

# Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Greenfield Union School District	Ramon Hendrix Superintendent	hendrixr@gfUSD.net 661-837-6000

## General Information

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

The COVID-19 pandemic has significantly impacted Greenfield Union School District, our students, and families. The unexpected closure of schools in March 2020 has affected the physical, emotional, social, and educational needs of our students and families. Many of our families have had their ability to access basic needs challenged due to the loss of employment. Additionally, school closures led to the cancellation of eighth grade graduation ceremonies, field trips, after school sports and enrichment activities. Parents, students and staff were disappointed about missing these school year activities from March through June. Students missed their teachers, friends, social engagement, and the positive environment that each school offered.

GFUSD's student population of 9,562 is composed of 92.9% socioeconomically disadvantaged, 19.5% English language learners, 8.7% students with disabilities, 0.7% Foster youth and 0.2% McKinney Vento (homeless) students. The district has eight elementary schools (TK-5th grade), three middle schools (6th-8th grade) and one community school. In order to support families, GFUSD provided support, Chromebooks and internet access (hotspots) as they faced balancing home life, working, and supporting their children with distance learning. In response to the impacts of the COVID-19 pandemic, GFUSD has engaged in ongoing communication and partnership with a variety of stakeholders to provide services to best meet the needs of our staff, students, families and community.

Taking into consideration California's guidance for reopening schools, California Department of Public Health guidelines and stakeholder input, GFUSD is adopting a tentative reopening plan which includes four phases:

### Phase One: Full Distance Learning

Students will participate in virtual learning through Google Classroom five days a week following an instructional schedule with required attendance. Teachers will communicate weekly with parents regarding expectations, grades, and assignments.

### Phase Two: Hybrid Model (with parent choice)

The Hybrid model is a combination of distance learning and in-person instruction. The Hybrid Model will be made up of two cohorts (Group A and Group B). Students will attend school two days per week and participate in Distance Learning the other three days of the week. Families will also have the opportunity to continue with Full Distance Learning if they are not comfortable sending their students for in-person instruction.

#### Phase Three: In-Person Instruction – Five Days per Week with Restrictions

All students will report to school five days per week for in-person instruction. During this phase, there will be restrictions and protocols in place to ensure the health and safety of students, staff, and parents. Families will also have the opportunity to continue with Full Distance Learning if they are not comfortable sending their students for in-person instruction.

#### Phase Four: In Person Instruction – Five Days per Week without Restrictions

All students will continue to report to school for full time in-person daily instruction with no restrictions. Families will also have the opportunity to continue with Full Distance Learning if they are not comfortable sending their students for in-person instruction.

During these uncertain times, GFUSD's expectation is to provide the best educational opportunities for students while maintaining a safe environment for everyone. Our staff has been redesigning lessons for Full Distance Learning and Hybrid phases to promote academic success and engagement. Greenfield will begin the school year in Phase One: Full Distance Learning for all students for at least the first quarter (August 12 - October 9).

## Stakeholder Engagement

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

Greenfield Union School District continues to connect with our students, families, community, and all staff to solicit input. The district conducts annual surveys and focus meetings with all stakeholder groups regarding our academic structure, English learner supports, family/student services, and other topics.

GFUSD solicited recommendations and comments regarding the specific actions and expenditures proposed to be included in the Learning Continuity and Attendance Plan through surveys and focus meetings with the community, students, school board, parent councils, bargaining units, teachers, administrators, and other personnel. The Learning Continuity and Attendance Plan Survey was provided to all stakeholders (parents/community, students, bargaining units, Board of Trustees, teachers, administrators, and all other personnel) to solicit input. Survey links were posted on our district website and sent to all stakeholder groups. The district reached out to families that did not have internet access through phone calls and paper copies were available at each school site and the district office. The online survey and paper copies were available in Spanish for our English learner families. The district administration also held meetings with parent groups, the school board, site administration, and bargaining units. During parent group meetings translators were provided for non-English speaking parents.

Greenfield Union School District created a District Leadership Team (superintendent, assistant superintendent of curriculum, assistant superintendent of personnel, assistant superintendent of business, director of fiscal services, director of categorical, director of support services, director of technology, coordinator of district projects/LCAP and administrator of student supports) to oversee the process of stakeholder input, and prioritize all recommendations. The District Leadership Team met to analyze and consider the stakeholder input and survey results before finalizing the GFUSD Learning Continuity and Attendance Plan. All stakeholder recommendations were considered for the purpose of addressing the needs of students with learning loss and accelerating learning during the COVID-19 pandemic.

We began Distance Learning discussions with our District Parent Advisory Committee (DPAC) and District English Language Parent Advisory Committee (DELPAC) on May 18, 2020. Parents were informed of the Distance Learning Plan, and we answered questions and addressed concerns to the best of our ability at the time. The GFUSD Learning Continuity Plan was presented on August 21, 2020 to DAC/DELAC for review and comment.

The district superintendent responded in writing to comments received from DAC and DELAC on August 24, 2020.

Greenfield Union School District created a District Leadership Team (superintendent, assistant superintendent of curriculum, assistant superintendent of personnel, assistant superintendent of business, director of fiscal services, director of categorical, director of support services, director of technology, coordinator of district projects/LCAP and administrator of student supports) to oversee the process of stakeholder input, and prioritize all recommendations. The District Leadership Team met to analyze and consider the stakeholder input and survey results before finalizing the GFUSD Learning Continuity and Attendance Plan. All stakeholder recommendations were considered for the purpose of addressing the needs of students with learning loss and accelerating learning during the COVID-19 pandemic.

The GFUSD Learning Continuity and Attendance Plan was posted on the district website on September 3, 2020 in English and Spanish for all stakeholders to review and provide feedback.

A public hearing for the GFUSD Learning Continuity and Attendance Plan was held on September 9, 2020. During this meeting, stakeholders were provided an opportunity to review and comment on the GFUSD Learning Continuity and Attendance Plan. At the September 16, 2020 Greenfield Union School District Board meeting, the District Learning Continuity and Attendance Plan was reviewed and adopted.

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

Greenfield has offered remote participation for board meetings and public hearings through the use of Zoom Meetings. Stakeholders were able to participate through a link provided on the district website. During the board meetings and public hearings, a translator was provided for Spanish speaking stakeholders, as well as all documents were provided in Spanish. Stakeholders without internet access, may attend in-person following physical distancing and mask requirements.

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

Stakeholder input was provided by all stakeholders and considered in the development of the GFUSD Learning Continuity Plan for the 2020-21 school year.

The parent survey findings include our District Parent Advisory Committee (DPAC) and District English Language Parent Advisory Committee (DELPAC) survey. Key findings from the parent surveys include:

- Families are in need of technology, either Chromebook and/or internet access.
- Families express a need for training on Google Classroom, AERIES and Parent Portal, and prefer watching a training video posted on the district website.
- Families stated their student(s) would be able to attend live virtual lessons during distance learning, and some families stated their students(s) would be unable to attend these sessions.
- Families will be able to assist students with virtual instruction each day.
- Families have transportation to pick up meals and school supplies.
- Families feel comfortable with contacting the school for assistance if needed.
- Families would like support in establishing routines, discipline and increasing student motivation at home during distance learning.
- Families with special education students are available to bring their child to school for scheduled assessments or set up live virtual appointments with their child's teacher.
- Families are experiencing a food shortage or financial difficulties due to a loss of employment as a result of the COVID-19 pandemic.

