



Visalia Technical Early College High School

Home of the Wolverines!

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 COVID-19 pandemic began impacting Visalia Technical Early College (VTEC) high school on March 12th 2020, when our partner college, College of Sequoias announced that with would be closing its doors to in-person instruction beginning March 16th. As an “early college”, it is vital to have a strong and fluid connection with your partner college. Preparations began to support students with technology to ensure they could continue with their college coursework while the campus was closed. The next day, March 13th, rumors began to swirl that Visalia Unified School District (VUSD), the governing body for the VTEC Charter was going to close as well.

By the end of the day on March 13th, the decision was made to close the campuses to in-person instruction. Planning began on how to continue to support students with Special Education services, 504 plans, and curriculum in general. VTEC high school worked closely with VUSD as a wholes to provide a majority of the student services needed during the school closure including, Nutritional Services, Social & Emotional Support and Curriculum. VTEC followed the direction of the VUSD School Board in freezing student grades as of March 13 2020 and provided enrichment and intervention throughout the spring. Meals were provided to VTEC students at one of the many “Meal Distribution” locations across the city, by bus to specific homes and to surrounding communities.

VTEC provided Chromebooks and hotspots to students who requested them. Hotspots were provided by VUSD Technology Services and Chromebooks were provided by the VTEC site and VUSD Technology Services. As the school year came to a close, VTEC held multiple textbook collection days, as well as days to pass-out items such as yearbooks, senior signs and student personal affects.

Due to the continue closure of schools and heightened numbers in Tulare County, VTEC was forced to provide a ‘Drive-Thru’ Graduation for seniors. The event was held on the same day as the traditional graduation was scheduled, but families were only allowed to view the process from the car. Students were able to get out, pickup their diploma, take photo and then get back in the car. All staff on hand observed social distancing and wore PPE for the entire event. Even though it was not what most parents wanted, many found it to be much more personal and many liked it better than the traditional ceremony.

As of August 14th Tulare County as whole has 12,105 - Total positive COVID-19 cases, 10568 - Recovered Cases, and 205 – Identified Deaths from COVID-19. Tulare County’s case rate is currently above the recommended threshold, and although schools may submit a plan for reopening, public health officials will not be considering or approving waiver plans until COVID-19 case transmission rates decline. Ensuring the health and safety of children, teachers, staff, and all of their families is the top priority. Tulare County's unemployment rate nearly doubled to 19% in April as the nation’s most populous state lost more jobs in one month from the coronavirus than it did during the Great Recession a decade ago. Since June 1, 2020 new Unemployment Benefit claims have averaged 5324 “New Claims” each week. Prior to the COVID-19 the Unemployment Benefits claims were closer to 1022 claims a week.

Stakeholder Engagement

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

Throughout the spring of 2020, VTEC administration met with teachers and staff via Zoom to keep them apprised of the situation and ask for feedback and assistance with the different events occurring. In addition, VTEC Administration used data collected from VUSD parent surveys to help direct the work of the site in regards to graduation and other year-end events. VTEC utilized two VUSD parent online surveys that were sent to all parents in the district. Results were shared with all sites and data was sort-able. VTEC utilized that data to help identify the options for in-person instruction versus full distance learning. VTEC has optimized the AM and PM schedule to try and offer the best possible learning environment for students in hybrid/distance learning and students in full distance learning.

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

The Board of Education meeting will be conducted pursuant to the provisions of the Governor’s Executive Order N-29-20 dated March 17, 2020, which suspends certain requirements of the Ralph M. Brown Act.

At this time, the Visalia Unified School District Board of Education is continuing to hold Board meetings to conduct essential business. Based on guidance from the California Department of Public Health, the Governor's Executive Order and Office of the Tulare County Public Health Officer, the public is encouraged to observe the online videoconference Board meeting on the District's YouTube Channel at <https://bit.ly/2QK02x7>.

The District has temporarily suspended public access to VUSD District Office building until further notice. At this time, public comments will not be accepted in person or by telephone. Members of the public may submit their comments using the online form: <https://bit.ly/321x73j>.

