

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at

<https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

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

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

Sixth Street Prep, VESD (Victor Elementary School District - our charter authorizer), and our entire High Desert community has been impacted by the COVID-19 pandemic. Sixth Street Prep, along with all other VESD schools, transitioned away from traditional, in-seat school and moved to a full distance learning model in March of 2020. Sixth Street Prep remained in that model for what was left of the 3rd trimester of the 2019-2020 school year. In accordance with the California Department of Health and the fact that San Bernardino County remains on the Governor's Watchlist, we are opening the 2020-2021 school year using a full distance learning model. Our commitment to provide the best possible education for all students continues, regardless of current circumstances, and we look forward to partnering with families as we navigate this difficult situation. Sixth Street Prep staff has been involved with the revision and implementation of Standard Operating Procedures (SOP) for any model of instruction - full distance learning, hybrid models and in-seat traditional) - so that we may be able to quickly respond to changing data at the county level and comply with local and state requirements. This Learning Continuity and Attendance Plan (LCP) has been developed based on an analysis of stakeholder feedback and allows Sixth Street Prep to respond to all requirements.

Stakeholder Engagement

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

Sixth Street Prep, in conjunction with 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. The District as a whole, was 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 (four SSP staff members were a part of this committee). Each bargaining unit participated as well. This committee reviewed all options for re-opening and evaluated the pros and cons of each model. Each of the District's 6 LCAP committees (each of which has Sixth Street Prep staff and/or parents) also met to provide feedback. These committees include Foster Youth

Advisory Committee, District Advisory Committee, Budget Advisory Committee, African American Engagement Committee, Quality Works, and the District English Language Advisory Committee. These committees reviewed the requirements and provided recommendations on distance learning, addressing learning loss, mental health, social emotional support, attendance, engagement, and nutrition/meal service. 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 on our website. 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. 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.

[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. Sixth Street Prep staff (Principal, Certificated and Classified) were represented in each of these meetings. 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 Sixth Street Prep regularly communicates progress with families, to help mitigate learning loss.
- Continue to use platforms to communicate with families (REMIND, all-calls, etc...), including translation.
- 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.
- VESD ARC team appreciated the distance learning framework but gave feedback on clarifying the laws that guided it (Senate Bill 98), 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 schools 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.
- SSP families want continued support with student technology, internet access and instruction on how to support their children.

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

Sixth Street Prep used stakeholder input to help develop the LCP. From April to early June, weekly check-ins with families by each teacher afforded Sixth Street Prep the opportunity to learn, in-depth, what our families need as we move forward. For families that could be reached, office staff and admin attempted phone calls and conducted home visits/wellness checks when all other attempts of communication failed. 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. SOPs have been developed based on feedback from all classifications of employees and these will allow us to respond to and comply with requirements from both the County and State. Teacher feedback pointed to the need for specific professional development and training on use of technology and effective instructional tools and programs for an online and/or hybrid learning environment. New Memorandums of Understanding (MOUs) have been negotiated and agreed upon so that processes and procedures are in place to ensure health and safety for all staff, students and families, and visitors to our campus. As a result of parents' needs, our staff will be working to provide trainings on technology, Zoom, Google Classroom, and other online platforms to support all families.

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.]

As a recipient of the prestigious California Distinguished School Award, Sixth Street Prep has always worked diligently to support all students and their families in their journey towards academic success. We firmly believe that, no matter the circumstances, we will continue to provide the highest quality education possible for all students, regardless of their socioeconomic status, primary language or living situation. We 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.

We have SOPs in place 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. Our cleaning protocols include personal protective equipment (PPE) for staff along with regular disinfection to have a safe, clean environment. This includes a daily deep cleaning in all used rooms and work spaces using approved sanitizing equipment and methods. Staff and students will

be provided with all necessary PPE. The newly adopted Classified MOU also allows for flexibility of classified job descriptions to assist with all COVID-19 related tasks.

Upon our return to traditional in-seat models, all students, particularly those that have an assessed learning loss, will be provided with specific, targeted interventions. Continued progress monitoring will supplement teacher/school generated assessments and be given in cycles throughout the year. These assessments can be given online or in-seat based on the model. All students have 1:1 devices that they can take back and forth in the event a hybrid model is needed. This will support staff and students as we transition between distance learning and classroom-based instruction.