Key findings for the staff survey include:

- Staff would like training on Google Classroom, AERIES and Parent Portal, Screencastify, and Zoom.
- Staff agree small breakout intervention sessions are the best support to address student learning loss especially for high risk students (English Learners, foster youth, McKinney Vento and low income students) due to school closures.
- Staff agree special education students and their families need additional support provided by special education teachers, speech and language pathologists and school psychologists to be successful during distance learning.
- Staff agree due to COVID-19 social workers (MSWs), school counselors, or psychologists need to contact families to provide mental and social emotional well-being support.
- Staff agree Positive Behavior Interventions and Support (PBIS) strategies and resources will assist families with the social emotional well-being of students during the COVID-19 pandemic.
- Staff agree the Employee Assistance Program (EPA- SISC COVID-19 resources) and district professional development on stress management will help support staff mental health and social emotional well-being during the COVID-19 pandemic.

Key findings from the student survey include:

- I have a Chromebook from school to use for distance learning.
- I have a place to do my school work at home.
- I have family members at home to help me with distance learning.
- I can attend an extra live virtual session to get more help with my academics.
- I am comfortable contacting my teacher if I need help or have questions.
- I am able to attend live virtual lessons.
- A family member is helping me with my Google Classroom assignments.

Key findings from the administrator survey include:

- Administrators agree additional intervention with the classroom teacher targeting essential standards will address student learning loss due to school closures and future school closures.
- Administrators agree that small group breakout intervention sessions will support student learning loss especially for high risk students (English Learners, foster youth, McKinney Vento and low income students) due to school closures.
- Administrators agree special education students and their families need additional support provided by special education teachers, speech and language pathologists, and school psychologists to be successful during distance learning.
- Administrators agree due to COVID-19 social workers (MSWs), school counselors, or psychologists need to contact families to provide mental and social emotional well-being support.
- Administrators agree Positive Behavior Interventions and Support (PBIS) strategies and resources will assist families with the social emotional well-being of students during the COVID-19 pandemic.
- Administrators agree the Employee Assistance Program (EPA- SISC COVID-19 resources) and district professional development will help support staff mental health and social emotional well-being during the COVID-19 pandemic.

Key findings from the GFUSD Board survey include:

- Board members agree additional intervention with the classroom teacher targeting essential standards will address student learning loss due to school closures and future school closures.
- Board members agree that small breakout intervention sessions will support student learning loss especially for high risk students (English Learners, foster youth, McKinney Vento and low income students) due to school closures.
- Board members agree special education students and their families need additional support provided by special education teachers, speech and language pathologists, and school psychologists to be successful during distance learning.
- Board members agree due to COVID-19 social workers (MSWs), school counselors, or psychologists need to contact families to provide mental and social emotional well-being support.
- Board members agree the Employee Assistance Program (EAP- SISC COVID-19 resources) and district professional development on stress will help support staff mental health and social emotional well-being during the COVID-19 pandemic.

Key findings that emerged for the teachers' union meeting included:

- Expressed a concern about how to incorporate intervention time into daily distance learning schedule
- Training on all platform programs for distance learning.
- Training on meeting goals for special education students and on supporting and monitoring high risk students (English learners, foster youth and low income students) digitally.

- The use of program assistants and/or after school staff to assist with interventions for students experiencing learning loss due to school closures.
- Transitional kindergarten and kindergarten teachers would like training on all platforms specific to their grade level.
- Provide training and time in daily schedules for teachers to address social emotional well-being needs with students.
- Make staff more aware of the Employee Assistance Program (EAP- SISC COVID-19 resources), and provide district professional development (stress management and dealing with anxiety) to help support staff mental health and social emotional well-being during the COVID-19 pandemic.

Key findings that emerged for the classified staff union meeting included:

- The gloves they have to use break easily and they have to double up the gloves.
- Unsure protocol when there is a repair in a classroom or office and if they are to enter and complete the work order.
- Possible list of classrooms being occupied to help with cleaning and work orders.
- Thermometers for classified staff to take their temperature.
- The group expressed they are feeling a great deal of anxiety due to COVID 19, and a need for psychologist, counselor or MSWs to be readily available to classified staff for counseling if needed.

Key findings that emerged for the GFUSD Board meeting included:

- The board is pleased with the district's distance learning plan and efforts to distribute Chromebooks and hotspots (internet access) to students and families.
- Support staff should be available to support student groups such as English learners.
- Continue to support families through communication and find ways to help students and families stay involved
- Train our support staff to help families.
- All employees should be available to support students and families as needed.

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

GFUSD values our stakeholder input. The stakeholder survey and meeting responses were analyzed to identify common needs during this time of conducting school in the middle of a pandemic.

The stakeholder input received has influenced the following aspects of the District's Learning Continuity Plan:

- Put safety measures in place for staff and students.
- Provide masks, gloves, Plexiglass, hand sanitizer, thermometers, water bottle stations and disinfectant.
- Ensure all students have Chromebooks and hotspots (access to internet) for distance learning.
- Provide training on all distance learning platforms and software programs for staff.
- Provide staff training that is grade level specific, especially for Transitional Kindergarten and Kindergarten.
- Provide training on Google Classroom, AERIES and Parent Portal for families. These trainings will be posted on the district website available in English and Spanish.
- To better accommodate the schedules of families, teachers will record lessons for families to view when convenient.

- Provide ways to help students and families stay involved and connected.
- Support and monitor the process of high risk students (English learners, foster youth, McKinney Vento and low income students).
- Provide PBIS support for families to establish routines, discipline, and motivation for students during distance learning.
- Provide referrals for families experiencing a food shortage or financial difficulties due to a loss of employment as a result of the COVID-19 pandemic.
- Provide additional intervention with the classroom teacher targeting essential standards to address student learning loss due to school closures.
- Provide small group breakout intervention sessions to support student learning loss especially for high risk students (English Learners, foster youth, McKinney Vento and low income students) due to school closures.
- Provide additional support for high risk students (English Learners, foster youth, McKinney Vento and low income students) and their families.
- Special education students and their families need additional support provided by special education teachers, speech and language pathologists, and school psychologists to be successful during distance learning.
- Staff and students need mental health and social emotional well-being support due the COVID-19 pandemic. Provide district professional development (stress management and dealing with anxiety) and Employee Assistance Program (EAP- SISC COVID-19 resources) to staff.
- Have social workers (MSWs), school counselors, or psychologists contact families to provide mental and social emotional well-being support.
- Provide training and class time for teachers to better address social emotional well-being needs with students.

