



Learning Continuity and Attendance Plan Template (2020–21)

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

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

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

As an LEA in Orange County, Vista Condor Global Academy (VCGA) has been directly impacted by the COVID-19 pandemic. Orange County has been on the state's monitoring list consistently, which means the school is unable to reopen to students until Orange County is off the state's monitoring list for at least 14 consecutive days. Even more directly, multiple VCGA families have contracted COVID-19, since the inception of the pandemic. VCGA have kept in daily communication with these families, as well as all other families to ensure they are able to access the applicable health resources.

VCGA has also adjusted its planning and facilitation of the 2020-21 school year to accommodate the needs and realities of its VCGA families and the surrounding community, including but not limited to, Chromebook distribution to all students at staggered times and following all safety protocols, musical instrument distribution for music students, wifi hotspot distribution to families who do not have consistent, reliable access to the internet at home, "grab and go" meal distribution, a free virtual after school program through THINK Together.

Combining the COVID-19 pandemic with the culmination of VCGA's major construction project, and there is a significant adjustment taking place at VCGA. Teachers are teaching from their empty classrooms virtual to their students who are logging on remotely. Meanwhile, the instructional philosophy and programs at VCGA remain largely unchanged even during the shift to distance learning.

Stakeholder Engagement

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

VCGA parents have been engaged at multiple points along the way. First, in the summer there were two Google Form surveys administered (one at the beginning of the summer and one toward the end of the summer), which helped inform VCGA leadership how to cultivate its reopening plans and utilize specific funds. VCGA leadership also held a Virtual Town Hall meeting on Zoom at the end of the summer to solicit feedback from parents and community stakeholders regarding reopening plans, meal distribution, after school program, building

construction, child care options, virtual instruction, and how to best utilize funds to enhance distance learning. In addition, parents were given short polls through the TalkingPoints app to all Vista parents to solicit specific feedback on the bell schedule, elective options, and a few other logistical items. Finally, VCGA solicited feedback from parents at the Virtual Back-to-School Night where the Principal made a video presentation to all stakeholders and gave two avenues to provide additional input on how to best utilize funds this year: Via text and via online survey, so all stakeholders could easily access and provide feedback.

VCGA solicited feedback about the reopening plan, distance learning plan, and utilization of funds from staff during an optional summer staff virtual update and feedback session, as well as at the beginning of the school year with all staff during initial check-in meetings.

Finally, VCGA solicited feedback from the VCPS Board regarding the use of funds and this plan during the public hearing.

VCGA plans to continue to solicit feedback from all stakeholders throughout the year as plan continue to evolve during Coffee with the Principal meetings, School-Site Council Meetings, School English Language Advisory Committee Meetings, School Assemblies, Staff Meetings, and Board Meetings.

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

All feedback meetings were designed to provide as much accessibility and transparency as possible. During the online Zoom meetings, the links were made available in advance and communicated out to the applicable stakeholder groups through TalkingPoints messages, phone calls, flyers to VCGA families, and they were posted on the VCGA School Website as well as the VCGA Social Media pages. In addition all information and feedback sessions that were held live were also recorded and the recordings were shared with stakeholders through the same avenues listed above, so they could watch asynchronously and provide feedback through TalkingPoints.

The public hearings included proper written and virtual advance notice posted to the front of the physical school building and on the school website on how to access the Zoom meeting and participate. All VCGA families have confirmed access to a device and internet due to the fact that VCGA provided all students with a Chromebook as well as wifi hotspots to families who did not have reliable internet access.

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

The summary of the feedback received by all stakeholder groups regarding how to utilize funds falls into two main buckets: 1) Technology and the support of utilizing and enhancing the use of technology and 2) Supporting the literacy needs of all students, especially English Learners and those at-risk of falling further behind. During every single meeting and from the follow up feedback, literacy and technology came up as priorities. Families felt intimidated by the technology demands of distance learning that ultimately may fall on the parents, and asked VCGA leadership to consider ways to increase ease of use for students and parents who may not be as technologically savvy. Families also requested technology parent classes or "how-to" videos to help their children logging in, accessing, and navigating school-based platforms. Parents also mentioned the need to consider the trauma students and families are going through and to work with them to a point and try to be empathetic during this time. Finally, parents asked for additional teacher assistants to support the teachers online, especially those who are bilingual in Spanish.

Staff mentioned that they need to have the technology to support students as well as students and parents understanding how to use and access the technology. They also mentioned that they need support and professional development on how to use new technology, such as Promethean screens and premium Zoom licenses, in order to get a full grasp of how to effectively facilitate online teaching and learning. Staff consistently mentioned the need to provide targeted support for students at-risk, especially English Learners through intensified programs, including Lexia and Rosetta Stone, as well as support from bilingual teacher assistants.

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

The majority of the Learning Continuity and Attendance Plan was influenced by stakeholder input. VCGA purchased and adopted Rosetta Stone to support English Learners during Distance Learning. VCGA increased the amount of bilingual teacher assistants so every class has a TA to assist the teacher and provide students enhanced individualized support. VCGA purchased Promethean interactive touch screen boards for all classrooms to help teachers enhance the quality of their online instruction. VCGA purchased additional Chromebooks and wifi hotspots to ensure that all VCGA had a device and reliable access to the internet. VCGA also started a Technology Parent Class to assist parents with understanding how to utilize and leverage the technology and platforms available to them and their children.

The stakeholder input also helped VCGA determine other logistical aspects of the Learning Continuity and Attendance Plan, including meal distribution days and times and certain aspects of the reopening plans for when VCGA can return using a Hybrid model. Due to stakeholder survey feedback, it was determined that VCGA could reopen and offer families options for 5 days per week on campus or 5 days per week remote, based on the survey results and the need for child care for working families.

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.]

VCGA's reopening plan was created by the Vista Charter Public School (VCPS) district leadership team after careful review of the CDC, California Department of Public Health, and Orange County Health guidelines, along with collaboration, review and feedback of other school and district plans and stakeholder survey and town hall feedback.

VCGA's reopening plan is directly aligned with California's four stage response plan to COVID-19. When VCGA is allowed to reopen, it will reopen using a Hybrid Learning Model. However, this Hybrid Learning Model is unlike most that have been published and communicated by schools and district. Under this Hybrid Learning Model, VCGA families could choose to send their children to the school site full-time all 5 days per week, or VCGA families could choose to remain at home and continue distance learning full-time all 5 days per week. This has been determined based on the physical capacity of VCGA's new building space while following social distancing guidelines, and using the general survey data trends from the parents gaging interest in which families would decide to attend school in-person if given the opportunity.

Instructionally, in the Hybrid Learning Model VCGA teachers would continue synchronous learning using the same Workshop Model of Instruction that VCGA teachers already follow. All VCGA students would receive a live mini-lesson from the teacher, regardless of whether they are in the physical classroom space or in a remote setting, and then after the mini-lesson the teacher would send the students to work on their leveled tasks, while the teacher and teacher assistant would strategically monitor student progress, provide individualized feedback/confer with students, or pull small groups for further intervention. This would still be facilitated using Zoom video conferencing, so all students, regardless of in-person or remote, are able to receive the same access and quality instruction.

In addition, in the Hybrid Learning Model, VCGA would designate a special literacy intervention team at each grade level to pull small groups of students each day to facilitate Fountas & Pinnell's Leveled Literacy Intervention Program in person. This program is specifically designed to bridge the gap for students who are significantly behind in literacy.