The Public Comment Form will open at 12 p.m. the day before the scheduled Board meeting and will close at 3 p.m. the day of the Board meeting. If you wish to submit a public comment on more than one agenda item, please submit a separate online form for each item on which you are commenting. Although not required, we ask that you submit all requested information. The information is used to follow up with you if we need more information or to directly answer your questions.

Comments submitted via the online public comment form will be read aloud by a staff member during the applicable agenda item, provided that the reading of each email will be limited to three (3) minutes on each agenda item. As a general rule, a three minute statement will contain approximately 300 words. The Board may also limit the total time for public input on each item to 20 minutes. (Board Bylaw 9323.) Any portion of a comment extending past three minutes may not be read aloud due to time restrictions. The District reserves the right to not read comments, or portions of comments, that violate meeting guidelines. In regards to comments regarding items that do not appear on the agenda (general public comment), per Board Bylaw, the Board cannot enter into a formal discussion, nor can a decision be made.

In order to ensure that non-English speakers receive the same opportunity to directly address the Board, Google Translate will be used to translate any comments received. Individuals with disabilities requesting reasonable accommodation or modification of the comment procedure may contact the Superintendent's Office at (559) 730-7522.

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

VTEC received 45 surveys back from the district online survey. That constitutes approximately 20% of the student population of VTEC. In reviewing the data from the parent surveys on how they would like to start the 2020-2021 school year, it quickly became apparent that over half of those surveyed wanted their students back at school in some format. Some thought a hybrid model would work well, as long as there were safety precautions, others just wanted their child back in school as if nothing had happened. Approximately 10% of those surveyed did not have access to WiFi, and those families wanted them to attend school in person, in some sort of format. 50% of the parents surveyed said they would be interested in taking part in training if the students did do an online program. Many were interested in learning how to use Powerschool better as well as programs needed for distance learning.

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

The choice to go with a hybrid model was a direct result of the parent survey and discussions with staff during the summer months. There was also a decision made to offer a full distance option for those students that could not safely return due to illness in their family or living situation. The Visalia Unified Teachers Association was also interested in the attendance plan and worked with the district to survey their

members to provide feedback. The reality was that VTEC would need to supply Chromebooks to all students as well as training and technology to teachers to ensure the hybrid and full distance attendance plans were successful. VTEC worked closely with VUSD to provide a new learning management system, Schoology to all teachers, as well as Zoom Pro. VTEC went above that to purchase Nearpod, a lesson development and presentation program for online learning for all 14 teachers. This included paid time for training and planning. VTEC & VUSD provided VTEC teachers with laptops that had both video and audio capabilities and then VTEC purchased additional monitors to help teachers as they navigate online instruction with Zoom and screen sharing lessons. Teachers were also provided lapel microphones and external speakers to ensure the instructional environment on the teacher end was as conducive as possible.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

As VTEC began planning for the 2020-2021 school, a transformation was being made to how education was going to be delivered to students under COVID-19. Sanitation and cleaning practices were updated by VUSD and directives from the California Department of Public Health regarding spacing in classrooms, breaks and lunchtimes were incorporated into the master schedule. With all of those pieces combined the decision was made to offer an AM and PM track for students, which meant half of the students would attend in the morning and half would attend in the afternoon. This provide for appropriate social distancing and spacing during breaks and still allow for students to be on campus for in-person instruction. Because VTEC has traditionally been on a block schedule, the classes were kept on a 1, 3, 5 and 2, 4, 6 rotation Monday and Tuesday and Thursday and Friday. Wednesday was reserved for interventions, homerooms, professional learning communities and staff development time. This schedule was presented by VUSD and adopted by VTEC.

Learning losses from 2019-2020 are being addressed at multiple levels. Teachers are reevaluating pacing guides and curriculum maps to better identify where students are currently in their learning. Interventions have been built into the week to provide opportunities to reteach and catch-up students who are not at grade level with certain standards and practices. Teachers are provided time after school to provide additional small group interventions to students who need additional support to reconnect to lost learning and address gaps from the spring semester.

