

# 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
Gridley Unified School District	Jordan Reeves Superintendent	jreeves@gusd.org (530) 846 - 4721

## General Information

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

When Butte County schools closed starting March 16, 2020 Gridley Unified responded in kind as the severity and length of closures increased from a two week period to the remainder of the school year in several fronts. Initially, teachers provided packet-based work for the first two weeks of closure. When it became evident that we would not be returning at all, a full distance education alternative was put into effect.

- Full Zoom licensing was purchased to enable direct live contact between students and teachers on daily and weekly basis
- Teachers increased leverage of existing online resources such as Google Classroom and SeeSaw to provide materials to students and parents
- A database of resources and training videos in Google Classroom was made available to teachers across the district to assist them in preparing distance education
- Superintendent made periodic all calls to families as new information or concerns were identified. These calls also available in Spanish and messaging was posted on the website in English and Spanish
- Households with valid email or text information in the district student information system were surveyed in late spring concerning likes/dislikes of distance learning, technical needs and specific concerns about their child
- Families not responding to survey were called individually to check-in on their preparedness for online instruction,
- Chromebooks were made available for checkout to any family in the district plus the option of keeping them over the summer
- Options for families to obtain low-cost or free Internet to assist with at-home education were made available on the district website
- Additional Chromebooks were ordered to maintain the integrity of our existing 1:1 Technology Plan at all five sites
- The district opened up guest Wi-Fi on campuses and increased available bandwidth
- An attempt to provide wi-fi hotspots to families was made in the spring but stymied by problems in the supply chain in the arrival of the devices.
- Paper packets continued to be made available to families that requested them as were take-home reading materials at the lower grades

- One on one or extremely small group work has been provided for students with exceptional needs in accordance with the IDEA as well as limited onsite and/or virtual meetings with some teachers in general education.

Special Populations--English Learners, Migrant, Special Education and Foster youth and students experiencing homelessness--received additional and specific educational support.

- English learners continued to receive ELD integrated components of their language curriculum.
- Families continued to receive communications in both English and Spanish from the district about resources in the community and schools to assist them.
- Local service providers to migrant education students were communicated with about options to continue tutoring for students who needed additional supports, home visits were conducted in instances where students appeared to be missing instruction,
- Students with IEPs potentially had significant loss in academic achievement, speech and language, and social skills.
- Chromebooks for at-home use were provided to all families in need
- Free meal service was continued in a non-congregate setting including delivery of meals to three of the community's most clustered locales of language learners and low-income or homeless/foster students.

From a staffing perspective, our teachers and classified staff have varying degrees of proficiency and “comfort levels” with the technology required to support distance learning. In addition, the majority of our staff are parents as well, and faced the challenges of distance learning on the home front as well. In the spring, teachers and paraprofessionals predominantly worked from home and were able to support their own children more easily with distance learning. However, for the 20-21 school year, teachers were expected to deliver distance learning and support for students from their classrooms.

- Learning Labs were created for the children of our teaching and classified staff so they could be on campus, within protocols, to work on their distance learning assignments with supervision.
- Provisions were made for certain teachers/staff with specific needs to allow them to support their family’s specific needs while at the same time, supporting their students in the distance learning model.
- Based on negotiations with all bargaining groups, specialized training in delivering technology-based distance learning techniques was offered in a variety of modalities.

From the first day of COVID-related school closures, breakfasts and lunches were provided to all youth under age 18 within the community in a non-congregate setting through delivery at three outlying distribution sites or through the main cafeteria at Sycamore Middle School in a drive-through model.

- After the first week of meals, service was consistently at a level of 1000 meal bags daily to Gridley families (a breakfast and a lunch per child).
- On days when the cafeteria has been closed due to holiday, provision was made to supply additional food commensurate with the length of the closure.
- The district continued this service throughout the summer of 2020 as well.
- Renovations completed during the summer were designed to prepare for social distancing and sanitation increases.
- Changes to packaging, distancing of students and staff, and physical barriers as well as increased sanitation practices were also included in the event school reopens in the fall.

Overall, the pandemic has been a blow to the Gridley community as a whole, and to the education of its children. Between the events closing schools for the Oroville Dam flood danger, the closures due to the Camp Fire, and now the COVID pandemic, Gridley students in the last five years have collectively lost many months of face to face full-day instruction. Permanent closures of local businesses has led to increased joblessness within the district for an effect that is at present untold due to the stimulus dollars and increased unemployment benefits made available. GUSD has done its part to minimize these challenges and attempt to continue providing students the best education that we can in the face of flood, fire, and pandemic.

## Stakeholder Engagement

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

To accommodate COVID-19 concerns and limitations for social distancing during Board Meetings, they were available virtually beginning with the first meeting in April through Google Meets and later Zoom; participants and attendees could also attend in person within the structure of public health protocols. Gridley Unified continued to supply Spanish translations for Board Meetings and Agendas/Minutes when requested. In addition, these documents are available on the website, with translation services available.

In early April, school sites undertook a family by family telephone campaign to ascertain the availability of Internet within the district to facilitate distance learning when it became clear that we would not be returning anytime in the spring. All school sites utilized their office staff and administration for the outbound calls as the existing relationship with a known employee supported stronger communication and discussions.

Gridley Unified efforts to solicit stakeholder feedback to inform our reopening plan as well as our Learning Continuity and Attendance Plan began in May and has continued throughout the development process.

At the end of the school year in June, parents were provided an opportunity to provide feedback to the district on how the spring distance learning worked for them, what could be improved, and their likely interest levels in returning in the fall for distance learning or in-person instruction.

A similar survey was sent out in early August to further inform decisions about what options should be considered in the days leading up to commencement of classes on August 31.

All surveys were made available in English and Spanish and were administered via Google Form and all calls and website information guided participation were available in English and Spanish as well.

The teachers' bargaining unit surveyed its membership about comfortability and concerns of going back to school and these results were passed on to the administrative team. As the start of school grew closer, bargaining unit members were invited to negotiate with administration regarding the return to school and the possibility of applying for waivers to reopen in person instruction at the elementary level.

A draft of the plan was presented for public hearing on September 16 at the regular board meeting. A public preview and Q and A session was held via Zoom prior to the regular board meeting that evening, and a Spanish language overview of the draft was presented on the evening of September 21 and feedback solicited, both live and through a Google Form for those who did not wish to inquire in open meeting.

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

Board Meeting Agendas are available on the GUSD website on the Friday before the Wednesday Board Meeting. In addition, they are available at each school site and posted in the window of every district building. Copies are also made available at City Hall and the local Butte County Library. The Agenda and website both include instructions for attending virtually, with login and password included for ZOOM.

Stakeholder meetings held pursuant to the completion of the Learning Continuity Plan in fall of 2020 also featured social distancing protocols and remote participation options on Zoom. Parents were notified ahead of time and provided with remote access information through announcements on the website and through the district auto dialer system. An English presentation and Q and A took place via Zoom on September 16 and a Spanish version took place on September 21. Parents unable to attend virtually were offered the option of in-person attendance with social distancing by request.