The VCGA schedule was already designed so students are in cohorts and would not co-mingle if needed when VCGA is able to shift to a Hybrid Model. This would also minimize the instructional and logistical impact when transitioning to the Hybrid Model and in the event VCGA has a future school closure due to COVID-19 or any other reason.

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

Description	Total Funds	Contributing
10 full-time teachers to provide high quality tier 1 instruction to all VCGA students.	688,884	No
1 School Psychologist to provide social and emotional support to VCGA students.	40,581	Yes
2 Administrators to lead and oversee instruction and operations at VCGA.	161,479	No
2 Supervision Aides to ensure student safety at the school site.	38,476	No

Description	Total Funds	Contributing
2 Custodial Staff to ensure cleanliness and safety of VCGA's building and grounds.	45,910	No
1 Office Manager to welcome students, parents, and visitors, handle the main office phone, and conduct office clerical work.	51,046	No
1 Technology Coordinator to monitor and maintain VCGA system network, ensure safety, security, and organization of VCGA's network and devices.	23,315	No
10 Teacher Assistants to provide instructional support to teachers and small group or individual learning support to students in each class.	96,438	Yes
1 Superintendent to lead VCPS' vision and oversee all district-wide functions.	53,938	No
1 Data Administrator to ensure compliance with state and federal reporting.	17,752	No
Literacy intervention support through Lexia	5,037	Yes
Math curriculum (Tier 1 and intervention support) through Curriculum Associates - Ready Math and iReady	9,000	No
Science curriculum and accompanying lab materials through Amplify	525	No
Social Studies curriculum and accompanying support resources through Social Studies Weekly	2,000	

Description	Total Funds	Contributing
Books to develop leveled classroom libraries to support Reader's Workshop and develop students' literacy skills	13,000	Yes
General Instructional Supplies to support course curriculum and enhance teaching and learning	23,000	No
Personal Protective Equipment to ensure staff and student safety throughout the COVID-19 pandemic	30,000	No
Music instruments to engage students in the Arts.	2,000	Yes
Office Supplies to ensure proper organization of school-based materials and compliance with important documents.	10,000	No
Student uniforms to promote learning, a sense of equality, and develop community.	15,000	No
General Custodial Supplies to ensure building cleanliness.	8,466	No
Promethean Interactive Touchscreen Boards to enhance teacher capabilities and the learning experience.	10,000	No
Student Chromebooks and Chromebook Carts to follow VCGA's 1-to-1 Chromebook Program and provide greater learning opportunities for students.	20,000	Yes
Technological Equipment, including routers and switches to ensure VCGA has reliable internet at its site and the network is safe and secure.	7,300	No

Description	Total Funds	Contributing
Nutritious meals to ensure students have the energy and access to healthy food to be able to focus and learn to the best of their ability in class.	201,681	No
Counseling services to ensure student mental health needs are being met.	2,895	Yes
Administrative oversight fees to ensure VCGA is in proper compliance with all local, state, and federal regulations and mandates.	23,146	No
Student transportation to and from school to ensure student safety and attendance.	5,000	Yes
1 Bus Driver to transport students to and from school.	12,368	No
Staff conference attendance and travel to and from conferences or other professional trainings to support continuous staff professional learning and growth.	1,250	No
Supplies and resources for parent meetings and parent classes to engage and empower parents to play an active role in their child's experience at VCGA.	1,000	Yes
Professional dues and memberships to outside organizations to maintain high-level support, partnerships, and networking at VCGA.	4,630	No
Liability insurance to ensure financial and legal safety for VCGA.	16,766	No

Description	Total Funds	Contributing
School Facility security and housekeeping items including pest control service, fire alarm monitoring, and security camera software and devices to ensure a safe and clean school facility.	4,959	No
Building lease to have the necessary physical building space for students to learn and grow.	231,242	No
Software licenses and fees to assess student learning and mastery. Student information system to house student information and progress securely.	18,564	No
Staff Professional Development, including literacy coaching and coaching around educating for global competence to support and facilitate high-quality, relevant teaching and learning.	33,777	Yes
After School Program to extend student learning and supervision beyond the instructional day.	120,000	Yes
Back Office services to support and maintain budget, payroll, process invoices, and ensure compliance with applicable mandates.	40,454	No
Contracted substitute teachers to provide tier 1 instruction if and when teachers must be absent.	7,400	No
Special Education contracted services to provide students with special needs necessary services, as indicated in their IEP or 504.	55,000	No
1 Speech Language Pathologist to provide speech services, assessments, and manage the caseload for certain students with IEPs who require speech services.	20,318	No

Description	Total Funds	Contributing
2 Education Specialists to provide push-in support to students with special needs and manage student IEPs.	67,594	No
Legal counsel to consult and support VCGA to maintain legal compliance and good legal standing.	26,181	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.]

VCGA provides all students live daily instruction through its adopted video conference platform, Zoom. In addition, all VCGA teachers facilitate instruction through Google Classroom, which is VCGA's Learning Management System (LMS). VCGA curriculum is available online and is consolidated through its Single Sign-On platform, Clever. VCGA teachers also have the option of coordinating with families to come in at specific times outside of the instructional day to pick up work packets, music instruments, school supplies, hard copies of workbooks, and leveled books from their classroom libraries.

Instructionally, VCGA teachers have been provided the necessary professional development to continue high-quality instruction online. Teachers will continue to follow the workshop model of instruction and facilitate globally-focused project-based learning to integrate authentic learning tasks into their curricula online. Students will still be able to participate in their virtual classes through breakout rooms, utilize the "raise hand" feature when they have questions or need assistance, and through consistent feedback and conferring from the teachers and teacher assistants.

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.]

Prior to the beginning of the school year, all VCGA students were checked out a Chromebook and given explicit directions on how to log into the Chromebook and all applicable school-based programs, including but not limited to Zoom Meeting links, Google Classroom codes, email

addresses and passwords, and PowerSchool SIS usernames and passwords. All instructional programs were readily available through Clever's single sign-in using their student email address as well as Google Classroom. VCGA also provided all parents a survey during the summer that provided VCGA with the necessary information about wifi connectivity at home. As a result, VCGA was able to partner with Verizon to provide all students with hotspots who did not have reliable internet access at home. As a result, 100% of VCGA students have confirmed devices and connectivity at home to fully access all school-based learning platforms during distance learning.

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.]

VCGA is assessing student progress using multiple indicators during distance learning. First, it is important to note that VCGA has adopted a full standards mastery-based philosophy, which means that students will be assessed directly based on their demonstrated progress toward the mastery of each content standard based on internally-developed mastery rubrics, rather than based on the completion of their work or based on traditional grading categories "Homework," "Classwork," and "Quizzes."

VCGA is initially assessing all students through multiple diagnostic assessments, including Renaissance STAR 360, iReady Math, and Lexia. Furthermore, students will be regularly assessed using teacher-created mastery assessments that will display student level of mastery of a particular standard. All students will also participate in the following periodic interim standardized assessments: Smarter Balanced Interim Assessment Blocks (IABs), iReady Benchmark Assessments, Renaissance Benchmark Assessments, and running records to determine reading levels. Each of these assessments will be proctored by the teacher live online during synchronous instructional minutes.

Distance Learning Professional Development

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

VCGA has an intensive plan to support students and their families as well the instructional staff during the period of remote learning. The plan consists of three levels of support:

Technology support

Coaching from External Consultants

Professional Development provided both synchronously and asynchronously

Teachers are teaching from inside their classrooms, allowing for safe access to all instructional materials and quick access to the school's IT support personnel. The school has invested in Promethean interactive touch displays--every classroom has a dedicated Promethean device for instructional use, and the necessary professional development and support to use the Promethean screens to enhance virtual instruction. The school employs a IT Supervisor who monitors and supports all technologies--school issued teacher laptops, Promethean, dedicated wifi network as well as higher level technology challenges the students and families may experience. A surplus of student devices are available to quickly replace defective and malfunctioning Chromebooks.

