

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
Gravenstein Elementary School	David Rose Superintendent	drose@grav.k12.ca.us (707)823-7008

General Information

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

Gravenstein Union School District (GUSD) is a Transitional Kindergarten through 8th grade school district with enrollment for the 2019/2020 school year of approximately 790 students, most of who come from English speaking homes. The District is located in a rural section of Sebastopol in Western Sonoma County. Approximately 65% of the students attending our schools live outside of the original district boundaries. There are four schools in the District. Gravenstein Elementary School is our TK-5th charter school with the exception of some first grade classes (called Gravenstein First School, 40 students). Hillcrest Middle School is our 6th-8th charter school that is also the location of our alternative school site (Gravenstein Community Day School, 1 student). Our 2019/2020 enrollment groups include the following: 20.8% Socioeconomically Disadvantaged, 8.4% English Learners, 6.2% Special Education, and 0.1% Foster Youth. The 19/20 racial/ethnic background of our students was: 0.7% African American, 4.3% Asian, 19.6% Hispanic, 0.6% Pacific Islander, 62.7% White, and 10.4% reporting two or more races. Sonoma County is currently on the list of California counties that are being watched due to current COVID-19 infection rates, hospitalizations, and the availability of ICU beds and ventilators. As a result of the pandemic, GUSD has been operating a distance learning platform since last March and has opened the 2020/2021 school year with distance learning as well.

COVID-19 has had a tremendous impact on our District. Our students are struggling with the lack of social interaction, mental health affected, inconsistencies in their daily routine, extracurricular activities being taken from them, struggles within the home environment, parents losing their jobs and the academic support from home being difficult. Staff have been affected as well with the amount of work that they have had to endure with these challenges to ensure that our students are being taken care (social-emotional well-being, academics, health, over all stability). Additional responsibilities have been given to staff members in order to cover additional tasks on campus. The District is working to support families with no internet connectivity in their homes, although each school has struggled in gathering the number of hot spots needed. During stake holder interactions we have learned from a number of our parents and community members that this has impacted all of them as well. Having to modify their jobs to care for their children, loss of jobs, lack of child care, family health concerns, family dynamics changing, and struggling to support their child(ren) academically.

Planning for school closures had already been ongoing for weeks prior to the actual closure—beginning as early as late February. When the first communication about COVID-19 within Sonoma County circulated, the district started identifying contingency plans and resources.

As we designed our COVID-19 response, administrators and staff considered the many barriers to distance learning facing their highest need students and parents. As an educational community, we believe the most important thing to do was to develop policies, procedures, and processes with an equity lens in mind and to best support our families as partners in education. It has been essential to build a strong relationship with our families throughout this crisis. We have seen a large increase in families accessing our Facebook posts for information and in visits to our website.

California's Governor Newsom issued an executive order on July 17, 2020 mandating that, in order for schools to open for in-person instruction, they must be in a County that has not been on the Monitoring List for at least 14 consecutive days. Sonoma county is on the watch list and therefore schools cannot open with students and must open with Distance Learning. Reopening school when there is no vaccine to prevent the spread of COVID-19 creates significant challenges for mitigating risk. The District's number one goal is to ensure that staff and students are as safe as possible and practicable. As a result, our plan has been developed with a focus on the following objectives:

1. Continue providing an extraordinary education in an inspiring environment with caring people
2. Provide an optimal balance of restrictions and risk, in changing circumstances, to create a safe environment for students, staff, campus guests, and the community
3. In order to provide students the best opportunity to improve their academic achievement, have and maintain social-emotional efficacy and stability, and ensure their physical well-being; as well as minimize childcare needs for working parents; bring students back to school full-time for in-person instruction, including special education and intervention services, when local conditions allow.
4. Currently, we will be opening school on August 19th with all students enrolled in Distance Learning. When Sonoma County is off the watch list and we are able to open for in-person instruction, we have a plan to offer a hybrid schedule Monday through Friday with adjustments as needed to fulfill all safety protocols in place at that time.
5. Create an environment that promotes the following:
 - a) students and staff physically safe
 - b) learning coherent by focusing on essential standards with aligned systems of assessments, bound in units of instruction in our core curriculum, and provide intervention services to accelerate learning for students who need additional supports to mitigate learning loss.
 - c) social-emotional and mental health needs of students
 - d) the needs of every student by considering the unique experiences of students and by considering students' families as active partners in learning
 - e) flexibility into school schedules to implement health and safety protocols, and norms for being together in-person and physically distanced
6. Provide an alternative learning program for students and their families as needed.

7. Plan for a robust and rigorous distance learning program in the event that a class, a school, or the District is closed due to COVID-19 cases or when public health orders prohibit in-person instruction
8. Temperature and symptom check all individuals coming onto the school campus each day
9. Maintain students in stable cohort groups throughout the day and avoid mixing of groups as much as possible and practicable
10. Keep students and staff 6 feet apart from each other during the day as much as possible and practicable
11. Expect students and staff to use facial coverings over their nose and mouth to protect their safety and the safety of others in accordance with the newly released guidance mandating for grades 3 -12 and encouraging the use for students Preschool through 2nd grade.
12. Provide additional staff and adequate resources for essential activities that increase the safety of students, employees, and the community.

Stakeholder Engagement

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

GUSD used the following process for stakeholder input:

1. School Closure Contingency Plan Meeting (Administrative, Certificated, and Classified Staff), March 11, 2020
2. Survey of families to determine student access to technology at home, March 13, 2020
3. Conducted assessment of staff PD needs, March 11, 2020
4. Ongoing parent updates posted on the district website and distributed by text and email inviting questions and comment to administration resulting in more than 100 emails and calls from parents
5. Emergency Board Meeting/Public Comment Session, March 16, 2020
6. Status of Reopening becomes a standing Board Meeting Agenda Item (with Public Comment) beginning March 16, 2020
7. A shared Google Document is created for certificated staff to pose questions or share comments/concerns, monitored daily by administration on March 16, 2020
8. Reopening Committee (Representatives from: Administration, Certificated, and Classified Staff, Board Members, Parent Association) created May 21, 2020 with the following subcommittees:
 - a) Survey/Communications
 - b) Health Screening/Hygiene Lessons

- c) Space Configuration/Storage/Supplies
- d) Staff PD/Distance Learning/Assessment
- e) Parent Engagement/Training
- 9. GUSD Staff Survey completed June 22, 2020
- 10. GUSD Parent Survey completed July 8, 2020
- 11. Negotiations and MOU agreement with Gravenstein Union Teachers Association (GUTA) August 3-6, 2020
- 12. Negotiations and MOU agreement with Gravenstein Union Classified Employees Association (GUCE) August 3-7, 2020
- 13. GUSD Staff PD and technology needs survey completed August 6, 2020
- 14. Grade Level Parent Surveys completed August 12, 2020
- 15. Teacher Social Emotional Learning Support and Training Needs Survey completed September 16, 2020

As GUSD went through the process of surveying families, we were aware that not all have on-line access to the survey; as a result, we had staff reach out personally to these families to provide them access to the survey and encourage them to respond.

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

Due to the Governor's Executive Order N-33-20 for COVID-19, meetings of the Board of Education were to be held via video conferencing. To comply with Executive Order N-29-20, public meetings are made accessible telephonically or otherwise electronically to all members of the public seeking to observe the meeting and/or address the Board of Education. Members of the public were also able to attend in person while observing social distancing and face covering guidelines. Public comments are allowed on each agenda item and during the Public Comment agenda time. The Board President acknowledges receipt of public comments, if any, and provides an opportunity for additional public comments for those joining the 2020-21 Learning Continuity and Attendance Plan meetings for GUSD. Follow-up communication from public comments has been provided in a variety of formats: individual phone calls or emails to parents or staff, content added to subsequent meetings, and content added to all staff notifications and parent letters.

