

# Learning Continuity and Attendance Plan Template (2020–21)

**DRAFT as of 9-04-2020**

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

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## General Information

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

The COVID-19 pandemic has had a significant impact on Amador County Unified School District. The inability to have students physically present in classrooms has taken its toll on all of us. Educators did not enter the profession to instruct virtually from a computer screen, but we have all been forced to adapt to our current circumstances.

As soon as physical school building closures were announced in March, Amador County Unified School District staff immediately began preparing to implement distance learning without delay. Families were given a list of resources to continue student learning for the first full week of school closures, and all teachers began providing teacher-led distance learning the week of March 30, 2020. We attempted to limit program changes for students as much as possible. The degree that a program was changed depended on its ability to comply with CDC and local public health guidelines.

On July 30, 2020 the Board of Trustees made the decision to begin the 2020-2021 school year with 100% distance learning due to information from Amador County Public Health indicating it was imminent that Amador County would be listed on the state’s data monitoring list prior to the first day of school.

On Friday, August 28, 2020, Governor Newsom released new guidance including the 4-tiered system below for schools to follow for reopening. The guidance states: "Schools may reopen when their county moves from the ‘widespread’ (purple) tier to the ‘substantial’ (red) tier if they meet the established health state criteria for 14 consecutive days. Schools will also need to follow the industry guidance when they do reopen."

This framework lays out the measures that each county must meet, based on indicators that capture disease burden, testing, and health equity. A county may be more restrictive than this framework. This framework also notes signals of concern, including impacted healthcare capacity that may lead towards a dimming intervention. This framework replaces the current County Data Monitoring metrics. As the COVID-19 pandemic continues to be an evolving situation and new evidence and understanding emerges, the California Department of Public Health (CDPH) will continue to reassess metrics and thresholds.

See chart below for the framework metrics as set according to tiers based on risk of community disease transmission. Calculation of metrics is described in [Appendix 1 of the CDPH guidance](#).

	Higher Risk $\longrightarrow$ Lower Risk of Community Disease Transmission			
	Widespread Tier 1	Substantial Tier 2	Moderate Tier 3	Minimal Tier 4
Measure*				
<b>Adjusted Case Rate for Tier Assignment**</b>  (Rate per 100,000 excluding prison cases, 7 day average with 7 day lag)	>7	4-7	1-3.9	<1
<b>Testing Positivity***</b>  (Excluding prison cases, 7 day average with 7 day lag)	>8%	5-8%	2.4.9%	<2%

\*To advance to the next tier, a county must also meet health equity measures as described below.

\*\*Adjusted case rate will be determined using confirmed (by PCR) cases, and will not include state and federal inmate cases. Assignment of a case rate tier includes an adjustment factor for counties that are testing above the state average.

\*\*\* Excludes state and federal inmate cases

The District continues to be in regular communication with Amador County Public Health Officer Dr. Kerr about the current COVID-19 data in Amador County and will work closely with her, our Board of Trustees, and our labor partners when circumstances allow for reopening.

Schools may reopen for in-person instruction based on equivalent criteria to the July 17<sup>th</sup> [School Re-opening Framework](#) previously announced. That framework remains in effect except that Tier 1 is substituted for the previous County Data Monitoring List (which has equivalent criteria to Tier 1). Schools in counties within Tier 1 are not permitted to reopen for in-person instruction, with an exception for waivers granted by local health departments for TK-6 grades. Schools that are not authorized to reopen, including TK-6 schools that have not received a waiver, may provide structured, in-person supervision and services to students under the [Guidance for Small Cohorts/Groups of Children and Youth](#).

Schools are eligible for reopening for in-person instruction following [California School Sector Specific Guidelines](#) once the county is off Tier 1 for 14 days, which is similar to being off the County Data Monitoring List for at least 14 days.

Potential re-closure due to increased COVID-19 cases after reopening should follow the July 17<sup>th</sup> [School Re-opening Framework](#).

### Plan for Reopening and Shifting the Learning Model as Conditions Change

Based on the aforementioned information, guidance and collaboration, the District will shift its learning model as follows. After reopening campuses, this may include shifting back to Distance Learning if the conditions require it.

- Tier 1: Distance Learning
- Tiers 2 & 3: Hybrid and Distance Learning (options offered to families)
- Tier 4: Full Return to School Campuses

### Health and Safety Plan During COVID-19 for a Safe Return to School

The District's [Health and Safety Plan](#) provides detailed information about procedural requirements and the conditions and steps involved in the event a classroom, school or schools must close due to positive COVID-19 test cases. It also provides details on the protective measures that will be taken when schools reopen for classroom-based instruction.

COVID-19 has impacted our schools in the following ways.

Academic: The major change to academic programs was the nearly overnight shift from traditional classroom instruction to distance/mostly online learning. Teachers, still responsible for providing instruction appropriate for their grade level/content area, moved their classrooms to a digital platform. Many core academic programs were able to rely on the digital components of our adopted curriculum making it easier to ensure the continuity of learning. Unfortunately, due to their reliance on experiential learning, some programs were more adversely impacted by the transition to remote teaching and learning (i.e., Art, Drama, Culinary, Industrial Arts, Agriculture, and the hands-on portion of science instruction). Teachers of these subjects had to demonstrate creativity and flexibility as they were unable to ensure that their students had equal access to the supplies, apps, and equipment needed to complete comparable activities at home. CARES Act funds are being utilized for the 2020-2021 school year to provide all students with the supplies needed to complete activities at home for these elective courses.

Social: Programs focused on promoting community connectedness (i.e., Where Everyone Belongs, Link Crew, Kindness Club, etc.) were paused as staff priorities shifted toward meeting the academic needs and there wasn't sufficient time to reimagine their role in our

educational landscape. Many of these activities resumed virtually once teachers had adjusted to providing instruction in an online format. Kindness Clubs, principal-led virtual awards assemblies, pre-recorded and virtual promotion and graduation ceremonies, are examples of adjustments made due to the COVID-19 circumstances.

