



Learning Continuity and Attendance Plan Template (2020–21)

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

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

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

The Vineland School District encompasses 33 square miles in rural/agricultural southeast Kern County and is composed of two schools – Vineland School, which serves students in grades TK through fourth grade and Sunset School, which serves students in grades five through eight. The Vineland School District has significant historical value to Kern County and also the state of California due to fact the we served the students of the Dust Bowl who were housed in the Sunset Labor Camp, also known as the Weedpatch Camp, which was established during the Great Depression.

As of August 2020, the VSD enrollment for students in TK-8 was 661, of which 99% are of Hispanic descent. Spanish is the home language of 99% of the district's nearly 402 English learners. The district has an 100 % unduplicated pupil percentage of which 60% are English

Language Learners, 99% are from low-income families eligible for free or reduced-priced meals and 13% are students with Individual Education Plans (IEPs).

The Vineland School District closed all school sites on March 18, 2020, in response to Governor Gavin Newsom issued Executive order N-26-20 regarding the physical closure of Schools by Local Educational Agencies (LEAs) in response to the COVID-19 Pandemic, and recommendation by the Kern County Director of Public Health Services and the Kern County Superintendent of Schools. The last day of student attendance was Tuesday, March 17, 2020, and all students received a 10 day, grade- level, standard based, Learning Packet. Special Education students also received appropriate work packets based on their ability levels and IEP. Letters of communication from the district and school sites, teacher phone calls, and Connect Ed (robo-calls), were also delivered in a timely manner.

The Pandemic had a major impact on our LEA. Technology was old and outdated and only provided for grades 3-8. There was no Technology Plan or personnel employed to repair, update, or provide professional development for the district. The decision was made to go 1:1 in regards to student technology ratio so that all students received a Distance Learning Platform in grades TK-8. Equity was the focus and the district was committed to providing our students with the same educational tools as our neighboring districts.

The VSD continued to face other challenges in regards to connectivity. The district is located in a very rural community, surrounded by fields of agriculture. Due to this isolation, our families face an additional obstacle of lack of connectivity. Even if families could afford internet services it was not available in this rural community. If internet was available in a certain area, financial constraints due to low socio-economics, made it impossible for our families to afford the extra expense of an internet service fee.

The VSD provided free hot spots to our families, but due to technological obstacles, we had to change carriers three times because of lack of connectivity and bandwidth strength in this rural community.

The closure of schools have dramatically impacted the students, families, and community. The Vineland School District and schools are the center of this community because we provided all activities, resources, and outreach programs. Our students come from a nearby low-income housing unit, Raymond J. Blunt Village, and the Sunset Labor Camp , which is a camp that provides temporary housing to migrant workers and therefore have limited financial resources. Other obstacles our students and their families encounter is proximity and isolation from free public libraries, parks, and recreation facilities due to distance and economic circumstances.

The COVID-19 Pandemic has had a major impact on our students, families, and community. This part of Kern County has had the highest rates of infection in the County and also the state of California. The rates are so extremely high because our community is 99.9% Latino, and this demographics is being infected at a higher rate than other groups. Another contributing factor is that our families are employed in agriculture, the majority working as field laborers, and also living in multigenerational households, or multi family households. Due to these high rates, our area, community, was featured on MSNBC News on August 13, 2020. The news feature covered why Kern County had the highest rate of COVID among the Latino community.

The VSD was able to provide meals to all students immediately after the closure of the schools on March 18, 2020. Due to food insecurities with our families, nutrition is crucial to our students and community. The VSD took many factors into account when the decision was made to do what's in the best interest of our students and families. The majority of our families are employed in agriculture, and would be unable to

"pick up" food for their children from our school sites, so the decision was made to deliver the meals, breakfast and lunch, to the bus sites for distribution. The Cafeteria and MOT staff worked collaboratively on a schedule of delivery and mode of transportation, using our district vehicles that accommodate the delivery of the meals. The families responded positively, and our "Grab and Go" meals participation percentage rates were the BEST in Kern County. There were many days/weeks where over 100% of our student population was participated due to the Summer Seamless Option Program. There are many high school students who are unable to go to their school site to retrieve meals because of the distance and location, but because of convenience they were able to participate. Also, small children were able to participate in our Nutritional Program, all kids ages 2-18 , had access to nutritional meals provided by our Vineland School District.

The school closure was very difficult for students and their families. The district and school sites made a concerted effort to maintain school connectedness and sent out numerous updates via mail correspondence, social media and through an automated parent notification system. The school sites continued to provide our students with opportunities for school connectedness : ASB Quarantine Spirit Week, Staff Parades throughout the community, Virtual 8th grade Graduation, Yard signs of our 8th grade graduation, 8th grade Student Store purchases, and Kindergarten Drive through Graduation.

The VSD continued to provide the staff with Professional Development, through Kern County Superintendent of School, to help with the transition to Distance Learning, with the digital platform, Canvas. Additional professional development was provided utilizing the digital supplemental programs already implemented throughout the district, and also new programs like EPIC, a digital library. The goal is to make the staff proficient in their mode of delivery in regards to Distance Learning.

Despite the district's best efforts in the spring, the impact of the COVID-19 pandemic has been significant. School closures and social isolation have affected students, but particularly for low income, foster youth, English learners, homeless students and students with disabilities.

In an effort to mitigate these impacts VSD worked through the summer to:

- * Special Education Moving Forward with Student Support Services for our special education families.
- * Continue to provide Grab-n-Go meals for families
- * Create safe work-spaces for school employees returning to all district buildings
- * Provide teacher Training through Bakersfield College
- * Delivered technology / hot spots for all students.
- * Distance Learning Summer School
- * Migrant Summer School

* Extended School Year, ESY, for students with disabilities

Student Support Services set up a VSD Counseling Department Webpage/Social Emotional Wellness page with many resources supporting families and students. Resources include (in English and Spanish):

- Behavioral Supports
- Referrals for individual therapy for counseling and mental health services
- Social Emotional Wellness strategies
- Community Resources & Counseling Agencies
- SEL Story Time
- PBIS
- Health; Coping Strategies; Self Qualities:
- COVID -19 Information for Students: How to make a mask; Managing CoronaVirus Anxiety; Testing information.
- Resources: School Contacts; Local Resources; Bakersfield Resources, Hot-lines; MCKinney-Vento.

In addition, California's Governor Newsom issued an executive order on July 17, 2020 mandating that, in order for schools to open for in person instruction, they must be in a County that has not been on the Monitoring List for at least 14 consecutive days. Kern County is on the watchlist and therefore schools cannot open with students and must open with Distance Learning. The Vineland Board of Trustees priority is to ensure that staff and students are as safe as possible. Consequently, the Vineland School District Reopening Schools Plan and a Distance Learning Plan has been developed with a focus on the following objectives:

* Ensure equity and access for all students

* Maintain high expectations and high student achievement for all

* Provide students, family and staff support by providing ongoing learning opportunities targeted towards Distance Learning

* Support student learning engagement and social well-being

Vineland School District began the 2020-2021 school year on Thursday, August 6, 2020, in a 100% Full Distance Learning Mode with daily live interaction with certificated employees.

The unprecedented COVID-19 pandemic has affected the entire Vineland School District community and drastically altered the lives of our students, families, and staff. The unexpected closure of schools in March 2020 has impacted the physical, emotional, social, and educational needs of our students and caused high levels of stress to them and their families. The added burden of an epidemic to a community who is already labeled "at-risk" and have experienced and suffered illness and death among their family members, is an understatement. The closure of schools has impacted many students and families by challenging their ability to access basic services. The broader economic impacts of the pandemic have increased existing challenges such as food insecurity, housing insecurity, health and mental services, and access to technology/connectivity. Families and students have also been impacted by the physical separation from targeted supports and

services that are typically provided in-person, including many services for English Learners, Foster Youth, Homeless Youth, and Students with Disabilities.

