

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.]

Val Verde Unified School District is located at the heart of the Inland Empire and is a mixture of suburban and rural. The local economy includes large-scale logistical warehouses and trade manufacturing. The district consists of 12 elementary schools, 4 middle schools, 3 comprehensive high schools, 1 continuation high school, and 1 blended online school. The communities within the district's boundaries reflect the total spectrum of socioeconomic levels and all backgrounds. 83.9% of the district's 19,940 students are unduplicated, qualifying as low income (83.4%), foster youth (1.4%), or English learner pupils (19.6%). The demographic breakdown of students is: American Indian: 0.3%; Asian: 1.5%; Pacific Islander: 0.2%; Filipino: 1.3%; Hispanic: 77.7%; African American: 12.2%; White: 4.3%; Two or More Races: 2.0%, Not Reported: 0.6%.

The COVID-19 pandemic has resulted in the closure of all Val Verde USD schools. The impact has been felt at every level of the organization: students, families, teachers, site-and-district administrators, and personnel, as well as community members and community partnerships. Each-and-every stakeholder group has been challenged to shift their thinking and re-imagine both their role and relationship within the organization. These leaps in thinking have pushed the district to adjust and strengthen the following key areas, to meet the challenges that ensue from a global pandemic while moving to a Distance Learning Instructional Model:

- Access to Quality Instruction for All
- Effectively Monitor Quality Instruction for All
- Increase and Diversify Professional Development for all Stakeholders to meet the Evolving Demands of Distance Learning
- Amplify and Promote Social Emotional Supports across all District Levels
- Boost Family and Stakeholder Outreach & Frequency

Stakeholder Engagement

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

To solicit and promote stakeholder feedback, phone calls, emails, text messages, public meetings, social media posts started in March of 2020 to ensure all members of the community had an opportunity to engage in the planning of when and how students would safely return to school in the fall of 2020.

Parents, pupils, teachers, principals, administrators, other school personnel, local bargaining units, and the Board of Education were all involved in the development of the plan through various engagement forums to understand current needs and solicit possible solutions to make informed decisions and build trust before finalizing the plan. Interpretation/Translation services were provided throughout this process and for all family/community input sessions. Where

Surveys of Staff, Parents, and Students were administered during the Spring.

Reopening Taskforce meetings were held, and feedback from stakeholders was collected on 5/21/20, 5/28/20, 6/4/20, 6/11/20, 6/25/20, 7/9/20, 7/23/20, 8/6/20, 8/20/20.

Family Engagement Symposium was held and feedback from stakeholders was collected on 4/23/2020.

Negotiations and other communications with bargaining units (CSEA and VVTA) were held throughout the period from March 13, 2020 through September 1, 2020 and will continue as the school year progresses.

Student Taskforce meetings were held, and feedback was collected on 8/3/20, 8/17/20, 8/24/20, 8/31/20.

The plan was reviewed by, and written comments were collected from the District English Learner Advisory Committee on 8/25/2020. The District English Learner Advisory Committee (DELAC) comments: "On Monday, August 24, 2020, the District English Learner Advisory Committee (DELAC) had its first meeting of the school year. During our meeting, Garrick Owen, Director of Data and Research for the District offered a presentation on the Learning and Continuity Attendance Plan for 2020-2021. Mr. Owen touched upon all the things that the District is doing and how the monies are being allocated. He shared the expenditures that have been made for Personal Protective Equipment, cleaning equipment and supplies and mentioned that any expenditures for the remodeling of classrooms has yet to be determined. He also spoke about what purchases are being done insofar as technology, the expenditures for professional development, and he provided information on funds to be allocated for learning alternatives as well as the support for English Learners (i.e. staff, programs, resources). In this regard, Mr. Owen talked about the importance of supporting our EL students and families of EL students. We were excited to learn that all ELs will continue to receive their language supports both through Designated and Integrated ELD. As a DELAC, we are pleased EL students will receive 30 minutes of daily designated ELD; in addition to Integrated ELD in their content areas. We are also happy to learn about the various supports in place for English Learners during Distance Learning. Mr. Owen also share the district's support that is being provided for Special Education, Foster Youth and how the district will be maintaining reduced class sizes.

Mr. Owen also talked about assessment and what will be done to minimize Pupil Learning Loss and what funding will be allocated at the site level. He addressed support to be awarded to AVID, and how VVUSD will be subcontracting with an online Tutoring company for secondary students. He also addressed the District's efforts to continue with intervention programs and funding to support Family Engagement as well as support for Mental Health and Social and Emotional Wellbeing.

Response from Superintendent, Michael R. McCormick, to comments received from DELAC: Thank you for the support and commitment to the process to help refine our plan. The District values your feedback in our process of continuous improvement. We are very grateful for your ongoing participation to improve on Val Verde's history of academic excellence and ensure that every child receives a high quality, enriching education.

The plan was reviewed by the Parent Advisory Committee on 8/27/2020. The committee did not have any written comments.

The plan was reviewed by the Val Verde African-American Community Circle on 8/31/2020. The group did not have any written comments.

Stakeholders without access to the internet were notified via phone (in both English and Spanish) how they could arrange for a paper copy to be made available in English or Spanish for their review in order to provide feedback. By August 12, all families were assured access to the internet via district provided student devices and when needed district provided hotspots.

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

Since March 13, meetings of the Board of Education, Reopening Task Force, District English Learner Advisory Committee, Parent Advisory Committee, African-American Community Circle were hosted using a combination of Zoom, Facebook Live, and Vimeo live streams. The platforms allowed participation of the community in the meetings using the comments sections. To the extent practicable for each meeting the broadcasts were simulcast in English and Spanish. In addition, comments from the community were accepted via email. Stakeholders without access to the internet were notified via phone (in both English and Spanish) how they could arrange for a paper copy to be made available in English or Spanish for their review in order to provide feedback. By August 12, all families were assured access to the internet via District provided student devices and when needed District provided hotspots.

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

Most all members of each stakeholder group felt safety of staff and students should drive the method of instruction for the year. All groups prioritized returning to campuses under the safest conditions possible. This included preparing buildings with equipment and supplies to clean more thoroughly. Consistent feedback was also received on the need to train staff, students, and families on the most effective ways to prevent the transmission of COVID-19.

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

Decision to reopen using distance only instruction until at least October 30, 2020.

Purchasing of personal protective equipment.

Staff recommended specific tools adopted for support of distance learning and improving the continuity of instruction between models (Screencastify, SeeSaw, Gizmos, Paper.co)

Families and students recommended more consistency in the tools and organization of the distance learning instructional program across schools and the District in general. This led to Google Classroom being adopted as the single learning management system used in conjunction with the already familiar AERIES parent/student portal. These two systems will be used in managing, recording, and communicating with students and families the participation, engagement, attendance, and academic progress of students.

Purchase of teachers' and classified staff devices were added based on recommendations from staff.

Purchase of hotspots for families without internet were added based on recommendations from families and students.

Families and students indicated the need for additional support outside of school. In response, extra-duty pay for after hours support of elementary families and the Paper.co tutoring platform were added.

A website designed by and for students to provide outreach and engage 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.]

In preparation for inviting students and families back to the school buildings, bulk purchases of personal protective equipment (PPE) and cleaning/sanitizing equipment and supplies including, but not limited to, thermometers, electrostatic sanitizing machines, portable hand sanitizer dispensers, masks, face shields, gloves, and gowns have been purchased.

Plans for hybrid learning models including students participating in a combination of in-person and distance learning have been made. To allow for a return to school buildings for limited numbers of students (approximately half) following the recommended 6 feet of social distancing. In some cases, modification of classroom spaces may need to be made including the removal of built in cabinets and desks to provide the necessary space for social distancing. School days will be modified to allow for smaller cohorts of students to attend and

maintain social distancing recommendations. Reviews of the safety of hybrid schedules will be conducted to put in place when deemed safe and appropriate, but no sooner than November 1, 2020.