Athletics: All spring sports competitions, practices and conditioning activities were canceled and all fall sports were pushed to January.

Social-emotional: Counselors regularly meet with students and families remotely, and teachers recognized the important role of the face-to-face interactions during Zoom and Google Meetings.

Nutritional: Food services transitioned to the grab-and-go breakfast and lunch options and distributed them at predetermined locations throughout the county.

Special Education: Most special education services were modified and provided remotely. Some designated instructional services (DIS) were greatly affected due to challenges with some staff and the inability to provide in-person services.

The major impacts of the physical school building closures on students and families were the lack of peer social interaction, lack of consistent access to trained educational professionals, loss of childcare except for essential workers, less supervision, and loss of identity and purpose when athletics and clubs ceased to meet.

## Stakeholder Engagement

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

Amador County Unified School District went to great lengths to solicit stakeholder feedback in the development of this plan. Separate live Zoom stakeholder engagement meetings were conducted for staff and for families and community members. During these meetings, a PowerPoint was shared explaining the plan and the various sections and prompts that need to be responded to. At the conclusion of each meeting, participants were asked to complete a Google survey to provide written feedback on each area of the plan. Families with limited access to technology were directed to pick up a paper copy of the survey at their school office.

The Plan was presented to the Amador Parent Advisory Committee (APAC) on Monday, August 31, 2020 for comments and feedback and to the District English Learner Advisory Committee (DELAC) on Tuesday, September 1, 2020 for comments and feedback.

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

Stakeholder engagement meetings were conducted via Zoom for staff and for families and community members. During these meetings, a PowerPoint was shared explaining the plan and the various sections and prompts that need to be responded to. At the conclusion of each meeting, participants were asked to complete a Google survey to provide written feedback on each area of the plan. Families with limited access to technology were directed to pick up a paper copy of the survey at their school office.

These Zoom sessions were recorded and posted to the district website for those who were unable to attend the live sessions.

Families with limited access to technology were directed to pick up a paper copy of the survey at their school office.

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

Verbal and written feedback received from stakeholders indicated a strong desire for additional support for the mental health and social-emotional well-being of all students and staff. There were also common themes in the areas of additional tech support for families, purchasing additional devices for students and teachers, additional support outside the regular school day for students with disabilities, English learners, and any other students in need, having plenty of PPE on hand for when in-person instruction resumes, bringing small groups of at-risk students for in-person, targeted instruction, frequent assessment and intervention using online platforms, and additional time for students to interact socially in a virtual and in-person format.

Some themes of the feedback received from the Amador Parent Advisory Committee were around opportunities for students to participate in additional instruction after school hours to offset learning loss. There was also a suggestion to include students in the stakeholder engagement process, as well as to look to universities that have reopened successfully as a model for when in-person instruction resumes.

The theme of the feedback provided by the District English Learner Advisory Committee (DELAC) was a request for additional support and targeted instruction for students who are struggling. There was also a consensus for in-person offerings for the most at-risk students using the guidance released by CDE on August 25.

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

Stakeholder feedback received from the live stakeholder meetings and Google survey influenced every area of this plan. Some specific actions in the plan as a result of this feedback are the addition of two counselors to support the mental health and social-emotional well-being of students and staff, funding for after school clinics to offset learning loss, the purchase of additional Chromebooks for students and laptops for all teachers to provide the tools necessary to deliver instruction in a virtual format, the purchase of materials to support completion of projects at home, the purchase of online assessment and intervention platforms to be used to measure and offset learning loss, and additional bilingual aide hours to meet the demand for increased translation and family support.

## 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.]

The goal of Amador County Unified School District is to return to in-person instruction as soon as it is safe and permissible to do so, according to California Department of Public Health guidelines. To assist with this planning, two collaborative stakeholder committees were convened, one for staff and one for family/community members. These two committees then evolved into two subcommittees, one elementary and one secondary. These committees met in May, June and July 2020 to study various models for in-person instruction. Each committee developed a detailed plan to offer a hybrid model of in-person instruction where half of the students come two days a week and the other half come the other two days with a deep cleaning day in between (Wednesday). Each plan is described in detail in the following paragraphs.

The ultimate goal of the stakeholders is to go back to school with 100% of students and 100% of staff five (5) full days per week when it is reasonably safe to do so. The stakeholder committees reviewed resources including, but not limited to, the California Department of Education Guidebook and SB98. They gathered information from community members including staff and family surveys. They faced this work with the underlining consideration of how the District could provide the best educational opportunities for ALL students, create options that meet the guidelines and requirements, and support both parents and teachers.

The committees also recognized the importance of re-evaluating the distance learning model with the understanding that as the world moves forward during the COVID-19 pandemic, there is the chance that the Amador County Health Department or the State Health Department could approve opening schools for more hours and/or more days a week. If/when this happens, students that have been engaged in distance learning can return to the brick and mortar classroom. There is also the chance that the Amador County Health Department or the State Health Department could close schools again after they reopen, requiring distance learning for periods of time. There is a strong need to be nimble and adaptable to rapidly changing information and COVID-19 circumstances.

**The elementary stakeholder committee** felt very strongly that the District should offer families options. These options would all function as a school within a school approach, utilizing our current teaching staff. Parents would commit to an option with a contract including parent responsibilities and District responsibilities, such as attendance, accountability, technology, materials, masks, etc. In the event parents need to change their option during the school year, they would work with their student's school, and changes would be made based on available space. The enrollment process would include a section for parents to request students being placed together for child care purposes within the school and across the District. All communications and related information was provided in Spanish.

