



# 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
Golden Plains Unified School District	Andre Pecina Assistant Superintendent	apecina@gpusd.org (559) 210-5801

## General Information

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

Golden Plains Unified School District is located on the westside of Fresno County and spans approximately 360 square miles. The district is made up of four distinct rural communities (community populations in parentheses): Cantua Creek (973); Helm (198); San Joaquin (4360); and Tranquility (1018). The District is made up of four K-8 schools (Cantua, Helm, San Joaquin, and Tranquillity Elementary), one high school (Tranquillity High School), and one continuation high school (Rio Del Rey). Golden Plains Unified School District has an enrollment of 1,601 students, with 52.1% English Learners, 10% Students with Disabilities, and 97% Free/Reduced Lunch.

The unprecedented COVID-19 pandemic has affected the entire Golden Plains Unified School District and drastically altered the lives of our students, families, and staff. The unexpected closure of schools in March 2020 has impacted the physical, emotional, social, and educational needs of our students and caused high levels of stress and trauma to them and their families.

The closure of schools has impacted many students and families by challenging their ability to access basic services. The broader economic impacts of the pandemic, including increased unemployment, have increased existing challenges such as food insecurity and access to technology/connectivity. Over 50% of our families lack access to internet connectivity. Families and students have also been impacted by the physical separation from targeted supports and services that are typically provided in-person, including many services for English Learners, Foster Youth, Homeless Youth, and Students with Disabilities. The COVID-19 pandemic has also resulted in increased isolation and disconnection due to the physical and social separation from the classroom and school community. Curriculum pacing, traditional methods of instruction, and assessments of student learning have also been disrupted.

In addition to these impacts and trauma stemming from COVID-19, many GPUSD families continue to experience anxiety and trauma due to working in the fields with little to no safety protections. Governor Newsom has identified that farmworkers are at high risk for contracting COVID-19 due to several factors. Farmworkers in particular often live in crowded housing, sharing space with other families. Many are transported to job sites in packed buses or vans, and they have little access to healthcare, including testing, and personal protective equipment. When they fall ill, the realities of lost wages may drive them to work anyway, exposing others. This reality brings enormous amounts of stress to both the adults and children in the home.

In developing the Learning Continuity and Attendance Plan, GPUSD has acknowledged the pandemic's disproportionate impacts on students and families who were already experiencing inequitable outcomes. These students include English Learners, Foster Youth, Homeless Youth, and Students with Disabilities. This disproportionate impact is resulting in the exacerbation of inequities during a time that is already historic in the level of stress it is placing upon our collective community.

In recent years GPUSD has been identified by the state for Differentiated Assistance based upon the performance of specific student groups on the California School Dashboard. The three groups that have been identified for this year include English Learners, Hispanic, and Socioeconomically Disadvantaged students also demonstrating significant performance gaps. It is important to note that there exists a high degree of intersectionality between these student groups.

The school closure caused by the pandemic required that the district and community come together to ensure a plan was developed to provide the best academic and social emotional experiences for our students. Beginning in late Spring, the district began to develop a reopening plan which is established on the following guiding principles:

- \*Ensure a focus on health and safety.
- \*Provide high-quality, high engagement, and grade appropriate assignments which are differentiated for each student.
- \*Ensure the social-emotional wellbeing of all (students, families, community, and staff).
- \*Ensure the physical wellbeing of all (students, families, community, and staff).
- \*Maintain consistent lines of two-way communication with all stakeholders including training.

In sharing preliminary plans with the stakeholders and the Board of Education, staff have noted that significant improvement was needed in instructional coherence and consistency prior to COVID-19. With the rapid transition to distance learning and all the accompanying challenges, there is an increased need for ensuring fidelity of implementation of district programs and practices. As part of its Reopening of Schools plan, GPUSD has outlined specific expectations that parents/guardians, students, teachers, and leaders should have of the district for distance learning. These expectations are aligned to the language of both Senate Bill 98 and Assembly Bill 77.

Through the collective work with our stakeholders in developing the Reopening of Schools plan, the district has a comprehensive plan which addresses the needs of each and every student.

## Stakeholder Engagement

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

GPUSD efforts to solicit stakeholder feedback to inform the district's Reopening of Schools plan and the Learning Continuity and Attendance Plan began in late Spring and have continued throughout the development process. The district's phased planning process toward the reopening of schools explicitly identified Research, Survey, and Data Collection as the first and foundational phase of planning. Engaging in outreach and surveying stakeholders has provided and continues to provide staff valuable input to inform the district's planning in Academics, Attendance & Engagement, Culture & Climate, Nutrition Services, and Public Health.

As the 2019-20 academic year came to a close, the district administered a survey to families to gain their feedback on distance learning. This survey was made available in English and Spanish and administered via Google Forms. A total of 146/615 families responded to the survey. Overall, parent/caregiver responses represented a wide range of experiences and levels of satisfaction with the spring implementation of distance learning. What was telling was that most participants want to bring their children back to school; however, they would need reassurance of safety to bring them back. Surveys were distributed online only, but families and students were called and emailed to inform them of the survey.

A corresponding survey was also administered to students to seek their feedback on the distance learning experience. A total of 67 students in grades 4-12 responded to the survey. Results indicated difficulty for a significant number of students in connecting to others and establishing a strong sense of belonging with regard to their classroom or school. While the number of respondents for both of these surveys was modest relative to the district's overall population, the data gained was extremely valuable, especially when considered in combination with the other input received.

We also surveyed all district staff including classified (14), certificated (51) and administration (3). Staff had the opportunity to provide both rated information and open ended questions.

This data was used with our district wide Community of Practice in designing the district's Reopening of Schools plan.

During August, key stakeholder groups were engaged to solicit input specific to the Learning Continuity and Attendance Plan Draft and - by extension - the available components of the district's Reopening of Schools plan. Engagement of stakeholders included presentation of draft material and solicitation of specific input to inform improvements to the plan occurred at the following meetings:

- \*Administrators and Principals Focus Group - August 10, 2020
- \*District Advisory Committee Meeting - August 31, 2020
- \*District English Learner Advisory Committee Meeting - August 31, 2020
- \*Special Education Community Advisory Committee Meeting - September 2, 2020
- \*Labor Partners (GPTA and CSEA) Meeting - September 3, 2020
- \*Secondary Student Focus Group Meeting - September 4, 2020

To solicit broad input, a draft of the Learning Continuity and Attendance Plan for the district was posted on the website with an accompanying survey to solicit input across all stakeholder groups. This was publicized via the district's Aeries Communicator, on the district website, through the principal's bulletin, and on social media. Materials were translated into Spanish to reach Spanish-only stakeholders.

#### Public Hearing Schedule

- \*Preview Period - September 2, 2020 - September 21, 2020
- \*Public Hearing - September 8, 2020
- \*Board Approval - September 25, 2020

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

Public meetings including hearings are posted 72 hours prior to the meeting. Each posting includes the Google Meets hyperlink and phone number for optional access points. Translation is included in each meeting. There is a separate phone number created for translation services.

#### Public Hearing Schedule

- \*Preview Period - September 2, 2020 - September 21, 2020
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#### [A summary of the feedback provided by specific stakeholder groups.]

##### Administrators and Principals

- \*Well defined process and protocols for the implementation of any of the return to school options
- \*Ample support from classified staff for the distribution of technology and supplies
- \*Technology for their students and staff
- \*Support for staff who have children ages 5-17 who need childcare

- \*Safety is a key priority to feeling safe to return including appropriate sanitation, safety procedures and safety equipment
- \*Enough PPE for all
- \*Active two-way communication
- \*Support from the district
- \*Consistency in implementation of policies and procedures

#### Reopening Survey for Parents/Students

#### Student Responses:

- \*Safety is a key priority to feeling safe to return including appropriate sanitation, safety procedures and safety equipment
- \*Providing high-quality food is important for students who rely on school meals as their primary source of food
- \*Returning to schools to provide social interaction is important
- \*Having access to Chromebooks and internet connection is essential for participation
- \*Establishing routines with students

#### Parent Responses:

- \*Safety is a key priority to feeling safe to return including appropriate sanitation, safety procedures and safety equipment
- \*Returning to schools to provide social interaction is important
- \*Having access to Chromebooks and internet connection is essential for participation
- \*Establishing routines with students
- \*Weekly attendance communication for parents
- \*Establish small group instruction

#### Community Members

- \*Safety is a key priority to feeling safe to return including appropriate sanitation, safety procedures and safety equipment
- \*Maintaining distance learning until it is safe for students to return

#### Reopening Survey for Staff

#### Classified Responses:

- \*Safety is a key priority to feeling safe to return including appropriate sanitation, safety procedures and safety equipment
- \*Maintaining distance learning until it is safe for students to return
- \*Maintain frequent two-way communication
- \*Enough PPE for all
- \*Greater access to technology and the internet

## \*Sanitation

### Certificated Responses:

- \*Time to prepare for students
- \*Uniformed models of instruction
- \*Better technology for distance learning
- \*Safety is a key priority to feeling safe to return including appropriate sanitation, safety procedures and safety equipment
- \*Maintaining distance learning until it is safe for students to return
- \*Enough PPE for all

### Administrator Responses:

- \*Safety is a key priority to feeling safe to return including appropriate sanitation, safety procedures and safety equipment
- \*Enough PPE for all
- \*Active two-way communication
- \*Support from the district
- \*Consistency in implementation of policies and procedures

### DAC Feedback:

- \*Provide internet connectivity and access to devices for students
- \*Provide parents with up-to-date information on state and federal guidelines
- \*Provide parents with mini instructional videos to help with technology
- \*Keep routines for families and students
- \*Keep communicating through multiple mediums

### DELAC Feedback:

- \*Ensure supports for English Learners
- \*Provide internet connectivity and access to devices for students
- \*Provide parents with up-to-date information on state and federal guidelines
- \*Provide parents with mini instructional videos to help with technology
- \*Keep routines for families and students
- \*Keep communicating through multiple mediums

### CAC Feedback:

- \*Provide internet connectivity and Chromebooks to students

- \*Provide counseling supports for students
- \*Provide assistance for parents with SWDs
- \*Provide ample communication between sites, teachers and parents

#### Student Feedback:

- \*Development an ongoing feedback loop for students to voice comments and concerns to site and district staff
- \*Provide ongoing student forums to allow for student voice
- \*Provide parent meetings after 6 PM to meet the needs of working families
- \*Provide consistent safety measures and equipment for when we return to in-person instruction
- \*Provide supports such as tutoring and quantity v. quality of work during distance learning
- \*Develop learning modalities that are not all online for students who do better with traditional pencil and paper
- \*Ensure that teachers connect with parents and students 1:1
- \*Have access to counselors, psychologists, teachers to talk to
- \*Develop weekly phone calls from the school to update parents
- \*Develop a process where parents are actively engaged with students attendance and academics

#### CSEA and GPTA Feedback:

- \*Continue Essential Worker Academy for staff
- \*Ensure that safety protocols are followed and PPE provided
- \*Provide ways for students to access internet
- \*Provide access to classroom instruction for small groups of students
- \*Continue bi-weekly FAQ sessions to provide updates to all staff
- \*Develop a feedback loop for staff to communicate concerns and comments to site and district leaders
- \*Provide parent tech classes online or in-person
- \*Provide access to counselors and psychologists for students, families, and staff
- \*Develop an attendance guidance document for staff

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

The following aspects of the Learning Continuity and Attendance plan was influenced by the specific stakeholder input:

- \*Hotspots and WiFi buses for connectivity
- \*Access to Devices for students
- \*Additional SEL Supports (Psychologists, counseling times, etc.)
- \*Implementation of weekly messages to families via video, call, email and text messages

- \*Additional tutor support from UCEP and After School partnerships
- \*Increase technology devices for teachers and staff
- \*Parent technology supports
- \*Essential Worker Academy
- \*Supplemental curriculum to support learning loss

## 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.]

Through mid-July, the district was moving forward with plans to reopen schools in a hybrid model, with students spending portions of the day/week at school sites receiving in-person instruction and completing the rest of their learning in a distanced setting. Providing as much in-person instruction as can safely be delivered is a priority of many stakeholders and acknowledged by the district as an important means of addressing learning loss, particularly for those groups of students who are most likely to be disproportionately impacted by school closures.

