

# Learning Continuity and Attendance Plan (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>.

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## General Information

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

The Gonzales Unified School District (GUSD) is the only school district in the city of Gonzales, CA, operating three school sites, La Gloria Elementary School, Fairview Middle School and Gonzales High School. We serve approximately 2,350 students from grades Transitional Kindergarten to 12, with 97% of Hispanic or Latino descent. Out of these students, 39% are classified as English Language Learners, 86% Low income, 13% Homeless/Foster and 11% are Students with Disabilities.

### COVID-19 SCHOOL CLOSURES

On March 4, 2020, California Governor, Gavin Newsom, declared a state of emergency to help prevent the spread of the COVID-19 virus, and on March 16, 2020, the Gonzales Unified School District administration, following the direction of the local county health department and the Monterey County Office of Education Superintendent of Schools, made the decision to close schools due to the COVID-19 pandemic.

The closure of all GUSD resulted in a drastic halt to in-person instruction and all student support services, and the challenge to provide continuity of learning for all students via a distance learning model began. This included developing a plan to ensure students would have access to technology devices and online connectivity, as well as meals. Immediately following the closure, GUSD began the sanitation of all classrooms, surveyed student access to internet and technology equipment, continued with distribution of meals, coordinated the distribution of technology equipment, planned the provision of distance learning services for students, created learning resources for students, teachers and parents, and developed PD opportunities for staff. During the period of school closures in March to the end of the 2019-2020 school year, the following actions took place:

- The GUSD Tech department distributed a total of 1,823 chrome books to students, and through the assistance of the city of Gonzales and T-Mobile, each Gonzales City household, including households of students that we serve who live in the nearby rural community in Chualar, were provided hotspots.
- The GUSD Nutrition services department distributed approximately 127,535 meals (breakfast and lunch) from the period of school closure and throughout the summer to students and families in the community.

- Provided ongoing virtual staff meetings and professional development (PD).
- Provided ongoing outreach to students and families with remote learning.
- Employees deemed “essential” for the purposes of maintaining district and school operations continued to report to work.
- A drive through graduation ceremony for Gonzales High School students and a promotion ceremony for Fairview Middle School students took place in June.

Moreover, throughout the period of school closures, students and families were contacted directly through phone calls, text messages, virtual meetings, and email. The district and school sites utilized their mass notification system to send messages, provide information regarding site closures, and food distribution plans. The GUSD website continues to be periodically updated to inform the community about: current COVID-19-related information, food distribution schedules, where to access socio-emotional resources for students and families, and notification of provision of services for students with disabilities. All information, messages and notifications sent out to the Gonzales community are provided in both English and Spanish.

School sites and district staff conduct outreach to any student/families who are disengaged or inconsistently participating in the online classroom environment. Student Success Team meetings are scheduled with the families through virtual or telephonic platforms to discuss a differentiated design for remote learning and/or accommodations that could be extended to students and/or families to increase student engagement and participation. In addition, special education services continued to be provided to students during the period of school closures and I.E.P. meetings continue to be held through virtual or telephonic platforms with students and families.

#### SY 2020-2021 REOPENING PLAN

District planning for the safe reopening schools for SY 20-21 occurred during the summer. With a focus on the health and safety, socio-emotional, and continuity of learning needs of students, GUSD leadership, in collaboration with stakeholders drafted a reopening plan that reflected a tiered model of instruction - Traditional Modified (In-Person), Hybrid, and Distance Learning. These implementations of these options are subject to community health restrictions at the time of school opening.

On July 17, 2020, Governor Newsom announced that counties on the watch-list were to begin SY 2020-2021 with distance learning for all students; following those parameters, GUSD implemented a Distance Learning model until the county health restrictions allowed for either hybrid or in-person instruction. Upon the district's decision to implement a Distance Learning Model for SY 2020-2021, information regarding the following was released to the GUSD community and staff: Distance Learning schedule for all 3 school sites, PD opportunities for parents and staff, technology equipment and textbook distribution schedules, and meal distribution information. To ensure the safety of GUSD staff that continue to work onsite to support operations, procedures for sanitation and cleaning, protocols for COVID-19 screening and response, as well as procurement and installation of PPE were put in place. As new information becomes available to the district regarding public health and safety, GUSD may transition to the least restrictive instructional option.

## Stakeholder Engagement

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

In understanding the needs of the Gonzales community, GUSD gathered information from certificated staff, classified staff, families and students. The Gonzales Youth Commission solicited feedback regarding the overall health and wellbeing of students; the Educational Services Department surveyed staff regarding their Edtech-related professional development needs; Human Resources engaged in discussions with bargaining units regarding work conditions, site administrators surveyed families regarding their access to technology tools and the internet, and the Adult Education Department surveyed parents for needs regarding trainings, workshops or resources they need to build capacity in supporting remote learning for their children. Two town hall meetings were also convened to hear the community's voice regarding their preferences, concerns and needs moving into the 20-21 school year.

Lead by the District Superintendent, the members of the District Leadership Team of the Gonzales Unified School District; i.e., Director of Curriculum and Instruction, Assistant Director of Student Services, Coordinator of Educational Services, Expanded Learning Youth Development Specialist, Maintenance, Operations, & Transportation Supervisor, Director of Systems and Data Management, Attendance Supervisor, Director of Fiscal Services, Director of Nutrition, Director of Human Resources, and all Site Administrators, initiated the development, and will oversee the progress of the Learning Continuity and Attendance Plan development process.

The District Leadership team met on several occasions to discuss the Learning Continuity and Attendance plan and it was agreed upon in those meetings that site administrators would lead the solicitation of stakeholder feedback from parents and students, and certificated and classified staff by means of a survey. District and Site teams met on the following dates:

#### District Leadership Team

- 08/20/2020: Learning Continuity and Attendance Plan template, development process, timelines, roles and responsibilities, and plans to solicit stakeholder input.
- 08/27/2020: Discuss Stakeholder Engagement Procedures
- 09/14/2020: Review Needs Assessment Data and recommendations from stakeholders
- 09/17/2020: Discuss budget allocations
- 09/23/2020: Learning Continuity and Attendance Plan input and recommendations and from public hearing

#### Site Meetings to discuss the Learning Continuity and Attendance Plan and solicit stakeholder feedback

- 09/09/2020: LG School Site Council ELAC/Site Meeting
- 08/31/2020 - 09/09/2020: LG/FMS/GHS Site Leadership Team Meeting
- 08/31/2020 - 09/09/2020: LG/FMS/GHS Site Staff Meeting or Collaboration