## 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.]

Greenfield Union School District will continue to work with the Kern County Public Health Department to ensure we are offering classroom-based instruction when it is safe to do so. Safety precautions and recommended guidelines will be followed for in-person instruction, this includes the Hybrid phase. All staff will be required to wear masks, maintain physical distance, and follow hand-washing guidelines. Sanitizer will be available in common work areas and individual classrooms. Office areas have installed Plexiglass shields preventing direct contact with parents and students. Face coverings will be required for all students in 3rd–8th grades and strongly encouraged for students in TK – 2nd grades. Sites will use “no-touch” thermal scan thermometers to check all students' temperature upon entering school. A restricted use of drinking fountains will be in place and students will be encouraged to bring their own personal, reusable water bottle. The district will install

water bottle refill stations at each site for students to refill as needed. Schools will modify entrance and exit areas and no unscheduled visitors or volunteers will be allowed on campuses. Each campus will have a designated location for students who exhibit COVID-19 symptoms. Regular sanitation practices will be enhanced throughout the school day, especially in high traffic areas. All facilities (offices, classrooms, libraries, bathrooms) will be cleaned and disinfected with foggers daily. Custodial staff have been trained in all sanitizing procedures.

During In-Person Instruction parents are encouraged to do the following to help stop the spread of COVID-19:

- Take your child's temperature before sending them to school each day. If they have a temperature of 100.4 or higher, keep them home and do not send them back to school until they have not had a temperature for 36 hours.
- Talk to your child about the importance of washing hands multiple times a day.
- Ensure that your child is not bringing anything to school other than what is required for learning (toys, balls, games, etc.)
- Remind your child about the importance of social distancing and NOT to touch others (hugs, high fives, playing tag, etc.)

Additionally, students should stay home when feeling sick, if they have had close contact with a person who has COVID-19, or if they have tested positive for COVID-19.

To ensure student learning, the district has identified truly Essential Standards (those critical to foundational learning and student success) in English Language Arts, Mathematics, Science, History, English Language Development and Physical Education. Pacing guides were developed to promote continuity of grade level instruction and a focus on content standards to build foundational skills and reduce learning loss. The district plans to address learning loss by administering academic assessments to identify skill gaps. Assessments will be given periodically to measure progress and performance. The assessments include ESGI, STAR Reading, STAR Math, District ELD Assessments, and District Writing Performance Tasks. When performance gaps are identified, each school site classroom teachers will offer after school interventions to address student learning loss and accelerate learning. The teachers will use research based strategies, target instruction, work collaboratively to improve instructional practices, and monitor the academic achievement of students who are experiencing learning loss. In an effort to better address student learning loss and accelerate learning the district will continue to provide additional teachers to keep class sizes lower. During the COVID-19 pandemic, lower class sizes provide an opportunity for teachers to better meet the academic and social-emotional needs of the students. In addition, at each school site classroom teachers will offer school interventions to address student learning loss and accelerate learning. The teachers will use research based strategies, target instruction, work collaboratively to improve instructional practices, and monitor the academic achievement of students who are experiencing learning loss.

A hybrid model will be offered, which allows the guardians the option to continue with full distance learning or attend school on A/B schedule with 2 days in-person and 3 days online. Students who are participating in the Special Education program will receive daily classroom-based instruction on a regular basis. Other student groups at a high-risk of learning loss (English language learners, foster youth, McKinney-Vento and low income students) will continue to receive academic and social-emotional support through the school social workers, psychologists, academic coaches or program assistants. These services will be a combination of in-person and virtual support depending upon the student schedule.

SB 98 provided a waiver that has reduced the required instructional minutes due to COVID-19 for 2020-21 as noted below:

- Transitional Kindergarten - Kindergarten 180 minutes



- 1st-3rd grade 230 minutes
- 4th-8th grade 240 minutes

All district schedules, whether it is In-Person, Full Distance Learning, or Hybrid, meet the minimum required instructional minutes.

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

Description	Total Funds	Contributing
Provide safety equipment such as Plexiglass sneeze guards, hand sanitizer, gloves, face masks, signage, posters, and floor decals, and disinfectant to fog rooms. These safeguards ensure safety when students return to school sites.	\$282,000	No
For student safety, a restricted use of drinking fountains will be in place and students will be encouraged to bring their own personal, reusable water bottle. The district will have installed water bottle refill stations at each site for students to refill as needed.	\$60,000	No
Provide after school interventions at each school site. Classroom teachers will offer after school interventions to address student learning loss and accelerate learning. The teachers will use research based strategies, target instruction, work collaboratively to improve instructional practices, and monitor the academic achievement of students who are experiencing learning loss.	\$90,720	No
Maintain additional certificated staff hired at sites to keep class sizes lower. This action will enable teachers to better address student learning loss and accelerate learning, especially during the COVID-19 pandemic. This is duplicate action (noted in multiple sections).	\$14,022,220	Yes

# Distance Learning Program

## Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

The Greenfield Union School District created a plan that is fluid and ensures that our students have full access to curriculum through all phases of the reopening plan. Greenfield will ensure that all students have access to a Chromebook and internet throughout the school year. At the start of the 2020-2021 school year, guardians and their students were provided with online training resources on the district educational platform, Google Classroom and our student information system, AERIES, to ensure students and families are equipped with the tools for success. ([https://www.gfusd.net/apps/pages/index.jsp?uREC\\_ID=444295&type=d&pREC\\_ID=1371856](https://www.gfusd.net/apps/pages/index.jsp?uREC_ID=444295&type=d&pREC_ID=1371856))

The district created daily academic schedules for each grade level to support families through Full Distance Learning and Hybrid phase. The schedules for the Full Distance Learning phase consist of a minimum of 2.25 hours of synchronous instruction (teacher providing instruction to students live on Zoom) and the remaining minutes are asynchronous instruction (students working independently on assignments). During synchronous instruction special education teachers will take data on progress toward instructional goals. The asynchronous instruction or independent time consists of follow-up assignments through Google Classroom, content specific technology programs, and physical education activities. A similar schedule is provided during the Hybrid Phase to support parents when the students are participating in distance learning three days per week. \* Please see attached schedules at the end of this document.

To ensure instructional continuity for all students as transitions occur, teachers will continue to use district adopted textbooks and curriculum for all subjects. The district adopted curriculum will be adapted and modified as needed to address pupil learning loss. The EL Achieve website will be used to support English Learners and supplement ELD instruction. Online programs such as Lexia, Reading plus, Freckle, and Next Gen Math will be used to address learning loss for all student groups (special education, foster youth, English learners, low income, and McKinney-Vento). Lexia and Reading Plus provide individualized reading instruction with target standards for students. Through the use of Freckle, students practice basic addition, subtraction, multiplication, and division facts. Freckle provides students with remediation math problems when they are struggling, and pushes them onto more advanced concepts when they are mastered. Next Gen Math provides resources for teachers to individually customize interventions to focus on targeted standards for students.

Additionally, to maintain instructional continuity the GFUSD Curriculum Department supported the work of teacher teams to create grade level pacing guides for each content area. The pacing guides identify 'Truly' Essential Standards, Essential Standards, and Supporting Standards for each content area. These standards have been identified to help provide a focused approach for teachers moving into the 2020-2021 school year, while we focus on our students' learning loss and adjusted schedules. The teams also identified valuable resources that may be used in a virtual classroom or physical classroom to meet the instructional needs of students with learning loss. Along with the pacing guides, certificated and classified staff will receive training throughout the year to ensure they continue to provide high quality and rigorous instruction for all students. The training will be identified through staff and administrator input, along with additional areas that may arise.