On August 11th the district, based on the recommendation of the Fresno County Department of Public Health, concluded and announced that the 2020-21 school year would begin with full distance learning. This decision was made to align with the guidance provided by Governor Newsom to schools in his July 17th press conference. This guidance detailed the conditions under which schools will be allowed to reopen, the requirements they will have to follow when bringing students back, and the conditions under which a school or district may have to return back to a full distance model after reopening.

While current health conditions do not permit delivery of in-person instruction, the district is continuing to plan blended learning models so it will be prepared to bring students back once it is safe to do so. GPUSD will continue to align decision-making to public health experts at the state and county level and to orders and guidance provided by Governor Newsom. Included below is the district's current thinking regarding instructional models, including scheduling and delivery methods. Please note that this planning is tentative and will continue to be responsive to state and county guidance and the district's own monitoring of community conditions and needs. Tentative planning includes:

Modes of Instruction:



To meet health, safety, and learning needs, two modes of instruction will be offered for families to choose from. These will include a 100% distance learning model and a blended learning model which is part in-person and part distance. Students engaging in the blended learning model would receive part of their instruction each week at their school site. (See model below)

Monday: Teachers collaborate and plan instruction. Office hours for students and parents. Asynchronous learning.

Cohort A (T/W)- Onsite with in-person instruction. Where as; Cohort B is online for instruction through distance learning.

Cohort B (TH/F)-Onsite with in-person instruction. Where as;Cohort A is online for instruction through distance learning.

\*The district is preparing to provide in-person instruction daily for special day class students.

\*The district is preparing for potential shifts in instructional models as determined by public health conditions or student needs. One strategy is the continued use of Google classroom in both in-person and distance learning. This would allow students at home to participate in instruction synchronously with students who are in the physical classroom space, including collaboration with peers in virtual groups.

\*This model of delivery would maintain continuity of instruction in the event that one or more cohorts, schools, or the entire district needs to return to a full distance learning model.

## Cohorts

\*To effectively coordinate with the Fresno County Public Health efforts to conduct contact tracing, students will be cohorted, or kept in designated clusters, as much as possible. Where this is not possible due to specific course enrollment, all district, state, and county guidelines will be followed to best ensure the health and safety of students and staff.

\*Arrival/departure plans and lunch plans will be developed at each school to minimize bottlenecks and blending of cohorts.

\*Passing periods will be minimized. Where possible, teachers will move classrooms rather than students. Site-based safety plans will include passing period safety measures.

\*Cohorts of students participating in in-person instruction will be on the school site at designated days and times, with disinfection occurring between those times.

\*Students who remain in a 100% distance learning mode at the elementary level will, wherever possible, be paired up with teachers who are delivering 100% virtual instruction (not teaching at a physical school site).

\*Classroom activities will, wherever possible, provide for virtual peer collaboration between cohorts of students – using Google Hangouts to group students who are in-person and engaging in distance learning.

\*Cohort sizes will maintain necessary physical distancing, keeping at least 6 feet of spacing between students within classrooms. Current analyses of the district's physical space and classrooms have determined that most school sites have the capability to bring approximately 50% of students on campus for in-person instruction at any one time.

## Secondary School Scheduling

\*Secondary schools will continue to schedule students into six courses and utilize a traditional 6 period day. This will maintain continuity with the existing scheduling model, staffing allocations, and alignment to exam schedules.

\*Transition to a modified block schedule is possible and will be considered based upon need. This would result in periods 1, 3, 5 and 7 and periods 2, 4, 6, and 8 being held on alternating days.

\*The period 8 has been designed to provide an advisory period for students to get support from their advisory teacher.

## Staffing

\*Some teachers will be designated as distance learning teachers. These teachers will be scheduled with students who are engaging in 100% distance learning, though some students who are in 100% distance learning will also be scheduled in classrooms that are working with in-person cohorts.

\*As needed, some distance learning teachers may also be paired with in-person teachers to provide synchronous lessons. Additionally, based on student and family needs, teachers may need to work with students at other school sites.

## Student Supports

\*As each instructional program and related service is accounted for in terms of grouping for in-person attendance, a related services schedule will be developed for each site and determination made as to which related services will be provided on days of in-school attendance and as to which students and related services are deemed appropriate for continued virtual delivery.

\*Most of the District's related service providers are able to provide their services in a virtual setting; many contracted providers have been providing services online for several years. However, some of the related services are more easily provided in person, including physical therapy, adapted physical education, behavioral support and consultation, orientation and mobility, etc. Services determined to be more appropriately provided on-site will be scheduled for the days that the student(s) is scheduled on site as appropriate and practical given the health and safety needs resulting from the pandemic.

\*Where possible, students with additional needs may be considered for additional in-person instruction. This would include students with disabilities, English Learner newcomers, homeless youth, and foster students.

## Students who are Medically Fragile or have significant behavioral or physical support needs

\*For our students who are medically fragile, the Special Education Department will work closely with Health Services and the student's physician to determine the degree to which the student can participate in a return to a physical school setting. The physician will determine what additional accommodations need to be provided to the student to mitigate the student's possible exposure. If the physician determines that the student cannot participate in school due to their medical condition, an IEP will be scheduled to determine if Home Individual instruction or virtual instruction is appropriate for the student. Accommodations can be provided for students with significant behavioral needs or significant physical support needs; however, if a student requires a degree of support that is in conflict with the current County Health recommendations, the IEP team will meet to determine if a virtual service delivery is more appropriate to meet the student's need while additional guidelines are in place.

The district's planning to mitigate risk of transmission between students, staff, and other community members while on campus includes, but is not limited to, a range of physical distancing protocols, facilities-related actions, and disinfection procedures. Key measures include:

\*Physical distancing: Everyone must practice physical distancing, keeping at least 6 feet away from other people at all times. Physical distancing can sometimes be difficult to maintain, such as when walking in a hallway or in large crowds, making face coverings even more vital.

\*Face Coverings: Wearing a cloth face covering is required for all GPUSD staff, students, parents/guardians, and visitors unless it is not recommended by a physician or is inappropriate for the developmental level of the individual. Face shields may be used by teachers to enable students to see their faces and to avoid potential barriers to phonological instruction. Face shields with a cloth drape can also be used by those who are unable to wear face coverings for medical reasons.

\*Ventilation and Air Flow: Sites will replace all HVAC filters 2-3 times per year, an increase to the current practice of once per year. Sites will run HVAC fans continuously throughout the 24 hour cycle, including when windows and doors are open. Windows and doors will be kept open, if possible, to increase airflow.

\*Entrances and Exits: Parents/guardians will be encouraged to stay in cars when picking up/dropping off students and staggered start and end times will be considered. Visual cues, barriers, and signage will direct traffic flow, maintain distancing in any lines, and minimize interaction between families. Entry and exit points will be identified to limit close contact during high-traffic times.

\*Designated 'Care Room': Sites will have a designated area for sick individuals where they can be isolated, assessed, and wait to be taken home.

\*Classrooms: Classrooms will be arranged to allow for 6 feet of distance between all student desks/seating and for teaching staff at the front of the classroom. Good hygiene and physical distancing practices will be modeled and reinforced. Materials/supplies sharing will be limited and activities that bring students close together will be modified.

\*Common Areas: Signage, cones, stanchions, and other visual cues will be used to direct traffic flow, encourage appropriate distancing practices, and help maintain cohorts.

\*Recess and Play spaces: Strategies for limiting the mixing of large groups will include recess cohorts, staggered playground use, and limiting activities where multiple classrooms interact.

\*Physical Education (PE) Classes and Athletics: Limited to activities that do not involve physical contact with other students or equipment until advised otherwise by state/local public health officials.

\*Vehicles (Including Buses): All vehicles which are to be used will follow the Fresno County Public Health and CDPH guidance on transporting individuals. Vehicles will be sanitized prior to and after use.

Proper disinfection procedures will be followed, with regular disinfection of high-touch areas throughout the day. Frequently touched surfaces include, but are not limited to door handles, light switches, sink handles, bathroom surfaces, tables, desks, and chairs. Staff will put inventory controls in place to order sufficient supplies including face coverings (individuals may be encouraged to use their own cloth face covering), face shields, hand sanitizer, disinfection materials, gloves, thermometers, and hand washing stations if sink access is insufficient.

Staff and students will be encouraged and provided instructions for self-screening for symptoms at home. Active screening, in which students and staff entering a site or bus are screened with a temperature check and review of signs/symptoms, will be implemented if determined to be necessary. Staff will work with the Fresno County Public Health to collect and track all illness-related information, support contact tracing, and coordinate a classroom, school, or district response as needed.

The district will continue to communicate with parents/guardians and students regarding plans and to solicit their input regarding the method of instruction that best meets their needs. GPUSD recognizes that each of its students and families have different preferences for returning, and different criteria that will make them feel safe enough to do so. To assess individual student and family preferences/needs, a survey for the 2020-21 school year was administered in late June through mid July. This survey included questions to assess technology access (device and connectivity), learning option preference (distance, blended, full in-person), distance learning priorities, and preferred means of communication. The information gained was used for planning purposes only and parents/guardians were not required to commit to a learning model at the time. The information obtained from the survey informed the district's efforts to create the best possible learning conditions for all students, parents/guardians, and staff.

The district understands that during the closure of March 16, 2020 until the beginning of the new school year, students will have experienced a decline in learning, also known as the COVID slide. The Northwest Evaluation Association documented the COVID slide phenomenon in a April 2020 brief. In this brief, the data from NWEA growth benchmarks demonstrated a substantial loss in both ELA and math:

“Preliminary COVID slide estimates suggest students will return in fall 2020 with roughly 70% of the learning gains in reading relative to a typical school year. However, in mathematics, students are likely to show much smaller learning gains, returning with less than 50% of the learning gains and in some grades, nearly a full year behind what we would observe in normal conditions.”