#### Needs Assessment Survey

- 08/27/2020 to 09/13/2020: Adult Survey Window (Parents, Certificated Staff, Classified Staff, Administrative Staff and Other Community Members)
- 08/31/2020 to 09/13/2020: Student Survey Window (3rd to 12th grade)

#### Public Hearing and Board Meeting

- 09/22/2020: Scheduled Public Hearing to present the Learning Continuity and Attendance Plan draft
- 09/29/2020: Scheduled board meeting date for adoption of the Learning Continuity and Attendance Plan

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

Meetings with stakeholders were held via Zoom, Google Meets or Cisco Webex to allow for remote participation of all staff and members of parent advisory committees such as School Site Council or the English Learners Advisory Committee (ELAC). The GUSD Governing Board and public hearing meetings continued through the Zoom online platform as well with advanced notice to the public announced with a meeting link provided on the district website, site social media, email or through the district's Blackboard Connect notification system. Minutes from all previous meetings or public hearings are posted on the GUSD website for public viewing and agendas to any upcoming board meetings or public hearings are, consistent with board policy, posted online 72 hours prior to the meeting.

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

As the recipients of the educational services provided by the district, feedback from the students and families are of significant interest to GUSD. Surveys, communications received, and feedback gathered from town hall meetings reveal that students miss school, their peers, and the social interaction. Students also expressed difficulty with staying focused on school work in the home environment, feeling stressed from the volume of the work, frustration with technology, confusion with which virtual platforms to log into, and feelings of isolation and anxiousness because of the quarantine. Similarly, families shared feelings of frustration, stress, and anxiety. A huge number of parents expressed that they feel overwhelmed with the burden of managing students' school work while also working from home. Many parents communicated feelings of uncertainty regarding their role during distance learning, a level of discomfort with navigating technology, doubts on how they can contribute to their child's success, concerns with a lack of clarity and communication from site administration, district leadership, and or teachers. Staff who are deemed as essential workers also echoed their concerns regarding childcare.

A common theme gathered from staff was that they miss the daily engagement and rapport they had built over time through daily interactions with students and/or families. Distance learning also provided teachers a more personal glimpse into the student's home life which heightened their awareness of the need to provide students with additional support services. With regards to instructional strategies, teachers appreciated the shared resources, training and workshops offered to them, but also shared that the amount of information was at times overwhelming which made deciding on which to implement or take on more challenging. Use of tech equipment, access to the internet, and use of EdTech tools was also a challenge for some teaching staff and many have turned to their peers for assistance. While classified staff also shared many similar feelings and needs that were shared by the certificated staff, many also expressed concerns with a lack of clear expectations on how they are to support students and certificated staff.

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

GUSD is committed to providing continuity of instruction to students and being responsive to the needs of the community. Aligning information gathered from students, families, and staff, with the guidance provided by the county and state, GUSD created a plan of action that is summarized in the district developed Learning Continuity and Attendance Plan. The plan addresses the following themes that emerged from stakeholder feedback and needs assessments.

- Increase meaningful student participation and engagement in a virtual classroom environment.
- Providing additional socio-emotional services and/or resources that supports student's engagement, motivation, and overall mental well-being.

- Build parent capacity to support student learning in a distance learning environment.
- Build staff capacity on utilizing educational technology tools to manage a virtual classroom environment, connect with students, design engaging online lessons, and provide meaningful rigorous instruction.
- Continuing to conduct outreach to engage students and encourage high participation.
- Continue to provide students access to adequate technology equipment and connectivity.
- Provide essential child care services for GUSD staff.
- Slowly and safely ease into providing in-person service by providing a small group of students access to in-person support.

## Continuity of Learning

### In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

GUSD will follow guidance from the California Department of Education (CDE), Centers for Disease Control (CDC), Governor’s Newsom’s office, and state and local health agencies to plan for in person scenarios as health conditions in Monterey County permit students to return to in-person instruction. GUSD’s planning to reopen schools for SY 2020-2021 began in the summer and will continue to refine those plans to align with the meeting the needs of students, families, and staff. When community health restrictions allow for in-person instruction to resume, parents with concerns regarding health and safety, may opt out and continue with provision of educational services via a distance learning model.

#### HYBRID LEARNING

GUSD is prepared to offer in-person instruction when possible and is allowable under state and local health orders. The district’s plan to return students to receive in-person instruction will follow the Hybrid Learning Model design that is detailed in GUSD’s reopening plan. This plan entails having small and stable cohorts of students attend school for a portion of the week, following an A/B schedule where 50% of the students would be on campus at a time M/W or T/TH for 4 hours per day, with virtual learning still continuing for all students for a portion of their school day. In a Hybrid Model, students will receive a blend of screen time and off-screen time learning, interactions with educators using a mix of technology, and virtual face to face instruction, small group support based on student need, and engagement with the class via Google Meets or pre-recorded videos. All students from grades TK to 12 will access lessons via Google classroom or Google site. School start and end times will be staggered to avoid crowding, and accommodate for the need to provide transportation services that would also operate under specific guidelines to maintain the health and safety of students.

Consistent with the district’s commitment to student learning is also continuing to set high expectations whether in a distance or hybrid learning model. Gonzales Unified School district will provide quality, challenging content aligned to grade level standards equivalent to in-person instruction. GUSD recognizes that intentional instructional choices will be essential to support all students to mastery, and that this is especially true for students with specialized

learning needs. GUSD will review content priorities by leveraging the structure and emphasis of essential standards for ELA/Literacy and Mathematics. The teaching of the standards will be facilitated by staff making strategic instructional choices guided by thoughtful decisions arrived at as a Professional Learning Community cyclically engaging in collaborative formative assessment data-based inquiry.

All classroom-based instruction will continue to be focused on building student competencies on the Common Core State Standards. Students continue to have access to the full curriculum (of substantially similar quality regardless of method of delivery). The district continues to provide standards based materials and the district-adopted curriculum is provided to students in hard copy and/or digital formats during distance learning. Online curriculum materials and licenses have been made accessible when available and additional supplemental curriculum materials and assessments that are standards-aligned and skills-based have been provided to support teachers in identifying specific student gaps and providing adaptive curriculum to address student needs (Dreambox, Lexia, etc.)

Starting in person instruction with small cohorts of students will enable teachers, paraeducators, counselors, clinicians and additional support staff to provide more targeted and individualized academic, and mental support. To continue to be responsive to meeting the socio-emotional and academic needs of students whether at school or in a virtual environment, access to a Multi-Tiered System of Support (MTSS) will continue to be implemented, including supports and services for students eligible to receive county behavioral health and special education services. Virtual office hours will continue to be provided to all students who need additional assistance from their teacher during the student off school times.