Stakeholder Engagement

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

Although traditional community events have ceased amid restrictive county public orders, the VSD is committed to collaborating with all stakeholders in order to support student learning and wellbeing. Since school closures in March 2020, Vineland has continued to actively engage stakeholders at all levels: parents, community members, educators, site administrators, and Board Members. Through numerous surveys and meetings available in English and Spanish to stakeholder groups which include ; Parent, Staff, Administrators, Board Members, and Program Directors/Supervisors. These interactions provided feedback for the Vineland School District Developed a Reopening of Schools Plan and Distance Learning Plan.

Multiple Parent Surveys :Return to School Options: #1 Parent Survey= 49 parent responses ; #2 Parent Survey= 117 parent responses

Staff Survey: 47 responses

The data received was incorporated to develop the Learning Continuity Attendance Plan (LCAP).

The LCAP was presented to DELAC, SSC, VTA, and CSEA, and Open Session of the Vineland Board on September 24, 2020. The LCAP draft was posted to the districts website for the Parents and Community input.

The next step will be to revise and update the LCAP so that a final document can be recommended for adoption to the Vineland Board of Trustees on Monday, September 29, 2020.

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

Due to the Governor's Executive Order N-33-20 for COVID-19, meetings of the Vineland Board of Trustees were held via Zoom. To comply with Executive Order N-29-20, public meetings are made accessible telephonically or otherwise electronically to all members of the public seeking to observe the meeting and/or address the Board of Trustees. All of the aforementioned engagement was held virtually via Zoom in English and Spanish . The Board continues to value and encourage members of the public to make public comments during its meetings. Members of the public who wish to comment during the Board meeting on agenda, non-agenda or closed session items will find complete directions on ways to address the board via links on the VSD website. If an individual has a condition which prevents them from accessing

any of these mechanisms, they are provided with the appropriate contact information to make comments and still engage in the process. The information was shared through the district mailing list, on the district website and phone calls directly to families of Vineland students. Electronic surveys were also used to solicit feedback. Parent meetings were via Zoom which allowed for participant questions, which were answered in real-time by district administrative staff.

Alternative options were arranged for stakeholders to contribute to the public hearing for the Learning Continuity and Attendance Plan. A draft of the VSD Learning Continuity and Attendance Plan was placed on our VSD webpage to provide opportunities and solicit feedback. Also, a draft, hard copy of LCAP was made available at the Vineland District Office for viewing purposes.

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

Direct feedback from stakeholders:

- * Many parents and staff members would like to have students back on campus when it is safe to do so
- * The need to address the social and emotional needs of students and staff
- * Lack of internet connectivity and devices
- * Students struggle with distance learning
- * Students falling behind due to school closure and distance learning
- * Families need instructional support in the evening
- * Professional Development for staff focused on distance learning and new programs
- * Loss of learning, students following behind
- * Students throughout the district need to be on similar learning schedules
- * Staff and parents are concerned about student safety once back on campus
- * Parents and families want a choice of instructional models once students can return to in-person

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

Stakeholder input influenced every phase of the Learning Continuity and Attendance Plan document. The health and safety of our students and staff were a priority for all groups, including the Board of Trustees. Another concern for all stakeholders was mitigation of the learning loss for a student population that is one of the most at risk in the county and the state of California. The district followed strict guidelines and recommendation from several Public Health entities including: Kern County Public Health Department; California Department of Public Health, Center for Disease Control, and Stronger Together: A guidebook for the Safe Reopening of California Public Schools. The VSD district directly aligns with the recommendations from all stakeholder groups and input shared at public meetings,

Aspects/Concerns of the LCP influenced by specific stakeholder Input:

- * In-Person Instructional Offerings
- * Parent Program Choice
- * Safety protocols and procedures for in-person instruction
- * Distance Learning

- * Internet Connectivity
- * Access to Student Devices
- * Pupil Learning Loss
- * Increased intervention programs and resources
- * Mental Health and Social and Emotional Well – Being
- * Increased staff professional development and instructional resources
- * Pupil and Family Engagement and Outreach
- * Parent support for technology and the use of the digital platform

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.]

Vineland School District is located in rural Kern County. Under the new California Blueprint for A Safer Economy, Kern County is in Tier I, Purple. Schools are eligible for reopening fully for in-person instruction following California School Sector Specific Guidelines 1) once the county is off Purple Tier I for 14 days, or 2 weeks and 2) Schools must wait an additional 14 days in a colored Tier 2 (Red). Therefore, the district will be poised to pivot to an In-Person Instruction which is either Traditional or Hybrid Mode of classroom-based instruction. The District plan provides for all TK-8 students, which can be found in Vineland School District ; 2020-2021 School Opening and Safety Plan Under COVID-19 Conditions, located on our website.

Recently, the state allowed for waivers for K-6 and the on August 25, 2020, California Department of Public Health Guidance on Cohorting, which allows in-person instruction for sub groups of students, most vulnerable populations, as determined by the Local Education Agency, LEA. The district is currently working with stakeholder groups to determine next steps under these allowances.

With a goal of transitioning to in-person instruction in a Hybrid model as soon it is safe for staff and students to return and in order to maximize the in-person instructional program for all students but in particular, the students who have experienced significant learning loss during the school closures, and still adhere to all of the many safe requirements such as social distancing, mask wearing, and disinfecting protocols. The VSD created the 2020-2021 School Opening and Safety Plan Under COVID-19 Conditions, with the input from all stakeholders, and also developed a Hybrid instructional model which includes the following aspects:

- * Securing additional safety equipment including, but not limited to, hand sanitation stations, touchless thermometers , improved efficiency air filtration, sanitizing equipment, and front office safety barriers.
- * Classes will be split into two cohorts: Cohort A physically attends two days a week, and Cohort B attends on opposite days of the week. The fifth day is used for Distance Learning for all students, while the school site is being cleaned and disinfected.
- * Within the weekly schedules, all content areas, including designated and integrated ELD are addressed.
- * Because our initial online implementation will utilize the district adopted curriculum, remediation supplemental digital resources, students will transition easily from online learning to in-person learning.
- * Students with underlying health concerns and/or students who may not be ready to return to in-person learning will be provided with an option to continue to participate with Distance Learning, which will be delivered by a classroom teacher. Distance Learning will utilize the same curriculum, pacing, assessments and intervention platforms as the Hybrid model.
- * VSD will continue with professional development on developing a Multi-tiered system of support and professional development on Universal Design for Learning, which will provide additional strategies to support students who have experienced significant learning loss due to school closures and for at-risk students, English learners, foster youth, low income and students with disabilities.
- * To provide additional support to staff and students, VSD has purchased the Lexia/Core 5 and Power-up platform to serve not only as a comprehensive system of screeners, diagnostics and progress monitoring tools, but also as an individualized online intervention platform for both reading and in grades K-8.
- * Professional development will continue to be provided to all teachers and administrators on how to effectively utilize the all digital platforms, analyze data collected, and plan for small group instruction intended to close learning gaps.
- * Counselor will provide services and In-person learning will continue with the implementation of Social-Emotional Learning (SEL) Curriculum, Multi Tiered Systems of Support(MTSS), and ongoing case management services.
- * Our School ReOpening Committee recommendations, in conjunction with the guidelines from county and state health authorities, have been synthesized to develop comprehensive COVID-19 protocols that include: daily staff and visitor COVID-19 health screening temperature check, social distancing markers, student desks 6 feet apart, signage, personal protective equipment including face masks, shields, and other equipment (as appropriate for staff and students), hand washing stations in all classrooms and buildings, hand-sanitizer stations upon entry, protocols for possible COVID-19 exposure and confirmed cases for students, staff and visitors, safe and secure quarantine areas for students and staff at all sites, procedures for staff with underlying health conditions and other factors, plexiglass dividers in areas where public interaction may take place, sanitizing classrooms nightly with high touch areas attended to throughout the day, no gathering permitted where social distancing cannot be maintained, and ongoing revision to health protocols as directed by county and state health authorities.

