



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>.

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General Information

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

The impact of the COVID-19 pandemic on Global Learning Charter School (GLC) and its community has been significant, to say the least. As a dependent charter of the Visalia Unified School District (VUSD), GLC is also impacted by the experiences of the larger District.

On Friday, March 13th, in accordance with the decision made by the VUSD leadership team and board of trustees, GLC closed its in-person school operations.

Beginning Monday, March 16th, and lasting through the last day of school, June 5th, students did not return to school for instruction. Eighty percent of GLC students are socioeconomically disadvantaged (DataQuest) and 26% of students are English Learners. School closures have a disparate effect on these students, as compared to more advantaged students. In addition, the effects of the pandemic in general also had a greater impact on these families. Often, parents in socioeconomically disadvantaged families are working in essential services and experience greater exposure to health risks associated with the virus. Furthermore, this demographic is less able to work from home, and have lost jobs at a greater rate than their advantaged peers. Furthermore, families already experiencing food insecurity were further detrimentally impacted.

GLC worked closely with VUSD as a whole to provide the student services needed during the school closure including nutritional services, social and emotional support, and curriculum. GLC followed the direction of the VUSD school board in freezing student grades as of March 13th and provided enrichment and intervention throughout the spring. GLC also served as a meal distribution location for GLC and other VUSD students.

In summary, in an effort to address our families' needs and disparities, GLC provided all of the services and supports developed for VUSD elementary schools over the next eleven weeks of school, including but not limited to:

- Grab & go meal service including 5 days of lunch and breakfast meals
- Curriculum packets for grades K-8
- Online learning resources serving as enrichment for students
- Weekly check-ins and support for students by teachers (telephone)
- Health and Wellness resources
- Referral to community resources and supports
- Community alerts shared online and on the District app

In addition, the school provided supplemental services and supports, including, but not limited to:

- Device check-out (Chromebooks/iPads) for students without access to a device appropriate for online learning (~130)
- Hotspots for students without access to Internet (~10)
- Distribution of student consumable workbooks
- GLC-specific website with remote learning activities and resources (for GLC students by GLC teachers)
- No-cost summer enrichment classes for interested students
- Continued access to Internet-capable devices through the summer for students working on online learning programs
- Continued access to school-provided online learning platforms through the summer (e.g., IXL, Lexia)

As the school year came to a close, GLC held device collection days, as well as days to pass-out items such as student personal effects. Due to the closure of schools, GLC was required to change its 8th grade promotion event from an in-person to a drive-thru model. The event was held on the same day as the traditional promotion was scheduled. Student and families were only allowed to participate in the process from the car. All staff on hand observed social distancing and wore PPE for the entire event. Despite the change, students, families, and staff made the most of the opportunity.

Despite these steps, students' loss of access to the instruction which they would have been exposed to in the final 11 weeks of school was devastating. In planning for the 2020-21 school year, we have regularly returned to this reality, and built a plan that provides continuity of previous programs and services, and includes new programs and services meant to mitigate loss for all students, including English Learners, homeless and foster care youth, and pupils with exceptional needs.

Stakeholder Engagement

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

Throughout the spring of 2020, GLC administration met with teachers and staff via Zoom to keep them apprised of the situation and ask for feedback and assistance with the different events occurring. Two-hour certificated staff meetings were held weekly. Optional classified meetings were held on a semi-weekly basis. Optional certificated and classified meetings continued on a regular, though less frequent, basis through the summer to ensure that all staff were kept current regarding news and decisions, while also being able to offer input and feedback.

As a dependent charter of VUSD, GLC also relied heavily on the stakeholder inclusion opportunities provided by the District. These included, but were not limited to the following:

- Parent/guardian surveys (Parent/student input survey (June 2020) and returning to school options survey (July 2020))
- Teacher surveys (multiple)
- Public comment at VUSD board meetings, including regularly scheduled and special meetings
- Advisory committees (e.g., learning management system, distance learning, instructional support)
- Parent input as requested by the VUSD district office

In addition to these activities, GLC provided additional opportunities for stakeholders to participate in providing input and feedback, and to influence decision-making. These included, but were not limited to the following:

- Family resource audit - certificated staff reached out to each family to determine resource needs, including access to Internet and student-specific devices
- Optional meetings for certificated and classified staff - At regular intervals during the summer of 2020, certificated and classified staff were invited to optional meetings for the purpose of providing updates, answering questions, and seeking input.
- Shared decision making with certificated staff - certificated staff were instrumental in deciding on the model adopted by GLC to provide distance learning to all students.
- Parent and student focus groups - Parents representing every classroom, and students representing grade 5-8 classrooms, were invited to attend a focus group meeting in real-time using Zoom video-conferencing.
- Parent and student surveys - ALL parents and students were invited to complete a survey specific to GLC families to provide feedback on current services and contribute to areas for improvement and growth.