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

Description	Total Funds	Contributing
Additional teacher planning time for in-person instruction and to address lost learning and gaps in learning from spring 2020.	15,000	Yes
Purchase of additional instructional resources such as Nearpod instructional software, Newzella print media resources & reading software and Academic Innovations "My 10 Year Plan" career planning software.	15,000	Yes

Distance Learning Program

Continuity of Instruction

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

VTEC High School developed a plan for a hybrid opening in mid-July that included an AM and PM schedule, so only half of the students would be on campus at a time. This allowed for sanitation and cleaning in between each class period and each group. It also provided smaller class sizes that allowed for the appropriate social distancing and timing for breaks and lunches. At the same time VTEC also identified a Full Distance Learning (FDL) option that would allow students, who because of health or family situation, could not attend school at all. This option was in partnership with Visalia Charter Independent Study and utilized the Edgenuity program. Students were enrolled in the online course, but they were also assigned to a VTEC teacher who provide subject specific support to that student. The FDL students were also assigned to an Advisory Teacher and were included in interventions and tutorials if they needed the extra help. Students in FDL moved at their own pace, but were provided support as needed. The Edgenuity program is monitored by a credentialed teacher, who also provides all of the virtual assessments via Zoom.

When the Governor closed schools in counties that were on the COVID 19 watch-list, all students in the hybrid model began school via Zoom and were taught utilizing the Schoology Learning Management System. Students were all assigned Chromebooks and students began the year in a distance model. The students in FDL started their year in the same model they would whether the Governor had made his mandate or not. Their model did not change. If and when the Governor lifts the mandate for Tulare county, students in the hybrid model can begin attending school in the AM or PM, depending on their track. Students in FDL will continue in their model.

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.]

Every VTEC student was presented with a Chromebook, case and charger before school started. In addition, students were given their schedule with additional printed resources to help them log-in on the first day and how to access the new learning management system, Schoology. VTEC also used the school website to post link and tutorial pieces to help students access their Gmail accounts and Schoology accounts. Families that did not have access to WiFi, were able to pickup hotspots from the district as needed. This services has continued even after the school year began.

VUSD is in the process of building a community-wide WiFi project and working with Verizon to provide internet access for the student Chromebooks at home where needed. Due to many students living in rural areas, Verizon doesn't provide service in some of our areas. The district is problem solving with each individual family (including VTEC families) to determine which provider works for their student.

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.]

VTEC is utilizing the Schoology Learning Management System to monitor student participation on assigned work in classes. Teachers take role each class period via Zoom and then provide either synchronous or asynchronous instruction to the classes. Assignments are collected in Schoology. Many teacher begin the instructional on Zoom with students and then give them independent practice time to complete tasks, then bring them back at the end of the period. Connectivity and WiFi access and broadband width continue to play a role in the continuity of the course and instruction. Students do get cut off from classes at times. Teachers continue to fine tune their use of technology to better enhance instruction and instructional time with the students.

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.]

Teachers have been provided with portable devices (laptops) that have both video and audio capabilities. Beginning in the middle of July teachers and administrators began receiving instruction and training in the NEW learning management system, Schoology. Administrators were trained first and then they were able to provide support to teachers and support staff. In early August Staff began training on Zoom Pro. Again, Administrators were trained first and then were able to assist teachers as needed. VTEC purchased a site licence for Nearpod, a lesson development and presentation program. Teachers were trained briefly during the initial staff development week and then they have been given additional tutorials as needed. All of the training for Zoom Pro and Schoology was paid for by VUSD. The training for Nearpod was paid for by VTEC directly. Additionally, teachers have been providing internal tutorials to each other on the different programs and other

unique tools such as Bitmoji classroom. The need for technology in our current situation has created a high sense of anxiety for teachers, but it has also provided a number of opportunities for teachers to partner and work together in small, safe teams to learn together.