Key details of the elementary hybrid model are:

- All students participating in the hybrid model will come to school in either group A (Monday/Tuesday) or group B (Thursday/Friday).
- Students will come to school for 4 hours on in-person days, and be given a combination of packets and online learning to complete the other 3 days at home.
- The size of the cohorts will be the number of students that will fit in the classroom (up to 14) in order to maintain social distancing.
- Staggered start and dismissal times will be arranged to maintain social distancing, do temperature checks, and avoid large amounts of people in an area at one time.
- Recesses will also be staggered to limit the number of students and/or classes at any given time. There will be designated areas and students will be reminded to practice social distancing. Social distancing posters will be displayed on playgrounds.
- Attendance will be taken daily in person and/or virtually for the cohort not in person.
- Students will be assessed in person.
- A minimum of one recess per in-person instructional day will be provided to students.
- Grab and go meals will be provided.
- Grades will be reported each trimester on the ACUSD report card.

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**ACUSD Elementary**  
M/T Th/F Hybrid Option

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Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>A COHORT</b></p> <p>4 hours of in person instruction</p>	<p><b>A COHORT</b></p> <p>4 hours of in person instruction</p>	<p><b>DEEP CLEANING OF CLASSROOMS</b></p> <p>Students and teachers at home due to deep cleaning</p> <p><b>ALL STUDENTS</b></p> <p>Complete required virtual assignments and packets</p> <p><b>TEACHER</b></p> <ul style="list-style-type: none"> <li>• Office hours</li> <li>• Weekly packet prep</li> <li>• Weekly virtual assignments prep</li> <li>• Grading of assignments</li> <li>• District collaboration, grade level planning/calibration and PD</li> </ul>	<p><b>B COHORT</b></p> <p>4 hours of in person instruction</p>	<p><b>B COHORT</b></p> <p>4 hours of in person instruction</p>
<p>Staff lunch</p>	<p>Staff lunch</p>		<p>Staff lunch</p>	<p>Staff lunch</p>
<p><b>B COHORT STUDENT</b></p> <p>Complete virtual assignments and packet work throughout the day</p> <p><b>TEACHER</b></p> <ul style="list-style-type: none"> <li>• Attendance check</li> <li>• Distance teaching and monitoring of student progress</li> <li>• Office hours</li> <li>• Prep for the next day</li> </ul>	<p><b>B COHORT STUDENT</b></p> <p>Complete virtual assignments and packet work throughout the day</p> <p><b>TEACHER</b></p> <ul style="list-style-type: none"> <li>• Attendance check</li> <li>• Distance teaching and monitoring of student progress</li> <li>• Office hours</li> <li>• Prep for the next day</li> </ul>		<p><b>A COHORT STUDENT</b></p> <p>Complete virtual assignments and packet work throughout the day</p> <p><b>TEACHER</b></p> <ul style="list-style-type: none"> <li>• Attendance check</li> <li>• Distance teaching and monitoring of student progress</li> <li>• Office hours</li> <li>• Prep for the next day</li> </ul>	<p><b>A COHORT STUDENT</b></p> <p>Complete virtual assignments and packet work throughout the day</p> <p><b>TEACHER</b></p> <ul style="list-style-type: none"> <li>• Attendance check</li> <li>• Distance teaching and monitoring of student progress</li> <li>• Office hours</li> <li>• Prep for the next day</li> </ul>

**\*A minimum of 1 recess per in-person instructional day will be given to students.**

An additional goal for this model is to look for opportunities to add more in-person time based on health and safety requirements and current COVID-19 circumstances.

**The secondary stakeholder committee** developed a hybrid model in which students attend school for a full day. The committee recognized that this will require significant organization for managing unstructured times like lunch and passing periods. Below is a model full-day bell schedule that was developed and reviewed by the committee. This schedule addresses concerns related to social distancing and providing both student supervision and a duty-free lunch for teachers. The sample schedule is color-coded in the tutorial/lunch period block to demonstrate the activity of each group of students. Yellow represents one group and blue represents the other.

Draft Full Day Bell Schedule

<b>Time</b>	<b>Event</b>	<b>Notes</b>
8:30 – 8:45	Screening/temp checks	Multiple designated locations with space for students to wait socially distanced (probably not office)
8:45 – 9:58	Period 1 or 2	73 minutes long
9:58 – 10:06	Passing Period	2 cycles, 4 min each  Idea: Odd numbered classrooms go first, followed by even numbered classrooms
10:06 – 11:19	Period 3 or 4	73 minutes long
11:19 – 11:23	Passing Period	4 minutes for selected half of students to move to tutorial classroom (such as all students in odd classrooms)
11:23 – 11:57	1 <sup>st</sup> Tutorial/Study Hall	34 minutes for students to work independently on classwork
11:23 – 11:53	1 <sup>st</sup> Lunch	Remaining students (students in even classrooms) go to lunch. Teachers from those rooms will have duty free lunch at this time.
11:53 – 11:57	Passing Period	4 minutes for students on first lunch to report to tutorial classroom. Teachers on first lunch will return to their room to receive students for tutorial.
11:57 – 12:31	2 <sup>nd</sup> Tutorial/Study Hall	34 minutes for students to work independently on classwork
11:57 – 12:27	2 <sup>nd</sup> Lunch	Students who had First Tutorial go to lunch. Teachers who supervised First Tutorial will have duty free lunch.
12:27 – 12:31	Passing Period	4 minutes for students and teachers on second lunch to report to Learning Block 3 classroom.
12:31 – 12:35	Passing Period	4 minutes for students who had second tutorial to report to Period 5/6 classroom.
12:35 – 1:48	Period 5 or 6	73 minutes long

1:48 – 1:56	Passing Period	2 cycles, 4 min each
1:56 – 3:08	Period 7 or 8	72 minutes long
3:08 – 3:12	Dismissal	2 cycles, 2 minutes apart

In this model, because students will attend school for an entire day, class periods will be longer, allowing for more in-depth instruction. More effective in-person instruction will then enable teachers to have greater flexibility with how to plan independent learning opportunities for the remainder of the week that build on content taught in class. Teachers will not be reliant on hosting virtual sessions to teach important concepts, but could provide all students with related assignments, handouts, and texts for completion at home. Of all considered options, the committee believed that a full-day hybrid would most closely resemble traditional modes of teaching and learning.

