



VALLEY LIFE CHARTER SCHOOLS

Developing Community Leaders

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
Valley Life Charter Schools	Lori Lackey Superintendent/Principal	llackey@vlcs.org 559.625.8527

General Information

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

Valley Life Charter School, closed the physical buildings on March 17th. Chromebooks, instruments, and supplemental packets were distributed to families in a drive through. Valley Life continued to honor the Stay At Home order issued by Governor Newsom. Valley Life families expressed appreciation for the work the teachers did to continue to meet their students needs. In May, Valley Life began to meet with key stake holders to create a re-opening taskforce. The task force was comprised of administration, staff (classified and certificated), and parents. The team created multiple plans based on families needs and desires. The final plan was developed, reviewed by the Tulare County

Health and Human Services, and board approved July 16th. July 17th the governor mandated all schools in impacted counties offer distance learning only. VLCS then created plans for distance learning.

Stakeholder Engagement

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

VLCS created multiple surveys, and shared with families and staff. Surveys were sent out on the schools private facebook page, and through email and telephone calls. Information was also shared at the Board meetings, and parent group meetings.

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

By Executive Order:

This Executive Order was signed on March 18.

Boards are allowed to hold public meetings via teleconference and to make public meetings accessible telephonically or otherwise electronically to all members of the public seeking to observe and to address the Board. All requirements of the Brown Act expressly or impliedly requiring the physical presence of members or of the public as a condition of participation in a quorum for public meetings are waived.

The prior Executive Order required that the school have a physical location for the public to attend the meeting to participate.

If you plan to hold your board meetings telephonically allowing the public to participate telephonically or through other electronic means, the board shall also:

Implement a procedure for receiving and swiftly resolving requests for reasonable modification or accommodation from individuals with disabilities, consistent with the ADA and resolving any doubt whatsoever in favor of accessibility;

Advertise that procedure each time notice is given of the means by which members of the public may observe the meeting and offer public comment. (Zoom meeting notices will be embedded in the Board meeting Calendar invitation that is public on the master calendar).

Give advance notice of the time of, and post the agenda for, each public meeting according to the timeframes in the Brown Act;

Give notice of the means by which members of the public may observe the meeting and offer public comment. If you've already posted a meeting and didn't provide this notice, you may satisfy this requirement by advertising such means using the most rapid means of communication available at the time, which means posting it on the school's website. The public may be part of the board meeting by clicking on the zoom meeting in the master calendar. Questions may be emailed, 24 hours in advance of the meeting, regarding any item on the agenda to llackey@vlcs.org. The public will be muted during the meeting - but will be unmuted during Open session, and during each question period on the agenda.

Agenda's are posted to the schools web page.

Meetings are scheduled on the master calendar, and are advertised with instructions on how to attend the meeting remotely, on Facebook.

Parent communications were sent via Bright Arrow, and posted on Facebook, Parent connects (a private page for VLCS families).

May 8, 2020 Survey 1

May 21st Survey 2

June 5th Board Communications

June 23 Superintendent Meeting

June 25 Survey 3

June 29th VLCS Board Meeting - Initial Plan was shared

Reopening guidance for board members

Parent update July 8th

July 8th Survey Responses

July 16th Board Meeting (Slides present CDPH information as well as VLCS Survey Results)

July 27th Zoom with TCHHS to review hybrid plan

August 10th Public Board Meeting -

Meeting Slides with Links

3.c (1) Covid-19 Prevention Plan

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

Multiple surveys were given to help understand what would work best with VLCS families. VLCS took into consideration all of the needs of families to develop our hybrid plan.

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

After multiple surveys and meetings, VLCS came up with a hybrid plan, in which students would attend either Tuesday/Thursday, or Wednesday/Friday, or students could do distance learning if their parents were not ready to send them to school.

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.]

Until September 2020, we were not allowed to meet with students. 1:1 Guidance and Possible Cohorts

VLCS Plan as of Sept 4, 2020

From California Department of Public Health (CDPH): Last week, there were updated guidelines. These guidelines are in addition to the previous guidelines that were issued this summer. These are now allowing schools to safely begin working with students 1:1 and are stating that we must begin with specific populations such as IEPs, 504s, EL, Homeless, etc. The guidelines also talk about “day camps” of 14 students or less.