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

As a dependent charter, GLC does not have an independent board of trustees. Rather, GLC falls under the oversight of the VUSD board of trustees. To ensure that stakeholders could participate remotely in VUSD board meetings, the District developed a parallel system for community and stakeholder participation in their meetings, described below.

The VUSD Board of Education meetings are conducted pursuant to the provisions of the Governor's Executive Order N-29-20 dated March 17, 2020, which suspends certain requirements of the Ralph M. Brown Act. The public is encouraged to observe the online video-conference Board meetings on the District's YouTube Channel at <https://bit.ly/2QK02x7>. Currently, members of the public may submit their comments using the online form: <https://bit.ly/32lx73j>. The Public Comment Form opens at 12 p.m. the day before the scheduled Board meeting and closes at 3 p.m. the day of the Board meeting. Members of the public are asked to submit a separate online form for each item on which that person is commenting, and may receive a follow-up call for more detailed information regarding their question. Additional guidelines are provided online.

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

GLC does have an established School Site Council (SSC) and English Learner Advisory Council (ELAC). These groups are scheduled to resume meeting in September and October respectively. Meeting notifications are made public on the GLC webpage and outside the GLC front office. Details will be provided for public access to Zoom meetings. The 10-person SSC meets six times each year, and is made up of 50% parents and 50% staff. The ELAC meets four times and is attended by-in-large by parents with students who are designated as English Learners.

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

An analysis of the GLC-specific results from the parent/student input survey conducted by the District in June 2020 revealed three primary concerns among respondents.

1. Revised instructional plan - Parents and students expressed a clear need for an alternative to the instructional plan that was put into place by the District for the final 11 weeks of the 2019-20 school year. Respondents expressed significant interest in video-conferencing tools (such as Google Meet or Zoom), the desire for more interaction between teachers and students, and frustration with the expectation that parents could serve as children's primary instruction.
2. Student safety - Parents and students expressed concern for the safety of students and schools would respond in the event of in-person instruction. Respondents suggested smaller classes, handwashing stations, hand sanitizer, limited use of common buildings, and new restrictions for physical interaction.
3. Supports for working families - The limitations and challenges faced by families with working parents were a significant concern. These families generally favored in-person schooling with increased precautions for safety, and other measures that would help parents working outside the home.

GLC certificated and classified staff presented similar concerns during virtual meetings and discussions. Teachers, in particular, were concerned about student and staff safety, raising important issues that impacted both decision-making and preparations. Teachers also

raised similar concerns to parents regarding the need to improve on the learning and instructional plan implemented in the spring. Teachers were unanimously in favor of video-conferencing, when in-person instruction was not feasible. Classified staff provided important feedback regarding the needs of working families, as many of them have students in the school system and would be faced with the difficulties of supporting children in distance learning while also reporting to work.

The input from parents, certificated staff, and classified staff were essential to understanding the needs of important stakeholders and heavily drawn on in the development of the Learning Continuity Plan (LCP).

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

Parent surveys and discussions with staff during the summer months were instrumental in the District's original decision, announced in mid-July, to move forward with both hybrid and full-distance learning models of instruction for the 2020-21 school year. This combination was deemed the best choice in meeting the diverse needs of our students, as well as the comfort level of parents in response to the pandemic. However, shortly after the District's decision, the state determined that no schools in "watch" counties would be able to return to school in-person.

At this time, GLC administration turned to certificated staff to assist in developing the specific model by which distance learning would be provided to all students. GLC certificated staff were instrumental in deciding on the model adopted by GLC to provide distance learning to all students. Staff provided input to develop three models for consideration, discussed the strengths and weaknesses of each model, and determined which model would be used to open the school. The development of the three models and related discussion took place in July 2020, as part of independent conversations followed by a whole-group review and discussion held over several Zoom meetings during the week of July 27-31. Certificated staff voted using a Google survey on the final selection, which has subsequently been implemented for the 2020-21 beginning of the year.

