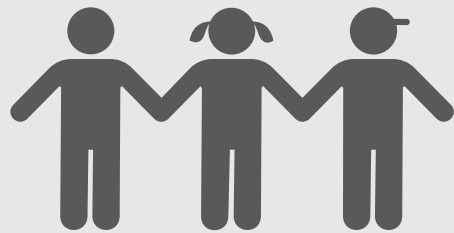




# Learning Continuity and Attendance Plan

## General Information



**4,594** TK-ADULT STUDENTS



**8** SCHOOLS

High School:	1	Continuation:	1
Middle School:	1	Independent	
Elementary:	4	Study:	1



**484** EMPLOYEES



**20** STUDENTS PER TEACHER



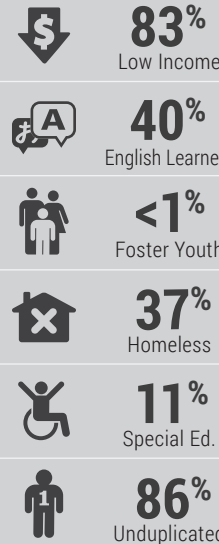
AP HONOR ROLL Recipient

## DISTRICT STORY

### STUDENT ETHNICITY



### STUDENT GROUPS



### Implemented New California State Standards

New teaching approach develops 21st century skills, content knowledge & expertise



### Active Student Engagement

Multiple measures demonstrate problem-solving skill mastery



### Real World Skill Development

Every student will have the knowledge & tools to succeed in college, work, & life



## IMPACT OF COVID-19 IN 2019-20

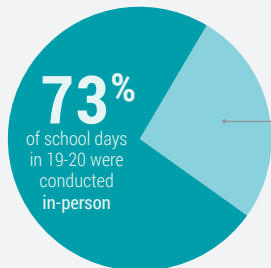
Despite the widespread impacts of the COVID-19 Pandemic, GSUSD, with the help of our stakeholders, is committed to ensuring the continued safety and education of our students.



**3/16/20:** All schools physically closed

**6/5/20:** End of the 19-20 school year

**8/12/20:** 20-21 school year begins with 100% remote learning



**27%** of school days were conducted remotely.



### Distance Learning

Due to the COVID-19 closures, classes were conducted remotely through end of the 19-20 school year.



### Modified Grading Metric

To ensure that this closure period does not harm students' academic records, a Pass/No Mark metric was adopted.



### Assessments Canceled

Due to school closures, many end-of-year assessments were canceled or postponed.

Stakeholder feedback helped guide the creation of the Learning Continuity Plan & many different groups participated in the development process.



**STAKEHOLDER SURVEYS**  
Conducted



**FOCUS GROUPS**  
Held



**ACTION TEAMS**  
Created



**REOPENING STEERING COMMITTEE**  
Created



**STAKEHOLDER OUTREACH**  
Conducted



**VIRTUAL TOWN HALL**  
Held

**17 Groups involved:** Parents, Students, Teachers, Staff, Administrators, Cabinet, Trustees, PAC, Reopening Steering Committee, Facilities Advisory Committee, Budget/Program Review Committee, Principal Student Advisory Group, Special Education Advisory, Child Development Advisory, DELAC, Migrant PAC, NMCFT, CSEA, & SSC



**Checklist of Items Shared:**

- Learning Continuity Plan draft
- Planned Expenditures
- School Reopening Plans
- District Profile Data



GSUSD has informed, consulted, & involved school stakeholders in the process of creating the LCP as summarized above. Communications to stakeholders includes:



Website, email, phone, word of mouth, virtual meetings.

## Stakeholder Feedback

### KEY POINTS



- There is a great need for childcare options for parents & staff
- Access to devices & internet must be assured
- Instructional schedules should be clear & informative
- Health & Safety protocols must be in-place at all locations



Feedback was then incorporated into the



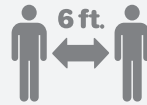
**Learning Continuity & Attendance Plan**

## SAFETY MEASURES



### Limited Campus Access

Campus access will be limited to essential visitors with staggered arrival and dismissal times



### Social Distancing

Social distancing will be practiced and large gatherings avoided while on campus.