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

Description	Total Funds	Contributing
Purchase computing devices so that all students can access online learning.	\$58,600	Y
Provide internet hotspots to support connectivity for families at home.	\$5,000	Y
Provide staff to prepare and distribute 1:1 devices and textbooks to all students.	\$800	Y
Support cleaning and disinfecting with Classified staff (to include training for Noon Duty Supervisors).	\$14,400	N
Procure PPE (personal protective equipment) to aid with staff and student safety	\$7,500	N
Purchase district-wide Zoom license (VESD sponsored).	\$0 - from SSP	Y
Procure single desks for two classrooms to support social distancing for hybrid and in-seat models.	\$4,000	N
Professional Development and site collaboration time for all teachers in use of Google Classroom and other online platforms.	\$3,500	Y
Research upgrading our ventilation equipment for HVAC systems to reduce air contamination of potential COVID-19 virus.	\$TBD	N

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.]

Sixth Street Prep grade level teams, admin and Bilingual Instructional Aide worked collaboratively to develop short-term and long-range lesson plans to provide continuity of instruction, with the goal of ensuring access to a rich curriculum. SSP staff also have access to the Distance Learning Framework developed by the VESD Educational Services team. This framework allows staff to transition between distance learning and in-seat instruction as necessary. The key components of the distance learning framework 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.

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.]

Along with weekly communication via text/email/Remind App/phone calls, parents received two separate surveys via email regarding access to devices and connectivity to support distance learning. Sixth Street Prep provided computing devices (Chromebooks) for all 2nd through 6th grade students in the Spring of 2020, and all other students (new TK/Kinder students and 1st and 2nd graders) have received a device from SSP before the start of school of the 2020-2021 school year. An additional distribution of chromebooks took place over the week prior to school starting for 20-21. For those families in need, internet hotspots have been provided so that all students have access to digital online learning environments moving forward. VESD internet is also accessible in the parking lot at school sites. Some parents choose to access the internet by coming to the school. SSP administration delivered Chromebooks, supplies and internet hotspots to the homes of families who were not able to come to campus due to lack of transportation or other factors. 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.]

An MOU was established with the certificated bargaining unit that explicitly outlines instructional minutes along with synchronous and asynchronous requirements. Using Senate Bill 98 as a guideline, all SSP teachers have created a rigorous daily schedule that addresses the core subjects (English Language Arts, Math, Science, History-Social Science and Physical Education), with 8 of the 10 teachers providing more than the minimum required minutes. Time values are noted for both synchronous and asynchronous work and SSP parents and families have been briefed by each teacher during online “Back to School Nights” provided in both English and Spanish. Our office staff, admin, many teachers, NDS and Bilingual Instructional Aide are available to translate for families. Assessments that align to Common Core State Standards are being developed and refined to increase effectiveness of online classrooms. 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.]

VESD 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 staff are available for 1:1, site-based, and/or district level training and support based on 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. 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.]

Sixth Street Prep 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, Sixth Street Prep was a part of the VESD 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 both English Language 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.

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

Description	Total Funds	Contributing
Purchase 1:1 Chromebooks for students in TK-2nd grade.	\$32,500	Y
Procure internet hotspots to support connectivity for families at home	\$5,000	Y
Purchase Pioneer Valley digital guided reading books (VESD sponsored).	\$2,535	Y
Provide collaboration time for SSP staff to continuously share best practices, refine and enhance distance learning framework.	\$16,800	Y
Provide collaboration time for Orton Gillingham professional development (seven SSP teachers attended 5 day training previously).	\$3,920	Y
Provide staff to aid VESD in developing/refining Standard Operating Procedures.	\$3,360	Y
Purchase virtual platforms for special education assessments and therapy.	\$42,000	Y

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

Sixth Street Prep is addressing pupil learning loss as a result of COVID-19. Ongoing progress monitoring and student reading levels from the Spring of 2020 were used to determine which students showed deficits in reading. Some SSP staff and students participated in small group guided reading instruction online for 3 weeks during the VESD Summer School program. Based on beginning and ending documentation of specific skills, student progress was monitored and reported to parents.