Furthermore, in an effort to better address student learning loss and accelerate learning the district will continue to provide additional teachers reduce class size. During the COVID-19 pandemic, lower class sizes provide an opportunity for teachers to better meet the academic and social-emotional needs of the students.

Site administrators will continue to monitor class instruction via Zoom meetings during Full Distance Learning and the Hybrid phase.

## **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 the 2019-20, when school closures first occurred, Greenfield provided Chromebooks and hotspots for all families to check-out at their school sites as needed. Parents received phone calls and letters were mailed to inform parents of Chromebook and hotspot check out opportunities. Social workers made contact with families who had unique circumstances to ensure these families had technology and internet access. Additionally, parents were provided with the district technology helpline, which includes a phone number and email for parents to access technology help.

For the 2020-21 school year, GFUSD conducted parent surveys to identify the technology needs and internet access. To ensure that all students have access to Chromebooks and internet hotspots throughout the school year, families are able to check-out Chromebooks and hotspots at their school sites. Currently, 9,136 Chromebooks and 1,066 hotspots have been checked out by families. GFUSD continues to survey parents regarding technology needs and will continue to provide Chromebooks and hotspots to students and families as needed. Additionally, parents are provided with the district technology helpline, which includes a phone number and email for parents to access technology help. Whether a student checks out a Chromebook or uses their personal device, they will have access to all district online learning programs such as Lexia, Reading Plus, Accelerated Reader, Freckle Math, and Next Gen Math.

For students with unique circumstances, school intervention facilitators(SIFs), social workers, and/or behavior intervention assistants(BIAs) from each school site are conducting home visits in teams of two to guarantee students are connected to the internet and have devices to use for distance learning as needed.

Parents are provided with training on the district's educational platform, Google Classroom and our student information system, Aeries, which were created by the Curriculum Specialists. Sites will also continue to provide additional training as needs arise through their various communication platforms. Parent trainings are recorded and available on the GFUSD website.

(<https://sites.google.com/gfUSD.net/gfUSDparenttraining/home>)

## 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.]

Greenfield Union School District has created a fluid schedule to help students and families as we transition between phases of reopening. All students, TK-8th, will participate through Google Classroom. Within this platform, students will participate in synchronous instruction (teacher providing instruction to students live on Zoom) and the remaining minutes are asynchronous instruction (students working independently on assignments). During synchronous instruction special education services will focus on the student's instructional goals. The asynchronous instruction or independent time consists of follow-up assignments through Google Classroom, content specific technology programs, and physical education activities.

The distance learning program will adhere to the required minimum instructional minutes: TK-K 180 minutes, 1st-3rd 230 minutes, and 4th-8th 240 minutes. Full Distance Learning consists of a minimum of 2.25 hours of synchronous instruction daily and the Hybrid Phase will vary with a minimum of 30 minutes of synchronous instruction (live sessions) on the three days the student is participating in distance learning.

For both models, Full Distance Learning and Hybrid, attendance will be taken during each synchronous instructional session. We understand that not all students will be able to attend the live sessions, so the district has put a process in place to ensure all students have access. By 3:15 p.m. each day, teachers will post a recording, assignment, or note for each live session in Google Classroom. The recorded lessons represent new instruction, whereas the assignments or notes will be posted if there was not any new instruction during that specific live session. If a student is unable to attend a synchronous session, parents are asked to make contact with the school regarding their student's absence.

The teacher-student schedules were developed with staff and shared with parents that outlines instructional minutes by grade.

The Distance Learning schedule for elementary schools will include the following:

- Language Block
- Literacy
- Math
- Class Community
- Intervention

The Distance Learning schedule for middle schools will include the following:

- Monday and Thursdays - 3 class periods
- Tuesday and Friday- 3 class periods
- Wednesdays- alternate 2 periods per week

The Hybrid schedule for all school sites will include the following:

Monday and Tuesday

- Group A In-Person
- Group B Distance Learning and Live Instruction

Wednesday Group A and B Distance Learning.

Thursday and Friday

- Group B In-Person
- Group A Distance Learning and Live Instruction

Special Day Program students will receive live instruction 5 days a week in-person.

\*Please see attached schedules attached to the end of this document for more information.

The progress made by students will be monitored on various levels. During asynchronous (live) instruction students will receive credit for participating by being present during the lesson and actively engaged in learning. Synchronous instruction(independent assignments) will be tracked and monitored through the completion of assignments by students. Teachers will complete weekly engagement records, verify daily participation and keep track assignments. Teachers will indicate whether students received synchronous or asynchronous instruction for each day of distance learning. If a student has not participated in class and/or completed assignments for the current day, then the teacher will make contact with the parent.

During minimum day Wednesdays, grade level and special education teacher teams will meet to discuss student performance and calibrate time value of work. These assessments will allow teachers to identify students who will need additional support through intervention or special education services and help to differentiate instruction. Special education teachers will use this information to ensure students are making progress toward instructional goals and goals are being met.

Furthermore, whether the students are in a distance learning model, hybrid, or in-person, they will continue to participate in district assessments: ESGI, STAR Reading, STAR Math, District EL Assessments, CBMs, and District Writing Performance Tasks. Teachers will continue to provide common formative assessments and other performance measures through each instructional model to guide instruction and provide additional supports. Additionally, students with special education services will be progress monitored through letter naming, letter sound, oral reading fluency, CBM-MAZE(comprehension skills assessment) and/or math skill based assessments. During minimum day Wednesdays, grade level and special education teacher teams will meet to discuss student performance and share research-based strategies. These assessments will allow teachers to identify students who will need additional support through intervention or special education services and help to differentiate instruction. Special education teachers will use this information to ensure students are making progress toward instructional goals and goals are being met.

Parents/Guardians will be provided access to their students' Google Classroom to monitor assignments and AERIES to monitor attendance and grades. Google Classroom and AERIES are effective tools to communicate between parents/guardians and teachers on a daily basis.

## 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.]

In the spring of 2020, Greenfield moved the professional development opportunities from in-person to virtual settings. The Curriculum Department created a list of professional development for certificated and classified staff. The multiple training opportunities ranged from creating online lessons, student behavioral supports, to how to host online class sessions.

Effective August 2020, the training list of professional development was transitioned to the district's website to provide easy access to all staff. Staff will be introduced to the updated curriculum department website and how they will be able to participate in training or revisit a training they may have missed. Staff will also be provided a list of initial trainings that they will need to complete prior to the start of the school year. These initial trainings will include topics such as Zoom meetings, hosting virtual assessments, how to record a lesson, and behavioral support/class management in a virtual setting. All staff are provided with technical assistance if they are having difficulty.

Some professional development opportunities that are currently being offered to staff include:

- Google Classroom
- Screencastify
- AERIES
- Building Classroom Community Virtually
- ELD Language Objectives
- Virtual lessons

For more information: (<https://sites.google.com/gfUSD.net/stafftrainingresources/home>)

In addition to professional development, technology specialists are available to assist both staff and families in trouble shooting technology issues. Parents and staff are provided with the district technology helpline, which includes a phone number and email to access technology help.

As the year progresses, the Curriculum Department will survey all teachers regarding future professional development to add to the website.