### Frequent Cleaning

Surfaces and facilities in the school will be cleaned and disinfected frequently.



### Face Masks

Face coverings are required in settings where social distancing cannot be maintained.

## SCHOOL REOPENING PHASES

1

PHASE



### 100% Distance Learning

#### Key Points

#### School Closures

Due to the COVID-19 crisis, schools were closed and all classes were conducted online for the end of the 2019-20 school year.

#### Remote Start

In accordance with CA state mandate, GSUSD has started the year remotely, with all students using a distance learning model.

2

PHASE



### Hybrid Model

*(A hybrid phase may be used before transitioning to full in-person learning)*

#### Key Points

#### Reopening Schools

When Health and Government officials deem it safe to do so, GSUSD may first move to a Transitional Hybrid Model.

#### Hybrid Model

In a hybrid model, assigned cohorts of students will be on campus on specific days and provided instruction in all content areas.

3

PHASE



### In-person Learning

#### Key Points

#### Safety Protocols

All recommended safety protocols will be followed including frequent sanitizing, daily temperature checks, physical distancing, mask requirements, etc.




#### Diagnosing Learning Loss

Upon return in-person learning, diagnostic assessments will be administered to students to assess learning loss and areas of need.

## EXPECTED 2020-21 ACTIONS & EXPENDITURES FOR IN-PERSON LEARNING

Action / Service	Amount
<b>Additional classroom teachers</b> - Provide additional classroom teachers in grades TK-3 to keep class sizes under 25 students in order to ensure that 50% of students can attend under the hybrid model.	<b>\$12,030,885</b> ↓
<b>Ensure adequate classroom supports</b> - Teachers on special assignment, Substitutes, and Assistant Principals will be used to support classrooms and ensure stable cohorts.	
<b>Instructional aides &amp; paraprofessionals</b> - Provide additional time for instructional aides and paraprofessionals to support students in the classroom and/or during distance learning.	

EXPECTED 2020-21 **ACTIONS & EXPENDITURES** FOR IN-PERSON LEARNING

 Action / Service	 Amount
<p><b>Counselor supports</b> - Counselors will support students through academic progress monitoring &amp; individualized learning plans.</p>	
<p><b>Regular outreach to families</b> - Ensure two-way communications and support asynchronous learning by providing time for staff to make phone calls to students and families on a regular basis.</p>	
<p><b>Supplemental time</b> - Set aside supplemental time for diagnostic assessments and professional development work days.</p>	



## HOW DISTANCE LEARNING WORKS



### Live Daily Interactions

Depending on grade level, students will receive some amount of live synchronous instruction each day.



### Asynchronous Instruction

In addition to daily live interactions, students will receive pre-recorded lessons, guided practice, and independent tasks.



### Weekly Schedules

Teachers will share weekly schedules outlining all synchronous & asynchronous lessons & coursework for that week.



### Online Resources

- [www.GSUSD.org](http://www.GSUSD.org)
- [www.cde.ca.gov/ls/he/hn/coronavirus.asp](http://www.cde.ca.gov/ls/he/hn/coronavirus.asp)
- [www.GSUSD.org/Domain/392](http://www.GSUSD.org/Domain/392)

## SUPPORTING LEARNING CONTINUITY

### ACCESS & CONNECTIVITY

DEVICES PROVIDED FOR  
**100%**  
OF STUDENTS

**1,300**  
WIRELESS  
HOTSPOTS  
PURCHASED

**Support Help Line**  
is available to provide tech support Monday-Friday, 7AM - 7PM.

### PUPIL PARTICIPATION & PROGRESS

**Daily Attendance**  
and contacts during synchronous instruction are tracked by teachers.

**Time-value of Assignments**  
will be documented to ensure that students are receiving sufficient instructional minutes each day.

**Student Progress**  
will be evaluated regularly based on quality of work submitted.

### PROFESSIONAL DEVELOPMENT AND STAFF ROLES & RESPONSIBILITIES

**Weekly Teacher Support Sessions**  
are offered on a variety of topics related to distance learning.

**Educational Technology Teacher Leads**  
will provide teachers with training in distance learning tools and methods.

**Flexible Staff Roles & Responsibilities**  
are essential in helping GSUSD successfully navigate new & developing challenges.