The subcommittee did consider and discuss a half-day model, but with increased frequency so that students came more frequently. Such a model would involve teachers instructing in person for a full day, except the morning would be dedicated to one track of students and the afternoon would be for the other track of students. Although periods would be short, the benefit would be that students would receive almost daily in-person instruction. Logistically, however, the subcommittee did not feel this was a viable option. Half days would be a hardship on families, but it would also be extremely difficult to sanitize effectively between groups of students. If transportation is to be provided, this model would also not allow for adequate time to return the first track of students home and pick up a different track to come to school. The subcommittee was concerned about the potential cost increase that would be associated with bringing two groups of students to campus on the same day. Also, this model would not support the needs of many types of courses that rely on ample instructional and student work time with tools and materials that can only be accessed at school.

The subcommittee discussed at length including all five days of the week as in-person instructional days versus the four proposed. However, the inconsistency created by students reporting three days one week and two the next could become a hardship for families who are trying to plan effectively. This also would not allow for the deep cleaning day to occur in between student groups attending. Additionally, there are several weekday holidays in the school calendar. A track of students could potentially miss a significant amount of in-person instructional time without an unscheduled day being available to hold makeup sessions. After careful consideration, the drawbacks were determined to be greater than the benefits, thus four days have been recommended.

The subcommittee also discussed the particular days of the week that should be designated as in-person instructional days for each track. It was acknowledged that the elementary and secondary plans should be closely aligned for the benefit of families. Although the secondary subcommittee recommended the schedule as displayed below, there could also be a benefit to scheduling each track to attend consecutive days. For example, Track 1 could attend Monday/Tuesday and Track 2 could attend Thursday/Friday. The subcommittee felt strongly that consistency and simplicity for all students, staff, and families should be the ultimate deciding factor. Below is a model schedule for a rotating block for student groups developed by the secondary committee.

**Recommended Rotating Block Hybrid Model**

**This model was adopted by the Board of Trustees on 7/20/2020. The model has not yet been implemented due to the Board decision on 7/30/2020 for distance learning.**

<ul style="list-style-type: none"> <li>Total student enrollment at each school is separated into two tracks* to allow for fewer students on campus at a time</li> <li>Each track will attend school two full days per week</li> <li>Students will attend four class periods the first day and four different periods the next day</li> </ul> <p><b>*This table has been changed to match the days elementary students will attend.</b></p>				
<p align="center"><b>Track 1:</b></p> <p align="center"><b>Last Name A – L</b></p>			<p align="center"><b>Track 2:</b></p> <p align="center"><b>Last Name M – Z</b></p>	
<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<p><u>Track 1</u></p> <ul style="list-style-type: none"> <li>Full day on-campus instruction</li> <li>Periods 1, 3, 5, 7</li> </ul>	<p><u>Track 1</u></p> <ul style="list-style-type: none"> <li>Full day on-campus instruction</li> <li>Periods 2, 4, 6, 8</li> </ul>	<p><u>All Students</u></p> <ul style="list-style-type: none"> <li>Distance learning</li> <li>Virtual office hours by appointment</li> </ul>	<p><u>Track 2</u></p> <ul style="list-style-type: none"> <li>Full day on-campus instruction</li> <li>Periods 1, 3, 5, 7</li> </ul>	<p><u>Track 2</u></p> <ul style="list-style-type: none"> <li>Full day on-campus instruction</li> <li>Periods 2, 4, 6, 8</li> </ul>
<p><u>Track 2</u></p> <ul style="list-style-type: none"> <li>Independent distance learning</li> <li>Virtual and/or hard-copy assignments</li> </ul>	<p><u>Track 2</u></p> <ul style="list-style-type: none"> <li>Independent distance learning</li> <li>Virtual and/or hard-copy assignments</li> </ul>		<p><u>Track 1</u></p> <ul style="list-style-type: none"> <li>Independent distance learning</li> <li>Virtual and/or hard-copy assignments</li> </ul>	<p><u>Track 1</u></p> <ul style="list-style-type: none"> <li>Independent distance learning</li> <li>Virtual and/or hard-copy assignments</li> </ul>
<p>* Tracks will be primarily determined by the student’s last name. However, adjustments can be made based on family need.</p>				

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

Description	Total Funds	Contributing
Purchase of personal protective equipment (PPE) such as masks, face shields, Plexiglas, and hand sanitizer.	\$ 200,000	N
Purchase disinfecting devices such as room foggers, hand washing stations, and bathroom disinfecting machines to assist with the intensive requirements of offering in-person instruction.	\$75,000	N
Hire additional custodial and supervision staff to assist with the intensive cleaning / disinfecting and increased supervision requirements associated with offering in-person instruction.	\$200,000	N

# Distance Learning Program

## Continuity of Instruction

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

Amador County was officially placed on the state's data monitoring list on Monday, August 17, 2020 after being above the threshold for case rate and testing positivity for several weeks. The Board of Trustees had the foresight to see this official notification coming and, on July 30, 2020, the Board made the decision to open the school year with full distance learning. Many preparations for distance learning have occurred since that time.

The crisis-response distance learning model from March 2020 has been updated to include all requirements from Senate Bill 98. Students participate and interact with their teacher(s) and peers daily. Assessments and grades are given. Daily attendance is required and taken. Hot spots and Chromebooks are provided to families who need them. Textbooks, materials, and packets were distributed through a drive-through pick-up process or delivered by a bus driver to families who needed that support. At the elementary level, hard copy student work is being turned in weekly through a similar process and new instructional materials provided as needed. At the secondary level, student work is submitted online. Teachers are collaborating with their site and grade level peers to ensure consistency in instruction, rigor, assessment, feedback, and workload. Teachers are given the option of providing distance learning from their classroom or home depending on health risks and guidance from the Amador County Health Department.