Monitoring students' progress on grade level appropriate assessments and adjusting supports based on student results will be a key priority for each teacher and site leader. This is aligned with the Reopening of Schools plan guiding principle which states that the district provides high-quality, high engagement, and grade appropriate assignments which are differentiated for each student. This differentiation will come from the assessing of students and the prescribed instructional supports.

School sites are being provided until the end of September in which to administer the initial assessment to allow teachers to effectively establish a safe learning environment and re-engage students in school. As noted in the Council of Great City Schools' (CGCS) report, Addressing Unfinished Learning After COVID-19 School Closures:

“The first instinct of many districts will be to immediately test students upon their return to school in order to gauge their academic level and needs. This would be a mistake for many reasons. To begin with, districts should focus on creating learning environments that feel both physically and psychologically safe for students (and adults). Educators need to work to re-engage students in school, emphasizing the importance of the school community and the joy of learning. Administering tests too soon undermines both of these objectives...It is therefore entirely appropriate to employ assessments as a broad temperature check a few weeks into the school year—which is when they are typically administered in a normal school year.”

It is important to reiterate that assessment of students' learning status will begin during the first six weeks of the school year; however, the first priority is ensuring that the students' social-emotional needs are met through establishing strong student-parent-teacher relationships. The formative data being gathered by teachers throughout instruction is a critical component to understanding what learning loss has occurred and each student's individual learning needs. The assessments which will be used are as follows:

September

- \*NWEA MAP Growth Assessment for ELA and Math (BM1)
- \*Benchmark Advanced Guided Reading Running Record
- \*Oral Language Assessment (OLA) for English Learners (K-6)
- \*Springboard ELD Assessment

October - November

- \*NWEA Skills Assessments for ELA and Math
- \*Benchmark Advanced Guided Reading Running Record
- \*School Climate Survey 1

December

- \*NWEA MAP Growth Assessment for ELA and Math (BM2)
- \*Benchmark Advanced Guided Reading Running Record
- \*Oral Language Assessment (OLA) for English Learners (K-6)
- \*Springboard ELD Assessment

The scope and sequence documents being developed for English Language Arts (ELA) and mathematics include specific guidance for administration of assessments over the course of the 2020-21 school year. This includes administration, prior to October 2, of the end-of-year benchmark assessment from the prior year. These benchmarks will be used as one key means of assessing learning loss, along with the daily formative assessment conducted by teachers during live instruction and asynchronous activities. Over the course of the year, regular benchmark assessments in both ELA and Math will allow teachers and schools to continue monitoring student learning status, including the rate at which students are making up for any learning loss.

One of the major planned activities with teachers is during our October 5th professional development day. Teachers will spend the day reviewing and analyzing initial assessment data to develop plans for future lessons. This is to ensure that students are receiving prescribed instruction to move them to and past grade-level proficiency.

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

Description	Total Funds	Contributing
Personal Protective Equipment: Face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and family entering schools sites and staff working in the community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol.	350,000	No

Description	Total Funds	Contributing
Health Materials: Additional Thermometers to screen student temperature and additional supplies to respond to students who display any signs of illness.	50,000	No
Disinfecting Materials: Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks.	75,000	No
Signage, Posters, and Floor Decals: Visual cues throughout school sites to maximize social distancing. Cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing protocols.	25,000	No
Custodians/Maintenance: Maintain staffing at sites so that, in addition to standard maintenance and cleaning, facilities are routinely disinfected in high-touch areas.	100,000	No
HVAC filters: Sites will replace HVAC filters 2-3 times per year as recommended rather than once a year as has been past practice.	50,000	No
Plexiglass to provide barriers when close contact is likely and does not allow for physical distancing of 6 feet such as the front desk.	15,000	No
Individual Supplies: Additional supplies to limit the number of individuals using shared objects.	100,000	No

Description	Total Funds	Contributing
Hand washing Stations: Additional hand washing stations for locations where sink access is insufficient.	30,000	No
In surveying our unduplicated students, over 50% of households lack internet connectivity, a device, or both. The district plans to acquire additional laptops, tablets, hotspots, network upgrades to increase access and connectivity. We believe that our unduplicated students will increase their academic and social and emotional well-being by having access to their teachers and students.	250,000	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.]

Through mid-July, the district was moving forward with plans to reopen school in a hybrid model, with students spending portions of the day/week at school sites receiving in-person instruction and completing the rest of their learning in a distanced setting. Providing as much in-person instruction as can safely be delivered is a priority of many stakeholders and acknowledged by the district as an important means of addressing learning loss, particularly for those groups of students who are most likely to be disproportionately impacted by school closures.

On August 11th the district, based on the recommendation of the Fresno County Department of Public Health, concluded and announced that the 2020-21 school year would begin with full distance learning. This decision was made to align with the guidance provided by Governor Newsom to schools in his July 17th press conference.

GPUSD's reopening plan is founded on the following guiding principles:

- \*Ensure a focus on health and safety.
- \*Provide high-quality, high engagement, and grade appropriate assignments which are differentiated for each student.
- \*Ensure the social-emotional wellbeing of all (students, families, community, and staff).
- \*Ensure the physical wellbeing of all (students, families, community, and staff).
- \*Maintain consistent lines of two-way communication with all stakeholders including training.

Through our design process with all stakeholders, including CSEA and GPTA partners, the following distance learning plan was created. The team desired to keep many of the same designs from the hybrid model in the distance learning plan to ensure continuity of services when the district transitions back to in-person instruction.

To provide students access to the full curriculum in both distance and in-person learning, comprehensive scope and sequence documents in English Language Arts and Math are being developed for each grade level K-8 and by content area for secondary grades. These provide teachers, administrators, and other instructional staff coherent and aligned guidance that includes:

- \*California Department of Education Curriculum Frameworks including the ELA/ELD Framework; English Learner Roadmap; and One System: Reforming Education to Serve ALL Students
- \*Council of Great City School's Addressing Unfinished Learning After COVID-19 School Closures
- \*Achieve the Core's Instructional Practice Guides and Focus Guides
- \*The New Teacher Project's Learning Acceleration Guide

The scope and sequence documents are intended to guide teachers in identifying prioritized standards upon which to focus lesson planning and guiding them toward resources that can best support students in attaining mastery of those standards. This is a critical area in which the district is striving to minimize the variation in fidelity of implementation of district programs across and within schools.

In addition to identifying prerequisite skills and knowledge, the scope and sequence calls out skills to be taught in future grade levels. This allows teachers to conduct multi-grade assessments of students. As was the case before COVID-19, there will be students who have skills that far surpass their grade level and there must be tools to assess their learning needs and provide them appropriately challenging instruction.

ALL learning standards are important and were included in state frameworks design. In selecting priority clusters of standards on which to focus, GPUSD is actualizing its plan to focus on depth of instruction, rather than pace, and commit to grade level content in a manner that is rigorous and prioritizes key content and learning. This prioritization will enable teachers to more effectively address learning gaps through patient and in-depth instruction, daily re-engaging students with prior knowledge and allowing unfinished learning to be concluded while also introducing new content. Teachers are meeting in grade-level Impact Teams to further articulate specific instructional priorities within the standard clusters. This articulation will provide clear guidance on what is important to teach within each grade level, where time and effort should be invested, and which areas should be taught primarily for awareness vs. deep understanding.



Teachers will continue to use the district's adopted materials. For History/Social Science and Science, the district is providing supplemental materials for teachers in grades TK-12. These supplemental materials are aligned to the Common Core State Standards and are available digitally. With the supplemental materials, students will have access to all core materials both online and in print. Materials will be distributed by teachers during the first three weeks of school.

In addition, teachers in grades TK-12 are meeting with families within the first three weeks of school to review materials, technology, set expectations, and answer any questions. This was an idea which came from our internal stakeholders during our summer planning drafting our Reopening of Schools plan. The purpose of this is to ensure that there are personal connections between the parents, students and teachers.

Note: The terms 'synchronous learning' and 'asynchronous learning' are used throughout this document. Following are GPUSD's definitions of these terms:

**Synchronous Learning:** Synchronous learning is any type of learning that takes place in real time where a group of students are engaging in learning simultaneously and through live instruction and interaction.

- \*Resembles a real classroom
- \*Learners can ask questions and receive feedback simultaneously
- \*Allows for collaboration between students
- \*Teachers can provide immediate feedback, assessment, and make adjustments as needed
- \*Synchronous learning can occur using computer interaction through Google Classroom or video.

**Asynchronous Learning:** Asynchronous learning occurs separately and without real-time interaction.

- \*Directly aligned to live learning and instruction
- \*Feedback and opportunities for questions come later
- \*Students can absorb content at their own pace
- \*Provides opportunities for students to develop questions and reflections on learning
- \*Allows for more flexibility in scheduling
- \*Asynchronous learning can occur through classwork, videos, group work, or with other support from a teacher.

A robust distance learning plan will include a combination of synchronous and asynchronous learning. GPUSD acknowledges that distance learning is challenging and does not envision students, teachers, and parents/guardians sitting in front of a screen all day long.

The district's planned distance learning model is flexible and includes breaks, with balance between synchronous and asynchronous learning and between whole class and small group support.

The requirement for daily, live instruction has been affirmed by Senate Bill 98. During distance learning, GPUSD will be offering consistent, daily, live instruction for every student with the option of participating in recorded instruction later. The option to later view recorded

instruction is critical in supporting the different needs of learners, some of whom need to watch instruction over again. In addition to whole-class, synchronous lessons, English Language Development (ELD) and additional differentiated supports will be provided synchronously. These instructional components are discussed in more detail within the 'Support for Pupils with Unique Needs' section.

The instructional minutes to be provided by grade level are as follows:

Daily Instructional Minutes

Mondays			Tuesday-Friday	
Grade-Level-	Asynchronous-	Synchronous	Asynchronous-	Synchronous
K	60 Min.	120 Min.	120 Min.	180 Min.
1-8	120 Min.	120 Min.	75 Min.	240 Min.
9-12	335 Min.	18 Min.	0 Min.	360 Min.

In addition to direct, live instruction every day for every student, a key expectation of the district's plan is teacher availability to students outside of that time. Access and availability is acknowledged as a key element enabling students to fully access the curriculum regardless of the mode of instruction. Whether at a distance or in-person, students - and family members - need consistent and reliable access to teacher support. This includes maintaining open communication channels and identified times at which support can be obtained.

For students who are eligible for special education, if instruction or services, or both, cannot be provided to the student either at the school or in person for more than 10 school days due to emergency conditions caused as provided by law, the IEP will be implemented by the alternative means of distance learning. State and local public health orders and guidance will be taken into account in determining how the IEP will be implemented via distance learning during the emergency conditions. "Distance learning" means instruction in which the student and instructor are in different locations, and may include, but is not limited to, interaction, instruction, and check-ins between teachers and students through the use of a computer or communications technology (video/audio), and/or the use of print materials and assignments with oral or written feedback. It is the intent of the LEA to continue to implement each student's IEP despite needing different means or methodologies to implement it during distance learning. Total IEP and instructional minutes per day may be reduced due to the reduced required instructional minutes as described in SB98.