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

A concerted effort continues to keep communication with our stakeholders as positive as possible. The District's desire to maintain a high level of trust and credibility requires, and is evidenced by, transparent two-way communication. In the past four years, Butte County schools have encountered closures (of shorter duration) for the degradation and possible breaching of nearby Oroville Dam and the massive and devastating Camp Fire in Paradise; among the lessons learned was the importance of high quality communication when families are under high stress. Trust, empathy and honesty are required in these stressful crisis situations. By again developing comprehensive communication plans targeting key audiences—such as students, parents and caregivers, employees, and community members—that are responsive to stakeholder concerns and implementing clear, consistent, and specific communication protocols in this new crisis situation will allow everyone to safely reengage in this next transition for our Gridley families.

Utilizing the ability in AERIES to identify the families to which students belonged, the surveys were structured in this manner to facilitate a more thorough response by parents according to possible grade-level concerns and to increase our ability as a district to address those concerns more quickly and effectively.

- Responses to the technology survey were disaggregated and shared with administrators and the Board Meeting on May 6th when 7-10% of respondent families at that time had no Internet or poor quality internet.

- The second survey (about distance learning) was distributed in the same manner in mid-June.
- English-speaking households indicated on the surveys at a rate of 70% and Hispanic-speaking households at a rate of 58% that their students back in regular school schedules on campus.. The combined rate of desire to return was 68%.
- In the late summer survey, representing over 550 families in the district, results were similar. At McKinley, 68% preferred in-person instruction, 60% at Wilson, 67% at Sycamore, and 76% at the high school level. This survey also included a question about transportation to which only 16% of families responded as needing home to school transport.
- Questions that encouraged open-ended commentary acknowledged the variability of student experience between teachers, grade levels and school sites; concerns about so much time on the internet; and the great communication from the bulk of teachers. This pattern was expressed in the open ended responses to both surveys. The latter survey included increased fears over lack of a pre-published concrete plan on the part of the district as well.

In addition to the district-wide surveys, individual school sites also contacted parents to share information, solicit concerns and feedback to keep the entire communication process as transparent as possible.

Of respondents for the high school 76% favored in person instruction. Respondents that reached out to administration via phone and email they indicated the following concerns:

- Student Social and Emotional well being.
- Ability to participate in athletic activities.
- Disconnect from school, limited direction and engagement from instructional staff.
- Lack of internet to be successful in virtual platform
- Clear guidance regarding distance learning expectations, how to support their students when not understanding the material, and student managing tasks with working parents not in the home.

Wilson Elementary and McKinley Primary School also surveyed parents and teachers regarding in-person vs distance learning vs independent study instructional models, as well as the possibility of pursuing a waiver for in person instruction. Parents were given the opportunity to enroll their students in home learning classes which will not return to in person learning during the 2020-2021 school year due to concerns regarding underlying health conditions of the student or household members. To accommodate this, both schools strategically scheduled students to minimize disruption once in-person instruction can begin again - students should largely start and end the year with the same class of students just as they would in a normal year.

Presentation of the draft version of the plan in September elicited further feedback and questions from English and Spanish-speaking parents:

- Questions arose at both meetings about how quickly the district might return to in-person instruction once permitted to do so
- Concern was evident in both stakeholder groups about the learning loss of their students from so many months out the the classroom
- Questions from both arose about what could be done to bring students back onto campus for additional assistance
- Questions emerged about how the district might provide socialization opportunities for the mental well-being of the students

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

To update stakeholder participation now that we are in the new school year, several specific meetings have now been scheduled as schools started on August 31st. Specific opportunities included separately-scheduled meetings for CSEA leadership on September 16 and making the draft plan available to Gridley Teachers Association for questions and any needed meetings to further discuss input. CSEA primarily had specific questions about aspects of the plan, but no specific input per se. The teachers' association leadership reported that there was no input from the union about the plan, nor any questions. Due to the strong effort by each site, stakeholder input has been ongoing since the return to school. Parents were consulted in English and Spanish on September 16 and 21, respectively. Input from those parent group meetings was summarized above under the feedback received.

- A key take away from high school parents was a need for clear expectations for engagement as well as the need for daily live instruction. This was viewed as a critical piece for students trying to navigate work from home in the home environment which was not adequately equipped to provide support.
- Appropriate training for staff as it relates to distance learning. Given the short time frame of the COVID departure and not knowing at the time the length of the school closure. Many staff expressed they did not have the training to be successful especially in a sustained synchronous model of instruction.
- Teacher accountability was raised by parent groups. This was hampered by the lack of detailed expectations and the haste in which the state closed schools in the spring.
- A major theme was lack of accessibility to teachers and staff during the instructional day to answer questions. This influenced our reopening plan to include staff working the instructional day from school sites rather than remotely from home.

As an example of the impact these survey data had on future planning, Sycamore Middle School's Teacher Leadership team met four times in late spring/summer to develop a learning schedule, generate a FAQ for parents, agree on learning norms, grading, attendance, engagement, and reengagement strategies. Three autodialers went home to Sycamore families asking for them to call with questions or concerns. Individual calls were made asking about internet access in the home.

At the elementary level, stakeholder feedback indicated that a majority of parents wanted their students to return to in person instruction as soon as possible. Thus, the district applied August 12 for a local attendance waiver to permit return to in-person instruction in grades K-5 under state guidelines with permission of the county health department. In order to maintain consistency, Wilson Elementary and McKinley developed similar Distance Learning Daily Schedules as well as a Class Size Reduction-In Person Daily Schedule broken into an Am/Pm model. Input was received from both the Leadership team at Wilson and the teaching staff.

Another concern was the accessibility of technology, especially not knowing if the waiver would be approved. Although classrooms were equipped with "sets" of devices, McKinley has not issued 1 to 1 chromebooks to students in the past and it was necessary to procure additional chromebooks as well as more child friendly software for this age group. Enough touch screen Chromebook tablets were ordered to supply all McKinley students and in the interim, the district technology team restructured deployment of existing Chromebooks in the district to make sure each student at McKinley would have something with which to begin the school year. At Wilson Elementary, all student chromebooks issued in the spring were replaced with newer models.

Across the district, seeing that families expressed concerns over the continued socioemotional health of students, the district sought to hire an additional SEL counselor within the district which would place one fulltime SEL counselor at each school site, equipped with the tools to facilitate distance counseling. To facilitate the parental concern over inconsistent experiences among students and a confusing array of platforms to access technology, the district purchased Edgenuity and Pathblazer software to provide a consistent look to distance education plus embedded curricular materials, and emphasized the importance of all teachers using a similar suite of platforms to communicate with students and families - SeeSaw at McKinley, Google Classroom at other sites, and then Zoom and Clever for all sites to provide direct instruction and provided a unified access point to all technology that families might need. Responding to the parent input about socialization, both Sycamore and the high school have planned virtual movie nights and other opportunities aside from classes at which students can interact.

## 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.]

Consistent with the beliefs and directives of the school board and the majority of parents surveyed across the few months, it is the position of the District that the best place for the children of Gridley to obtain a quality education is in the classroom receiving in-person instruction. As Gridley Unified schools were set to open August 31st, administrators and staff have entered into their planning with a flexible approach, understanding that they may start the school year with one instructional schedule model and, as new information becomes available about health and safety, they may transition to a different model. In addition, GUSD is structured with 5 schools, a primary TK-1 school, elementary school 2-5, middle school 6-8, comprehensive high 9-12 and a continuation/alternative high school site. Given the specific nature of the needs of students at each grade span, the instructional model and learning supports vary from site to site. Regardless of the grade level, teachers and administrators are cognizant that no matter the instructional schedule model chosen, we must all continue to work to eliminate the barriers to student success that existed before/during/after the closure. Implementing student-centered designs will support them academically, physically, and emotionally. As we are the last district to open in Butte County, we have the added advantage of observing lessons learned from our neighboring districts who have been open since mid-August and can adjust our plan development if needed.