#### HEALTH AND SAFETY

When GUSD eases the students into in-person instruction, the district nurse and site health clerks, will continue to work under the direction of the assistant Director of Student Services to assist with reinforcing the healthy hygiene practices and ensure that the school environment is consistent with the established wellness and safety guidance from CDE, public health and CDC. These guidelines include requiring PPE use for students and staff, implementing physical distancing guidelines; enhanced sanitation, disinfecting and hygiene practices, monitoring individuals entering and exiting school sites, and having limited congregation of groups. Moreover, a contracted nurse will also be on-call in the event that additional nursing support staff is needed.

#### EARLY CHILDHOOD PROGRAM and ESSENTIAL CHILD CARE

The Gonzales State Preschool program was providing distance learning services to students when the order to close all district schools was received. Following guidance from CDE's Early Learning and Care Division, the district's state preschool planned to provide in-person early childhood services for SY 2020-2021. The preschool site was prepared (i.e. furniture was arranged to allow for physical distancing, cleaning and sanitation supplies, PPE, and enhanced sanitation occurred to ensure that students would be provided an environment conducive to limiting the spread of the virus. Despite the plans to open for in-person services on time, the wildfires had compromised the air quality in Gonzales and delayed the opening of the school year to provide in-person services. The preschool site was closed for a period of two weeks, and during this time, distance learning services and getting-to-know-you projects were assigned to incoming students. When the air quality conditions improved, the program eased into in-person instruction, providing early childhood care and learning to eligible families following the small cohort guidelines, and staying consistent with safety protocols such as wearing PPE, deep sanitation, teaching enhanced hygiene to students, individual materials for students to limit sharing, etc. Moreover, in response to stakeholder input on the need for staff, as essential workers, for child care services, GUSD is providing child care services for children of GUSD employees. This allows for staff to be able to effectively work and deliver quality distance and/or in-person student support, while at the same time being able to access the child care and supervision that they need for their children. Essential child care for staff was provided beginning 09/09/2020, following the implementation of extensive health and safety protocols to ensure a safe and clean environment.

## MITIGATING LEARNING LOSS

Please see section on “Pupil Learning Loss” for details regarding in-person instruction related actions implemented by the district that goes more into the specifics of addressing this area of significant need.

## Actions Related to In-Person Instructional Offerings

Description	Total Funds	Contributing
Purchase online licenses for District adopted curriculum, supplemental standards-aligned curriculum, and assessment tools to ensure access to curriculum and assessments of substantially similar quality for teachers and students in a distance learning environment. (GUSD LCAP Goal 1 and 2)	\$95,000	Yes
Personal Protective Equipment and Health and Safety Equipment safeguards to ensure a safe return to school (include costs for signages, physical distancing barriers/visuals, thermometers, hand sanitizers, alcohol wipes, hand soap, plexiglass barriers, face shields, and face masks). Supplies and materials to support health and safety. Includes additional time for the health clerk to support health related services and implement safety protocols, and costs for contracted on call nursing support (GUSD LCAP Goal 1)	\$118,000	No
Operation costs related to providing early childhood services and essential child care for staff as essential workers, including costs attributed to staffing, materials and supplies. (GUSD LCAP Goal 3 and 4)	\$75,000	No

## 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.]

While delivery of educational services is provided via a distance learning format, GUSD’s commitment to provide continuity of instruction amidst the pandemic has not changed as evident in its plans to continue to provide quality, challenging content aligned to grade-level standards to ensure continuity of instruction for transitions between in-person learning to distance learning and vice versa. GUSD has reviewed the content priorities by leveraging the structure and emphasis of essential standards for ELA/Literacy and Mathematics, and the teaching of the standards will be facilitated by staff making

strategic instructional choices guided by thoughtful decisions arrived at as a Professional Learning Community cyclically engaging in collaborative formative assessment data-based inquiry.

All classroom-based instruction will continue to be focused on building student competencies on the Common Core state standards and will be built from the results of systematic cycles of assessments throughout the year to provide staff immediate insights into what student skills are mastered, and also use as a compass that allows for a more intentional focus for instruction and intervention. In an effort to provide a continuity across all instructional models, the PLC's have established a focus on prioritizing select essential standards across contents in order to provide coherence for students in their learning. Utilization of a primary learning management system will allow for a smooth transition from distance learning to in-person when the time comes, and thus, Google Classroom was established as the primary virtual learning tool across all sites, grade levels and content areas. Moreover, printed curriculum and materials are also accessible for students in addition to the virtual format of learning materials and/or to supplement online instruction.

#### DISTANCE LEARNING

SB 98 defined "Distance Learning" as instruction wherein the student and instructor are in different locations. Consistent with this definition is the manner GUSD's provision of distance learning services, which are detailed as follows:

- Schedule: Implementing a distance Learning Schedule that allows for live instruction, small group support, time for independent work or accessing asynchronous learning, one to one teacher support time.
- Live Interaction: Daily live interaction between certificated staff and pupils is for purposes of instruction and maintaining school connectedness. The intent of daily live interaction is to ensure each student has live contact at least once each instructional day with a certificated employee, and ideally live contact with peers. Examples of daily live interaction include virtual communication or interactions, including, but not limited to synchronous online instruction (per statute) and phone calls where both parties communicate at the time of occurrence.
- Lesson Delivery: Staff delivers educational content through live synchronous video and audio instruction, asynchronous videos (recorded), other forms of instruction that relies on computer or communications technology, and/or written instruction.
- Engagement: Students receive a blend of screen time and off-screen time learning, interactions with teachers using a mix of technology and virtual face-to-face instruction, small group support based on student needs, and engagement with the class via a live virtual meeting through google meets.
- Curriculum and Assessments: Students continue to have access to the full curriculum (of substantially similar quality regardless of method of delivery). The district continues to provide students based materials and the district-adopted curriculum is provided to students in hard copy and/or digital formats during distance learning.
- Supplemental Online Curriculum and Assessments: supplemental curriculum materials and licenses have been made accessible when available and assessments that are standards-aligned and skills-based have been provided to support teachers in identifying specific student gaps and providing adaptive curriculum to address student needs (Dreambox, Lexia, etc.)
- Accommodations: Should distance learning not be feasible for access for specific students, as an accommodation, an alternative plan that provides a comparable level of services and school connectedness will be developed.