By way of specific example of how this will work, students served through the Fresno County Superintendent of Schools' Special Day Classrooms will be provided with a continuity of instruction by daily live instruction, daily pre-recorded lessons, and weekly consultations with families. In addition to the specialized academic instruction, students will receive instruction consistent with the services on their Individualized Education Program (IEP) as described in a Distance Learning Plan and/or emergency conditions section of the IEP. Related Service providers will provide services as outlined in IEP through a distance learning model or in-person instruction. The curricula used will be consistent with the core curriculum that students receive during in-class instruction or with the alternative curriculum outlined in the students' IEP. Our partnership with the Fresno County Superintendent of Schools' staff will ensure that we are addressing any concerns with attendance or disengagement during distance learning and transition back into the school environment when safe to do so.

A key decision supporting symmetry and cohesion in the district's teaching and learning was the identification of Google Classroom as the designated Learning Management System (LMS). In combination with aligned use of the scope and sequence documents, staff and schools will be able to maintain continuity of instruction through distance learning and across any transitions into or out of in-person learning. The use of an LMS will maintain continuity of course assignments and resources so that teachers and students will be able to sustain momentum through any physical transition.

In addition to the LMS, GPUSD has provided each teacher with a Google Voice number. This has allowed for parents and students to text or call their teacher to receive additional support. During the March - June closure, using the Google Voice number was effective. It also allows for text messages to be translated, so there are no language barriers.

In presenting distance learning plans to the board, staff have noted that significant gaps existed prior to COVID-19 and implementation of the reopening of schools plan represents a unique opportunity to improve in a time of crisis. The alignment of teaching and learning to prioritized standards clusters, effective use of district assessments, consistent implementation of instructional practices, and other identified actions within this plan are not only for 'right now' in this time of COVID. These are critical moves for the district to improve student outcomes regardless of context (distance, blended, or in-person) and for the long term. GPUSD is implementing a distance learning plan that will both maintain continuity of instruction during the coming year AND serve as a stepping stone in the district's overall continuous improvement journey.

## **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.]

As GPUSD begins the 2020-21 school year in a full distance-learning context and prepares for the possibility that much of the school year will be via distance learning, ensuring access to devices and connectivity for all students is imperative. The technology gaps identified at the outset of school closures deepened the district's understanding of inequities that existed prior to COVID-19 and will continue to require attention even after students and staff have fully returned to an in-person model. GPUSD's efforts in the spring to provide all students with access to devices and connectivity have reduced the identified gaps. However, significant areas of need remain, particularly in ensuring that all students have access to sufficient connectivity to engage in distance learning.

During the spring school closure, GPUSD site office staff called each family to survey them in regards to access to both internet and devices. After this survey was completed, GPUSD distributed Chromebook devices to families which had internet access. The district did not deny any family access to a Chromebook. In planning for the fall, the district has prepared sufficient devices to supply all those in need. This includes preparations for incoming Kindergarten students, students at other grade levels new to the district, and any continuing students who are in need.

In regards to connectivity, GPUSD has less than 50% of the 615 families it serves with stable internet access. Most of those families reside in the incorporated community of San Joaquin. Therefore, many of GPUSD's students do not have access to the internet. For those families outside of San Joaquin who do, they rely on satellite internet, which runs well over \$400 per month.

In August, school site office staff resurveyed families to gather how many needed access to the internet and/or Chromebooks. Through this survey, GPUSD embarked on the following internet access project, which includes the following upgrades:

- \*Increase in bandwidth at all five schools to over one gigabyte of speed
- \*Retrofitting of nine buses with dual band WiFi to be placed in communities
- \*Purchase of 345 hotspots for families without internet access

Students served through the LEA across the continuum of special education programs, including, but not limited to, the Fresno County Superintendent of Schools' Special Day Classes, will be contacted by certificated staff within the first two days of instruction to ensure that devices and connectivity are available for each student. Students will be issued devices and/or hotspots as needed to ensure access to live and recorded lessons. Technical support will be provided as necessary to maximize instruction and access.

Existing and future communications and information requests concerning district learning will continue to assess technology access and support needs. The district is also providing parents and students with on-call technology support. This has been created to ensure that students do not lose instruction due to broken hardware. The adult education program will also provide parents with computer literacy and distance learning training to help better support their students.

## **Pupil Participation and Progress**

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

The second guiding principle in GPUSD's Reopening of Schools plan states the district's commitment to provide high-quality, high engagement, and grade appropriate assignments which are differentiated for each student. To achieve this, teachers and instructional staff will engage in standards-based instruction with consistent formative assessments and modification of instruction based on analysis of student progress and learning needs. The district has built its instructional philosophy around the following documents and research: CDE ELA/ELD Framework; CDE English Learner Roadmap; and the "Opportunity Myth".

Synchronous instructional minutes delivered during distance learning will be scheduled in strategic chunks and include whole-class, small-group, and independent activities. Consistent and effective formative assessment practices will enable staff to best utilize these minutes to meet collective and individual student needs. One example of such practices is the building into lessons of frequent 'Checks for Understanding.' This might be a series of short comprehension questions following a reading or a practice question following a math lecture segment. These brief, informal opportunities are embedded into lessons and provide teachers a real-time assessment of collective and individual student understanding of a specific concept or skill. This information in turn allows a teacher to determine whether additional

practice or reteaching is needed before moving forward with the lesson. It also allows for identification of specific students' needs and supports differentiation of instruction.

Also important to assessing pupil progress are the periodic assessments administered at the beginning of the year and at specific checkpoints throughout. These 'diagnostic screeners' allow teachers to conduct more detailed analysis of individual student progress on identified learning standards. The results can inform lesson and unit design as well as connection of students to specific supports. Where a student demonstrates significant gaps in a specific skill or cluster of skills, additional and targeted support can be provided. This might include differentiation of instruction during live or synchronous instructional minutes and/or provision of tiered intervention support through small group or individual opportunities. Examples of periodic assessments are shown below for Grade 3:

Months	Assessments
September	NWEA MAP Growth Assessment for ELA and Math (BM1) Benchmark Advanced Guided Reading Running Record Oral Language Assessment (OLA) for English Learners (K-6) Springboard ELD Assessment
October - November	NWEA Skills Assessments for ELA and Math Benchmark Advanced Guided Reading Running Record School Climate Survey 1
December	NWEA MAP Growth Assessment for ELA and Math (BM2) Benchmark Advanced Guided Reading Running Record Oral Language Assessment (OLA) for English Learners (K-6) Springboard ELD Assessment

Assessments such as those in the above table are part of the district's common assessment portfolio. Support materials for these, including schedules and guidance for administration and use, have been provided to staff. These materials are being aligned to the identified clusters of priority standards in the instructional scope and sequence documents.

Students served through the Fresno County Superintendent of Schools' Special Day Classes will participate in daily live instruction for 60 minutes per day in which synchronous instruction is provided by the students' assigned teacher along with classmates or age-appropriate peers. In addition to the synchronous instruction, students will be assigned 180 minutes of asynchronous instruction that is pre-recorded and consistent with the assigned materials and state standards. As allowed by State and local public health orders and guidance, students will be provided with in-person support to further support access to distance learning.

GPUSD also recognizes the importance of partnership with students and parents in the effective monitoring of progress. Among the expectations the district is asking families to have for the implementation of distance learning is the expectation of regular communication to students and parents on learning goals and student progress, including weekly teacher-student-parent/guardian communication and

reporting of student progress consistent with the District's grading policies to maintain the home-to-school connection. Not only will this provide students and parents/guardians important information about progress, but it will also open communication channels that enable students and parents/guardians to provide teachers important feedback and information. This information might include details of current obstacles preventing full engagement in learning or identification of specific content/concepts that are presenting difficulty. Channels of communication such as these will improve the ability of all stakeholders involved to effectively partner in supporting improved teaching and learning outcomes.

Pupil participation will be determined based on multiple measures of a student's attendance and engagement in learning. Measures will include log-in records to the Learning Management System (Google Classroom) and other on-line applications used by the teacher, submission of assignments to the teacher and other forms of contact/interaction with the teacher to be determined by the site and teacher. The district has also partnered with WestEd and AttendanceWorks to adopt their District Transitions Planning Guide. This guide provides some additional metrics which provide relevant data during distance learning including:

## **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.]

During the March closure, the district took immediate action to provide teachers and classified staff with guidance in becoming Google Educator Level 1 certified. This was identified as an immediate need as GPUSD utilizes the Google G-Suite for its Learning Management System (LMS). All teachers completed the Google Educator Level 1 modules, with 10% gaining Level 1 certification, 5% gaining Level 2 certification, and 1% gaining Trainer certification.

In addition to the Google certifications, GPUSD differentiated professional development for teachers and classified employees during the March - June school closure. The professional development is as follows:

Grade Level/Span: TK-2

Audience: Teachers and Instructional Aides

Partner: California Education Partners and Dr. Nancy Akhavan

Purpose: Develop a foundational understanding of implementing a balanced literacy model of instruction during distance learning

Grade Level/Span: TK-6

Audience: Teachers and Instructional Aides

Partner: Benchmark Advance

Purpose: Understand how to utilize the ELA/ELD adoption during distance learning including the use of small group instruction

Grade Level/Span: 7-12

Audience: Teachers and Instructional Aides

Partner: Stanford University - Dr. Jo Boaler

Purpose: Explore the new research ideas on mathematics learning and student mindsets that can transform students' experiences with math

Grade Level/Span: TK-12

Audience: Teachers, Instructional Aides, and Office Staff

Partner: Google

Purpose: Develop skills in the Google G-Suite portfolio

For the 2020-21 school year, GPUSD will continue to provide high-quality, relevant, and differentiated professional development opportunities for both certificated and classified staff. The professional development was based on staff needs as identified in various surveys. The professional development for the 2020-21 school year includes the following:

Grade Level/Span: TK-2

Audience: Teachers and Instructional Aides

Partner: California Education Partners and Dr. Nancy Akhavan

Purpose: Develop a foundational understanding of implementing a balanced literacy model of instruction during distance learning

Grade Level/Span: TK-12

Audience: Teachers

Partner: The Core Collaborative - Impact Teams

Purpose: Build capacity and coherence on teacher collaboration through Impact Teams

Grade Level/Span: TK-8

Audience: Teachers and Instructional Aides

Partner: Math Solutions

Purpose: Develop a foundational understanding of designing and implementing lessons built on the CCSS for Math and the mathematical practices

Grade Level/Span: TK-5

Audience: Teachers and Instructional Aides

Partner: Early Academic Language

Purpose: Develop NGSS and HSS lessons which focus on increasing the language fluency of non-native speakers

## Staff Roles and Responsibilities

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

COVID-19 and the resulting transition to a distance learning model have significantly impacted the roles and responsibilities of staff across the district. In some cases, new roles and responsibilities are still being defined (or refined) and will continue to evolve as the district prepares to reopen sites for in-person instruction. Following are the key changes to roles and responsibilities of staff, organized by area.