It is hoped that prior to hybrid models, if deemed safe, small group support sessions will commence for students who have experienced significant learning loss due to school closures, especially Low-income, Foster Youth, Foster Care, Homeless Students, English learner students, and Students with Disabilities.

Training of staff on proper hygiene, cleaning, and sanitizing procedures has been implemented district-wide.

The leadership at each school site has developed plans to ensure they will be able to identify how classroom-based instruction may take place either hybrid or completely in-person. Each plan includes protocols to ensure the safety of students and staff, consistent with public health guidance, including how students will enter and exit the school, when and where hygiene practices can take place, the need for protective equipment, allowing for physical distancing, and time for cleaning and disinfecting to ensure physical health and safety in school facilities and vehicles.

The District will continue to focus on a strong instructional program based on “First Best Instruction” that is coupled with access to essential standards and a cycle of assessment to consistently monitor and accelerate the learning trajectory of students. Teachers will use cycles of assessments to identify and remediate knowledge gaps, so all students have a solid foundation before tackling the next challenge in their studies.

To support the social and emotional needs of students, Val Verde USD will have a minimum of one Counseling Therapist assigned to each of the schools in the District. Counseling Therapist will conduct risk assessments and initial evaluations to determine the need for ongoing school based mental health. Therapist will provide both individual and small group mental health services. When appropriate, Counseling Therapist will link families to community resources available to support the student and families outside the school setting.

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

Description	Total Funds	Contributing
Personal Protective Equipment (masks, face shields, gowns, gloves, etc.)	\$100,000	No
Cleaning equipment and supplies	\$400,000	No

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

The District adopted curriculum and supplemental resources will be used in all instruction throughout the year to ensure that pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery. The use of the Google Classroom learning management system consistently throughout the year will also contribute to the continuity of instruction and learning in any model. Finally, teacher teams developed templates for daily schedules and lessons that provide a mix of synchronous and asynchronous time which can be adopted to Distance, Hybrid and In-Person instruction. These will be utilized regardless of the method of instructional delivery to further ensure instructional continuity for pupils in transition between in-person and distance learning, as necessary.

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.]

As part of the district's annual needs assessment the District continues to determine the needs of our students and families to ensure equity and access for all students in the areas of devices and connectivity through surveys and parent engagement events. During the Spring shutdown of campuses, the district studied patterns of student engagement in online activities and reached out via phone to those families who were not regularly online to assess the need for additional resources. This same process will continue throughout the period of Distance Learning in the 2020-2021 school year.

All students have been, or will be, issued a Chromebook or other appropriate device upon enrollment to ensure access to online instruction and resources. The District's Information and Instructional Technology department has developed and implemented procedures to support families to troubleshoot students' devices via phone and email and when needed replaces broken devices to keep students connected. The District provides technical support, videos and workshops for families on uses of technology in both English and Spanish via translation/interpretation services.

In addition, the District has been working with families to connect them with low and no-cost internet services since the beginning of the school closures in March. The District has purchased 900 mobile hotspots to support families who still have been unable to secure home internet. The mobile hotspots are a costly short-term solution. Long term sustainable support for families without internet is underway with the installation of a District-owned LTE project. This project will allow the District to leverage the vast network infrastructure already in place to provide a free home internet solution for families in a more cost-effective way to the District.

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.]

All students will be provided live daily interaction. The District's goal is that 90% of students will participate in daily live interactions.

Elementary Live Interaction Standard

- Each elementary student will be offered a minimum of 70 minutes of synchronous live interactions via Google Meet/Zoom by the classroom teacher daily. 60 minutes will be in a group of no more than half the class each school day for purposes of instruction, progress monitoring, and maintaining school connectedness. This includes music and other enrichment instruction.
- English learners (ELs) must receive both Designated and Integrated English Language Development (ELD), including assessment of English language proficiency, support to access curriculum, the ability to reclassify as fully English proficient. All English learners (ELs) will be provided with daily Designated ELD for a minimum of 30 minutes via live synchronous interactions with the classroom teacher via Google Classroom/Zoom, etc., in addition to daily Integrated ELD within content areas/classes.
- Students who are not performing at grade level, or need support in other areas (ELL, SpEd, Foster, Homeless) will be offered a minimum of 60 additional minutes per week of synchronous live interactions via Google Meet/Zoom in a group of no more than 10 students provided by classroom teacher and additional support staff. (This time is not designated ELD).
- To ensure equity and access, all direct instruction will be available to students asynchronously in Google Classroom (e.g. Screencastify, videos, etc.)

Secondary Live Interaction Standard

- Through synchronous live interactions via Google Meets/Zoom, each secondary student will be offered the following for the purposes of instruction, progress monitoring, and maintaining school connectedness by the classroom teacher: (This excludes office hours)
- 10 minutes daily with whole class, per class period
- 60 minutes per week, per class period (a minimum) in groups
- English learners (ELs) must receive both Designated and Integrated English Language Development (ELD), including assessment of English language proficiency, support to access curriculum, the ability to reclassify as fully English proficient.

All English learners (ELs) will be provided with daily Designated ELD for a minimum of 30 minutes via live synchronous interactions with the classroom teacher via Google Classroom/Zoom, etc., in addition to daily Integrated ELD within content areas/classes.

- Students who are not performing at grade level, or need support in other areas (ELL, SpEd, Foster, Homeless) will be offered a minimum of 90 additional minutes per week (i.e. FlexTime). On level students will be provided enrichment during this time
- To ensure equity and access, all direct instruction will be made available to students asynchronously in Google Classroom (e.g. Screencastify, videos, etc.)

The District's goal is to have 100% of students participate daily. Participation/attendance will be determined based on evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts with students or families. The

students' participation will be recorded and regularly communicated to families along with academic progress via the AERIES student/parent portal.

In order to ensure the minimum instructional minutes, the time value of student work, both synchronous and asynchronous, provided will be determined and certified to by the regular classroom teacher. The time value of work is the instructional time it would take the student to complete the work during in-person instruction.

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.]

Val Verde USD continues to focus its resources on ensuring the safety, social/emotional wellbeing and access to high quality instruction and technology for Black, Indigenous, and other students of color; low income students; foster youth and unhoused students; English learners; students with exceptional need and other students with unique needs. As part of the professional development offered to teachers in preparation for Distance Learning, the District offered a teacher-compensated "Mindful Conversations" six-part-series where teachers came together for courageous conversations around embracing their own personal impact on student outcomes by reflecting on their own cultural lens(es) and implicit biases, sharing Social Emotional Learning (SEL) supports and Culturally Responsive Instructional Practices for the classroom (Virtual, Hybrid and In-Person); as well as creating equity centered teaching and learning environments for students. The District is investing in an Anti-Racism and Equity consultant who will provide on-going professional development and reflective coaching around issues of racism and equity for all stakeholders: Teachers, Administrators, Staff and families/students. The goal is to further organizational awareness on Anti-Racism and Equity; as well as strengthen all systems of support to better serve our students of color. The District also had the honor of partnering with Dr. Chris Emdin, Professor from Columbia University and author of For White Folks Who Teach in the Hood and the Rest of Ya'll too. On June 30th, 2020 Dr. Emdin held an interactive, virtual discussion with families and community to discuss race, racism, belonging and otherness; as well as the 7 Rights of Students: 1) The right to be here, 2) to feel, 3) to act, 4) to love and be loved, 5) to speak, 6) to see and be seen and 7) to know. The session was provided in English and Spanish via interpretation services. On July 23rd, 2020 Dr. Emdin participated in Val Verde's Virtual Administrator Professional Learning Retreat and spoke to all District and Site Administrators about Anti-Racism and Courageous Leadership, emphasizing it's heightened importance during COVID-19 and Distance Learning.

The District will maintain the current layers of support for teachers with technology needs including site level Technology Integration Experts (TIE), a phone support help desk, and an online service request form.