To increase instructional support for teachers, the school contracts with external consultants that will assist and support implementation of the school's major practices as they continue in distance learning. Teachers meet in teacher subgroups as well as individually with the

consultants regularly to ensure multiple levels of support. Additionally, school leadership meets monthly with every teacher in one on one coaching sessions based on student data and observation of the teachers' virtual instruction. The school provides numerous synchronous and asynchronous professional development sessions through Google classroom. All Professional Developments sessions will be recorded and archived for future reference, as will all materials and documents. Live PD sessions through Zoom allow for breakout rooms and teachers can collaborate with one another and school leaders. All sessions view the professional learning through the lens of online and remote implementation.

Staff Roles and Responsibilities

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

The COVID-19 pandemic has affected the way all staff approach their roles and responsibilities. Teachers still have the same instructional responsibilities while maintaining a virtual classroom environment. Teachers are working and facilitating instruction from their empty classroom, unless a specific accommodation has been agreed upon by administration. Administrators are also working from the school site in their offices, observing and monitoring virtual instruction and providing instructional feedback to teachers, and facilitating other virtual meetings. Office Staff are working from the school site in their socially distance office set up, and are communicating with families via phone more than ever before. Office staff are also providing basic technical assistance to families at home, and if there is a more complex issue they are able to forward it on to VCGA's IT Supervisor. Office staff are also distributing necessary PPE, making orders to ensure essential materials and supplies remain in stock, and they are conducting temperature checks to all staff and visitors when arriving. Custodial staff are working hard at the school site, cleaning and disinfecting bathrooms, door knobs, and other common touch areas each hour, while also disinfecting all classroom spaces each day after the teachers leave. VCGA's Teacher Assistants are working remotely during distance learning to ensure teachers are the only personnel in the physical classroom spaces. However, Teacher Assistants are active supporting their partner teachers to facilitate quality online learning, and they are focusing on supporting the learning needs of students in special populations (EL, SPED, etc.). VCGA has also been able to increase the instructional support for all core academic classes by redirecting former Supervision Staff who qualify to support teachers and students as additional Teacher Assistants during distance learning. Lastly, VCGA has 2 support staff members helping provide "grab and go" meal distribution during the days and times VCGA has established for meal distribution.

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.]

English Learners - VCGA has a special focus on ELD for students who scored a 1 or 2 overall on the most recent ELPAC assessment (18-19). VCGA will also participate in an optional ELPAC Summative this fall to reassess students who have demonstrated growth in reading, writing, listening and speaking for possible reclassification. Students have been identified as needing explicitly taught language development support. Teachers are working with students daily in a 1:1 or small group based on the specific needs of the student. VCGA has purchased Rosetta Stone so these students have additional support during Distance Learning to meet their unique needs and their progress will be tracked through Rosetta Stone as well as monthly formative data collected by teachers. VCGA has teachers and Teacher Assistants to

support students in their primary language as well as the ability to assess students in their native language with our universal screeners. Monthly PD's for teachers address the unique needs of ELL's and best practices for instruction in all content areas.

Students with Special Needs- 30-day interim meetings, IEP's and Assessments are all being done virtually, except for students who are known to not demonstrate willingness or ability to be assessed virtually. Those will be done in person following all local and state safety guidelines for COVID. Services are being delivered virtually at this time and are tracked through the SEIS Service Tracker. Education Specialists are pushing into Zoom (virtual) classrooms and are able to work in breakout rooms assigned by the general education teacher as needed and appropriate. Parents are being given support in ways to address their child's learning needs at home and support materials are being provided by the school for parents to pick up and use at home. New accommodations are being added as needed and appropriate in the new educational settings. TA's are supporting students in every class for the entire instructional day and extra time is provided for their collaboration with assigned teachers as well as monthly training specific to the needs of exceptional learners. Teachers are also provided monthly PD on how best to support the individual needs of our struggling learners.

Foster Care or Homelessness - Students have been offered free devices and wifi hotspots. Office Staff and the School Psychologist are reaching out daily to individual families by phone and text to address individual needs of these students.

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

Description	Total Funds	Contributing
1 Technology Coordinator to support and facilitate quality distance learning and support the technological needs of staff and students. (Cost also captured in In-Person Instructional Offerings section)	23,315	No
4 additional teacher assistants to support teachers during distance learning and provide students with individualized attention and support. These 4 additional teacher assistants allow all VCGA classes to have a teacher and teacher assistant present to facilitate distance learning.	33,676	Yes
Rosetta Stone ELD Curriculum to provide additional differentiated literacy and language support to English Learners.	5,272	Yes
Online based literacy support through Lexia. (Cost also captured in In-Person Instructional Offerings section)	5,037	Yes

Description	Total Funds	Contributing
Online math curriculum and intervention through iReady. (Cost also captured in In-Person Instructional Offerings section)	9,000	No
Online science curriculum and resources through Amplify Science. (Cost also captured in In-Person Instructional Offerings section)	525	No
Online social studies curriculum and resources through Social Studies Weekly (Cost also captured in In-Person Instructional Offerings section)	2,000	No
Additional books to provide full, leveled classroom libraries, so students can check out books and take them home during distance learning and read during Reader's Workshop. (Cost also captured in In-Person Instructional Offerings section)	13,000	Yes
Additional musical instruments to provide all music students with an instrument to check out and take home to practice and play during distance learning.	1,375	Yes
Promethean interactive touch screen panels to enhance the quality of teaching and learning and student engagement during distance learning. (Cost also captured in In-Person Instructional Offerings section)	10,000	No
Student Chromebooks to ensure all VCGA students have a device to learn and work from during distance learning. (Cost also captured in In-Person Instructional Offerings section)	20,000	Yes
Wifi hotspots to provide families with internet during distance learning who previously did not have reliable internet at home.	5,711	Yes

Description	Total Funds	Contributing
Nutritious grab and go meals served to VCGA students during distance learning so students have healthy food and energy to focus and learn at their best. (Cost also captured in In-Person Instructional Offerings section)	201,681	No
School communication platforms, including TalkingPoints to ensure clear communication between school and home.	1,616	
Zoom licenses for VCGA staff to facilitate quality online instruction.	1,274	No
Software licenses and fees to monitor and assess student learning and mastery remotely during distance learning.	18,564	No
Online professional development and coaching related to literacy support, student engagement, and educating for global competence online and remotely during distance learning. (Cost also captured in In-Person Instructional Offerings section)	33,777	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.]

First and foremost, VCGA has done and will continue to do everything in its power to mitigate any learning loss and will not assume learning loss without supporting data. However, if the data shows learning loss occurred as a result of the COVID-19 pandemic, then VCGA will utilize its focus on differentiated instruction and multi-tiered system of supports through its mastery-based learning model to bridge those gaps and work to help students return to grade-level mastery.

In order to measure Learning Loss, VCGA administered multiple diagnostic assessment and triangulates the data with the prior student assessment data to determine learning loss and learning gaps. These diagnostic assessments include iReady Math, Renaissance STAR 360 for Math and Reading, Lexia for Word Study, Grammar, and Comprehension, and finally through Reader's Workshop Running Records using Fountas and Pinnell's Assessment. Once the learning loss is accurately measured for each student, their teachers will determine their current level of performance in relation to each grade-level standard and will also identify pre-requisite skills that must be mastered in order to fully be able to access and master the grade-level standard. This work is done through the Workshop Model of Instruction after the teacher facilitates a grade-level mini-lesson for all students. At that point, students all break out into either small groups or work individually on their unique learning plan to bridge any learning loss and master each grade-level standard.