The health and safety of our students, staff, and families is of the utmost importance. When permitted to return to in-person learning, on-campus school will look much different than previous years due to new health and safety measures. Our plan to reopen schools is based on current guidance from public health officials and state agencies and will be continually updated as the situation evolves. It is important to note that our District plans will focus sharply on academic instruction to enhance student performance and address learning loss.

As with our distance learning model, all students are required to have a minimum amount of instructional minutes per day. For hybrid learning, this can take the form of in-person instruction, synchronous instruction, asynchronous instruction or work assignments. Students with unique needs, including low socioeconomic students, English learners, students with exceptional needs, students in foster care, and homeless students, will be offered extra support as needed based on the need of the individual student.

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

Description	Total Funds	Contributing
Hire Technology Director and support to improve service to to all students including English Learners, Low income, Homeless, and Migrant students.	210,00	Yes
Increase learning opportunities beyond the traditional day to mitigate learning loss, Principally directed towards low income, ELL, and Homeless students. Supplemental pay for teachers, custodians and bus drivers.	500,00	Yes
Supplemental digital programs to assist in mitigating the learning loss for low income, ELL, Homeless, and Migrant Students.	175,000	Yes
Purchase of Personal Protective Equipment (PPE) to enhance and increase health and safety measures for student and staff. Cleaning supplies to provide and allow for the proper sanitation of classrooms, offices and school campuses. COVID-19 related signage.	75,000	Yes
Reconfiguration of classrooms, offices and school grounds to allow for safe distancing and improved health measures, Including plexiglass barriers.	150,00	No
Custodial duties to include regular and increased cleaning of common and high touch-point areas within the district and school site	50,00	No
Targeted professional development provided to staff to support in-person and distance learning for ELL, low income, homeless, and Foster students	50,00	No
		Yes

Description	Total Funds	Contributing

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.]

With input from all stakeholder groups, the Vineland School District has developed a plan which details a roadmap for moving from a full distance learning phase to on-site instruction when possible as determined in the District Reopen Plan, and finally to a full return to school when deemed safe for staff and students. The District Re-opening Plan is based on local health and safety guidelines and metrics. Knowing there is a possibility of the need to transition back and forth between these phases, the district has prioritized resources which will support standards-based instruction regardless of the instructional model. All instructional materials are aligned with the Common Core State Standards and the digital and physical materials mirror the content in each resource. Staff has been provided with professional development in the digital components of the core curriculum, engagement strategies for online learning, electronic communication and the district learning platform, Google classroom. Teachers and support staff have been provided collaboration time to plan lessons which are consistent and rigorous across the district. A District Grade Level Lead Team was established in August 2020, to assist the teaching staff in creating and design a rigorous distance learning program that mirrors in-person instruction. All students and staff have been provided with digital devices and all resources can be accessed through a single sign-on application (Clever). In addition, all teachers have been provided a device to improve synchronous and asynchronous instruction.

The District has endorsed standardized learning platforms such as Zoom, Canvas, and Google Classroom, to ensure equitable access to curriculum and adopted materials.

Distance Learning Expectations for Schools

- Daily live interaction is required: Teachers will have to connect with their students each day through on-line instruction and/or phone check-ups.
- Taking student attendance: Schools must take students’ attendance and participation under distance learning. Students who don’t participate will be marked absent (Distance Learning Not Engaged).
- Instructional Minutes - Students must receive a minimum amount of daily instruction that can be met by a combination of teacher instruction and assigned work.
- 3 hours per day (180 minutes) for kindergartners
- 3 hours, 50 minutes (230 min) for grades 1-3

- 4 hours (240 min) for grades 4- 8
- Checking connectivity: Schools will ensure students have the devices and connectivity necessary to participate in distance learning or make accommodations if they do not.
- Weekly engagement records: An additional data requirement, schools must keep "weekly engagement records" noting how much synchronous or asynchronous instruction a student has received.

Distribution of Student Materials and Supplies

- Student materials and supplies were distributed to all students. Students were provided core textbooks, consumables, school supplies and additional supplemental materials to support and help facilitate distance learning. If a student was unable to pick-

up materials during the designated time, alternate times were scheduled or items were delivered to the student.

- Additional Individual Student/Family orientation on as needed basis .
- The VSD provided Staff, Students, and Parents brochures called "Student Distance Learning Access Guides" which provided easy instructions in regards to accessing technology and programs.

Accessing Adopted Core Curriculum

Teachers will be using adopted core curriculum to meet the needs of students. All students will have access to Google Classroom and the digital platforms for core curriculum beginning the first day of instruction.

Mathematics

- Houghton Mifflin; California, GO Math (K – 80);

Science

- Science
- MacMillan/McGraw Hill (K-5); McGraw Hill/Glencoe (6-8)

History - Social Science

- MacMillan/McGraw Hill (K-5)
- Holt Rinehart, Winston (6 -8)

English/ Language Arts

- Pearson; Ready Gen (K-5)
- Pearson; My Perspective (6-8)

English Language Development

- Pearson; Ready Gen (K-5)

- Pearson; My Perspective (6-8)

Supplemental Resources for Acceleration and Mitigation of Learning Loss:

- In addition to the core curriculum listed, above the district provided Lexia Core 5 and Power Up for all students in grades TK-8. Comprehensive student reports include information about how to interpret both overall scores and growth as well as performance on individual items, highlighting what each student needs to learn next. Results from the systems are connected to personalized learning pathways and accompanying teacher resources. We will be using these personalized pathways to create an equitable learning environment for our students.

Additional supplemental resources include:

- Renaissance
- Accelerated Reader
- Standards Plus
- Starfall
- IXL Math
- Educeri
- Reflex Math
- Brain Pop Jr., Brain Pop ELL
- Reading A-Z (RAZ plus)
- ERWC

Forms of Instruction:

Synchronous Instruction

- Students learn at the same time
- Possibly more engaging and effective
- Allows for instant feedback and clarification
- Examples - video conferencing, live chat, live streamed videos

Asynchronous Instruction

- Students learn at different times
- Communication is not live
- Possible more convenient and flexible
- Allows students to work at their own pace
- Examples - email, screencasts, flipgrid videos, feedback and teacher comments

Performing Arts: Music instructor distributed musical instruments to his students and provides music lessons through Google Classroom.

Physical Education instructor has provided instructional videos for the staff to deploy to the students.

School site administrators and teachers were provided with sample standardized daily schedules for all 5 days of the week, which include the minimum instructional minutes and clearly define both synchronous (live instruction) and asynchronous (independent) instructional delivery. Within the weekly schedules, all content areas, including designated and integrated ELD, academic support for pupils performing below grade level, and services necessary to ensure that individualized education program goals can be executed in a distance learning environment. Extra personnel was assigned to each school site to assist the teaching staff in providing extra resources and learning opportunities for students ; Americorp, Instructional Comprehensive Aides, ASES, and California Mini-Corps.

Administrators and grade level teams will analyze student data from all student groups for the purpose of identifying learning gaps, and planning for instruction and intervention. Administrators will ensure the continuity of high quality instructional delivery and professional development opportunities to support instruction through a system of virtual walkthroughs, and will provide feedback to teachers. District representatives have designed a comprehensive Distance Learning website for parents, students and educators, complete with resources and materials, and parent instructional documents and resources . The website is updated regularly.

All of these actions were specially designed to ensure a smooth transition from our online learning model to hybrid model as soon as safety allows.

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.]

Access to devices and connectivity for all students is necessary condition for effective distance learning. Students need access to grade appropriate updated technology to access rich digital learning resources to thrive and succeed with distance learning. In order to provide equity across the grade levels, the decision was made to fully implement 1:1 Chromebook devices. With the newly created position of Technology Director, it was decided that the students in grade K-2 were able to better navigate using IPADS, so they were purchased.