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

The feedback that we received from staff was focused on creating and maintaining a safe work environment and ensuring that the district employs all required safeguards to prevent the spread of COVID-19 on our campuses. More specific feedback from staff provided information on: developmentally appropriate scheduling and reasonable expectations for time on task/screen time; the importance of providing appropriate technology resources and training for staff; addressing all connectivity issues for staff and students; intervention and support strategies for students and families facing barriers or challenges; awareness of the challenges presented to teachers who are also parents of school age children participating in distance learning; access to strategies and resources for "hands on" distance learning activities; activities and resources to support social-emotional learning; strategies to enhance engagement and motivation; ensuring student access to counseling support; opportunities to network with other teachers; guidance and/or tools for assessing academic and social-emotional growth and learning.

For the survey that we composed for our parents, we encouraged parents to complete a response for each child in the family that attends school in our district. We did not want to specify from which child's perspective they responded as even within the same family the experiences, successes, and challenges can be different. Additionally, at least 50% of our families have more than one student in our schools. The importance of the major overarching themes provided by our parent community were prioritized as follows:

- 1) Ensuring physical health and safety
- 2) Learning and Instruction
- 3) Emotional and mental health
- 4) Promoting student engagement and motivation
- 5) Assessing academic needs (possible learning loss)
- 6) Socialization and interaction.

To elicit more specific feedback, we crafted questions specific to our community and also used the battery of questions provided by WestED. From our survey results (504 responses from a pool of 780 students) we learned that:

- most of our parents, 91%, would accept a reduction of enrichment and elective opportunities in favor of greater focus on core instruction
- more than 85% of our families would have adult supervision available for students to support distance learning
- almost 13% of our families do not have a reliable device available at home
- 2% of families responding do not have home internet service
- more than 12% have unreliable or slow home internet service
- 9% reported difficulties with using the distance learning software/programs
- 12% of families do not have a quiet place at home for their student to participate in distance learning
- 24% of parents felt their student is too young to participate in on-line instruction
- almost 5% of our parents reported that their child has a learning disability or needs accommodations
- 9% of our families were dissatisfied with student academic progress last spring
- almost 41% of parents reported that the distance learning program required too much of parents
- 24% of parents reported that the distance learning program required too much of students
- 27% of parents reported that their student did not receive enough support from staff like classroom aides
- 18% of parents felt that they did not receive enough from teachers in order to complete assignments
- more than 17% of parents were concerned that their child was not clear on daily required assignments
- almost 37% of parents want more information on how to support their child's social and emotional needs
- 10% of parents indicated they needed more information about distance learning
- almost 22% of parents indicated they needed more advice and resources to support their child during distance learning

- overall, almost 21% of parents indicated that the distance learning experience was negative or very negative
- almost 81% of our parents reported feeling concerned about their child falling behind academically
- more than 74% of parents reported feeling at least slightly concerned with their child mental well-being
- 88% of parents are concerned about their child not being able to interact with their teacher(s)
- almost 93% of parents are concerned about their child not being able to interact with other students
- almost 23% of parents are quite or extremely concerned about providing supervision for their child
- 75% of parents are at least slightly concerned about a regular schedule for schoolwork, play, and sleep for their child
- more than 83% of parents indicated being at least slightly concerned about their child being prepared for success at the next grade level
- 54% of parents reported being at least slightly concerned about their child being on track to graduate from high school

We also asked open-ended questions asking respondents to share with us the most positive and the most challenging experiences during distance learning. More than 100 responses were provided to each prompt that we were able to add to our reservoir of information with responses ranging from concerns or compliments specific to a single program component or staff member to general statements indicating how challenging it is to successfully participate in distance learning to accolades for the program provided by staff and the district starting on the very first day of the suspension of person instruction.

Our grade level survey, conducted just prior to the opening of school, provided detailed information regarding barriers and challenges for specific students and families regarding issues such as device availability, connectivity, and support needs. This information allowed us to implement solutions, supports and interventions as needed for specific families.

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

After analyzing the staff and parent survey results as well as comments received through Board Meetings, phone calls, and emails, it was clear that the base distance learning program that staff created and refined in the spring met the needs of many of our families. Accounting for the required increased rigor and accountability related to engagement, the spring program represented our Tier I, or universal program. The stakeholder input allowed us to identify and address many issues and barriers that were specific to individuals or small groups of staff or students prior to the start of instruction. Other challenges and problems that became apparent during the first few days of instruction were also related to us by stakeholders. This information allowed us to apply Tier II, or targeted interventions to support participation, engagement, and to remove any barriers for staff as they deliver instruction. For significant issues that our targeted interventions did not solve, we have had a few occasions where we have had to consult or contract with outside resources to provide intensive intervention, or Tier III support.

Health and Safety

Specific aspects of our Learning Continuity and Attendance Plan that were influenced by specific stakeholder input include:

- Adoption and implementation of signage, site hygiene practices, and health screening protocols per Centers for Disease Control and Prevention (CDC) and the California Department of Public Health (CDPH)
- Purchase of PPE supplies for staff and students including masks, shields, gloves

- Purchase and installation of site safety materials including water bottle stations, air purifiers, extra Merv-13 filters, touchless soap, hand sanitizer, and paper towel dispensers, plexiglass screens for public reception areas, tri-fold plexiglass student screens, additional cleaning and disinfecting supplies, hydrostatic sprayers, additional outdoor table space, outdoor shade structures, sink with running water for every classroom, no touch thermometers (2 for every classroom, two for each office), classroom supplies of disinfecting wipes, N95 or KN95 masks available upon staff request or when interacting with a student or staff with COVID-19 symptoms, additional health and safety training modules for all staff, additional health and safety certification training for Director of Maintenance
- Fund additional staff for cleaning and disinfecting of campuses
- Rental of storage trailers for classroom furniture to facilitate proper spacing during in-person instruction
- Creation of a system for staff to report any visit to campus outside of regular work hours so that cleaning and disinfecting can take place
- Daily health screening protocol for all staff as they arrive on campus

Tier I

- Teachers and some classified staff given the option to work from home while providing distance learning
- Child supervision services provided at no cost for staff with school age children while parent works at a school site
- For staff to support the implementation of a comprehensive distance learning program, purchase of new laptops, cameras, hot spots, furniture, document cameras, software, software licenses, instructional service subscriptions
- Contract with Sonoma State University's Department of Education for distance learning training (Strategic Planning and Curriculum

Development, Instruction and Assessment, Community, Communication, and Collaboration) and live support

- Technology training, "how to" videos, and technology tool instructional materials provided to all teachers and staff
- Provide Trauma-Informed professional development for all staff
- Pay for consultant time for a licensed Marriage and Family Therapist (MFT) to provide referral protocol and support materials to District Mental Health Coordinator to establish GUSD mental health support program
- Fund two additional days of teacher preparation time
- Fund additional teacher, staff, and administrator time for special projects and additional planning and preparation time for distance learning
- Purchase Chromebooks for check out for each student in the district
- Teachers assess all students with publisher and local assessment tools to gauge possible learning loss or support needs
- Provide information and support to parents for obtaining free meals for all students
- Purchase of individual student supplies and containers so that students have all needed supplies at home and to eliminate the need for sharing items when a return to in-person instruction is allowed
- Share details of grade level surveys with teachers so that parent-reported issues are known before instruction begins and supports and interventions are in place when instruction begins
- Hold a socially-distanced, outdoor, with face coverings Meet The Teacher event prior to the start of school for material and supply check-out and an individual in-person experience
- Technology materials tutorials recorded and "how to" guides written by staff and provided to all parents to support access
- Zoom etiquette guidelines for students composed by staff and shared with all students

- Guidelines for home student work spaces, creation of family schedules, and additional distance learning recommendations for parents composed by staff and shared with all families
- Teachers will provide a mix of daily synchronous and asynchronous distance learning instruction that meets or exceeds the daily grade level instructional minute requirements focused on Language Arts, Mathematics, Science, and Social Studies.
- Electives, Enrichments, and Physical Education instruction will be available daily to any student that chooses to participate; instruction will include recorded lessons and some live instruction
- A virtual Back to School Night event will be planned and implemented to increase parent engagement
- Creation of a Google Classroom drop-in virtual counseling resource for students