In addition, proactive professional development through the Alludo online professional development platform will provide continuous opportunities for teachers to engage in professional development related to distance learning. Professional Development through Alludo and other learning opportunities will enable teachers to engage in self-paced, online, choice-driven professional development focusing on the learning environment, digital learning, technology tools, and rethinking traditional lesson design in order to launch personalized and accessible lessons for all learners to close the achievement gap.

Prior to the start of school, teachers were offered the option to participate in 8 days (64 hours) of professional development specific to implementing the distance learning program including time to prepare lessons for daily instruction. In addition, these detailed descriptions of the course of instruction/learning trajectory were shared with all teachers on the first teacher contract day August 6th. The focus during the training centered on three components: 1) Objectives for student learning with supports for various student groups; 2) teaching and learning activities that are engaging; and 3) checking for student understanding. Additional on-going professional development specific to implementing the distance learning program will take place throughout the year, after school and on Wednesday.

A specialized English Language Development module was also provided to all Val Verde teachers to support them as they prepared to deliver their distance learning academic & language instruction via Integrated and Designated ELD. Special focus was given to strategies to support English learners' social-emotional needs. This ELD Professional Development module focused on four basic principles: 1) Instruction Clarity & Consistency 2) Providing Student Choice & Voice 3) Providing Effective Feedback 4) Engaging Social-Emotional strategies in a virtual environment. These principles were identified and selected based on parent & teacher survey feedback generated at the end of last school year.

Each school site has a dedicated Instructional Coach to provide ongoing professional development, coaching, support, and demonstration lessons for the teaching staff.

The district office has dedicated TOSAs (teachers on special assignment) who provide ongoing professional development, resources, materials, and site-based support in the areas of: English Language Development, Special Education, Instructional Technology Integration, Math, Visual and Performing Arts and Positive Behavior Supports/Social Emotional Learning.

A Task Force of teacher leaders, with the support of centralized District staff, has developed lesson plans and activities for all TK-12 teachers, to establish strong, and well-balanced distance learning routines in their classes. The Task Force is ensuring that the lessons and activities are easily accessible for teachers, students, and parents. All teams have applied a Universal Design for Learning approach to address any potential barriers for students receiving language development and/or Special Education supports.

The District has provided detailed guidance to all site leadership and teachers on how to provide specialized instructional and language supports to meet the specific needs of foster youth, English learners, low-income, and students with disabilities.

The District has a website dedicated to providing instructional resources and “on demand” professional development to ensure both teachers and students have an optimal distance learning experience in this new environment. Within these resources, Val Verde has focused on ensuring for all learners including students with disabilities and English Learner students needing language supports.

The District EL Team is providing virtual, on-going professional development to all teachers, staff and families specific to supporting English Learners during distance learning:

- Effectively Implementing Choice Boards via Distance Learning
- Moving Forward with EL Students & Families in Mind: Distance Learning
- Distance Learning Integrated & Designated ELD Guidance
- EL Engagement Strategy for Distance Learning: Sentence Auction

- EL Engagement Strategy for Distance Learning: Short Talks
- EL Engagement Strategy for Distance Learning: Running Dictation
- EL Engagement Strategy for Distance Learning: Typhoon
- Supporting ELs: Four Principles for a Strong Start to the School Year via Distance Learning
- Continual virtual distance learning professional development for EL site leaders: Bilingual Facilitator & Reclassifier meetings
- Continual virtual distance learning professional development for Bilingual Paraprofessionals
- Continual virtual distance learning professional development for families of ELs via regular DELAC meetings
- Distance Learning Support for Dual Language Immersion
- Distance Learning Support for Secondary ELD
- Distance Learning Support for Middle School AVID Excel: Supporting LTEL Students
- Distance Learning Support for Newcomer Students
- What Does Integrated & Designated ELD Look Like in Distance Learning for Principals with Q & A
- Distance Learning Support & Listening Sessions for Families of Multilingual (EL) Students

In addition, the EL Program Teachers on Special Assignment are available for On-Demand EL Professional Development to work with grade levels and departments collaborating on addressing EL needs. It is also worth noting that Social Emotional Learning (SEL) support is embedded throughout professional development.

Staff Roles and Responsibilities

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

Teachers' responsibilities have changed in many ways to ensure distance learning is substantially similar in quality and rigor to in-person instruction during times of distance learning or hybrid learning. Teachers will need to adapt their normally prepared lessons to be completely online lessons that can transition to a hybrid model when the number of cases begins to decline. Teachers will also be responsible for the evaluation of the instructional time value of student work and tracking of participation in the distance and hybrid learning environments to determine attendance. Instead of classroom management, teachers will need to manage daily live interactive sessions with students via online communication tools like Google Meet and Zoom. In addition, teachers will need to communicate much more with families to assist with social emotional issues and as part of the District's tiered reengagement strategies for pupils who are absent from distance learning.

Classified employees in general will have flexibility in worktimes, duties, and worksites as needed to contribute to the needs of the schools and District as a whole. This includes working remotely when possible to support distance learning and the functioning of the District.

Special Education Instructional Aides will support instruction within the virtual classroom and collaborate with teachers to provide necessary accommodations for students pushing into the general education classes. Instructional Aides will also support pull out small group instruction for reteaching and intervention.

English Learner Bilingual Instructional Aides will support the instruction of English learners within the virtual classroom and collaborate with teachers and families of English learners to provide the necessary supports for students, while also promoting communication between

students/families and teachers. Bilingual Instructional Aides will assist in facilitating virtual class discussions with ELs and will support with the small group instruction of ELs based on specific linguistic and academic needs as determined by the teacher; as well as provide pre-teach and reteach strategies to increase EL success during virtual class sessions.

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.]

Foster Youth, Foster Care, Homeless Students

- Evening hours for elementary students is primarily directed at supporting students with unique needs to help personalize instruction
- Manipulatives and other resources needed will be purchased for at home use for students with unique needs
- Online tutoring for secondary students is primarily directed at supporting students with unique needs to help personalize instruction
- Foster Youth mentoring program for high school students
- Foster and Homeless students will be provide school supplies, personal items and other items and services to allow children and youths to participate fully in school activities as to reduce negative impacts of their situation academically, socially, and emotionally.

English Learners

Designated and Integrated instruction in English language development, including assessment of English language proficiency, support to access curriculum, the ability to reclassify as fully English proficient, and, as applicable, support for dual language learning.

- Online ELA/ELD Core Curriculum
- Read & Write for Google Chrome
- Online Tutoring Support
- Evening Hours Support
- Rosetta Stone Online Language Instruction
- Bilingual Facilitator & EL Reclassifier Teacher Support at every site
- Bilingual Paraprofessional at every site
- Chromebooks for Bilingual Paraprofessionals
- Bilingual Family Engagement Support District Wide
- Bilingual Clerk at every site to connect families and promote engagement
- Interpretation/Translation services in English and Spanish district wide to promote communication amongst all stakeholders
- English Learner Teachers on Special Assignment to deliver specific EL professional development and personalized supports to all teachers TK-12

Special Education

Special education, related services, and any other services required by a pupil's individualized education program will be made available as appropriate with accommodations necessary to ensure that individualized education program can be executed in a distance learning environment.

- Individual check ins and communication through virtual environments with students to support virtual learning and ensure appropriate and meaningful access to technology and online curriculum content.
- Use of informal assessment measures to measure present learning status and ongoing progress monitoring through virtual platforms.
- Collaboration between special education teachers and general education teachers on meeting individual student IEP goals through strategies and accommodations in virtual learning environments.
- Provide print materials and manipulatives to students when necessary for meaningful access to curriculum to meet learning needs.
- Utilizing Instructional Aides in virtual learning environments and ongoing student support in Special Education and General Education.
- All related personnel supporting students will be made available through teletherapy and pushing into virtual sessions for whole class, small group or individual student support.
- Teachers and related personnel collaborating on progress monitoring of students and implementing strategies and accommodations to meet student need.
- Conducting virtual IEP meetings to address progress on goals and updating supports, accommodations and services based on individual student learning needs and progress in a distance learning environment.