Access to connectivity is a challenge for the Vineland School District because it is widespread, affecting the majority of our families. Our district boundaries, which encompass 33 square miles, of the most rural areas in Kern County makes connectivity difficult, and in some instances, impossible. This areas is surrounded by fields of agriculture, and located between the small rural towns of Lamont and Arvin, and connectivity is a major obstacle for the majority of our families.

The VSD provided Wifi hotspots and internet services to all students who are in need . Due to our families rural locations, it was necessary to change WIFI providers three times due to poor connectivity. There are also families that are in "dead zones" so the district is currently paying their internet services, which are costly. We are currently working with Kern County Superintendent of Schools and other entities for real solutions for our technological/connectivity challenges.

The VSD has provided all of our families the opportunities for technological assistance through Workshops have been provided by our Technology Director and staff. Families can call their school sites five days a week during school hours and the technology department will provide repairs for broken devices and technology issues throughout distance learning.

Each VSD teacher has an internet ready device that has been provided by the District. Using this device, teachers will communicate with students and deliver lessons through Google Classroom and Google Meet. Once students have logged in to their district provided device, curricular websites and applications will all be accessible via a single sign-on portal called Clever. Support in accessing the technology and curricular materials will be provided to each family through our online resources website, parent help support at the VSD District Office, along with the support of the classroom teacher, Administrators, Paraprofessionals, and the Ed Tech Director.. Families will be provided with instructions on how to care for their devices, where to access mobile repair and replacement stations, and how to access curriculum sites. The parent/student help line is supporting all families, particularly families of ELs, with help setting up email, using Google Classroom and Google Meet. Support is available in English and Spanish

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.]

Teachers will utilize google Classroom and Google Meet to communicate assignments and instructions to students while in a distance learning environment. A district wide consistent daily schedule has been developed which includes asynchronous and synchronous instruction. The weekly schedule for both synchronous and asynchronous instruction has been provided to all families and is available for review in the Full Distance Learning Plan which can be found on the district website www.vineland.k12.ca.us.

Within the full-distance and any future hybrid models, teachers will be responsible for monitoring attendance and engagement using multiple measures. While in-person, a student's attendance is determined solely by their presence or absence during the assigned date/class. In distance learning, teachers will monitor student submission of assignments, presence within the learning management system (School Wise), attendance at live, synchronous instruction, and other forms of contact determined at the site. They will also be responsible for maintaining a weekly record documenting a student's synchronous and/or asynchronous engagement each day. The purpose of tracking live contact and asynchronous instructional minutes is ensure students have access to the CDE defined required instructional minutes. Daily instructional minutes will be based in the time value of instruction and assignments facilitated by a certificated teacher.

Student progress will be communicated formally and informally to parents in the form of electronic communication, progress reports and/or report cards, as well as virtual parent conferences. Students will receive feedback on assignments from teachers through the Google Classroom, and/or phone calls, or by mail.

District and Site administrators will routinely monitor student participation and engagement in instruction. Site administrators will follow pupil re-engagement strategies for students that do not participate for 3 or more days. Administrators are also able to disaggregate data which includes students daily instructional minutes.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

The District's distance learning professional development is designed to be ongoing, intensive, and embedded in practice. A variety of professional development and resources will be provided to staff to support the Vineland School District Distance Learning Plan, which includes technological support for staff, students and families. In the spring, VSD provided learning opportunities for all the teaching staff provided by Bakersfield College and the district would pay for all the expenses.

The District's professional learning for delivering instruction in a distance learning environment will focus on the use of Universal Design for Learning (UDL) to integrate the following:

- Meeting the needs of ALL students, explicitly students with disabilities, English Learners, and gifted students.
- Integrated and Designated ELD
- Culturally Responsive Teaching and Learning
- Social Emotional Learning (SEL) and Restorative practices
- Use of data to drive instruction
- Assessment, Feedback, and Grading Practices
- Use of priority standards and targeted identified grade level specific standards

To further support the distance learning program, including technology support, staff will be provided access to and/or participate in ongoing professional learning in the following areas:

- Use of Google Classroom as the Learning Management System for a virtual/blended environment
- Monitoring student engagement, participation, and progress
- Training for live instruction
- New attendance and engagement processes for attendance staff
- IXL Math
- Lexia/Core 5 and Power-Up - English Language Arts Intervention
- Reflex Math - Math Intervention
- Distance Learning Best Practices
- Educeri-ELD
- Technology PD on-going
- New Teacher Support- Mentors
- SEL Training
- MTSS Training
- Universal Design for Learning (UDL)

Staff Roles and Responsibilities

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

COVID-19 and the resulting transition to a distance learning model have significantly impacted the roles and responsibilities of staff across the district. In some cases, new roles and responsibilities are still being defined (or refined) and will continue to evolve as the district prepares to reopen sites for in-person instruction. The following are the key changes to roles and responsibilities of staff.

District Administration:

- Create and distribute the Full Distance Learning Handbook
- Support faculty and students/families in a Distance Learning Environment
- Communicate with teachers, students, and families any updates
- Facilitate learning opportunities for families
- Create expectations and timelines for alternate learning models
- Provide professional development learning opportunities

Site Administration:

- Support Full Distance Learning implementation
- Facilitate communication between teachers, students, and families
- Support learning opportunities for families on Full Distance Learning
- Monitor Attendance and Participation
- Weekly communication to staff and parents (social media, parent square)
- Daily classroom visits to observe instruction

Technology Director (new position):

- Survey families and determine technology needs
- Prepare iPads and chromebooks for distribution to students and staff
- Support staff and their needs in a distance learning environment
- Create and maintain a communication for families to contact for support

Teachers:

- Complete attendance in School Wise documenting instruction type
- Maintain student weekly engagement log provided by site administration
- Utilize the District online platform Google Classroom
- Use district curriculum and resources to communicate and deliver content
- Disaggregate and review student data.
- Adhere to the site live instruction schedule and group instruction.
- Continue on-going weekly collaboration between general education teachers and special education teachers
- Provide feedback on work assigned

- Continue to reach out to parents with concerns about attendance/participation, work completion, and any other behavioral/social-emotional concerns
- Communicate with parents (ex. email, phone calls, progress reports, etc)
- Communicate with the Technology Director regarding tech issues

Certificated Support Staff:

- Physical Education/Music will support site administration and teachers in the use of Google Classroom and provide and arrange additional support for students; and be available to substitute teach in case

of emergency absence.

- Work collaboratively with teachers and communicate on an on-going basis
- Serve as a liaison for students/families in crisis
- Provide resources for students and families to support them while they are away from school, specifically Foster/Homeless
- Provide virtual support to students as needed in collaboration with families
- Provide follow-up contact for students who are not engaging in Full Distance Learning (absences)
- Respond to any reports of social or emotional stress for students and staff

Counselor / School Psychologist:

- Work collaboratively with teachers and communicate on an on-going basis
- Serve as a liaison for students/families in crisis
- Provide resources for students and families to support them while they are away from school, specifically Foster/Homeless
- Provide virtual support to students as needed in collaboration with families
- Provide follow-up contact for students who are not engaging in Full Distance Learning (absences)
- Respond to any reports of social or emotional stress for students and staff
- Provide ongoing professional development and support to staff (SEL, staff/student well – being)

Classified Support Staff

- Instructional Aides will work virtually with students in small group and one on one under the direction of the Teacher and provide primary language support as needed
- Special Education Aides will work virtually with students in small group and one on one under the direction of the special education teachers
- All classified support staff will be available to support students virtually and other duties as assigned.

Extra Personnel: Americorp/ASES/California Mini-Corps: (Under the direction of the assigned classroom teachers)

- May work virtually with students in small group and one on one under the direction of the Teacher and provide primary language support as needed
- May provide enrichment activities virtually under the direction of the teacher.