## Staff Roles and Responsibilities

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

As GFUSD transitions to non-traditional models with distance learning, in-person contact is reduced and in some cases completely removed. Therefore, roles and responsibilities for staff must change. The district has worked with staff, the classified union and the certificated union to develop new roles and responsibilities during distance learning.

Roles and Responsibilities for Principals and Assistant Principals:

- Support Full Distance Learning/Hybrid model
- Support teachers as they implement Full Distance Learning/Hybrid model
- Facilitate communication between teachers, students, and families
- Monitor student attendance and participation

- Weekly communication to staff and parents
- Support ongoing collaboration in a virtual setting
- Weekly meeting with special education site team

#### Roles and Responsibilities for Teachers:

- Complete the attendance in AERIES as provided
- Collaborate with grade level or department
- Use district curriculum and resources to communicate and deliver content
- Use district pacing guides, 'Truly' Essential Standards, Essential Standards, and Supporting Standards for each content area
- General Education teachers collaborate/communicate with special education teachers about shared students
- Special education teachers check in with their designated grade levels weekly
- Provide feedback on work assigned
- Attended scheduled IEPs and/or 504s
- Teachers will assess students using district assessments and grade level assessments
- Teachers will communicate weekly with parents regarding attendance/participation, grades, and any other behavioral/social-emotional concerns (ex. email, AERIES, Class Dojo).
- Post recorded lessons, assignments, or notes daily in Google Classroom for each live session.

#### Roles and Responsibilities for Counselors, Social Workers, School Psychologists:

- Social workers developed the Social Emotional Learning and Support web-page with resources for students and families to address social emotional brought on or worsened by the pandemic
- Social workers will provide case management consisting of maintaining open lines of communication (through phone calls or home visits), emotional/social support, and assisting in removing barriers during full distance learning.
- Middle school social workers/school counselors will provide weekly lessons for all students regarding social-emotional development
- Social Workers will serve as a liaison for communication with students/families in crisis
- Address social-emotional needs of all staff by providing support and professional development to staff on stress, trauma and anxiety due to COVID-19
- Provide resources for students and families to support them while they are away from school, specifically foster youth and McKinney Vento
- Provide virtual support to students as needed in collaboration with families
- Provide follow-up contact for students who are not engaging in Full Distance Learning/Hybrid model
- Psychologist will prepare lessons, provide services and complete assessments for students on their caseload based

Classified site staff who work with students on academics, attendance, and behavioral support will continue to do so in a distance learning environment. Program assistants will provide additional one to one or small group support focusing on student skill deficits through virtual settings, while being monitored by teachers. Classified staff that previously provide playground supervision will support the site administration, cleaning facilities, and assisting the nutrition department with meal distribution as needed.

The After School SUCCESS Program (ASSP) staff assisted the technology department with calling families to make appointments to pick up Chromebooks, two weeks prior to school starting. During Full Distance Learning, the ASSP staff will support regular day teachers by providing distance learning activities and intervention assistance during their live sessions. ASSP staff roles and responsibilities provide bridging of the content standards being taught daily by regular day. During COVID-19, students will have this extra opportunity to focus on community building activities, build relationships, and be engaged in positive relationships with ASSP staff.

## **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.]

During Distance Learning, it is expected that all students will participate through live instruction and online assignments aligned to the daily instructional minutes determined by their grade. Students will continue to receive special education, related services, and accommodations as outlined in the student's individualized distance learning plan. Special education teachers and Speech-Language Pathologists will continue to communicate regularly with general education classroom teachers and provide instruction to ensure that students' educational goals are met. Special education teachers and speech-language pathologists will monitor the progress of students and adjust instruction accordingly. Regular communication will be provided to parents through weekly progress reports for each special education student. Individualized Education Program (IEP) will be held virtually to confirm that all educational goals are being met. 504 meetings will be held to discuss accommodations for student needs during distance learning and hybrid models.

Essential English Language Development (ELD) standards and pacing guides have been developed for each grade level to ensure English language learners' needs are met. Teachers will incorporate ELD strategies by aligning standards to English Language Arts (literacy/writing), math and other core subject lessons. Furthermore, daily language development instruction will be provided for English learners to develop language skills and fluency.

Academic coaches and program assistants will provide academic intervention support to foster youth and McKinney-Vento students. These students will receive social-emotional support from our social workers (MSWs), psychologists, and counselors. Additionally, the McKinney-Vento site liaison will conduct regular check-ins for foster youth and McKinney-Vento regarding social-emotional and behavioral support. Students receiving services from MSWs continue to receive those services remotely via Zoom. With the additional stress of distance learning, it is important to provide outreach to families experiencing transitional housing, homelessness, or new placement. We want to ensure the basic living needs are met so students can focus on their academics. Site staff is encouraged to provide referrals to the Greenfield Family Resource if families are in need of assistance.



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

Description	Total Funds	Contributing
<p>Provided all students (preschool to eighth grade) Chromebooks and hot spots for students who lacked the access to the internet necessary for distance learning. Upon checkout, parents are provided with the district technology helpline, which includes a phone number and email for parents to access help. Technology specialists at each site to support technology needs. Technology specialists are available to assist both staff and families in trouble shooting technology issues. Parents and staff are provided with the district technology helpline, which includes a phone number and email to access technology help.</p>	<p>\$4,084,778</p>	<p>Yes</p>
<p>The district upgraded our firewall to support increased bandwidth for distance learning.</p>	<p>\$75,000</p>	<p>No</p>
<p>The district will purchase necessary basic school supplies for students to utilize at home and for in class learning. These supplies will include paper, pencils, crayons etc.</p>	<p>\$275,000</p>	<p>No</p>
<p>Curriculum Specialists to provide professional development to staff and parents. Expanded staff professional development to meet distance learning context needs including, but not limited to, Google Classroom, Zoom, Screencastify, AERIES, Building Classroom Community Virtually, Essential standards, District Pacing Guides, ELD Language Objectives, and Virtual lessons. Parent training will include Google Classroom, AERIES, and Parent Portal. These training sessions have been posted on the GFUSD website to provide easy access for parents.</p>	<p>\$693,853</p>	<p>Yes</p>
<p>Speech-Language Pathologists and will continue to communicate regularly with general education classroom teachers and provide instruction to ensure that students' educational goals are met. They will monitor the progress of students and adjust instructional goals accordingly. Regular communication will be provided to parents through weekly progress reports for each special education student. Individualized Education Program (IEP) and 504 Plan meetings will be held virtually to confirm that all educational goals are being met.</p>	<p>\$1,960,442</p>	<p>No</p>

Description	Total Funds	Contributing
<p>The GFUSD Curriculum Department supported the work of teacher teams to create grade level pacing guides for each content area. The pacing guides identify 'Truly' Essential Standards, Essential Standards, and Supporting Standards for each content area. These standards have been identified to help provide a focused approach for teachers moving into the 2020-2021 school year, while we focus on our students' learning loss and adjusted schedules.</p>	\$41,454	No
<p>Provide Zoom accounts, Screencastify, GoGuardian, document cameras and web cameras to conduct instruction. We understand that not all students will be able to attend the live sessions, so the district has put a process in place to ensure all students have access.</p>	\$236,200	No
<p>Provide Aeries and Parent Portal for staff and families to stay connected and communicate. AERIES and Parent Portal will provide home-to-school communication to discuss academic support, discipline, and attendance to parents.</p>	\$60,000	No
<p>Provide EL Achieve website for teachers to access online materials for ELD instruction and provide language support English learners.</p>	\$5,000	No
<p>Maintain additional certificated staff hired at sites to keep class sizes lower. This action will enable teachers to better address student learning loss and accelerate learning, especially during the COVID-19 pandemic. This is duplicate action (noted in multiple sections).</p>	\$14,022,220	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.]

