

**GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT  
BOARD OF EDUCATION**  
*“Building a Bright Future for All Learners”*

**Special Board Meeting  
September 15, 2020  
6:00 p.m. Open Session**

**To Join Meeting:** <https://galt-k12-ca.zoom.us/j/84835802398?pwd=WW9CdHRMMEdrUjFpQXZhVU9LVG13UT09>

**Passcode: 654033  
Webinar/Meeting ID: 848 3580 2398  
Telephone: 669-900-6833**

# AGENDA

The teleconference meeting is being recorded and is being held pursuant to Executive Order N-25-20 issued by California Governor Gavin Newsom on March 12, 2020. The open and closed session is being held by phone or video conference.

The public may observe the open session meeting by using the zoom link or phone number on the agenda.

Public Comment will be accepted by email or teleconference following the teleconference protocol included in the board packet.

- Comments indicating agenda topics can also be emailed to [kbock@galt.k12.ca.us](mailto:kbock@galt.k12.ca.us) by 12:00 p.m. on Monday, September 14, 2020 and is limited to 450 words.
- Public Comment is limited to three minutes or less.

Individuals requiring reasonable modifications to access the meeting or accommodations in order to observe or participate in the Board meeting are invited to contact Kauai Bock at 209-744-4545 or at [kbock@galt.k12.ca.us](mailto:kbock@galt.k12.ca.us) by 12:00 p.m. on Monday, September 14, 2020.

**A. Call Meeting to Order, Flag Salute**

**B. Teleconference Board Meeting Protocol**

**C. New Business**

202.114 Public Hearing of 2020-21 Local Continuity and Attendance Plan

**D. Pending Agenda Items**

1. School District Properties
2. Low Performing Block Grant: Mathematics
3. CSBA Social Media & Training for School Boards

**E. Adjournment**

*The next regular meeting of the GJUESD Board of Education: September 23, 2020*

Board agenda materials are available for review at the address below.

Galt Joint Union Elementary School District  
1018 C Street, Suite 210, Galt, CA 95632  
(209) 744-4545



Galt Joint Union Elementary School District  
**TELECONFERENCE BOARD MEETING  
WEBINAR PROTOCOL**

**A. SESSION INTRODUCTION**

1. Session is being recorded
2. Devices are muted

**B. MAKING PUBLIC COMMENT PER ACTION ITEM**

**Email Public Comment**

1. Email public comments, sent to [kbock@galt.k12.ca.us](mailto:kbock@galt.k12.ca.us) by 12:00 p.m. on the Tuesday prior to the board meeting, will be read aloud by a meeting facilitator.
2. Email public comment is limited to 450 words.

**Teleconference Webinar Public Conference**

1. As the board meeting progresses, **please use the raised hand icon** to make public comment for items on the agenda.
2. A meeting facilitator will announce your name, when it is your turn to provide public comment.
3. When unmuted, please state your name and indicate the agenda topic you are commenting upon.
4. Public comment is three minutes.

**C. BOARD VOTE and CONNECTIVITY**

1. For action items, the motion will be followed by a roll call vote.
2. Should a board member lose connectivity by teleconference or phone, the meeting will be delayed five minutes before reconvening.



## Board Meeting Agenda Item Information

<b>Meeting Date:</b> September 15, 2020	<b>Agenda Item: 202.114</b> Public Hearing of GJUESD 2020-21 Local Continuity and Attendance Plan
<b>Presenter:</b> Karen Schauer	<b>Action Item:</b> <b>Information Item:</b> <b>Public Hearing:</b> XX

Due to the COVID-19 pandemic, the development of a new three-year Local Control Accountability Plan is not required for the 2020-21 school year. California's school districts are required to start the school year with a Learning Continuity and Attendance Plan. A public hearing is required at a separate board meeting, prior to the board consideration to approve the plan at the September 23, 2020 regular board meeting.

The GJUESD plan builds upon pre-pandemic data and feedback that established a focus upon deepened Social Emotional Learning (SEL) and equity. Post-pandemic feedback with evolving conditions resulted in the GJUESD Transitional Reopening Model in which SEL and equity are threaded throughout the plan to support the learning program models.

The plan narrative tells our story that includes the incorporation of plans, procedures or policies that have been developed in the last seven months to implement the GJUESD Transitional Reopening Model. The use of federal emergency funds with other funding sources are identified in the plan, as well.

The DRAFT GJUESD plan was posted on September 4, 2020 for review and feedback and was available by paper copy at each school. In addition, the Sacramento County Office of Education has reviewed the plan. The plan is organized by:

1. COVID-19 Impact on GJUESD
2. Stakeholder Engagement
3. Continuity of Learning Factors: Distance Learning, Technology, Professional Development, and Serving High Needs Learners
4. Addressing Learning Loss
5. Mental Health and Social Emotional Well-Being
6. Increased or Improved Services for High Needs Learners

As of September 11, 2020, plan feedback has been received by 43 stakeholders. Feedback will be reported at the public hearing.

**Galt Joint Union Elementary School District**  
**Learning Continuity and Attendance Plan 2020-21**

**General Information**

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

The Galt Joint Union Elementary School District (GJUESD) is committed to providing optimal learning opportunities for each and every learner while focusing upon health and safety considerations for our children, staff, families, and the Galt community. Pre-pandemic stakeholder feedback reflected deepened personalization through a focus on social-emotional learning, wellness, and equity. Post-pandemic stakeholder input and committee efforts have resulted in reframing the whole learner and wellness focus, not eliminating it by integrating these improvement or innovation elements throughout the Initial Transitional Reopening Schools model.

The impact of the pandemic to date has resulted in extraordinary teamwork and sincere willingness to Grow And Learn Together. Educators have openly shared and generously supported each to advance distance learning efforts. Last spring, educators and support staff personally delivered learning resources or meals to families facing resource access barriers. Classified and confidential employees have tirelessly worked to support safe and productive learning environments and services. Families have been on the learning curve journey with our school system that began with the unexpected pandemic school closure resulting in distance learning last March. Over 600 parents were called as they grappled with decisions for transitional or full school year distance learning. Input themes included:

1. Uncertainty of changing health conditions
2. Family members with compromised immune systems
3. Family members at higher risk of spreading the virus
4. Consistency of a full year of one model (as opposed to possible moving between levels depending on pandemic conditions)
5. Continuity of instruction
6. Parent has a more significant role in the learning program (well-rounded)

The Community of Galt and other agencies continue to work together with our schools such as 1) the Galt Police Department helping to support traffic flow during meal distribution or special drive through school events, 2) community organizations reaching out to encourage and recognize teachers and staff 3) special private donations to help support distance learning home learning resources and 4) grant awards including the James B. McClatchy Foundation award for school readiness and English Learner distance learning resources, middle school career technical education and wellness.