Other ways in which the input from classified and certificated staff, as well as parents and students, influenced the development of the Learning Continuity Plan include, but are not limited to, the following:

- Adoption of online learning management and instructional tools, such as Schoology, Zoom, and iReady
- Small group instruction
- Professional development for teachers to prepare for distance learning (summer and ongoing)
- Additional planning time for teachers to coordinate shared work and support one another (summer and ongoing)
- Student supplies for students to ensure access to important learning materials at home
- Work station items for teachers to promote teacher health/safety and support better interaction online (e.g., better laptops, wireless keyboards and mouses, monitor stands)
- Increased communication with parents prior to and during the 2020-21 school year (aided by Schoology, ClassTag, Blackboard Parentlink)
- Increased Classified assistance to help with distribution days, classroom preparations, and student support

- Coordination with Pro-Youth HEART to provide a Day Camp for students, prioritizing families with working parents

Some of the activities listed above were shared district-wide, while others are unique to the experience of GLC students and staff.

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 District worked with multiple stakeholder groups to develop and decide upon a classroom based instructional model based on decreasing class sizes (in order to increase student and staff safety) while also addressing the significant learning loss experienced by some students. In this model, students are split into two groups, with one group attending school in the morning and the other group attending school in the afternoon, effectively cutting in half the number of students on site at any one time. Students in both groups would attend in-person school for four days each week, with the fifth day reserved for small group instruction, interventions, and enrichment. This model is described as an Early/Late Staggered Schedule (Example D) in the CDE handbook “Stronger Together: A guidebook for the safe reopening of California’s public schools” (p.13).

GLC took the lead offered by VUSD and adopted this model for two reasons. As a dependent charter school, GLC continues to work closely with the District with respect to many elements of our school program, and therefore aligning calendars and schedules makes sense. Furthermore, the split-schedule addressed both the safety and academic concerns raised by parents and staff. In this model, classes are broken into two groups: Track A and Track B. Track A students attend school in the morning, while Track B students attend in the afternoon.

The early/late staggered schedule model (aka AM/PM model) includes plans and protocols to ensure the safety of students and staff and is consistent with the public health guidelines provided by the California Department of Public Health (CDPH) as part of its publication COVID-19 Industry Guidance: Schools and School-Based Programs and by the California Department of Education (CDE) as part of its publication “Stronger Together: A Guidebook for the Safe Reopening of California’s Public Schools”.

Advantages of the AM/PM model for in-person instruction includes, but is not limited to, the following health and safety advantages:

- School-site is limited to half the usual number of students on site at any one time
- Class sizes are reduced to half the usual number of students in a classroom at one time
- Small class sizes ensure greater social distancing in classroom

- 80 minutes between the dismissal time for Track A students and the arrival time for Track B students allows for cleaning and disinfecting classrooms and public spaces
- Daily schedules allow for rotating recess times to ensure small group sizes on the playground at one time
- Lunches served in classrooms or beneath canopies outside (weather permitting) increase ventilation and decrease opportunities for spread of contagions
- Expanded locations for outdoor instruction with small groups (with social distancing)
- Multi-purpose room provides large, ventilated space for limited-size meetings and presentations
- Protocols for ingress and egress ensure social distancing between students not in the same family
- Staff are provided masks and other PPE as appropriate for their position
- Students are provided masks and taught appropriate social distancing and COVID-safe behaviors
- Revised deployment of custodial crews provides more staff on site during the day to assist with cleaning and disinfecting
- Clear and abundant signage ensures pedestrian traffic patterns that reduce cross-over and increase social distancing

Advantages of the AM/PM model for in-person instruction includes, but is not limited to, the following academic and learning advantages for all students, including students at risk of experiencing continued learning challenges:

- Daily in-person instruction from primary teacher four days per week
- Daily real-time instruction and independent learning activities assigned by the primary teacher
- Systematic cycle of assessments, including initial screenings, diagnostics, formative and summative assessments (e.g., i-Ready, Lexia, BAS, IXL, and optionally STAR Reading and STAR Math)
- Weekly interventions and small-group instruction for students experiencing significant learning loss by primary/homeroom teachers
- Supplemental intervention for students in need of accelerated learning opportunities provided by paraprofessional and certificated staff
- Daily instruction for English Language Development (ELD) for English Learners
- Review and revision of pacing guides to ensure focus on essential standards

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

Description	Total Funds	Contributing
Development and implementation of AM/PM model for hybrid in-person instruction		Yes
Provision of additional outdoor furnishings to improve settings for outdoor lunches and alternative instructional settings	\$35,000	Yes
Protocols and signage for safe ingress, egress, and social distancing	\$10,000	No