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.]

Additional support is also available for English Learners and students with special needs. English Learners will participate in periodic data meetings with their teacher and administration, so each EL student fully comprehends how they are performing according to their data and what they need to work on to master the standards and reclassify. Students with special needs will receive additional support through the accommodations set forth in their IEPs, and all students with special needs receive push-in support from the Educational Specialist and regular support and intervention from each teacher and teacher assistant in their classes.

VCGA is comprised of about 97% students who qualify for free or reduced lunch, so learning loss strategies for low-income students inherently are strategies for all VCGA students. These strategies and resources include Chromebooks for all students, wifi hotspots for students who do not have reliable internet at home, technology support available if needed, high-quality, rigorous, online-based curriculum in all content areas. VCGA provides online curricula for intervention in all classes as well. VCGA also provides leveled classroom libraries, so all students can check-out books consistently throughout the year at their level.

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.]

The effectiveness of the services or supports listed above to address learning loss will be measured through ongoing assessments and monthly data review and analysis regarding student mastery of grade-level standards. In addition to the initial diagnostic assessments that were mentioned, VCGA will administer follow-up assessments in iReady, Lexia, Renaissance, Running Records, as well as the Smarter Balanced Interim Assessment Blocks (IABs) to determine student progress toward bridge learning gaps and if the services and supports provided were effective. Furthermore, VCGA Administration and the Instructional Leadership Team (ILT) will review and analyze student mastery data on a monthly basis. Since VCGA has fully implemented a standards mastery grading model, students' grades are directly correlated to their level of mastery related to each standard. These monthly reports will show the effectiveness of the supports and services provided and the trends of how well students are progressing to standards mastery in each content area and each grade-level.

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

Description	Total Funds	Contributing
Literacy intervention platform to mitigate learning loss in Lexia. (Cost also captured in In-Person Instructional Offerings section)	5,037	Yes
Math intervention platform to mitigate learning loss in i-Ready. (Cost also captured in In-Person Instructional Offerings section)	9,000	No
Math and Reading diagnostic and standardized assessment platform in Renaissance STAR 360.	4,138	Yes
Chromebooks for all VCGA students to have devices that can easily access all VCGA learning platforms to mitigate learning loss. (Cost also captured in In-Person Instructional Offerings section)	20,000	Yes
Wifi hotspots to provide all VCGA students with internet connectivity if they did not already have reliable internet at home to mitigate learning loss. (Cost also captured in Distance Learning Program section)	5,711	Yes
Additional leveled classroom libraries to provide all VCGA students appropriately leveled books to read at home to mitigate learning loss. (Cost also captured in In-Person Instructional Offerings section)	13,000	Yes
Professional development around Reader's and Writer's Workshop, disciplinary literacy and English Learner support strategies, and mastery-based learning to maximize the effectiveness of teaching and learning to minimize student learning loss. (Cost also captured in In-Person Instructional Offerings section)	30,520	Yes
2 Education Specialists to provide push-in support to students with special needs to mitigate learning loss. (Cost also captured in In-Person Instructional Offerings section)	67,594	No

Description	Total Funds	Contributing
1 Technology Coordinator to manage technology equipment and ensure all VCGA staff and students are able to access online learning platforms and to mitigate learning loss. (Cost also captured in In-Person Instructional Offerings section)	23,315	No
4 additional teacher assistants to support teachers and provide students with greater individualized attention and support. This allows every class at VCGA to have a teacher and teacher assistant to mitigate learning loss. (Cost also captured in Distance Learning Program section)	33,676	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.]

We are currently living in a time that causes feelings of uncertainty, anxiety, and insecurity in everyone especially children and young adults. As such we have made it a priority to train teachers and staff to identify and manage stress, and other negative feelings, in children. We have created the following protocols, procedures, and trainings to ensure that the mental health of all students is a priority for all teachers and staff at VCGA:

Restorative Practices - Teachers and staff are trained to use restorative practices in lieu of punitive ones which helps promote fairness not fear.

Way of Council - Students learn to discuss their thoughts/feelings in a non-judgmental space by participating in weekly Way of Council practices.

Co-Vitality - Co-Vitality is a screening tool that the school uses to assess the mental well-being of students in 4-8 grade. This tool identifies students that are internalizing their distress as well as students that are making their feelings obvious.

Second Step - Second Step is a social-emotional curriculum that is currently being taught at Condor only which promotes positive mental health and well-being.

Staff within our schools are Grief Certified - Teachers are trained to identify, understand, and respond to the five stages of grief. They are aware that grief can affect anyone dealing with high levels of stress and/or anxiety.

School Psychologist - We have a certified full-time School Psychologist that is able to evaluate students in distress and ascertain next steps, such as:

Referral to school based counseling.

Referral to outside counseling services.

Connecting students with peer buddies.

Contacting parents and supporting them if they are in need of food, housing, or other types of support.

School Counselor - We have a part time school counselor that supports students with situational and long term traumas.

Teachers and staff have been trained in de-escalation techniques:

Grounding techniques(5-4-3-2-1) - Name 5 things you see, 4 things you smell, 3 things you hear, 2 things you taste, 1 things you touch.

Deep breathing (4-7-8)- students should breathe in through their nose for four seconds, hold their breath for 7 seconds, and breathe out through their mouths for eight seconds. The process should be repeated a minimum of 10 times in order for the child to regain emotional control.

Emotional Validation - Teachers encourage students to talk about their feelings when they are upset so negative feelings can be corrected not repressed.

When a child is in distress teachers:

Notify the school psychologist immediately.

School Psychologist will meet with the child in order to assess the need for referral and/or crisis intervention.

School Psychologist makes contact with parents in order to discuss the child's emotional state and/or referral options.

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.]

VCGA has historically utilized a Multi-Tiered System of Support (MTSS) to engage and support all students academically as well as socially and emotionally. That individualized, holistic support will continue during distance learning.

For students who may miss class due to an absence or tardy, all teachers are recording their live direct instruction/mini-lessons and are posting those to Google Classroom, so students can view them at a later time or re-watch them again, if necessary. VCGA is also providing outreach to students and parents/guardians through TalkingPoints and direct phone calls daily to ensure they are able to access the academic content and check-in social and emotionally, in their home language. VCGA's School Psychologist is also leading its chronic

attendance initiative to follow up with students and families that are either showing a lack of engagement in the online instruction, not attending the online classes consistently, showing up late to class regularly, or are displaying other at-risk factors. VCGA administers Co-Vitality, a universal mental health screener, to all students quarterly, which provides important data to specific school personnel on students who may be at-risk and need additional support and outreach.

VCGA staff will not assume learning loss and instead will use the data to guide intervention and supports. All VCGA teachers are administering initial diagnostic assessments to all VCGA students and are triangulating that data with the available data from the 2019-20 school year to determine any learning loss from the Spring, and to determine their current levels of performance as well as pre-requisite skills that must be mastered in order to bridge the gap to ultimately master the grade-level standards.

VCGA teachers also work closely with administrators to track student academic progress and engagement in learning activities to ensure students are continuing to learn, demonstrate mastery of the applicable content standards, and are not at risk of further learning loss. In doing so, VCGA has an internal goal of all students receiving a check-in, individualized feedback, or conferring by either the teacher or teacher assistant each day during distance learning. These built-in supports will ensure students do not fall through the cracks and become at-risk of learning loss.