### **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.]



In March 2020, when nationwide concerns for public health made it necessary for GUSD schools to transition to Distance Learning, GUSD began conducting a needs assessment with households in terms of their access to technology devices and the internet. After determining the level of need, GUSD made arrangements regarding device pick-up procedures and providing information regarding resources for internet connectivity.

Overall the district has distributed chrome books and iPads to students. Similarly, and in collaboration with the city of Gonzales and T-Mobile, each Gonzales household was provided a hotspot. The district's greatest challenge has been that in spite of access to technology equipment and internet connectivity. School sites and staff are continuing to do outreach to support with student engagement and participation.

With the huge rollout of equipment and Ed Tech tools and licenses, GUSD's IT department had to expand its role to provide training and tech support for students, families and staff. The Director of Systems and Data Management oversees the infrastructure of technical operations and addresses security risks related to distance learning, and maintains the overall operations and systems, while IT staff under her direct report, are available at each site for technical assistance and staff and/or parent training, and support with hardware issues. In preparation for SY 2020-2021 and to avoid any delays to access within the year, the IT department has an inventory of chromebook devices and iPads that have been programmed and ready to be deployed when a student registers for the new school year, should a device need replacement, and to also provide for district residence students who are attending regional programs. In the deployment of all technology equipment, GUSD's IT department ensures that all students, staff and parents complete the GUSD Technology and Acceptable Use Agreement, which includes agreement clauses on digital citizenship and loaner devices. Moreover, in response to stakeholder input, the IT department purchased headphones and hotspots for students that will be distributed to support access to distance learning services.

While teachers and students have access to many resources and programs that are applicable to both in-person and remote settings, the district's IT department is continually evaluating the technology equipment and internet access needs of students, as well as staff. Staff were provided laptops and video conferencing accounts to support continuous instruction and interactions with students. To support teachers' use of these programs, the Ed Tech Team developed instructional tutorial web pages with tutorials, resources, and best practices. Moreover, while the district is on distance learning, staff are given the option to work from home or at the school sites so they will have access to equipment and the internet in order to effectively provide remote learning services to students. Parent workshops were held and resource pages which included how to videos and step by step instructions in accessing online learning tools and resources were developed to support parents working with the students in their homes. The district ensured that all communications and information that went out to parents were available in both English and Spanish.

## **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.]

Per SB 98, daily live participation may include, but is not limited to, evidence of participation in online activities, completion of regular assignments, completion of assessments and contacts between employees of the local education agency, students or parents / guardians. A staggered distance learning schedule was intentionally developed across sites for staff to follow to help with establishing daily live contact with students and to provide a more

systematic and clear approach on when teachers will provide and students will access direct instruction, student work time, intervention, small groups, and/or consult time by teachers having virtual office hours. Contact with students is established by using a variety of tools, including but not limited to, phone calls, texts, emails, scheduled virtual meetings, and live video conferencing.

#### PARTICIPATION

Each instructional day must provide evidence of at least 180 minutes of instruction for Kindergarten, 230 minutes for Grades 1st to 3rd, and 240 minutes for students in Grades 4th to 12th. Documenting daily participation may be met through daily live virtual interaction with the teacher, synchronous learning assignments, participation by accessing assigned asynchronous activities, and completion of assignments. Asynchronous assignments and/or activities are assigned a time value by the credentialed teachers, and this time value will be provided through lesson plans, will be verified by the teacher of record, and approved by the school administrator. Time value is also measured by the amount of time the student engaged in the online learning platform/s to access assigned asynchronous activities, which, when added together, should meet at least the minimum instructional requirements. Daily participation may also be documented through contacts between other certificated staff of GUSD, including those other than teachers, with pupils and/ or their parents/guardians. Student participation and engagement will be recorded on the student information system, AERIES, and tracking of engagement will be the responsibility of the teacher of record.

#### PROGRESS

In order to inform instruction and gauge student learning during the course of distance learning, it is important to consider and solidify a systematic cycle of assessments. Baseline assessments were administered at the beginning of the year, for the purpose of identifying learning gaps that may be prerequisites for new skills, and determine the level of learning loss. Conducting baseline assessments will yield a starting point for instruction, and allows teachers to develop a more thoughtful plan of action to address student skill gaps and/or recoup learning loss. In addition to the baseline assessments, periodically, at two points in the school year, i.e. October 2020 and January 2021, the Interim Comprehensive Assessments (ICA's) will be administered for the purpose of progress monitoring, student goal setting.

Data gathered from assessments should be used to create meaningful change in student outcomes. In order to achieve this, all GUSD teachers are provided protected time to collaborate as a professional learning community to analyze data, assess the effectiveness of instructional strategies, identify students needing intervention, and implement shifts needed in instruction to meet student needs. Consistent practice of analyzing and responding to data will aid in informing instruction for all students, especially students with unique learning needs such as students with disabilities, English language learners, and students experiencing homelessness or are in the foster care system. In addition to assessment data, staff can also evaluate student progress based on the quality of work submitted, as well as the demonstration of learning as measured by progress towards the learning objectives of the targeted standards.

## 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.]

GUSD is committed to providing ongoing support, guidance, and resources for teachers to maintain high quality programs for students. In order to establish an effective educational program, staff must be provided ongoing professional development opportunities that will support staff capacity in effectively engaging with students, whether the district's learning services are provided in person, in a hybrid or distance learning format.

The SY 2020-2021 professional development plan includes training teachers and staff members to effectively navigate the Google suite platform and maximize its effectiveness by training teachers how to implement tools such as creating calendars, how to assign coursework, how to use presentation tools to assist teachers with presenting content online in a variety of ways, or access to resources such as digital learning apps. Training is also provided on establishing netiquette, online classroom management and engagement strategies, strategies to build relationships in a virtual environment, provision of special education services in a distance learning model, SIRAS and IEP development. In addition to these professional development offerings, school staff are also provided support by an academic coach to assist them in implementing best practices that support student engagement in standards aligned work, and consult services and PD was contracted to assist Site Leadership teams and PLCs in their practice of data analysis and data action planning. It is also equally important to note that the mental wellbeing of our students is a priority, and in order to support students in coping with the changed world, Socio Emotional Learning (SEL) professional development opportunities for staff, students and parents are also deeply embedded in the district's PD plan

Parents of students participating in distance learning are partners to student success, with student learning taking place in the home, parent engagement becomes increasingly more important, and therefore parent trainings that will assist parents in supporting their child's distance learning were also developed by the district adult education department. A series of parent workshops have been developed on topics such as how to navigate Google classroom, how to log into Google meetings, assist with creation and access to email, how to access student attendance, and grades via the AERIES Parent Portal. These workshops are provided in both English and Spanish and are also recorded for asynchronous access.