### SUPPORT FOR STUDENTS WITH UNIQUE NEEDS

**English Learners**  
will receive both integrated and designated ELD instruction daily.

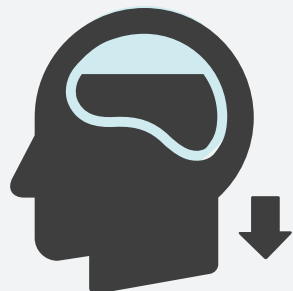
**Foster Youth & Pupils Experiencing Homelessness**  
will receive regular check-ins & targeted supports from our Family Resource Center Liaison.

**Individualized Education Programs**  
will continue to be used for Special Education students.

EXPECTED 2020-21 **ACTIONS & EXPENDITURES** FOR DISTANCE LEARNING

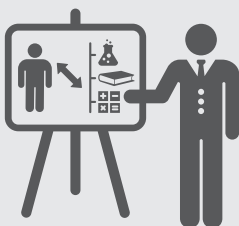
 Action / Service	 Amount
<b>Distance learning supports</b> - Expand the roles of Educational Technology Leads, Instructional Leaders, and Curriculum, Instruction, and Educational Technology Specialists to better support technology and distance learning instructional needs.	<b>\$2,444,699</b>
<b>Essential childcare</b> - Provide essential childcare services and supervision of priority students on campus.	
<b>Academic monitoring</b> - Support distance learning through academic monitoring and individualized learning plans.	
<b>College &amp; career supports</b> - Realign Career Technical Education, dual enrollment courses, and related college & career supports for distance learning model.	
<b>Devices &amp; hotspots</b> - Purchase Chromebooks, tablets, hot spots, device backpacks, and additional bandwidth in order to ensure all families have access to virtual distance learning instruction.	<b>\$1,809,590</b>
<b>Educational technology tools</b> - Purchase online licenses for educational technology tools to expand student and teacher ability to teach and learn in engaging and meaningful ways.	<b>\$270,178</b>
<b>Curriculum and assessments</b> - Purchase online licenses for District adopted curriculum, supplemental standards-aligned curriculum, and assessment tools to ensure access to quality curriculum and assessments in a distance learning environment.	
<b>Educational services projects</b> - Incorporate stakeholders into the planning and implementation of educational services projects via mini-action teams.	<b>\$966,957</b>
<b>Access &amp; Connectivity</b> - Purchase materials, supplies & services to help ensure access to devices and connectivity (daily tech help line, expanding bandwidth, wifi hot spots, replacement laptops, etc.)	<b>\$1,557,164</b>
<b>Memorandum of understanding</b> - Establish MOUs for remote work and essential duties during Distance Learning.	<b>\$4,098</b>
<b>Child care &amp; supervision</b> - Provide essential child care & supervision of students during Distance Learning & Hybrid models.	<b>\$13,423</b>
<b>Distance Learning training &amp; support</b> - Provide Distance Learning training and support for teachers and paraprofessionals.	<b>\$252,578</b>





*Diagnosing and addressing pupil learning loss will be a primary focus in 2020-21 following school closures in Spring 2020.*

## LEARNING LOSS STRATEGIES



- **Screener assessments** will be administered to evaluate student learning status.
- **Achievement Team protocols** will be implemented to address areas of pupil learning loss.
- **Personal learning plans** will provide students with learning goals.

## MEASURING EFFECTIVENESS



- **Assessment results** will be analyzed to identify any gaps in access, opportunity, or achievement among student groups.
- **Progress of students** receiving targeted supports will be reviewed weekly.
- **ELD Checklists** will be used to monitor EL student progress in ELD.