Description	Total Funds	Contributing
Training, PPE, materials and supplies for enhanced cleaning and disinfecting	\$10,000	No
Enhancement of multi-purpose room facilities for limited-size presentations and meetings	\$15,000	No

Distance Learning Program

Continuity of Instruction

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

The District and GLC took significant and ambitious steps in order to provide continuity of instruction for students within a full distance learning model. These steps were developed with two student groups in mind: 1) students whose parents identified full-time distance learning (FTDL) as the appropriate program for their child (potentially due to a student's or family member's underlying health conditions, or simply due to parent comfort levels with physical and social interaction during this pandemic), and 2) students assigned to the hybrid AM/PM model but requiring full distance learning on an interim basis.

Creating the structure and systems to ensure continuity of instruction and access to a fully curriculum in a distance learning format, while remaining substantially similar to the in-person method of delivery has required significant planning, development, training, and acquisition of necessary online applications.

In coordination with VUSD, GLC took the following steps to ensure continuity of instruction for all students:

- Adoption of a robust learning management system (LMS) to support quality online programming (i.e., Schoology)
- Adoption of a safe and secure video conferencing tool to support real-time, synchronous instruction (i.e., Zoom Pro)
- Adoption of online diagnostic and formative assessment tools for administration in a distance learning format (i.e., i-Ready)
- Adoption of adaptive online learning programs to supplement synchronous instruction (i.e., IXL, i-Ready)
- Training on nearly adopted programs, including Schoology, Zoom, and i-Ready
- Checking out internet-ready devices for student use at home
- Checking out hotspots for families without any or reliable internet/wifi connection
- Provision of textbooks and necessary learning supplies for student home use

In addition to the above activities, further actions taken by GLC to ensure continuity of learning during FTDL include, but are not limited to, the following:

- Semi-weekly collection of student work and provision of student learning materials for home use (paper-pencil assignments, student workbooks, provision and replacement of school supplies)
- Continuation of adaptive online learning programs (e.g., IXL, Lexia)
- Expansion of adaptive online learning programs to support Spanish instruction (i.e., IXL)
- Up to 12 days of professional development and planning time for Professional Learning Communities (PLCs)
- Up to 2 hours of additional PLC planning time each week for first semester
- Expanded hours for classified staff to prepare and administer semi-weekly backpack exchanges to provide learning materials, library books, and other supports for learning
- Incorporating modules from The Distance Learning Playbook (Corwin press) to guide professional development and training
- Online professional development provided according to individualized learning and professional growth needs
- Tech tools for staff necessary to ensure consistent and uninterrupted video-conferencing support (e.g., additional laptops)

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.]

GLC has worked in tandem with the District to ensure all students have access to devices and connectivity to support distance learning for the 2020-21 school year. These steps include, but are not limited to the following:

- Internet-ready device for all students grades K-8 (iPads for grades K-4 and Chromebooks for grades 5-8)
- Assessing student need based on parent survey data and providing hotspots to families without any or reliable internet/wifi
- Headsets for students in grades K-3 to improve quality of connection via Zoom from home
- Earbuds with built-in mics for students in grades 4-8 to improve quality of connection via Zoom from home
- VUSD hotline and a digital request form for families in need of assistance with hardware, software, or other tech support
- VUSD system for continued support if devices, hotspots or other connectivity issues arise
- VUSD installation of a community-wide system of towers for improved wireless services to all families within the VUSD boundaries
- Information regarding tech services is provided on the GLC and District website, as well as in the District's 2020-2021 Return to School Planning Guide in English and Spanish
- Many teachers have links to teacher-created videos and tips for common tech concerns on their Schoology landing pages
- District-wide flowchart for understanding how to navigate tech support for teachers and families
- Work location options ensure all teachers have access to connectivity at school, at a minimum, as well as a system for checking out devices for home use
- VUSD case management provided by social workers and other staff to ensure families with unique needs (e.g., homelessness, housing insecurity) are connected to necessary services
- Attendance flowchart ensures that students who are not present for distance learning classes receive follow-up to ensure needs for devices and connectivity are not the barriers to attendance

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.]