- May assist the district/school with tasks that are deemed essential.

Community Liaison

- Provide resources for students and families to support them while they are away from school, specifically Foster/Homeless/SED
- Provide follow-up contact for students who are not engaging in Full Distance Learning (absences)
- Reach out to parents with concerns about attendance/participation, work completion, and any other behavioral/social-emotional concern
- Serve as a liaison for students/families in crisis

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.]

During the 2020-2021 school year, teachers will meet the legislative requirements under SB 98 to provide daily instructional minutes through synchronous and asynchronous methods. The district has developed additional supports for students with additional needs, to support students with disabilities, in foster care, linguistically diverse, and those experiencing homelessness. In doing so, identifying learning gaps for students is essential so resources can be allocated and interventions implemented. The district supports all school sites in the development of a comprehensive needs assessment in order to drive the joint development of their School Plan for Student Achievement (SPSA), in consultation with stakeholders. SPSAs will address activities and resources dedicated to the remediation of learning for student groups. In addition, sites will utilize district and classroom assessments and through dedicated Professional Learning Communities (PLC) structure using multiple measures, design reading and math interventions for students (for distance learning and in-person learning) through a system of tiered support. Dedicated site staff will monitor the needs of students and families to overcome barriers resulting in poor school attendance, as well as barriers to learning by providing resources such as individual and group counseling, case management services, social-emotional learning, and behavioral supports. Strategies to support identified student groups are described below.

Students with Disabilities:

- Students with disabilities received a Distance Learning Individualized Education Plan Aligned Plan which was written in collaboration with parents, case managers and related service providers.
- All School Psychologists and speech and language pathologists have been given access to online assessment platforms.
- All students are continuing to be offered the related services identified in their IEPs through online platforms or consultation.

Students with Low Incidence Disabilities:

- All students with disabilities in the area of Deaf/Hard of Hearing are receiving Hearing Services and audiology services through Kern County Superintendent of Schools.
- Behavior Specialists, School Psychologist, and District Counselor, are consulting with teachers and case managers regarding ways in which to engage students that are resistant to online learning formats.

Homeless:

- The District Community Liaison will collaborate with local homeless shelters to:
- Ensure provision of and monitor ongoing access to adequate Internet connection either through district-provided WIFI devices and/or Internet service provided by the shelter.
- Develop a regular schedule and work location for students to participate in educational activities throughout the school day
- Ensure students have necessary supplies and that technological devices are in good, working order. .
- Liaison will continue to monitor and assist students who require additional assistance accessing their classes while living at the shelter
- Collaborate with shelter staff to address individual student and family needs for students experiencing difficulties progressing in distance learning platform

The District Homeless Liaison will work with district schools to ensure students are appropriately scheduled and students/parent(s)/guardian(s) know how to access their classes.

- Ensure students have checked-out all district-supplied equipment required for school including WIFI if needed.
- All teachers are aware of any special needs of student including copies of the student's IEP or 504 plan
- The District Homeless Liaison is reaching-out to families who were identified as homeless at the end of last year to make initial contact, ensuring students are enrolled and prepared to start school on-time, support families in creating schedules and

space for students to engage in distance learning, and will continue to assist families to problem-solve barriers as they may arise.

- School sites will use the VSD data analysis tool to monitor progress and daily participation of homeless students and connect struggling students with supports.
- Each student identified as homeless will be assigned to the District Counselor who will provide mentoring support to the student and/or family.

Foster Youth: There are no identified Foster Youth in our district.

English Learner Student Supports:

- Teachers will provide academic and language support to English learners daily through synchronous integrated English Language Development (ELD) strategies to ensure student access to content standards.
- Teachers will provide designated ELD using the California English Language Development Standards according to the English language proficiency level of ELs during a dedicated time each school day.
- Instructional minutes requirements will include specific parameters for designated ELD provided by certificated classroom teachers.
- District Office and Site Administrator will support teachers to identify specific groups of students to monitor and remediate learning gaps using the district adopted ELD curriculum, Benchmark, district diagnostic assessments, formative language

assessments and intervention support.

- District systems of support will help identified school level EL Leads implement progress monitoring of current ELs, At-Risk of Long Term English Learners (LTEL) and EL4+ that are not at risk, LTELS and Reclassified English Proficient (RFEP) students.

- Educeri Monitoring Platforms will be used at the district level and at all school sites to monitor, identify language and academic needs, and create individualized classroom groups by teacher to use during Professional Learning Communities (PLC)

teacher team meetings.

Accelerated Learners Supports:

- Accelerated learners are also well supported at VSD. All students are assessed through formative and diagnostic tools. The teacher, seeing accelerated results has the ability, through collaboration groups ,

implementation of UDL, and the vast technology platforms available to meet the accelerated students needs on a case by case basis.

2020-21 Learning Continuity and Attendance Plan for VSD

- Educeri Monitoring Platforms will be used throughout the district to support teachers with specific strategies to use during Distance Learning directed towards acceleration of learning for ELs.
- School sites will develop schedules for designated ELD.
- VSD will provide translation of resources for families, interpretation of technology help requests, bilingual videos and other resources.
- Supports for Newcomers to include: Rosetta Stone and Brain Pop EL.

Supports and services will be provided to ensure specific student populations are engaged in school, which historically have had interruptions in their education due to unique family circumstances, immigrant status, homelessness or Foster placement.

- Coordination of monitoring of these groups will be initiated as soon as they are identified.
- Immediate intervention by the Student Success Team, SST, using administrators and support staff through a weekly report, will facilitate the tracking of students, once their attendance and synchronous/asynchronous participation documented by the

teacher begins to decline.

- A review of current community resources and district supports will also be reviewed and evaluated for appropriateness and effectiveness with these student groups based on how the pandemic crisis has affected their services.
- Collaborate with the Kern County Superintendent of Schools and other districts to receive guidance and direction to ensure that all legislative mandates are in compliance for these students.

Social-Emotional and Positive Behavior Intervention and Supports:

- VSD is committed to overcoming barriers for all students, including students with disabilities, English learners, foster youth, low income, and experiencing homeless, by providing resources to support social-emotional learning and Positive Behavior

Interventions and Supports (PBIS).

- Mindfulness practices to learn calming strategies and reduce stress

- Building resilience strategies to learn how to overcome trauma
- Social-Emotional Learning to understand how to process emotions and overcoming trauma and crisis
- District Counseling Webpage for counseling services to support mental health wellness
- Case Management Services to provide access to basic needs such as housing referrals, access to food banks, clothing, and shoes
- Family Wrap Around Services to provide whole family counseling and case management services
- Active referrals to appropriate agencies for follow-up and treatment.

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

Description	Total Funds	Contributing
Custodial duties to include regular and increased cleaning of common and high touch-point areas within the district and school site. (also listed in In-Person Offerings)	50,00	No
Targeted professional development provided to staff to support in-person and distance learning (also listed in In-Person Offerings)	50,000	Yes
Support of instruction with in-person and distance learning to include technology equipment, educational platforms, wifi hotspots, and any other supports that enhance and enrich curriculum for general education, special education, and career technical education.	412,192	Yes
Additional services to assist staff and families with the navigation of in-person and distance learning	50,000	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.]

As a result of the stakeholder input last spring and in the summer, a number of recommendations were made for the return to school, including the prioritization of Mitigating Learning Loss due to the sudden closure of School in March 2020. The requirement to continue delivering high quality educational opportunities to students in addition to providing intervention to "catch up" students from any learning loss that resulted from the COVID-19 closure. Priority will be given to English language arts/English language development and mathematics both in first instruction and interventions designed to address learning loss that may be a result from COVID-19 school closures in 2019-20 and beginning 2020-21 in a online learning model. Through the continued implementation and refinement of the Student Success Team (SST), site and district leaders have designed a comprehensive system to identify students' unfinished learning, so VSD has purchased the LexiaCore5 and Power up platform and aligned its comprehensive system of assessments including screening, diagnostics and progress monitoring tools, over the course of the school year. Reflex Math and IXL Math was also purchased to provide intervention for students in Mathematics. Quarterly District Benchmarks will be utilized to measure learning status, grades 2-8, will take the STAR diagnostic quarterly in Reading and Math; K-1 will utilize Early Literacy quarterly.