Conferences, workshops and other training opportunities which support distance learning, leadership development, and effective instructional strategies will be offered to staff when available.

## 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 need to implement a distance learning model has significantly impacted the roles and responsibilities of staff across the district and all GUSD staff are working hard to engage with students and families, and clarity and communication of staff roles and responsibilities is crucial to ensure students are receiving the support to meet their academic and socio-emotional needs through remote means. Key changes to roles and responsibilities of staff are highlighted below.

### Certificated Staff

- Lesson plan, provide instruction, resources, and support students through distance learning.
- Ensure that students have access to technology and equipment and connectivity.
- Access district equipment such as a laptop, document camera, and any other necessary equipment, as determined necessary in order to effectively deliver distance learning services.
- Participate in professional development opportunities on the use of technology, delivery of instruction via distance learning, and supporting students in remote learning environments.
- Provide students virtual and/or in-person small group or one to one support services
- Communicate and inform students and/or parents on student expectations regarding participation and engagement in distance learning, availability, and access to support and resources.
- Maintain a student engagement and/or parent/student contact log
- Complete daily Wellness Screen Checks

### Classified Staff

- Assist in ensuring that students have access to technology and equipment and connectivity.
- Access district equipment such as a laptop, document camera, and any other necessary equipment, as determined necessary in order to assist the teacher in effectively delivering distance learning services.
- Participate in professional development opportunities on the use of technology, delivery of instruction via distance learning, and supporting students in remote learning environments.
- Assist in providing students virtual and/or in-person small group or one-to-one support services.
- Assist certificated staff in communicating/informing students and/or parents on student expectations regarding participation and engagement in distance learning, availability, and access to support and resources.
- Maintain a student engagement and/or parent/student contact log.
- Complete daily Wellness Screen Checks.
- Classified staff roles may be altered to meet the needs of the students and the sites, e.g., ASES after school program staff are supporting with child care when their traditional role cannot be fulfilled.

### School Site Administrators

- Ensure all students and staff have access to the materials, training, and tools to engage effectively in distance learning and provide support for students in remote learning environments.
- Communicate distance learning information to support teachers, students, and families.
- Monitor instruction virtually to provide feedback and support to teachers to improve student learning.
- Engage in collaborative time with the teacher virtually and facilitate regular virtual staff meetings.

- Monitor attendance and student engagement process.
- Ensure that the staff are provided support needed to deliver effective distance learning instruction.
- Coordinate the provision of and access to student, staff and family resources and supports.
- Assist in the development and coordination of implementing plans to provide small group in person support to students that are at a higher risk for learning loss.
- Coordinate in-person assessments for specific groups of students.
- Follow guidelines from the Centers for Disease Control (CDC), review local and state recommendations from the county office or health and education on reopening school sites and ensure communications with all stakeholders.
- Follow all Health Insurance Portability and Accountability Act (HIPAA) to maintain required confidentiality regarding communicable diseases.
- Ensure and assist with ongoing provision of meals for students.
- Ensure that students have access to technology devices and assist with distribution.
- Ensure, monitor, and address student concerns regarding access to distance learning which includes technology equipment and connectivity concerns.
- Ensure that the site is operating consistent with public health and safety guidelines.
- Ensure that the site, with the assistance of custodial staff, have adequate supplies and are cleaning and sanitizing staff occupied areas daily.
- Increased responsibility in facilitating communication and meetings to share timely and relevant information to site staff, students and parents.

#### District Administrators

- Develop distance learning guides and procedures for operating in a remote learning environment.
- Ongoing collaboration with all stakeholders in the provision of educational services continue to be responsive to the needs of the students and the community.
- Order adequate PPE, signages, and other equipment, and supplies needed as a result of COVID-19.
- Ensure that there is adequate technology equipment for students and staff to engage effectively in distance learning.
- Plan professional development opportunities related to distance learning and provision of supports for students, parents and staff.
- Provide staff access to technical support and virtual tools.
- Develop and provide resources and support for students, families, and staff.
- Develop and implement a plan to provide small group in person support to students that are at a higher risk for learning loss.
- Follow guidelines from the Centers for Disease Control (CDC), review local and state recommendations from the county office of health and education on reopening school sites and ensure communication with all stakeholders.
- Follow all Health Insurance Portability and Accountability Act (HIPAA) to maintain required confidentiality regarding communicable diseases.
- Ensure, monitor, and address student access to distance learning and connectivity concerns.
- Ensure the ongoing provision of meals for students.
- Develop procedures to ensure that sites are operating consistent with public health and safety guidelines.
- Ensure that there is adequate custodial staff and supplies for the daily cleaning and sanitation of sites.
- Increased responsibility in facilitating communication and meetings to share timely and relevant information to the district staff and Gonzales Community.

#### Mental Health Providers

The COVID-19 school closures have brought a lot of stress, and the isolation brought about by limited in-person interaction has impacted the mental well-being of students, staff and families. School closures have brought an increased demand for mental health services and to continue to preserve the mental well-being of students, GUSD's Licensed Clinical Social Worker, along with the contracted Monterey County Behavioral Health therapists continue to provide individual or small group virtual counseling sessions for students. Currently, GUSD is in the process of hiring an additional Licensed Clinical Social Worker in order to meet the increased demand for mental health student services and support.

It is important to note that new roles and responsibilities may be defined (or refined), and will continue to evolve as the district prepares to reopen sites. The Human resources department may need to hire additional staff to support safe and efficient operations and adequate provision of student services and support when the transition into Hybrid in-person instruction takes place.

## Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

GUSD will assess the needs of all learners to determine what additional supports are needed by identifying students who are not engaging or are working to acquire basic skills by looking at engagement records, and diagnostic assessment results, as well as work samples. GUSD recognizes that there are student subgroups that present needs that puts them at a higher risk for learning loss and the district continues to be committed in supporting student subgroups presenting unique needs, i.e. English Learners, pupils with exceptional needs, students experiencing homelessness, and/or students who are in the foster care system.

### ENGLISH LEARNERS

Teachers are expected to provide English Learners access to the same rigorous grade level academic standards through instructional supports and scaffolds that supplement, and do not supplant, core instruction, to ensure that EL students have access to the same grade level content. To accomplish this, teachers embedded ELD instruction throughout all content areas to assist with maximizing comprehensible input. In addition to embedded EL strategies provided during core instruction, designated EL instruction is also going to be provided, to allow for more targeted support, while newcomer ELs will be provided virtual in-class support by support staff, to gain access to needed integrated second language support. All district staff have been provided professional development on implementing embedded EL strategies, and instructional strategies that support ELs in the remote learning environment that are consistent with the principles identified in the California English Learner Roadmap policy.