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

Description	Total Funds	Contributing
Information Technology staff, programs, and resources including student and staff computing devices and supporting resources like Gizmos, Screencastify, Nearpod, Math Navigator, Zoom, and WebEx.	\$11,630,759	Yes
Education Services staff and resources to provide on-going training on how to access data, analyze data, analyze learning trends, develop instructional techniques and strategies, and ways to continually teach, reteach and assess students.	\$4,900,000	Yes
Equivalent of eight additional contract days of professional development and collaboration time for teachers.	\$6,679,819	Yes
Prior to start of contract, sixty-four hours of professional development offered to all teachers to support the development of high-quality lessons for Distance Learning.	\$3,000,000	Yes

Description	Total Funds	Contributing
Val Verde Academy staff, programs, and resources to provide alternative options for students and families not met by the traditional school setting.	\$128,1104	Yes
English Learner support services staff, programs, and resources.	\$5,677,614	Yes
Foster youth support staff, programs, and resources.	\$232,373	Yes
Reduce class sizes and reduce number of grade level combination classes.	\$4,985,372	Yes
Special Education support staff, programs, and resources.	\$3,5306,480	No

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.]

Val Verde Unified began the process in the Spring of 2020 gathering perception data of Distance Learning through surveys concerning the re-entry of students with the reality that the shutdown of schools due to COVID could possibly result in student learning losses in English Language Arts and English Language Development of approximately 30 percent and students in math are likely to return with less than 50 percent of their math skills. This determined the next steps for assessment and academics.

Based on student, teacher, and family results the District will continue to keep assessment close to instruction to provide instantaneous feedback to students and families. The need remains for academic data, social-emotional learning (SEL) data, attendance data, and task and assignment completion data. The focus will be on a strong instructional program based on “First Best Instruction” that is coupled with

access to essential standards and a cycle of assessment to consistently monitor and accelerate the learning trajectory of students. Screener, diagnostic assessments, common assessments, District Benchmarks and the use of state Interim Assessments (IABs, ICAs and FIABs) will be administered according to the timelines posted on assessment calendars to determine learning loss in all subjects including Mathematics English Language Arts. In addition to formative and summative assessment data, academic grades will also be reviewed against historical achievement to inform the overall picture of student progress.

The first few weeks of school using Distance Learning will focus on teachers building relationships with their students and each other due to unforeseen exposure to some type of trauma during the COVID shutdown. Routines for Distance Learning will be emphasized so there is a sense that their day will have a calm, safe, and predictable rhythm. The District will utilize screener assessments (ORF) and diagnostic assessments such as PSI-95% and Diagnostic Assessments from Wonders along with District/Teacher made assessments to gauge where students are in terms of their academic trajectory when they return to school. In addition, students will utilize an online learning application, Math Navigator, which will provide real-time diagnostics, open resource tutorials, and ongoing support in closing learning gaps in the area of math.

The Education Services Team will collaborate with sites to create systems to build a back-to-school foundation that can take place in all classrooms. Lessons will be developed based on essential standards and SEL competencies within our current events that are taking place in our daily lives (COVID-19 and racial incidents) and recorded using Screen Classify so all students will have an opportunity to learn throughout the day. Virtual lessons will focus on engagement techniques so students will want to return the next day and opportunities for extended learning time and small group instruction along with evening support from 5 to 7 p.m. will be provided so all students can close their learning gaps. Teachers and support staff will use small groups instruction to mitigate extreme losses that may occur with homeless, foster youth, English Learners and other student groups that are in high risk of long-term failure due to school closures.

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.]

Standardized lessons based on student's age, their distance learning modalities, and language acquisition needs, will be developed by teams of teachers using a template structure that can be shared amongst all teachers. Learning engagement will be verified by attendance tracking software (AERIES), daily engagement activities at the beginning of the day to get a feel for how students are feeling about the learning and visits at home by staff (Student Services Staff for those who are not logging on and cannot be reached after the teachers have tried to make contact through phone calls or texts). Learning alternatives for connectivity-constrained students will be provided (for example printed workbooks and dispatching school materials). English Learners, low-income, foster youth, pupils with exceptional needs, pupils experiencing homelessness, and younger students (TK/K) will have an opportunity to experience supplementary classes when it is safe to return to school. Summer virtual camps will be offered to offset the learning disruption that occurs during school closures. Small group extension during the day will be provided to these students along with an evening engagement opportunity for students and parents.

Teachers will use cycles of assessments to identify and remediate knowledge gaps so all students have a solid foundation before tackling the next challenge in their studies.

Distance Learning Surveys will be administered to gauge perceptions about the delivery of instruction during school closures to begin to understand and prioritize how to support every student and create “Professional Development opportunities” through Alludo for teachers along with building the capacity of parents (Family Engagement trainings) during Distance Learning.

Val Verde Unified School District Distance Learning Design Team developed model lesson plans and activities for all TK-12 teachers to establish Distance Learning routines for the year embedding “Universal Design for Learning” to address any potential barriers for students receiving free and reduced lunch, language development, foster youth, homeless and/or Special Education supports. Data Analysis protocols will be used during PLC’s to analyze data and inform instruction for all student groups.

Val Verde Unified developed a website dedicated to distance learning instructional resources and “on-demand” professional development. The focus of these lessons ensured all students receive instruction that is based on essential standards and ensured accessibility for all learners including disabilities and those needing language supports.

In order to assess and measure learning status over a multi-year time period in English Language Arts, English Language Development and mathematics teachers will administer diagnostic assessments, benchmarks, formative assessments (IABs and FIABs) and summative assessments. Essential skill areas (for example, word recognition and decoding, reading comprehension, understanding ratio and proportion, etc.) will be assessed for learning and students will complete ongoing tasks (for example, writing an essay, creating a project or experiment, etc.) which will enable students to self-assess and self-monitor during learning and keep engagement levels high.

VVUSD teachers will be utilizing a program called, Math Navigator, which engages students online in a deeper study of fewer but more critical math concepts. Pre-tests, checkpoints, and post-tests evaluate a student’s progress over time which enables the student and teacher to measure the student’s learning. Reports in Math Navigator can be analyzed by student and groups so the focus on concepts learned or correcting misconceptions can be at the top of the teacher’s radar. Groups can be created during online instruction enabling the teacher to help support the misconceptions and revise student thinking.

Teachers utilize formative assessment tools during their lessons: rubrics to clarify expectations and to provide feedback during writing lessons; journals and quick writes to enable further discussions and see how students are feeling; pre-tests and exit tickets to see where they are at the beginning and end of online lessons; strategic questioning and performance tasks during the lesson; observing students through zoom meetings; and evaluating work. Lessons will incorporate for example, math and science, so engagement lessons are high. Information will be presented in smaller chunks online and spread out over a longer time so the teacher continues to come back to the topic multiple times over the duration of the year going deeper each time in order to address individual student skills and re-teach concepts not taught during the shut-down due to COVID. Teacher developed targeted checks and minute by minute formative assessment checks will be administered for very specific subject and grade-level instructional purposes to ensure that depth of instruction and essential standards are being adhered to in order to avoid the rush to cover the gaps in learning that has occurred due to the COVID shutdowns.

The District will clearly communicate with staff, families and the community concerning how the District will protect the wellbeing and safety of students and staff, in conjunction with how to address the social, emotional and academic needs of students. The Family Engagement Center will continue offering online classes and zoom meetings to further support parents with the challenges of online learning for their children. Parent Conferences will be held through zoom, phone calls, etc. to ensure parents are informed of their child's progress.

The District will provide additional learning time to support the unfinished learning status of all students by offering online small group tutoring during the day (Utilizing teacher, support staff-Impact Teachers, Substitute Teachers and Instructional Aides) and in the evening. The evening session supports parents who work during the day to engage with their child(ren) in the learning process. Additional online tutoring for secondary students will be provided through Paper.co enabling all students to have access to 24/7 tutoring. Paper's efficacy studies have shown to increase 30% more growth in English language development and has increased engagement of online learning levels. In addition, the District has partnered with Think Together, an afterschool program, for elementary and middle schools which provides students with a fun, safe learning environment for homework/classroom help and academic enrichment activities.