Tier II

- Purchase hot spots and pay monthly service fees for every family with connectivity issues
- Creation of a system for teachers to report to administration and counseling any student that is not consistently participating in live instruction or completing assigned work
- Our newly hired Mental Health Coordinator and our Academic Counselor have created a list of “red flag” warnings for teachers to be aware of exhibiting by students that could be a sign of anxiety, depression, withdrawal, or some of symptom of a mental health issue. This team has also created a list of Tier I supports and Tier II interventions to use during distance learning. Our Counselor and Coordinator are devising a referral system for teachers to use to refer students for academic or mental health counseling support for students when the classroom level supports and interventions prove to be ineffective
- Assign instructional assistants to teacher-identified students that experienced learning loss or are facing barriers to participation, engagement, and/or assignment completion during distance learning
- Bilingual staff performing ongoing monitoring and support for EL students
- Special Education staff providing direct instruction as well as ongoing monitoring and support for RSP students
- Teachers will provide small group and individual instruction and support through Zoom, phone, email, text or other formats for students needing additional support
- District has created a technology support site for teachers and parents to submit technology support requests
- District is offering weekly live technology support sessions for teachers and parents to answer technology questions and guide users through solutions to technology issues.
- Use Elective and Enrichment Teachers as substitute teachers for any teacher that cannot report to work; these teachers that are currently on staff are familiar with our distance learning technology, password access, and the general distance learning program
- Recruit, hire, and train a pool of substitute classified aides for additional child supervision program coverage and as fill-ins for any classified staff that cannot report to work
- Recruit, hire, and train a full-time bi-lingual EL Support Teacher to provide teacher, parent, and student supports

Tier III

- Fund training for school psychologist for virtual special education testing protocols
- Fund time for Board Certified Behavior Analyst (BCBA) to create a distance learning support behavior plan and train support instructional aide
- Fund private psychologist time to train support instructional aide and consult with BCBA and GUSD team

- Fund an instructional aide for support of a student during distance learning

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.]

GUSD will offer In-Person instruction when the Sonoma County Health Department and the Governor deems it to be safe to do so. When this opportunity arises, GUSD will follow all safety precautions with health screening and touchless thermometers, disinfecting all common surface areas frequently, distancing students at all times and in all areas, providing face masks/shields to students and staff, staggered arrival and dismissal times, increasing outdoor instructional spaces, and limited outdoor play time. All staff members will participate in health and safety trainings focusing on preventing the spread of COVID-19. When GUSD is able to open for in-person instruction, we will provide an instructional schedule, most likely a hybrid format Monday through Friday.

Given the small TK-5 class sizes (average class size is 19 students with no class over 21), we will create a schedule that follows all current health mandates and endeavors to maximize the amount of in-person instruction each student can receive. We will take into account families that would still prefer a distance learning program even after state and county restrictions have eased and continue to provide our distance learning platform. The conditions that exist when and if restrictions are eased will guide our plan. The need for a pause in instruction will also be considered based on the timing of the announcement of the allowance of in-person to provide staff transition planning and preparation time.

For our 6-8th grade students, our class sizes are slightly larger and based on survey results parents are more likely to favor these older students returning to as much in-person instruction as possible. For our middle school students, we currently anticipate a return with a more standard hybrid with a Monday-Friday A/B schedule, and classes will be divided in half and alternate between synchronous and asynchronous instruction. Any plan is subject to the current health restrictions and negotiations with our labor groups. And, as with our younger students, we will take into account families that would still prefer a distance learning program even after state and county restrictions have eased and continue to provide our distance learning platform.

As we transition back to in-person instruction, we anticipate that different students will arrive back to our campuses with different levels of anxiety due not only to environmental factors, but also due to the impact of potential learning loss. Part of our preparation for this transition will be to have our Mental Health Team provide reminders of this possibility as well as creating a menu of best practices for prevention and intervention for our classroom teachers to choose from and implement as a Tier I and Tier II strategies. Indicators that learning loss could be

having a social emotional impact on students will also be shared (using a perspective of flight, fight, or freeze), including: absenteeism/truancy, off-task, disruptive, or defiant behavior, work avoidance, or failure to engage. If teachers are not finding success with classroom based supports and interventions, they will refer the student to our Mental Health Team for more intensive targeted interventions.

As of August 25, 2020, pursuant to guidance from the California Department of Public Health, schools are now allowed to provide in-person instruction to small groups of students with an additional set of mandates in addition to current health precautions. GUSD is in the process of planning a schedule of in-person instruction opportunities for our students with an IEP or 504, EL and Title I students, students that experienced significant learning loss last spring, and any other student experiencing barriers or challenges impeding academic engagement and progress. Additionally, our primary teachers are looking into the possibility of providing in-person opportunities for their students due to the importance of teaching socialization skills to younger students as well as allowing for teachers to directly observe fine motor skill development and other critical primary grade skill development.

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

Description	Total Funds	Contributing
<p>GUSD is in the process of planning a schedule of in-person instruction opportunities for our students with an IEP or 504, EL and Title I students, students that experienced significant learning loss last spring, and any other student experiencing barriers or challenges impeding academic engagement and progress. Our primary teachers are looking into the possibility of providing in-person opportunities for their students due to the importance of teaching socialization skills to younger students as well as allowing for teachers to directly observe fine motor skill development and other critical primary grade skill development.</p>	<p>\$2,887,684.35</p>	<p>Yes</p>

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.]

Beginning in June, the PD/Distance Learning/Assessment sub-committee of the GUSD Reopening Committee began working on this issue. This sub-committee took the survey data from staff and parents related to experiences from the spring distance learning program and

identified the strengths of our platform as well as the areas of weakness. This information, combined with the directive from the CDE to provide “a full curriculum of substantially similar quality regardless of the method of delivery” was used to plan the training and professional development opportunities that were available to teachers when they returned to work in August. The training menu was established with an awareness that different grade level teachers would need different types of support, and that throughout our grade levels, different teachers had different comfort levels and skill sets in regard to the use of technology. As a result, the training opportunities were diverse and ranged from teacher guided sessions on assessments, publisher tools, and best practices learned from the spring to formalized training that we contracted with the Education Department from Sonoma State University to provide. Additionally, a variety of levels of technology training were also provided so that every teacher was proficient at using Zoom, document cameras, and Google Classroom. Teachers then took this training and worked in grade level (TK-5) or subject area (6-8) groups to ensure that all students are receiving instruction on the Common Core State Standards, with similar pacing in the event that a teacher change is necessary during the transition to in-person instruction, and that best practices learned from last spring, from the August PD trainings, and discovered this fall are shared and used by all teachers. GUSD is also utilizing the following tools and techniques to ensure continuity of instruction:

- Grade Level Common Core Standards covered with emphasis on Essential Standards to ensure a deeper level of learning.
- Zoom meetings recorded and posted in Google Classroom for later access.
- Google Classroom utilized for lesson assignments and student work submission.
- Checking for understanding and progress assessments administered frequently.
- Intervention support for students by staff through Zoom and/or by phone (one on one or small group).
- Flipgrid platform used for student and/or teacher created videos or photos of work submitted.
- Chromebooks and hot spots will be distributed as needed to students in order to participate in the educational program.
- Integrated and Designated supports for English Learners.
- Contract with PresenceLearning to ensure delivery of high quality services for students with Speech support needs written in to their IEP.
- Special Education accommodations and supports for students with IEPs or 504s.
- Translation support to families will be provided through our Spanish speaking staff for communication to our parents.
- Creating screencasts.