Whether the students are in a distance learning model, hybrid, or in-person, they will continue to participate in all assessments required by the district.

The district will use the following to measure the learning status of all students(TK- 8th):

English Language Arts

STAR Early Literacy and Reading Assessment(1st-8th)

District Writing Performance Tasks

Curriculum Based Measurement

ESGI (TK-K)

Math

STAR Math (1st-8th)

Curriculum Based Measurement

English Language Development

District EL Assessments

STAR Reading and Math, District Writing Performance Tasks, Curriculum Based Measurement, and ESGI assessments are scheduled at least three times per year according to a district wide predetermined window. District EL assessments are scheduled once a year during a district wide predetermined window.

These assessments will allow teachers to identify students who will need additional support through interventions and differentiated instruction. Teachers will continue to provide common formative assessments and other performance measures through each instructional model to guide instruction and provide additional supports. Using these assessment results, teachers will provide intervention instruction to students as needed. Additionally, academic coaches, school site program assistants and the Afterschool SUCCESS Program (ASSP) staff will support the regular day teachers and provide distance learning activities and intervention using teacher created lessons.

## 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.]

In an effort to better address student learning loss and accelerate learning the district will continue to provide additional teachers to keep class sizes lower. This provides an opportunity for teachers to better meet the academic and social-emotional needs of the students, especially during the COVID-19 pandemic. Additionally, to accelerate the learning process for students who are experiencing learning loss will participate in small group instruction with classroom teachers, program assistants or Afterschool SUCCESS Program (ASSP) staff to address specific learning needs. Using research-based strategies, teachers will create lessons for program assistants and ASSP staff to use during one-on-one or small group instruction. The instruction will be differentiated and specific to meet the needs of each student. Small group instruction will be modified to include visual, hands-on, and modeling. Reading strategies will include, phonemic awareness, phonics, fluency, vocabulary, guided reading strategies, and comprehension skills. Math strategies will include basic facts, virtual manipulatives, and pictures. English learners will be provided with language frames to support students in speaking and writing. The EL Achieve website will be used to support English Learners and supplement ELD instruction. Students receiving special education services will continue to access general education interventions and special education and related services. Special education and related services on Individualized Distance Learning Plan can be adjusted based on student's need. Academic coaches and program assistants will provide academic support to foster youth and McKinney Vento students. MyOn will provide the ability for students to access +7,000 books online, so all students are able to participate in the Accelerated Reader program, which focuses on improving reading comprehension. This will be especially useful to foster youth, English learners, low income, and McKinney-Vento students who do not always have access to books at home. In addition, sites will provide supplemental grade level instructional books for students to keep at home since they will not have access to school or public libraries. High risk students will be provided at home libraries to increase learning by reading with family members.

Furthermore, online programs such as Lexia, Reading plus, Freckle, and Next Gen Math will be used to address learning loss for all student groups (special education, foster youth, English learners, low income, and McKinney-Vento). Lexia and Reading Plus provide individualized reading instruction with target standards for students. Through the use of Freckle, students practice basic addition, subtraction, multiplication, and division facts. Freckle provides students with remediation math problems when they are struggling, and pushes them onto more advanced concepts when they are mastered. Next Gen Math provides resources for teachers to individually customize interventions to focus on targeted standards for students.

## Effectiveness of Implemented Pupil Learning Loss Strategies

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

The services and supports provided will be monitored through the district assessments: STAR Reading, STAR Math, ESGI, CBM, District EL Assessments and District Writing Performance Tasks. All assessments are completed at least three times a year during a district predetermined window. Teachers will analyze the district assessments to determine if the learning loss strategies are effective and make adjustments to the interventions if needed. During minimum Wednesdays, grade level teacher teams will meet to discuss student performance, share research-based strategies, and use outcomes from assessments to determine intervention groups. Teacher and/ or program assistants will be used in breakout sessions to work with students on deficit skills and then reassessed for mastery.

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

Description	Total Funds	Contributing
Provide reading software programs to differentiate reading instruction to better meet the needs of students with learning loss and accelerate reading skills. These include programs such as Lexia and Reading Plus.	\$182,452	Yes
Provide math software programs to differentiate math instruction to better meet the needs of students with learning loss and accelerate math skills. These includes programs such as include Freckle Math and Next Gen Math.	\$141,000	Yes
Provide Academic Coaches at each site to work collaboratively with site and district staff to improve instructional practices, and monitor academic achievement of at-risk students, low income students, foster youth, McKinney-Vento, and English learners. They will provide small group academic support/intervention.	\$1,482,325	Yes
Provide IO Education as a supplement to better meet the needs of learning loss and accelerate learning of students in TK-8th grade.	\$71,709	Yes
Provide STAR Reading and Mathematics Assessment Programs and STAR 360. K-8 grades to identify under-performing students, such as McKinney Vento students, low income students, foster youth, and English learners to target performance gaps.	\$135,000	Yes
The Afterschool SUCCESS Program (ASSP) staff will support regular day teachers by providing distance learning activities and intervention assistance during their live sessions. ASSP staff roles and responsibilities provide bridging of the content standards being taught daily by regular day.	\$2,140,222	No

Description	Total Funds	Contributing
Provide assessment programs to monitor instruction for all TK/K students, to monitor and support learning loss and accelerate instruction. These programs include ESGI.	\$12,844	Yes
Provide MyOn for students to access +7,000 books online, so all students are able to participate in the Accelerated Reader program, which focuses on improving reading comprehension.	\$72,000	No
Provide program assistants to assist teachers with small group academic support/intervention.	\$6,409,357	No
Maintain additional certificated staff hired at sites to keep class sizes lower. This action will enable teachers to better address student learning loss and accelerate learning, especially during the COVID-19 pandemic. This is duplicate action (noted in multiple sections).	\$14,022,220	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.]

Greenfield Union School district recognizes the impacts of COVID-19 and wants to support the mental health and social and emotional well-being of staff, students and families during this difficult time.

Mental health and social and emotional well-being support will be provided to staff by the following:

- The Employee Assistance Program (EAP) has COVID-19 resources for staff including coping with stress, managing anxiety while returning to work and parenting during COVID-19. Link: <http://sisc.kern.org/COVID/>

- Social workers will provide professional development (Stress Management, Dealing with Anxiety and Trauma) to staff

- Counselors, social workers, and school psychologists will be available for support staff as needed.
- District developed a system for staff to complete a referral for social emotional support.
- District school social workers will regularly provide trauma informed practices professional development for school staff.