### ADDRESSING LEARNING LOSS

4  
STEP  
CYCLE

1



**Assess Current Learning Status**

2



**Analyze Results & Identify Areas In-need**

3



**Adapt Instruction & Provide Targeted Supports**

4



**Reassess and Monitor Progress**

### EXPECTED 2020-21 ACTIONS & EXPENDITURES PUPIL LEARNING LOSS

Action / Service	Amount
<b>Achievement Team</b> - Implement the Achievement Team process and cycles to ensure data is looked at regularly, goals are developed and aligned to need, strategies are implemented, and effectiveness can be determined	\$1,226,627
<b>Diagnostic assessments</b> - Provide diagnostic assessments & supplemental adaptive targeted instruction.	
<b>Paraprofessional support</b> - Additional paraprofessional support for Special Ed students.	
<b>Individual learning plans</b> - Counselors/Coordinators work on meeting with students and individual learning plans for students not making progress.	

## SOCIAL & EMOTIONAL WELL-BEING

### MULTI-TIERED SYSTEM OF SUPPORTS

for mental health and social-emotional wellbeing

#### TIER I: UNIVERSAL



Mental health promotion and awareness strategies are provided to all students and staff.

#### TIER II: TARGETED SMALL GROUP



Additional targeted supports in small group settings are provided for students as-needed.

#### TIER III: INDIVIDUALIZED



Behavior specialists & mental health staff will provide individual interventions for students with greatest needs.

## ENGAGEMENT & OUTREACH



### Regular Outreach

Teachers will reach out to students & families regularly to support asynchronous learning.



### Engagement Record

A weekly engagement record will be kept & used to identify disengaged students for additional supports.



### Tiered Supports

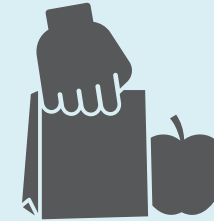
A multi-tiered re-engagement strategy will be used to support students that are disengaged.



### Attendance Monitoring

Student attendance & participation will be documented daily to help monitor student engagement.

## SCHOOL NUTRITION



### Meal Pickup

Breakfast and lunch are available to all students for pickup from school sites.

### Meal Delivery

Special arrangements are made to deliver meals to families that are unable to pick them up.



### Safety Measures

All meals are pre-packaged and prepared/distributed according to local health and safety guidelines.






## ADDITIONAL EXPECTED 2020-21 ACTIONS & EXPENDITURES

Action / Service	Amount
<b>Stakeholder participation</b> - Promote stakeholder participation in online board meetings and other virtual public meetings.	\$1,226,627
<b>Mental health supports</b> - Provide family resources & mental health counseling for staff, students and families.	\$2,982,878
<b>Social-emotional learning</b> - Provide training for teachers and support staff on Social-emotional learning.	↓
<b>Referral system</b> - Implement MTSS tiered referral system with follow up supports	↓
<b>Reopening Facilities Plan</b> - Create Reopening Facilities Plan with maps, supporting documents, signage and handbooks.	\$2,359,370
<b>Hand washing stations</b> - Provide additional restroom and hand washing stations.	↓



EXPECTED 2020-21 **ACTIONS & EXPENDITURES** FOR DISTANCE LEARNING

 Action / Service	 Amount
<b>Stakeholder outreach</b> - Support student & parent engagement through regular outreach (phone calls, communications, parent resource packets, etc.)	<b>\$1,460,650</b> 
<b>Parenting series</b> - Conduct an eight-week parenting series on Social Emotional Learning in both English and Spanish.	
<b>Referrals</b> - Provide referrals for resources and support for homeless/foster youth students.	
<b>Home visits</b> - Conduct home visits to help re-engage disengaged students.	
<b>Behavioral supports</b> - Provide behavior support systems and behavior technicians.	
<b>Parent tablets</b> - Tablets are made available for parents to communicate with teachers and attend online parenting series.	



**Abbreviations:** CSEA (California School Employees Association), CTE (Career Technology Education), DELAC (District English Learner Advisory Council), LCP (Learning Continuity Plan), LCAP (Local Control & Accountability Plan), MOU (Memorandum of Understanding), NMCFT (Golden State Federation of Teachers), GSUSD (Golden State Unified School District), PAC (Parent Advisory Council), SSC (Schoolsite Council)



For additional LCAP/LCP resources scan or click the QR code or go to [www.goboinfo.com](http://www.goboinfo.com) & search for your district.

*This infographic provides a high-level summary only. For more specific details, please refer to the accompanying 20 page LCP narrative plan.*



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