During distance learning, GUSD will continue to use the same grade level and subject area texts, affiliated publisher tools, and supplemental materials that we use during in-person instruction. Our teachers have adjusted lesson plans and assignments so that the material can be effectively presented virtually, and continuity will be maintained during any transitions due to the continued use of the same resources. The texts, programs, supplemental materials, and assessments that we use are as follows:

1. English Language Arts

a. World of Wonders by McGraw Hill (TK, use English Language Arts Benchmarks and Unit tests)

b. Open Court by McGraw Hill (K-5, use English Language Arts Benchmarks and Unit tests)

- c. California Studysync (6-8, use English Language Arts Benchmarks and Unit tests)
- d. Language! Live Reading Program used in grades 3-8 for intervention and acceleration of learning
- e. DIBELS (Dynamic Indicators of Basic Early Literacy Skills) measures the acquisition of a set of K-8 literacy skills, such as phonemic awareness, alphabetic principal, accuracy, fluency, and comprehension in grades K-3
- f. SIPPS Reading Intervention and intensive Phonics Instruction used in grades 1-5
- g. IXL for ELA in grades K-8 (adopted in 2016-17 and CCSS aligned)
- h. BrainPop (supplemental short standardized-aligned lessons, with quizzes and related materials)

2. Math

- a. Go Math by Houghton Mifflin (K-5, use Math Benchmarks and Unit tests)
- b. Houghton Mifflin Harcourt (6-8, use Math Benchmarks and Unit tests)
- c. IXL for Math in grades K-8 (adopted in 2016-17 and CCSS aligned)
- d. BrainPop (supplemental short standardized-aligned lessons, with quizzes and related materials)

3. History Social Science

- a. Harcourt (grades K-5)
- b. History Alive by Teacher's Curriculum Institute (grades 6-8)
- c. IXL for Social Studies (grades 7-8)
- d. BrainPop

4. Science

- a. Twig Science for grades TK-2
- b. Amplify Science for grades 3-5

c. Stemscoopes by Accelerate Learning Inc. for grades 6-8

d. Mystery Science (K-5)

e. BrainPop

Instructional Models

Lessons will be a mix of both synchronous (live interactions), and asynchronous (assigned learning that students complete on their own). Teachers will provide students and families a weekly schedule in advance to allow students to plan for work completion, and also allow families to plan for the synchronous learning time. This is particularly important for families with multiple children engaged in distance learning simultaneously. The district provides a sample learning schedule that gives examples of synchronous learning in whole group, small group and individual settings. Our curriculum vendors have provided distance learning guides to assist teachers in their planning, and the district will continue to support teachers with core curriculum as well.

Sharing Progress with Families

Teachers will share information regarding student progress with parents through progress reports, email, phone calls and video conferences. Progress reports are given at the six-week mark, and report cards at the twelve-week mark for each trimester. Sixth through eighth grade parents are able to check grades in SchoolWise. Teachers will share information about how parents can check grades at their virtual back to school night, and through ongoing communication. Feedback will be provided to students through comments in Google Classroom, through core curriculum digital platforms, through messages, and through small group and individual video conferences or phone calls. All communication regarding the District's Distance Learning Plan, including surveys, will be translated into Spanish. The District also provides translation services for other foreign languages as needed.

Additional Supplemental Instructional Materials, Technology, Furniture, and Other Supplies

Individual teachers have and will continue to identify specific needs to effectively support instruction, including supplemental software, cameras, monitors, furniture, and other supplies specific to their students' needs, subject area, and teaching techniques and strategies.

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.]

Need

Based on our summer parent survey, we found that: almost 13% of our families do not have a reliable device available at home, 2% of families responding do not have home internet service, and more than 12% have unreliable or slow home internet service. Our summer survey allowed us to identify specific responses, so in addition to getting an idea in general, we were also able to identify specific families with device and connectivity barriers and we began a list so that we could address specific needs. We added to list as we gathered

information from teachers regarding device/connectivity issues specific families experienced last spring, from individual families with our classroom/grade level surveys just prior to the start of school, and from direct contact with families as distance learning instruction began. The teachers receiving tech stipends at each site, administrators, office staff, and the company GUSD contracts with for tech support addressed (and continue to address) the individual needs of the families on this list. As of September 15, 2020, GUSD has more than 470 devices on loan to students, has acquired and distributed 55 hot spots, and is paying the monthly service fee for the hot spots as well.

Devices

GUSD currently has enough devices, many that are several years old, to provide to any student that needs one. During our Meet The Teacher event prior to the start of school, a device check out station was set up so that any student needing a device could borrow one. To ensure top quality video and audio performance during Zoom meetings and compatibility with our software and other applications, the district has ordered a new set of Chromebooks that will be made available to all students when they arrive, the projected delivery date is late September or early October.

Connectivity

We have collected information from families in regard to connectivity in a variety of ways: engagement last spring, parent survey responses from our summer survey, parent survey responses to our grade level survey, and direct communication of need from parents as instruction began on August 19th. We have currently purchased and are paying the monthly service fee on hot spots for all families that have expressed a need.

Support

GUSD has opened a tech desk email address to address any questions or problems that students or parents send to us. Additionally, we are hosting a weekly live tech support session where students or parents can get live demonstrations, support, and guidance on any device or connectivity issue.

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.]

Teachers provide each student and family with a daily schedule that includes required lessons and activities for each instructional day. Teachers assign student lessons and activities using Google Classroom or Padlet. Throughout each instructional day, students and teachers will be engaged in synchronous lessons and activities as well as asynchronous activities. Teachers will monitor and document student engagement and progress on each activity and will provide feedback to students based on both formative and summative assessment.

Documentation and recording of student progress are accomplished using teacher gradebooks, progress reports, and report cards. Students' academic understanding will also be monitored through one-on-one conversations between student and teacher, progress monitoring, exit tickets, rubric scores, both formative and summative assessments and daily work review. All grade levels have common expectations for the time value of pupil work and participate in professional learning communities to ensure equity and consistency. To track

student attendance as well as engagement and participation in distance learning, teachers will document participation in each lesson and activity assigned in each instructional day using the district's student information system, SchoolWise. Each lesson and activity is assigned a time value. In SchoolWise, teachers indicate whether the activity is synchronous or asynchronous, and document each student's participation and engagement in each lesson and activity. This allows for student engagement analysis at the district, grade, and classroom levels.

Middle school teams will work collaboratively to determine weekly schedules and student participation in each core course throughout the week. These schedules will be shared with students and families and will be designed to ensure students have live interaction with each of their teachers daily. Teachers will work collaboratively to ensure that both the asynchronous and synchronous portions of the day provide students with a balanced school year.

The classroom teacher will contact each parent or guardian of students who is not present, engaged, or is missing assignments and work with the parent on an intervention/support plan (Tier I). If three teacher contact attempts go unanswered or if a student misses 60% of the instructional week and/or are not engaged in all activities for an instructional day on a consistent basis, the teacher will notify the School Secretary and enter the student into the intervention system. The site administrator and counseling team will review the intervention system list daily and will begin Tier II interventions specific to the student's needs and barriers and will initiate appropriate re-engagement strategies and supports. Daily attendance, individual lesson and activity engagement and participation is documented in SchoolWise. Our School Secretary will initiate truancy prevention actions for repeated absences. All communication regarding pupil participation and engagement will be translated into Spanish as needed. The District also provides translation services for other foreign languages as needed.

Teachers will be required to ensure they are meeting the required instructional minutes per day: TK-K 180 minutes; 1st - 3rd 230 minutes; 4th - 8th 240 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.]

