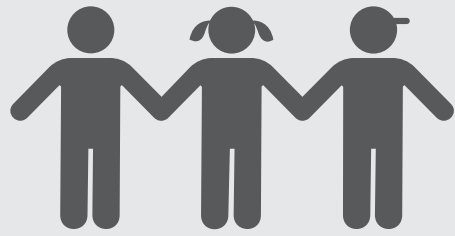




# Learning Continuity and Attendance Plan

## General Information

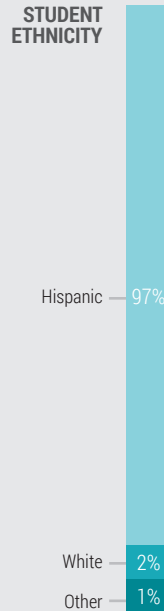
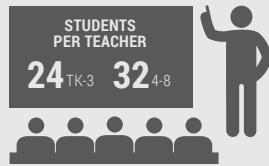


**2,350** TK-12 STUDENTS



**3** SCHOOLS

High School:	1
Middle School:	1
Elementary School:	1



### STUDENT GROUPS



## DISTRICT STORY

### High Quality Education

Prepare all students through comprehensive programs delivered by a skilled & committed staff



### District Vision

Build strong stakeholder relationships, provide 21st century learning, in a nurturing school climate for student success



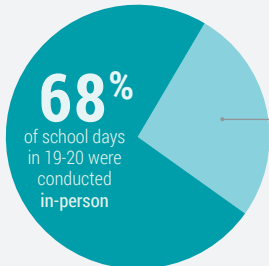
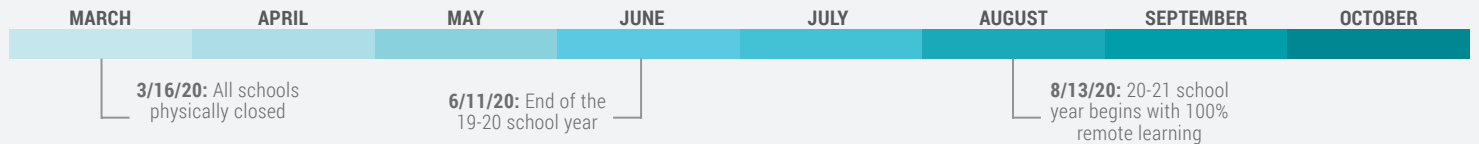
### Critical Mission:

Provide high quality educational experiences that prepare our students for postsecondary success & continued learning & growing throughout their lifetime



## IMPACT OF COVID-19 IN 2019-20

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



**32%**  
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 the closure period did not harm students' academic records, grading policies were adjusted.



### Assessments Canceled

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

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



### Checklist of Items Shared:

- Learning Continuity Plan Draft
- Planned Expenditures
- Reopening Plan
- District Profile Data



GUSD has informed, consulted, & involved school stakeholders & members of the Gonzales community in the process of creating the LCP. Communications include:



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

## Stakeholder Feedback

### KEY POINTS



- Build parent & teacher capacity to support student learning in a distance learning environment
- Provide additional socio-emotional services and/or resources
- Provide essential child care services for GUSD staff
- Continue to conduct outreach to engage students and encourage high participation



Feedback was then incorporated into the



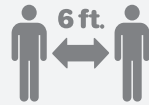
**Learning Continuity & Attendance Plan**

## SAFETY MEASURES



### Limited Campus Access

Campus access will be limited to essential visitors and entrances & exits at school sites will be monitored.



### 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 will be used as recommended by health officials.

## 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, GUSD has started the year remotely, with all students using a distance learning model.

2

PHASE



### Hybrid Model

#### Key Points

#### Reopening Schools

When Health and Government officials deem it safe to do so, GUSD will 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 and the district nurse and site health clerks, will continue to assist with reinforcing the healthy hygiene practices.

#### Providing Options

Students and families will have the option to continue with distance learning if they are not comfortable returning to in-class instruction.

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

Action / Service	Amount
<b>Online Licenses</b> - Purchase online licenses for curriculum and assessment tools to ensure access to curriculum and assessments of substantially similar quality for teachers and students in a distance learning environment.	<b>\$95,000</b>
<b>Health and Safety</b> - Purchase Personal Protective Equipment and Health and Safety Equipment safeguards to ensure a safe return to school (signage, physical distancing barriers/visuals, thermometers, hand sanitizers, alcohol wipes, hand soap, plexiglass barriers, face shields, and face masks).	<b>\$118,000</b>
<b>Childcare</b> - Provide early childhood services and essential child care for staff.	<b>\$75,000</b>

## 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.



### Accommodations

Alternative plans providing a comparable level of services and school connectedness will be available for students for whom distance learning is not feasible.