- Teachers will continue to use frequent formative assessments, either from the District adopted curriculum, teacher-developed, or Smarter Balanced Interim Assessments to measure near-term learning outcomes for the purpose of frequent progress monitoring.
- In addition to assessments, the Lexia/Core 5 and Power Up platform includes individualized online personal instructional pathways and lessons for reading for K-8 students. For all VSD students, including at-risk students, English learners, foster youth, low income, homeless and students with disabilities, will engage weekly in the recommended number of minutes to maximize the program's effectiveness. Site administrators and teachers have developed schedules which include time for students to work on their personal online pathway and for teachers to pull students into small group intervention blocks for reading and mathematics daily, with a combination of synchronous and asynchronous instruction.
- VSD will continue to utilize existing assessments conducive to measure and progress monitor foundational literacy skills.
- All administrators and teachers will receive professional development on the effective use of the LexiaCore5 and Power-Up platform including the administration of assessments, the analysis of the results, and planning for targeted intervention and differentiated instruction.
- School sites were provided with a calendar which includes a dedicated time for grade level teams to work collaboratively to analyze assessment results and plan for interventions.
- District and site administrators will monitor both usage and assessment reports to ensure the reduction of learning gaps in English Language Arts and Mathematics.
- District and site administrators will monitor curriculum embedded assessments to measure progress in ELD through the district wide use of the ELA/ELD adoptions.
- All teachers and administrators will receive designated and integrated ELD resources and professional development to conduct ongoing formative language assessment and observations of student English language learning.

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.]

All students must have access to supports and resources to help them achieve their academic goals. VSD has implemented a Student Success Team, SST, at each school site, which consists of a regularly scheduled meeting of educators to discuss the needs of the students. The team addresses the implementation of strategies to make the students successful, and also monitors their progress. Grade Level Leads have also been hired to facilitate programs, modifications, and assist staff with resources. The VSD future plans are to implement a Multi-Tiered System of Supports. Processes at the school and district level address learning loss, including strategies differentiated for English learners, low-income, foster youth, students with disabilities and students experiencing homelessness. Our School Reopening Committee recommendations, teacher and classified staff Memorandum of Understanding (MOUs) and Parent/Student Guidelines are designated to support the implementation of SB 98 to ensure all students receive the support they need to meet challenging state standards and social-emotional supports, based on need, so it is equitable for all students. Strategies to ensure the success of all students are described throughout this plan. Additional support will be provided to unduplicated students as described below.

English Learner Student Supports:

- Dedicated resources to support English learners, engage meaningfully during synchronous and asynchronous instruction and provide professional development for teachers.
- Provide Digital library, Epic, which provides 40,000 books in English and Spanish.
- ELL students take the LAS and standardized language proficiency assessment in both English and Spanish that provides proficiency levels in the domains of Listening, Speaking, Reading, and Writing.
- ELPAC is also utilized for initial placement.
- Professional development opportunities are provided to work with site administrators and teachers to identify appropriate ELD instructional strategies to deliver both during synchronous and asynchronous

learning.

- Supplemental ELD resources have been provided: Educeri ,Brain Pop EL, and Rosetta Stone.

Special Education Student Supports:

- IEP meetings will be held to meet timelines, including upon parent request, to address IEP team member concerns/recommendations.
- Special Education teachers, Service Providers, Psychologist, and KCSOS, will collaborate with General Education staff to address possible learning loss.
- Upcoming assessments will take into consideration the baseline in English Language Arts, English Language Development, and Mathematics to identify deficit areas, develop appropriate goals and

objectives, and measure any potential learning loss for each student.

- Distance Learning Plans (termed Distance Learning IEP Aligned Plans.) which articulate the ways in which the student's IEP supports and services will be delivered during periods of Distance Learning or

other emergencies are developed to provide a clear plan for students during this period.

Students and Families Experiencing Homelessness, Low Income, and Foster Youth may access the following in order to address barriers which may result in learning loss:

- Each student identified as foster youth or homeless will be assigned to the school counselor who will provide mentoring support to the student and/or family.
- VSD also provides for a Community Liaison to provide services for these given student populations like referrals to agencies and resources in the community.
- In addition to intervention supports provided by school sites, all students can participate in after school tutoring opportunities throughout the year.
- The VSD Community Liaison will provide case management services for students and families experiencing in need to include, but not be limited to, housing referrals, access to food banks, mental health

services, clothing, shoes and other basic needs.

- In addition, once a hybrid learning model begins, additional transportation support will be provided to homeless families, as needed. The district will coordinate with Foster Youth Services to ensure foster

students have adequate transportation provided either by the foster parent or school district, currently we have no Foster students enrolled.

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.]

According to the 2019 California School Dashboard, learning gaps remain for several student groups in VSD. As a result, the implementation of Multi-Tiered System of Supports, progressive systems and evaluation of the fidelity of implementation, will be adopted. As a result of stakeholder feedback and input, the post COVID-19 learning loss of fragile student groups has intensified. Additional measures of the effectiveness of implemented student learning loss strategies will be closely monitored to include analysis of evidence that the strategies detailed above are succeeding.

English Learner Student Support:

- School Plans for Student Achievement (SPSA) for all schools will be reviewed for identifying learning gaps of student groups per the 2019 California Schools Dashboard and aligning resources and programs to ensure academic success in ELA/ELD and math.
- The VSD Data will be used to identify individual English learners, analyze data in PLCs and plan for English Language Development (ELD), ELA and Math.
- Curriculum embedded assessments in District Benchmarks will help measure student progress in reading.

- Schools will meet with the English Learner Parent Advisory Committee (ELAC) to evaluate the effectiveness of their EL program and conduct EL parent needs assessment in identifying ways for parents to support their child.
- Reclassified Fluent English Proficient students will be monitored for four years to identify whether adequate progress is being made or if interventions are needed.
- Close monitoring of language acquisition levels of English learners, who are progressing towards reclassification, will be conducted.
- Grade Level leads ensure that assistance is provided for Academic Support is for each At-Risk of LTEL and LTEL students.
- Assessments provided through Educeri, LAS, and ELPAC provides teachers the tools to evaluate and document English Learner’s growth in language proficiency over time using formative assessment tools that are directly related to learning activities and tasks from the lessons and are based on the program’s informational and literary texts

Special Education Student Supports:

- The VSD Data will be used to identify individual special education students, analyze data in PLCs and plan for support in ELA and Math.
- Monitoring progress on the achievement of IEP goals.
- SPED staff will collaborate with General Education staff on interventions such as Lexia/Core5 and Power Up.
- SPED staff will communicate with parents about student progress.
- Triennial assessments, informal, curriculum-based and district assessments will be used to inform instruction.

Foster Youth, Homeless, Low Income:

- Review attendance from the previous school year of identified student groups (before school closures).
- Determine attendance and learning progress goals as part of a student’s intervention strategy.
- Assess and determine the appropriateness and effectiveness of each intervention implemented for possible reconsideration of strategies, based on identified barriers.
- Frequent contact with teachers for updates on student’s progress using the Weekly Engagement Record for the class.
- Social-Emotional Supports, including Trauma Informed Care will be provided.
- Staff observation during daily class check in and self-rating of emotions, student engagement and participation will be conducted and staff will be trained to identify students in crisis.
- Data collection through a preliminary and post survey to determine social-emotional growth after engagement in social-emotional learning.
- Mental Health Service referrals and assessments to monitor the number of students referred for services and qualified to receive services.
- VSD Data will be used to identify individual students, analyze data in PLCs and plan for support in ELA and Math.