The high school will include in person opportunities for CTE and Special Education courses. To do this effectively and with safety in mind students will be cohorted and arrival and departure times will be developed to minimize the blending of cohorts.

All students will have experienced significant learning loss given the length of school closures so all opportunities for in person instruction will be explored.

Upon return to in person instruction students will be cohorted reducing class sizes by a factor of half.

This is based on roughly a quarter of the students remaining out on home learning options.

where possible students with additional needs will be considered for a form of in person instruction; SpEd, EL, homeless, foster, and students without means to connect with teachers efficiently and safely from their home environment.

Learning loss for specific students may be measured by ELPAC and Cyber High Credit Recovery exams.

Esperanza Students will be welcome on campus for support with coursework and re-teaching, and teachers have been instructed to remain 6 feet from students whenever possible.

Students will fill out a symptom screener before coming on campus.

Teachers will assess continuation students' academic levels and needs during distance learning class sessions and through student work on Edgenuity.

Esperanza teachers will use student data and current academic needs to formulate interventions and course instruction.

Student and parent conferences will be set up as students fall behind in coursework, grades fall below a C, or they regularly miss class sessions.

Middle School teachers will administer screeners from I-Ready and IXL in English and Math to all students at the beginning of the year.

Middle school students with learning loss will be enrolled in an intervention period to receive further support and instruction.

At unit intervals, Sycamore teacher teams administer benchmark assessments to further gauge learning and student placement into intervention classes can occur at any point in the year.

McKinley Primary students were brought in individually on the first day of school in order to meet their teacher and receive a chromebook. Students and parents were shown how to log in and access learning applications.

students received appointments for individual assessment times during the first week of school. Baseline levels will be established and in some cases (first grade) be compared to prior year levels to assess learning loss.

Intervention teachers will assist classroom teachers in formulating differentiated plans for students to receive both primary, tier one instructions, as well as intervention.



Students will be brought onto campus for initial ELPAC assessments.

Small cohort, high need groups of students will be formed and offered in person instruction for a portion of the week and day in order to address learning loss as well as inability to participate in distance learning.

Wilson Elementary students received scheduled appointments on various days to receive curriculum, exchange chromebooks, and meet their teachers. 5th graders met on Friday before the official start of school. 2nd and 4th graders met on Monday, the first day of school. While 3rd grade met on Tuesday, the second day of school.

- Letters and Autodialers went out to families reminding them to wear a mask, practice social distancing, and arrive at their scheduled day and hour.
- Both students and parents were shown how to log into their chromebook and onto school programs including google classroom and Zoom.
- All parents and students signed District waivers pertaining to COVID-19 and being on campus
- Teachers scheduled additional appointments with parents and children throughout the week to train and assess.
- Bilingual Interpreters were also scheduled to support teachers and parents during their meetings.
- Students will be brought onto campus for initial ELPAC assessments
- Small cohort, high need groups of students will be formed and offered in person instruction for a portion of the week and day in order to address learning loss as well as inability to participate in distance learning; STAR assessments will be conducted on each system as another method of determining learning loss.
- P.E. will be offered in person as a voluntary activity with students placed in cohorts of 14 or less. Social distancing will be practiced, there will be no mixing of cohorts, and cohorts will be staggered with beginning and end time.

Special Education students have additional protocols in place to remain in alignment with their current IEP.

- All staff updated students' progress on IEP goals in the Spring, just after school closure, in order to accurately determine if any significant learning loss occurred.
- Case managers will administer assessments to see where students are on IEP goals and monitor how long it takes students to catch up to where they were on academic achievement and IEP goals before the closure.
- For students with IEPs served in-person, all staff and students 3rd grade and above (if able) will wear masks or face shields in class.
- Students will be served 1:1 or in small groups, with time in between students' arrivals and departures to thoroughly clean classroom and materials between student groups.
- Students and/or parents will complete a symptom screener prior to the student coming into the classroom.

Throughout the district, all in-class options will require several policies and procedures to support the utmost in safety for all staff and students who are on campus:

- Procedures for increased cleaning and disinfecting have been established.
- The wearing of appropriate mask/face shields by students and all staff at all times when in the presence of other or in common areas.
- Designated ingress and egress points.

- Disinfectant spray and hand sanitizer given to all staff with procedures for classroom and campus increased cleaning and disinfecting are in place.
- Plastic shields and table dividers will be used with small groups of students
- Banners have been placed in hallways reminding staff and students of exercising proper hygiene.
- Teachers have been given a supply of masks for students and themselves along with hand sanitizer

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

Description	Total Funds	Contributing
Scheduling appropriately-trained paraprofessionals to maximize instructional contact with specific student groups	6317.00	Yes
Training and scheduling for all personnel in increasing cleaning and sanitation of work areas for both staff and student groups	22,096.00	No
Maintaining purchasing procedures to ensure continued available of appropriate masks and/or face shields, plexiglass barriers, hand sanitizers and disinfectant spray, especially to ensure access of safety materials (PPE) to students from the unduplicated pupil groups who may not have the resources for providing their own. Barriers facilitate testing and work with EL students as well.	21,392.00	Yes
Add STAR and Accelerated Reader for all Wilson students, reading and math	19,090.00	Yes
Transport Special Education Students for in person instruction 1:1 and cohort	23,390.00	No
Customized inside seating configurations for McKinley and additional outside tables to promote distancing at multiple sites	27,360.00	Yes

Description	Total Funds	Contributing
Approval and hiring process for family liaison, Spanish-Speaking, to facilitate family engagement	48,591.00	Yes

## 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.]

As LEAs choose the instructional schedule model that best fits the needs of their students and families, considerations for intentional planning of instruction will be key to a successful implementation . Instructional planning will include time for general and special education staff to collaboratively plan and learn from each other . To support this collaboration, a system to learn in real time how the learning environment is or is not working for students is essential . Ideally, this feedback loop would allow for school leaders to see how well students are engaged in their learning, whether the instructional supports and accommodations are working, and whether the material is relevant and accessible to the student .Gridley Unified has supported Google Classroom as a platform for this for several years and teachers are comfortable with the supports available. The SeeSaw platform that has already been in place at the primary level has been expanded with a paid premium subscription for the year. Data disaggregation has also been available through Illuminate for close to a decade, and lead teachers and administrators are thoroughly adept at creating reports immediately after an assessment tool is administered to determine how effective the learning process remains.This tool also lends itself well to online assessments as teachers can quickly adapt in-person assessments to this online model.

In order to inform instruction and gauge student learning, it is important to consider and solidify a systematic cycle of assessments including initial screenings and formative and summative assessments . For data to lead to meaningful change in student outcomes, teachers and administrators utilize designated collaboration time on early-release Wednesdays every week to analyze data, identify shifts and changes in instruction to meet student needs, implement intervention strategies, and assess the effectiveness of instructional strategies. Teachers this year during distance education have also been afforded additional preparation time and office hours time that can be leveraged further for additional collaboration.