### Attendance and Engagement

Within the full-distance and any future hybrid models, teachers will be responsible for monitoring attendance and engagement using multiple measures. While in-person, a student's attendance is determined solely by their presence or absence during the assigned date/class. In distance learning, teachers will monitor student submission of assignments, presence within the learning management system (Google classroom), attendance at live, synchronous instruction, and other forms of contact determined at the site. They will also be responsible for maintaining a weekly record documenting a student's synchronous and/or asynchronous engagement each day.

Attendance staff will be continuing all of their core functions, though specific roles within these functions are adapted to the distance learning context. Follow-up with teachers who are not documenting attendance/engagement will specify the multiple measures to be used, attendance coding/entry will reflect any structures developed to represent the nuances of the distance learning context, and outreach/intervention within the MTSS context will connect students and families to resources in a distanced model. A key new responsibility of attendance staff will be contacting families regarding absences. Where an absence is illness-related, attendance staff will support contact tracing protocols as directed by the Fresno County Health Department. This will include entry of detailed attendance data into the student information system.

### Special Education

All staff supporting students with disabilities will continue in their roles and performing their broad responsibilities, with modifications to reflect the distance context. Modifications include:

\*Instructional Aides: Instructional Aides will be more systematically used to support individual students than they were in the spring. Aides that are assigned to classrooms and aides that are assigned to individual students will be assisting

students during distance learning and helping the teacher manage instruction. This will include contracted aides as well as district staff. In accordance with the student's IEP, instructional aides will provide support in breakout rooms and, as

appropriate, during targeted synchronous instruction.

### Health and Safety Protocols



The roles and responsibilities outlined within this section are from GPUSD's Reopening of Schools plan. This plan was developed using recommendations from the Fresno County Superintendent of Schools (FCSS), Fresno County Public Health, California School Nurses Organization, California Department of Health, California Department of Education (CDE), and the Centers for Disease Control (CDC). Broad responsibilities applicable to all staff include:

\*Immediately isolate any individuals who have symptoms of illness to prevent possible transmission of disease.

\*Collect and track illness-related information

\*Follow all Health Insurance Portability and Accountability Act (HIPAA) to maintain required confidentiality regarding communicable diseases.

\*Immediately contact Student Support and Health Services staff if notified of any students, staff, or family member with a diagnosis or exposure to COVID-19.

\*Health and Safety responsibilities emerging as a result of COVID that are specific to types of staff are outlined below:

\*Student Support and Health Services Staff: Actively model and support all required public health measures. Consult with Fresno County Public Health to verify all information. Provide guidance to school sites regarding cleaning and disinfecting. Coordinate district level response to any confirmed diagnoses or exposures to COVID.

\*Administrators: Actively model and support all required public health measures. Designate staff liaison(s) to be responsible for responding to COVID-19 concerns. Ensure staff are providing students with appropriate distance learning opportunities and accurately tracking attendance/engagement. Reinforce stay at home requirements.

\*Office Staff: Actively model and support all required public health measures. Encourage electronic communications wherever possible. Reinforce stay at home requirements. Work with school nurse to follow protocols that lower the risk of infectious students being on campus.

\*Operations/Custodial Staff: Actively model and support all required public health measures. Maintain a stock of personal protective equipment to ensure readiness - order additional supplies as needed. Routine disinfecting of all high-touch areas on a daily basis. Contact

operations department if a large-scale disinfecting/cleaning is required.

\*Food Service Staff: Actively model and support all required public health measures. Implement one-way passage ways through meal delivery. Ensure work space has appropriate personal protective equipment and cleaning/disinfecting materials. Increase ventilation for closed areas.

\*Teachers: Actively model and support all required public health measures. Reinforce and follow all required health precautions with students including physical distancing, maximum occupancy, regular handwashing, individual supplies, and disinfecting procedures. Send any visibly sick students or students reporting that they do not feel well to the office.

\*School Nurse/Health Aides: Actively model and support all required public health measures. Follow Fresno County Public Health guidelines to support contact tracing. Provide training to staff on any new procedures required by the health department as a result of contact tracing.

\*Bus Drivers/Transportation Staff: Actively model and support all required public health measures. Ensure adequate space for physical distancing at bus stops and school loading and unloading zones. For active screening, the driver or aide must screen each rider for symptoms prior to boarding the bus. Mark or block seats that must be left vacant to ensure physical distancing. Ensure good ventilation and open/partially open windows. Thoroughly clean and disinfect buses daily and after transporting any individual who is exhibiting symptoms of COVID-19.

\*Support Staff: Actively model and support all required public health measures. Provide tele-supports rather than in-person when feasible. Encourage activities and strategies that promote positive coping during times of stress for adults and children

\*Campus Safety Monitors: Provide support to food service in the distribution of food for families. This is a shift in their roles and responsibilities.

\*Instructional Aides: Provide support to food service, office, and Essential Worker Academy. This is a shift in their roles and responsibilities.

#### Additional Staff Expectations for Distance Learning Teachers

\*Engage with families on an ongoing basis, including events that may be different under distance learning circumstances, such as Back to School Night held in a virtual manner.

\*Invite site administrators and instructional coach to join Google Classrooms

\*Collaborate with other grade level or department teachers and administrators to develop and administer regular common formative assessments.

\*Log all communication with parents in Aeries Communicator.

#### Instructional Coach

\*Provide professional learning/coaching to teachers/administrators on distance learning.

- \*Be available to support teachers and school administrators with using distance learning tools throughout the day. Arrange office hours to be

available to teachers/administrators.

#### Expanded Learning Staff

\*Be available to support teachers within Google Classroom and help students with assignments.

\*Develop Google Classrooms to support student learning, provide enrichment programming through Google Classroom and Meets, and maintain attendance records for student engagement.

#### School Site Administrators

\*Ensure all students and staff have access to the materials, training, and tools to engage effectively in distance learning.

\*Publish times available to support teachers, students, and families during the school day.

\*Monitor teaching and learning virtually to provide feedback and support to teachers to improve student learning.

\*Engage in collaborative time with teachers virtually and facilitate regular virtual staff meetings.

\*Set up and run a Google Classroom for teachers – use this to share information. Invite the Assistant Superintendent (AS) and training specialists to this classroom.

\*Ensure that support staff, co-teachers, and paraprofessionals can work as co-teachers in Google Classroom.

\*For Secondary: Organize office hours/synchronous learning so that times at which teachers are available to students/families are not all at the same time by subject area.

## **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.]

The second guiding principle in GPUSD’s Reopening of Schools plan is to provide high-quality, high engagement, and grade appropriate assignments which are differentiated for each student. Differentiation appears in the following ways:

### Appropriate supports for students receiving Special Education

\*Ensure students with disabilities are included in all offerings of school education models by using the IEP process to customize educational opportunities and support when necessary.

### Targeted student support and intervention

\*Supports and instruction for small groups of students who need additional instructional and/or social and emotional attention.

### Support for English Learners

\*Designated and integrated instruction in English language development including assessment of progress toward language proficiency and targeted support to access curriculum. English Learners will receive both integrated and designated English Language Development (ELD) instruction during distance and in-person learning. For Designated ELD, English Learners will receive regular instruction targeted at their proficiency level and based on the California ELD standards. Instructional time for designated ELD will include:

\*K-2: 40 minutes/week (80 minutes/week for newcomers)

\*3 - 8: 60 minutes/week (120 minutes/week for newcomers)

\*9-12: Designated class (Designated class for newcomers)

For Integrated ELD, English Learners will receive regular instruction during core coursework. These short, more frequent lessons are provided to support English Learners with the language of the core lesson.

Distance Learning supports specific to Homeless Youth by the District Homeless Liaison will include:

1. Coordination & communication with shelters to engage students in distance learning
2. Coordination & communication with homeless agencies to make them aware of GPUSD Homeless Services
3. Contact with parents/students to determine if they have special or unmet needs for accessing distance learning and address their technology needs, including provision of Wi-Fi hotspots on a case-by-case basis.
4. Communication with schools/teachers & parents/students to locate 'missing' students or students who are not engaged in distance learning, and identification of special needs or services
5. Coordination with parents/students & schools as necessary for optional distance learning delivery of assignment materials and provision of necessary school supplies.
6. Provision of community resource information for parents/students, such as shelter, housing, food, clothing, health, COVID resources, etc. and refer parents/students to appropriate community agencies and/or district departments/services when educational, health, or welfare needs are identified.
7. Coordination with County LEA Homeless Liaisons to provide continuity of educational services as students transfer

Distance Learning supports specific to Foster Youth will include:

- \* Case management to support all eligible foster youth by the site counselor
- \* Weekly and/or bi-weekly check-ins with students and foster parents via Google Voice, zoom, and/or e-mail by teachers.
- \* Monitoring of attendance/engagement and communication with teachers and administrators when needed.
- \* Referrals to both district and community agencies for additional support/resources as needed.
- \* Online tutoring services will be offered to eligible foster youth by district partners and/or teachers.
- \* Collaboration with Student Hearing and Placement and Special Education offices so that any new youth entering the district are placed in the appropriate school in a timely manner.

#### Students with Disabilities

In presenting its Reopening of Schools Plan, GPUSD cited the Council of Great City Schools' (CGCS) report, Addressing Unfinished Learning After COVID-19 School Closures, to emphasize that the impacts of COVID-19 and additional supports that will be required to address those impacts need to be viewed through an equity lens. The report states, "While school closures have impacted all students, some students, such as ELLs, students with disabilities, students with learning or attention issues, economically disadvantaged students, foster children, and homeless youth, will be disproportionately affected by school closures and the unanticipated, rushed switch to distance learning."

GPUSD is committed to ensuring equitable access to engaging, grade-level content and instructional rigor for all students. As noted in the CGCS report,

“One way to make grade-level content accessible for all students is through the use of the principles of Universal Design for Learning (UDL). Universal Design for Learning principles are based on the understanding that students differ in the ways they are motivated to learn, and that students with language and/or cultural difference, sensory disabilities (e.g. blindness or deafness), and learning disabilities all require a different way of approaching content.”

It is important to reiterate, as often as possible, that in making content more accessible for students with disabilities and other students with unique needs, ALL students will benefit. Additionally, it is important that ALL of our students are seen as students first, and not solely defined by their disability, fluency, or other status.

To fully include students with disabilities and ensure that the needs of all students are addressed in all instructional models, the following will occur:

\*Individualized Education Program (IEP) Addenda: The district has current IEP Addenda on file for students that outline the services to be provided during distance learning. These will remain in effect until school resumes in a face to face model. Per new legislation district IEPs will, moving forward, address both a proposed IEP program in the event of full in-person learning and a plan outlining the student’s program in the event of future physical school closure in excess of ten school days.