Administrators will collect data on student learning by utilizing classroom walkthroughs virtually and in-person (when safe) and by gathering synchronous classroom log-in information and logging in to virtual synchronous instruction. Data can also be collected through teacher and parent interviews. Administrators will also ensure that aides and other support staff are joining in during virtual sessions or instructional opportunities to help smaller groups of students who need additional learning support.

Low-income, Foster Youth, Foster Care, Homeless Students

- All actions and strategies are first directed at improving outcomes for Low-income, Foster Youth, Foster Care, Homeless students.
- Technology and access to extend learning beyond the school building and day are ensured by providing a device to each student and Wi-Fi access to families without connectivity to ensure more equitable access to learning, no matter the place or time of day.

English Learner Students

English Language Development (ELD) will be measured multiple times throughout the year using diagnostic assessments, benchmarks, formative assessments (IABs and FIABs) and summative assessments. Essential skill areas (for example, word recognition and decoding, reading comprehension, etc.) will be assessed for learning and English learner students will complete ongoing tasks (for example, choice boards, writing an essay, creating a project, etc.) which will enable students to self-assess and self-monitor during learning and keep engagement levels high.

- Teachers are provided with a template twice a year for measuring and monitoring English Learner progress on towards English proficiency using specific criteria needed for Reclassification.. The three measures considered are:

1) Grades - if a student's grades decline to a D/F (Elementary: Reading/ELD Gradebooks & Secondary: English/ELA/ELD Gradebooks), from one grading period to the next.

2) If an English learner's Overall ELPAC level declines from 19-20 to the 20-21 testing results.

3) If a student with an ELPAC 4 does not qualify for Reclassification due to:

- * Receiving a D/F (Elementary: Reading/ELD Gradebooks & Secondary: English / ELA / ELD Gradebooks)
- * Not passing the local Basic Skills Assessment, and/or (Nearly Met on CAASPP ELA when available)
- * Not receiving a passing score in their local writing assessment
 - Students demonstrating academic and/or language needs as per criteria listed above will be monitored via a Catch-Up Plan twice yearly; this plan will be monitored at the classroom, site and district level in order to address language acquisition needs and provide appropriate interventions for students
 - Teachers of ELs are interviewed and surveyed to determine professional development needs and required supports to best serve ELs.
 - Virtual EL Walkthroughs to ensure quality ELD is happening across the district.
 - District Common Assessments are analyzed to study EL progress and trends.

Special Education Students

- Teachers utilize provided virtual informal assessment measures to determine students' current levels and academic needs.
- Teachers are provided with templates for monitoring progress toward IEP goals for ongoing data tracking.
- Teachers will provide small group or individual intervention based on determined student need.
- Ongoing professional development to support staff working with students who are receiving Special Education services.
- Special Education Teachers and General Education Teachers provided time to collaborate on accommodations and meeting student needs based on Individualized Education Plans.
- Virtual walkthroughs to monitor and support quality instruction for students receiving Special Education services.

Effectiveness of Implemented Pupil Learning Loss Strategies

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

The effectiveness of the services provided to students will be measured through grade level assessment calendar. Screener, diagnostic assessments, common assessments, District Benchmarks and the use of state Interim Assessments (IABs, ICAs and FIABs) will be administered according to the timelines posted on assessment calendars. In addition to formative and summative assessment data, academic grades will also be reviewed against historical achievement to inform the overall picture of student progress.

Data will be analyzed using the Professional Learning Community model where teacher colleagues and leadership work in collaborative groups and reflect on the data, focus on student learning, and interactions with their colleagues on effective strategies to close the learning gaps among various students and student groups; including foster youth, ELs and low income students. By sharing student progress amongst and across grade levels, educators take ownership of every child's education and strive using appropriate strategies and interventions to close the learning loss gaps that have occurred due to COVID-19 school closures.

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

Description	Total Funds	Contributing
IO Assessment management system	\$150,000	Yes
Acadience early literacy assessment program	\$40,000	Yes
Site funding to support student achievement in the local context.	\$3,240,962	Yes
AVID program	\$446,658	Yes
Paper.co online tutoring for secondary students	\$372,000	Yes
Extra Duty for Elementary “Evening Hours” to support students and families beyond the school day.	\$3,000,000	Yes
Intervention programs like credit recovery, summer school, JumpStart, and Saturday school	\$1,963,396	Yes
Student Success Academy staff, programs, and resources	\$550,973	Yes

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.]

By the end of August 2020, the mental health team will create a series of trainings for staff in the Alludo platform in addition to ongoing participation and support in staff meetings. Topics will include, but are not limited to the following:

- How to make an initial Mental Health Referral
- Self-care and regulation
- Trauma-informed care
- Mindfulness
- Circles
- Restorative Practices
- Social Emotional Learning
- Community Resources

Val Verde USD will have a minimum of one Counseling Therapist assigned to each of the schools in the District. Counseling Therapists will conduct risk assessments and initial evaluations to determine the need for ongoing school based mental health. Therapists will provide both individual and small group mental health services. When appropriate, Counseling Therapists will link families to community resources available to support the student and families outside the school setting.

The Mental Health Team will continue to collaborate with Family Engagement to offer ongoing parent support groups and training for our students in foster care, homelessness, and community mental health support groups.

The Family Engagement Team will increase mental health, social and emotional well-being resources and offerings for our families and community to address trauma and other impacts of COVID-19 by collaborating with a minimum of 3 partner agencies to offer a minimum of 3 virtual sessions by October 30th, 2020 in order to promote mental health and well-being as measured by catalogue of course offerings.

- The Family Engagement Team will collaborate with VVUSD's Mental Health Counselors to provide weekly virtual emotional support groups for families in English and Spanish.
- The Family Engagement Team will collaborate with the National Alliance on Mental Illness (NAMI) to virtually provide the Family to Family program to families.
- The Family Engagement Team will collaborate with the MFI Recovery Center to virtually offer the Strengthening Families Program to families.
- The Family Engagement Team will collaborate with partner agencies to disseminate available resources in the community with partner agencies to disseminate available resources in the community to support families with their mental health and social emotional wellbeing.

The Benefits Department in cooperation with Human Resources and with an understanding of open communication between departments, are notified when employees express stress, secondary trauma, compassion fatigue or any related mental health issue related to COVID-19 in order to reach out and provide resources as soon as possible. Employees with medical benefits have unlimited access to mental health

through their medical plan. Employees without medical benefits have the Anthem Blue Cross Employee Assistance Program which provides five free visits per issue per year. It is communicated to staff in a multitude of ways annually. The Benefits Department also sends out information on free webinars and discussions on mental health and coping during COVID-19.

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 District has established a Student Taskforce to engage with students on a regular basis. The taskforce has developed a student-centered website to provide outreach and to continue to engage and inform students.

Student Services will collaborate and communicate with attendance personnel and school administrators to monitor student engagement and if necessary, attempt to verify contact information, and provide outreach for health/social services as necessary, and when feasible, transition the student to full-time in-person instruction.

1. Attendance techs following up with parents after 1 day of non-participation and if the issue persists for three days, notify Student Services for further support
2. Notifications can be in the form of phone calls, emails, or home visits.
3. If connectivity seems to be the distractor, IT will be notified, and action will be taken within 24 hours.
4. Attendance Specialists will engage families to assess needs to fully participate in distance learning using all permissible options.
 - Outreach from our Family Engagement Center and/or EL Teachers on special assignment for those that have identified language as a barrier.
 - School and district nurses will have detailed involvement to address medical issues preventing student engagement.
 - A referral to mental health therapists will be made if there are any suspected social-emotional issues or if parent/student has indicated mental health concerns as a barrier

Our Homeless students face greater challenges for engagement and the role of Student Services will be to monitor and follow up on concerns brought from students, families, teachers, counselors, and the administration to remove barriers.