Based on survey results from our Professional Development and Technology Needs surveys, we provided the training and support:

- For staff to support the implementation of a comprehensive distance learning program, purchase of new laptops, cameras, hot spots, furniture, document cameras, software, software licenses, instructional service subscriptions
- Contract with Sonoma State University's Department of Education for distance learning training (Strategic Planning and Curriculum Development, Instruction and Assessment, Community, Communication, and Collaboration) and live support
- Technology training, "how to" videos, and technology tool instructional materials provided to all teachers and staff

- Provide Trauma-Informed professional development for all staff
- Contract with a school-based licensed Marriage and Family Therapist (MFT) to provide referral protocol and support materials to District Mental Health Coordinator to establish GUSD mental health support program
- Fund two additional days of teacher preparation time
- Fund additional teacher, staff, and administrator time for special projects and additional planning and preparation time for distance learning
- Share details of grade level surveys with teachers so that parent-reported issues are known before instruction begins and supports and interventions are in place when instruction begins
- Hold a socially-distanced, outdoor, with face coverings Meet The Teacher event prior to the start of school for material and supply check-out and an individual in-person experience
- GUSD has opened a tech desk email address to address any questions or problems from staff. Additionally, we are hosting a weekly live tech support session where teachers and other staff can get live demonstrations, support, and guidance on any device, connectivity issue, or software application
- All training sessions will be recorded and accessible to staff at any time
- Technology training and professional development activities are designed to support different staff skill sets and grade level assignments

Staff Roles and Responsibilities

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

In order to safely and effectively provide rigorous and engaging learning opportunities for all of our students, all staff roles and responsibilities have changed as a result of COVID-19.

All teachers' roles and responsibilities are different when distance learning is occurring in contrast to when in-person instruction is being conducted. During distance learning, teachers will need to prepare for and conduct live interactions with students each day and prepare asynchronous learning activities for students to complete for the remainder of their daily instructional minutes. Teachers will need to document attendance of students, assign time values to each synchronous and asynchronous activity daily, and document each student's participation and engagement using the daily and weekly templates provided by the district and SchoolWise. Certificated employees have been asked to expand their teaching tools and techniques and engage with students and deliver instruction from a distance.

Teacher variations during distance learning include:

- Direct instruction face-to-face via online tools
- Reading to students through online applications
- Demonstrating learning activities through the use technology
- Engaging students in multiple subject areas virtually
- Managing student behavior while working through distance learning

- Monitoring virtually potential signs or indicators of anxiety, stress, social emotional health
- Counselors and teachers providing social emotional lessons and services through online interface to support anxiety and disengagement from the learning process

The District has reassigned or changed the focus of duties for all Instructional Assistants (IAs). IAs assigned to grade levels will provide support to classroom teachers during live instruction as well as targeted intervention and support for small groups or individuals pursuant to guidance from the classroom teacher. Other IAs will supervise the children of staff members on campus while parents are engaged in providing distance learning instruction.

New responsibilities for IAs and other classified staff include:

- Handing out food through our Child Nutrition program to ensure students have access to healthy food.
- Sanitizing work areas between use to minimize the spread of germs.
- Process the checkout of equipment and supplies, including lap tops and hot spots
- Assist parents and students with introductory technology skills and processes
- Deliver technology and instructional materials to student homes when families were not able to come and collect it.
- Monitoring student online engagement and connecting with families to resolve issues preventing student participation.
- Perform and document daily health screening protocols

Maintenance staff are learning new techniques and protocols and are dedicating more time to sanitizing equipment and the facilities. Our Director of Maintenance has participated in several additional training experiences this summer adding to his skill set in regards to ventilation, cleaning, and disinfecting, and has passed this knowledge to his staff and district staff as a whole.

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.]

GUSD will be starting with Distance Learning. Teachers will have a live interaction daily with their students as well as with their peers. Teachers, classified staff, administration, social worker, school psychologist, academic counselor, mental health coordinator, intervention teacher/team and the special education teachers will be working together to ensure student's needs (both academically and social emotionally) are being addressed. This will be accomplished through zoom meetings, emails, home visits (utilizing safety precautions and with parent approval), small group or individualized instruction, translation services, and personal phone calls made. Students will be assessed at the start of school and continued periodically to ensure the students learning and areas of need are being addressed and supported for each student. Students who are new to GUSD and are English Language Learners will also be assessed with the Initial ELPAC State Assessment. Extra support will be provided to students by the teacher as well as the instructional aides assigned to grade levels or specific student groups. GUSD will recruit, hire, and train a full-time bi-lingual EL Support Teacher to provide teacher, parent, and student supports. Parents and students will be communicated with regularly through phone calls by staff and small group breakout sessions for personalized instruction and support. Instructional lessons will also be recorded for students to review at a later time.

Ensuring Equity and Eliminating Barriers

In order to anticipate equity and access barriers that students and staff may face during the 2020-2021 school year, the curriculum team analyzed teacher feedback from the spring of 2020, parent technology surveys, as well as the guidance from the California Department of Education (CDE) to create strategies for delivering educational services to all families. These strategies include a grade or class specific overview of what distance learning is for parents, how to document attendance and student interactions, communication with families, building relationships from a distance, social emotional learning, digital citizenship, planning, schedules, feedback, assessment, and professional learning opportunities. We have also worked on eliminating technology barriers by providing a Chromebook for every student that needs one and providing hot spots and connectivity service to families with no or inconsistent access to the internet. All staff received a training session on trauma informed education that included “red flags” that could indicate anxiety, depression, or other potential mental health issues which could be present for students as our community continues to battle the stresses related to COVID-19, wild fires, economic challenges, isolation, and political unrest. The training also included Tier I prevention strategies, Tier II strategies that teachers or aides can implement, and a system for referring students for more intensive Tier II strategies. In instances where our Tier I and Tier II strategies prove to be ineffective, we will be prepared with needed Tier III interventions specific to the needs of the student, including Special Education assessments, mental health counseling support, and connections with community-based agencies and service providers specific to the challenges facing the student or family including but not limited to: the Sonoma County McKinney-Vento coordinator for Homeless Foster Youth Services, the Sonoma County Title III Coordinator for EL Services, the Gravenstein Health Action Chapter for food, housing, and medical services resources, and the Sonoma County SELPA for resources and services for Special Education Services.

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

Description	Total Funds	Contributing
Teachers, classified staff, administration, social worker, school psychologist, academic counselor, mental health coordinator, intervention teacher/team and the special education teachers will be working together to ensure student’s needs (both academically and social emotionally) are being addressed. Contract with PresenceLearning to ensure delivery of high quality services for students with Speech support needs written in to their IEP.	\$150,295	Yes
Maintenance staff are learning new techniques and protocols and are dedicating more time to sanitizing equipment and the facilities. Our Director of Maintenance has participated in several additional training experiences this summer adding to his skill set in regards to ventilation, cleaning, and disinfecting, and has passed this knowledge to his staff and district staff as a	\$15,025	Yes

Description	Total Funds	Contributing
whole. Equipment purchases for sanitizing work areas between use to minimize the spread of germs.		
Additional Supplemental Instructional Materials, Technology, Furniture, and Other Supplies Individual teachers have and will continue to identify specific needs to effectively support instruction, including supplemental software, cameras, monitors, furniture, and other supplies specific to their students' needs, subject area, and teaching techniques and strategies.	\$158,799	Yes
Two additional preparation days for all teachers	\$17,773	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.]

Due to the school closures in the spring of 2020 because of COVID-19, teachers quickly shifted instructional practices to best support students in a distance learning environment. As we moved to the new school year that will open with distance learning for all students, we used our assessment data and staff knowledge of students to make strategic class placements to best facilitate parent engagement and family support networking. We will begin the new year by administering diagnostic assessments to determine present student academic levels. Teachers will be using this data to identify areas of strengths and needs as a first step in mitigating learning loss. Teachers have identified the essential grade level standards to focus on accelerating student learning through curriculum and instructional planning, including goal setting for ELA, ELD, and Mathematics. This will allow for a deeper level of understanding for the student and benefit them as they move onto the next grade level. All students will be assessed with the local district and publisher provided assessments at the start of the school year to develop a plan to meet the needs of each individual student. Teachers will communicate with parents to avoid “parent participation” in the assessment process to obtain valid data for each student. Some teachers may choose to arrange one on one or small group in-person assessment opportunities. Teachers as well as instructional aides will work with individual or small groups of students to regain the student's loss of learning and support the English Learners.