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.]

VCGA is working collaboratively with its school lunch provider, School Nutrition Plus (SNP), to provide currently enrolled VCGA students with nutritious meals, following all Federal School Lunch Program mandates and requirements. During mandated distance learning, VCGA provides bagged "grab and go" meals from 7:00am-9:00am on Mondays and Wednesdays. On Mondays, each student is given two breakfasts and two lunches to cover Monday and Tuesday. On Wednesdays, each student is given two breakfasts and two lunches to cover Wednesday, Thursday, and Friday. VCGA families are notified and reminded of these meal distribution times and dates each week through TalkingPoints.

When students are allowed to return to the school site for both in-person instruction as well as distance learning, the plan is to provide students who are learning on campus a meal delivered to their classroom each day (breakfast in the morning and lunch midday). Meanwhile the students who remain remote will continue to be offered the same Monday and Wednesday, 7:00am-9:00am "grab and go" meal distribution.

If VCGA finds that there is a trend in students who qualify for free or reduced lunch are not regularly picking up the grab and go meals from the school site, then VCGA will consider other options to increase meal pickup availability to VCGA families, including but not limited to

finding a more convenient location for a certain population of families to distribute meals and referring families to other meal distribution centers that would be available to them, closer to their home.

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
35.29%	\$603,712

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.]

VCGA will provide targeted interventions for struggling students, identified through VCGA's various assessments. These targeted interventions are also built-in for foster youth, English Learners, and low-income students. Targeted interventions include Fountas & Pinnell's Leveled Literacy Intervention, push-in support from Education Specialists, designated ELD classes, and additional support from having a teacher assistant paired with a teacher in every class at VCGA. These actions are effective in meeting the needs of these students by meeting the students where they are and providing heavily scaffolded supports in small group or individual settings to further student learning.

VCGA will monitor the progress of struggling students, particularly unduplicated students, will be closely monitored to assess both the learning rate and level of performance of individual students.

VCGA will provide Professional Development to all staff to best support the needs of at-risk students, especially foster youth, English learners, and low-income students, through monthly Teacher Assistant Trainings, EL and SPED support strategies in PD, and through data deep dives. These professional development trainings will be effective in meeting the needs of these students by providing staff with research-based best practices and a venue for support to learn and implement these strategies.

VCGA will fund a School Psychologist to provide additional support for unduplicated students.

VCGA will provide counseling to all students whose parents request it and/or display a need for counseling. Students who are English Learners, Foster Youth or other students with certain at-risk factors will be given priority for counseling services. These counseling services will help meet the social and emotional needs of these students to improve their mental health and ability to be fully present and ready to learn.


VCGA will provide all students who need it with transportation to and from school, free of charge to families. Foster youth, homeless students, and low-income students will receive priority with VCGA's transportation options. The COVID-19 pandemic, however will at least delay the use of transportation to bring students to and from school; however VCGA plans to re-start its transportation once it is safe to do so and students can come on to campus to learn. This action is effective in meeting the needs of these students, because it helps ensure students can be transported safely, attend school regularly, and attend classes on time.

VCGA will provide continued access to technology for all students. Similar to the descriptions above, Foster youth, homeless students, English Learners, and low-income students are given priority with respect to technology support. All students are provided a Chromebook, and students who do not have reliable internet access at home are provided a wifi hotspot, free of charge. Also, all VCGA students are able to access IT support through VCGA's Technology Coordinator, if needed.

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

2020-2021 REOPENING PLAN



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- 1 SUPERINTENDENT'S MESSAGE
 - 2 ALIGNED RESPONSE TO COVID-19
 - 3 PHASED REOPENING APPROACHES
 - 4 VIRTUAL & HYBRID LEARNING MODELS
 - 5 SAMPLE SCHOOL SCHEDULES
 - 6 ADDITIONAL SUPPORT
 - 8 HEALTH AND SAFETY STANDARDS
 - 11 PARENT SUPPORT
 - 12 CONTACT INFORMATION

VISTA CHARTER PUBLIC SCHOOLS

2900 West Temple Street
Los Angeles, CA 90026
T 213 201-4000 | F 213 201-5861
www.vistacharterps.org



Dr. Don Wilson, Superintendent

Since Vista Charter Public Schools (VCPS) campuses closed on Friday, March 13, 2020 we have prioritized the safety of students, families and staff. Starting Monday, March 16, 2020, staff began providing continuous learning for all students with daily live and recorded virtual instruction along with daily class meetings and office hours to support students and their families. We also uninterruptedly provided nutritious meals to children in our community. Using the Chromebooks already assigned to students as part of our 1:1 technology program and internet service we provided as needed, 100% of our students immediately had the devices and internet access needed to support virtual learning.

Since closure, we have been planning for a strong start for every student in the 2020-2021 school year. This process has included consideration of how to open and operate campuses that ensure the safety of staff, students and their families; ways to provide high-quality learning and professional development; and how to support the social-emotional needs of the school community.

Although the current campus closure order means our return to campus designs can't be implemented immediately, we are prepared for each anticipated phase of this journey. We hope that this current phase is brief and that we are soon back on track to return to campus. For now, we will continue to monitor the situation, integrate new public health guidelines as they emerge, and refine our return to campus plans as needed.


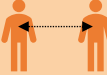


In addition to planning for physically returning to campus, our team has been designing multiple approaches to teaching and learning to ensure that whatever comes next - be it continued virtual learning, a later shift to hybrid learning allowing partial return, or a full return to campus with some families continuing to learn from home - continues our mission to transform the learning experience of our students and provide a program that is socially and emotionally supportive, intellectually engaging and academically rigorous.

Sincerely,

Dr. Don Wilson, Superintendent


Aligned Response to Covid-19

Vista adopted a 4-stage health emergency response aligned to California’s staged response. As state and local mandates evolve, our emergency response will shift as needed to reflect the most current guidance of health officials. The 4 stages, along with updated orders from government officials, will guide all of our decisions.

	CALIFORNIA	VISTA CHARTER PUBLIC SCHOOLS
STAGE 1 	SAFETY & PREPAREDNESS Stay home order in effect. Only essential services and permitted activities opened.	CLOSED CAMPUS Campus is closed to students; 100% virtual instruction ; meals are provided for pickup at schools.
STAGE 2 	LOWER RISK WORKPLACES OPEN Gradually opening some lower risk workplaces with adaptations at a pace designed to protect public health. Modified school programs and childcare open.	PARTIAL RETURN TO CAMPUS Partial return to campus; 100% virtual instruction and hybrid instruction provided; protocols for health and safety in place for staff, students and families.
STAGE 3 	HIGHER RISK WORKPLACES OPEN Phase in higher-risk workplaces at a pace designed to protect public health and safety, beginning with limited personal care and recreational venues (with workplace modifications).	FULL RETURN WITH EXCEPTIONS Full return to in person learning with exceptions (virtual and hybrid models) where necessary; protocols for health & safety maintained.
STAGE 4 	HIGHEST RISK ENVIRONMENTS OPEN Gradually open larger gathering venues at a pace consistent with public health and safety, such as nightclubs, concert venues, and live audience sports.	NORMAL OPERATIONS Normal operations; prepared to return to stages 1, 2 or 3 immediately; protocols for health & safety maintained as needed.

Vista’s plan for reopening schools in the 2020-2021 school year prioritizes safety and our mission to transform the learning experience. The plan incorporates feedback from stakeholders and complies with mandates put in place at the state and local levels as we navigate the ongoing public health crisis.