Staff Roles and Responsibilities

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

Teachers continue to focus on teaching and providing the best quality education possible. Other staff on campus have had to change their roles slightly due to the pandemic and distance learning mandate from the Governor. The Behavior Intervention Technician is still meeting with students and supporting teachers, she just does it virtually via Zoom or over the phone. The assistant principal has always built the master schedule and scheduled students, but now she is building it for multiple tracks and a track of students in full distance learning. She provides tech support to students, teachers and parents. She has been responsible for the check-out of the Chromebooks for students as well as the distribution of textbooks. Both Chromebooks and textbooks had to be distributed in a drive-thru format. The principal continues to maintain the budgets and overall management of the school, but there are additional funds and supports that need to be purchased to ensure that students have what they need and teachers have the tools they need to support the students.

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.]

Because of the size of VTEC, classes in distance learning remained small. Teachers are in Zoom classes with no more than 14 students, which make it possible to personalize the instruction and support. The instructional schedule is designed to provide intervention time on Wednesday. This time can be voluntary or assigned by a teacher. In addition, teachers have additional time provided to support the students in tutorials during after school hours. Additionally, students with unique needs are identified on our Tiered system of support. This helps the site maintain a constant eye on their progress academically, socially and emotionally. The students on the Tier system are reviewed each week by administration, BIT and School Psychologist. Data is reviewed and decisions made regarding follow-up needs and additional interventions. VUSD Social Workers are contacted to assist when needs as well as Visalia Youth Services and Tulare County Behavioral Health Services.

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

Description	Total Funds	Contributing
Edgenuity Management and support for full Distance Learning program for students.	36,500	Yes
Additional periods needed to support students in Full Distance Learning in PE and Spanish	40,000	Yes
Technology and equipment to assist teachers with the presentation of distance learning	10,000	No

Description	Total Funds	Contributing

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.]

Base line data will be collected the first 3 weeks of school using digital assessments. This data will be used to determine the learning loss and intervention plans will then be developed to support student development. All students will take this base line assessment 3 times during the year to measure their progress. Students ranking in the lowest band will receive intervention services in Reading and Math until brought to a comparable level as their peers. Class periods are set aside already for Math Intervention and Reading Support for when students are identified as needing assistance.

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.]

Small group, responsive instruction will be utilized to support students learning loss and accelerate student progress.. Use of technology based and non-technology based instructional practices will occur. English Learners will receive additional instruction to support their language and content development. Students in various populations will have specific accommodations made at the school site level to support learning. These may be; additional intervention time, modifications to assignments, additional synchronous instruction, etc. As decisions were being made to open school in August, the district reviewed information gathered through surveys, phone calls, and outside agencies. The district identified these major categories to better support our foster youth, English learners, and low-come students:

- Access to Wii-fi
- Need for technology
- Need for meals
- Need for addition support in learning English
- Need in language support when having difficulty with technology
- Need for academic support
- Need for social-emotional support

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.]

Progress Monitoring as well as Benchmark Assessments will be used to monitor effectiveness of programming. Advisory teachers will also be reviewing students Quick Look-Up grade sheets with them each Wednesday starting week three to review grades and potential missing work and low grades. Teachers can assign intervention on Wednesdays during two separate intervention times and students can also contact teachers during office hours for additional help. Teachers are also provided compensation for providing after school tutorials for small groups via Zoom.

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

Description	Total Funds	Contributing
Additional time for teachers to provide small group and one on one instruction to students.	10,000	Yes
The development of a Math Intervention Section for students who show a significant Learning loss in Math to help catch them up and get them to grade level.	0	

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.]

As the country and the world respond to the coronavirus (COVID-19), our students and teachers are feeling a range of emotions – fear, anxiety, stress, and uncertainty. We understand how important it is to attend to the social and emotional needs that arise during stressful times like these. VTEC partners with the VUSD Social & Emotional Learning Office for student support. Social & Emotional Learning (SEL) offers a powerful means to explore and express our emotions, build relationships, and support each other – children and adults alike – during this challenging time. The office provides a number of resources to support students, teachers and parents understanding of SEL and provides the tools needed to strengthen themselves and their families. Additionally VTEC employs a full time Behavior Intervention Technician that works closely on Social & Emotional Learning with our students and staff. She is available throughout the day to meet with the student virtually to discuss concerns and worries from students. She visits Zoom classrooms and participates in breakout groups to observe students in virtual social settings to gauge mental health and attitude, She works closely with the teachers and administrators to

identify those students that may be at risk and need support. And she will work with parents who reach out for help during this school closure and find their child struggling with isolation and loneliness. VTEC works closely with a number of outside agencies for additional supports such as drug and alcohol counseling, behavioral health services and Visalia Youth Services.