Regarding 1:1 support, VLCS is working through what this looks like. We are anticipating bringing back students who fall into the specific populations as outlined by the guidelines. These interactions will be short (30 min. or less). We anticipate schedules being a massive hurdle. Each student/grade level has different online meetings throughout the day. Due to this, case managers will be reaching out directly to students who fall in these categories to work through scheduling. Please know that these in-person support sessions will occur only if the parent chooses. If your family is not ready to send your student back for this type of support, then online support will continue as it is now.

Regarding “day camps,” VLCS is not prepared to begin hosting “day camps” at this time. Why? The guidelines require a group of 14 (or less) students be assigned to 1-2 staff members. These staff members would then be locked into this role and would not be able to interact with other students or staff. Currently, all of our employees are involved in supporting our students in one way or another. Creating these camps would cause a domino effect of other supports having to cease and room space is also an issue. In the guidelines, no “new” instruction can occur with these groups of students. We need our staff to continue teaching and supporting new content. VLCS will continue to examine “day camps” and we can possibly use them down the road.

From Governor Newsom: Changes in county protocols were announced last week. In these updated changes, schools operating in a high risk county must remain closed. Tulare County is considered high risk (purple). Once Tulare County is removed from the purple category, we must then go into a holding pattern for a full two weeks to make sure our Covid case numbers remain at the appropriate level. Due to this announcement, VLCS will not be able to open under a Hybrid Model in the near future unless our county health department gives us different instructions (which is a possibility).

From Tulare County Health & Human Services (TCHHS): On top of all of this, there is a school waiver that can be filed with TCHHS. We are submitting our TK-6 Waiver (Only state approved waiver at this time) to the Tulare County Health and Human Services, so that we can flip to

our Hybrid model 2 weeks after we move into the Red Zone (assuming we don't go back to purple). We are working on the application and don't have any more information at this time.

All of that to say, here is what the current plan will look like over the next several weeks. Again, any of this can change at a moment's notice.

Week of September 14th - Begin 1:1 in person support sessions for students identified in specific populations (as outlined in the health guidelines). Parents will have the option to remain online only, if desired.

Week of September 21st - Begin resuming our 1:1 weekly Ind. Study meetings for students who are enrolled in the Ind. Study program. Parents will have the option to remain online only, if desired.

Week of September 28th - 1) Begin 1:1 sessions for students who are struggling in specific academic areas. Most of these students have an active SST plan and have already been receiving extra support online. Parents will have the option to remain online only if desired.

2) Begin 1:1 in-person support to any VLCS student as families/teachers see the need. These sessions will be worked out directly with the classroom teacher and will need to be scheduled around the teacher's zoom sessions.

FAQ

- Do students need to be in dresscode while attending 1:1 meetings?

At this time - NO. We will not be monitoring our strict dress code - The school dress code will take effect once we can return to a Hybrid Model. Please make sure that your student is wearing appropriate clothes/shoes (think Dollar Dress Day).

- What if my 1:1 interferes with a specialty Zoom class?

Your case manager (or teacher) will work directly with your family to help you prioritize. Some classes might be missed if all parties agree it is in the student's best interest.

- Will parents be allowed on campus?

At this time - NO. Parents can make sure their student arrives and gets checked in (screening process). Parents can then run an errand or get Starbucks while your student attends their session. Parents of Ind. Study can still attend the teacher meeting as required.

- Are students required to wear face coverings?

The guideline is that masks/coverings are recommended for Tk-2 and required 3rd and older. All VLCS staff will be wearing face coverings during sessions.

Other Pertinent information required

Cleaning and Disinfection: How shared surfaces will be regularly cleaned and disinfected and how the use of shared items will be minimized.

Throughout the day, staff/students will use approved products to wipe down surfaces. Students will not have communal supplies, but will keep all of their supplies in their backpack. We are asking parents to donate extra pens, pencils, etc., in the event that a student doesn't bring theirs with them, instead of sharing, they will simply receive a new one.

Recess equipment will be kept in an open bin - in each classroom - this way supplies will not be shared between classes.

At the end of the day, janitorial staff will use an industrial electrostatic spraying system with approved disinfectant to sanitize the classrooms, playground equipment, and common areas.