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

Description	Total Funds	Contributing
Teachers will implement district-wide assessment and personalized instruction systems LEXIA/CORE5- Power-UP for English language arts and Reflex Math/IXL Math, STAR	150,000	Yes

Description	Total Funds	Contributing
Reading and Math, to mitigate gaps in learning by providing educators resources and data to support targeted interventions and progress monitoring		
Distance Learning Summer Sessions to assist with mitigating Spring learning loss	150,000	Yes
Educeri-ELD to provide supplemental resources for ELL student to mitigate learning loss.	8,500	Yes
Supplemental Intervention Programs; Standard Plus ELA/Math; Brain POP: Brain Pop ELL; Star Fall: AR, to target specific areas of learning loss for unduplicated students.	50,000	Yes
LAS and ELPAC assessments for appropriate placement for ELL students .	3,000	No

Mental Health and Social and Emotional Well-Being

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

Vineland School District will support Mental Health and Social and Emotional Well-Being through a Multi-Tiered System of Support. District School Psychologist and District Counselor will provide training and support to all teachers on how to integrate social and emotional learning and mental health awareness into daily lesson and strategies targeting the Universal Tier 1 Support.

Tier I- Universal Interventions

- Daily Check-ins built into instruction day
- Social - Emotional Learning Opportunities
- Teacher referral for counseling services
- Student Self – referral for services

- Parent Referral Form
- PBIS/Restorative Practices - Community Building Circles

Tier II- Targeted Interventions

- Teacher referral for counseling services
- Small group support provided by school counselor
- Parent, student follow-up / regular check-ins
- Mentoring
- Student Success Team (SST)

Tier III- Intensive Interventions

- Individual support provided by school Counselor / school Psychologist Individual counseling
- Home Visits
- Daily student welfare check-ins
- Collaboration with community resources, agencies and parent groups

Mental Health and the Social - Emotional Well - Being of staff and students is of the utmost importance. Therefore, on-going professional development focused on these areas will continue throughout the 2020 - 2021 school year; addressing the following topics:

- Mental Health Tips
- Support for staff and students via distance learning
- Expected behaviors in children / teens
- Student Referral Process

New this 2020-2021 school year, a District Counselor webpage, in English and Spanish, has been established for the self-referral process to allow students and families to request support services as needed. The District Counselor webpage is comprehensive and includes :

- Link for Staff Referrals
- PBIS information/Expectations/Incentives
- Health: Coping Strategies; Self Qualities
- COVID information that is comprehensible to students of all ages; How to make a homemade mask; Create your own desk space; How to manage COVID-19 Anxiety.
- Resources; School Contacts; Local Resources; Bakersfield resources; Hotlines; MCKinney-Vento

Students also have access to an additional self-referral process that can be utilized using Document Tracking Reporting System-Bully Incident Report found on our district webpage. The information is immediately sent to the site administrator and counselor. (past practice, but still available)

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.]

Ensuring Attendance and Engagement Equity

District teachers, site administration, and district office administration have defined roles and work together to eliminate obstacles to ensure that our students are engaged and are meeting compulsory education requirements. Teachers, site administrators and school clerks and secretaries, are trained on attendance accounting procedures to ensure equity and consistency throughout the district. They are also provided with the most current CDE attendance requirements and summary of attendance procedures.

Throughout the school year, the district will closely monitor student engagement including daily participation, student attendance and weekly engagement. Teachers will utilize the attendance module in the student information system to document any students absent from the live, synchronous portion of class on each school day for which distance learning is provided. Teachers will use a second section of the student information system to document evidence of alternative participation including engagement in online activities, completion of regular assignments, completion of assessments, and contacts between employees and students or parents/guardians reporting technical difficulties. A pupil who does not participate in either live, synchronous instruction or earn alternate participation as described above in online learning on a school day shall be documented as absent for that school day.

Re-engagement Strategies

At the beginning of the year, all contact information is verified including telephone numbers, email addresses, and mailing addresses. Teachers monitor student engagement daily for each activity that is assigned, synchronous and asynchronous. The school site secretary/ clerk contacts families who have not engaged during a school day to verify the reason for the absence. Site administration supports the attendance clerk when contact is not made. If students miss three days of the instructional week and/or not engaged in all activities for an instructional day on a consistent basis, site administration works with the Counselor or Community Liaison to improve engagement. If a student continues to not respond to supports, the site administrator notifies the site counselor to provide additional re-engagement strategies, such as providing resources and supporting family engagement with social services and physical well-being services. If a student continues to be absent, or has limited engagement and participation, after all support resources and services have been provided to the family, the school site will conduct a SST Meeting. If we are not able to make contact with the family site administration and school counselors will conduct a wellness check at the pupil's residence.

Throughout this process, each family's individual needs, such as language barriers, access to the Internet and technology, food and nutrition, social-emotional, and psychological needs are considered. Counselors and Community Liaison communicate to families of students who are not engaged at school as well as families who are in need of assistance to offer additional community resources when necessary. Every effort will be made to assist the families with engagement including, visits to the house, and attendance incentives for the students.

The VSD is committed to providing outreach to all pupils who are not meeting compulsory education requirement or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss. The District/school sites are providing incentives for attendance for the students and families to reduce chronic absence. School attendance is one of the most consistent predictor of student's academic success. The VSD will provide resources and personnel to make contact with the families who are struggling with Truancy.

The Certificated, Classified, and Administration personnel in the VSD are bilingual, which makes communication with our parents effective and easy. All communication and outreach to our VSD families are communicated in their primary language, this includes district/school information, letters, and robo-calls.

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 VSD Nutrition Services Department is a team of food and nutrition professionals that are committed to student health, wellbeing, and nutritious meals, for our students to enhance their ability to learn. Student learning is supported by promoting healthy habits for lifelong nutrition and fitness practices.

Due to a high Socio-Economic Disadvantaged, SED, student population (99.9%), School meal services were offered to students immediately after closure. The VSD is unique because it is rural, located and isolated miles from from the larger communities. Our parents are working families, employed in Agriculture. Our biggest concern was that the families are busy working and would not be able to pick up meals for their students at the school sites because they have a limited amount of time for lunch while working in the fields. So the decision was made to deliver the meals to ALL bus stops for easy accessibility to nutritious meals for our students. According to our data. (daily percentage rate), the deployment of meals to the bus stop, providing opportunities for the families to participate in the Grab and Go Program was SUCCESSFUL. Parents were also given the option to pick up meals at the school sites.

Social Distancing, face masks, and other safe practices are implemented at the bus stops. The cafeteria and MOT staff distribute the lunches and monitor the lines so ensure that all students are practicing social distancing while lining up to receive their breakfast/lunches. All staff wear masks and gloves.

Parents are reminded daily about the Grab and Go meals provided by the district using Parent Connect Ed, also called automated call, District Webpage, and District FaceBook.

The district will continue this model until school sites are able to open with in-person instruction. At that time, meals will be made available to students on campus as well as those who choose to continue participating in distance learning. Safety will continue to be the top priority

during in-person instruction. The safety protocols that staff have implemented will continue as students transition to in-person instruction on our campuses. All safety protocols can be found in the VSD 2020-2021 School Opening and Safety Plan located on our district webpage. Cafeterias will have physical distancing indicators along with directional traffic indicators installed to ensure safe distancing protocols are followed. Outside eating opportunities will be increased and meals will be packaged in a way that allows for travel. Classrooms may be utilized for lunch and breakfast if extra spacing is needed. As we transition to in-person learning the district will continue to offer meals daily to students that continue with distance learning.