The 2019-20 Local Control Accountability Plan feedback has been reframed and not erased, given the COVID-19 pandemic with additional stakeholder input and committee efforts to support distance learning and future on-campus, blended learning efforts reflecting Equity = Inclusion + Access. Stakeholder feedback, board meetings, and committee efforts have resulted in numerous plans that the district has synthesized into the Learning Continuity and Attendance plan, including:

1. [GJUESD Transitional Reopening Schools Model](#)
2. [GJUESD Continuity of Learning Plan](#)
3. [GJUESD Worksite Specific Safety Plan](#)
4. [GJUESD Student Health and Safety Protocols](#)
5. [GLEE Home Learning Academy](#)
6. [GOORU Mission Control Monitoring](#)
7. Union MOUs involving Safety, Learning Expectations, Rethinking Roles
  - [GEFA MOU - COVID19 School Reopening](#)
  - [GEFA MOU - GLEE Academy](#)
  - [CSEA MOU COVID19 School Reopening](#)
8. [James B McClatchy Growing Strong Learners Grant](#)

On July 23, 2020, the GJUESD Board of Trustees took unanimous action to move forward with 1) the GJUESD reopening school transitional model that included 2) Gooru (learner-centric management system) across models 3) examining a State waiver to prioritize serving high needs learners (Special education & English language learners) on campus when safety permits and 4) exploring providing essential worker (included staff) childcare services safely at schools.

The GJUESD has reopened PreK-8 schools across the school system in a safe, equitable, and caring manner while following health and safety guidelines provided by the County of Sacramento and the State of California. Our reopening plan begins with distance learning and transitions to on-campus learning and services with improving health conditions summarized in the GJUESD [Transitional Reopening Schools Model](#).

The GJUESD Initial *Reopening School Transitional Model* reflects a focus upon:

1. Providing high-quality learning that is safe and nimble through unforeseen change.
2. Offering whole learner educational options: in-person, blended, and home study.
3. Supporting staff with the time and opportunities for on-going planning and professional growth.
4. Ensuring systems responsibility for whole learner growth and achievement: learners, staff, parents.

The California Social and Emotional Guiding Principles will be integrated system-wide throughout the Reopening School Transitional Model programs for 1) Whole Learner Development, 2) Equity Commitment, 3) Capacity Building, 4) Family and Community Partnerships, and 6) Learning and Improvement.

We will accomplish the Learning Continuity and Attendance Plan through a mindset of Growing And Learning Together that reflects a focus upon teamwork, equity, transparency, and continuous improvement.

## **Section 1: Stakeholder Engagement**

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

Prior to the pandemic, stakeholder feedback was solicited through a combination of in-person district LCAP committees and the CalSCHLS surveys administered to staff, parents, and students. Post pandemic reflected the use of multiple online or paper surveys combined with additional feedback through committees or public committees conducted by teleconference or phone. On September 4, 2020, the draft plan was posted for feedback with a special board meeting with a public hearing scheduled for September 15, 2020. Committees or other feedback opportunities included:

1. October 2019 - February 2020: Pre-Pandemic LCAP Redesign
  - CalSCHLS surveys, Fall/Winter stakeholder in-person committee meetings and board study sessions
  
2. March 2020 - August 2020: Post-Pandemic Feedback -
  - Union communication or negotiation meetings, Board Zoom Meetings, Committee meetings (teachers, special education parents, mixed stakeholder groups), parent/staff, student surveys, school administrative team meetings, parent calls for special education distance learning plans or needs.
  
3. July 2020: Live Virtual Information and Feedback Meetings
  - Spanish and English meetings held to clarify and receive feedback on the Long-Term GLEE Home-Learning Academy
  
4. July 2020: 600 Personal Parent Phone Calls
  - Staff made 600+ personal phone calls to parents/guardians to clarify the components of the District's transitional distance learning model and the Long-Term GLEE Home-Learning Academy resulting in 170 students enrolled in the year-long GLEE Academy.
  
5. March 2020 - August 2020: On-going Communications in Multiple Formats
  - On-going communications in various forms to receive feedback or clarify information was posted on the District Website and sent out through videos (with closed captioning), robocalls, social media, and emails. Communications included Frequently Asked Questions, Superintendent Updates, and Reopening Schools Updates.
  
6. September 2020: Posting Learning Continuity and Attendance Plan
  - Draft of the Learning Continuity and Attendance Plan posted on the GJUESD website on September 4, 2020, for Feedback. Phone/email messages were sent through the District's robocall system to notify families of the opportunity to give feedback.

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

Due to the limitations for holding stakeholder meetings in-person due to the covid-19 pandemic, the district turned to other a variety of avenues for students, parents, community members and staff to

participate and provide meaningful feedback support the development of the Continuity Learning and Attendance Plan:

1. Virtual Meetings via the Zoom Platform: Parent informational sessions, Board of Trustee Meeting Public Comment, Union meetings, Administrator Meetings
2. Electronic Surveys: Spring and Summer Survey Monkey
3. Email: to Superintendent and district directors
4. Phone calls: 600+ phone calls to parents/caregivers; daily receive phone calls from parents/caregivers
5. District Website: survey links
6. School/teacher classroom Apps: Communication through apps such as Remind, Class Dojo, Bloomz

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

The November 2019 CalSCHLS survey, followed by on-going LCAP committees' and board study session efforts, indicated parents finding that school employees were caring (87%) and promoted academic success for all students (87%) along with school being a safe place for their child (86%). While the survey results indicated 85% of the parents agree or strongly agree that the school treats all students with respect, 66% of the parents indicated schools promote respect for all cultural beliefs and practices. The Special Education CalSCHLS module for teachers indicated 90% of the teachers agree or strongly agree that schools integrate special education into daily operations, with 57% indicating providing sufficient time to collaborate on service delivery. Middle school student results demonstrated a need for increased learning engagement, school connectedness, and meaningful participation. McCaffrey Advisory Committee (MAC) students communicated a need for strengthening schoolwide wellness efforts. The Dashboard results demonstrated improvement in mathematics with student groups but lower achievement than language arts achievement. Chronic absenteeism was also identified as an improvement area, particularly for the Homeless student group and kindergarten students in some schools.

Through multiple feedback opportunities, parents and staff identified PreK -8 wellness and addressing the whole learner needs more equitably as priority areas through discussion around this critical feedback question:

- *Do we fundamentally believe that learning is social, emotional and academic and that Social Emotional Learning (PERSONalization) is not a “nice to have” but a “must-have” to ensure student success in school, work, and community?*

LCAP stakeholder groups and a February 2020 board study session affirmed that deepening PERSONalization through the system-wide implementation of social-emotional learning was not a “nice to have” but a “must-have” to address whole learner needs. Equity = Inclusion + Access became the improvement framework. Stakeholders recognized the California Social Emotional Learning Guiding Principles as areas to refocus efforts including: 1) Whole Learner Development, 2) Equity Commitment, 3) Capacity Building, 4) Family and Community Partnerships, and 6) Learning and Improvement. The Sacramento County Office of Education facilitated a district-wide Social Emotional Learning Signature Practices training with representation from all schools on March 11, 2020.



Post-pandemic survey feedback with employees, parents and students indicated survey priorities or comment trends:

1. Physical health and safety was the main priority for all adults, with learning and instruction coming in second. Students indicated “being with friends” as their top priority with both “learning from school” from teachers and “end of the year” activities coming in as their second-highest priority.
2. Employee groups, parents and students rated the distance learning program:
  - 70% of parents indicated they had a positive or neutral experience.
  - 90% of the staff rated the distance learning program as positive or neutral.
  - 50% of the students rated the distance learning experience as positive.
3. Additional survey feedback resulted in 222 pages of comments. Feedback trends included:
  - **Parent:** Vital to have a consistent program for all grades and schools, offering educational options, using local control, more robust distance learning, if done again
  - **Teacher:** Safety is essential for all employees and students, need more planning time, wanting to be with students, but must feel safe, providing needed emotional supports
  - **Classified:** Safety precautions need to be implemented, a strong plan needed for children with special needs, considering creative workspaces, safety protocols needed for staff to follow.
  - **Students:** “Let us go to school!”, more math to catch up, fewer Zoom meetings, make distance learning more organized, “I don’t want to do this again...”