Bilingual Facilitators, Bilingual Reclassifiers, and EL Program staff will provide specialized outreach for ELs and families of ELs on-top-of general outreach provided by the district to all students.

If face to face or a blended model learning takes place this year, typical student monitoring will be in place and regular protocols to reach out to those not attending will occur through the Student Services office after school sites have identified those students.

If attempts to remedy and connect with students and families are not successful, additional steps will be taken to get students engaged in compulsory education through our Student Attendance Review Team (SART) and our Student Attendance Review Board (SARB). All communication will be made available in English and Spanish.

The procedures for tiered reengagement strategies for pupils who are absent from distance learning

1. Communication through phone calls, emails, and home visits to determine resources that may be needed to ensure students engage in compulsory education requirements and reduce the risk of learning loss.
2. Attendance letter sent out after 5 days, requesting a conference with the parent, student, site representative, and Student Services representative. The meeting can be held in-person or via zoom.
3. If attendance continues to not improve, a second letter is sent out after 7 days of absence. Another conference is set up and parents are to sign an attendance contract.
4. Lastly, if those measures fail and student engagement has not improved, a SARB panel will convene to discuss the situation and provide resources to help the parent and student if applicable. Parents who ignore the attendance contract habitually could face monetary fines from the District Attorney's office.

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.]

The Food Service Department utilizes waivers provided by the USDA to feed students in a non-congregated setting, allowing meals to be served and brought home and consumed when students are participating in hybrid or distance learning. Grab and Go meal service locations have been set up at school sites throughout our District. During the school year, the District will be providing meals up to five days a week, breakfast, and lunch service to each student that participates in distance learning. When the district transitions to a blended model education, where students are only in school a couple of days a week, households will be able to pick up meals for that day plus the number of days that

students are distance learning. If schools return to in-person only instruction, students will receive and consume meals on campus following the appropriate hygiene and social distancing requirements in place at that time. These services are self-operated by the District's Food Service Department and funded through the USDA National School lunch program. These procedures offer essential service support and allow students and their families to maintain social distancing practices.

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

Section	Description	Total Funds	Contributing
Pupil Engagement and Outreach	Family Engagement Center staff, events, and resources	\$2,698,457	Yes
Pupil Engagement and Outreach	Bilingual clerks to support families whose primary language is not English	\$1,926,027	Yes
Mental Health and Social and Emotional Well-Being	Positive Behavior Intervention & Support (PBIS) and Social Emotional Learning (SEL) staff, programs, and resources	\$4,242,076	Yes

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
30.92%	\$51,136,766

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.]

Actions are coded by the following section abbreviations:

DLP = Distance learning Program

PLL = Pupil Learning Loss

PFEO = Pupil and Family Engagement and Outreach

MHSEWB = Mental Health and Social and Emotional Well-Being

While all students may receive some of the services, the actions and services provided are principally directed at increasing or improving services and effective in improving outcomes for unduplicated students. Based on annual reviews of programs, we believe no action provides a disproportionate increase or improvement in services for the 16.3% of students who are not foster youth, English learners, or low-income students. Leading indicators are monitored and reported internally to ensure the focus and determination of effectiveness remains centered on outcomes for foster youth, English learners, and low-income students.

DLP 1 (District-wide): Reviews of student participation during the spring school closures in which foster youth, English learners, and low-income students participated at lower rates, as well as, responses from surveys indicating a higher need for technology access and support for these students demonstrates the need to continue to maintain, modernize, and increase Information Technology staff, programs, and resources including student and staff computing devices and supporting resources like Gizmos, Screencastify, Nearpod, Math Navigator, Zoom, and WebEx to improve teachers' effectiveness in all models of instructional delivery, ensure access to materials, and increase the educational time outside of school to meet the needs of foster youth, English learners, and low-income students.

DLP 2, 3, & 4 (District-wide): Reviews of student performance during the spring school closures in which foster youth, English learners, and low-income students performed at lower levels, as well as, responses from surveys in which teachers indicated they lacked confidence to support the neediest students demonstrates the need to research, define, develop, train, coach, monitor and support appropriate professional learning opportunities in order to fully implement, with continuity between delivery methods, the adopted curriculum using culturally responsible strategies primarily directed at improving outcomes for these groups of students to improve teachers' effectiveness in the classroom to meet their needs.

DLP 5 & PLL 8 (School-wide): Interviews with families indicate that the Val Verde Academy and the Val Verde Student Success Academy provide non-traditional educational options that allow low-income students to more regularly participate and there improve outcomes for the students.

DLP 6 (District-wide): The need to continue to support all levels of English Learner students in attaining proficiency in English by maintaining English Learner support services staff, programs, and resources is demonstrated by the continued success of reclassifying English Learner students at a rate (18.6%) exceeding the State (13.8%) and County (15.0%).

DLP 7 (District-wide): Reviews of student participation and performance during the spring school closures in which foster youth students participated and performed at lower levels, as well as, responses from surveys in which families indicated the need for additional support demonstrates the need to continue to develop and refine monitoring and supports for foster youth.

DLP 8 (District-wide): Reviews of student participation and performance during the spring school closures in which foster youth, English learners, and low-income students participated and performed at lower levels, as well as, responses from surveys in which teachers indicated they lacked confidence to support the neediest students demonstrates the need to maintain class size reduction and the lowest number of combination classes to maximize teachers' effectiveness in meeting the needs of these groups of students.

PLL 1 & 2 (District-wide): Reviews of student performance during the spring school closures in which foster youth, English learners, and low-income students performed at lower levels indicates the need to maintain systems to progress monitor students to provide actionable data for teachers to maximize achievement and the mitigate learning loss of these groups of students.

PLL 3 (District-wide): Reviews of student performance during the past five years in which foster youth, English learners, and low-income students performance increased, as well as, responses from surveys and other feedback collections in which families, staff, and students indicate the need to continue to provide site funding to support student achievement in the local context. All funding to sites is on an unduplicated per pupil basis of foster youth, English learners, and low-income students to ensure that funds are targeted to those students. The use of the monies is determined by the School Site Councils based on student achievement data and survey results and are accounted for in the site's Single Plan for Student Achievement (SPSA).

PLL 4 (District-wide): Reviews of student performance and college going rates during the past five years in which foster youth, English learners, and low-income students who participate in the AVID program outperform their peers indicates the need to maintain the AVID program with evidence-based strategies to support the needs of these groups of students.

PLL 5 & 6 (District-wide): Reviews of student participation and performance during the spring school closures in which foster youth, English learners, and low-income students participated and performed at lower levels, as well as, responses from surveys in which teachers indicated they lacked confidence to support the neediest students and parents indicated a need for additional support demonstrates the need to provide after school tutoring using the Paper.co application and extra-duty pay for teachers to support students and families.

PLL 7 (District-wide): Reviews of student performance during the past five years in which foster youth, English learners, and low-income students who participate in these programs stay on track or get back on track indicates the need maintain access to intervention, prevention, and credit recovery opportunities to improve outcomes for these groups of students.

PFE0 1 (District-wide): Reviews of participation data and responses from surveys demonstrate the need to maintain Family Engagement Center staff, events, and resources to actively engage all families, especially those of English Learner, Low-Income, and Foster Youth students to ensure access to community resources and active participation in improving outcomes for students.

PFE0 2 (District-wide): Approximately 40% of families having a primary language other than English indicates the need to maintain Bilingual clerks to engage with all families, especially those of English Learner students.

MHSEWB 1 (District-wide): Reviews of discipline data and participation in mental health services indicate the need to maintain or increase Positive Behavior Intervention & Support (PBIS) and Social Emotional Learning (SEL) staff, programs, and resources to improve the climate and culture of schools and ensure students mental health is tended to in addition to academic progress.