In the event that VLCS is approved with a waiver, the phasing in of in person instruction would be well planned. VLCS May start with small group cohorts, and work towards the A/B hybrid plan as things change.

HOW DOES THE USE OF BATHROOM FACILITIES WORK?

Bathrooms use during school hours will work as they always have. Students will be allowed to use the restroom through teacher discretion. It will be important that the entire staff promote, teach and encourage healthy hygiene. Teachers will have a system in place for students to use hand sanitizer anytime they return to class from outside of the room. 2 people will be allowed into each bathroom at a time.

Entrance, Egress, and Movement Within the School: How the movement of students, staff, and parents be managed to avoid close contact and/or mixing of cohorts

HOW DOES MORNING DROP OFF WORK?

Using RAPTOR, our check in students, those that are scheduled to be on campus on a particular day, will receive a text with a short health assessment. Parents will be able to respond to the health assessment, and determine whether it is appropriate to bring their child to campus. Students will be checked in at the gate (Walnut), or office (Akers) where temperature checks will be given. Parents will be asked to wait in their car, or run short errands, and be back on time to pick up children.

Both campuses will have markers placed on the ground throughout the campus, showing 6 feet for social distancing. Hallways will also be marked for 1 way traffic.

Face Coverings and Other Essential Protective Gear: How CDPH's face covering requirements will be satisfied and enforced.

Face Covering Guidelines (From 8/10 meeting)

Until further notice, VLCS will require that all staff, students, and others wear a face covering when on campus, unless working in their own area, without others.

file:///G:/My%20Drive/00.Governance/Board/VLCS%20Board%20Meetings/2020/8.%20August%202020/Guidance-for-Face-Coverings_06-18-2020.pdf

HOW DO STUDENTS WEARING MASKS WORK?

At this time, the directive that has been given to us is to have 3rd grade students and older wear masks/face coverings. It seems that K-2 students will only be encouraged to wear them. We will make a final announcement once it comes time for families to choose a plan once we are allowed to move forward with re-opening the buildings.

Older students will be asked to wear masks throughout the school day. The guidelines allow for shields, masks or coverings. VLCS will not be implementing dress code (masks/hats only) and hats with shields attached will be allowed.

Health Screenings for Students and Staff: How students and staff will be screened for symptoms of COVID-19 and how ill students or staff will be separated from others and sent home immediately.

Implement screening and other procedures for all staff and students entering the facility. Conduct visual wellness checks of all students or establish procedures for parents to monitor at home. If checking temperatures, use a no-touch thermometer. Ask all individuals if they or anyone in their home is exhibiting COVID-19 symptoms. Make available and encourage the use of hand-washing stations or hand sanitizer. Document/track incidents of possible exposure and notify local health officials, staff, and families immediately of any exposure to a positive case of COVID-19 at school while maintaining confidentiality, as required under FERPA and state law related to the privacy of educational records.

Staff self-screen daily - by scanning the QR Code upon points of entry - or completing the RAPTOR self assessment prior to leaving home.

Visitor Self Screen Daily - Temperature checks

Staff Medical Exemption as needed

Ill staff or students will be isolated and sent home immediately and asked to have COVID testing at a location of their choice:

Healthwise Clinic 4004 S. Demaree St Unit A 559-272-9549 (For SISC medical insurance, they have been getting people in the same day for tests. They test you in your car in the parking lot. The insurance covers the cost of test. Results within 2 days.

Health Clinic also does test for free if no insurance.

Staff will then begin assessing contact tracing.

Healthy Hygiene Practices: The availability of handwashing stations and hand sanitizer, and how their use will be promoted and incorporated into routines.

VLCS has secured 20 additional hand sanitizer dispensers to be at the main areas of both campuses.

Bottle fillers will be used instead of drinking fountains.

Identification and Tracing of Contacts: Actions that staff will take when there is a confirmed case.

Confirm that the school(s) have designated staff persons to support contact tracings, such as creation and submission of lists of exposed students and staff to the local health department and notification of exposed persons. Each school must designate a person for the local health department to contact about COVID-19.