Mental health and social and emotional well-being support will be provided to students and families by the following:

- Positive Behavioral Interventions and Support (PBIS) newsletters will be sent to all families.
- District social workers developed the Social Emotional Learning and Support web-page with resources for students and families to address social emotional brought on or worsened by the pandemic. (<https://sites.google.com/gfusd.net/socialemotionalllearning/home>)
- GFUSD website includes tips, tools, activities, and resources to promote healthy social/emotional wellness
- The district developed a system to allow students and parents/guardians to complete a referral for social emotional support.
- Support staff will refer students to appropriate mental health providers.
- District social workers will provide case management consisting of maintaining open lines of communication (through phone calls or home visits), emotional/social support, and assisting in removing barriers during full distance learning.
- Middle school social workers/school counselors will provide weekly lessons for all students regarding social-emotional development.
- Identified students will receive services from social workers via Zoom.
- Bi-weekly Wellness Newsletters, for elementary and middle school, will be sent to families.
- Greenfield Family Resource Center (GFRC) will be remotely available to refer families in need of emotional support to organizations and school social workers coordinated resources with GFRC.

## 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.]

Greenfield Union School District expects all students to be present and engaged in all live sessions of learning provided by their teachers. Attendance will be taken for each session or period of virtual instruction by the classroom teacher. It is understood that teachers have a short time to give their lessons and give feedback to students, so attendance will be taken at the end of each session. The district is focusing on student engagement.

Students who miss instructional days need to be contacted immediately to make sure that they are not missing instructional time due to a lack of at-home connectivity or other barriers that prevent the student from staying engaged. Truancy staff at the school will need to make

contact with the students and family to see what is preventing the student from attending. If the school site supports are unable to make contact with the family, the next step is to send the student to the deputy for a home visit in an attempt to make contact with the student and parent/guardian. Depending on the response from the student, the tiered intervention will be needed to re-engage the student.

Each school site will have a Multi-Tiered System of Support to encourage and support attendance: .

Tier 1:

- Positive and engaging school climate
- Positive relationships with students and families
- Impact of absences on achievement widely understood
- Chronic absenteeism data monitored
- Common barriers addressed
- Good and improved attendance recognized through

Tier 2:

- Phone calls, emails, parent contact for students not logging into live sessions
- School Intervention Facilitator (SIF), counselors, and Behavior Intervention Assistants (BIA) will call parents to provide support.
- Attention 2 Attendance (a software program to help the district manage attendance) will be sending out attendance letters for students who do not attend the regular sessions. The letter will be provided in Spanish for our English learners.
- SIF, counselors and BIAs will conduct attendance conferences for students who receive absence letters. Translators will be provided if needed.

Tier 3:

- Daily calls to students that need reminders to log in
- Attention 2 Attendance will be sending out attendance letters for students who do not attend the regular sessions. The letter will be provided in Spanish for our English
- Home visits by the school truancy team (SIF, BIA, counselor). Translators will be provided if needed.
- Referral to Social Worker. Social will contact parents to provide support. Translators will be provided if needed.
- Home visit by the resource officer. Translators will be provided if needed.

## 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.]

During Full Distance Learning, Hybrid Phase, and In-Person Learning, all students enrolled in the Greenfield Union School District will continue to receive free meals for the 2020-2021 school year under Community Eligibility Provision (CEP). All district students are eligible to receive free breakfast and lunch.

While on a Full Distance Learning schedule, each family will be issued a “Passport for Meals”. Since we are using passports students will not need to be present to receive meals. Meals will be distributed on Monday and Wednesday only from 10:45 a.m. to 12:15 p.m. through a drive-up service at the sites. Meals bags that are distributed on Monday will include breakfast and lunch for Monday and Tuesday. Wednesday’s bag will include breakfast and lunch for Wednesday, Thursday and Friday. The meal bags will contain multiple days’ worth of food with a combination of fresh and some frozen items that families may need to warm-up.

Meals will be served in the cafeteria or at designated outside locations for the Hybrid Model and In-Person schedule. Students will line-up to receive meals practicing physical distancing. All students will use hand sanitizer before receiving meals. Cafeteria staff will wear masks at all times and will monitor food delivery. Staff will monitor the playground for safety and physical distancing measures.

The schedule to provide meals during the Hybrid Model will be as follows:

Students who are on Schedule A:

- Students will receive breakfast in the cafeteria on Monday and Tuesday
- Students will receive lunch at school to be eaten either outside or in the cafeteria on Monday and Tuesday
- Families may pick-up breakfast/lunch through drive-through service on Wednesday (Wednesday, Thursday and Friday meals will be included in Wednesday’s pick-up). Passport cards will be required.

Students who are on Schedule B:

- Students will receive breakfast in the cafeteria on Thursday and Friday
- Students will receive lunch at school to be eaten either outside or in the cafeteria on Thursday and Friday.
- Families may pick-up breakfast/lunch through drive-through service on Monday (Monday, Tuesday and Wednesday meals will be included in Monday’s pick-up). Passport cards will be required.

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

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Continued implementation of Positive Behavioral Interventions and Supports (PBIS). This program will provide newsletters that will be sent to all families, and support teachers in creating a positive learning environment for students during the COVID-19 pandemic.	\$141,476	Yes
Pupil Engagement and Outreach	Provide Attention 2 Attendance (A2A) to monitor student attendance and provide support regarding chronic absenteeism.	\$57,300	Yes
Pupil Engagement and Outreach	Administrator of Student Supports to oversee Multi-Tier System of Support (MTSS) to all students. This administrator will also oversee the implementation of school safety plans, and attendance policies.	\$183,618	Yes
Pupil Engagement and Outreach	Behavior Intervention Assistants (BIA) will monitor attendance and conduct attendance conferences for students who receive absence letters, and contact the parents to provide support.	\$285,000	Yes
Pupil Engagement and Outreach	School Counselors to provide support to students and staff in academics, attendance and social emotional well being.	\$290,284	No
Pupil Engagement and Outreach	School Intervention Facilitator (SIF) will monitor attendance and conduct attendance conferences for students who receive absence letters, and contact the parents to provide support.	\$852,387	No
Mental Health and Social and Emotional Well-Being	Provide Social Workers (MSWs) to support all sites with high-risk students emphasizing support to low income students, foster youth, McKinney Vento and English learners, including behavior modification curriculum. Students receiving services	\$500,276	Yes

Section	Description	Total Funds	Contributing
	from MSWs continue to receive those services remotely via Google Meets.		