GUSD follows a grade-specific assessment calendar to collect data district-wide English Language Arts and Mathematics. During distance learning, these assessments will be remotely administered according to the District's assessment calendar. Teachers, principals, and staff have access to reporting systems that allow for disaggregating data to determine areas of strength and need by Smarter Balanced Assessment domains and targets, and state standards that will allow for the adjustment of instruction to address student deficiencies. Teachers and site administrators will analyze this data and use the reports available to plan for whole group, small group, and individualized instruction. The class profile will provide teachers with an overall report on student performance on both reading and math skills. Progress Reports will provide individualized information about each student. This will allow teachers to share this information with students and families, along with strategies for the student to work on areas of need and determine their next steps for instruction. Our teachers are experienced using the reading diagnostic portion of our program and are familiar with the reporting system. Additionally, teachers will inform parents of progress on both formative and summative assessments through written reports, email, phone calls, video calls, and the parent portal for SchoolWise, parent access to information from students' learning management system. The District will also provide translation services as needed.

For our EL students, we will continue with in-person ELPAC assessments, using COVID-19 prevention protocols. Additionally, we will use our local assessment data, grades, prior CAASPP results, and prior teacher feedback to determine if any students in our EL population have suffered learning loss due to the suspension of in-person instruction. During direct instruction, teachers will use an integrated ELD approach and SDAIE strategies.

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.]

As with all of our support and intervention strategies, we will be using an MTSS approach to address any detected pupil learning loss. As described throughout this plan, we have a multitude of Tier I supports in place for all students, and will be regularly assessing the effectiveness of those supports on a student by student basis. We will have three ongoing standards that we expect students to achieve and maintain: academically, students should be at grade level or above in all subject areas, students should be present for at least 95% of all direct instruction activities, and should be able to consistently self-regulate and engage during live instruction without the need for repeated teacher re-direction, prohibition from participation, or violations of Zoom meeting participation guidelines. If a student's participation and performance should fall below district standards in one or more of these areas, and Tier II targeted interventions will commence, beginning with teacher and classroom aide implemented interventions and increased parent engagement strategies. If the initial Tier II intervention attempts prove ineffective, the teacher will refer the student to administration and/or academic and mental health counseling staff. The teacher, administrator, counselors, and parent will meet to discuss present performance levels, attempted interventions, and work to identify persisting barriers to successful engagement and performance. Upon identification of the barriers, the team will articulate and implement an intervention plan consisting of strategies and resources targeted and specific to the unique challenges facing the student and/or the student's family.

If classroom level interventions are not successful, it is possible that some antecedent or barrier external to the classroom exists. The menu of available Tier II, and if needed Tier III strategies and resources beyond the myriad classroom level interventions include but are not limited to:

- Cumulative file review
- Student Study Team or other student focused meeting
- Consultation with previous teachers or schools
- Review of sleep, exercise, diet, physical activity, social interactions, screen time, home environment, family access to basic necessities
- Permission from parents (release of information) to communicate and consult with any healthcare or service providers not provided by the district
- Small group or individual sessions with a classroom teacher or instructional aide, in-person when possible, for review, reteach, and skill building sessions
- Assessment of qualifying conditions for 504 or Special Education services
- Individual support from district academic or mental health counselor
- Individual support from district EL Support Teacher
- Consultation as applicable with the Sonoma County McKinney-Vento coordinator for Homeless Foster Youth Services, the Sonoma County Title III Coordinator for EL Services, the Gravenstein Health Action Chapter for food, housing, and medical and mental health services resources, and the Sonoma County SELPA for resources and services for Special Education Services.

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 addition to the ongoing series of assessment and performance reviews mentioned previously that will be in place for all students, any student receiving intensive Tier II or Tier III interventions will have a support plan that includes measureable performance goal measures drafted to specifically address the challenges and barriers facing the individual student. One of the district team members will be appointed to role of case manager for the student, and will be responsible for facilitating student access to resources, gather updates and information from all support team members, and gathering data applicable to the student’s drafted performance goals and reporting progress to the team. If the intensive interventions are not eliciting progress for the student, the team shall meet, share information in regards to fidelity of implementation, suspected reasons for lack of progress, and revise any needed action steps to enhance student access to all supports.

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

Description	Total Funds	Contributing
<p>If classroom level interventions are not successful, it is possible that some antecedent or barrier external to the classroom exists. The menu of available Tier II, and if needed Tier III strategies and resources beyond the myriad classroom level interventions include but are not limited to:</p> <ul style="list-style-type: none"> • Cumulative file review • Student Study Team or other student focused meeting 	\$0	Yes

Description	Total Funds	Contributing
<ul style="list-style-type: none"> • Consultation with previous teachers or schools • Review of sleep, exercise, diet, physical activity, social interactions, screen time, home environment, family access to basic necessities • Permission from parents (release of information) to communicate and consult with any healthcare or service providers not provided by the district • Assessment of qualifying conditions for 504 or Special Education services • Individual support from district academic or mental health counselor • Consultation as applicable with the Sonoma County McKinney-Vento coordinator for Homeless Foster Youth Services, the Sonoma County Title III Coordinator for EL Services, the Gravenstein Health Action Chapter for food, housing, and medical and mental health services resources, and the Sonoma County SELPA for resources and services for Special Education Services. 		

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.]

In addition to implementing Second Step curriculum, GUSD staff are “trauma-informed,” having received several presentations on the Adverse Childhood Experiences (ACEs) study and consistently implementing trauma informed strategies prior to the suspension of in-person instruction. To connect this knowledge to our current circumstances, all staff received a training session on trauma informed education that included “red flags” that could indicate anxiety, depression, or other potential mental health issues which could be present for students as our community continues to battle the stresses related to COVID-19, wild fires, economic challenges, isolation, and political unrest. The training also included Tier I prevention strategies, Tier II strategies that teachers or aides can implement, and a system for referring students for more intensive Tier II strategies coordinated by our academic counselor, mental health counselor, and administrators. The GUSD Counseling Team has created a Google Classroom drop-in virtual counseling resource open to all students. In instances where our Tier I and Tier II strategies prove to be ineffective, we will be prepared with needed Tier III interventions specific to the needs of the student, including Special Education assessments, mental health counseling support, and connections with community-based agencies and service providers specific to the challenges facing the student or family including but not limited to: the Sonoma County McKinney-Vento coordinator for Homeless Foster Youth Services, the Sonoma County Title III Coordinator for EL Services, the Gravenstein Health Action Chapter for food, housing,

and medical services resources, and the Sonoma County SELPA for resources and services for Special Education Services. Translation service will be provided for any family as needed.

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.]

Prior to the start of instruction, GUSD provided all families program planning updates throughout the summer via texts, email, on the district website and in some cases with direct phone calls or meetings. A socially-distanced, outdoor, with face coverings Meet The Teacher event prior to the start of school for material and supply check-out and an individual in-person experience took place during the two days prior to the start of school with over 98% participation. Each teacher will be providing a virtual “Back to School Night” event to provide updates and provide another opportunity for relationship building and connecting. Additionally, all teachers provided every family with a weekly schedule of synchronous and asynchronous instruction, information on how to access all virtual resources, virtual etiquette expectations for students, parent strategy suggestions for supporting distance learning, email and phone contact information, a schedule and access information for physical education, elective and enrichment opportunities provided by the district, information on how to receive technical support and/or attend a weekly live tech support session, and a daily or weekly description of expected assignments that are to be completed. All information and interactions are translated as needed.

If, for any reason, any student is not engaged or making expected progress, GUSD will implement the same set of interventions discussed previously to address students with unique needs or to address learning loss. We will be using an MTSS approach to address any student in need of reengagement services. As described throughout this plan, we have a multitude of Tier I supports in place for all students, and will be regularly assessing the effectiveness of those supports on a student by student basis. If a student’s participation and performance should fall below district standards and there is a need for reengagement, Tier II targeted interventions will commence, beginning with teacher and classroom aide implemented interventions and increased parent engagement strategies. If the initial Tier II intervention attempts prove ineffective, the teacher will refer the student to administration and/or academic and mental health counseling staff. The teacher, administrator, counselors, and parent will meet to discuss present performance levels, attempted interventions, and work to identify persisting barriers to successful engagement and performance. Upon identification of the barriers, the team will articulate and implement an intervention plan consisting of strategies and resources targeted and specific to the unique challenges facing the student and/or the student’s family.