Designated staff include: Lori Lackey, Superintendent; Melissa Hernandez, Human Resources; Tina Reyes, LVN; Lisa Rodgers, Health Aid, Using the COVID- Facility Contact List: Risk Assessment provided by the TCHHSA.

VLCS COVID-19 Decision Tree

TCHHSA COVID-19 Mitigation

The above named staff will be trained to use the COVID facility Contact List: Risk assessment provided by the TCHHSA.

The VLCS COVID-19 Decision tree (click link below) will be used to follow up with anyone that tests positive. VLCS Will also use the Facility Contact Tracing spreadsheet from TCHHS. This presentation is updated as new information comes out - and is routinely shared with staff. All staff members have reviewed, and affirmed that they have reviewed both of these training documents. As new information is received, it is put together in a presentation, shared with staff, and documented. VLCS recently began using SafeSchools, where we can use their pre-created training, or add our own. These are then pushed out to staff, who are required to complete in a predetermined amount of time.

Updated training is also included on the weekly bulletin that goes out to all staff on Friday.

VLCS COVID-19 Decision Tree

TCHHSA COVID-19 Mitigation

In the event a staff member or student has symptoms, these are the steps that will be taken: (Refer to VLCS COVID-19 Decision Tree) All Links are clickable for more detail.

Physical Distancing: How space and routines will be arranged to allow for the adequate physical distancing of students and staff.

Utilizing multiple signs - One-way Walkways - strategically placing hand sanitizers at multiple locations, replacing drinking fountains with bottle fillers, maintaining a maximum number of people in any location.

CDPH Signs

Staff Training and Family Education: How staff will be trained and families will be educated on the application and enforcement of the plan.

All staff members have reviewed, and affirmed that they have reviewed all of these training documents. As new information is received, it is put together in a presentation, shared with staff, and documented. VLCS recently began using SafeSchools, where we can use their pre-created training, or add our own. These are then pushed out to staff, who are required to complete in a predetermined amount of time.

Updated training is also included on the weekly bulletin that goes out to all staff on Friday.

COVID 19 - Plan -

Training required of all staff by 8/21/2020

TCHHSA COVID-19 Mitigation

Family Education:

See the VLCS Parent Handbook - As well as the VLCS.org Website.

Parent Handbook

VLCS Parent Resource Page

These are available to all families at any time on our web page. They are also reviewed at the beginning of the year (or when our Hybrid session can begin) with students in the classroom.

Testing of Students and Staff:

How school officials will ensure that students and staff who have symptoms of COVID-19 or have been exposed to someone with COVID-19 will be rapidly tested and what instructions they will be given while waiting for test results. Describe how staff will be tested periodically to detect asymptomatic infections.

Where to test: Healthwise Clinic 4004 S. Demaree St Unit A 559-272-9549 (For SISC medical insurance, They test you in your car in the parking lot. The insurance covers the cost of the test. Results within 2 days.

Health Clinic also does test for free if no insurance

CVS Pharmacy, Call 211 for more information

Check for Signs and Symptoms Prevent discrimination against students who (or whose families) were or are diagnosed with COVID-19 or who are perceived to be a COVID-19 risk.

Actively encourage staff and students who are sick or who have recently had close contact with a person with COVID-19 to stay home. Develop policies that encourage sick staff and students to stay at home without fear of reprisal, and ensure staff, students, and students' families are aware of these policies.

Additional guidance can be found here. As noted in Section 11 below, the staff liaison can serve a coordinating role to ensure prompt and responsible notification. If a student is exhibiting symptoms of COVID-19, staff should communicate with the parent/caregiver and refer to the student's health history form and/or emergency card. Monitor staff and students throughout the day for signs of illness; send home students and staff with a fever of 100.4 degrees or higher, cough or other COVID-19 symptoms. Policies should not penalize students and families for missing class.

What to do after being tested

Communication Plans: How the superintendent will communicate with students, staff, and parents about cases and exposures at the school, consistent with privacy requirements such as FERPA and HIPAA.

While maintaining FERPA, VLCS will follow the COVID 19 protocol for exposure

And Alert the Tulare County Department of Public Health according to the workplace/school guidelines

September 4, 2020 communication to families

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

Description	Total Funds	Contributing
Cleaning Materials and Supplies for classrooms - portable sanitizer stations,	5000	

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.]