District leadership and with school board participation has made reopening determinations related to using assessments to inform instruction for all students, including those with unique learning needs such as students with disabilities, English language learners, students placed in foster care, and students experiencing homelessness . Because parents may have children enrolled in multiple schools across districts, it is

vital that communication protocols, online learning platforms, and expectations are coherent and consistent . This also engages parents as partners in learning

All five school sites have regularly utilized a systematic approach to diagnostic assessments, both summative and formative, to determine how much students are learning, and where additional support or enrichment is appropriate.

TK-1 students participate in regular assessment through multiple measures appropriate to primary grades. In addition, this year Razz-Plus, and I-Ready will become added components. Students are placed in leveled learning groups periodically throughout the day to address lack of learning. This process will also assess learning loss from last spring.

Students in grade 2-5 have been assessed using the I-Ready and IXL frameworks for both Math and English. The leadership team has a specific assessment calendar to review benchmark results, and share strategies, successes and concerns during their early-release Wednesday Staff Development time. To assess potential learning loss, benchmark assessments will be administered early in the school year to address any learning loss. Students requested full Independent Study will utilize the full Common Core curriculum of Edgenuity, supported by regular support from their teacher.

Middle school students are assessed regularly through a teacher-developed benchmark system, in addition to IXL assessments in both Math and English. Sycamore has a well-established intervention system where students are rotated through interventions on a 6-week basis.

Students in full home learning can utilize the full Common Core curriculum of Edgenuity, supported by regular support from their teacher.

High school students are assessed regularly through a teacher-developed benchmark system, in addition to IXL assessments in both Math. The Master Schedule also supports intervention classes in Math that allows students to move through graduation requirements at a slower pace with more instructional time to master the core concepts. Students requested full Independent Study will utilize the full Common Core curriculum of Edgenuity, supported by regular support from their teacher.

Esperanza will use Edgenuity for both credit recovery and the majority of classroom core curriculum. Teachers will also use Google classroom during distance learning to communicate assignments, due dates and other important classroom information for students and parents. When students can return to in-person instruction both Edgenuity and Google classroom will continue to be utilized to maintain a smooth transition. Potential learning loss will be evaluated through diagnostic assessments within Edgenuity and a records review.

In addition, students in middle and high grades have been enrolled in schools that have been heavily entrenched for several years in using a variety of internet-based sources for LMS.

At Sycamore Middle, all teachers will be using Google classroom and Clever to host all LMS and curricular logins (StudySync, TCI, Smart NGSS). Students have been using these formats since 6th grade during regular “in person” instructional model, so curricular transition will only be necessary for incoming 6th graders and students new to the district. Teachers provide feedback when needing further access or additional resources. Sycamore parents were provided a description of our distance learning plans (both short term and long term) and in-person learning. These plans were available in both English and Spanish versions.

At Gridley High, students are also well-versed in the Google Classroom platform and have added ZOOM to focus on synchronous and asynchronous learning models. The “live” synchronous offerings need to be more robust at the high school level. This method best resembles a real classroom setting and allows for real time feedback and support. In addition, it allows for student collaboration. Teachers in a synchronous setting can check for understanding, assess, and make lesson adjustments. Asynchronous serves a role as well, while aligned to live instruction, it allows students to review content at their own pace and offers flexibility for scheduling. An efficient and effective distance learning program will include a combination of both delivery modes. Gridley High School will provide the requisite 240 minutes of instruction and support daily (270 min on block days), however we do not believe that should all be dedicated screen time.

## 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.]

Gridley's movement toward 1:1 Chromebooks for classroom use has been very successful. Our next step was working our way throughout providing Chromebooks to take home, beginning with high school students, and then this year down to the middle school level. Last spring, the district placed purchase orders for additional devices to allow for the take-home possibility for primary students as well. Due to issues with the supply chains, not all ordered devices have been received and placed into the hands of the students, though Chromebook devices were made available to all of the nearly 2100 students in the district to take home and use pending arrival of the replacements.

All Esperanza Continuation and Independent Study students have been given a Chromebook device for distance learning and in-person instruction. Each family will be asked again about their current internet situation and needs as the district is purchasing hotspots for families in need. Students may also come on campus to use our wifi and have a quiet place to work and charge devices. Students may also come on campus by appointment to ensure appropriate pre-established social distancing. All communication to parents remains available in both English and Spanish.

At Gridley High, the Community Center adjacent to the actual campus was set up with distanced spaces for students without access to reliable internet. Home visits were conducted for students that teachers did not hear from. Hotspots have been ordered and will be provided to families based on priority needs. GHS maintains an open campus which allows for students to access wifi from their vehicle in the parking lot or various benches and tables on the grounds. Students coming onto campus must have parents sign a waiver acknowledging risks associated with being around others.

At Wilson School, in order to make technology equitable for all, old model chromebooks that were passed out to students last spring were replaced with newer model chromebooks and students with no chromebooks were also given the newer models for the new year. McKinley students were all issued these older chromebooks that were repurposed until the touchscreen chromebooks which were ordered for these students actually arrive. Students were brought onto campus individually to instruct them in the login process and then a follow up appointment to troubleshoot any connection issues.

Across the district, every effort has been made to ensure up to date access to connectivity and technology. Most students in the district have been issued a Chromebook that is 1-2 years old, and even the older units currently in interim use at McKinley have not reached their end of service life and will continue to take updates past the expected arrival of brand new replacement devices. Students taking CAD classes at the high school have had laptops ordered that may be checked out and are powerful enough to run the CAD software the class is built around.

Student Chromebooks are managed through the Go Guardian platform which allows teachers to maintain as tight or loose of a learning environment during class time as needed including the ability to force students into particular programs to the exclusion of others. This software also features enhanced local filtering that helps keep children safe by blocking common sites used to distribute malware and inappropriate content. As additional sites emerge that might not yet be part of the built-in filtering, we can add them with manual blocking.

The software will also send administrators reports of inappropriate access. Administrators can then intervene with the students and inform the families of the misuse or even reduce the student's access to the most basic levels. This filtering is on top of the filtering already in place through our ISP, Butte County Office of Education.

As we continue with the purchase and distribution of cellular hotspots for our most in-need families, we contracted with T-Mobile, a California-approved vendor for education. These hotspots include their own built in filtering and management portals that simulate the type of filtering our local BCOE service provider enacts. Students on Chromebooks still have their Go Guardian filters in place as well when on a hotspot. As of September 11, over 150 of these devices had arrived in the district and been deployed to families and the district has been approved to double that number should need arise. Instructions on their use were provided in both English and Spanish. Additionally, the district website has had a page devoted to low cost home internet solutions since spring of 2020.

To provide additional tools and peace of mind to parents, the district is also partnering with Go Guardian and Clever in opening access to Parent Portals and reports for those two products as well

## **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.]

At the secondary level, existing assessment protocols have been expanded to accommodate the variety of modes that students will have available to access instruction. Teachers will also have the broadened opportunities to administer screeners, diagnostic or benchmark assessments (formative and summative) to align with the instructional model and place and to provide timely data disaggregation to drive instruction and additional supports for specific students.