In order to support the continuity of learning with the possibility of being required to shift from distance learning, to in-person instruction, back to distance learning, the online portions of all district-adopted curriculum have been purchased and provided to teachers and students. Hard copies of district-adopted textbooks and supplemental instructional materials have also been distributed to students prior to the start of the school year to ensure access to the adopted curriculum whether at home or in-person. A major difference with distance learning for the 2020-2021 school year is that all teachers are using the state-approved, district adopted curriculum as the primary instructional resource with a few supplemental resources as appropriate, time permitting.

The following are additional key aspects of distance learning at all schools:

- Teachers engage in purposeful, standards-aligned instruction.
- Students learn new content/skills with the same rigor and expectations of their hybrid and homeschool model peers.
- Teachers provide both live and recorded lessons/instruction daily. Live instruction and other lessons may be recorded and available for viewing.
- Teachers meet virtually in a variety of settings with students to provide both whole group and small group instruction as well as Designated ELD, and intervention.
- Grades will be reported each trimester (elementary) or quarter (secondary) on the ACUSD report card.
- Board adopted materials are used including Benchmark, My Math, CA Collections, and CPM.
- Weekly packets, textbooks, and materials are distributed by site.
- Weekly packets at each site are the same per grade level.

- Teachers refer to the Hybrid/Distance Learning Resources provided by the educational services department for additional instructional recommendations.
- Teachers provide feedback to students, including observational comments, grades, an evaluative or descriptive note, a question for clarification, etc.
- Students who are not responding to assignments are contacted by the teacher and/or school staff. Teachers notify school staff if they have not received work from or communicated with a student after 3 days.
- Communication with families is documented on the site agreed upon documentation form.
- An attendance record of daily and weekly student engagement is used by all teachers.

## 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.]

In order ensure equitable access to educational content for all students, particularly low-income students, foster youth, and English learners we ensure that all students without access to a digital device or internet are provided a school-issued Chromebook and/or Wi-Fi / hotspot. Staff has been diligent about attempting to contact every family in order to ensure that everyone has access to the device(s) they need.

Nearly 2,500 Chromebooks and 800 hotspots have been distributed to families to begin the 2020-2021 school year.

## 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.]

Student progress in distance learning is tracked and monitored using a combination of participation in the live daily interactions and the completion of assignments. Student progress in a hybrid model will be tracked and monitored using a combination of attendance at the in-person instruction days and the completion of assignments. In distance learning, teachers provide live daily interaction for all students. Each student's participation in live class sessions is tracked by the teacher. Teachers use a combination of participation in the live daily interactions and the completion of assignments to determine the time value of pupil work. All students are provided at least the minimum number of daily instructional minutes, based on the grade span, through a combination of daily live interaction and assignment completion.

## 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 educational services department coordinated a robust menu of professional development offerings prior to the start of the 2020-2021 school year. All employees were provided three additional contracted days the week before school started in order to have the necessary time to plan, collaborate, and participate in the professional development needed to meet the new demands of distance learning.

The trainings have been in the form of webinars (both live and recorded) on how to use digital platforms such as Google Classroom, Google Meet, Zoom, and Edpuzzle to deliver and enhance remote instruction. Additionally, the Educational Services department has expanded access to digital curriculum and supplementary instructional resources for teachers by creating accounts for teachers on already purchased

platforms such as Benchmark, My Math, California Collections, Edgenuity, CPM, and FOSSweb, reaching out to companies offering free trials for standards-aligned digital curriculum such as STEMscopes and Rosetta Stone, and by offering implementation support as needed.

Additionally, the Educational Services department continues to connect teachers and families with regional partners such as the region 6 STEM collaborative, Bilingual/ English Learner Leadership (BELL) Network, and the Instructional Leadership Corps that offer guidance on how to deliver effective digital learning.

## **Staff Roles and Responsibilities**

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

The normal job duties of certain job classifications and staff members employed by the school district are not relevant in a distance learning format. For example, with students not physically coming to school campuses, the main role of bus drivers who normally transport students to and from school has been altered. In order to support new responsibilities associated with delivering instruction in a distance learning format, our bus drivers have had their roles temporarily changed to support school sites with things such as delivering and picking up Chromebooks, hot spots, textbooks, supply kits, and anything else that needs to be taken to or collected from our families.

Another example is with campus supervisors who would normally spend their day interacting with students around the school site regarding parking issues, class attendance, assisting with minor discipline infractions, and other general campus security issues. With students not on campus in a distance learning format, our campus supervisors have assisted with things such as providing technology support to families, assembling materials kits for art, P.E., and other electives classes, coordinating the distribution of these kits with bus drivers to ensure every student receives one, and assisting with cleaning and disinfecting around the campus.

A final example is with some of our library clerks who would normally spend their day checking in and out books to students and classes rotating through the library. With students not physically present on campuses, our library clerks' roles have shifted to supporting the disinfecting of frequently touched surfaces to assist with the promotion of health and safety for all staff and 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.]

Amador County Unified School District understands that our students with unique needs may be the ones impacted most by the COVID-19 pandemic. As a result, we have put many supports in place for the 2020-2021 school year.

At the elementary level, intervention teachers remain in place at all schools, with the temporary increase in hours from last year being made permanent for this year. These teachers meet with small groups of students virtually to provide additional support in targeted areas based on performance on district assessments and teacher recommendation.

At the secondary level, each school has designated an MTSS coordinator to provide additional support to the students who need it most. At the junior high level, the instructional administrator fills this role, while at the high school level, a teacher fills this role as one of their assigned sections.

