff or parent concerns. The team collaborates around services and supports each student's needs. School psychologists will continue to do assessments based on suspected needs, counsel students, provide referrals for related services, and support suicide threat assessments and interventions in conjunction with families. In addition, they will provide support in online Zoom classes. School psychologists will serve as the liaison to connect families and our staff members to our mental health concierge, Care Solace. Staff will continue to receive training on MTSS, trauma informed practices, etc., through online platforms and training. School psychologists will collaborate with our after school program, Think Together to equip them with professional development in SEL to support our students during the school day. Our distance learning framework also provides a tier 1 support that all staff are encouraged to use. The start of the year “Building a Community in a Distance Learning Format” provides structures to help support students in meeting their teacher and classmates and in building emotional safety. The key components of this 3 week model includes: making connections with families prior to hosting virtual meetings; digital citizenship; morning meetings; supporting social emotional learning; teaching health and safety; “getting to know me” activities; and routines and procedures for distance learning. Staff can also collaborate with site instructional coaches for support in implementing any of these components and/or professional development either within their classroom or online for distance learning. New teachers all receive training on each of these social-emotional components. Principals will hold weekly meetings and continue Zoom walkthroughs to provide staff with any additional support or resources they may need. Our Personnel Department sends out resources that are available to staff through our health benefits.

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 is not engaging in instruction and is at risk of learning loss.]

Staff are required to take attendance daily and provide both synchronous and asynchronous instruction and participation. MTSS teams, including the principal, school psychologist, school safety coordinator, and the site instructional coach, will be monitoring attendance daily and utilize a tiered system to support online attendance and participation. Staff or principals will refer the students who are not engaged in instruction to the MTSS team for outreach, evaluation, and support. Postcards, messages, and positive phone calls will go out to recognize students who are regularly attending online learning. Additional encouragement and communication will go out to all families through newsletters, online morning announcements, etc. If a student does not attend an online session, teachers will reach out initially to provide support. Site administrators will have an emphasized focus on attendance and participation outreach through contacting families daily. Principals will continue monthly meetings with parents online to provide collaboration, information, and support. District translators and Bilingual Aides will be able to assist with translations for families whose home language is other than English. Our Family Resource Center will also provide communication and support for regular attendance. If a student does not attend for 2-3 days, and there is no known reason (ie illness), the MTSS team may reach out with phone calls, home visits, etc. This outreach can include a SART meeting with the family. VESD has a distance learning letter that will be sent to the family as well in the event that we cannot reach them any other way. If these forms of outreach do not help us to find the student or bring about a change in attendance, a wellness check may be conducted. Based on absences and reasons, VESD will still continue to follow the SARB process. But, we are focused primarily on connections, resources, and support to engage our families.

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.]

VESD Nutritional Services has developed SOPs for all models of instruction. Since VESD will be starting in a distance learning environment, our Nutritional Services will be serving 10 meals at a time (5 breakfasts and 5 lunches) at all sites. Parents will be able to drive through the school to pick up their meals. VESD will make meals available 2 days each week, so families can select a day that works best for them. If a family misses the 2 days provided, they will be able to go to the Nutritional Services building to pick up their meals. We will continue to have buses deliver meals to special education students provided with door to door transportation based on need. The classified MOU also allows for flexibility of classified job descriptions to assist with all COVID-19 related tasks. Nutritional Services staff will modify their weekly schedule to meet the needs of meal distribution on these 2 days. As we transition to in-seat models, Nutritional Services will continue to provide meals and adjust to each model with processes outlined in their SOPs. These in-seat models include delivery of food into classrooms, cleaning protocols, etc. All actions are principally directed and effective in meeting the needs of Low Income, English Learners, Foster Youth, Hispanic, African American, Special Education and Homeless Students.

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

Section	Description	Total Funds	Contributing	Budgeted/1st Interim

Mental Health and Social Emotional Well Being	The district will contract with Care Solace to provide families with a concierge service to help locate services based on their insurance and needs with a focus on low income, English Learners, Foster Youth, Hispanic, African American, Special Ed, and homeless students.	$25,000	Y	Budgeted
School Nutrition	The district will increase site support for meal services with Noon Duty Supervisors to ensure food distribution for our low income, English Learners, Foster Youth, Hispanic, African American, Special Ed, and homeless students.	$27,771	Y	Budgeted

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
32.41%	$31,609,275

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.]

Approximately 85% of VESD students are low income, 16% are English Learners, 2% are foster youth, and 684 homeless students. This means that a significant percentage of our population fits within these subgroups. Our planning for them is always at the forefront of goal setting in VESD. With 85% of our students being from low income families, there is significant need for technology, connectivity, meal services, SEL, to limit or prevent potential learning loss. To support technology and connectivity needs, 1:1 devices were distributed to all students. Any families needing internet access were provided hotspots. VESD provided meal service through a community feeding program from March 23rd-June 30th. Meal service will begin again on August 14th. SEL supports were provided by the staff through weekly contact from March 16th-June 6th and daily contact beginning on August 17th for the duration of distance learning and hybrid models. SEL was also provided by our School Psychologists via counseling sessions on Zoom or by phone. Psychologists created SEL and parent workshops to support families with Distance Learning. The start up of Care Solace concierge services will provide families resources for mental health. Our English Language students continue to be assessed with ELPAC by our Bilingual Aides. Families are communicated with regularly and have access to District translators for support with any needs. Foster Youth and homeless students are enrolled immediately, provided 1:1 devices, meals, and are monitored by each school site's MTSS team. They are monitored for academic and SEL needs such as counseling. In order to maintain stability and security for foster youth, they are encouraged to remain at the same school site to avoid the on-going transiency they are often faced with. These actions will be effective in meeting our goals, because we are focused on immediate, just in

time, service and support to engage students and families and to minimize learning loss. By doing these improved services, we are meeting the social emotional and academic needs of our low income, English Learner, foster youth, and homeless.

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

Approximately 86% of our unduplicated students are low income, English Learners, foster youth, and homeless. Due to this large number, VESD believes that these actions will contribute to closing the gap by providing improved services. The 2020-21 estimated Supplemental and Concentration Grant Funds for fiscal year 2020-21 are $31,609,275. This is 32.41% of the increased or improved services for our foster youth, English learners, and low-income students. The total cost under this Learning Continuity and Attendance Plan is $10,718,748. Some of the highlighted items include:

1. Chromebooks
2. Hotspots
3. Zoom Licensing
4. Transportation
5. PPE for Student and Staff
6. Staff Development

For additional information on the VESD 19-20 LCAP, or to view it in its entirety, see our website:
http://www.vesd.net/UserFiles/Servers/Server_440558/File/District%20Info/LCAP/2019-20%20LCAP.pdf