Distance Learning Plan

Shared 8/7/2020

Presented at 8/10/2020 board meeting

Approved:

Following the Covid-19 Industry guidance for schools

Whereas, July 17, 2020 Governor Newsom issued a mandate that Tulare County Schools participate in Distance Learning only until it is deemed safe to do otherwise; It is recommended that Valley Life Adopt the distance learning plan as follows: Found on vlcs.org/full-distance-learning-plan

The Plan:

Distance Learning Plan

Shared 8/7/2020

Presented at 8/10/2020 board meeting

Approved:

Following the Covid-19 Industry guidance for schools

Whereas, July 17, 2020 Governor Newsom issued a mandate that Tulare County Schools participate in Distance Learning only until it is deemed safe to do otherwise; It is recommended that Valley Life Adopt the distance learning plan as follows: Found on vlcs.org/full-distance-learning-plan

The Plan:

July 30, 2020

VLCS Family:

Governor Newsom has mandated that Tulare County schools participate in FULL DISTANCE LEARNING at this time. Distance learning means instruction in which the pupil and instructor are in different locations and pupils are under the general supervision of a certified employee of the Local Educational Agency (School District). Distance learning may include, but is not limited to, all of the following (Education Code Section 43500 (a)): ? Interaction, instructions, and check-ins between teachers and pupils through the use of a computer or other communications technology. ? Video or audio instruction in which the primary mode of communication between the pupil and certified employee is online interaction, instructional television, video, telecourses, or other instruction that relies on computer or communications technology. ? The use of print, video, and audio materials incorporating assignments that are the subject of written or oral feedback.

Students have all been assigned a homeroom teacher for the 2020-2021 school year. If the student returns to seat based instruction, their teacher would remain the same at the Elementary level (TK-6). Middle School Students may have a different homeroom teacher upon returning to seat based instruction. The state REQUIRES that students engage in learning daily - Tk/K - 3 hours daily 1st-3rd - 3 hours 50 minutes daily 4th-8th - 4 hours daily Expectations: Our expectation of a student receiving a 5 day a week distance learning experience is that they - 1) Complete all weekly assignments - On Monday at 8AM, the previous weeks' assignments will be closed out and weekly overviews of new work will be made available. Our teachers will keep track of daily interactions on " Infinite Campus", and count that as the students' required attendance for that day. Links to utilized websites will be shared via Infinite Campus and attached to the teacher's name. All information needed for the class will be linked to the Homeroom teacher's name on Infinite Campus.VLCS will have online parent training on how to use these resources. Links to training will be available on the VLCS website.

2) Participate in DAILY interaction with their teacher/staff members and peers. (e.g. Zoom, submitting work, asking questions, participating in phone conversations, etc.) The California Department of Education (CDE) has now mandated daily interaction. Daily live interaction is two-way communication between a certificated teacher and student each instructional day, at the actual time of occurrence. Daily live interaction is required for every student with both a certificated teacher and their student peers. 3) Keep contact information current and let us know if you have concerns. The school will be monitoring attendance and will take steps to ensure engagement and participation (similar to the SARB process we typically use). If students are not able to participate in live interaction settings (class, small groups, etc.), then an alternative plan for participation will need to be developed with the teacher and administration. The state requires daily live synchronous engagement with staff and peers. We have been given resources to help with connectivity, remediation activities, links to community support and counseling support. If you share your concerns with us, we may be able to help.

Distance Learning Plan:

Each student will be assigned to a core, or homeroom teacher. Class lists will be posted on the website on Tuesday, August 4th, at 5pm. Students will be coded with the first 4 letters of their last name and the last 4 digits of their phone number. The teacher will email parents a Signup Genius to schedule an intake meeting, which will take place August 12th - 14th. Each student will come to campus to meet their teacher, check out materials/chromebook, and get a class expectations handout, website list, etc. During the meet and greet, parents and students will participate in a quick training on how to access and use Infinite Campus, our new student information system. (This will happen when you meet your teacher. It will also be posted on the web later in the month). If a family does not feel comfortable doing this, we will have a drive through event on Monday, August 17th (8-10am) at both the Akers and Walnut campus. Daily schedules will be provided to families when they meet their teacher. The goal is to keep students engaged in their work 3-4 hours per day. Students will also be asked to participate in 1-3 Zoom meetings per day for "live" teaching as a part of their 3-4 hours of engagement. Attendance will be logged by teachers based on student engagement. If a student will regularly NOT be able to attend the "live" teaching sessions, an arrangement will need to be made between the school and the family. Families can start this conversation with your classroom teachers based on your circumstances. Assignments for the week will be posted on Infinite Campus with links to websites for parents to access. The "week at a glance" will be posted by teachers Monday mornings (8:00am). Video lessons will be made available throughout the week as they are created by staff. TK/K/1st Grade will be using hardcopy paper packets in addition to items posted on Infinite Campus. Packets will be created, picked up and dropped off on a three week cycle. Specialty classes, (Spanish, Music, & Dance) for Middle School will start immediately (Aug. 17). Specialty classes, (Spanish, Music, & Dance) for Elementary will start after Labor Day (Sep. 8). Each teacher will have set office hours to answer parent questions and to provide support. Office hours will be posted on the VLCS website and will be a part

of the teacher's weekly schedule. Online instruction will be recorded for parents and students to access when they are not able to attend. Tutors will be deployed to address learning gaps once identified. They will be identified through their performance on periodic online assessments. Schoolwide and classroom assessments will be issued to be given at home. It will be available to each family to ensure that assessments are taken in a manner which shows the students' true understanding of the content. This means no assistance from parents or the internet and such. It is important to know that false results will result in misguided instruction. Web learning resources will be available on the VLCS website to help parents access instructional information and support.

During our Distance Learning period, VLCS will be requiring a minimum of 60 minutes of PE per week. Logs will be submitted electronically. Students can participate in activities recommended by the school or find ways to be physically active on their own. (i.e. swimming, basketball, running, home workout, dance, etc.) All students on an IEP will be contacted by your case manager to discuss services and how they can be provided remotely. All families in the process of being assessed for special services will be contacted to complete the assessment and initiate services as needed. Online assemblies will be held to celebrate student achievement. Closing Comments: This plan is a "living document". Due to the Covid-19 pandemic, our plans may change in order to comply with updated legislation and/or when we recognize that something needs to be changed to best meet our students' needs. The VLCS staff is committed to the mission/vision of our school. Your child's best interest will remain our number one focus through this historical season.

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.]

VLCS offered sanitized chromebooks to every student. A survey was given to determine the need for hotspots. A few hotspots have been given out.

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.]

This is determined by the certificated teacher of record. Each teacher holds synchronous live zoom meetings with either their entire class, or with students 1:1, or in small groups. Students are required to attend the zoom meetings, as well as complete the work given. Daily schedules will be provided to families when they meet their teacher. The goal is to keep students engaged in their work 3-4 hours per day. Students will also be asked to participate in 1-3 Zoom meetings per day for "live" teaching as a part of their 3-4 hours of engagement. Attendance will be logged by teachers based on student engagement. If a student will regularly NOT be able to attend the "live" teaching sessions, an arrangement will need to be made between the school and the family. Families can start this conversation with your classroom teachers based on your circumstances. Assignments for the week will be posted on Infinite Campus with links to websites for parents to access. The "week at a glance" will be posted by teachers Monday mornings (8:00am). Video lessons will be made available throughout the week as they are created by staff. TK/K/1st Grade will be using hardcopy paper packets in addition to items posted on Infinite Campus. Packets will be created, picked up and dropped off on a three week cycle. Specialty classes, (Spanish, Music, & Dance) for Middle School will start immediately (Aug. 17). Specialty classes, (Spanish, Music, & Dance) for Elementary will start after Labor Day (Sep. 8). Each teacher

will have set office hours to answer parent questions and to provide support. Office hours will be posted on the VLCS website and will be a part of the teacher's weekly schedule. Online instruction will be recorded for parents and students to access when they are not able to attend.

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.]

Staff have continued to be trained in Reading and Writing Units of Study, and math, by the TCOE consultants. Teachers with EL students have been given multiple opportunities in which to attend specific EL courses through the Tulare County Office Of Education, EL Consortium. Staff are also given multiple opportunities to participate in TCOE virtual trainings.