As the pandemic conditions worsened in July, parent and employee feedback (calls, committees, union meetings, board meeting public comments) indicated growing concerns for beginning the school year with on-campus learning. On July 17, 2020, the governor took statewide action for California school districts to start the school year with distance learning if school districts are located in counties on the County Monitoring Watchlist for COVID-19 cases and other factors.

An additional survey conducted in July, with over 600 parents indicating interest in a full year distance learning program. The final registration resulted in 173 students enrolled with demographics including 51.44 % free/reduced lunch, 16.18% English language learners and 17.40 % with special education services for speech, resource or special day class.

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

Each of the separate plans, policies or procedures were condensed or synthesized for the Learning Continuity and Attendance Plan with stakeholder influence noted:

1. [GJUESD Transitional Reopening Schools Model](#)
  - The model was influenced to include the transition from distance learning to on-campus learning based upon survey and committee input regarding safety and returning to on-campus learning. The middle school wellness center continues development to be



ready for on-campus services with a new multi-use track under construction to support wellness further.

2. [GJUESD Continuity of Learning Plan](#)

- Teacher and school administrator committees conveyed feedback to finalize a consistent curriculum plan for distance learning strategies, addressing learning loss, teaching expectations, learning resources, assessment and instructional priorities.

3. [GJUESD Worksite Specific Safety Plan](#)

- School district administration, along with classified and certificated union feedback, was considered in finalizing the safety plan presented at every school to the staff.

4. [GJUESD Student Health and Safety Protocols](#)

- School nurse and administration provided feedback with additional forthcoming review for feedback by Sacramento County Public Health.

5. [GLEE Home Learning Academy](#)

- School district administration, union feedback and parent survey and phone calls resulted in the GLEE Home Learning Academy for families expressing the need to continue distance learning through the 2020-21 school year.

6. [GOORU Mission Control Monitoring](#)

- The 2020-21 scope of work with Gooru was developed through school administration and teacher feedback to the Director of Curriculum to include training and a beginning focus upon mathematics.

7. Union MOUs involving Safety, Learning Expectations, Rethinking Roles

[GEFA MOU - COVID19 School Reopening](#)

[GEFA MOU - GLEE Academy](#)

[CSEA MOU COVID19 School Reopening](#)

- Union negotiations efforts included referencing spring and summer feedback surveys and board study session input. MOUs include attention to safety, learning expectations and changing roles due to distance learning and safety considerations.

8. [James B. McClatchy "Growing Strong Learners" Grant](#)

- The second year of grant scope of work was reflective of parent and staff survey or focus group interviews and includes increased attention to family capacity building for English learners beginning with distance learning.

## Section 2: 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.]

At the July 22, 2020 Board of Trustees meeting, the Board approved a [Transitional Reopening School Matrix](#) that demonstrates the return to on-campus reopening in a gradual and thoughtful roll-out that

- 1) prioritizes health and safety of students and staff
- 2) includes new or improved ways of accomplishing core instruction and expanded learning opportunities.

### Health and Safety

The District's [Student Health and Safety Protocols](#) aligned with the California Department of Public Health guidance components for schools will be provided to staff and families, along with presenting virtual live and recorded trainings before on-campus instruction begins. The Student/Staff Health and Safety Guidelines include the following key considerations for reopening schools:

1. **Face coverings and other essential Protective Gear:** How CDPH's face covering requirements will be satisfied and enforced
2. **Health Screenings for Students and Staff:** How students and staff will be screened for symptoms of COVID-19 and how ill students of staff will be separated from others and sent home
3. **Healthy Hygiene Practices:** The availability of handwashing stations and hand sanitizer, and how their use will be promoted and incorporated into routines
4. **Identification and Tracing of Contacts:** Actions that staff will take when there is a confirmed case. Confirmation that all schools have designated staff persons to support contact tracing.
5. **Physical Distancing:** How space and routines will be arranged to allow for the physical distancing of students and staff
6. **Staff Training and Family Education:** How staff will be trained and families will be educated on the application and enforcement of the plan
7. **Testing of Students and Staff:** How school officials will ensure that students and staff who have symptoms of COVID-19 or have been exposed to someone with COVID-19 will be rapidly tested and what instructions they will be given while waiting for test results. Also describes how staff will be tested periodically to detect asymptomatic infections.
8. **Triggers for Switching to Distance Learning:** The criteria the superintendent will use to determine when to physically close the school and prohibit in-person instruction
9. **Communication Plans:** How the Superintendent will communicate with students, staff and parents about cases and exposures at school, consistent with the privacy requirements such as FERPA and HIPAA

### Cleaning & Disinfecting Protocols

- Perform thorough cleaning in high traffic areas.
- Frequently disinfect commonly used surfaces and personal work areas.
- Clean and sanitize shared equipment between each use
- Clean touchable surfaces between shifts or between users, whichever is more frequent.

- Equip shared spaces with proper sanitation products, including hand sanitizer and sanitizing wipes and ensure availability.
- Ensure that sanitary facilities stay operational and stocked at all times.
- Use products approved for use against COVID-19 on the Environmental Protection Agency (EPA)-approved list and follow product instructions and Cal/OSHA requirements.
- Provide time for workers to implement cleaning practices before and after shifts and consider third-party cleaning companies.

The Board approved [Transitional Reopening School Matrix](#) describes a ***continuum of learning phases*** based upon conditions that the district would move between.

- **Distance Learning Model:** No on-campus learning or support services for all students. Follows the *California Department of Public Health (CDPH) order* for the Widespread Tier (Purple) county health conditions.
  - Learning takes place at home.
  - Follows a daily instructional schedule similar to traditional
  - Blend of synchronous and asynchronous learning
- **Blended Learning Model:** On-campus instruction for all students. Follows *CDPH order* for the Substantial Tier (Red) county health conditions (county must be in the red tier for two weeks) and in consultation with Sacramento County Public Health (SCPH)
  - Schools at 50% capacity (with health & safety modifications)
  - 50% of students in cohort A and 50% in cohort B
  - Each cohort: 2 days per week on campus (8:00-1:00), 3 days asynchronous learning at home
- **Modified Traditional Model:** On-campus instruction for all students. Follows *CDPH order* for the Moderate-Minimal Tiers (Orange/Yellow) county health conditions (further CDHP guidance to come) and in consultation with SCPH
  - Schools at 100% capacity (with health & safety modifications)
  - 5 days per week; 8:00 – 1:00 pm
  - Asynchronous extended learning option at school or home (8:00-10:20 or 10:40-1:00)
- **Traditional Model:** On-campus instruction for all students. Will follow future CDHP guidance and in consultation with SCPH
  - Schools at 100% capacity (modified health/safety conditions)
  - 5 days per week; 8:00-2:30 (Wednesdays 8:00-1:00)
  - Extended Learning opportunities at school or home

### **Providing Targeted, Specialized Support and Services at School**

While still operating under the Distance Learning Model, The CDPH has allowed districts to implement specialized in-person services at school. To prioritize in-person instruction, particularly for students who may experience significant learning loss, GJUESD is refining the reopening school matrix to include moving targeted groups of learners with unique needs to limited on-campus services. Under the guidance of the SCPH, along with input from labor unions and other stakeholder groups the District is planning to provide the following supports in controlled, supervised and indoor environments

on-campus. The number of students at a given school site will not exceed 25% of the school's enrollment size.