GHS and Sycamore will adhere to regular grading policies as if school were in session. This will provide students clarity of expectations and provide for a seamless transition back into the classroom. We recognize the importance of a partnership with parents in the effective monitoring of progress. Parents will be encouraged and equipped to access Aeries as well as told to review Google Classroom with their students. Teachers will outline learning goals and have progress and grade reporting consistent with district expectations. Teachers will also be recording engagement both work product and attendance, making phone calls to students they do not have daily contact with, and alerting administration if they are unable to make contact. Home visits will be made to "unreachable" students.

Esperanza will have zoom meetings for each period 3x per week, in block sessions. Staff will take attendance based on who logs in during the zoom class session. Additionally, staff will monitor which students logged into Edgenuity and completed work. Both will be used to measure student engagement. Assigned work in edgenuity plus time on zoom will be equivalent to 48 minutes as Esperanza runs a 5 period class day, plus a credit recovery program.

Special education will be a combination of in-person (1:1 or small group) and distance learning. They will be able to assess student academic growth and monitor work completion through in-person sessions, google classroom or via zoom.

Wilson students have live Zoom meetings every morning in each grade level and an end of the day check in. Instructional videos, Pathfinder, and activities are assigned through google classroom. Communication with families include email, Seesaw (in 2nd grade), Google Classroom, texting, and Zoom. Attendance, participation, and engagement will be tracked by teachers and reported to administrators

McKinley students have a live morning meeting and an afternoon check-in. Instructional videos and activities will be assigned through Seesaw. Seesaw for families will also be used to communicate with parents and allow them to see their child's work and support their learning at home. Staff will monitor daily zoom meeting attendance and families will be contacted if students are not present in order to offer assistance. Seesaw reports will also be used to track engagement in the learning activities. Seesaw allows for translation when communicating with families.

Throughout the district, teachers will continue to take "attendance" using Aeries student information system, applying new codes modeled after the state guidelines to tracking attendance and participation. These new codes differentiate from the traditional codes as they allow teachers to denote students present for live (e.g. Zoom) lessons, participating in the the asynchronous (not live) portions of their education (e.g. homework completion on days when the class might not be meeting live), absences due to technological difficulties, absences not otherwise explainable (and therefore unexcused as non participatory), and to reflect days on which the student might not have been in class per se, but was communicated with, or his/her parents communicated with by the teacher.

In addition to this modified attendance, consistent with CDE guidelines for tracking participation in distance education and meeting the minimum guidelines for live interactions and instructional minutes, teachers are also being asked to fill out and certify a weekly summary of lessons indicating types of assignments, their instructional time value, and type(s) of instruction offered each day.

Students who miss three out of five days of participation in a week are identified for Tier 1 intervention - special outreach by the teacher to the family and students to help identify issues and barriers to participation, and directing those families to the resources they need to get back on track. Students with continued participation issues (e.g. no improvement) are moved to Tier 2 where the site attendance team (for instance, counselors, nursing staff, and campus supervisors) engage the family for more intense assistance including even potential home visitation. Students who continue to show lack of participation will be directed to Tier 3 at which point the site administration may get involved up to potential referral to the School Attendance Review Board. At each level, Spanish translation is available through on-site personnel or through use of the district's bilingual family support liaison.

## **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.]

Reopening schools utilizing new instructional models requires specialized training for our teachers so that their energies focus on student learning. In surveying our teachers, they are all at levels of technological proficiency, some are more comfortable with the isolation of digital conferencing, and others are feeling the need to "stay in touch with one another" now more than ever before. For the last several years, our district has placed great focus on the social-emotional learning needs of our students, and now teachers are in need of this same level of

focus as they incorporate new educational practices into their daily preparation and delivery systems. There is a strong level of concern to make sure that the transition to a new instructional program model will result in positive outcomes for both students and educators--despite the "true distance" in virtual learning.

To ensure the best possible results, the district will be collecting data throughout the transition process to ensure a high quality learning program is in place:

disaggregated by student groups in order to identify the most critical student needs,

Ensure that ongoing professional development builds a shared understanding for teachers and administrators of what successful implementation of the instructional program model looks like for all students and what the system needs in order to achieve it.

As colleagues try new approaches and share results, professional development will facilitate common planning and peer observation, and provide specific supports as needed.

TOSAs and administrators will support teachers in building confidence within the new framework of technologies available to support student achievement through distance learning

To further support distance learning, including technology support, all staff will be provided access to and participate in training related to:

Health and Safety

Google Classroom

Zoom

Tools - IXL, Remind, Clever, Newela, Listenwise, iReady, Seesaw etc as appropriate by grade level

Edgenuity

Attendance - monitoring engagement, participation, and progress

Our Back to School Inservice trainings featured focus on these platforms. The District TOSA recorded sessions to be viewed, our District Nurse provided information, and we have an outside company to provide additional training in the needs of homeless students. These supports were determined by staff surveys and administrator requests.

Site administrators participated in a day-long conference focusing on leadership applications in the Distance Learning Playbook by Fisher, Frey, and Hattie. Copies of this book were made available to all teaching staff, and reference will be made throughout the period of distance learning to the concepts in the book as they represent best practices in distance pedagogy. Questions about distance learning pedagogy may be directed to the district's Special Projects Coordinator who is a certified online instructor through Butte College's Technology Mediated Instruction program and who has taught online for close to two decades in a variety of modes. He is also available to assist teachers in their course development and best practices, as is the District TOSA.



## Staff Roles and Responsibilities

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

An integral component of our entire LCP focuses on maintaining safe and healthy systems to benefit students and staff alike. Administrators, Negotiation teams, social-emotional counselors, the District School Nurse, as well as Maintenance and Nutrition Directors, have been active participants in the planning process to keep all district buildings, offices and classrooms in a clean and healthy sanitized state. This includes cleaning between student contacts of areas in higher use. Training for all staff on campuses is included in the plan, as well as additional training that may be needed as plans evolve and change within the requirements of local, county, state and federal requirements under the COVID pandemic. Bargaining units have met with the Negotiations team, and developed a workable plan of shared responsibility for pandemic safety, scheduling training and workshops and the continual addressing of concerns.

As a district, teachers will be responsible for monitoring attendance and engagement using multiple measures, depending on the grade level and school site. In distance learning teachers will monitor work submission, presence on the virtual platform (Zoom, Google Classroom, Edgenuity, Seesaw), and potentially in-person assessments delivered one on one. Staff will actively model and support current public health recommendations except where exempt. Teachers will need to log all communication with families for tracking purposes.

Administration will need to monitor teaching and learning virtually to provide feedback and support to improve student learning. Engage in collaborative meetings with teachers to assess needs both for resources and training. Ensure all students and staff have the materials and tools to be successful in the distance learning model.

Administrators whose time was once spent monitoring various categorical programs and leading curriculum adoptions have been repurposed to provide additional technological support to teachers and families as well as searching for and setting up online instructional programs or developing processes to implement the rapidly changing expectations of state regulators in the COVID environment.

At the primary grade level, instructional aides will assist with small group intervention through Zoom. Campus supervision staff will be assigned re-engagement phone calls and family support.