If classroom level interventions are not successful, it is possible that some antecedent or barrier external to the classroom exists. The menu of available Tier II, and if needed Tier III strategies and resources beyond the myriad classroom level interventions include but are not limited to:

- Cumulative file review
- Student Study Team or other student focused meeting
- Consultation with previous teachers or schools
- Review of sleep, exercise, diet, physical activity, social interactions, screen time, home environment, family access to basic necessities
- Permission from parents (release of information) to communicate and consult with any healthcare or service providers not provided by the district
- Assessment of qualifying conditions for 504 or Special Education services
- Individual support from district academic or mental health counselor
- Individual support from district EL Support Teacher
- Consultation as applicable with the Sonoma County McKinney-Vento coordinator for Homeless Foster Youth Services, the Sonoma County Title III Coordinator for EL Services, the Gravenstein Health Action Chapter for food, housing, and medical and mental health services resources, and the Sonoma County SELPA for resources and services for Special Education Services

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.]

Beginning on August 24th, Gravenstein School District began providing Grab-and-Go cold lunches and milk available for students to purchase during distance learning. The meals & milks will be in 5-day bundles. Students who participated in the Free and Reduced Meals Program last year will automatically be eligible to participate in the program for the first 30 days of school this year (this service is likely to be extended pending notification from CDE). Families can pick up five days-worth of lunches in one trip from our service location will at the exterior window of the Café on our middle school campus, Hillcrest Middle School. Meals will be available for pickup on Mondays and Tuesdays from 1:45 to 4:15. 2020-21 Free and Reduced Meal Program applications are available in the school offices and on the GUSD website, and the eligibility information is attached to the application. We are encouraging all families to fill out the application and return it to the school, as many families are not aware that they could qualify. For families that live closer to another school or distribution site, we have a reciprocal agreement with our neighboring districts to share meal program qualification information and facilitate a more convenient meal pick up location.

On August 31, U.S. Secretary of Agriculture Sonny Perdue announced the U.S. Department of Agriculture (USDA) will extend several flexibilities to allow meal program operators to continue serving free meals to all children into the fall months. This flexibility also allows a

parent or guardian to pick up the student meals without the student being present and for all students to receive free meals regardless of Free and Reduced Meal Program participation.

For the Traditional In-Person Program, lunch will be conducted as follows:

- i. When social distancing restrictions are active, lunch will be modified to a partial outside, partial in-classroom model to avoid large groupings and mixing of students. Classes/Grades designated for outside eating will be escorted to the lunch tables or other areas of the campus to be seated in designated locations to keep 6 feet of distance between cohort groups. Classes/Grades designated for inside eating will eat in their classrooms. Students will eat for 30 minutes while their teacher is given a 30-minute duty free lunch. Campus Aides and neighboring teachers not at lunch, if any, will provide supervision in those classrooms where teachers are at lunch. When feasible, additional lunch periods will be added to reduce the number of students out of classrooms at any one time. When a teacher returns to their class after lunch, they will take students outside to a location designated/reserved for their cohort group for play. School lunches will be delivered to classrooms or designated outdoor eating areas by Food Services Staff.
- ii. When all restrictions are lifted, lunch will return to normal.

The following general procedures will apply to all meal periods:

1. Food Services employees serving food to students will wear a face shield. All others will wear a face shield or facemask over their nose and mouth, depending on preference.
2. Social distancing markers will be positioned in all common areas and students will be expected to socially distance while present
3. Students are expected to wear facial coverings over their nose and mouth while in common outdoor areas (required for grades 3 and up, recommended for all others) when maintaining social distancing is difficult. They can remove their facial covering while they are eating.
4. Students must use hand sanitizer upon entering any classroom or school building
5. The maximum number of students to be inside any room will be posted at the entrance and this amount will be enforced by all staff employees
6. Tables will be arranged to provide more space for social distancing
7. All meals will be pre-plated or prepackaged. There will be no salad bars or share tables. All condiments will be in individual packages or packets.
8. Staff will scan student numbers into the POS system using a preprinted student list
9. Food Services employees will sanitize all contact services before and after each meal period
10. Campus Aides and/or Custodians will clean and sanitize lunch tables before the first meal period and after each meal period

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
5.13%	\$182,692

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.]

Given the level of staff knowledge of the ACEs study, trauma-informed educational practices, and the fact that Foster Youth, Homeless Youth, EL, low-income, and Special Education students typically face more traumatic experiences and have higher ACE scores, their ability to consistently access and benefit from educational opportunities solely with the support of Tier I strategies is difficult or impossible. As a result, GUSD consistently plans all programs and services considering the potential barriers that these students could face, and develops a menu of Tier II and Tier III supports to be implemented as appropriate based on the needs of an individual student and/or family determined by support team analysis of current information and data specific to that student.

The District knows that unduplicated count pupils (Foster Youth, English Learners, Low-Income) were disproportionately impacted by the school closures and may start the year with a significant deficit in learning. The actions developed by the District are specifically designed to provide more intensive and differentiated services for these students.

IN-PERSON INSTRUCTIONAL OFFERINGS

1. Maintain employment for all certificated and classified staff

(a) This action is designed to provide a more seamless transition to in-person instruction when permissible, and to a model that resembles our pre-COVID offerings to the greatest extent possible. We plan to provide a hybrid schedule Monday through Friday that facilitates the maximum amount of in-person instruction at every grade level pursuant to the health directives in place at that time.

(b) In order to serve students with pre-existing health conditions or other circumstances that prevent their return to in-person instruction on campus, we will need to continue to provide a distance learning platform. Without knowing the grade level or needs of those students, it will be critical for GUSD to have staff already employed who are experienced and can continue to provide a rigorous and engaging distance learning program for those students and families that cannot attend in-person.

DISTANCE LEARNING

1. Maintain employment for all certificated and classified staff to maintain low class sizes for all grades.

(a) This action is designed to provide support a rigorous and effective distance learning program, address concerns of student connectedness, accelerate learning, flexibility for certificated staff not assigned to core subject daily instruction to provide greater support for grade level and subject area teachers as well as individual or small groups of students, flexibility to assign classified staff to support students with the greatest level of need, and to support a more seamless transition to in-person instruction when permissible. We plan to provide a hybrid schedule Monday through Friday that facilitates the maximum amount of in-person instruction pursuant to the health directives in place at that time. The District believes this action increases the number of adults available to support all unduplicated count students.

2. Provide funding to for additional days for administration, teachers, and classified staff to help plan for the reopening necessary for implementation of distance learning and a hybrid, in-person offering.

(a) The district believes this action supports the development of a site based reopening plan.

(b) The teachers and classified staff are integral stakeholders in developing the specific site based reopening plan. They understand the unique needs of the students and families they serve.

3. Replace obsolete teacher laptops and purchase additional laptops for classified staff to provide distance learning for students

(a) The District believes that the district-wide use of supplemental funds for teacher laptops supports the teachers in delivering a robust distance learning program and supports our districtwide 1:1 initiative for increasing student learning outcomes, especially for unduplicated count students and students with disabilities.

(b) A laptop is a critical teaching tool in providing a robust distance learning program.

4. Provide stipends to teachers for engaging in professional learning opportunities outside their workday/work calendar to improve skills necessary for distance learning and hybrid in-person instruction

(a) The District believes this action increases the capacity of staff to address the specific needs of unduplicated count students. Professional development using the ELD standards will be conducted as part of our core ELA/ELD curriculum.

(b) Extension of the teacher workday will allow teachers time to analyze student data, make instructional decisions, research effective instructional strategies, engage in collaboratively planning with peers, and develop methods for personalizing learning for unduplicated count students. Our comprehensive professional development plan is based on supporting these specific student groups and analyzed for effectiveness. The district offers evidence based professional learning and monitors implementation and student progress.