1. **Administering Individual Assessments:**

Following the CDHP Guidance for one-to-one assessments, trained staff will be bringing students on campus for essential assessments such as the English Language Proficiency Assessments for California (ELPAC), assessments for special education and emergency mental health counseling.

2. **Small Group Services or Targeted Support:**

To provide on-campus services for targeted groups of students, the district is following the **CDPH Cohort Guidance** (9-4-20) which includes 1) limited cohort size, 2) restructuring cohort mixing and 3) maintaining proper physical distancing, masking, cleaning and other safety measures. This guidance enables schools to provide educational support services in stable cohorts of no more than 16 persons and prioritizes the following groups: students receiving special education services, English learners, students at higher risk of further learning loss or not participating in distance learning, students at risk of abuse or neglect, foster youth and students experiencing homelessness.

3. **Elementary Waiver:**

The district is preparing to possibly apply for a waiver that will allow their elementary schools (grades TK-6) to reopen while the county is still within Widespread Purple Tier 1 pandemic severity rating. The waiver requires SCPH's written notification of approval. The waiver application must demonstrate evidence of 1) consultation with labor, parent and community organizations and 2) A Reopening Plan. The requirements include district practices for Covid-19 Testing and Contact Tracing (we are currently preparing to implement).

### **Actions related to In-Person Instructional Offerings**

[A description of what the action is. This may include a description of how the action contributes to meeting the increase or improved services requirement for foster youth, English learners, or low-income students, as applicable. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.]

**ACTION 1:** Following the county and state public health guidelines the district will purchase Personal Protective Equipment (PPE) for School sites and classrooms to allow the safe return of staff and students on-campus. Training to use the PPE effectively will be provided to all staff.

Total Funds: \$227,000 (N)

**ACTION 2:** Every school site will receive additional funding to purchase additional resources to implement the distance learning and blended educational program models (supplemental materials, technology, supplies, etc.)

Total Funds: See Section 3 (N)

**ACTION 3:** Reduce TK-3 class size beyond the 24:1 base to more effectively implement distance learning for high needs learners through increased time for personalized instruction and support for individual growth accomplishment in reading, mathematics and English Language Development.

Total Funds: \$928,031 (Y)

**ACTION 4:** Prevention and Intervention Coordinator will coordinate school readiness and special education programs targeting high needs learners and learners with special needs

Total Funds:\$151,551 (Y)

**ACTION 5:** Prioritize during and after school intervention opportunities for high need students at elementary and middle schools during pandemic conditions through small group interventions, ASES, BFLC clubs, 1-1 student tutoring

Total Funds: \$445,833 (Y)

**ACTION 6:** Provide additional IA personalized support for high needs students in a small group for ELA and Mathematics to prevent learning loss and accelerate progress

Total Funds: See section 3 (Y)

**ACTION 7:** Resource Specialist positions and Behavior Services will support the Multi-tiered System of Supports to serve high needs learners at every school site during all phases of the transition to reopening of school model

Total Funds: \$685,794 (Y)

**ACTION 8:** Provide bilingual instructional assistants for additional personalized academic support during all phases of the transition to reopening of school model for English Learners and students identified as being migrant

Total Funds: See section 3 (Y)

**ACTION 9:** The district will provide hotspot devices to ensure that all families of our unduplicated student groups have access to internet connectivity during all phases of the transition to reopening of school model (over 1,000 have purchased and issued to date)

Total Funds: See section 3 (Y)

**ACTION 10:** To ensure that all learners in our unduplicated student groups have access to devices adequate to participate in all levels of the reopening schools model of instruction and complete assigned work, the district will provide Chromebook devices to learners in grades PreK-8.

Total Funds: See section 3 (Y)

**ACTION 11:** To support the reopening of schools the district will hire additional classified/certificated personnel and/or extend current employees contract hours (custodians, instructional assistants, office staff, teachers, administrators, etc.)

Total Funds: See section 3 (N)

### **Section 3: 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.]

The current distance learning model offers a school start and end times which are similar to the normal schedule that we will return to when in-person class is available five days per week. The District's goal is to move through the Reopening School Matrix from level 1 (Distance Learning) to level 4 (Traditional Model) with safe and well-thought-out planning, depending on health conditions and staff & student capacity for safe learning on campus. With schools reopening more gradually, staff, students, and families will be better prepared and comfortable with new safety procedures, learning routines, and meal schedules.

To ensure continuity of instruction throughout this year, teachers will provide daily, direct instruction from their classrooms or a remote location using a learning management system or learning platforms such as Google Classroom and Google Suite ( Gmail, Google Drive, Google Docs/Sheets/Slides) to provide materials, resources, assignments, and access to core materials to all students. Parents and students have access to assignments, missing work, grades and attendance through the Parent Portal.

All teachers will continue to use the district adopted materials as well as additional supplementary materials:

- ELA: Benchmark, Amplify, SIPPS
- Math: Eureka, CPM, My Math
- Science: GJUESD NGSS Learning Sequences
- Social History Social Studies: TCI Units of Study, Houghton Mifflin
- Social-Emotional Learning: Second Step
- Online supplemental resources include: Discovery Education, Lexia Core 5, Reading Plus, Accelerated Reader, Zearn, Khan Academy, Moby Max, Starfall, etc.

Teachers will provide standards-based learning opportunities both through synchronous and asynchronous sessions. The synchronous sessions will include both whole group instruction and small group targeted support daily. The purpose of daily live interaction, which occurs with teachers and students, is to provide instruction, monitor progress, and maintain school/social connectedness. Daily live interaction intends to ensure each student has live contact at least once each instructional day with a certificated teacher, and ideally, live contact with peers. At this time, the GJUESD most teachers will use Zoom as the video software to ensure continuity for families, ensure all students have daily interactions and provide a rigorous learning environment.

**The minimum daily instructional minutes will include the following:**

- Transitional Kindergarten and Kindergarten: 180 minutes
- Grades 1st - 3rd: 230 minutes
- Grades 4th-8th: 240 minutes



The minimum number of minutes can include a combination of both synchronous (live) and asynchronous (independent) learning. Below is the teacher instructional time expectation for the first trimester. **Daily live interaction with all students is expected in all grades.**

**Daily teaching expectations live instruction for the first trimester only:**

- In Preschool, a **minimum of 20 minutes**, twice a week, must be completed through synchronous instruction for the first 6 weeks; on a biweekly basis- 5 additional minutes will be added.
- In Grades TK-K, a **minimum of 30 daily minutes** must be completed through synchronous instruction and up to 1 hour of targeted instructional support based on student needs.
- In Grades Full Day K- 1, a **minimum of 40 daily minutes** must be completed through synchronous instruction and up to 1.5 hours of targeted instructional support based on student needs.
- In Grades 2-3, a **minimum of 60 daily minutes** must be completed through synchronous instruction and up to 2 hours of targeted instructional support based on student needs.
- In Grades 4-6, a **minimum of 90 daily minutes** must be completed through synchronous instruction and up to 1.5 hours of targeted instructional support based on student needs.
- In Grades 7-8, a **minimum of 180 daily minutes** must be completed through synchronous instruction and up to 1 hour of targeted instructional support based on student needs.

Designated and integrated ELD is incorporated as part of the core instruction. Students continue to be assessed via distance learning to informally evaluate the progress in ELD.