Our counselors have gone to great lengths to inform the greater school community that they are available to assist students and families with whatever needs may arise during the COVID-19 pandemic. In addition to the regular teacher and administrator referral process, many counselors have created their own web-pages, Google Classrooms, and Google Forms for self-referrals. A referral system using Google Forms is being used to streamline the student referral process so students are seen in a timely fashion when more urgent matters arise. SEL focused, virtual presentations are provided weekly by teachers and counselors that include coping skills for anxiety and trauma with the recordings of the lessons available on Google Classroom.

With the long-awaited release of the California Department of Public Health’s “Guidance for Small Cohorts/Groups of Children and Youth” on August 25, 2020, we are in the planning stages for offering in-person instructional services to small cohorts of at-risk students. Services such as speech and language, occupational therapy, intensive counseling, and targeted academic intervention are a few areas being considered for in-person instruction. This will likely be offered at “service centers” being established at central locations in each school community.

Using the guidance provided by Californians Together, we understand the importance of making sure that English learners have full access to the curriculum. Therefore, the Designated and Integrated ELD supports which are embedded in our adopted curriculum are provided to all English learners. Supplementary ELD resources and webinars curated by the California Department of Education are also highlighted for teachers on our district resource page. We proactively engage parents by making sure that school communication is in families’ native language whenever appropriate. Additionally, our bilingual aides meet virtually and/or call our English learners and their families to provide assistance with school work and translations as needed.

In order to meet the needs of our low-income students, foster youth, and English learners we ensure that all students without access to a digital device or internet are provided a school-issued Chromebook and/or Wi-Fi / hotspot. Staff is diligent about contacting every family in order to assist them in any way possible with both the transition to distance learning and their social-emotional needs.

Our Foster Youth liaison, Bilingual Parent liaison, and all of our counselors reach out to students and families to provide support and services as needed.

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

Description	Total Funds	Contributing
Purchase additional Chromebooks to ensure equitable access to distance learning for foster youth, English learners, and low-income students.	\$150,000	Y
Purchase laptop computers with cameras, microphone, and speakers for all teachers to provide the tools necessary for distance learning.	\$332,000	N
Three additional work days added to all employees contracts for planning, collaboration, and professional development to successfully open the school year.	\$300,000	N
Online versions of curriculum platforms to ensure the continuity of learning between in-person and distance learning.	\$80,000	N

Description	Total Funds	Contributing
Materials to support at home completion of projects for core and elective classes such as science, art, P.E., and culinary.	\$400,000	Y
Additional bilingual aide hours to meet the demand for increased translation and family support.	\$5,000	Y
Equipment cost and monthly service contracts for hotspots to provide connectivity for all students who need it.	\$250,000	Y

## Pupil Learning Loss

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

All teachers met in grade level teams (elementary) and content area cohorts (secondary) on August 26, 2020 to make agreements about common assessment tools and learning loss strategies to be used by all grades TK-12 teachers.

At the elementary level, in order to address pupil learning loss that results from COVID-19 during the 2019-2020 and 2020-2021 school years, teachers will assess students during the first 20 days of school to get an initial assessment of where students are at. Teachers will continue to assess students at the end of the 1st Trimester (November), the end of the 2nd Trimester (March), and at the end of the 3rd Trimester (May). The most current ELPAC results will also be used to measure ELD status, as well as the EL assessments embedded in the Benchmark Advance curriculum. Teachers will use our district’s ELA assessments and math assessments that were developed by our TK-6 Assessment Committee in 2019. The Assessment Committee followed our standards based report cards when developing our assessment plan. We will use diagnostic, formative and summative assessments to guide instruction and intervention.

At the secondary level, ELA teachers will administer the California Collections CAASPP ELA Practice Test in the fall to measure all students current learning status in English language arts and English Language Development. The most current ELPAC results will also be used to measure current ELD status, as well as the EL assessments embedded in CA Collections. Secondary math teachers will measure students’ learning status in mathematics using the i-Ready adaptive diagnostic assessment in grades 6 through 8 and the Mathematics Diagnostic Testing Project’s (MDTP) Assessments of Preparedness and Readiness for students in grades 9-12.

All assessments can be administered in a virtual format. It was noted that training in the administration of these assessments will be needed, as well as collaboration time to analyze the results.

## 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.]

The data from the assessments described above will be used to determine what strategies or supports are necessary to address learning loss.

At the elementary level, the actions and strategies teachers will use to address learning loss and to accelerate learning progress for pupils are many times part of daily instruction through cooperative groups. Teachers will meet students at the developmental level they are at and develop plans to address specific needs from there. District-adopted curriculum will be utilized in order to accelerate all student learning. We will provide intervention services to students as needed, based on district benchmark assessment results and teacher recommendations. Programs such as Benchmark Steps to Advance, Benchmark Booster, and mini units from San Francisco Math and Engage New York will be used to address learning loss.

At the secondary level, each school's ELA department will determine which tools are best suited to respond to student learning loss. Site departments will develop a learning loss mitigation response plan that utilizes one or more tools based on student need. Examples of the tools discussed include IABs, Renaissance Learning (some sites would like to purchase again), Common Lit, CAASPP Digital Library, Edgenuity MyPath (Used at Independence High School and North Star Independent Study School), i-Ready, Newsela Pro (paid version will provide data tracking), and CA Collections materials in Spanish.

Teachers will use differentiation to respond to students' learning needs during class. Self-assessment tools will be used for students to be aware of areas for growth and progress. A combination of designated ELD, integrated ELD, and bilingual aides will support EL students during the school day. Office hours are provided to meet 1-1 with students who need additional support. Students will be referred to the MTSS process as needed, and collaboration time will be used to analyze the data and determine next steps.