STATUS UPDATE - AS OF JULY 17, 2020

STAGE 1 	CLOSED CAMPUS Campus closed to students; 100% virtual instruction; meals provided for pickup at schools.
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Although California as a whole is no longer in STAGE 1, the counties where Vista’s schools are located fall under the governor’s most recent campus closure order.

Until the campus closure order is lifted, Vista schools will operate in STAGE 1 status.

Phased Reopening Approaches

Until we are all safely back on campus, VCPS will implement a phased approach to reopening. The school year will begin with virtual learning for all students as currently required and progress towards a full return to campus. As we move into the hybrid model, we will remain flexible and families will continue to have 100% Virtual Learning (Group C) available so we can meet individual needs.

The Virtual Learning Model

Students will be provided 100% virtual instruction. Parents can choose to have their child continue with 100% virtual learning while we implement the hybrid model.

- Live, virtual, teacher-led learning five days a week.
- Whole class meetings and instruction daily.
- Frequent small group and individualized instruction.
- Incorporates online collaboration with peers.
- Allows for in-depth inquiry using available technologies and resources.
- Students can learn remotely from multiple settings to accommodate family's needs.
- Provides greatest reduction in risk.
- Schedules will be synchronized for students on and off of campus to the extent possible.

For ALL Models

- **Attendance** will be taken daily and during each period.
- **Absences** should be reported by parents to the school office each morning.
- Traditional **grading** practices in place.

The Hybrid Learning Model

Students receive face-to-face learning two days each week on campus with appropriate safety precautions in place and virtual learning the other three days. Where conditions and resources permit, additional students may have increased access to campus.

- On-campus, in-person instruction delivered by classroom teachers two days a week.
- Live virtual learning two days a week when students are at home.
- One day a week (Wednesday or Friday) for extra support in school or virtually.
- Allows peer collaboration and socialization.
- Halves the number of students in a room.
- Mirrors normal routines and provides students with face-to-face instruction and support each week.
- Provides structured learning environment in a classroom setting.
- Schedules will be synchronized for students on and off campus as possible.
- School buildings will undergo extensive cleanings between groups.
- Schools will address requests for different days, within reason.

No matter which learning model families choose, every child will be provided high-quality, equitable academic instruction, and social and emotional support.

VCPS will monitor the ongoing public health crisis; follow national, state and local guidance; and make adjustments to this approach as needed. Through every step, we will provide frequent and clear communications with families.



Virtual Learning Model

In our virtual learning model, students will attend online classes led by their classroom teachers each day. The virtual instructional day will be similar to what students experience on campus, with an emphasis on community building, project-based instruction, the workshop approach in reading and writing, science, social studies, development of higher order thinking skills and global learning.

Teachers will use a variety of online applications including Zoom, Google Classroom, Seesaw, etc., to facilitate instruction that is delivered live to students, from their classrooms when possible, and also recorded for those who may not be available during class time.

Students are expected to be present and actively participate during all lessons. During and after instruction, students' assignments will involve collaboration and independent work to be completed using their laptop computers, notebooks and workbooks to be provided before school begins.

Students will be taught a variety of strategies for sharing their schoolwork and thinking with teachers so that what they are doing is saved online and used to deepen their learning experience.

Hybrid Learning Model

Our hybrid model blends face-to-face instruction on campus and virtual learning so that we can begin returning to school while effectively socially distancing. Each class will be divided into two groups, with one group in their classroom for face-to-face instruction while the other group engages in virtual learning while at home or another remote location.

During face-to-face hybrid instruction on campus, teachers will build on what happens virtually and deepen the student experience through face-to-face interaction, increased student collaboration, community building, small group instruction and socialization while socially distancing.

During virtual hybrid learning, students will attend online classes led by their classroom teachers, live in their classrooms, while students are at home or another remote location. On Vista campuses where space and resources permit, some students will learn virtually at school under the supervision of teaching assistants and administration. The virtual instructional day will be similar to what students typically experience on campus. Teachers will use a variety of online applications including Zoom, Google Classroom, Seesaw, etc., to facilitate classroom instruction and also recorded for students who may not be available during live instruction.

To provide students and families with predictable routines and structures necessary for daily class attendance, we have developed daily student schedules that are consistent across our learning models. The samples below are provided so families have a sense of how the instructional day is organized. Detailed schedules specific to each school, class and teacher will be provided.

Sample School Schedules

Hybrid Attendance Schedule

GROUP	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
A	GROUP A FACE-TO-FACE LEARNING	GROUP A FACE-TO-FACE LEARNING	GROUP A VIRTUAL LEARNING	GROUP A VIRTUAL LEARNING	GROUP A VIRTUAL LEARNING
B	GROUP B VIRTUAL LEARNING	GROUP B VIRTUAL LEARNING	GROUP B VIRTUAL LEARNING	GROUP B FACE-TO-FACE LEARNING	GROUP B FACE-TO-FACE LEARNING
C	GROUP C VIRTUAL LEARNING	GROUP C VIRTUAL LEARNING	GROUP C VIRTUAL LEARNING	GROUP C VIRTUAL LEARNING	GROUP C VIRTUAL LEARNING

Elementary School Class Schedule (Virtual and Hybrid)

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:30-9:00	MORNING MEETING	MORNING MEETING	MORNING MEETING	MORNING MEETING	MORNING MEETING
9:00-9:45	MATH	MATH	MATH	MATH	MATH
9:45-10:00	RECESS	RECESS	RECESS	RECESS	RECESS
10:00-10:45	WRITING WORKSHOP	WRITING WORKSHOP	WRITING WORKSHOP	WRITING WORKSHOP	WRITING WORKSHOP
10:45-11:30	READING WORKSHOP	READING WORKSHOP	READING WORKSHOP	READING WORKSHOP	READING WORKSHOP
11:30-12:00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:00-1:00	SCIENCE/ SOCIAL STUDIES	SCIENCE/ SOCIAL STUDIES	SCIENCE/ SOCIAL STUDIES	INTERDISCIPLINARY GLOBAL PROJECT	WAY OF COUNCIL

Middle School Class Schedule (Virtual and Hybrid)

PD	Grade 6	PD	Grade 7	PD	Grade 8
1	8:30-9:15	1	8:30-9:15	1	8:30-9:15
2	9:20-10:05	2	9:20-10:05	2	9:20-10:05
3	10:10-10:55	3	10:10-10:55	3	10:10-10:55
LUNCH	11:00-11:30	4	11:00-11:30	4	11:00-11:30
4	11:30-12:15	LUNCH	11:30-12:15	5	11:30-12:15
5	12:20-1:05	5	12:20-1:05	LUNCH	12:20-1:05
6	1:05-1:50	6	1:05-1:50	6	1:05-1:50

Additional Support

One-to-One Technology

VCPS integrates technology into instruction through a 1:1 learning environment. Every student has an internet capable device assigned to them. This allows students to engage with technology preparing them for 21st Century and virtual learning.

TK-8 students, including students new to Vista who are currently without an iPad or Chromebook, will be contacted by their school with directions on how to pick up a device prior to the start of instruction.

Parents and students are expected to ensure that:

- Devices are used responsibly, respectfully and exclusively by students for school purposes.
- Devices are cared for and maintained to prevent avoidable damage.
- Damage and any issues with devices are promptly reported to the District IT Supervisor so interruptions to learning are minimized.