\*Modification of IEP Goals: Most, if not all, IEP goals can be addressed in distance learning. However, the determination of whether or not a goal can be appropriately addressed in a distance learning model is the decision of the IEP team. Goals and objectives in a student’s IEP are based on the individual needs of the student, not the model of the instruction to be provided.

\*External Vendors: For each Nonpublic School and Nonpublic Agency contracted partner, a new Master Contract is being developed and signed for the 2020-21 school year. These Master Contracts will address distance learning.

\*Ensuring a Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE): IEP statements outlining the educational plan in the event of physical school closures (in excess of ten days) will guide the provision of services in the event of fluctuations in school schedule or service delivery models. IEP amendments will be utilized to recommend any changes to the operative IEP due to anticipated service delivery changes. This would apply to instances or periods of quarantine or self-isolation as well. Students who indicated a need during the school year were provided a Chromebook to assist in accessing instruction. As needed, students will be provided additional consultation from staff or additional accessibility tools to actively engage in distance learning.

\*Partnership with FCSS: Our partnership with the Fresno County Superintendent of Schools helps to offer a full continuum of services for students with unique needs. Their special day classrooms for students with intellectual disabilities, emotional disturbance, autism, and Deaf or Hard of Hearing ensure access to specialized instruction by specialists as outlined on the students’ IEP. IEP teams will take into account

the unique needs of the students served when determining the most appropriate method of instruction and placements throughout the continuum.

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

Description	Total Funds	Contributing
<p>Devices: In surveying our unduplicated students, over 50% of households lack access to a device. Chromebooks made available for all students who need a device to access distance learning at home. We believe that our unduplicated students will increase their academic and social and emotional well-being by having access to their teachers and students.</p>	200,000	Yes
<p>Additional Technology to Support Distance Learning: In surveying our unduplicated students, over 50% of households lack access to a WiFi or other technology. The district will acquire more Wifi hotspots, headsets, and laptops/devices for staff. We believe that our unduplicated students will increase their academic and social and emotional well-being by having access to their teachers and students.</p>	50,000	Yes
<p>Foster Youth Services: Our foster youth need additional supports in academics and social and emotional well-being. The district will maintain staffing and supports that specifically address Foster Youth needs. We believe that these services will increase academic and social and emotional well-being for our foster students.</p>	10,000	Yes
<p>52% of our students are English learners, where many are performing below grade-level on the CAASPP. The district will maintain staffing and supports that specifically address English Learner needs including designated/integrated ELD implementation, newcomer programs, and language immersion programs. We believe that these actions will increase our English learner students' academic achievement.</p>	50,000	Yes
<p>Counselors, Master Schedule, Credit Recovery: Our unduplicated students perform below in academics. The district will maintain staffing and supports to provide core and supplemental counseling services to students. Maintain staffing and supports to implement equity-driven staffing processes and course scheduling. Provide credit-recovery options throughout the school year at high school sites. Support effective scheduling within distance learning and in transition to hybrid and full in-person modes, particularly as staff may need to be redeployed</p>	60,000	Yes

Description	Total Funds	Contributing
to address health concerns and students may have different proportions of in-person learning. We believe that these actions will increase student academic achievement and social and emotional well-being.		
Instructional Coach: Maintain existing staffing and supports to facilitate effective delivery of research-based, standards-aligned instructional practices. Expand professional development efforts to meet distance learning context needs including, but not limited to, effective use of district's scope and sequence documents, integration of SEL practices, use of a learning management system, and implementation of targeted small group and individual sessions.	100,000	No
Focused Teacher Collaboration: Our unduplicated students perform below grade-level based on the CAASPP. The district will increase time for teacher collaboration and planning for distance learning. Provide professional development through Impact Teams training in grades TK-12. We believe that these actions will help increase the quality of teaching and supports to raise the academic achievement of our unduplicated students.	50,000	Yes
Special Education Instructional Assistants and Psychologists: Our unduplicated students demonstrate a lack of academic achievement based on local and state data. The district will utilize special education instructional assistants and psychologists to help students who are having issues with distance learning through tutoring and social and emotional supports. We believe that these actions will support our unduplicated students in mastering the standards being taught.	25,000	Yes
Homeless Services: Our homeless students demonstrate a lack of academic achievement based on the CAASPP. The district plans to maintain existing staffing and supports specific to Homeless Youth. Expand efforts to provide access to devices and connectivity, particularly during any transitions between living situations. We believe that these actions will provide our homeless students with the supports needed to be successful.	40,500	Yes



Description	Total Funds	Contributing

## 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.]

The district understands that during the closure of March 16, 2020 until the beginning of the new school year, students will have experienced a decline in learning, also known as the COVID slide. The Northwest Evaluation Association documented the COVID slide phenomenon in a April 2020 brief. In this brief, the data from NWEA growth benchmarks demonstrated a substantial loss in both ELA and math:

“Preliminary COVID slide estimates suggest students will return in fall 2020 with roughly 70% of the learning gains in reading relative to a typical school year. However, in mathematics, students are likely to show much smaller learning gains, returning with less than 50% of the learning gains and in some grades, nearly a full year behind what we would observe in normal conditions.”

Monitoring students’ progress on grade level appropriate assessments and adjusting supports based on student results will be a key priority for each teacher and site leader. This is aligned with the Reopening of Schools plan guiding principle which states that the district provides high-quality, high engagement, and grade appropriate assignments which are differentiated for each student. This differentiation will come from the assessing of students and the prescribed instructional supports.

School sites are being provided until the end of September in which to administer the initial assessment to allow teachers to effectively establish a safe learning environment and re-engage students in school. As noted in the Council of Great City Schools’ (CGCS) report, Addressing Unfinished Learning After COVID-19 School Closures:

“The first instinct of many districts will be to immediately test students upon their return to school in order to gauge their academic level and needs. This would be a mistake for many reasons. To begin with, districts should focus on creating learning environments that feel both physically and psychologically safe for students (and adults). Educators need to work to re-engage students in school, emphasizing the importance of the school community and the joy of learning. Administering tests too soon undermines both of these objectives...It is therefore entirely appropriate to employ assessments as a broad temperature check a few weeks into the school year—which is when they are typically administered in a normal school year.”

It is important to reiterate that assessment of students' learning status will begin during the first six weeks of the school year; however, the first priority is ensuring that the students' social-emotional needs are met through establishing strong student-parent-teacher relationships. The formative data being gathered by teachers throughout instruction is a critical component to understanding what learning loss has occurred and each student's individual learning needs. The assessments which will be used are as follows:

Months	Assessments
September (BM1) *Benchmark Advanced Guided Reading Running Record *Oral Language Assessment (OLA) for English Learners (K-6) *Springboard ELD Assessment	*NWEA MAP Growth Assessment for ELA and Math
October - November *Benchmark Advanced Guided Reading Running Record *School Climate Survey 1	*NWEA Skills Assessments for ELA and Math
December (BM2) *Benchmark Advanced Guided Reading Running Record *Oral Language Assessment (OLA) for English Learners (K-6) *Springboard ELD Assessment	*NWEA MAP Growth Assessment for ELA and Math

As discussed in an earlier section of this plan, the scope and sequence documents being developed for English Language Arts (ELA) and mathematics include specific guidance for administration of assessments over the course of the 2020-21 school year. This includes administration, prior to October 2, of the end-of-year benchmark assessment from the prior year. These benchmarks will be used as one key means of assessing learning loss, along with the daily formative assessment conducted by teachers during live instruction and asynchronous activities. Over the course of the year, regular benchmark assessments in both ELA and Math will allow teachers and schools to continue monitoring student learning status, including the rate at which students are making up for any learning loss.

For English Language Development, the district uses two assessments to measure language development: Oral Language Assessment (OLA) for English Learners (K-6) and Springboard ELD Assessment. These two assessments, along with previous ELPAC scores, will provide teachers with a strong data story on how our English Learners are performing when it comes to English Language proficiency. Once

student data is collected, then English Learners will be grouped into smaller learning cohorts to be provided with specific instruction to build on their current language proficiency level. Time has been allocated in the afternoons, Tuesdays through Fridays for this additional instructional support. For students in 9-12, there is a specific ELD course where they will receive instruction for 90 minutes on their given block period.

One of the major planned activities with teachers is during our October 5th professional development day. Teachers will spend the day reviewing and analyzing initial assessment data to develop plans for future lessons. This is to ensure that students are receiving prescribed instruction to move them to and past grade-level proficiency.

## **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.]

The primary means of addressing learning loss and accelerating learning for pupils will be the tiered instruction delivered through synchronous instructional time.

At Tier 1, all students will receive standards-aligned instruction focused on priority standard clusters. This will allow for depth of instructional focus on the key skills and concepts that are most critical for the respective grade level/content area.

Tier 2 supports will be provided primarily through synchronous, small-group instruction that is targeted to identified student needs. As teachers assess learning loss and their students' individual and collective learning needs, they will not only adapt Tier 1 instruction, but also schedule small group sessions to provide additional support.

Similarly, students who require even more intensive (Tier 3) support will be provided 1-on-1 instruction through individual sessions. Both the small group and individual sessions will take a 'just in time' rather than 'just in case' approach. This entails the focusing of small group and individual sessions on the key prerequisite skills that students need to successfully master the content rather than broad reviews of large chunks of information for the whole class. For example, one or more students who are having difficulty adding fractions of different denominators might need to first know how to add with the same denominator and/or find the lowest common denominator. A teacher, upon identifying the gap, might arrange a small group session with other students who have the same learning need or an individual session. These sessions would allow the teacher to provide more individualized attention to the student and support them in mastering the prerequisite skills so that they can fully participate in the lessons that are occurring for the whole class. We also plan to leverage the pedagogical strengths of teachers by having them oversee specific small groups in ELA, ELD, and mathematics.

During the summer months (June-July) GPUUSD implemented programs designed to combat learning loss, give students extra time and opportunity to reach grade level standards, and to make up credits to become on-track for graduation and/or a-g course completion. At the high school level, highest priority for participation went to juniors and seniors and to Homeless students and Foster Youth in need of credit

recovery. Programs were implemented in a full distance model and incorporated expectations and elements that are similar to or the same as the district's full distance learning plan for 2020-21.

One highlight of the summer learning was our Summer Math Academy, which focused on preparing students in grades 7-8 on establishing strong foundational math skills. Students worked with our UC Merced GearUp partners to assist students in distance learning instruction six hours per day, five days per week. GPUSD had fourteen students who participated in the program. Through the seven weeks of instruction, students were able to build their mathematics foundations to move up a grade-level prior to entering the 2020-21 school year.

Another highlight of the March closure was the scaling of our virtual Impact Teams. In January, grades TK-2 had committed to piloting virtual Impact Teams (similar to PLCs) across all four K-8 schools to ensure alignment of instruction. Teachers were provided with a basic framework on how to collaborate known as the EAA protocol (Evidence, Analysis, and Action). When we closed in March, the Instructional Leadership Team, in collaboration with our teachers, decided to scale the model throughout the district. In this short time, teachers were able to collaborate not only across schools horizontally, but also vertically. The results have been that instructional practices have become more aligned over the past five months. This practice will continue for the 2020-21 school year.