Staff Roles and Responsibilities

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

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.]

Under 1:1 guidance by the CDE and CDPH, VLCS will begin offering 1:1 meetings, September 14th. These will be scheduled with the parents to meet the needs of English Learners, pupils with exceptional needs, pupils in foster care, and pupils who are experience homelessness. Students that are struggling and in need of counselling or RTI services will also be able to meet 1:1.

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

Description	Total Funds	Contributing
EL Consortium		
TCOE Virtual trainings for distance learning		

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.]

VLCS uses multiple measures to assess student learning. Students participate in FASTBRIDGE testing in ELA and Math, each quarter. This also assists teachers in indentifying areas that the student is struggling. Students also complete the MRA, to help VLCS understand the students perception on learning, leading, and culture.

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.]

Valley Life has reassigned all instructional aids, to work with students 1:1 as needed. Teachers also work in small groups to address learning loss. Families with exceptional learnings, English learners, low income; foster youth, or homeless, are being invited to have a child attend 1:1 meetings as allowed by the CDE and CDPH.

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.]

Students will show growth on the ELA and Math fastbridge assessments.

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

Description	Total Funds	Contributing
Professional development to assist teachers with Virtual Learning		
Purchasing videos for Reading Units of Study that can be accessed by students in zooms, and in asynchronous instruction.		

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.]

VLCS has continued to employ 2 full time counselors, and a full time counselling aid. VLCS has a robust counselling department and is willing to hold zoom meetings, or meet in person. Strategies are shared with families, via the web page, and a counselling bulletin that is shared weekly. <http://vlcs.org/counseling> VLCS is also preparing to offer a therapy dog at the Akers Campus, as well as the one currently located at the Walnut Campus.

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.]

Alternate Plan for Live Interaction
Board Policy 2020.08.01
Shared 7/30/2020
Presented at 8/10/2020 board meeting
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Education Code Section 43503 requires that distance learning include “daily live interaction.” Daily live interaction is two-way communication between a certificated teacher and student each instructional day, at the actual time of occurrence. Daily live interaction is required for every student with both a certificated teacher and their student peers. Examples of daily live interaction include in-person and virtual communication or interactions, including but not limited to synchronous online instruction (per statute) and phone calls where both parties communicate at the time of occurrence. One-way communication, including voicemails, emails, or print materials, is not considered a live interaction.

Pursuant to Education Code Section 43503(b)(6), if daily live interaction is not feasible as part of regular instruction, the governing board or body of the LEA shall develop, with parent and stakeholder input, an alternative plan for frequent live interaction that provides a comparable level of service and school connectedness.

Times that daily interaction is available with the class:
Teacher led class instruction

Small group tutoring sessions
Tutoring support

Reason why these time options are not feasible:

Parent work hours

Overlapping student schedule and limited bandwidth

Alternatives considered:

Small group sessions (once approved by Governor)

Small group phone calls

Small group tutor sessions on Zoom

Method for student to experience live interaction with peers and staff:

Group tutor sessions in evening by phone or zoom

Frequency of live interaction:

3 times per week.

Developed by: Parents, Teachers, Administrators, Aides

Update 8/19

What to do when students are not participating.

Step by Step Plan

2 missed zooms - Teacher Contact

3 missed zooms - Admin Contact - Set up an SST meeting to assess needs

During SST identify barriers for not connecting via zoom - or doing work.

Connectivity issue?

hot spot

Parent is working outside of the home

Assign to an instructional aid for evening check ins

Options - Temporary IS - The student would need to complete the work assigned to distance learning students, (with the exception of ELA - ELA can be in the same format as Independent Study).

Could be on a Month by Month Basis.

1:1 meeting to turn in work (Or turn in during work exchange with IS, and given to the classroom teacher).

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.]

During distance learning, VLCS will be serving breakfast and lunch to families at the Walnut campus only - Parents may pick up daily, or weekly, which ever best suits their needs. With the summer food program, VLCS is also giving out locations that VUSD will be serving all families.

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

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

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
%	

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.]

Everything we do is geared to help all students, but especially foster youth, English learners, and low-income students. These students are the ones that are first being afforded an opportunity (along with Special education) to meet 1:1 with teachers, in person. Our 1:1 program is being phased in.

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