Staff will give a variety of research-based 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 or DRA - Developmental Reading Assessment) 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 Language Learners who were not able to take the summative ELPAC assessment, will be able to complete it in the Fall.

For mathematics, teachers will use a variety of research-based assessments. Students will be assessed on grade level standards via i-Ready, iXL and Envision Math and this information will be crucial so that teachers may address learning gaps and needs. Kindergarten, first and second graders will have teacher-created one-on-one assessments completed within the first two weeks of school which will address 1st and 2nd grade Common Core State Standards.

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 80% of Sixth Street Prep students are low income, 42% are English Learners, and >1% are foster youth. As such, the vast majority of actions and services we provide, we do so with the results for these groups of students in mind. Sixth Street Prep is responding to student learning loss of these subgroups by providing targeted instruction on student deficiencies in reading as measured through diagnostic assessments. This will afford teachers the opportunity to accurately gauge any learning loss that may have occurred since the shutdown, as well as the insight necessary to properly place students into appropriate small groups.

Targeted, small group designated instruction for English Language Learners is embedded daily and supported by our Bilingual Instructional Aide (BIA). This specific daily time will provide added opportunities for EL students to practice oral language and academic vocabulary to enhance their English proficiency. Our BIA supports instruction with both “push-in” and “pull-out” models with students grouped by their E.L. level as reported on the ELPAC. Foster youth students are supported via wrap-around services and each foster youth student is assigned to a specific MTSS team that includes the foster parent(s) and periodically reviews goals.

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. Sixth Street Prep will continue to offer Independent Study as an option to support unique circumstances for those families in need.

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.]

Sixth Street Prep teachers will continue to provide formative and summative assessments, regardless of which model of learning in which we find ourselves. By accurately assessing and measuring individual student reading levels and making a comparison to their last known reading level from the previous school year, we will be able to inform future instruction and create effective small-group Guided Reading lessons to address learning loss. This information will be relayed to parents via messages from teachers using various platforms, our biannual Parent / Teacher Conferences, Progress Reports and Report Cards. Various other assessments will be used to gauge reading level, reading comprehension, phonological awareness, overall math standards mastery (Common Core State Standards - CCSS). Some of these assessment tools will include, but are not limited to: i-Ready, IXL, CAASPP Interim Assessments, Envision Math Diagnostic Assessments, Developmental Reading Assessments (DRA), and other online assessments at our disposal. Through the use of baseline scores and ongoing assessment, we will be able to measure and monitor student progress towards their individual learning goals.

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

Description	Total Funds	Contributing
Training and collaboration with and between Sixth Street Prep teachers on options for online assessments	\$5,600	Y
Purchase (VESD sponsored) Pioneer Valley online guided reading platform including assessments for leveling students.	\$2,535 (VESD)	Y
Sixth Street Prep staff to attend VESD ARC (Assessment and Reporting Committee) to collaborate on best practices	\$2,940	Y
Purchase upgrade for Learning A-Z to include assessment tools (RAZ KIDS Plus)	\$3,900	Y
First 16 weeks (revisit if/when learning model changes) - Friday PD Planning time and Wednesday Staff Meeting time dedicated to addressing potential learning loss	\$11,200	Y

Mental Health and Social and Emotional Well-Being

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

Sixth Street Prep has access to VESD school psychologists, D/M SELPA (Desert / Mountain Special Education Local Plan Area) mental health and behavioral professionals, as well as the Care Solace concierge referral process. SSP students and families will continue to have access to our own dedicated staff, Multi-tiered Systems of Support (MTSS) teams comprised of our principal, several teachers and Classified staff. Our strength in this area is our small size, as it allows us much more familiarity with each family and their needs. Our staff 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/family may need. Sixth Street Prep staff 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. Staff will continue to receive training on MTSS, trauma informed practices, and behavioral/mental health training through online platforms. 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 build emotional safety. The key components of this 3 week model include: 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. Each SSP teacher is also disseminating information and connecting with families via online “Back to School Night” Zoom sessions.

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.]