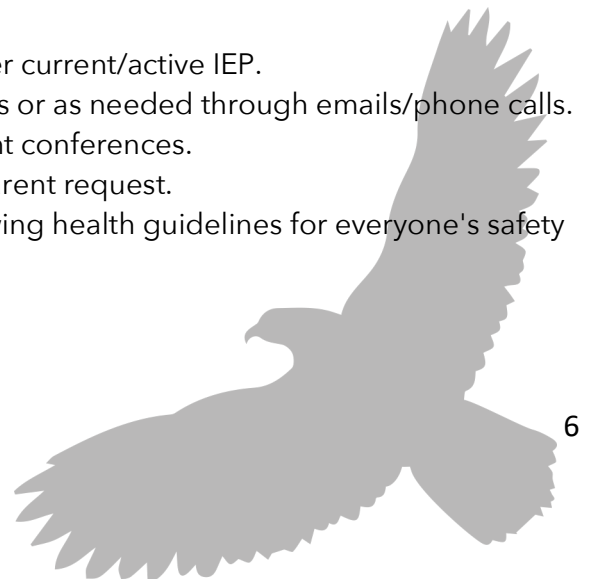
Internet connectivity at home is necessary for all students to access online learning platforms.

Local companies (Charter, Cox, Spectrum, etc.) have offered discounted internet for students during the COVID-19 pandemic. Families should exhaust these resources before calling IT for assistance. The following website will help identify discounts in your area: www.everyoneon.org.

In the event a family is unable to get internet service through a local provider, staff will assist students in acquiring an internet hotspot for instructional use only. Contact your school for assistance.

Special Education Services

- Students will participate in general education for all classes either in person or online.
- Ed Specialist will follow the general education schedule and provide IEP minutes per current/active IEP.
- Ed Specialist will provide small group or individual sessions based on student needs with support from TAs.
- DIS Services will be provided in person or online per current/active IEP.
- SPED team will be communicating on a weekly basis or as needed through emails/phone calls.
- SPED team is available for in person or online parent conferences.
- IEP meetings will be held in person or online per parent request.
- IEP Assessments will be completed in person following health guidelines for everyone's safety



Additional Support

Social and Emotional Wellness

District and school staff are committed to supporting students' social emotional wellness. Support may include social-emotional learning, building relationships, virtual community-building activities, and increased access to mental health/wellness services

Our school psychologists will be working to mitigate the social and emotional issues brought on by the disruption of our regular school schedule due to the COVID-19 pandemic. As a result of being away from the school site and their peers, students may have increased: anxiety, isolation, fear, depression, lack of sleep, irregular eating habits, lack of exercise, and other social and emotional behaviors.

All students will be able to access the school psychologist's support, as well as receive referrals and recommendations to outside services and supports as necessary. Parents will also be able to contact the school psychologist to work to develop individual plans to meet their students' social and emotional needs. Students will continue to receive mandated services as the IEP team determines the safest and most appropriate manner of delivery of each service.

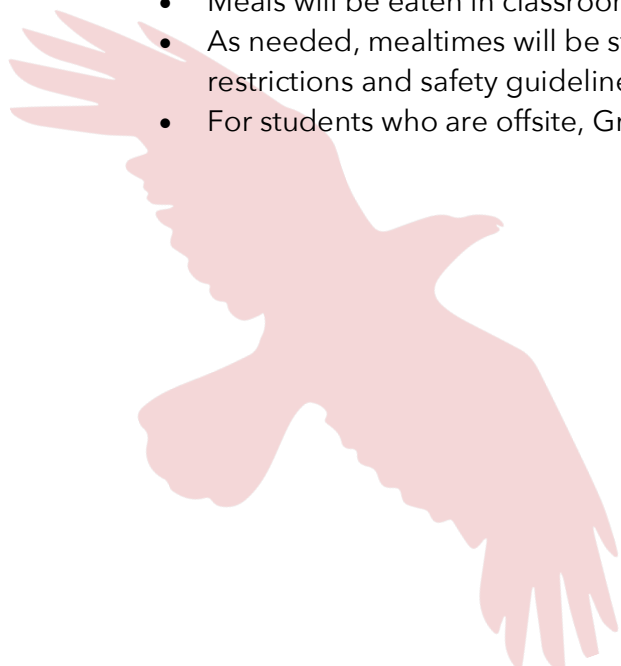
Meals

STAGE 1 (100% Virtual Learning)

- Grab and Go meals will continue to be provided for all students in need of nutrition services.
- Meals will be available for pickup at each school site during established hours.
- Meals are prepared in an offsite, independent commercial kitchen where safety and hygiene protocols meet the highest standards.
- Office staff will contact families to arrange for submission of meal service forms.

STAGES 2 and 3 (Hybrid Learning and those who continue 100% Virtual Learning)

- For students at school for the day, meals will be provided at school.
- Meals will be eaten in classrooms or a setting that allows for maximum social distancing.
- As needed, mealtimes will be staggered as much as possible to adhere to group size restrictions and safety guidelines.
- For students who are offsite, Grab and Go meals will be provided.



Health and Safety Standards

General Precautions

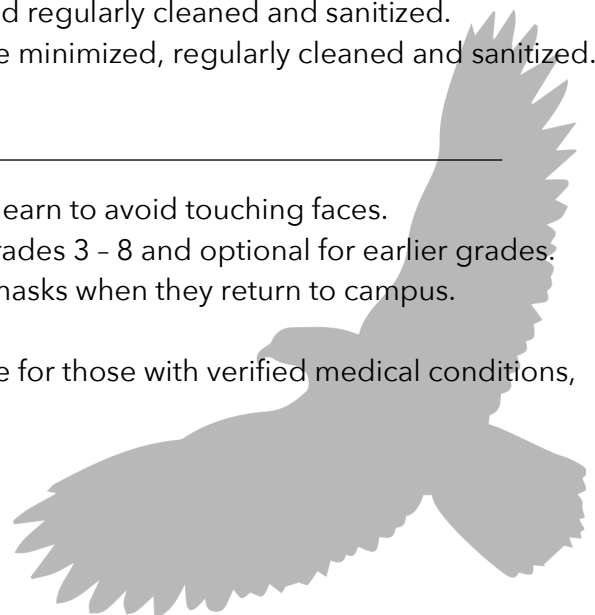
- State, Local and CDC Guidelines will be followed.
- Students will practice social distancing to the extent possible.
- Temperature checks will be performed daily/at arrival.
- Staff members will self-screen and complete a daily temperature check prior to coming to work and will undergo a screening upon arrival each day.
- Staff will provide students with increased personal hygiene education: handwashing techniques, maintaining personal space, social distancing and mask wearing, etc.
- Non-essential visitors, volunteers and activities will be restricted.
- Staff will practice social distancing, including but not limited to, the following:
 - When working indoors or in outdoor areas
 - Before and after the work shift
 - Coming and going from vehicles
 - Entering, working, and exiting physical buildings or other structure
 - During breaks and lunch periods

Environment Modifications

- Student arrival and dismissal protocols will be put in place to minimize contact between students, staff, families and the community.
- Routes will be designated for entry and exit to lunch, recess and other transitions as feasible.
- Signage will be posted throughout campus to remind students and staff about social distancing, hand washing, and spreading germs.
- Water fountains will be shut off. Students and staff are encouraged to bring water bottles.
- Furniture will be arranged to face the same direction (rather than facing each other) and spaced six feet from one another and teachers to the greatest extent possible.
- Area rugs will be removed.
- Cafeterias, gyms, large common and outdoor spaces will be used to meet social distancing requirements and maximize capacity.
- Playground equipment use will be minimized and regularly cleaned and sanitized.
- Equipment shared between students/staff will be minimized, regularly cleaned and sanitized.