The first step in assessing student participation and progress at GLC is for teachers to take roll as a part of homeroom and specialist classes. Attendance for homeroom classes is submitted via the school's student information system (SIS), PowerSchool. Period attendance for grades 7-8 is also submitted via PowerSchool. Students with poor or irregular homeroom attendance are contacted by the front office staff and/or administration to identify barriers and provide support and/or accountability for improved attendance, according to the district-wide attendance and participation flowchart. This flowchart clearly identifies at which point letters, phone calls, meetings, and other actions to improve attendance and participation take place. All activities are logged in PowerSchool. Attendance for specialist classes follows an alternative, but similar process of monitoring and support. The flowchart addresses both attendance and engagement (e.g., video and audio response to ensure presence).

GLC is taking the following action steps to assess student participation and academic progress:

- Teachers are utilizing Schoology entirely, or in combination with Google Classroom, to manage assignments and monitor student participation
- Teachers take attendance during synchronous instruction and monitor student completion of assignments during asynchronous instruction
- Teachers work in collaborative grade-span teams to develop lessons and determine time values for assigned student work. Assignments may include a time requirement (e.g., complete 20 min of Lexia per day) or are assigned an estimated completion time.
- The track A/B model for distance learning provides for up to 150 minutes of live contact/synchronous instruction and 180 minutes of asynchronous instruction provided by the teacher through the LMS
- Teachers communicate with parents regarding student participation and engagement using multiple communication tools (e.g., Schoology, Classtag)
- Teachers schedule intervention and supplemental instruction on Wednesdays for students lacking in participation and progress
- Paraprofessionals provide additional small group support to students as needed

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 transition from in-person to distance learning calls for significant professional development and training opportunities for all staff, and especially for teachers. At GLC, teachers were provided to the following opportunities for professional learning:

- Four days of paid virtual professional development based on site and staff needs (June 2020), including training offered by Lexia implementation expert
- Four days of paid virtual professional development focused on distance learning (July 2020) using the Distance Learning Playbook (Corwin) as a central planning support, and including training offered by Foutas & Pinnell Classroom implementation expert and a respected expert on COVID-19

- Four days of paid planning and support for Professional Learning Communities (PLCs) (August 2020)
- Paid synchronous training for i-Ready
- Self-paced training modules for Zoom Pro and Schoology
- Five staff members have been provided extra duty stipends to support other teachers in the implementation of Schoology
- Additional paid professional development identified by Leadership Teams (ELA, Math, ELD, SEL/PBIS) through conferences and independent contracts
- As part of the Track AM/PM model, Wednesdays are kept flexible to provide time for small group instruction, student/parent meetings, and also professional learning.
- Staff meetings are reserved for providing opportunities for professional growth and learning, and are held a minimum of two times each month
- VUSD and our local county office of education both offer regular options for virtual trainings all related to teaching in the current context, including topics such as ELD
- Teachers have also been providing each other unprecedented informal support in learning the new technologies and systems required for distance learning

Staff Roles and Responsibilities

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

The reality of distance learning has created a significant shift in staff roles and responsibilities for some certificated and classified staff. While the context for teaching and learning has changed greatly, teachers' focus on planning and providing instruction based on student needs remain consistent. Teachers continue to assess, build relationships, plan lessons, and provide feedback. However, they have had to adjust their pacing calendars, prioritize their priority standards, and develop more tightly focused lessons.

Other positions have experienced an even more significant shift. While everyone's goal remains student success and achievement, individual roles for supporting teachers and staff have changed. Below are site-level positions that have experienced the most change in roles and responsibilities on campus:

The Assistant Principal (AP) continues to focus on student behaviors, classroom management, classified staff management, and state testing. In addition, the AP continues to oversee 504 plans, attend behavior-related SSTs, organize classified professional development, and other established responsibilities. New and expanded roles of the Assistant Principal (AP) include, but are not limited, to:

- Daily and period attendance monitoring and support
- Student engagement monitoring and support
- Material distribution (Chromebooks/iPads, school supplies, library books)
- Technical support for hardware, apps, and programs
- Marquee and website for increased communication

The Behavior Intervention Technician (BIT) supports the AP with student behaviors, SEL, and restorative practices. This year, the BIT is also supporting the AP with attendance monitoring and support, student engagement, and some technical support. Other classified positions

whose roles have been significantly altered include paraprofessionals and General Activities Aids (GAAs). These positions were often responsible for student supervision outdoors, which is no longer necessary. These positions are now working closely with the AP to assist with material distribution, and have been assigned to assist teachers with small group instruction and other tasks intended to support students during distance learning (e.g., printing, copying).