The district has implemented the following to support students and families:

- Care line
- Modified the intervention of support to help students while distance learning. The district is offering staff development in the three different tiers of support for students

Student Interventions & Support during both hybrid and distance learning will be available through:

- o Small group instruction
- o Virtual student groups
- o Virtual parent-student groups
- o Individual in person or virtual intervention sessions provided by VUSD staff
- o Referral to/coordination with community based partners

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 implemented a plan to reengage students. Recognizing in this new environment students will need different support in the past the district will focus on three different types of unengaged students: 1-Students Absent in distance learning (3,5,7 days), 2-Students who may be attending during the "zoom" meeting, and 3-students who are not engaging in school.

1 - For Students Absent from Distance Learning:

Misses 3 Days of Contact total for the school year:

- Support Step #1: Phone call attempt from school site/teacher

Misses 5 Days of Contact total for the school year

- Support Step #2: Letter (sent out from site)

Misses 7 Days of Contact total for the school year

- Support Step #3: Meeting between Parent and Administrator (Zoom/Phone Call)

Misses 10+ Days of Contact total for the school year

(School site will refer student to District Office team) Support Step #4: Parent/Guardian Contact and/or Home Visit by District Office Staff

2 - For Students who meet during zoom instruction but Little/No Schoolwork Submitted/Completed

Beginning Week 2:

Support Step #1: Parent-Teacher Meeting (Zoom/phone call)

- Teacher might offer extra support

Extra Support may include...

- Involving Aides in Distance Learning check ins'
- Tech services assistance
- Administrator support

Week 3 (District Office Staff is Informed)

- Support Step #2: District Office Staff contact parents/guardians
- Support Step #3: Referrals to Outside Community Partner Agencies

Week 4

- Support Step #4: SARB

3 - Students with No Contact or Communication has Stopped (Zoom, phone calls, emails, text, etc.)

Week 1 (After 5 consecutive school days)

- Support Step #1: School Site Staff Communication -Teacher to Teacher collaboration in regards to students whom have siblings in other grades/classrooms. Teacher to Admin Collaboration -Administrator notified to assist with communication attempts

Home visit by Site Administrator

- Support Step #2: Letter (sent by site)

Week 2 (10 consecutive school days)

- Support Step #1: School site continues communication attempts
- Support Step #2: District Office staff is informed, PowerSchool search for siblings at another school site for additional information CALPADS search for enrollment with another LEA. CDE search for potential private school enrollment.
- Support Step #3: Possible Home Visit by District Office Staff
- Support Step #4: District Letter (sent by District)

Week 3 (15 consecutive school days)

Support Step #1: Home Visit by District Staff

Support Step #2: Welfare Check- Asking for assistance from Law Enforcement (YSOs')

Support Step #3: SARB

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.]

When School closed on March 16th, 2020, VTEC students could pickup a weeks worth of meals from any of the multiple lunch distribution locations across the city. Students in rural areas were serviced via school buses. During the summer, Visalia Technical Early College in partnership with Visalia Unified School District continued to provide grab & go meals to the children of our community and VTEC high school through the Seamless Summer Food Service Program. Although the Seamless Summer Food Service Program will end on July 31, 2020, VUSD will begin providing meals to VUSD students through the National School Lunch Program beginning on Thursday, August 13, 2020. VTEC Families will be able to pick up a five-day meal pack consisting of five breakfast meals and five lunch meals per enrolled student.

VTEC students must pick up meals from VTEC or their feeder middle school. Unlike this summer's grab & go meal distribution, buses cannot be used for distributing meals during the school year under the National School Lunch Program guidelines.