Secondary math teachers will take a two-pronged approach to addressing learning loss using the research from John Hattie. According to Hattie, collective teacher efficacy has the greatest impact on student learning. Keeping this in mind, we will reach out to our partners at the Sacramento County Office of Education and/ or Susan Hoffmier, an international teacher mentor from CPM (our district-adopted curriculum), to work with our teachers to analyze the data from student assessments, identify and prioritize standards to be taught, and explore teaching strategies that will support student learning in a remote environment.

The second prong focuses on identifying students for small group, targeted instruction. In Hattie's research, response to intervention has one of the largest effect sizes in raising student achievement. Using the student assessment data, we will identify students needing mathematics intervention. These students will be grouped with peers needing support in similar target areas. These groups of students will work with a highly-qualified teacher after school to work on any gaps that may be preventing these students from accessing grade-level content.

In order to accommodate these intervention groups, additional teacher hours will be needed on a temporary basis in order to provide these supports.

## **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.]

At the elementary level, the effectiveness of the services and supports implemented to address learning loss will be measured by many of the same assessments described in the section about measuring the current learning status. Teachers will continue to assess students at the end of the 1st Trimester (November), the end of the 2nd Trimester (March), and at the end of the 3rd Trimester (May), or more frequently

based on need. Teachers will use our district’s ELA/ELD assessments and math assessments that were developed by our TK-6 Assessment Committee in 2019.

Secondary ELA teachers will administer the California Collections CAASPP ELA Practice Test again in December to measure the effectiveness of the services and supports implemented to address learning loss. Teachers will collaborate to compare the results. Based on the amount of progress or lack thereof, teachers will continue to address the learning deficits using the interventions and strategies above.

Secondary math teachers will measure the effectiveness of their actions and strategies using the same diagnostic tests administered at the beginning of the year. If our actions and strategies are effective, we would expect growth in our students’ performance. Additionally, we will use student self-assessment on specific skills as a formative indicator of progress in the interim between the diagnostic assessments.

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

Description	Total Funds	Contributing
Benchmark Booster Program (Part of the elementary board-adopted English language arts curriculum)	\$28,500	N
Funding for after school clinics in math and reading to make up for lost learning time.	\$30,000	Y
Additional supplemental instructional programs to target learning loss.	\$75,000	Y
Professional development to support best practices for intervention	\$75,000	Y

**Mental Health and Social and Emotional Well-Being**

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

Amador County Unified School District understands the social-emotional toll the COVID-19 pandemic has taken on our students and families. Social isolation and loneliness combined with reduced income, income insecurity, or job loss have resulted in increased anxiety and stress levels that are unhealthy for both students and adults. This has an impact on the social emotional health and overall well-being of many people.

All counselors have a weekly schedule to check in with students. Students can also request counseling through email, the school website, a Google Form or other means. Teachers and parents may refer students to counselors if they recognize a need. A referral system using Google Forms is being widely used to streamline the student referral process so students are seen in a timely fashion when more urgent matters arise. Social emotional learning presentations are provided virtually on a weekly basis by teachers and counselors that include coping skills for anxiety and trauma, and the recordings of these lessons available in many teachers’ Google Classrooms.

The Director of Special Education/SELPA works closely with special education teachers/case managers, to monitor all students. Discussions include overall progress with their classes, attention to individual students who are struggling with attendance and participation, reports from parents about emotional or behavioral concerns, etc. Some adjustments made as a result of these discussions include reducing work

demands, frequent or individual check-ins with staff, and adjusting requirements of cameras and participation. In order to support all students, the Director of Special Education/SELPA consults with teachers, principals and parents to troubleshoot and assist in determining the best course of action.

The Director of Special Education/SELPA also shares professional development opportunities and resources with teachers, and has attended school psychologist related professional development specific to assessment during COVID-19.

The Educational Services team and Equity Committee shares resources for teachers to better understand equity in the home setting and managing expectations regarding rigor and workload. More training on recognizing signs of abuse or trauma in students during this time is planned, as well as supporting the emotional well-being of employees during this time, including work/life balance and mental health.

School psychologists utilize assessment tools for measuring the social and emotional well-being of students. They then analyze individual student strengths and needs and develop effective interventions and services to support the mental health of students. School psychologists consult, collaborate, and communicate with staff with the goal of promoting the use of mindfulness strategies to reduce work-related stress. Teachers are encouraged to use mindfulness techniques with their classes and report any concerns regarding students who demonstrate ongoing negative or limited engagement in virtual classroom lessons to administrators, case managers, and/or counselors and psychologists. School psychologists emphasize the need for recreation and relaxation to support one's overall health during distance learning.

The following are resources currently being used by teachers, counselors, and other support staff:

- Trauma-Informed Distance Learning Strategies can be found at: [SELcenter.WestEd.org](https://www.selcenter.org)
- NCTSN Learning Center brings together resources focused on specific populations, including adolescents who have experienced trauma and substance abuse, homeless youth, and refugees. The courses in this section offer interactive online training modules, video lectures, case examples, assessment tools, and expert tips.
- <https://learn.nctsn.org/course/index.php?categoryid=60>
- At the secondary level, staff will utilize the guidelines set by the American School Counseling Association Toolkit for Virtual High School Counseling and the California School Counseling Association:
- ASCA: <https://www.schoolcounselor.org/school-counselors/professional-development/learn-more/virtual-high-school-counseling>
- CSAC: <https://img1.wsimg.com/blobby/go/6365f4da-115a-4d63-a7fa-96cf31874f55/downloads/Superintendent%20Covid-19%20Planning%20Consideration.pdf?ver=1596246160970>

Other strategies include:

- Supplemental social emotional learning curriculum to support students, both during in-person and virtual instruction.
- Art lessons in a virtual format promoting social-emotional wellness
- Classroom music and band in a virtual format
- Updated websites and curriculum suggestions for parents/families on the district website

## 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.]

Amador County Unified School District will use a multi-tiered system of supports to ensure all students are engaged in the distance learning and hybrid models of instruction for the 2020-2021 school year. Attendance for distance learning is accounted for using a combination of participation in the daily live interactions offered by every teacher and the completion of assignments in the Google Classroom.