For the 2020-21 school year, the district will use the multi-tiered system of supports discussed earlier in this section. However, just as the ELA/ELD Framework calls for differentiation of instruction, the same will occur for the students of GPUSD. Below are examples of how strategies to address pupil learning loss will be differentiated for each identified student group.

For students who are English learners, time away from the classroom can impact the language development skills they were building during daily in-person interactions with teachers and peers as they practiced academic language. To address this learning loss, teams of teachers meet to develop distance learning support plans specific to EL students that address academic, mental health, and attendance goals, and the English Language development needs of students. Teachers offer one-on-one counseling and goal-setting with individual students to mitigate lost learning and create a plan for completing missed coursework. Designated ELD curriculum is offered via Google Drive and Meets. Additional tutoring sessions are assigned to ensure students are progressing in their coursework and practicing their language skills. The site leadership will monitor students' academic progress by reviewing transcripts three times each semester or communicating with the teacher to ensure the students are enrolled in a Designated English Language Development class and successfully participating in the school program. A partnership with Reading Corps will also be used to provide foundational skills supports to students in grades TK-3.

Students who are low-income may have less familiarity with the use of technology outside of the classroom. To address this need, staff and online tutorials are available to guide students through the distance learning process and offer virtual presentations on how to use various learning platforms. Outreach to families also provides an opportunity to assess the needs of the family to determine appropriate resources. Often, a lack of food resources in the home can contribute to a decline in a student's academic performance; therefore, families are provided information on food resources, including food distribution events occurring throughout the district and county.

The District Foster Youth Educational Liaison will continue to track and support teams in order to ensure that foster youth complete MAP assessments. Additionally, the Liaison will work collaboratively with the tutors to help identify and connect foster youth who might need tutoring.

Students with disabilities can experience regression if instruction is not consistent and comprehensive. During the most recent school closure, school teams implemented comprehensive distance learning plans; however, not all students were actively engaged in the learning. As a result, some students may have experienced regression of some skills. To address this learning loss, general education and special education teams work collaboratively to ensure learning gaps are identified and filled and IEP goals are monitored.

Other strategies which the district is committed to implementing to address learning loss for the 2020-21 school year include:

- \*Use of Google Classroom as the Learning Management System (LMS)
- \*Teacher collaboration built into the weekly schedule (Mondays for a minimum of three hours)
- \*Daily live instruction - minimum of 3 hours/day
- \*Targeted, structured support for small groups and/or individual students
- \*Specific supports for students with IEPs and for English Learners
- \*Tutoring supports for English Learners, Foster/Homeless Youth, and Students with Disabilities
- \*Use of the ELA and Math scope and sequence to focus on priority standards
- \*Pre and post-assessments aligned with the content
- \*Weekly communications to parents including learning goals, content to be taught, success criteria, and assignment details
- \*Professional learning to support the above processes and strategies for effectively managing a classroom and student relationships in the distance context.

### Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

The effectiveness of the services and supports provided to address learning loss will be measured by the ongoing assessments of student progress. This will include the interim/benchmark assessments for Math and ELA administered at 3-4 points over the course of the 2020-21 school year.

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

Description	Total Funds	Contributing
High School Credit Recovery Summer Program: Online credit recovery program operated by each of the five comprehensive high schools, with access for students from smaller schools. Priority provided to juniors and seniors, Foster Youth and Homeless Youth in need of credit recovery, and 9th-11th graders in need of credit recovery.	50,000	No

Description	Total Funds	Contributing
<p>Our unduplicated students, English Learners, and homeless students have performed far below grade-level on the CAASPP over the past five years. The district is focusing on assessment tools to measure student learning loss and growth including, but not limited to: NWEA Map, College Board PSAT and SAT, etc. We believe that these tools will provide essential data to understand our unduplicated students, English Learners, and homeless students' current academic status, and provide interventions where needed.</p>	50,000	Yes
<p>HMH Math Solutions to provide instructional coaching support in regards to mathematics instruction in the distance learning model for teachers in grades TK-8.</p>	150,000	No
<p>The Core Collaborative Impact Teams support in grades TK-12 for the development of teacher efficacy through Impact Teams to focus on student work and progress and adjust instructional supports to students.</p>	20,000	No
<p>Benchmark Advance and Adelante Booster Curriculum 1-6 Grades. Our unduplicated students, English Learners, and homeless students have performed far below grade-level on the CAASPP over the past five years. Benchmark Booster has been designed to teach students standards which might have been lost during the Spring school closure. We believe that this curriculum will help our unduplicated students, English Learners, and homeless students mitigate some of the learning loss.</p>	75,000	Yes

## Mental Health and Social and Emotional Well-Being

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

The third guiding principle in the Reopening of Schools plan is that the district ensures the social-emotional well being of all (students, families, community, and staff). We understand that during the past five months, social isolation and the stress of the unknown effects of the COVID-19 pandemic have placed all people at risk of the negative effects to their mental health and social and emotional well-being. The Anna Freud National Centre for Children and Families has written a series of research reports on the effects of COVID-19 on children. In their third installment, which was focused on mental health of children, the study identified the following key findings as to the adverse mental health effects on children due to COVID-19 and the isolation due to social distancing:

- \*Mental health difficulties such as; anxiety and depression have markedly increased.
- \*Feelings of panic, stress, fear and fatigue amid uncertainty and a lack of control among young people are also widespread.
- \*Disruption to young people's 'sense of control' and 'sense of meaning' has contributed to growing stress and anxiety.
- \*Concerns about returning to schools and colleges are also common.
- \*Family dynamics, learning and education, financial stressors, social isolation and loneliness are all stressors contributing to poor mental health during the pandemic.

We also understand that existing circumstances such as poverty exacerbate the adverse effects. Therefore, GPUUSD has adjusted its multi-tiered systems of support (MTSS) to meet the needs of all stakeholders during this pandemic. The table below provides a roadmap on how services will be provided to students, families, community, and staff to ensure that they have access to mental health support to increase their social and emotional well-being.

#### TIER

Tier 1: Universal Mental Health Promotion and Awareness Strategies:

Provided to all students, families, and staff regardless of risk or protective factors related to mental health. Intended to foster positive social, emotional, and behavioral skills and well-being of all students.

#### STRATEGIES

#### STAKEHOLDERS

\*GP Cares Virtual Support Line

\*All

- \*Positive Behavioral Intervention and Support (PBIS)
- \*Students and Staff
- \*Web page with Community Resources
- \*Caregivers and Staff
- \*School wide SEL Curriculum and Lessons through Second Step
- \*Students and Staff
- \*Parent-Staff Home Visits
- \*Families
- \*Professional development for staff: Trauma Informed Practices TK-12; Mindfulness;
- \*Staff
- Suicide Prevention and Mental Health Crisis Response
- \*Parent Outreach and Engagement sessions focused on topics such as Self-Care,
- \*Caregivers
- Trauma Informed Care and Building Resilience, Suicide \*Prevention, etc.
- \*Fresno County Warmline
- \*All

## TIER

### Tier 2: Targeted Strategies:

Targeted mental health practices and systems for students who need more support than is universally provided. Focus is on supporting students who are at risk of developing more serious concerns in academics, behavior, or course performance. Utilize early warning system, as well as other referral sources to identify students in need of supportive interventions and provide support and linkages. Staff will follow all outlined policies and procedures, with a focus on connecting students to school and supporting their engagement.

## STRATEGIES

### STAKEHOLDERS

- \*Check-In/Check-Out
- \*Students and Staff
- \*Psycho-educational groups: provides additional practice in developing social
- \*Students and Staff
- skills, self-regulation, self-management and other SEL skills that have been universally taught and reinforced
- \*School-based mental individual counseling (in-person or virtual) for students
- \*Students and Caregivers
- \*Professional development for staff and caregivers and their caregivers
- \*Staff and Caregivers

## TIER



### Tier 3: Intensive Strategies:

Individualized support to improve a student's behavioral and academic outcomes. Goal is to enhance a student's quality of life by increasing adaptive skills and decreasing problem behaviors. Continuing to use the early warning system and all other referral sources to identify students in need of intensive support. Tier 3 strategies work for students with developmental disabilities, autism, emotional and behavioral disorders, and students impacted by toxic stress and/or trauma.

#### STRATEGIES

#### STAKEHOLDERS

- \*Referral and linkage to community-based services

- \*Families

- \*Suicide Risk Assessment and Safety Planning

- \*Students and Staff

- \*Crisis Intervention

- \*All

- \*Special Education Community Advisory Committee

- \*All

- \*504 Supports

- \*All

- \*School Attendance Review Board (SARB) process

- \*Families

District guidance also includes crisis response procedures - including procedures for suicide risk assessment and child abuse reporting - and contact information/links for a range of crisis lines.

## 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.]

The district's Reopening of School plan takes into consideration all of the recommendations and guidance from federal, state and county Public Health and Education Offices as well as the requirements outlined in Assembly Bill 77 and Senate Bill 98. Using the framework from GPUSD's Reopening of Schools plan, which outlines the processes that our district has adopted to return to school- in person or virtually, in the safest way possible, we have created a plan to monitor student attendance and engagement and provide support to students, families and school sites when needed.

The COVID-19 pandemic has presented numerous challenges to the effective monitoring of attendance and engagement. During the spring school closures, the district learned new best practices as a result of the efforts of teachers, administrators, and staff. A significant change made to the district's strategy for measuring engagement and informing outreach and tiered re-engagement is the expansion of the district's definition of student engagement and monitoring methods. In the spring, engagement was limited to physical actions such as logging in to a software platform, being present at a virtual meeting, or sending an e-mail.

For the 2020-21 school year, the definitions of engagement are founded in the guidance of AB 77 and SB 98 (see table below)

New Absence Note	Description	Type	Code
Distance Learning Engaged Student(s) have logged or Called In google meets	DL Eng	Verified Not Absence	1
Distance Learning Not Engaged Student(s) have Not logged or Called In google meets	DL Not Eng	Unverified Absence	2
Distance Learning Asynchronous Student(s) are working on home assignments	DL Asynchronous	Verified Not Absence	3
Distance Learning Excused *Student(s) Attempted to log/call google meets but lack of internet and lack of equipment or has no control or any other reason determined by the school teacher. *Student reached out to support staff to communicate they could not log/call google meets because lack of internet and lack of equipment or has no control or any other reason determined by the attendance	DL-Excuse	Excused Absent-Verified	4

clerk.			
Distance Learning Unexcused	DL-Unexcused	Unexcused Absence-Verified	5
Did not identify a valid reason for the student not being engaged			
On Campus	On Campus	Verified Not Absence	6
Students are physically present at some point during the school day.			

The core expectations for each stakeholder group for attendance/engagement are:

Students and families: Attend/engage daily with their teacher and report absences for ANY school day to the school.

Teachers: Document attendance/engagement every school day for each scheduled class period, regardless of the instructional model.