Masks

- All students should practice wearing masks and learn to avoid touching faces.
- Masks are currently mandatory for students in grades 3 - 8 and optional for earlier grades.
- Schools will issue all students, TK - 8, two cloth masks when they return to campus.
- Staff will wear masks and/or face shields.
- Exceptions to face masks/coverings will be made for those with verified medical conditions, disabilities, or other health or safety issues.



Health and Safety Standards

Handwashing

- Students and staff will practice CDC handwashing guidelines.
- Students and staff will be encouraged to wash their hands during transition times.
- At a minimum, hand washing will occur every two hours.
- Proper handwashing technique signage will be placed in or near all restrooms.
- Hand sanitizer will be available in every classroom, office and outdoor space utilized.
- Additional handwashing stations will be added to the extent possible.

Managing Symptoms at School

- Students and staff with a temperature above 100.4 will be isolated and sent home.
- A sick child will be brought to an isolated space and supervised by trained personnel.
- Parents will be contacted and should be prepared to pick up their student(s) immediately in the instance they develop COVID-19 symptoms while at school. Please be sure to have updated emergency contact information in our system.
- Affected areas will be cleaned in accordance with CDC guidelines.
- A confidential letter will be sent home to potentially impacted students and their families.
- Staff will be notified through internal contact tracing measures.

COVID-19 Notification Protocol

- Should a positive COVID-19 case occur at a school site, school administrators will notify the District designee and the County Department of Public Health with the following information:
 - Name of person confirmed.
 - Names of individuals who had physical contact with an infected person for 15 minutes.
 - If known, date of potential exposure.
 - Date of test.
 - Last date of contact in Vista facility.
- Positive COVID-19 cases may lead to the temporary closure of a classroom, multiple classrooms, or even a school. This will be determined by District administration in accordance with state and local guidelines.

Visitors

- Visitors will be limited in numbers and to designated areas.
- All visitors must wear face masks.
- Staff will work to assist visitors by phone or virtually as much as possible.
- Offices will provide an appointment and call ahead process for visitors and student pick-up.
- Staff will escort students to parent/guardian vehicles.

Health and Safety Standards

Facility Cleaning

Custodians

- Frequent cleaning of high-touch areas, doorknobs, desktops, and common spaces.
- Daily fogging with approved disinfectant.
- Deep cleaning will be conducted between student cohort transitions.

Teachers and Assistants

- Ensure minimal sharing of materials and provide adequate materials for individual use.
- Wipe down desks and doorknobs with approved sanitary wipes during transition times.
- Teach students how to maintain cleanliness of personal supplies and school resources.

PE Teachers

- Wipe down equipment after every use, within the hour, and at the end of activities.

Supervision Aides

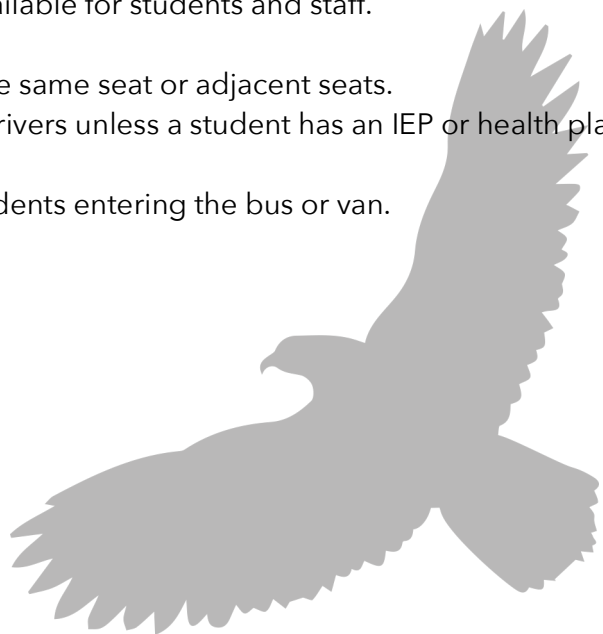
- Frequent cleaning of high-touch areas, doorknobs, desktops, and common spaces.
- Wipe down equipment after every use.
- Monitor safe use of restrooms and other areas.

Students

- Wash hands frequently and use hand sanitizer, available in classrooms, throughout the day as needed.
- Bring and use personal water bottles each day.
- Refrain from sharing personal use items, supplies, equipment and materials.

Transportation

- Bus and van capacity will follow phased guidance procedures and spacing will be provided, to the extent possible, following CDC guidelines.
- Buses and vans will be disinfected at the end of each route.
- All buses and vans will have hand sanitizer available for students and staff.
- Windows will be lowered to increase airflow.
- Members of the same household may sit in the same seat or adjacent seats.
- Face masks will be worn by all students and drivers unless a student has an IEP or health plan directing otherwise.
- Parents should take temperatures prior to students entering the bus or van.



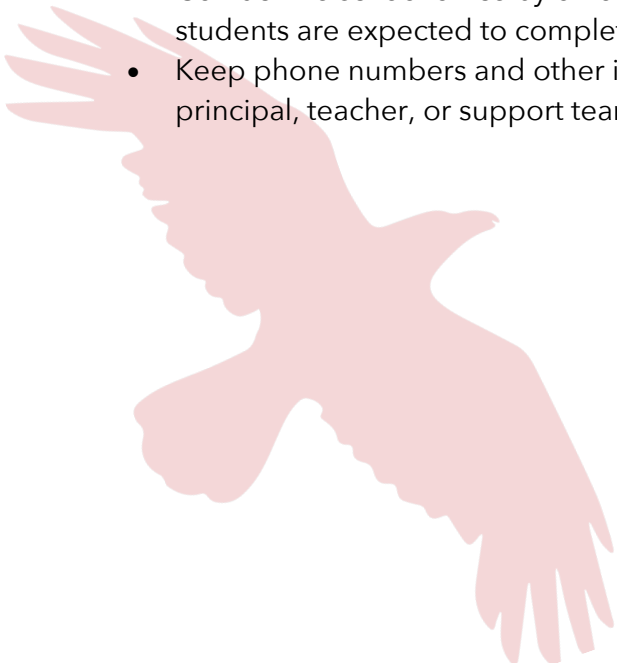
Parent Support

Health

- Out of an abundance of caution, keep children home if they show symptoms:
 - Fever
 - Cough
 - Shortness of breath
 - Runny nose
 - Sore throat
 - Diarrhea
 - Vomiting
 - Nausea
 - Loss of sense of taste or smell
- Check child's temperature each morning.
- Students with a temperature above 100.4 will be sent home.
- If a child becomes ill at school, the student will be taken to an isolated area while parents are contacted for pickup.
- Develop a plan for quickly picking up children with symptoms and supervising while home.
- Limit school visitation and in-person meetings to keep school building capacity low; see visitor information.
- Reinforce the need for children to bring and wear protective face masks to the extent possible.

Virtual Learning

- Help your child set up a quiet and organized workspace conducive to learning remotely.
- Help your child log in on time each day, attend every class and follow the schedule provided by their teacher.
- Encourage your child to take advantage of teacher office hours and stay connected for additional school support.
- Contact the school office by 8:45am to report a child's absence or inability to join a class; students are expected to complete assignments even when absent from class.
- Keep phone numbers and other important contact information up to date in the event that the principal, teacher, or support team needs to reach a parent/guardian.



Contact Information

Los Angeles

Vista Charter Middle School

Main Office: (213) 201-4000

Principal: Karen Amaya
kamaya@vistacharterps.org

Assistant Principal: Daniel Sommer
dsommer@vistacharterps.org

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