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

Section	Description	Total Funds	Contributing
Stakeholder Engagement	Mail charges due to COVID related notices, parent letters, communication, to improve communication services to all parents/guardians.	5,000	No
Mental Health and Social and Emotional Well-Being	New SEL Program and Professional development for students and staff to improve Social Emotional Services for all unduplicated students	16,000	Yes
School Nutrition	Increase in nutritional services to provide services during all phases of Distance Learning for all unduplicated students	92,000	Yes
Distance Learning Program (Distance Learning Professional Development)	Update all classrooms with Technology is operable to increase educational services to all unduplicated services.	677,693	Yes

Section	Description	Total Funds	Contributing
Distance Learning Program (Distance Learning Professional Development)	Replace and update Technology Infrastructure to increase education services for all students.	250,000	No
Pupil Learning Loss (Pupil Learning Loss Strategies)	Distance Learning Summer Sessions curriculum to mitigate learning loss for unduplicated services.	20,000	Yes
Pupil Learning Loss	Purchase new adoption of Science and History/Social Studies.	140,000	No

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
42.46%	2,048,178

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

The needs of foster youth, English learners, and low-income students were considered first in the actions relating to providing continuity of learning, access to technology and resources, identification of learning gaps, remediation of learning gaps, and social emotional and mental health intervention and student engagement. As we approached planning for in-person and distance learning offerings, we reviewed each part of the plan with an equity and accessibility lens. In those instances where the general plan did not address barriers of foster youth,

English learners, and low-income students, additional resources and measures were added to ensure that each of these groups had the same access and opportunities as all students.

The following actions from the Learning Continuity and Attendance Plan demonstrate we are effectively meeting the needs of these students.

- Continuity of Learning - In order to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the use for curriculum and instructional resources, the district has developed structured guidelines to begin the year with Distance Learning, and to promote flexibility in transitioning to in-person instruction when it is safe to return. Extensive professional development has been provided to all staff to support online instruction, technological support and understanding and supporting social emotional needs of students and families. To ensure that English learners' needs are met, additional training was provided to ELD teachers and supplemental materials such as Educeri Brain Pop EL, and designated ELD supports in our ELA curriculum.
- Access to technology - Vineland School District provided 1:1 Chromebooks for students in grades 3-8 and iPads for students in grades K-2. Additionally, mifi hotspots were checked out and provided to families in need of connecting to Google Classroom. Priority for distribution was given to foster youth, English learners, and our low income populations. Assistance was provided for parents and students to call in when they needed technical assistance, and home visits were also offered for broken devices and technology issues throughout distance learning. Foster youth and homeless students were prioritized in the distribution of Chromebooks, tablets and wifi devices. The community liaison assisted families experiencing homelessness to ensure students had devices in good working order, students and families knew how to use the devices, and families have regular and ongoing access to the Internet. The District Liaison, Counselor, School Administrator, District Technology Director, and teachers, connected with parents and guardians of homeless, and low-income students, migrant students, to ensure parents/guardians had information regarding the use of technology and supports available through the Vineland School District. These student groups tend to be highly transient and experience difficulty in maintaining accurate contact information, which may impede the student's ability to receive technological support and stay connected to school. Providing the mobile unit also increased family access to support. All communication regarding technology assistance was distributed in both English and Spanish, and translation of all parent communication, parent meetings, and training were available in both English and Spanish, due to the fact that Spanish is the home language of 72% of the district's 354 ELs.
- Identification of Learning Gaps - Administrators and grade level teams will use the VSD Data to identify individual students, analyze data in PLCs and plan for support in ELA and Math. All teachers and administrators received professional development on the use of our Lexia/Core5 and Power-Up platform designed to support students who have experienced significant learning loss due to school closures, including training in the use of embedded reporting to identify learning gaps. The evidence collected will specifically review foster youth, English learners, and low income students to apply the MTSS framework and utilize data to determine effective intervention not only in unfinished learning, but also consider other factors which may be impacting academic progress. Staff will continue to receive professional development on the unique needs of students who are foster youth, English learners and low income, to assist in better understanding of the needs of these student groups and applying effective intervention.

- Social Emotional and Mental Health - The District Counselor and District Psychologist will work closely with staff to develop social emotional wellness supports for all students. Supports included a social emotional wellness page with many resources including general mental health wellness activities, district and community sources for behavioral supports, individual teletherapy for counseling and mental health services, and extensive list of available community resources. School schedules will include daily Social Emotional Learning (SEL) activities for students, and District Counselor will support teachers in lesson planning to include implementation of Social-Emotional Learning (SEL). The needs of foster youth, English learners, and low-income students were considered first in these actions to provide continuity of social-emotional learning (SEL) support and mental health interventions with careful consideration not only of the experience COVID-19 has had on these student groups, but also the generally higher rate of social emotional need often seen in students within these student groups, particularly students who are ELL and families who have been directly infected with COVID-19 because their families are employed in Agriculture as field laborers. VSD will provides resources and services for students and families to ensure student engagement is consistent and social-emotional needs are being met.

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

The District's investments, as required in statute, continues to target low-income, English learners, and foster youth students while also supporting students with disabilities and students in transition. The actions dedicated to improving outcomes for our low-income, foster youth and English learners are designed to exceed the required 23.5%, as the majority of the actions in the Learning Continuity and Attendance Plan are principally designed for our unduplicated student population.

The result of the temporary school shut down due to COVID-19 in 2019-2020 illuminated needs in student learning, digital access, basic needs and social-emotional needs. Families of low-income, foster youth and English learners struggled to suddenly become their child's learning coach while at the same time balancing financial, social-emotional and health issues, which were on the rise due to COVID-19. Thus, when stakeholders provided input, the district realized at once that dedicated resources must focus on how to identify learning gaps for unduplicated students, how schools would continue to provide meals, how students would have their social-emotional needs met, how parents of unduplicated students would access and learn technology, and how our schools would continue to provide individualized services to promote equity and educational access.

The majority of actions in the Learning Continuity and Attendance Plan are dedicated to creating distance learning and hybrid learning experiences for students by teachers with assessment and intervention resources to identify learning gaps and remediate them during synchronous and asynchronous instructional minutes. The fully operational, new assessment and remediation system, Lexia/Core5 and Power-Up, will support all unduplicated students by identifying their academic gaps and providing them with a personalized learning plan customized to their needs. This effort required an investment to remediate the digital divide our unduplicated students experienced at the end of the 2019-2020 school year. As the Lexia/Core5 program is digital. The VSD students whose families do not have internet access will receive hotspots/wifis. Families will receive support and training to use these devices to support their child at home.

The Community Liaison reached-out before the start of school to work directly with families experiencing homelessness, foster families, social workers and community agencies to ensure students who were foster or homeless were ready to start school through distance learning. The Liaison will continue to monitor and provide ongoing support. Activities include ensuring access to adequate Internet connection, supporting families in developing a regular school schedule and appropriate school work location, ensuring and, if needed, providing students with necessary basic needs and school supplies. The Liaison also works with school, students and families to monitor the function of technological devices and, if needed, support families in repairs and replacement. The Community/Foster/Homeless Liaison works with the District Counselors to ensure students are appropriately scheduled and checks-in with teachers to ensure they are aware of students with IEPs and 504 plans and understand how to provide the accommodations.

To further support the success of students who are foster or experiencing homelessness, school sites will use the VSD data analysis tool to monitor progress and daily participation and provide early intervention connecting struggling students with supports. The VSD is also committed to providing for these students with their basic needs, including clothing and food. Additional resources are also provided through district and community resources and agencies.

The VSD students will also continue to receive additional support by our State and Federal Programs which include English learners, Migrant Education populations with a variety of academic supports and supplies needed to start a school year. Community and Non-Profit Agencies provided of teachers worked over the summer to provided school supplies such as backpacks, notebooks, pencils, food baskets, to our unduplicated students. During the Summer, Migrant student were provided with educational opportunities; Distance Learning Summer School and Home Learning Packets. While our English learner population was on the forefront of our planning with utilizing the best EL resources in our ELA curriculum in conjunction with the best resources ensuring that our EL students have the very best opportunities for language acquisition.