In addition, any student whose Home Language Survey indicated a language other than English needed to be administered the ELPAC (in-person) to determine their level of English proficiency. Administration of the ELPAC for new students would allow for early identification and the adequate planning of support for EL students. Currently, the district is still coordinating the completion of administering the ELPAC in-person assessments.

### STUDENTS WITH DISABILITIES

All students with an Individualized Educational Plan (IEP) or a 504 plan have a team of educators who will routinely monitor their progress in all areas, including but are not limited to, academic behavioral, social/emotional, and health/medical. 504 students are mainly monitored by the 504 coordinator and along with the site's Student Support Team (SST), discuss any additional or amendment to the 504 plan accommodations to support student access and progress in the distance learning environment.

Meanwhile, services to address the needs of students with disabilities who have an IEP are driven by goals and objectives, and individualized distance learning service plans are developed for students with IEPs. These plans are presented and discussed with the parent at an IEP team meeting and adjustments are made to accommodate individual student and family needs so students continue to gain access to and allow them to participate in the general education curriculum and virtual environment. Special education teachers and providers maintain frequent contact with students and families via phone, text, email or video conferencing. Special education teachers also have ongoing and frequent contact with the student's general education teachers and teams. SPED teachers and service providers are all instructed to conduct a review of the IEP goals and conduct beginning of the year goal progress

assessments to identify student baselines, determine levels of regression, and to conduct frequent periodic progress monitoring throughout the school year. The practice of frequent progress monitoring will allow SPED staff to timely identify gaps in learning and accordingly adjust service plans to meet student needs.

In the design of the distance learning service plans, careful attention is given to meet the district's obligation to provide a Free and Appropriate Public Education (FAPE), which includes ensuring students are provided the services reflected in the IEPs, and appropriate accommodations are implemented even while in the distance learning environment. The remote nature of providing special education and related service posed a great challenge to special education staff, since the lack of in-person interaction with the student compromises the prompt delivery of supports that are designed to be adaptive to meet the needs of the students. In order to deliver better quality special education remote services that are responsive to student needs and will allow for the attainment of IEP goals, staff and students need access to research-based online resources, and supplementary standards aligned curriculum that are designed to meet the needs of students with disabilities. Furthermore, to ensure that the IEP continues to reflect services that meet student needs, staff are conducting in-person assessments to determine continuing eligibility or determine eligibility to access any additional, special education services, services and supports.

#### MCKINNEY VENTO STUDENTS AND FOSTER YOUTH

Site liaisons provide support between school teams and collaborative partners to assist with the coordination of services and continuity of education programs including school transitions, to minimize disruptions in enrollments, as well as coordinate referrals for community based support for students who are identified as McKinney Vento and/or Foster. The district McKinney Vento/Foster Liaison coordinates to assist sites with the identification of students and reach out to families to provide information and make sure that students have access to basic school needs such as school supplies, clothing, hygiene kits, etc., or resources that support remote learning, e.g. access to tech equipment and connectivity. In addition, GUSD is also providing students who are Foster or McKinney Vento status access to online tutorial services, provided by FEV Tutors, to assist with their continued participation, access and progress. The district has an ongoing goal to increase outreach to these families, and with the assistance of the district social worker, needs assessments with families are conducted within a week of enrollment, to ensure that timely referral to school- and community-based supports can occur.

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

Description	Total Funds	Contributing
Technology equipment to support distance learning, including headsets, microphones, web cameras, staff laptops, replacement equipment for students, and connectivity devices, Google Suite, virtual/remote meetings/communications (Parent Square, chrome books, Wi-Fi, infrastructure: and IPADS for Special Education Students). (GUSD LCAP Goal 1 and 2)	\$1,770,000	Yes
Additional LCSW to meet the increased demand for mental health service. (GUSD LCAP Goal 3)	\$63,000	No



Costs related to the provision of remote specialized academic instruction, speech services, and distribution of technology and school supplies, textbooks and other school related printed material. (GUSD LCAP Goal 1 and 2)	\$100,000	Yes
Lead the implementation of designated/integrated English Language Development (ELD). Within the distance learning model, support staff in effectively delivering designated and integrated ELD in a virtual context, including use of targeted instruction. (GUSD LCAP Goal 1 and 2)	\$50,000	Yes
Provide remote support for Foster Youth through online tutoring. Support includes regular check-ins with students and parents, monitoring of attendance/engagement and referral to services as needs are identified; (GUSD LCAP Goal 1 and 2)	\$60,000	Yes
Professional development and distance learning materials for teachers, teacher leaders, classified support staff, and administrators. (GUSD LCAP Goal 1, 2, 3 and 4)	\$52,000	Yes

## Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

Gonzales Unified School District is cognizant of the fact that the most significant impact of school closures is student learning loss. The plan to address learning loss involves uncovering and addressing the unfinished student learning in the context of grade-level work. This will require teachers to know what students know and can do throughout the school year, and to assist in this endeavor, the district will administer the following assessment and progress monitoring related practices.

- **BASELINE ASSESSMENTS:** Administer baseline assessments at the beginning of the year, utilizing tools such as DRDP, Math Inventory, Reading Inventory, and Core Curriculum Assessments to assist teachers in identifying skill gaps that are prerequisites to targeted grade level skills, determine the levels of student regression, and have intentional focal points to begin their instruction.
- **COMMON FORMATIVE ASSESSMENTS:** Site administrators will work with their leadership teams to develop common formative assessments, particularly in areas of English Language Arts and Mathematics to monitor student progress and as additional tools to measure rates of student learning
- **DATA ACTION PLANNING:** Results from the common formative assessments will be accessible to teachers and will be discussed by PLC teams during their collaboration times to assist with identifying student needs, goal setting, and data action planning. All staff, including special education staff, will have access to and participate in data planning meetings to review and discuss student needs.
- **IDENTIFYING STUDENTS NEEDING TARGETED SUPPORT:** In addition to information gleaned from PLCs, Site Leadership Teams will also aggregate the data by student groups to identify specific students in need of targeted support and provide timely intervention.

- STUDENT SUPPORT TEAMS (SST): Site Student Support Teams (SST) continue to be tasked with the responsibility in proactively meeting and developing an individualized and prescriptive plan of action to address the academic and mental health needs, as well as identify barriers and address concerns with student engagement in distance learning.