- In Grades TK-K, a **minimum of 40 minutes per week** must be completed through synchronous instruction.
- In Grades Full Day K- 3, a **minimum of 50 minutes per week** must be completed through synchronous instruction.
- In Grades 4-6, a **minimum of 60minutes per week** must be completed through synchronous instruction.
- In Grades 7-8, a **designated ELD class**; two classes for newcomers.

**Work Completion**

Feedback on student works is provided and accepted in various forms using various tools: For paper-based projects/lessons: Curbside drop-off of completed work and pick-up of new material. For online submission of work: screenshots via cell phones, scan and send via computer or cell, submit through email or Google Classroom.

**Grading**

Grades will be issued at the end of each trimester. Teachers (Grades 1-8) are expected to maintain an up to date gradebook on Illuminate. Participation will need to be entered on Illuminate weekly. Teachers will have the option to use their own learning management system (ie. Google Classroom) to record/update student progress without duplicating those marks on Illuminate.



## **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.]

Technology plays a critical role in distance learning. GJUESD is committed to ensuring access to devices and connectivity for all students for distance learning through:

1. 3,350 Chromebooks available to every learner in grades PreK through grade 8.
2. Households without the internet are provided with internet hotspots (approximately 1,000 hotspots have been issued to families and staff)
3. Internet antennas will replace the need for individual hotspots within Galt's city by the end of December and provide connectivity for all students in town.
4. The Bright Future Learning Centers at every school have been identified and supported to serve as the school technology support hubs for families. A live tech hotline is also available for families who speak Spanish.
5. Training is being offered to parents who need additional guidance accessing the technology resources.
6. Technology troubleshooting guides have been created for families in English and Spanish.
7. Video clips have been created for families on how to access Chromebooks and Google Classroom.

## **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.]

Pupil progress will be measured through various forms of formative and summative assessments during the synchronous sessions. Beginning of the year, reading screenings will take place during the first 30 days of instruction for transitional kindergarten through grade 3 students. In the earlier grades, the screening will be conducted 1-1; the information obtained will guide reading instruction level during the small group instruction.

Teachers will use formative assessments daily and administer summative assessments at the end of each unit or module. NWEA MAP formal assessments will be administered to all grade 1 - 8 students in the winter (grades 1-8) and spring (grades 1-2). Analysis of winter 2019 and winter 2020 results will be conducted for both math and reading. District reading assessments will be administered towards the end of each trimester to gauge academic growth from trimester to trimester.

Student attendance will be verified daily and documented in Illuminate, our student information system. To ensure student engagement, a variety of tools, strategies and learning platforms will be used to track engagement, work completion and standards mastery. Teachers will complete tracking of student participation and progress weekly.

## **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.]

Efforts to support all staff with distance learning began last spring. A wide variety of professional development opportunities were offered to teachers. A distance learning tutorial was created, which included links to teachers' pre-recorded videos using various tools/resources/platforms. Each tutorial provided to teachers was followed by a 30-minute Zoom meeting with the teacher presenter, which allowed any participating teacher to ask questions, obtain clarification, etc. The distance learning tutorial set the stage for the work launched this fall.

A Continuity of Learning Planning Guide was developed with teacher leaders to provide guidance and self-paced tutorials to help support the distance model for this year. Various tutorials were offered, such as Google training links, How-Tos and Zoom Features.

Teachers in grades 4- 8 were provided with a foundational training by Catlin Tucker, [Preparing for Fall 2020 Blended and Online Learning](#). This training answered some of the questions many teachers asked, such as, "How should I spend my limited time with students in the classroom or video conferencing sessions? What is the best use of that time?"

In addition, teachers in grades 4 - 8 were also provided with training on the use of the Gooru Math Navigator. The Math Navigator works on the principle that to navigate a student; we have to first locate them in terms of their current knowledge, skills and mindsets, present them with a personalized route using a full variety of distributed resources to their learning destination and recommend reroutes based on their performance data from the learning activities. Gooru Math Navigator is designed to advise intervention as well as provide acceleration based on where each student is in terms of math standards. The program is provided in addition to the core instruction. Gooru is intended to support the core adopted materials.

In addition, all staff were training on safety protocols, COVID-19 and mandated reporting. Additional safety training will be conducted regularly as we move to 1-1 testing and provide in-person instruction to small student cohorts. Professional development will continue to take place throughout the year as part of site staff meetings, district leadership meetings and specific to the site and student needs.

## **Staff Roles and Responsibilities**

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

New staff roles and responsibilities are emerging as a result of COVID-19:

1. Yard supervisors serve varied school roles depending on needs and strengths, including: monitoring independent work, phone call check-ins, and staffing assignments to grade levels.
2. Instructional Assistants have been strategically assigned to grade levels to support small group instruction or added distance learning support.
3. Bus Drivers are delivering meals to families.
4. District office clerks are more flexibly working between departments given the need for responsive distance learning support, on-going feedback and communications needs.

5. Teachers deliver distance learning instruction from a classroom or home using core resources, open-source resources, and multiple technology tools.
6. Growing needs for Communication frequency with expanded services include school district staff shifting or reprioritizing roles to support multiple modes of communication: Zoom meetings, social media, video production with SECC technical assistance.
7. Distance learning is supported with a new ASES staffing model from 3:00-6:00 that includes daily interactive whole group and small group virtual meetings that include personalized attention through a ratio of 5 students assigned to instructional assistants.
8. Bright Future Learning Center technicians are serving as the first point of technical assistance for family technology questions.
9. Custodians are using new procedures for sanitizing school site indoor and outdoor spaces.

### **Support 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.]

GJUESD continues to prioritize meeting the social-emotional and academic needs of learners with unique needs.

- **Alternative Educational Programs:**

- **Galt Learning, Equity & Excellence (GLEE) Academy:** For families with learners or other members at a high risk of contracting Covid-19, or for those families electing to have their children educated at home, the District has developed the long-term GLEE Home Learning Academy. The educational components of the GLEE program are similar to the distance learning program but provide additional flexibility for families and require additional parental support.
- GLEE Student Participation (Demographics):

Total Enrollment	Per Program	Program	Percentage
173	89	Free/Reduced	51.44%
173	28	EL	16.18%
173	12	SpEd-Speech	7.01%
173	7	SpEd-RSP	4.04%
173	11	SpEd- SDC	6.35%

- **Independent Study:** When live interaction is not feasible as part of regular instruction, this alternative program is offered to families. For students living in areas with limited or no internet connectivity (or due to other extreme circumstances), resources, curriculum and lessons will be provided by a certificated employee through the district Independent Study program. Regular communication between the certificated employee and the student and family will be maintained. The family will also continue to have access to district services such as the school meal program and

counselor/social worker support. All services shall provide a comparable level of service and school connectedness as the district's distance learning program

- **Supports for students experiencing Homelessness**
  - Coordination & communication with homeless agencies to make them aware of our Homeless Services
  - Communication with schools/teachers & parents/students to locate 'missing' students or students who are not engaged in distance learning, and identification of special needs or services
  - Provision of community resource information for parents/students, such as shelter, housing, food, clothing, health, COVID resources, etc. and refer parents/students to appropriate community agencies and/or district departments/services when educational, health or welfare needs are identified.
  - Coordination with County LEA Homeless Liaisons to provide continuity of educational services as students transfer to other schools
  
- **Supports for Foster Youth include:**
  - Case management to support all eligible foster youth.
  - Weekly and/or bi-weekly check-ins with students and foster parents via phone, zoom, and e-mail.
  - Monitoring of attendance/engagement and communication with teachers and administrators when needed.
  - Referrals to both district and community agencies for additional support/resources as needed.
  