### Online Resources

- [www.gonzalesusd.net](http://www.gonzalesusd.net)
- [www.cde.ca.gov/ls/he/hn/coronavirus.asp](http://www.cde.ca.gov/ls/he/hn/coronavirus.asp)
- [sites.google.com/view/community-resource-page](https://sites.google.com/view/community-resource-page)

## SUPPORTING LEARNING CONTINUITY

### ACCESS & CONNECTIVITY

DEVICES PROVIDED FOR  
**100%**  
OF STUDENTS

**WiFi Hotspots**  
were provided to each household to ensure access to instruction & resources.

**Technology Support**  
is available to all students & staff through the District IT department.

### PUPIL PARTICIPATION & PROGRESS

**Baseline & Interim Assessments**  
will be used to inform teaching and to monitor student progress & set student goals.

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

**Student Connectedness**  
will be maintained using a variety of tools, including phone calls, texts, emails, scheduled virtual meetings, and live video conferencing.

### PROFESSIONAL DEVELOPMENT AND STAFF ROLES & RESPONSIBILITIES

**Professional Development**  
for implementing a successful online learning environment is provided to teachers.

**Academic Coach**  
assists teachers in implementing best practices that support student engagement in standards-aligned work.

**Staff Roles & Responsibilities**  
are flexible, but clearly articulated, to ensure staff understand their role in supporting the academic & socio-emotional needs of students.



### SUPPORT FOR STUDENTS WITH UNIQUE NEEDS

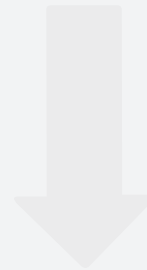
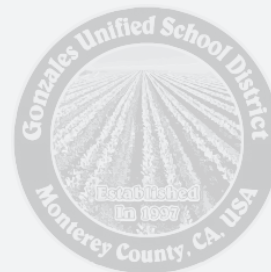
**English Learners**  
will receive both integrated and designated English Language Development (ELD) instruction daily.

**Site Liaisons**  
assist with identification of Foster & Homeless students and reach out to families to provide information and to ensure that students have access to basic school needs.

**Students with Individualized Educational Plans**  
will have a team of educators routinely monitoring progress in all areas.

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

 Action / Service	 Amount
<b>Technology Equipment</b> - Purchase technology equipment to support distance learning (headsets, microphones, web cameras, staff laptops, replacement equipment for students, connectivity devices, Google Suite, etc.).	<b>\$1,770,000</b>
<b>Licensed Clinical Social Worker</b> - Hire an additional LCSW to meet the increased demand for mental health services.	<b>\$63,000</b>
<b>Remote Instruction</b> - Provide remote specialized academic instruction (speech services, distribution of technology, school supplies, textbooks and other school related printed material).	<b>\$100,000</b>
<b>English Language Development</b> - Lead the implementation of designated & integrated English Language Development (ELD).	<b>\$50,000</b>
<b>Foster Youth Support</b> - Provide remote support for Foster Youth through online tutoring, regular check-ins with students and parents, monitoring of attendance/engagement and referral to services as needs are identified.	<b>\$60,000</b>
<b>Professional Development &amp; Distance Learning Materials</b> - Provide professional development and distance learning materials for teachers, teacher leaders, classified support staff, and administrators.	<b>\$52,000</b>

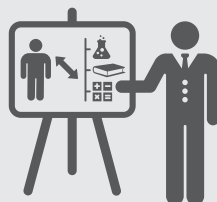




*Diagnosing and addressing pupil learning loss will be a primary focus in 2020-21 following school closures in Spring 2020.*

## LEARNING LOSS STRATEGIES

*A Tiered Instructional Delivery System will be used to address learning loss:*



- **TIER 1:** Standards-aligned instruction using evidence based instructional practices.
- **TIER 2:** Targeted, supplemental instruction delivered in small groups.
- **TIER 3:** Intensive intervention & support to address significant learning gaps.