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

83.9% of students in the district are low income, foster youth, or English Learner pupils. There are no areas of the District not impacted by poverty, in addition, English Learner students, and foster youth are at every school site. The district subscribes to the US Department of Education's guidance around utilizing funds in a School Wide Program in order to improve the entire program with the most impact for students with the most need. The majority of actions do not target specific school sites but are instead LEA-Wide or grade level initiatives aimed at improving the entire educational program in all cases using strategies principally directed to improve the educational outcomes of unduplicated students. In order to ensure the monies are targeted with those groups in mind and in order that they receive the most benefit from, monies given to the sites for their determined needs will be allocated on an unduplicated per pupil count of low income, foster youth, and English learner students. The use of the monies is determined by the School Site Councils based on student achievement data and survey results and are accounted for in the site's Single Plan for Student Achievement (SPSA).

The expenditures are focused on:

1. Increasing the variety and ensuring the quality of educational experiences at all grade levels in order to maximize the number of graduates with options for opportunities in the College and/or Career of their choosing
2. Welcoming and educating the community and district staff how they can utilize their abilities to become active partners in the education of students
3. Maintaining school atmospheres that are free from bullying and encourage students to attend and achieve

4. Maintaining and modernizing facilities and technology resources to ensure students can connect with the curriculum and provide continuity of learning between models of instructional delivery.

5. Empowering sites to determine, with the community, the supports and services that best meet the needs of their students

The 30.92% to increase or improve services is reflected in providing additional monitoring, supports, enrichment opportunities and interventions for low income, foster youth, and English learner (EL) students as well as continuing to focus professional development on evidence-based approaches to best support students with the most need.

Aside from the actions needed to allow for in-person instruction, all actions are principally directed and required in order to serve our students in most need as determined by our comprehensive needs analysis and input from stakeholders.

While all students may receive some of the services, the actions and services provided are principally directed at increasing or improving services and outcomes for the neediest students. Based on annual reviews of programs, we believe no action provides a disproportionate increase or improvement in services for the 16.1% of students not included in foster youth, English learner, or low-income student groups. Leading indicators are monitored and reported internally with unduplicated student groups to ensure the focus and determination of effectiveness remains centered on outcomes for these students.

Some specific examples include:

Professional Development to support English Learners and low-income students is being increased for all staff and families of ELs

- The District will increase English learner Professional Development for teachers, staff and families by a minimum of three specialized sessions to support distance learning by October 30th, 2020.
- The District will improve the quality of English Learner and low-income Professional Development related to distance learning by surveying and interviewing teachers by September 4th, 2020.
- The District English learner Department and Site Administrators will complete a minimum of one cycle of ELD virtual walkthrough observations by October 30th, 2020 to measure professional development implementation and ensure ELD is taking place.

Chromebooks/Devices/Connectivity Increased for ELs and staff serving ELs

- The District will increase English learner online supports needed for distance learning by providing 100% of our bilingual paraprofessionals across the District with a Chromebook in order for them to connect to virtual classes and support distance learning instruction/intervention in collaboration with the teacher of record.

Increased monitoring of EL academic and linguistic progress

- The District will increase the monitoring of EL academic and/or linguistic progress via distance learning by providing teachers with criteria for measuring English learner progress towards English language proficiency, any students demonstrating academic and/or

language needs will be monitored via a Catch-Up Plan (CUP) and interventions will be documented and monitored by the classroom teacher, the Site Bilingual Facilitator and the District EL Program twice yearly for the duration of distance learning.

- The District English Learner Program will monitor District Common Assessments and study EL progress and trends after every grading period for the duration of distance learning in order to inform future professional development and alignment of resources.

Increased interventions for ELs, foster youth, and low-income students

- The District will increase distance learning intervention supports for these students by providing support for students to fully engage in distance learning by August 12, 2020:
- Paper Co. online tutoring for grades 6 through 12, principally directed at increasing or improving services and outcomes for ELs, low-income, and foster youth
- Teachers will provide extended learning and support from preschool through 5th grade principally directed at increasing or improving services and outcomes for ELs, low-income, and foster youth
- Students will receive a Chromebook and if needed be supplied with a wireless hotspot to ensure connectivity.

Increased outreach for ELs and families of ELs

- The District will increase specific outreach to English learners and their families (in addition to general outreach for all students) by providing attendance/participation reports to all site Bilingual Facilitators and Reclassifiers who will offer ongoing wellness-checks and attendance-coaching for students missing 2 or more days in a week, as measured by their weekly call logs, for the duration of distance learning.

Appendix A (Metrics)

Elementary Students Achieving C or Better <u>Reading</u>						
Student Group	2019-20 Trimester 1	2020-21 Tri1 Goal	2019-20 Trimester 2	2020-21 Tri2 Goal	2019-20 Trimester 3	2020-21 Tri3 Goal
All	83%	≥83%	85%	≥85%	89%	≥89%
African American	83%	≥83%	85%	≥85%	88%	≥88%
Hispanic	82%	≥82%	85%	≥85%	88%	≥88%
White	87%	≥87%	89%	≥89%	92%	≥92%
Low income	81%	≥81%	84%	≥84%	88%	≥88%
Foster	82%	≥82%	79%	≥79%	80%	≥80%
EL	74%	≥74%	77%	≥77%	82%	≥82%
SpEd	82%	≥82%	87%	≥87%	91%	≥91%

1. The District's goal is to maintain or increase students' achieving grades of C or better in all core subject areas K-12.

Elementary Students Achieving C or Better <u>Writing</u>						
Student Group	2019-20 Trimester 1	2020-21 Tri1 Goal	2019-20 Trimester 2	2020-21 Tri2 Goal	2019-20 Trimester 3	2020-21 Tri3 Goal
All	84%	≥84%	86%	≥86%	89%	≥89%
African American	86%	≥86%	87%	≥87%	90%	≥90%
Hispanic	83%	≥83%	86%	≥86%	88%	≥88%
White	82%	≥82%	88%	≥88%	90%	≥90%
Low income	86%	≥86%	85%	≥85%	88%	≥88%
Foster	81%	≥81%	85%	≥85%	91%	≥91%
EL	75%	≥75%	79%	≥79%	82%	≥82%
SpEd	79%	≥79%	86%	≥86%	91%	≥91%

Elementary Students Achieving C or Better <u>Math</u>						
Student Group	2019-20 Trimester 1	2020-21 Tri1 Goal	2019-20 Trimester 2	2020-21 Tri2 Goal	2019-20 Trimester 3	2020-21 Tri3 Goal
All	86%	≥86%	87%	≥87%	90%	≥90%
African American	84%	≥84%	86%	≥86%	90%	≥90%
Hispanic	86%	≥86%	87%	≥87%	90%	≥90%
White	88%	≥88%	89%	≥89%	92%	≥92%

Low income	86%	≥86%	86%	≥86%	89%	≥89%
Foster	86%	≥86%	79%	≥79%	84%	≥84%
EL	80%	≥80%	81%	≥81%	85%	≥85%
SpEd	82%	≥82%	87%	≥87%	91%	≥91%

Elementary Students Achieving C or Better <u>Science</u>						
Student Group	2019-20 Trimester 1	2020-21 Tri1 <u>Goal</u>	2019-20 Trimester 2	2020-21 Tri2 <u>Goal</u>	2019-20 Trimester 3	2020-21 Tri3 <u>Goal</u>
All	85%	≥85%	93%	≥93%	94%	≥94%
African American	84%	≥84%	89%	≥89%	91%	≥91%
Hispanic	85%	≥85%	93%	≥93%	94%	≥94%
White	86%	≥86%	93%	≥93%	94%	≥94%
Low income	93%	≥93%	94%	≥94%	95%	≥95%
Foster	89%	≥89%	89%	≥89%	89%	≥89%
EL	90%	≥90%	92%	≥92%	93%	≥93%
SpEd	89%	≥89%	89%	≥89%	92%	≥92%