Instructional aides will assist with small groups of elementary students and one on one intervention through Zoom breakout sessions as well as monitoring and responding to chat session questions. Campus supervision staff will be assigned to Learning Lab student support.

District transportation staff who are not needed to continue transportation of special needs students have been reassigned tasks in the maintenance and custodial areas to clean and sanitize as well as make the modifications needed to return to in-person instruction (installation of sanitizer dispensers, plexiglass, etc.). Transportation staff also facilitated in delivery of food under the school meals program out to distant locations.

## 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.]

Leadership and Administrative teams have met and developed a series of protocols to support pupils with unique needs. Plans have been developed for English Learners to administer the ELPAC ASAP. Early scoring by trained personnel will provide information on student growth or deficit over the last semester. Depending on the school site and grade level, small group instruction can continue. In the elementary grades, this will be accomplished through leveled learning groups, both synchronous and asynchronous. At the middle school level, the current intervention pathway on the Master Schedule identifies and continually reassesses students with unique learning needs; students are grouped together and reevaluated every 6 weeks. At the high school level, English Learners are placed in specific classes to address their needs on a daily basis. Assessment and evaluation is a part of the regular curriculum. At lower levels, ELLs will continue to be served through the application of the designated and integrated components of their Wonders and Benchmark curricula. The district is also looking to add additional online resources to support distance learning in the area of English Language Development. Special Education students at the high school have their Case Manager to oversee their learning program, in addition to their six teachers. Gridley Unified will serve special education students in a combination of in person services with safety protocols in place and distance learning for academic and speech services, as appropriate and with parent approval. For special education students that are completely served through distance learning, case managers will reach out to each individual student and families to see what additional support and teaching is needed for the student to continue to make academic growth. Present levels will be determined for each student and IEP-based assessments will track student growth or deficit in academic as well as IEP-driven individual goals. Foster youth and those experiencing homelessness are initially placed in a schedule designed to meet their needs, and continually diagnostic systems and teacher observation will be utilized to track their progress and/or deficits. Their school academic counselor also plays an active role in what's happening in the classroom and whatever additional supports need to be implemented. Gridley High has also approved the hiring of a full-time social emotional counselor to focus on students with unique needs or needing specific emotional support for health and wellness. The other four campuses will continue with their current staffing of a social-emotional counselor full time at each site. Specifically, GUSD will maintain inclusion to the extent possible with every learner. This means finding ways to ensure SpEd, EL, Foster Youth, and Homeless students have an opportunity to engage in their learning. We acknowledge that there must be a recognition by all that this is not an easy task in an exclusive distance learning model. We must ensure equitable access to engaging content and instructional rigor for all students even if this must be done in person. We recognize the achievement gap will only increase the longer we are forced into a distance learning model, and are implementing use of small cohort and 1:1 instruction for these most at risk groups to mitigate these challenges.

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

Description	Total Funds	Contributing
Workshops offered at Back-to-School Inservice; including options such as Edgenuity with elementary and secondary cohorts, Clever single sign-on portal, regular annual mandated	3620.00	Yes

Description	Total Funds	Contributing
video-based trainings. Includes any additional staffing costs and fees for service by training vendors.  Copies of Distance Learning Playbook purchased for all teachers.		
Additional salary for teachers who accepted district's offer of two additional days at their own regularly hourly rate to provide opportunity ON SITE to utilized the added time for preparation for distance learning	115,321.00	Yes
Licensing fees for online programs such as SeeSaw, Edgenuity, Clever, Go Guardian, and I-Ready (McKinley), STAR (Wilson), Guided Readers, SchoolHouse Global,, and other vendors supporting our expanded distance learning programs	58,227.00	Yes
Salary and benefits for additional social-emotional counselor for Gridley High	114,545.00	Yes
Makerboard whiteboards and other individual supply kits for students to facilitate at-home learning	8211.00	Yes
Remote learning brochures for parents from Woodburn Press	5838.00	Yes
Purchase order of Chromebooks with touch screen and stylus capability for TK-1 Students at McKinley Primary School for 1:1 distribution	184,881.00	Yes
T-Mobile Hotspots - approved for up to 500	120,000.00	Yes
Classroom Instructional Aide support	127,776.00	Yes

Description	Total Funds	Contributing
Laptops, Document cameras, monitors, and docking stations to support teachers in providing distance learning	300,000.00	
Spare Parts for Support Quick Replacement/Repair of Student Chromebooks onsite	20,000.00	Yes
Administration support for tech implementation	63,123.00	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.]

In order to inform instruction and gauge student learning, it is important to consider and solidify a systematic cycle of assessments including initial screenings and formative and summative assessments. For data to lead to meaningful change in student outcomes, teachers and administrators need designated collaboration time to analyze data, identify shifts and changes in instruction to meet student needs, implement intervention strategies, and assess the effectiveness of instructional strategies. Depending on grade levels, sites disaggregate this assessment data within their PLC formation, which can be either by grade levels, departments or teacher leadership teams. Decisions are made for changing instructional groupings, adding/adjusting interventions, changing class schedules, referrals for SST, etc. Administrators share this information at Admin meetings for discussion and collaboration.

Special Education will continue the assessment of IEP goals through in-person or zoom assessments, feedback from general education teachers, and/or online diagnostic programs (IXL, etc). Progress of goals will be mailed home to parents during report card and progress reports times.

In the area of English Language Development, students in the upper grades continue to be enrolled in their separate periods of ELD, receiving their education in distance mode. Levels are assessed through use of in-class assessments as well as performance on IXL and Reading Inventory assessments. At the lower grades, I-Ready, STAR Reading and Math are used for similar purpose. Students receive ELD

instruction at those lower levels through the embedded components of their adopted ELA curricula. Students from the previous year who missed the opportunity to take the summative ELPAC and reclassify due to school closures will have the opportunity to re-assess in the state's approved optional summative this fall. The district is also exploring additional options in online ELD curriculum to further supplement and prevent additional losses in its ELL students.

At Gridley High formative data will be collected by teachers on an ongoing basis. This is always critical in understanding what learning loss has occurred, what gaps exist, and a student's individual needs. We will also utilize summative assessment as an end of unit knowledge check. Teachers have also expressed utilizing more open ended and project based assessment to mitigate inauthentic results in a distance platform.

Students at Esperanza are currently evaluated every three weeks, with the assessment results, diagnostics and work sample reviewed within the PLC. Students and parents are apprised of their progress by the awarding of course credits to the official transcripts and copies provided to teachers, student and parents. As the counselor is also an active member of the PLC, referrals for social-emotional support can be recommended as well. Students are recognized for their performance at these three-week intervals as well.

Wilson teachers will complete initial assessments of students 2-3 individually and in person during the first two weeks of school. 4-5 grades will use iReady as a diagnostic assessment. All grades will continue with daily formative assessments during small groups and one on one instruction.

McKinley teachers will complete initial assessments of all students individually and in person during the first week of school. Formative assessment data will be collected daily during small group live sessions, as well as assigned activities. Some diagnostic assessments will be given periodically through iReady for both ELA and Math.

## **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 planning for this new school year started and the administrative levels and then to teacher cohort groups, each school site focused on the existing benchmark framework of summative and formative assessments and their application to addressing learning loss from the spring. Based on grade levels and the Master Schedules at the secondary level, plans were developed to administer screeners, diagnostic assessments, benchmarks etc that would provide teachers for determining learning loss for all students. In particular, concern was elevated for specific situations for students with special needs.