## 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.]

GUSD will address learning loss and accelerated learning for pupils using a tiered instructional delivery system.

TIER 1: Provides standards-aligned instruction using district approved adopted core materials, using evidence based instructional practices, and differentiated instructions. Supports for EL students at a Tier 1 level are provided via the embedded EL strategies and integrated EL support provided to newcomer ELs when core instruction is being provided.

TIER 2: includes targeted, supplemental instruction delivered in virtual small groups using evidence based interventions. Students are identified through screening and other data sources for enrichment, at risk supports and behavioral outcomes. Supports for EL students at a Tier 2 level are provided via provision of designated EL instruction.

Tier 3: Tier 3 students are identified through screening and other data sources after Tier 2 strategies have not been successful. Students in Tier 3 will receive intensive intervention and support to address significant gaps in learning. These can be provided via the following strategies.

- Access to small group in-person support
  - GPA 4.0 Saturday is a site based weekend remediation program that is aimed to recoup student loss in learning.
  - Before/after school Hubs: Sites can make special recommendations for students who have had irregular attendance, are facing connectivity issues, need support in completing assignments, or those that need extra support to recover lost skills to prevent further learning loss
- Increased credit recovery opportunities, via the online program APEX, at the secondary level to assist students to get back on track to graduate on time.

In addition to the tiered supports listed above, another strategy that will be implemented to ensure that students are not only provided continuity of learning but also continued efforts to recoup learning loss are in place is by offering learning opportunities in mathematics, language arts, English language development, extended school year for students with special needs, and credit recovery during the summer of 2021.

## 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.]

Generally speaking, if there are lesser students identified to need remediation over time, the implemented strategies are supporting student access to and success in learning. Effectiveness of implemented strategies can be determined by running assessment reports by student demographic factors and data can be analyzed to illuminate gaps in access, opportunity or achievement. The implementation of learning loss assessment strategies is a necessary step in addressing the needs of students. However, the use of any strategy or program will only serve the needs of the students with a prescriptive and consistent system in place to measure their effectiveness. To that end, GUSD is committed to the following data driven and cyclical inquiry-based practices protocol and process:

- Protected teacher time for monitoring students.
- Grade level and/or content area teacher teams to calibrate curriculum pacing, and determine when to administer curriculum based assessments.
- Protected collaboration time for PLC teams to review data, assess needs, and plan intervention.
- Site Leadership teams to meet, discuss and develop common formative assessments.
- PLC time will be used to work collaboratively within grade levels to review data, identify best instructional practices and plan for intervention for students who need additional support.
- PLC and Site leadership teams will engage in data inquiry and action planning practices that involve monitoring and comparing student progress data over time. Progress points will be marked for each subsequent assessment following the baseline assessment, to determine a student's class' or a whole grade's growth over time.
- Site administrators to communicate with staff regarding tiered support systems and SST monitoring practices and problem solving meetings with specific students and parents/guardians to address academic slide, meeting socio-emotional needs, and/or discuss how to support engagement and participation in distance learning.
- Interim Comprehensive Block (ICAs) to determine if implemented instruction and learning loss strategies are effective and make adjustments to instruction interventions as needed.
- Special education case managers to review student IEPs, monitor progress, and develop individualized distance service plans.

## Actions to Address Pupil Learning Loss

Description	Total Funds	Contributing
In Person Support via GPA 4.0, a Saturday remediation program or through before/after school Hubs and the instructional materials and supplies, and high school credit recovery. (GUSD LCAP Goals 1, 2, and 3)	\$280,000	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.]

GUSD recognizes the need to support the whole child and is committed to continuing to provide the student access to the following mental health related services.

- Social and Emotional support will be provided first and foremost by the classroom teacher, and teachers have been provided ongoing training on Positive Behavior Interventions and Support. Specific to the 2020-2021 school year, staff will be provided a series of professional development sessions that are focused on Socio-Emotional Learning (SEL) to increase staff capacity to connect and build relationships with students in a remote learning environment.
- A virtual calming corner has been developed for any Gonzales community member to access from the district website, in addition to a list of mental health and socio-emotional learning resources.
- The district LCSW is also creating periodic newsletters to release to the GUSD community that includes strategies related to helping students understand and manage their emotions, cope with stress and change, practice mindfulness, along with community resources and helplines.
- Virtual office hours have been set by the LCSW and MCBH clinicians for students to access as needed. Staff are also encouraged to set up appointments to consult with the mental health service providers if deemed necessary.
- Although school sites are not fully open, essential mental health services are still provided via phone or online conferencing platforms by the Licensed Clinical Social Worker (LCSW), while students needing intensive support are provided remote counseling services by clinicians from the Monterey County Behavioral Health department.
- Suicide risk assessment are provided on an as needed on-call basis.
- COVID-19 school closures have brought a lot of stress to students and the isolation brought about by limited in-person interaction has had a tremendous impact on their mental well-being, which lead to an increased demand for mental health support. Currently, GUSD is in the process of hiring an additional Licensed Clinical Social Worker in order to meet the increased demand for mental health student services and support.
- Parents who are concerned about how their child is emotionally responding to COVID-19 or having other mental health related issues, are encouraged to contact their site administrators who can then assist with coordinating supports, or pointing them towards appropriate personnel or resources.
- GUSD has also entered into a partnership with the Monterey County Behavioral Health Department, Epicenter, Sun Street Center, and Monterey County Rape Crisis Center to help provide students access to remote services or resources that connect students, staff and families to any mental health and wellness support needed.

All of the above listed mental health supports and mental health services can easily transition to being provided in-person when GUSD schools reopen.

# 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.]

GUSD will utilize personalized and automated phone and email communication methods, the district website, and social media outlets to communicate critical information and ongoing updates with families and the community at large. The notifications include any new information available to the district related to the COVID-19 pandemic, as well as policies and/or expectations related to student participation or grading, information regarding distribution of technology, textbooks, school supplies, and/or meals; parent workshop offerings, opportunities for parent engagement and input, and community resources. In accordance with section 11310 of the Title V California Code of regulations, GUSD will provide communications in English and Spanish to meet the needs of stakeholders.