Attendance Staff: Monitor attendance/engagement, work with teachers and families, and provide tiered interventions when necessary.

Administrators: Ensure that attendance/engagement is being documented as required, work with teachers and families, and provide tiered interventions when necessary with the support of the GPUUSD Attendance Office.

Throughout the spring school closures, school site office staff made efforts to contact every student and family that was not attending or engaged. This contact included connecting students and families to resources (nutrition services, technology, etc.) and supporting re-engagement with the learning process. Students that are disconnected or disengaged from school are less likely to show up on the first day and are more likely to be absent or unengaged in the fall. Students who experience trauma are significantly more likely to be chronically absent from school. The pandemic has been the cause of trauma for many students. Students who do not feel a sense of belonging and connectedness are more likely to be absent or unengaged. Social isolation has increased lack of connectedness and belonging. Staff's outreach efforts are continuing through the summer in an effort to reestablish and maintain the vital connection to each and every student. Beginning the week of August 31, 2020, attendance staff will begin the process of identifying those students who need to have home visits performed.

The district has partnered with WestEd and Attendance Works to focus on chronic absenteeism. Through this partnership, GPUUSD has adopted the partner's MTSS for Distance Learning Attendance and Engagement:

- Tiers
- Strategies
- Foundations
- healthy learning environments
- \*Access to tech equipment and connectivity
- \*Welcoming, restorative, trauma-informed culture
- \*Enrichment activities and clubs (with virtual options)

\*Physical

- \*Access to learning supports
- \*Home rooms and/or advisory (with virtual options)
- \*Positive relationships between school staff, students, and families
- \*Consistent schedules
- \*Support for families to facilitate learning at home
- \*A culture of continuous improvement
- \*Active engagement of parents and students in planning and problem solving

Tier 1: Universal Prevention (>40% Absent)

- \*Engaging school climate
- \*Positive relationships with students and families
- \*Impact of absences on student achievement widely understood
- \*Chronic absence data monitored
- \*Good and improved attendance recognized
- \*Common barriers identified and addressed

Tier 2: Early Intervention (60% Absent)

- \*Personalized early outreach
- \*Student action plan addresses barriers and increases engagement
- \*Caring mentors

Tier 3: Intensive Intervention (<60% Absent)

- \*Personalized outreach with TIP Officer
- \*Coordinated school and inter-agency response
- \*Legal intervention (last resort)

In addition to the above MTSS model for chronic absenteeism, the district has also adopted the following metrics to replace the current early warning system during distance learning:

To support implementation of the above strategies, site-level attendance staff and site leaders will conduct weekly data reviews, student level case management, and data-based site level planning to address identified issues. Data review is supported by the early warning system, a tool that generates real-time student data to inform targeted intervention and daily practices. The data helps sites identify students who exhibit attendance, behavior, or course performance that puts them at risk of falling behind.

The process below has been implemented to ensure that proactive interventions occur prior to students being absent for 60% or more of the time in one week:

For families of English learners, the same interventions will apply. Each site has bilingual staff who can communicate with families in their native language (Spanish or Arabic). The district also utilizes Aeries and Aeries Communicator, which serve as the communication tool for student attendance. It will send out communiques in the family's home language. For Migrant students, the district's partnership with Fresno County Superintendent of School's Migrant Ed department, provides with additional support to focus on our migrant students.

The goal is to move students from disengagement to full connection and engagement to increase their academic performance and social and emotional well-being.

## 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.]

Nutrition Services will continue implementation of key operational procedures developed during the spring school closures that continued through the summer months that ensure safe and effective meal delivery services. These include use of a drive-thru, curbside pick-up process that ensures 6-10 feet of social distancing for staff and community members, use of appropriate personal protective equipment (PPE) by all staff, and clear signage at all distribution points to reinforce social distancing practices and now use of masks for community and staff required per state and county health orders.

With summer meal flexibility and the associated waivers ending on August 30, 2020, GPUSD will continue to offer meals with limited flexibility in place under the National School Lunch Program and School Breakfast Program parameters. These include the service of meals to GPUSD enrolled students only. The Nutrition Services department is actively seeking additional waivers to include the continuance of the Summer Food Service Program from state and federal agencies that would extend meal flexibility, allowing all students 0-18 years of age to eat free of charge and regardless of eligibility or enrollment in school. There is nationwide support from districts and advocacy groups across the country to address this concern at the federal USDA level but a waiver for this flexibility has not been confirmed at the time of this writing.

The Nutrition Services department will likely experience staffing shortages; however, all five school sites will receive meals. Enrollment documents are required for both school-aged children as well as child development enrolled students in order to obtain meals. All GPUSD families will be advised where meals will be available for their children and the process for obtaining meals.

When GPUSD moves to a blended learning program the Nutrition Services department will provide breakfast and lunch for students who attend in person, adhering to all social distancing requirements. Students will pick up meals in the cafeteria at all five schools. All students will either consume meals in the classroom or outdoors. Nutrition Services will offer multiple days of meals for curbside pick-up on the days students participate in remote learning.

In planning the return of students and staff to the school site, Nutrition Services is putting plans into place to maximize safety within the COVID context. One measure is the implementation of cashless payments for all students and staff. This will include options for paying online, by check, or by phone.

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

Section	Description	Total Funds	Contributing
School Nutrition	Nutrition Services Materials and Supplies: Our unduplicated students are experiencing a lack of nutritious meals which is impeding their learning and have a higher level of social and emotional well-being needs. Additional materials needed to provide meals during school closures and, upon return, in a manner that is safe and consistent with public health guidelines. Includes additional kitchen equipment, sanitation supplies, and Personal Protective Equipment. We believe that this action will help decrease hunger for our unduplicated students, so they can focus on learning and have a higher level of social and emotional well-being.	95,000	No

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Positive Behavior Intervention and Supports (PBIS) and Social Emotional Learning (SEL): Maintain existing supports to implement district programs and support school initiatives. Professional learning expanded to address distance learning context, particularly to support teachers in utilizing practices that increase connectedness and address trauma within the remote context.	30,000	No
Mental Health and Social and Emotional Well-Being	Nurses and Health Aides: Maintain existing staffing and supports to provide critical health information, referrals, and support. Support district's broader efforts to educate the community about COVID, support contact tracing, and engage in direct outreach to students and families.	25,000	No
Mental Health and Social and Emotional Well-Being	Psychologists: Our unduplicated students are experiencing higher levels of trauma as a result of COVID-19 than other students, which impedes their learning. Psychologists would provide additional social and emotional supports for students who are struggling with the disconnection from their peers. We believe that this action will help decrease negative student behaviors unduplicated students, so they can focus on learning and have a higher level of social and emotional well-being.	30,000	Yes
Pupil Engagement and Outreach	Our unduplicated students come from families which have low education attainment levels. The district is going to develop a parent resource Center to provide both academic and social and emotional resources for the parents of GPUSD. We	15,000	Yes

Section	Description	Total Funds	Contributing
	believe that this action will help increase parent engagement in the student's learning, which will increase student achievement and social and emotional well-being.		
Pupil Engagement and Outreach	Parent Site Home Visit Program: Our unduplicated students come from households where the parents work long hours in agriculture, which minimizes parent engagement. The district plans to maintain existing staffing and support. We believe that these actions will provide support to those families who are disengaged from distance learning.	20,000	Yes

## 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
40.27%	5,235,172

### 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.]

The supporting details required in this prompt are unique to each action/service included in this plan. Each “contributing” action/service located in this plan contains the required explanation for how it is principally directed and effective in meeting the needs of unduplicated students. Also, every “contributing” action is designed to support the identified group’s needs in order to close equity and achievement gaps and accelerate learning in response to the COVID-19 pandemic. All actions/services identified as “contributing” were developed after conducting a comprehensive needs assessment with meaningful input from our stakeholder groups.

The specific contributing actions included in this plan are:

- \*Additional laptops, tablets, hotspots, network upgrades to increase access and connectivity
- \*Maintain staffing and supports that specifically address Foster Youth needs
- \*Maintain staffing and supports that specifically address English Learner needs including designated/integrated ELD implementation, newcomer programs, and language immersion programs.
- \*Maintain staffing and supports to provide core and supplemental counseling services to students. Maintain staffing and supports to implement equity-driven staffing processes and course scheduling. Provide credit-recovery options throughout the school year at high school sites. Support effective scheduling within distance learning and in transition to hybrid and full in-person modes, particularly as staff may need to be redeployed to address health concerns and students may have different proportions of in-person learning.
- \*Increase time for teacher collaboration and planning for distance learning. Provide professional development through Impact Teams training in grades TK-12.
- \*Continue weekly time for teachers to collaborate with peers on approaches to improving student achievement. While in distance learning and/or a hybrid model, collaboration will further focus on assessing and addressing learning loss and responding to identified needs of students, particularly those who are most vulnerable to disproportionate impacts as a result of COVID.
- \*Special Education Instructional Assistants and Psychologists: Continue providing appropriate staffing for both position types and adapt delivery of services and supports to distance learning context.
- \*Maintain existing staffing and supports specific to Homeless Youth. Expand efforts to provide access to devices and connectivity, particularly during any transitions between living situations.
- \*Assessment tools to measure student learning loss and growth including, but not limited to: NWEA Map, College Board PSAT and SAT, etc.
- \*Benchmark Advance and Adelante Booster Curriculum 1-6 Grades
- \*Psychologists: Maintain and increase existing staffing and supports to provide social and emotional supports to our unduplicated students including foster youth, homeless, and English Learners.
- \*Develop a Parent Resource Center to provide both academic and social and emotional resources for the parents of GPUSD.
- \*Parent Site Home Visit Program: Maintain existing staffing and supports. This is to provide support to those families who are disengaged from distance learning.

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

The “contributing” actions/services are principally directed toward our English learners, low income and foster students (also known as unduplicated students) and designed to help Golden Plains Unified School District balance the COVID-19 pandemic related educational needs of identified students. These actions/services were developed using input from stakeholders, including educators, parents, students and community members to be effective in meeting the pandemic-related needs of unduplicated students. These actions/services are designed to increase or improve services and are principally directed toward unduplicated students.

The percentage to increase or improve services has been calculated at 40.27% using the dollar amount of \$ 5,235,172 By directing all the supplemental and concentration funding toward actions principally directed toward our unduplicated students, the district has increased or improved services by at least the percentage calculated above as compared to the services provided for all students. Therefore, our district has demonstrated that it has met the minimum proportionality percentage by expending \$ 5,235,172 on actions and/or services principally directed towards the unduplicated student population. These actions are found both in this plan and in other plans.

In addition to the actions/services described in this plan as “contributing”, the following narrative describes other actions/services that contribute towards meeting the increased or improved services requirement: aligned CCSS curriculum; teacher professional development for core areas; multi-tiered systems of support; ELPAC preparation; enhancing and expanding career technical education; class size reductions; Truancy Intervention Program; increase campus monitors; school ambassadors; and parent engagement including communication.