At the high school list, this also included seniors who were at risk of not graduating due to school closure and inability to successfully complete graduation requirements.

During the summer months, Gridley High allowed for individualized opportunities to make up credits and get on-track for graduation using Cyber High.

Teachers will continue to monitor and assess through our designated Zoom platform, using Google Classroom and/or Seesaw and live Zoom classes. We will allow for teacher collaboration to have discussions and planning around assessment. The key will be to create targeted or structured groups for purposes of intervention; or for individuals 1:1. We will adhere to providing specific support for students with IEPs and ELs. Frequent communication home which should include learning goals, content to be covered, and how student progress will be assessed. Admin will need to provide guidance and professional learning around strategies for effectively implementing a classroom and fostering relationships in a distance learning format.

Gridley Unified offered in-person instruction during the spring and ESY for almost all special education students. We will continue to service students in-person to decrease the amount of learning loss that may occur. For the students that can't attend in person or continue to show evidence of learning loss, we will set up an individualized plan of how to support the student based on the student's individual needs. Special Ed is planning a two-prong approach: Utilizing portfolio-based assessments of student work that describe students' learning progress over time and administering a diagnostic assessment early in the 2020-2021 school year.

Elementary grades provided access to online libraries to encourage students to continue at-home reading and the technology for students in need to access those, including foster and homeless students such as hot spots and take-home Chromebooks.

For the ELL student group, the district is also exploring additional options in online ELD curriculum to further supplement and prevent additional losses in its ELL students. EL testing (ELPAC) will continue in in-person format using safety protocols as opposed to attempting to deliver in a distance model.

For students with exceptional needs, the district has continued providing in-person services to the extent allowable under the state and county health guidelines for in-person services, including 1:1 assessments and small group (cohort) work.

Collaboration continues with the county's School Ties program for foster and homeless youth to provide access to tutoring, basic needs, access to technology, and the other resources needed to keep students engaged.

Low-income students continue to be provided with access to technology (Chromebooks and hotspots) and the district is also implementing the state's approved small group cohort model to provide targeted intervention services to mitigate learning loss for these youth.

## **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.]

Utilizing a multi-year math grant, Gridley High will continue to offer intervention Math in this final year of the grant. The effectiveness of services and supports provided to address learning loss will be measured on an ongoing basis. Outside the day in person support has been provided in the past and we will offer this after hours in a virtual platform as well.

Students at Esperanza Continuation High will continue to benefit with their ongoing 3-week evaluation program for attendance, work completion

For Special Education, baseline data on student goals from last Spring is available for comparison for data collected on IEP goals as we return to school. IEP goals will be re-measured for growth after the supports have been in place for two months to determine effectiveness. This will be compared to previous growth on IEPs during traditional school to see patterns of growth for each individual student.

McKinley and Wilson will administer both screeners and baseline assessments in person at the start of the school year. The traditional, established assessment schedule will be modified to include more frequent assessment in smaller chunks that can be used to determine if students require additional supports

Data collected will be reviewed at each school site by their site PLC and overall leadership teams, and discussed by the district administration teams in order to plan next steps and allocate resources needed to meet the challenges of the students.

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

Description	Total Funds	Contributing
Purchasing of any licenses to begin/expand the implementation of diagnostic assessments and disaggregate data through current/future vendors ILLUMINATE	12,522.00	Yes
Purchase of any additional curriculum or intervention support materials to support all students, particularly students with unique needs	11,843	Yes
Staffing costs for para -pros 1:1 model for special education	117,125	No
Students with unique needs have equal availability to meet with teacher for 1 :1 support using appropriate precautions and following guidelines (e.g. partitions, face shields, etc.)	9343.00	Yes

# Mental Health and Social and Emotional Well-Being

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

There is a growing body of research proving that social and emotional learning (SEL) is fundamental to academic success. GUSD firmly believes that SEL must be woven into the work of every teacher, in every classroom and every afterschool and summer learning program if we truly want to prepare all our students for college and careers. We know the COVID-19 pandemic has created different types of traumatic experiences and high levels of stress for many of our staff, students, and families, and emphasizes the importance of social– emotional well-being for all:

- The emotional recovery of students, staff, and families at the forefront of our planning and decision making
- We believe that when educators and students practice physical distancing at school or through distance learning, it does not mean they must lose social and school connections
- We feel it is important to place adult and student wellness first to establish a positive, safe, and supportive learning environment for all of our students at all sites
- Helps students access academic content through building essential self-management skills, resilience, and connections
- Maintain social-emotional learning focus as students return to campus in our classrooms adapted to ensure physical distancing, continue distance learning, or participating in a blended model
- District will continue to integrate social and emotional wellness into our staff development plans, paying particular attention to the elements of the ACES protocol and the high number in our County
- School counselors at each site are available to provide support to staff as well as students, making appropriate referrals if needed
- The District Nurse will be making staff presentations to various sites and employee groups to augment the staff support by our SEL counselors and school psychologists
- Depending on the school site, employee groupings will continue to support each other’s well-being. Some activities already under discussion include potlucks, secret pals, sunshine clubs etc.
- For staff, there is an employee assistance program in place to connect employees with mental health resources, and this program is promoted periodically with reminders from the Human Resources office
- In partnership with Butte County Office of Education, the district continues to provide access on its website to families the Care Solace program to connect families to mental health counseling and resources

Gridley High is currently recruiting a full time SEL counselor to serve the high school students with Tier 2 support. Screeners will be administered upon referrals from administrators, teachers and classified staff who have a concern about a particular student. This counselor will also be instrumental in working with staff on what “red flags” to look for, how to refer a student and ways, in their regular daily role on campus, to continue to support that student.

Esperanza has secured a full time SEL/academic counselor. She will do a presentation to all classes the second week of school regarding mental health/social emotional well-being. She will meet with students in person or via zoom or individual conversations or counseling sessions. She is part of the MTSS plan for attendance and engagement. She is tier 2 and will be part of the weekly PLC sessions with



teachers to discuss all students' attendance and engagement. She will give guidance to staff to determine the best method to respond to individual students' needs. She will administer mental health screener as appropriate and create personal mental health plans for all students, as needed.

The other four sites have full-time Social Emotional counselors on staff, and work together with the site principal to identify students and families in need of additional support. Counselors will also be presenting a live lesson via zoom with each class weekly using Purposeful People and other age-appropriate curriculum. Lessons and activities will be provided to accompany those lessons. At the primary grade levels weekly virtual assemblies will be conducted to celebrate student growth.

Districtwide, the websites offer opportunities for families to submit G-Tip notices about concerns for self harm or reports of bullying, families can access Care Solace - a program to find outside mental health resources, and families can submit a request at their sites to have a counselor contact them. Additionally, the district's Go Guardian filtering on web traffic monitors for self-harm indicators and alerts school personnel for intervention. Finally, an additional counselor contracted through Butte County Office of Education is still available to serve the families, homeless and otherwise, who came to the community as a result of the Camp Fire in 2018.