5. Contract for professional development opportunities for teachers to improve skills for distance learning

(a) The district has contracted with the Education Department at Sonoma State University to provide comprehensive training and resources for teachers to support the implementation of a robust distance learning program.

(b) The focus of this professional development is to increase engagement and impact student learning in a distance learning setting with an emphasis on how to reach all learners, including unduplicated count students.

6. Purchase a new set of Chromebooks to replace outdated and damaged units currently on hand and to provide devices for all students in our Transitional Kindergarten and Kindergarten programs who were not previously provided one.

(a) The District believes that the district-wide use of funds for a 1:1 initiative is the most effective use of the funds to increase student learning, especially unduplicated count students and students with disabilities. The 1:1 initiative ensures every student has a digital device to deepen their learning experience inside and outside of the classroom. In the past we have provided this for 1st through 8th grade. With distance learning for TK and K, we are providing a Chromebook to all TK and K students.

(b) A district-wide implementation of a 1:1 initiative provides the opportunity to personalize learning experiences for each student and allows the district to engage students in critical thinking, collaboration, creativity and communication skills for our children. The 1:1 initiative also provides access to and equity for programs and resources throughout the District and for all student groups, including unduplicated count students for distance learning

7. Procure SeeSaw learning management system software for grades K-2 and Padlet for grades TK-8

(a) The district believes the procurement of Seesaw as a learning management platform is critical for our Kindergarten through 2nd grade students to manage distance learning assignments and provide feedback. We used the free version last year and found there were storage issues for student work samples and student portfolio storage capacity was limited using the free version. We determined that having student work samples over time is essential to measure student learning over this year in distance learning.

(b) Seesaw is the best platform for empowering students to demonstrate and share their learning. Students use powerful tools in the Seesaw app to create, reflect and demonstrate learning. Students use Seesaw's intuitive tools to demonstrate learning in a portfolio and this supports unduplicated count students.

(c) Padlet is an organizational tool that allows teachers to enter and post daily and weekly assignments, activities and links on a shared board that facilitates easy access for students and parents.

8. Recruit, hire, and train a district bi-lingual EL Support Teacher

(a) As a Tier I support, this person will provide training and guidance to all certificated and classified staff working with EL students to support the transfer of in-person ELD instructional strategies and techniques to our distance learning platform

(b) As a Tier II support, this person will provide individual support to teachers regarding targeted instructional strategies

(c) As a Tier II support, this person will provide individual support to targeted students and parents to facilitate full access to all learning opportunities

PUPIL LEARNING LOSS

1. Procure supplemental intervention materials and software which includes Language! Live, SIPPS, DIBELS, IXL, BrainPop.

(a) The district believes the use of several supplemental programs will make a difference for unduplicated count students, including students with disabilities, as part of our Multi-Tiered Support System (MTSS) program.

(b) Think Central (K-5 Math online program), ConnectEd (K-5 online ELA program), and IXL are standards aligned tutorial software that keeps all learners, from struggling to advanced, in their optimal learning zone. The programs are designed to build conceptual understanding and fluency in the critical areas of numbers and operations, place value, and number sense. This type of adaptive learning technology can extend the capacity of the teacher to individualize instruction and, thus, enhance learning by readily adapting to the skill and needs of each learner.

(c) These publisher and supplemental tools are a collection of rigorous reading and mathematics instructional resources designed to address every student's learning needs, accelerate growth, and enable all students to access grade-level learning.

(d) SeeSaw and Google Classroom give educators the ability to: deliver precise instructional pathways that are guided by assessment data, engage students through motivating, personalized instruction; learning games; and other resources, and address learning gaps, provide scaffolded supports, challenge above-level students, and prepare all students for state and national standards.

(e) Our publisher material and supplemental intervention material provide research-proven program provides explicit, systematic, personalized learning in the areas of reading instruction, targeting skill gaps as they emerge, and providing teachers with the data and student-specific resources they need for individual or small-group instruction.

(f) We also purchased SeeSaw and Padlet to support distance learning and communicating daily instructional and educational plans in a manner easily navigated by parents to support distance learning. This program will support our unduplicated count students with full access to supports online.

MENTAL HEALTH AND SOCIAL AND EMOTIONAL WELL-BEING

1. Provide a licensed Marriage and Family Therapist, MFT, as our Mental Health Coordinator to address the social-emotional needs of students

(a) The district-wide allocation of counseling services allows for case management of students that need support in social/emotional well-being to improve their academic performance. Our Mental Health Coordinator can setup learning plans for Foster Youth, help remove obstacles to learning for low socio-economic students, and do academic goal setting for English Learners. This increases the number of adults available to support all unduplicated count students. Expanding counseling service allows for case management of students that need support in social/emotional well-being to improve their academic performance.

(b) Effective counseling programs are important to the school climate and a crucial element in improving student achievement. Some studies have shown that students in schools that provide counseling services indicated their classes were less likely to be interrupted by other students, and that their peers behaved better in school according to Mullis, F. & Otwell, P. (1997).

(c) Our Mental Health Coordinator will team with our Academic Counselor, administrators, and local mental health service providers to provide mental health awareness training for our teachers and instructional aides as well as developing an effective system for referrals and "warm hand offs" to outside service providers. The GUSD Counseling Team has created a Google Classroom drop-in virtual counseling resource open to all students.

PUPIL ENGAGEMENT AND OUTREACH

1. Provide School Secretaries to monitor student attendance and engagement data reporting and entry and implement strategies to improve rates of participation and engagement

(a) This action focuses resources on decreasing chronic absenteeism and increasing student attendance and engagement within our distance learning environment. The district plans to provide School Secretaries needed time and training to monitor student attendance and engagement and implement strategies to improve student reengagement.

(b) Research shows that attendance is an important factor for student achievement and chronic absenteeism has been linked to reduced student achievement according to Gottfried (2014).

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

As mentioned previously, GUSD believes that the use of a Multi-Tiered System of Support is the best and most strategic method of providing needed services to all students. GUSD is very conscientious in establishing and providing with fidelity, a strong set of universal Tier I supports for all students. Through ongoing assessment, we are made aware of the students, including foster youth, English learners, and low-income students, that are not successfully accessing our instructional opportunities with only Tier I supports. As individuals are identified that are in need of greater support, GUSD will then target the needed interventions, at the Tier II level, individualized to the needs of the student. If the Tier II interventions do not achieve the desired outcome, GUSD will then implement, incorporating our community partner supports, Tier III intensive interventions. Our students with the greatest level of need benefit from some of our most significant Tier I strategies. Due to a variety of factors, foster youth, English learners, and low-income students are often identified as needing Tier II and Tier III interventions. The following are examples of increased or improved services that are in place:

Tier I

- Continued employment of all certificated staff, allowing GUSD to maintain small class sizes (TK-5 averages 19 per class, 21 in 6th-8th)
- Continued employment of all classified instructional aides, 20 aides serving 780 students
- Laptops available for check-out to any student
- Focused trauma-informed and social emotional learning training for all staff
- Funding of two additional preparation days for all teachers

Tier II

- Provide hot spots and connectivity services to families in need
- Recruit and hire a licensed Marriage and Family Therapist (MFT) as our district mental health coordinator to create a student referral system and to facilitate mental health related Tier II and Tier III interventions

- Recruit and hire a certificated English Learner Support Teacher to coordinate district level training and support as well as targeted student and family support and interventions, including translation services

Tier III interventions are designed and implemented specific to the needs of the student, including Special Education assessments, mental health counseling support, and connections with community-based agencies and service providers specific to the challenges facing the student or family including but not limited to: the Sonoma County McKinney-Vento coordinator for Homeless Foster Youth Services, the Sonoma County Title III Coordinator for EL Services, the Gravenstein Health Action Chapter for food, housing, and medical services resources, and the Sonoma County SELPA for resources and services for Special Education Services.