Elementary Students Achieving C or Better <u>Social Studies</u>						
Student Group	2019-20 Trimester 1	2020-21 Tri1 <u>Goal</u>	2019-20 Trimester 2	2020-21 Tri2 <u>Goal</u>	2019-20 Trimester 3	2020-21 Tri3 <u>Goal</u>
All	94%	≥94%	95%	≥95%	96%	≥96%
African American	92%	≥92%	94%	≥94%	94%	≥94%
Hispanic	94%	≥94%	95%	≥95%	96%	≥96%
White	93%	≥93%	94%	≥94%	96%	≥96%
Low income	93%	≥93%	94%	≥94%	95%	≥95%
Foster	88%	≥88%	89%	≥89%	91%	≥91%
EL	91%	≥91%	92%	≥92%	94%	≥94%
SpEd	87%	≥87%	91%	≥91%	93%	≥93%

Secondary Students Achieving C or Better <u>ELA</u>				
Student Group	2019-20 Semester 1	2020-21 Sem1 <u>Goal</u>	2019-20 Semester 2	2020-21 Sem2 <u>Goal</u>
All	86%	≥86%	86%	≥86%
African American	86%	≥%	87%	≥%
Hispanic	86%	≥%	86%	≥%

White	87%	≥%	90%	≥%
Foster				
EL				
SpEd				

Secondary Students Achieving C or Better Math				
Student Group	2019-20 Semester 1	2020-21 Sem1 Goal	2019-20 Semester 2	2020-21 Sem2 Goal
All	81%	≥81%	84%	≥83%
African American	78%	≥%	80%	≥%
Hispanic	82%	≥%	84%	≥%
White	86%	≥%	86%	≥%
Foster				
EL				
SpEd				

Secondary Students Achieving C or Better Science				
Student Group	2019-20 Semester 1	2020-21 Sem1 Goal	2019-20 Semester 2	2020-21 Sem2 Goal
All	85%	≥85%	87%	≥87%
African American	82%	≥%	86%	≥%
Hispanic	86%	≥%	86%	≥%
White	88%	≥%	89%	≥%
Foster				
EL				
SpEd				

Secondary Students Achieving C or Better Social Studies				
Student Group	2019-20 Semester 1	2020-21 Sem1 Goal	2019-20 Semester 2	2020-21 Sem2 Goal
All	89%	≥89%	91%	≥91%
African American	88%	≥%	89%	≥%
Hispanic	90%	≥%	91%	≥%
White	88%	≥%	91%	≥%
Foster				
EL				
SpEd				

- In support of our “Reading by Third Grade” board goal, the district’s goal is to maintain or decrease the percentage of students in K-5 performing "well below benchmark” in

Literacy Indicators as measured by the Acadience Reading Screener at the beginning, and middle of year. End of year data for 2019 is not available due to school closures.

Grade Level & Group	2019-20 Beginning	2020-21 Beginning Goal	2019-20 Middle	2020-21 Middle Goal
Kinder Composite	40%	≤40%	20%	≤20%
African American	33%	≤33%	16%	≤16%
Hispanic	42%	≤42%	20%	≤20%
White	32%	≤32%	26%	≤26%
SpEd	46%	≤46%	51%	≤51%
1st Composite	44%	≤44%	36%	≤36%
African American	41%	≤41%	34%	≤34%
Hispanic	45%	≤45%	37%	≤37%
White	38%	≤38%	25%	≤25%
SpEd	70%	≤70%	63%	≤63%
2nd Composite	33%	≤33%	33%	≤33%
African American	24%	≤24%	23%	≤23%
Hispanic	35%	≤35%	35%	≤35%
White	32%	≤32%	31%	≤31%
SpEd	57%	≤57%	58%	≤58%
3rd Composite	28%	≤28%	29%	≤29%
African American	28%	≤28%	28%	≤28%
Hispanic	30%	≤30%	31%	≤31%
White	44%	≤44%	35%	≤35%
SpEd	63%	≤63%	65%	≤65%
4th Composite	34%	≤34%	27%	≤27%
African American	40%	≤40%	42%	≤42%
Hispanic	39%	≤39%	39%	≤39%
White	32%	≤32%	29%	≤29%
SpEd	74%	≤74%	73%	≤73%
5th Fluency	35%	≤35%	23%	≤23%
African American	29%	≤29%	30%	≤30%
Hispanic	23%	≤23%	25%	≤25%
White	14%	≤14%	17%	≤17%
SpEd	60%	≤60%	62%	≤62%

- The District’s goal is to maintain students Social-Emotional Mindsets within 5 percentage points as measured by our Panorama SEL Student Survey in the areas of Growth Mindset, Self-Efficacy, Self-Management, and Social Awareness over the past two years.

Elementary Social-Emotional Learning Survey				
Topic	2019 Fall	2020 Fall Goal	2020 Winter	2021 Winter Goal
Growth Mindset	77%	≥72%	75%	≥70%
Social Awareness	74%	≥69%	73%	≥68%
Self-Management	72%	≥68%	69%	≥64%
Self-Efficacy	68%	≥63%	64%	≥59%

Secondary Social-Emotional Learning Survey				
Topic	2019 Fall	2020 Fall Goal	2020 Winter	2021 Winter Goal
Growth Mindset	73%	≥68%	68%	≥63%
Social Awareness	70%	≥65%	67%	≥62%
Self-Management	66%	≥61%	62%	≥57%
Self-Efficacy	56%	≥51%	54%	≥49%

- The District’s **goal** is to have 100% of students participate daily. Participation will be determined based on evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts with students or families.
- All students will be provided opportunities for live daily interaction. The District’s **goal** is that 90% of students will participate in daily live interactions.
- 100% of teachers will have completed their personalized professional development lessons by October 1, 2020.
- 85% of teachers will have participated in District Provided Professional Learning through our “Earn, Learn, Create & Share” initiative. This extra duty pay opportunity is available to all teachers and is providing Professional Development by district teacher leaders in collaboration with Education Services. It includes one hour of initial Zoom PD, two additional one-hour Zoom check-ins to share development and receive feedback and up to 64 hours of extra duty pay to collaborate with their PLC teams and create distance learning plans based on evidence-based practices for building learning communities, content instruction and SEL support.

8. 100% of teachers will participate in District Wide PD on August 7th focused on instructional technology as a tool for implementing evidence-based instructional practices in a distance learning format.
9. Education Services will provide teachers monthly opportunities for live digital workshops to collaborate across the district, dive deeper into instructional technology and pedagogy, and receive PD around SEL, trauma informed practices, unconscious bias, and ELD strategies.
10. The District will increase English learner Professional Development for teachers, staff and families by a minimum of three specialized sessions to support distance learning by October 30th, 2020.
11. The District will improve the quality of English Learner Professional Development related to distance learning by surveying and interviewing teachers of English Learners by September 4th, 2020.
12. The District English learner Department and Site Administrators will complete a minimum of one cycle of ELD virtual walkthrough observations by October 30th, 2020 to measure professional development implementation and ensure ELD is taking place.
13. The Family Engagement Team will increase mental health, social and emotional well-being resources and offerings for our families and community by collaborating with a minimum of 3 partner agencies to offer a minimum of 3 virtual sessions to promote mental health and well-being as measured by the Family Engagement catalogue of course offerings by October 30th, 2020.
14. Counseling Therapist will contact all student clients with ongoing mental health services by August 14, 2020. **MET**
15. VVUSD Mental Health team will create 10 trainings for staff in the Alludo staff development platform.
16. VVUSD Mental Health team will weekly provide one Spanish and one English family support group in collaboration with Family Engagement Center. Parent participation will be tracked by school site and data reviewed monthly for trends.
17. VVUSD Mental Health team will track and respond to all initial referrals for Mental Health Services within 24 hours of the referral.
18. VVUSD will provide staff development and community outreach for Suicide awareness and Mental Health.
19. VVUSD Mental Health team will work with assigned school sites to provide classroom push-ins based on relevant SEL topics.