The principal continues to maintain the budget and overall management of the school, including responsibility for additional funds and supports needed to ensure that students have what they need and teachers have the tools they need to support 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.]

There are many supports for students with unique needs participating in distance learning. A tiered system of support provides a framework for identifying and serving these students. The teacher, principal, AP, BIT, and school psychologist all play critical roles in ensuring these students are supported. Supports and actions include, but are not limited to, the following:

- Special education services, provided via Zoom and other distance learning protocols, as identified in students' IEPs
- Virtual meetings and annual updates for students on 504s
- Daily English Language Development (ELD) instruction
- Small group instruction and intervention groups for Student Study Team (SST) students
- Assigned social worker to assist with families experiencing homelessness, food insecurity, mental and physical health needs
- Commitment to personalized support and learning for all GLC students, including homeless, foster care, and other challenged youth

These supports may be provided opposite the teachers' synchronous instruction (i.e., Track A (AM) students are enrolled in small group intervention in the afternoon) or on Wednesdays. In addition to supports provided by GLC staff, there are roaming VUSD staff who also contribute, as well access to services offered through Visalia Youth Services and Tulare County Behavioral Health Services.

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

Description	Total Funds	Contributing
Provision of tech hardware and peripheral supplies (e.g., iPads, hotspots, headphones) to enable at-home learning for students	\$30,000	Yes
Licensing for adaptive learning programs and applications (not purchased by the District)	\$25,000	Yes

Description	Total Funds	Contributing
Provision of additional textbooks and consumables for student use at home	\$30,000	Yes
Professional development and training for certificated staff	\$71,000	Yes
Additional student learning supplies for learning at-home	\$38,000	Yes
Additional hours for classified assistance for material preparations and classroom support	\$15,000	No
Professional development and training for classified staff	\$15,000	Yes
Curriculum conducive to at-home learning (e.g., ELD, SEL)	\$25,000	Yes
Materials and equipment for expanded parent communication, student learning packets, and other printing	\$15,000	Yes
Contracting with learning partners for professional development trainings and materials	\$10,000	Yes

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.]

Whether students are engaging in distance learning or are able to return to an in-person hybrid model, strategies for identifying pupil learning loss - and measuring academic growth - have been developed and are in motion. Several required and optional assessments have been identified for the 2020-21 school year at GLC. These include, but are not limited to the following:

- i-Ready Reading and i-Ready Math, Gr K-8, three times per year (2 x for kindergarten)
- Benchmark Assessment System (BAS), Gr K-2, two to three times per year (2 x for kindergarten)
- STAR Reading and STAR Math (optional), Gr 3-8, two to three times per year
- English Language Proficiency Assessments for California (ELPAC), English Learners, Gr K-8, one time per year
- CA Assessment of Student Performance and Progress (CAASPP) (TBD), Gr 3-8, one time per year

Baseline data using the i-Ready digital assessment for Reading and Math will be collected within the first 4 weeks of school. These data will provide critical information for determining learning loss and intervention plans. This assessment will take place three times during the year.

In addition to baseline data provided by the i-Ready and BAS (optional) assessments, teachers can compare Lexia student performance data from the beginning of 2019-20 to the beginning of the year 2020-21. Lexia is the parent company of the adaptive online programs Core 5 (grades K-4) and PowerUp (grades 5-8). STAR Reading and Math baseline data from 2019-20 can also be compared to baseline 2020-21 results, for interested classes. These data, in addition to baseline i-Ready and BAS results, can provide more multiple measures as well as longitudinal data for assessing learning loss and creating intervention plans.

Students performing at the lowest levels will receive intervention services in Reading and Math, as needed. These services will be provided by certificated staff on Wednesdays and trained classified staff during asynchronous instruction.

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.]

In order to address learning loss and accelerate learning progress for special populations (e.g., English Learners, low-income students, foster and homeless youth, and pupils with exceptional needs), GLC has identified a set of general practices to increase the effectiveness of instruction at all levels. These practices include:

- Pre-assessing to identify students' needs
- Using district priority standards for students' current grade-level
- Following the District pacing guide to plan and implement standards-based instruction

- Identifying student-friendly learning intentions (or objectives)
- Communicating success criteria to make it clear what proficiency looks like
- Progress monitoring

In addition to seeing these practices across all instructional settings, the school offers several opportunities for small group and more personalized and responsive learning activities. Small group interventions during asynchronous time, small group instruction on Wednesdays, and adaptive computer-based learning applications all provide students with multiple learning opportunities. In this way, technology based and non-technology based instructional programs work in tandem to offer wide-ranging support to students. English Learners will also receive designated and integrated ELD to support their language development, and students with special needs may receive specific accommodations or modifications.