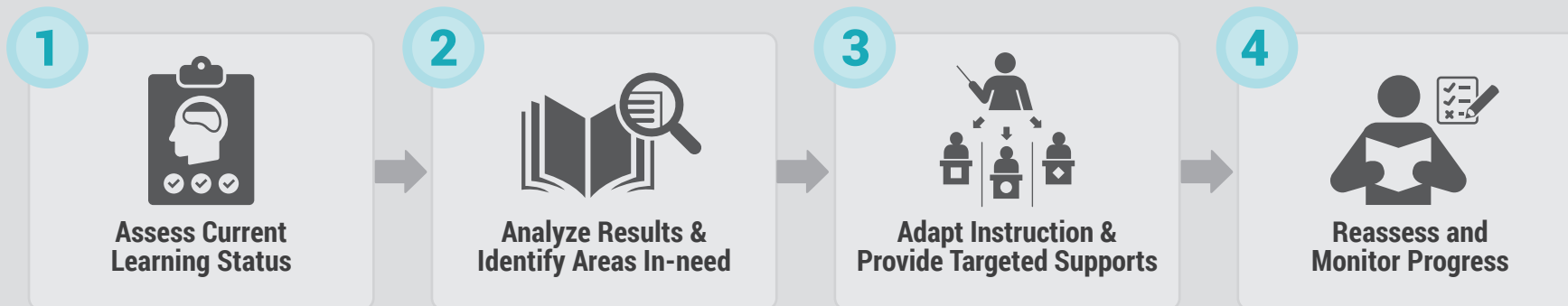
## MEASURING EFFECTIVENESS



- **Baseline Assessments** will be used to determine levels of student regression.
- **PLC Teams** will review data, assess needs, and plan interventions.
- **State Interim Assessments** will be used to measure the effectiveness of implemented learning loss strategies.

### ADDRESSING LEARNING LOSS

4  
STEP  
CYCLE



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

Action / Service	Amount
<b>In-person Supports for Credit Recovery</b> - Provide in-person options for high school credit recovery via a Saturday remediation program and through before & after school Hubs.	<b>\$280,000</b>



## SOCIAL & EMOTIONAL WELL-BEING



### Mental Health Services

A Licensed Clinical Social Worker is available to provide essential mental health services via phone or online conferencing platforms.

### Teacher Training

Teachers are receiving ongoing training on Positive Behavior Interventions and Support.



### Remote Counseling

Students needing intensive support are provided remote counseling services by clinicians from the Monterey County Behavioral Health department.



### Community Newsletter

GUSD is developing a periodic newsletter that includes wellness strategies as well as community resources and helplines.



## ENGAGEMENT & OUTREACH

**TIERED ENGAGEMENT & OUTREACH STRATEGIES**  
*will be used to re-engage disengaged students*

**TIER I:** Absent less than 5% of school days



Teacher outreach via calls or scheduled virtual appointment meetings.

**TIER II:** Absent between 5.1–9.9% of school days



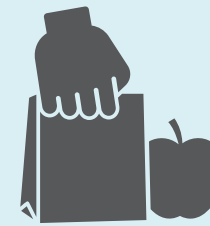
Student-teacher engagement contracts and Admin involvement in calls & outreach.

**TIER III:** Absent more than 10% of school days



Home Visits and Student Support Team/Student Attendance Review Team Meetings.

## SCHOOL NUTRITION



### School Breakfast & Lunch Programs

As part of the National School Breakfast & Lunch Programs, GUSD will provide meals to all enrolled students.

### Meal Pickup

Meals will be available for pickup, Monday & Tuesday at 10 specified locations.



### Safety Measures



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

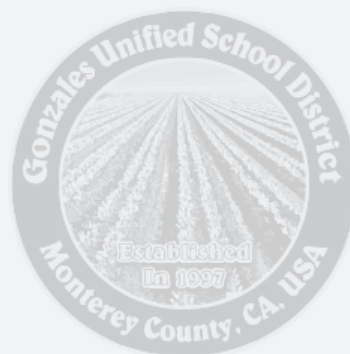


## ADDITIONAL EXPECTED 2020-21 ACTIONS & EXPENDITURES

Action / Service	Amount
<b>Mental Health and Social and Emotional Well-Being</b> - Provide supports for mental health and social emotional well-being (family resources, mental health counseling and support, SEL and well-being curriculum lessons, training for teachers and support staff, parenting workshops on SEL).	<b>\$247,438</b>
<b>Stakeholder Engagement</b> - Implement virtual board meetings & public hearings regarding stakeholder engagement.	<b>\$9,500</b>
<b>Staff Roles and Responsibilities</b> - Establish Memorandums of Understanding for remote work and essential duties during Distance Learning.	<b>\$10,500</b>

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

 Action / Service	 Amount
<b>Student Outreach and Support</b> - Implement program of student outreach and support and maintain office staff to assist with outreach.	<b>\$5,000</b>
<b>Summer School</b> - Provide Summer School during the summer of 2020-21 with options for credit recovery in Mathematics, Language Arts, and English Language Development.	<b>\$197,229</b>



**Abbreviations:** GUSD (Gonzales Unified School District), LCP (Learning Continuity & Attendance Plan), LCAP (Local Control & Accountability Plan), LCSW (Licensed Clinical Social Worker), PLC (Professional Learning Community), SEL (Social Emotional Learning).



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 26 page LCP narrative plan.*



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 Superintendent: Yvette Irving; Email: [yirving@gonzales.k12.ca.us](mailto:yirving@gonzales.k12.ca.us)