In addition to the district’s effort to engage students and/or families through communications, GUSD will also continue with implementing ongoing outreach to maintain and ensure a high level of student engagement in distance learning. GUSD recognizes that because parents may have children enrolled in multiple schools across districts, it is vital that communication protocols, online learning platforms, and expectations are coherent and consistent in engaging parents and the community as partners in learning. To that end, GUSD is committed to implementing the following tiered engagement and outreach strategies:

- Tier 1: Less than 5%
  - Teacher outreach via calls or scheduled virtual appointment meetings, periodic Check-ins and Auto Calls
- Tier 2: Between 5.1 to 9.9%
  - Admin/Office involvement for calls/outreach
  - Student-teacher engagement Contracts
  - Home visits for who have been absent for 8-9%
- Tier 3: 10% and above
  - More Admin Involvement
  - Home Visits
  - SST/SART Team Meetings
  - For students with disabilities: IEP Team Meetings will be held to identify barriers, address concerns, provide intervention and/or accommodations needed that will support in increasing student participation and engagement.

# 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.]

Whether learning is in person or provided via a distance learning model, GUSD will be operating under the National School Lunch Program and National School Breakfast Program to provide meals for eligible students. Students must be enrolled in a GUSD school in order to receive meals. In coordination with GUSD's transportation department, the Nutrition services department will be supporting students by providing meals via pick-up in 10 specified locations. These pickup locations are based on the existing bus routes, and mirroring the same meal distribution plan implemented during the Summer Feeding program. Following health and safety protocols, food distribution will occur every Monday and Tuesday. Monday's meal service distribution is for 2 meals, breakfast and lunch, while Tuesdays are for 8 meals (breakfast and lunch for Tuesday, Wednesday, Thursday and Friday).

Currently this meal service plan was effective from the beginning of the fall semester, the week of August 10, 2020, and tentatively to October 9, 2020. A meal service plan for October 10, 2020 and for the rest of the school year will be announced sometime towards the end of September 2020 and will include stakeholder feedback gathered from the LCP surveys.

## Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being (GUSD LCAP Goal 3)	Family resources, mental health counseling and support for staff, students and families, Social Emotional learning and well-being curriculum lessons, training for teachers and support staff, and parenting workshops on SEL.	\$247,438	Yes
Stakeholder Engagement (GUSD LCAP Goal 4)	Virtual and online participation in board meetings and public hearings regarding stakeholder engagement and related communications (include cost for Cisco, Zoom, translation and interpretation services)	\$9,500	No
Distance Learning Program Staff Roles and Responsibilities (GUSD LCAP Goal 4)	Establishing MOUs for remote work and essential duties during Distance Learning to include interactive process	\$10,500	Yes
Student Engagement and Outreach (GUSD LCAP Goal 1, 2, AND 3)	Costs related to making calls and maintaining office staff and/or other classified staff that assists with student outreach and support.	\$5,000	No
Student Engagement and Outreach (GUSD LCAP Goal 2)	The district will provide Summer School during the summer of 2020-21. Students will be offered learning opportunities in	\$197,229	Yes

	Mathematics, Language Arts, English Language Development, & credit recovery.		
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## 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
33.9%	\$6,622,494

### 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.]

School closures may result in uneven student outcomes for GUSD students, many students may begin the school year with learning deficits. These deficits may be even more pronounced for students from low-income backgrounds, are English Learners or are in the foster care system. In order to ensure that all GUSD schools support continuity for all students, it is imperative that GUSD prioritizes the needs of these subgroups of students as they are especially vulnerable to the impact of school closures and supports are designed with meeting the needs of these student groups at the forefront.

All sites intervention/support teams will establish a more frequent communication plan to monitor students from low income backgrounds, who are EL and/or Foster. Additional supports such as time with counselors, more frequent and/or personalized updates regarding access to meals or other needed supports, and establishing weekly, if not daily, communication related to individual non-academic student needs. Referrals to *Needs Assessments* will continue to assist in identifying specific supports needed, and provide access or direct families to resources and/or community linkages (food pantry, shelters, rent/mortgage/utility assistance, social services, etc.).

Parent engagement and involvement is known to enhance the productivity and the achievement of students by encouraging mutual feedback and support for the educational program. Thus, in addition to the above strategies to address and meet the needs of students from low socio-economic backgrounds, who are ELs, and/or who are in foster care, GUSD intends to

- Provide support for parents to gain knowledge and understanding of the instructional program and their role as members of the parent committees (e.g. school site council, English learner advisory committees).

- Increased efforts to engage parent involvement in school based committees to provide input on how to set goals and prioritize actions that aim to improve services for students who come from low socio-economic backgrounds, who are identified as ELs, or who are foster.
- Ensure that a system for translation is always established, available and provided at all events and correspondences.

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

GUSD has an enrollment of unduplicated pupils in excess of 86% of the total enrollment. An unduplicated pupil is a student in one or more of the following groups eligible for free or reduced price meals, identified as an English learner, and/or foster youth. These students are more likely to have had interrupted educations, have been highly impacted by traumatic life experiences, and need additional support to access grade level instruction.

GUSD has planned to address the broadly varied outcomes of our unduplicated pupils for the coming school year. With the objective of providing equitable and accessible student support services, the following proactive and responsive system of supports and services for low-income, EL and foster students have been developed.

#### LOW INCOME

- Address digital divide for the low SES families by providing access to tech equipment and internet connectivity access for students and parents/guardians on workshops and/or tutorials to navigate online platforms; and ultimately, access to the distance learning coursework.
- Provide school materials and backpack distribution.
- Continued provision of student meals at specified access points for meal pick-ups or delivery to more rural areas of the city.
- Use of virtual platforms for online meetings which would allow for greater participation on the part of families who might otherwise not be able to be present in person. Parents/guardians can now join in meetings from a location convenient to them and more easily add their voice to the school planning process in a way that was not possible before.
- Credit recovery opportunities and access to online intervention or in-person support.

#### ENGLISH LEARNERS

- Daily live instruction wherein teachers provide embedded ELD instruction in all content areas to support language acquisition via live virtual interaction.
- Daily designated ELD instruction.
- Ongoing training for staff on the guiding principles of the California English Learner Roadmap and on the English Learner Toolkit.
- Ensure high quality academic programs are provided to all district EL students, by providing teacher training and workshops that will build teacher capacity and increase repertoire of embedded ELD strategies that are applicable in a distance learning environment.

#### FOSTER STUDENTS



- Immediate enrollment and placement in appropriate courses based on state and local statutes.
- Collaboration between county liaison, district liaison, site liaisons and district LCSW to ensure wraparound services are provided
- Access to online counseling sessions, as needed.
- Online tutoring access to allow foster and MKV students access to tutoring services who can provide targeted individualized academic assistance at the students' or families' schedule and pace.

Gonzales USD Board Approved: September 29, 2020sr