- **Supports specific to Students with Disabilities (SWD):**
  - Modification of IEP Goals by IEP team, if needed, to address specific student needs during distance learning.
  - Additional consultation from staff or additional accessibility tools to actively engage in distance learning
  - Instructional assistants are assigned to support SWD during mainstreaming into general education live sessions.
  - SWD will be prioritized to provide in-person instruction in small cohorts when health and safety protocols are in place
  - Board Certified Behavior Analyst provides support during live sessions and consultation to families.
  
- **Supports for English Learners and their families:**
  - Regular communication by bilingual office assistants (BOAs) and community bilingual outreach assistants (BCOAs) with families to ensure that social-emotional and educational needs are being met for their children to participate fully in distance learning
  - Newcomer classes and supports are in place at each school.
  - Bilingual instructional assistants (BIAs) support students in the primary language in small group Zoom sessions or breakout rooms
  - EL families have access to interpreting services and all communications are translated into Spanish. A live technology hotline is provided in Spanish.
  
- **Other supports to learners needing additional social-emotional and academic support**
  - IAs provide daily small group reading instruction.

- Teachers modify assignments depending on student needs.
- Teachers hold daily “Live Office Hours” for students and parents/guardians.

### **Actions Related to the Distance Learning Program**

[A description of what the action is. This may include a description of how the action contributes to meeting the increase or improved services requirement for foster youth, English learners, or low-income students, as applicable. **Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.**]

**ACTION 1:** Provide teachers with three additional professional development days before reopening school under the distance learning model to support the planning and preparation needed to provide robust and interesting tasks that give students with unique needs the opportunities to participate and support they need to be successful.

Total Funds: \$300,000 (Y)

**ACTION 2:** Provide educational technology programs (Lexia, Zearn, Edgenuity, etc.) and LMS platforms (Gooru, SeeSaw, Google Meets, etc.) to manage distance learning synchronous and asynchronous instruction.

Total Funds: \$175,000 (N)

**ACTION 3:** To ensure that all learners in our unduplicated student groups have access to devices adequate to participate in all levels of the reopening schools model of instruction and complete assigned work, the district will provide Chromebook devices to learners in grades PreK-8.

Total Funds: \$210,000 (Y)

**ACTION 4:** The district will provide 1,250+ hotspot devices to ensure that all families of our unduplicated student groups have access to internet connectivity during all phases of the transition to reopening of school model

Total Funds: \$280,000 (Y)

**ACTION 5:** To ensure our learners continue to receive continuity of IEP services, speech-language pathologists, psychologists, social workers and counselors will provide speech therapy, Educationally Related Mental Health Services (ERMHS) counseling and mental health counseling via a teletherapy platform during distance learning

Total Funds: \$21,000 (Y)

**ACTION 6:** To support the reopening of schools the district will hire additional classified/certificated personnel and/or extend current employees contract hours (custodians, instructional assistants, office staff, teachers, administrators, etc.)

Total Funds: \$200,000 (N)

**ACTION 7:** School sites will receive additional funding to purchase additional resources to implement the distance learning and blended educational program models (supplemental materials, technology, supplies, etc.)

Total Funds: \$90,000 (N)

**ACTION 8:** GLEE Home Learning Academy teachers will provide a year-long distance learning program for student with unique needs

Total Funds: \$250,806 (Y)

**ACTION 9:** Resource Specialists and Behavior Services will support Multi-tiered System of Supports to serve learners with unique needs at every school during all phases of the transition to reopening of school model

Total Funds: See section 2 (Y)

**ACTION 10:** Provide additional IA personalized support for high needs students in small group (in all phases of reopening) for ELA and Mathematics to prevent learning loss and accelerate progress

Total Funds: \$438,360 (Y)

**ACTION 11:** Provide bilingual instructional assistants for additional personalized academic support during all phases of the transition to reopening of school model for English Learners and students identified as being migrant

Total Funds: \$433,015 (Y)

**ACTION 12:** Following the county and state public health guidelines the district will purchase Personal Protective Equipment (PPE) for School sites and classrooms to allow the safe return of staff on-campus. Training to use the PPE effectively will be provided to all staff.

Total Funds: See section 2 (N)

## **Section 4: 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.]

Various reading programs will be used to assess and obtain a baseline for reading comprehension in grades 2-8. NWEA winter scores will be used to place students in the Gooru Math Navigator program. The Math Navigator will be monitored every week and data from the end of the trimester (November) will be analyzed for completion of math competencies from the beginning of the school year to the end of each trimester.

Formative assessments will be conducted throughout the online instruction provided to students. Progress monitoring will include various ways to measure learning status, particularly in ELA, ELD, and mathematics. The assessment of progress will be conducted through live contacts and synchronous instructional minutes. Formative assessment practices provide feedback both to the teacher and the learner; the feedback is then used to adjust ongoing teaching and learning strategies to improve students' attainment of curricular learning targets or goals.



Staff can use rubrics to clarify expectations and to provide feedback; quick writes or notebooking and discussions to see what students are thinking; pre-tests and exit tickets to see where they are at the beginning and end of class; observations of students working in small groups; student work samples and a variety of others formative assessment tools.

Assessment data will be collected and analyzed to produce a list of at-risk students who need additional support. If data indicates a deficiency across the entire grade level, those skills will be taught during the synchronous sessions. All teachers will be required to monitor and assess/reassess those deficient skills on an ongoing basis.

Among some of the additional support strategies are small group instruction for math and reading, in-person small group instruction, specific strategies for struggling readers, etc. All learning sessions will incorporate scaffolding strategies, key guiding questions, setting the purpose for reading and writing based on text. All learning opportunities have the goal of addressing learning gaps.

All evidence-based key strategies will be used with all students; however, continuous monitoring of at-risk students such as those with unique learning needs may have varied lesson delivery, additional targeted support, and/or additional live/in-person sessions.

## **Pupil Learning Loss Strategies**

### **Multi-Tiered System of Support:**

The Galt Joint Union Elementary School District continues to maintain a comprehensive Multi-Tiered Systems of Support (MTSS) team at every school to address learning loss and with the goal of accelerating learning progress. The MTSS team meets every month to address the social, emotional, behavioral and academic needs of students referred by classroom teachers. Each site's MTSS team consists of the following members: site administrator, RSP teacher, primary teacher, intermediate teacher, psychologist and social worker/counselor. The team analyzes the assessment data, attendance, class progress, previous interventions and supports presented by the classroom teacher. The team creates an individual MTSS Support Plan. Measurable actions may include modifications, additional academic interventions, social skills groups, family resources, one-to-one counseling with the social worker, formal assessment.

### **Monitoring learning at the classroom level:**

Daily participation is used to track attendance and ensure daily engagement by all students in learning activities. Daily participation is documented through student participation in synchronous and asynchronous instruction and contacts between school staff and students and their parents. Teachers maintain weekly engagement records for each student to track assignment completion and attendance. During synchronous instruction, teachers utilize instructional assistants to support student learning during "break-out" room sessions. Teachers also provide additional virtual live small group lessons to reteach or accelerate learning.