VTEC students will receive a meal card that will be scanned by school staff when students pick up their grab & go meals. Student and/or parent, with their meal card in hand, will be able to pick up meals at the student's home school or their feeder middle school. Details on how and when students will receive their meal cards will be shared with families. The District has scheduled meal pack pickups for every Thursday from 10 a.m. to 12 p.m. and from 5 p.m. to 7 p.m. to accommodate students and parents. The first pick up was on Thursday, August 13, 2020. Visalia Unified School District and VTEC high School is pleased to continue this service to our students and is grateful for the support of the Seamless Summer Food Service Program, the National School Lunch Program, and our VUSD Nutritional Services staff for making this important program possible.

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

Section	Description	Total Funds	Contributing
Distance Learning Program (Distance Learning Professional Development)	the purchase of additional monitors, wireless devices, hardware and hot-spots for teachers to assist with on-line and distance learning	12,000	Yes
Distance Learning Program (Access to Devices and Connectivity)	Purchase of additional Chromebook devices for VTEC High School	24,000	

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
20%	0

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.]

VTEC provided additional training and support for teachers in multiple programs including Zoom, Schoology, Nearpod and distance learning as a whole. Much of this time is compensated for teachers. Teachers also receive training throughout the year on social and emotional support and awareness, suicide prevention and relationship building. Teachers are assigned an advisory period and support students with the California Colleges CCGI program as well as the Get Focused Stay Focused program. Teachers are trained on both of these programs throughout the year during staff development meetings.

The Behavior Intervention Technician is now providing in class (in Zoom) support to students as well as one on one support via Zoom counseling for students per request. She works closely with administration and teachers to identify students who are NOT on the tiered system of support but still may require serves. She also works with attendance to identify those students who are not logging in to classes to follow-up to ensure students understand the ramifications of not joining classes. She is often part of the restorative piece for students after an incident in class and she will often meet with students who were on the receiving end of verbal assaults to ensure they ready to return to the classroom setting and are comfortable in that space.

The addition of technology for teachers and students has been critical to the successful start of this year. Teachers were all provided with new mobile devices (laptops) with video and audio capability. In addition as teachers began developing online lessons they identified hardware needs such as microphones, speakers and additional monitors to be used to share screens with students while still being able to see their classes. Teachers are utilizing Elmo's and whiteboards as well as self-made instructional videos.

VTEC continues to provide social and emotional services and supports to students via the BIT and School Psychologist. VTEC utilizes a tiered system of supports to identify and provide appropriate services and supports for students.

VTEC provides its students with a variety of materials each year to help them start the year successfully. We provide every student with a binder full of paper, pencils, dividers and highlighter. Students also receive a student planner each fall to help them stay organized throughout the year. Teachers are encouraged to utilize the planner and have student write and track assignments in their personal planner when assigned.

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

While our Increased Apportionment did not changed, the district estimated the increase services for the targeted students by 20%.

Based on Enrollment Access to Wi-fi & Technology

- VTEC provided ALL students with a Chromebook to insure all students have access to distance learning
- The district is in the process of building a community-wide Wi-Fi project and working with Verizon to provide internet access for the student Chromebooks at home where needed. Due to many students living in rural areas, Verizon doesn't provide service in some of our areas. The district is problem solving with each individual family

to determine which provider works for their student. This service will be accessible to VTEC students.

Need for meals

It was identified families were in need of meals. In April the county's unemployment rate was 19.3%. Currently the rate is 17.2%, with such high percentages the district changed procedures to allow families better access to meals. All VTEC Students were included in this service.

- Meals are now distributed once in the morning and once in the afternoon
- Student ID cards were purchased so that students can pick up meals at VTEC

Social Emotional Support

The district recognizes that during this time many families are struggling. The district has implemented the following to support students and families:

- Care line
- Modified the intervention of support to help students while distance learning. The district is offering staff development in the three different tiers of support for students

Student Interventions & Support during both hybrid and distance learning will be available through:

- o Small group instruction
- o Virtual student groups
- o Virtual parent-student groups
- o Individual in person or virtual intervention sessions provided by VUSD staff
- o Referral to/coordination with community based partners