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.]

In the CDE's "Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools", the authors identify recommended practices for quality instructional programming that also consider health and safety guidelines. Among the examples, the authors include Looping Structure and Early/Late Staggered Schedules. GLC offers a combination of these approaches. Homeroom classes are multi-age groupings of students from two grade levels. There are four grade 1/2 classes, four grade 3/4 classes, four grade 5/6 classes, and three grade 7/8 classes. For each of these classes, the higher grade level group of students is the same group of students who were at the lower grade the previous year with the same teacher. This version of looping ensures that approximately half of every homeroom class constitutes students who already have an established relationship with their teacher. Positive relationships are strongly correlated to academic progress and growth.

Having selected practices vetted and recommended by the CDE, GLC has further developed an assessment program that allows for baseline data collection followed by interim (i.e., benchmark) assessments administered 2-3 more times during the year to allow for progress monitoring. Some assessments are required school-wide, while others are optional by grade level. The combination of these assessments creates a balanced assessment program that includes baseline and interim assessments for the 2020-21 school year, as well as longitudinal data allowing for comparisons across years. The assessments that make up this assessment include the following:

- i-Ready Reading and i-Ready Math, Gr K-8, three times per year (2 x for kindergarten)
- Benchmark Assessment System (BAS), Gr K-2, two to three times per year (2 x for kindergarten)
- STAR Reading and STAR Math (optional), Gr 3-8, two to three times per year
- English Language Proficiency Assessments for California (ELPAC), English Learners, Gr K-8, one time per year
- CA Assessment of Student Performance and Progress (CAASPP) (TBD), Gr 3-8, one time per year

In aggregate, these data will provide the school the necessary information to assess student academic growth and program effectiveness. By including demographic data, the school will be able to disaggregate the data by special populations (e.g., foster youth, English learners, low-income students) and thereby measure effectiveness across groups.

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

Description	Total Funds	Contributing
Provision of assessment materials, applications, and training	\$10,000	Yes
Intervention opportunities provided by Certificated and Classified staff	\$10,000	Yes

Mental Health and Social and Emotional Well-Being

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

A global pandemic is an unprecedented experience. Naturally, our students and teachers are feeling a range of emotions, including fear, anxiety, stress, and uncertainty. GLC understands how important it is to attend to the social and emotional needs of students, families and staff at all times, and especially at a time like this. GLC works with the District's department of Social Emotional Wellness to support both staff and families. The department of Social Emotional Wellness has developed a wealth of resources made available on its website and supports offered to staff and families through ongoing professional development and public forums. These services have continued and amplified as the District moved to online instruction and virtual professional development.

In addition to these resources and supports, GLC has a well-developed framework of Tier I supports and practices that support Social Emotional Learning (SEL). These include Morning Meetings (aka community meetings), teambuilding activities to promote a sense of belonging, and contentious relationship-building with students by teachers. Over the last three years, teachers have participated in numerous professional development opportunities intent on building their skills at promoting and creating the conditions for SEL. Classified staff have also participated in trainings focused on promoting the social emotional wellness of students.

Additionally, GLC employs a full-time Behavior Intervention Technician (BIT) whose work is largely focused on providing socio-emotional support and creating SEL opportunities for students. She is available throughout the day to meet with students virtually to discuss concerns, worries, and other issues of consequence to students. The BIT focuses on students identified as needing Tier II and Tier III supports, but will also work with more diverse groups of students. Furthermore, she plays a critical role in developing the framework of supports for students at all tier levels. The BIT meets regularly with the assistant principal and school psychologist to identify students at risk and in need of support. She visits Zoom classrooms and will meet with students in breakout rooms, as necessary. Lastly, the BIT has developed coursework on Schoology to support the development of social groups and SEL modules.

GLC partners with the District to ensure that the school is provided services by a school psychologist 2.5 days per week. The psychologist is also available to meet with students who may be at risk or need support. In addition, she can work with parents to support them in meeting their child's socio-emotional needs and accessing resources as necessary.

Another VUSD itinerant staff person providing important services to meet students' and families' needs with respect to services and support, is the District social worker. Social workers have knowledge of community resources for referral and assistance for some of our neediest families. GLC works closely with a number of outside agencies for additional supports such as Tulare County Behavioral Health Services and Visalia Youth Services.