**Small group in-person instruction:**

To provide targeted educational intervention support to students who have experienced learning loss, the district will prioritize serving the following groups in stable small groups during distance learning: 1) students receiving special education services, 2) English learners, 3) students at higher risk of further learning loss or not participating in distance learning, 4) students at risk of abuse or neglect, 5) foster youth and 5) students experiencing homelessness

**Additional Monitoring for High Needs Learners**

For students who are English Learners, bilingual Instructional Assistants provide additional language support that may include: an additional session for newcomers, instruction in the students' primary language, additional reading support, communicating with Spanish speaking families to ensure that needed resources are in place.

Students with exceptional needs may experience regression if the instruction is not consistent or social-emotional needs are not being met. To address any potential learning loss, the Individualized Education Program (IEP) teams meet to address each student's progress on goals. Each specialist also maintains a Distance Learning Plan and log for each of their students. To support students in the mainstream classroom, Special Education Instructional Assistants accompany them during instruction and provide "break-out rooms" and 1-1 sessions for additional support.

Students experiencing homelessness are at a higher risk of learning loss than peers who are permanently housed as are students in the Foster Care system. Supports specific to these groups of students include contact with families to determine if they have special or unmet needs for accessing distance learning, communication with teachers and families to locate 'missing' students or students who are not engaged in distance learning and coordination with parents/students as necessary for optional distance learning delivery of assignment materials and provision of essential school supplies.

**Effectiveness of Implemented Learning Loss Strategies**

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

The effectiveness of the services or supports provided to address learning loss will be measured by analyzing individual student work, state and local assessments and online competency reports:

1. Results of both formative and summative assessments
2. Weekly progress reports
3. Gooru reports on competencies completed
4. Online programs such as Lexia Core 5, Reading Plus, Khan Academy, etc.
5. District Reading Assessment progress
6. STAR for lexile and reading levels for grades 2-8
7. SIPPS Mastery tests
8. Measures of Academic Progress (MAP) comparison - winter 2019 to winter 2020
9. Number of students passing MMS core classes
10. ELPAC for English Learners

## **Actions to address Pupil Learning Loss**

[A description of what the action is. This may include a description of how the action contributes to meeting the increase or improved services requirement for foster youth, English learners, or low-income students, as applicable. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.]

**ACTION 1:** Provide additional IA personalized support for high needs students in small group live virtual sessions for ELA and Mathematics to prevent learning loss and accelerate progress  
Total Funds: See section 2 (Y)

**ACTION 2:** Additional personalized support for English Learners and students identified as being migrant through increased certificated and classified support  
Total Funds: See section 2 (Y)

**ACTION 3:** Prioritize after school intervention opportunities for high need students at elementary and middle schools  
Total Funds: See section 2 (Y)

## **Section 5: Mental Health and Social-Emotional Wellbeing**

[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.]

### **District Focus on Social-Emotional Learning**

Building upon the collaboration and implementation efforts involving the District MTSS Task Force and Social-Emotional Learning professional development efforts that included work with the Sacramento County Office of Education, GJUESD continues to monitor and support mental health and social and emotional well-being of students and staff during the school year.

### **The Role of Social Workers and Counselors**

Each school is supported by either a full-time School Social Worker (SW) or a full-time School Counselor (SC). The SW/SC are key members of each school's attendance team, checking in with students who are absent from distance learning, following up on resources for families in need, implementing positive attendance strategies. They also work collaboratively with their site teams to schedule consultation and counseling sessions with the students, and, in some cases, their parent(s)/guardian(s) to address appropriate supports within the distance learning setting. These sessions are conducted virtually or by telephone. In addition, the monitoring of student mental health and social-emotional well-being will include the regular collection of student emotional engagement information via student (older students) or parent (for younger students) SEL check-in surveys and ongoing assessments by the staff of student engagement and participation. Regular emotional engagement check-in surveys will help staff assess a student's involvement in and enthusiasm for school as a whole as well as their emotional connectedness to others on campus. Other critical services that our mental health staff provide includes:

- Social-Emotional supports and resources for staff
- On-campus support to families calling in for crisis mediation
- Daily “live” office hours
- School-wide access to Social Worker/Counselor Google Classroom for mental and social-emotional support
- Record Second Step SEL lessons for teachers use in live sessions
- ERMHS counseling
- Too good for Violence program
- STOPIT app. to anonymously report bullying, personal crisis, fear, etc.
- Small group sessions available that can be scheduled through Google Classroom or a phone call directly to staff. Individual sessions are also available for students who want more privacy.

### **Social-Emotional Learning in the Classroom**

To effectively support students and staff’s social and emotional well-being during the school year, *Second Step* SEL lessons focused on universal themes will be developed to supplement some existing SEL work and complement the academic curriculum. Themes include collaboration, confidence, gratitude, perseverance, perspective-taking, and more. Each theme includes mini-lessons for elementary and secondary and resources for connecting to families. Resources supporting universal practices across the year include guidance for implementing school-wide mindfulness practices, guidance for weekly community circles, a teacher sample schedule for each month, and guidance for daily integration of SEL based upon our site’s three signature practices. The three signature practices include:

1. Opening of each class with a welcoming/inclusion activity
  - Includes all voices
  - Supports new learning ahead
  - Can be related to an academic content area or be non-academic
2. Engaging Activities
  - Anchor thinking and learning throughout the experience
  - Individual and collective engagement and learning are supported
  - Balance of interactive and reflective experiences to meet the needs of all participants
3. Ending each class with an optimistic closure
  - Highlights individual and shared understanding of the importance of the work
  - Provides a sense of accomplishment and supports forward-thinking
  - Engages group in reflection helps identify next steps, and/or makes connections

### **Strengths/Youth Development and Well-being**

Learners have well-being and strengths coaching sessions during and after school. These sessions include social and emotional learning, mindfulness, and well-being practices. There are activities such as regulating emotions- “Check Your Lid...Is it Flipped?” We are having youth development conversations with learners about the Safety Tower and Hope building. Students, teachers, staff and families have strengths coaching with strengths spotting, exploring and questioning. Arts Engagement and S.T.E.A.M. projects give learners experience in arts activities, design models, and develop imagination. While students are in distance learning, they have access to these sessions virtually.

Some additional resources are Strengths-Based Parenting sessions, Listening Circles, Artist Loft and Restorative Practices.

## **Section 6: Pupil Engagement and Outreach**

[A description of pupil engagement and outreach, including the procedures for tiered re-engagement 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.]

### **On-going Communication**

Communication continues to be critical during distance learning. Site and District staff checked in daily with families for a variety of reasons: 1) to ensure access to technology and the internet to participate in the distance learning environment, 2) to check in on distance learning progress, 3) to remind them of the district-wide meal program, 4) to check-in to offer social-emotional learning supports being offered by counselors, social workers and ASES. Communication modes includes:

- Phone calls by office staff, social workers/counselors teachers and administrators and BCOAs,
- School and District Blackboard messages, email, texts,
- Teachers communicate daily with parents through class apps (Dojo, Remind, etc.),
- District website with important announcements
- Technology troubleshooting hotlines
- Parent feedback surveys

### **Daily Participation and attendance**

At the beginning of each school day, all teachers connect with their students virtually through live class check-in meetings. Attendance is taken and reported to the school offices by 9:00. At the middle school, attendance is taken by subject teachers each period. Parents are encouraged to call/email the teacher if their child will be absent or have technical difficulties. Students also demonstrate participation in other ways:

- Join the class “live” session late (Tardies are not reported)
- They miss the synchronous instruction but demonstrate participation in asynchronous instruction (student logins or submission of work)
- They miss class session but attend a small group or connect with the teacher later in the day
- Parent notifies teacher in advance or checks in with teacher that same day

### **Daily contact with students/families**

The school attendance team (social workers, counselors, secretaries, bilingual office assistants, administrators, assistants) make daily phone calls to families of students who have not logged onto their live class session.