## **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.]

All teachers recognize the importance of student engagement, particularly after experiencing the negative aspects of the sudden shut-down last spring and how our stakeholders were all affected in a wide variety of ways. Depending on grade levels, sites have specific plans for monitoring student engagement.

At Gridley High, student engagement is divided into specific different roles. The student role is to attend and engage daily with their teacher and the parent role is to report absences and illness per usual when unable to attend class. Teachers document attendance and engagement; make phone contact with those students not attending. Attendance Staff will monitor attendance and prepare engagement letters. Administration will ensure accurate documentation, work with families and teachers on engagement, provide home visits when necessary.

Esperanza's plan is a three-tiered plan, involving the student and teacher first, then discussion at weekly PLC meetings with the staff and counselor to review student attendance final tier would include meeting with student, teacher, counselor and principal to review engagement data and share any information on the student.

Sycamore Middle school will use a tiered system for re-engagement to reach out to students that have missed 60% of the instructional time during the week/school year. Tier 1 will have teachers contacting the parents/guardians of the student. They will be identifying the obstacles preventing engagement and develop a plan to help remove those obstacles.. If engagement is not improved, Tier 2 will consist of the school's counselor, instructional aides, or campus supervisor reaching out to the student and parents/guardians. Once again the focus will be trying to identify the obstacles preventing engagement and removing or reducing their effects. If a student's engagement still doesn't improve then they will be referred to our Tier 3 level which will be an administrative outreach. The assistant principal or principal will have contact with the parents/guardians and draft a plan to re engage the student.

Both McKinley and Wilson Elementary will use a tiered system for re-engagement to reach out to students that have missed 60% of the instructional time during the week/school year. Tier 1 will have teachers contacting the parents/guardians of the student. They will be identifying the obstacles preventing engagement and develop a plan to help remove those obstacles.. If engagement is not improved, teacher will contact attendance lead for Tier 2 which will consist of the school's counselor, instructional aides, or campus supervisor reaching out to the student and parents/guardians. Once again the focus will be trying to identify the obstacles preventing engagement and removing or reducing their effects. If a student's engagement still doesn't improve then they will be referred to our Tier 3 level which will be an administrative outreach. The assistant principal or principal will have contact with the parents/guardians and draft a plan to re engage the student.

Districtwide, GUSD makes its calls home in both English and Spanish, the website has built-in translation capabilities, all written emails and texts that go home are translated into English and Spanish, the district has a bilingual family support specialist available to provide additional translation services and as a community liaison including with homeless populations. Additional parent supports have been put into places such as distance learning brochures to help guide parents in establishing appropriate environments for their children, and additional parent outreach check-ins are planned throughout the year using surveys and parent meetings.

## School Nutrition

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

During the Spring of 2020 Nutrition served about 1,100 Breakfast and Lunch Meals per day. Meals were provided to all youth under age 18 within the community in a non-congregate setting through delivery at three outlying distribution sites or through the main cafeteria at Sycamore Middle School in a drive-through model. When the cafeteria was closed due to holiday, provision was made to supply additional food commensurate with the length of the closure. The district continued this service throughout the summer of 2020 as well. Renovations completed during the summer were designed to prepare for social distancing and sanitation increases. Changes to packaging, distancing of students and staff, and physical barriers as well as increased sanitation practices were also included in the event school reopens in the fall.. For Fall 2020 opening Nutrition will expand serving hours from 7:30 am - 1:00 pm to accommodate Distance Learning schedules.

While Distant Learning instruction is implemented;

We will be offering grab-n-go from Sycamore Cafeteria. Parents will drive up to the door on Vermont Street and indicate how many meals they need for their student. A nutrition department employee who will be wearing gloves and a face mask will hand the meals to the parent through the car window. The department will also be delivering meals to the Labor Camp and to families who can't make it to Sycamore. Nutrition will be using a Point of Sale to track which students are receiving the meals and be able to run a report which students were served a meal to compare to attendance.

If In-Person instruction is implemented, Nutrition will use a Point of Sale system to track which students will be eating. If schools return with minimum days we will implement the following.

AM Students: When the Parents pick their students up they will be given directions to get the meals from Sycamore Drive up location. The meal in the bag will be for Lunch the current day and Breakfast for the next school day. Bus Students will get a meal handed to them when they get dropped off at their bus stop near their home. The meal in the bag will be for Lunch the current day and Breakfast for the next school day.

PM Students:when the Parents drop their students off they will be given directions to get the meals from Sycamore Drive up location. The meal in the bag will be for Lunch the current day and Breakfast for the next school day. Bus Students will get a lunch meal handed to them when they get off the bus at school to consume at a picnic table keeping social distancing. When school is over the students will get a meal handed to them when they get dropped off at their bus stop near their home. The meal in the bag will be for Breakfast for the next school day.

A Point of Sale System will track who received a meal and what time. Meals data will be available to triangulate data with attendance.

## 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
25.25%	4,337,864

### 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.]

As Gridley Unified staff and administrators have met in a variety of planning sessions, the actions and strategies that were decided upon will be helpful to all students, but of particular importance to foster or homeless youth, English Learners, and low income students.

- Partnerships with local foster agencies, School Ties program at BCOE, and Migrant Education are helpful in our team approach to the referral process and ultimate service delivery.
- Home visits are already utilized by our SEL counseling staff, Migrant Education, and Nursing Staff to facilitate the communication with families and to emphasize the importance of the strategies being considered

- The addition of our family liaison position has been instrumental in connecting these pieces together for our Spanish-speaking families as well as connecting the families with additional community supports
- Distribution of Chromebooks to each student facilitates not only their academics but connection with the teacher and other students.
- Hot spots have been made available to support families without Internet connectivity and with low bandwidth.
- Students are also able to access, in limited numbers for social distancing, the internet in all school parking lots, school libraries, and the Community Center adjacent to Gridley High.

Overall, access to technology to keep students engaged at a high level or at all plus lack of sufficient platforms to unify distance education were seen as issues by stakeholders in all demographic groups, along with the need to provide continued check-ins on the well being of students. As a result, implementations of technology to teachers and students to enable them to successfully and reliably remain connected to each other (Chromebooks and new computer setups), plus the platforms needed to maintain consistency (e.g. Edgenuity), and then the additional or at least continued support of the Family Support liaison, the Nutrition program throughout the summer and beyond, and the hiring of additional counselling staff all serve to increase or improve services to our various populations who might not otherwise have access to services and supplies.

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

With the distribution of Chromebooks, all students have the same access to the distance learning curriculum and communication with teachers and other students regardless of grade level. All actions are principally directed and required in order to serve our students in most need as determined by our comprehensive needs analysis and input from stakeholders.

- The addition of the Family Liaison was designed to better meet the needs of families with foster youth, English Learners and low-income students. Special emphasis was placed on recruiting a liaison who is Spanish-speaking.
- The 25.25% to increase or improve services is reflected in providing additional monitoring, academic and emotional support, enrichment opportunities and interventions for low income, foster youth, and English learner students as well as continuity to focus professional development on evidence-based approaches to best support students with the most need.
- Students with unique needs will have endless opportunities to come onto the campus, within safety protocols, to receive the type of support they need--academic, attendance, assessments, social-emotional, and/or technology. This support will be 1:1 with an appropriate district employee who can best support the student (both certificated and classified paraprofessionals).