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.]

GLC has worked with the District to develop a tiered approach to respond to student absences and lack of engagement. This framework is organized as flowchart of sequential steps and actions. The flowchart is written as follows:

Student Absent from Distance Learning

- Misses 1 day of contact on Zoom
 - o Phone call from attendance clerk to family
- Misses 3 days of contact on Zoom
 - o Phone call from teacher to family (must make contact with parent or guardian or document three attempts)
- Misses 5 days of contact on Zoom
 - o Phone call from school site (e.g., BIT) to family (must make contact with parent or guardian or document three attempts) and letter sent from site

- Misses 7 days of contact on Zoom
- o Meeting between parent and administrator (e.g., Zoom, phone call, home visit)
- Misses 10 days of contact on Zoom
- o Parent/guardian contact and/or home visit by District office staff

Student Present but Little/No Schoolwork Completed

- Beginning Week 3
- o Parent-teacher meeting (e.g., Zoom, phone call): Actions may include additional support from teacher, check-ins with Classified staff, Tech services assistance, 1:1 conferencing with student
- Beginning Week 4
- o School site and admin continue to support families with extra supports
- End of Week 4
- o District office staff is informed, and they contact parents/guardians
- o Referral to outside community partner agencies, as necessary
- Week 5
- o School attendance review board

Complimenting this responsive approach, the school has also developed practices to encourage, recognize, and reward consistent attendance and engagement in distance learning. Students may be recognized during weekly morning assemblies, or as part of the school's student recognition assemblies which take place every 6 to 7 weeks.

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 VUSD community was notified about the close of schools on Friday, March 13th, 2020. That same weekend, VUSD staff and leadership began making arrangements to have grab-and-go meals made available to the District's 32,000 students at multiple sites across the District. GLC was a location that provided meal distribution each week, not only during the school closure, but throughout the summer. The Seamless Summer Food Service Program ended on July 31, 2020. VUSD once again began providing meals to VUSD students on Thursday, August 13th, this time through the National School Lunch Program. Meal packs include five breakfasts and five lunches.

For the 2020-21 school year, students have been issued a multi-use meal card to use when collecting their grab-and-go meal each Thursday. Students and/or parents, with their meal card in hand, are able to pick up meals at the student's home school or their feeder middle school. The District has scheduled meal pack pickups for every Thursday from 10 a.m. to 12 p.m. and from 5 p.m. to 7 p.m. to accommodate students and parents. The first pick up was on Thursday, August 13, 2020.

GLC is pleased to continue this service to our students and we are grateful for the support of the Seamless Summer Food Service Program, the National School Lunch Program (NSLP), and our VUSD Nutritional Services staff for making this important program possible.

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

Section	Description	Total Funds	Contributing
[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
20%	0

Required Descriptions

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

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

Prior to engaging in decision-making for the 2020-21 school year, the District reviewed information gathered through surveys, phone calls, and outside agencies. The district identified the following major categories necessary to better support foster youth, English learners, and low-income students:

- Access to WiFi
- Need for technology
- Need for meals
- Need for additional support in learning English
- Need in language support when having difficulty with technology
- Need for academic support
- Need for social-emotional support

To address the first two categories of need, access to WiFi and technology, the District purchased over 5,000 Chromebooks, to ensure all students have access to distance learning at home. In addition, GLC will purchase supplemental and replacement iPads for grade K-4 students. In addition, the district is in the process of building a community-wide WiFi project and is working with Verizon to provide internet access where needed for student devices. For some students living in rural areas, Verizon does not provide service in their geographic region. The district is problem solving with each individual family to determine which provider works for their student. Both the District and GLC have hotspots available for families in need.

The need for meals is real for many families experiencing food insecurity due to loss of a job or other hardships. In April, the county's unemployment rate was 19.3%. Currently the rate is 17.2%. With such high percentages of unemployment, the District changed their procedures for meal distribution to provide easier access to families. Meals are now distributed once in the morning and once in the afternoon, and student ID cards were purchased so that families can more efficiently and easily pick-up meals.

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

- Care line
- Modified the intervention of support to help students while distance learning. The district is offering staff development in the three different tiers of support for students
- Student Interventions & Support during both hybrid and distance learning will be available through:
 - o Small group instruction
 - o Virtual student groups
 - o Virtual parent-student groups
 - o Individual in person or virtual intervention sessions provided by VUSD staff
 - o Referral to/coordination with community based partners