### **Tiered Re-engagement strategies**

The district will work with site teams to create a tiered plan to re-engage students absent from distance learning three or more days or 60% of instruction in a week. The tiered re-engagement strategies for students absent from distance learning will be organized within a Multi-Tiered System

of Supports model. The re-engagement strategies will also incorporate our SART/SARB attendance strategies. The re-engagement plan will include:

1. Site will develop procedures for identification, documentation, and monitoring
2. Common district-wide prevention/intervention strategies, services and activities
3. Supports in place for each tier

Tier 1: Students attending school regularly have access to high quality instruction, positive relationships, engaging school climate and social-emotional learning opportunities. There is clear and consistent communication between schools and families. Intrinsic and extrinsic incentives are in place.

Tier 2: Students who attend/engage moderately- Sites will conduct phone calls home, informational postcards, training with technology, endure connectivity for distance learning. The site team will review students' schedules, meet with the parent and provide additional assistance if needed.

Tier 3: Students who attend 40% or less: Referral to school social worker, Action Plan (social, emotional and academic) created with student and family, School Attendance Review Team (SART) meeting

Tier 4: Unreachable students: No contact or engagement: Home visits, SARB referral, referral to ACCESS, referral to outside agencies, referral to SRO, possible CPS referral

## **Section 7: 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.]

GJUESD will provide nutritious meals based on the National School Lunch and Breakfast program. Students will receive lunch and breakfast for the following day. A federal waiver from the USDA that allowed the Summer Food Service Program to operate amid the COVID-19 pandemic was set to expire on Aug. 31. But the USDA announced that several flexibilities would be extended through as late as Dec. 31, 2020. The flexibility to serve free meals to all children under the SFSP is crucial to our school nutrition department's ability to meet the increased demand brought on by the COVID-19 pandemic. District-wide, students are eligible to receive one breakfast and one lunch daily. Students were issued Meal ID Cards for curbside meal service and all food service staff and families maintain social distancing recommendations while handing out/receiving meals. To minimize food waste, families are encouraged to visit the same site daily for meal pickup. Meals will be delivered to families as needed using our bus drivers and transportation department.

### **Daily Breakfast/Lunch Schedule**

- At all elementary sites, lunch and breakfast for the following day are distributed curbside Monday-Friday 11:00 am-1:00 pm.
- McCaffrey distributes curbside meals Monday-Friday 10:30 am-12:00 pm.

## **Additional Actions to implement the Learning Continuity Plan**

[A description of what the action is. This may include a description of how the action contributes to meeting the increase or improved services requirement for foster youth, English learners, or low-income students, as applicable. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.]

### **ACTION 1: Mental Health and Social Emotional Learning**

Social Worker and Counselors to provide remote services to students anxious about starting the school year in distance learning. Priority will be given to low income families and foster youth who may be experiencing greater hardships and struggles due to COVID19

Total Funds: \$714,681 9 (Y)

### **ACTION 2: School Nutrition**

Provide breakfast and lunch at all sites, targeting students eligible for free or reduced lunch, as well as all students during the federal free lunch time period

Total Funds: \$900,629 (Y)

### **ACTION 3: Stakeholder Engagement**

Utilize Bilingual Office Assistants and Bilingual Community Outreach Assistants to support interpretation/translation services. Enhance English learner parent's ability to stay informed and to participate in their child's education and the district decision making process. Staff also provide assistance to Spanish-speaking families to access the district's educational services.

Total Funds: \$273,577 (Y)

### **ACTION 4: Mental Health and Social Emotional Learning**

Supporting employees, parents and students in using strengths-based talent information and motivation data to address whole child learning and motivation.

Total Funds: \$5,000 (N)

### **ACTION 5: Mental Health and Social Emotional Learning**

Reduce TK-3 class size beyond the 24:1 base to more effectively meet the social emotional and well-being needs of learners with unique needs through increased time to personalize and support social emotional learning opportunities

Total Funds: See section 2 (Y)

### **ACTION 6: Mental Health and Social Emotional Learning**

The Extended Learning Supervisor will provide a variety of social emotional learning and well-being services and supports to students with unique needs

Total Funds: \$98,910 (Y)

### **ACTION 7: Mental Health and Social Emotional Learning**

BFLC technicians will provide after school enrichment, STEAM, youth development opportunities for high needs students to support their SEL, increase connectedness to school and provide tech support services

Total Funds: \$407,700 (Y)



## **Section 8: Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students**

Percentage to Increase or Improve Services: 16.74%

Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students: \$4,669,065

### **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.]

Based on the patterns of engagement from our initial distance learning during the spring 2020 school closure we learned that many low income students, foster or homeless youth and English learners were less likely to participate daily in the live virtual learning sessions and access the other online learning programs. Lack of participation and engagement can lead to significant learning loss for high needs groups of students. Barriers to participation and engagement included lack of connectivity, technology issues, parent/caregiver support, unfamiliarity with navigating the learning management platform. The shift to full-time online learning in the wake of the coronavirus pandemic has also brought social emotional change and challenges for the district's 3,350+ students. As a result, the following actions were implemented to increase the academic success and social emotional well-being for our high needs learners during distance learning and the transition to on-campus instruction.

1. To support students at all levels of the Transitional Reopening Schools Model, GJUESD continues to reduce TK-3 class size beyond the 24:1 base through certificated staffing in order to more effectively personalized learning for unduplicated learners through increased time for high quality personalized instruction and support for individual growth accomplishment in social emotional well-being, reading, mathematics and English Language Development. Additional personalized support for English learners, low socio economic and foster youth is provided through increased instructional assistants and bilingual instructional assistants providing individual and small group support during the regular school day. Resource Specialists have been added at each school to support short-term intensive MTSS interventions to students 1-1.
2. A major barrier to participating in distance learning was the lack of technology and unfamiliarity with technology use. To mitigate this both for students and their parents/caregivers, funding was utilized to provide Chromebooks, wifi hotspots, online ELA/Math programs, tech troubleshooting support and tech training for adults.
3. With classrooms, student relationships, and support systems upended by the school closures, social-emotional learning continues to be a priority districtwide. To further support the social emotional well-being of our high needs learners, each site has a full time social worker or



counselor on staff who provide a wide range of mental health services and implement the tiered re-engagement strategies for chronically absent students. Additionally, BFLC technicians and ASES staff provide a variety of expanded learning opportunities such as curbside book check-out, youth voice celebrations and concerns, group games, virtual field trips, online assemblies, STEAM activities, and creative arts.

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

1. Class size reduction beyond the 24:1 base and additional instructional assistant support are practices that support increased personalized time for unduplicated learners. The 2018 and 2019 California Dashboards report that overall GJUESD has increased 14.1 points toward the standard in ELA.
2. The enhanced technology supports the continuation of "anytime" learning at home, even as students are allowed to return to on-campus instruction. These are proven effective practices because studies have shown that high quality expanded learning programs link to student achievement.
3. Research confirms the long-term effects of Social Emotional Learning (SEL) on learners ages 6 months to 18 years: Students experiencing SEL demonstrate stronger social-emotional skills and attitudes, more positive social behaviors, and greater academic success. Social emotional learning is a critical component for college, career and life success for our high needs students.