All Sixth Street Prep staff have been updated on Senate Bill (SB) 98, which outlines the new requirements and expectations for Distance Learning from CDE. We remain dedicated in our quest to go above and beyond for all students. We will be taking daily attendance and providing rigorous whole-class and small-group synchronous and asynchronous instruction. Along with our traditional Perfect Attendance awards and recognition, messages and positive phone calls will be used to recognize students who are regularly attending online learning. Additional encouragement and communication will go out to all families through newsletters, “Zoom” assemblies, and robo-calls. If a student does not attend an online session, teachers will reach out initially to provide support and Sixth Street Prep office staff will personally call to see what we can do to support.

Sixth Street Prep administration will continue to support positive attendance and encourage participation while doing home visits and wellness checks when necessary. We plan to continue with monthly parent trainings to provide “tech tips,” answer any questions and address school-wide concerns. If a student does not attend for 2-3 days, and there is no known reason (ie illness), the principal may reach out with phone calls, home visits, etc. This outreach can include a School Attendance Review Team (SART) meeting with the family. Sixth Street Prep has a Distance Learning Expectations 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, an in-person wellness check may be conducted. If appropriate, Sixth Street Prep will still continue to follow the School Attendance Review Board (SARB) process. This will be a last ditch effort, as we pride ourselves on focusing on how to help and support families, and we recognize that the current circumstances call for more compassion and understanding than ever before.

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, with input from Sixth Street Prep employees, has developed SOPs for all models of instruction. Since Sixth Street Prep will be starting in a distance learning environment, we will be serving 10 meals at a time (5 breakfasts and 5 lunches). Parents will be able to drive through the school to pick up their meals. Sixth Street Prep 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. The Classified MOU also allows for flexibility of Classified job descriptions to assist with all COVID-19 related tasks. Sixth Street Prep staff, including Admin, Classified, and Noon Duty Supervisors, will modify their weekly schedule to meet the needs of meal distribution on these 2 days. As we transition to in-seat models, we will continue to provide meals and adjust to each model with processes outlined in our SOPs. These in-seat models include delivery of food into classrooms, cleaning protocols, etc.

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

Section	Description	Total Funds	Contributing
Mental Health and Social Emotional Well Being	Contract with Care Solace to provide families with a concierge service to help locate services based on their insurance and needs.	TBD	Y
School Nutrition	Increase site support for meal services with Noon Duty Supervisors and (if needed) Classified employees.	\$3,000	Y

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

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
[Insert percentage here]%	[Insert dollar amount here]

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 80% of Sixth Street Prep students are low-income, 42% are English Learners, and >1% are foster youth. 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 for Sixth Street Prep. With ~80% of our students being from low-income families, there was a significant need for technology, connectivity, meal services, social-emotional support, and understanding of 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. Meal service was provided through a community feeding program from March 23rd-June 30th. Meal service will begin again on August 14, 2020. 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. The start up of Care Solace concierge services will provide families resources for mental health while providing a faster, more streamlined process for staff to refer families to receive that support. Our English Language Learner students continue to be assessed with ELPAC by our Bilingual Aides. Families are communicated with regularly and have access to several staff (principal / Bilingual Instructional Aide / office staff) for help with translation. Foster Youth students 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. As evidenced by previous multiple measures, our ongoing, traditional actions (things we have done historically) have proven to be effective in meeting the needs of these students, and feedback from Sixth Street Prep parents has pointed to the fact that our new actions/services are effective in meeting these new, unforeseen needs of our students and families during the COVID-19 pandemic. We plan to continue to implement best practices and see the most timely supports and services to keep our students safe, engaged and minimize learning loss during the Distance Learning model.

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

The 2020-21 estimated Supplemental and Concentration Grant Funds for fiscal year 2020-21 are \$485,342. The percentage of the increased or improved services for our foster youth, English learners, and low-income students is 35.6% of SSP total funding. In addition, VESD will also utilize \$732,120 of the Federal funds to offset the loss of COLA. The district will utilize the Federal funds to backfill the loss of COLA funding and to support distance learning, address learning loss, ensure nutrition, and support social and emotional well being of students with an emphasis on our English learners, foster youth and low-income students. The total cost under this Learning Continuity and Attendance Plan is \$TBD. Some of the highlighted items include:

Chromebooks

Hotspots

PPE for Student and Staff

Staff Development