The first tier of the re-engagement plan involves welcoming students and parents to the new school year and the improved distance learning format in order to promote a culture of positive attendance. This includes raising the awareness of school personnel, parents, guardians, and caregivers of the negative effects of chronic absenteeism and other challenges when students are not fully participating in the educational program. Proactive outreach to families about the importance of school attendance and participation in the live daily interactions or recorded lessons being posted to teachers' Google Classrooms are examples of how this will be accomplished in a remote environment.

The Aeries student information system has been updated to reflect codes appropriate for distance learning and a hybrid model to indicate which students are engaged and which students are not. Using this data, schools will follow the tiered plan below to reengage students, as necessary.

The second tier of the plan ensures that students with attendance problems are identified as early as possible in order to provide the appropriate support and interventions at the school. Teachers, office staff, and repurposed classified staff will assist with calling each family to find out the reason why the student is not engaged. Support for reengaging students will be provided as needed. Examples might be access to a Chromebook or hotspot, counseling support to address social-emotional needs, help structuring a daily schedule, technology troubleshooting, or any other support that is needed.

The third tier is for students who have exhausted the resources and support attempts offered by the school. More intensive outreach by the counselor or a home visit might be appropriate in this case. When all other efforts have been attempted without success, then a referral to the school attendance review board (SARB) may be necessary. The SARB is composed of a diverse group of experts who can link the family to any needed school district or community services. The SARB will also identify and respond to grade level or student subgroup patterns of chronic absenteeism and will evaluate the effectiveness of strategies implemented to reduce chronic absenteeism rates.

## School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

The food service department of the Amador County Unified School District adjusted quickly to ensure all students continued to receive nutritionally adequate meals, despite the COVID-19 pandemic. The district received notification that we are able to free provide meals to all students, regardless of income status until at least December, 2020. Drive-through meal pickup is being provided at Plymouth and Pioneer Elementary Schools, Lone Junior High, and Argonaut and Amador High School. Meals are also being delivered by bus drivers to 6 areas of the county that are remote and further away from school sites. When students return to campus for in-person instruction, nutritionally adequate meals will continue to be provided in a grab-and-go format until CDPH guidance indicates otherwise.

During the spring of 2020, the Food Services Department served 41,472 grab-and-go breakfasts and 41,472 grab-and-go lunches for a total of 82,944 meals. All staff were required to wash their hands and sanitize all frequently touched items to include, door handles, counter tops, freezer and refrigerator handles, all serving carts and serving trays. This was repeated throughout the day. Meals were either placed on a sanitized table or sheet pan where parents could grab the meals and drive away. No meals were consumed on site. At the end of the day, all items were again sanitized for the next day's use. Three of the sites only had one employee, making social distancing a non-issue. The three sites that did have more than one employee worked at separate workstations within the cafeteria, wore gloves, and maintained their 6 to 10 feet of separation.

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

Section	Description	Total Funds	Contributing
Mental Health and Social-Emotional Well-Being	Provide two additional counselors to target the social-emotional needs of English learners, foster youth and low-income students.	\$150,000	Y
Mental Health and Social-Emotional Well-Being	Funding for staff time to complete virtual training in trauma informed practices and strategies to address trauma and other impacts of COVID-19 on the school community.	\$25,000	Y

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

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
8.41%	\$2,834,461 (Total allocation of LCFF Supplemental funds)

### 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.]

Due to the unique needs of foster youth, English learners, and low income students, Amador County Unified School District always considers these subgroups of students first when planning for additional supports for students. This is evidenced by time spent in principals' weekly meetings to strategize and plan, time in every instructional day for teachers to meet with individual students and small groups for intervention

support, dedication to meeting Section 504 and IEP timelines and goals, and high level of dedication and participation in ELAC and DELAC meetings for shared decision making.

Foster youth, English learners, and low income students will be given priority if there are limited slots available in after school reading and math clinics using the supplemental programs purchased. Foster youth, English learners, and low income students are also given priority when it comes to Chromebooks, internet hotspots, and materials kits in order to fully engage in their education whether in a distance learning or hybrid format.

These actions are effective in meeting the needs of these students based on the use of best practices, research-based resources and strategies, high levels of teacher collaboration and efficacy, and the provision of individual and small group instruction and intervention. Effectiveness will be measured using the aforementioned assessment tools and strategies.

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

Services for foster youth, English learners, and low-income students are being increased or improved by the percentage required in a variety of ways. Some examples of this include these students being the primary recipient of the additional counselor support. We know the social-emotional toll the pandemic has taken on our students and families, especially our foster youth, English learners, and low income students. The additional counseling services will be effective in addressing the increased need in these subgroups of students.

We recognize these subgroups of students as being in greater need of Chromebooks and hotspots which are being provided for use at home and support this need by ensuring all students have this support.

Many of our low income, foster youth, and English learners do not have the materials at home necessary to complete projects assigned by art, science, and/or electives teachers. These materials are being provided by the District to the aforementioned subgroups of students.

The unique needs of foster youth, English learners, and low income students are also the priority as staff are provided extra hours to complete training in strategies to address trauma and other impacts of COVID-19 on the school community.

While not part of the aforementioned subgroups, ACUSD supports students with disabilities in the following ways:

- All Mild/Moderate and Designated Instructional Services (DIS) special education teachers have their own Google Classroom for all students on their caseload, and/or are part of a general education teacher's Google Classroom for push-in support.
- Teachers document all communication with families and students and maintain service logs for each student on their caseload.
- IEP meetings occur in a virtual meeting format with paperwork shared with all IEP team members and virtual signatures attained after the meeting.
- Amendment/Distance Learning Plan/Emergency Services Plan meetings are being held for each student with an IEP to determine needs and supports and services during COVID-19.