## 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
38.71%	\$29,174,161

### 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 stakeholder feedback, survey data, assessment results, and staff observations the following conditions/circumstances have been identified by GFUSD for our unduplicated students as a result of the COVID-19 pandemic:

- Access to technology(computers/internet)
- Training on online platforms and programs
- Families need support to establish routines, discipline, and motivation for students during distance learning
- English learners need additional support for language proficiency
- Supports for student learning loss
- Intensive intervention to accelerate learning
- Multi-Tiered supports for student participation and attendance
- Social and emotional support for students and families

Unduplicated students are identified as low income students, English learners (EL), foster youth. Student enrollment in the Greenfield Union School District program is 95% unduplicated. There are several actions that are contributing to the increased/improved requirement that are being implemented on a LEA/school wide basis across the district. These actions include the following:

#### Continuity of Learning:

- Greenfield identified through a survey the technology needs of our families and purchased additional Chromebooks, cases, and hotspots(internet) to ensure these student groups are equipped with the technology needed to be successful. Foster youth, English learners, and low income students do not all have access to current technology and the internet. These students need current technology in order to participate in distance learning and the hybrid model. Additionally, parents are provided with the district technology helpline, which includes a phone number and email for parents to access help. Technology specialists are at each site to support technology needs of staff and families. To access curriculum and provide a successful learning opportunity for students technology is a necessity in all phases of the district's reopening plan. We believe these actions will be effective in increasing class participation. Furthermore, these actions will result in decreasing performance gaps and improving district assessment scores and CAASPP scores for Foster youth, English learners, low income, and McKinney-Vento students.
- As identified by a district survey our unduplicated students and their families have limited experience using technology. Therefore, these student groups and their families are at a disadvantage during distance learning. So district curriculum specialists, academic coaches, and program specialists have created trainings for all online programs and platforms to be used during distance learning. These trainings are also available on the district website in Spanish for our English learner families. Each school site will continue to reach out to our families whose students are not participating or new to the site for one-on-one training. By training families on the online programs and platforms, we believe students will be more connected, successful, and district assessment scores will increase.
- During distance learning the district is concerned about our English learners maintaining and increasing language proficiency skills, especially during the COVID -19 pandemic. We do not want these students to lose English language proficiency and academic skills. According to the 2019 CA Dashboard 50.2% of our English learners are making progress toward English language proficiency. The district's goal is to increase the percent of English learners making progress toward English language proficiency by 6% a year. Curriculum specialists provided training to teachers on how to create language objects for EL lessons. Teachers will also incorporate ELD strategies by aligning standards to English Language Arts (literacy/writing), math and other core subject lessons. Furthermore, daily language development instruction will be provided for English learners to develop language skills and fluency. Teachers will use the online resources from the EL Achieve website to supplement lessons and support EL student learning. Through these actions, the district believes we will see an increase in the percent of English learners making progress toward academic skills and English language proficiency on the CA dashboard.
- Due COVID-19 school closures many students will experience learning loss. In an effort to better address student learning loss and accelerate learning the district will continue to provide additional teachers to lower class sizes. The intent of this action is to provide an opportunity for teachers to better meet the academic and social-emotional needs of the students. In addition, whether the students are in a distance learning model, hybrid, or in-person, they will continue to participate in district assessments: ESGI,

STAR Reading, STAR Math, District EL Assessments, CBMs, and District Writing Performance Tasks. Teachers use IO Education (a data platform) to monitor and create reports for student assessments. These reports will allow teachers to identify students who will need additional support through interventions and differentiated instruction. Academic coaches at each site will work collaboratively with site and district staff to improve instructional practices, and monitor academic achievement of at-risk students, low income students, foster youth, and English learners. They will provide small group academic support/intervention. Furthermore, online programs such as Lexia, Reading plus, Freckle, and Next Gen Math will be used to address student learning loss. Lexia and Reading Plus provide individualized reading instruction target standards for students. These programs provide resources for teachers to individually customize interventions to focus on targeted standards for students. We believe these actions will be effective in decreasing student learning loss and accelerating learning.

#### Pupil and Family Engagement and Outreach:

- During distance learning and the hybrid model the district is concerned about student attendance and participation especially our unduplicated students. The GFUSD indicator on the 2019 California School Dashboard for Chronic Absenteeism was “orange” for English learners, foster youth and low income students. Therefore, during distance learning the district has implemented a Multi-Tier System of Support to monitor attendance and provide support regarding absenteeism. The administrator of student supports will oversee this system. The district will use Attention 2 Attendance (A2A) to monitor and track attendance. Behavior Intervention Assistants (BIA) and social workers will monitor attendance and conduct attendance conferences for students who receive absence letters. Translators will be provided if needed. If students are not regularly in live sessions/periods, BIA’s/social workers will contact the parents to provide support based on a multi-tier system of support. We believe these actions will be effective in increasing student participation, attendance, and lower our chronic absenteeism rate, especially during this uncertain time.

#### Mental Health and Social Emotional Well-Being:

- Due to Covid-19 many of our unduplicated students and their families are experiencing trauma and uncertainty, such as loss of income, transitional housing, or a new placement. District social workers (MSWs) will support school sites with these high-risk students. Families and students will be provided with additional behavior and social emotional well being support as needed. Additionally, the Positive Behavioral Interventions and Supports (PBIS) program will provide behavior support to students and families. The PBIS program will send newsletters to all families, and support teachers in creating a positive learning environment for our low income students, foster youth, and English learners. We believe these actions will be effective in meeting the social-emotional needs of these students, improve student participation and academic success by creating a positive learning environment.

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

In summary as an effort to meet the needs of our unduplicated students during the COVID-19 pandemic the district is implementing the following actions:

- Class size reduction to keep class sizes lower.
- Chromebooks and hotspots for students who lacked the access to the internet necessary for distance learning.
- Technology specialists are available to assist both staff and families in trouble shooting technology issues.
- Curriculum Specialist to provide professional development to staff and parents.
- EL Achieve website for teachers to access online materials for ELD instruction and provide language support English learners.
- Software programs to differentiate reading and math instruction to better meet the needs of students with learning loss and accelerate learning.
- Academic Coaches at each site to work collaboratively with site and district staff to improve instructional practices, and monitor academic achievement.
- IO Education as a supplement to better meet the needs of learning loss and accelerate learning of students.
- STAR Reading and Mathematics Assessment Programs and STAR 360.
- Assessment programs to monitor instruction for all TK/K students, to monitor and support learning loss and accelerate instruction. These programs include ESGI.
- Positive Behavioral Interventions and Supports (PBIS). This program will provide newsletters that will be sent to all families, and support teachers in creating a positive learning environment for students during the COVID-19 pandemic.
- Attention 2 Attendance (A2A) to monitor student attendance and provide support regarding chronic absenteeism.
- Administrator of Student Supports to oversee Multi-Tier Systems of Support (MTSS).
- Behavior Intervention Assistants (BIA) to monitor attendance and conduct attendance conferences for students who receive absence letters.
- Social Workers (MSWs) to support students' social-emotional well-being.

In addition to the actions included in this Learning Continuity and Attendance Plan, GFUSD is meeting the increased/improved services requirement through several other actions such as:

- Technology refresh plan to keep current technology in our classrooms.
- Beginning teacher mentor programs
- Extra security at our middle schools
- Elementary music program
- After School Program
- Site allocated funds to provide academic support/intervention classes. Materials and supplies are site discretionary and included in SPSAs.
- Additional Support Services staff
- Additional TK classes and program assistants
- Resource officer to support school sites

The Greenfield Union School District is dedicated to students, staff, parents, and community members. The intent of these actions is to increase/improve services for our low income students, English learners, and foster youth.



**Full Distance Learning - Live Instruction with Teacher**  
***\*Students will receive their class schedule at a future date.***

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>PreK-1st</b>	8-8:30 Language Block 10-10:30 Literacy 1-1:30 Math 1:45-2:30 Class Community/ Intervention	8-8:30 Language Block 10-10:30 Literacy 1-1:30 Math 1:45-2:30 Class Community/ Intervention	8-8:30 Language Block 10-10:30 Literacy or Math	8-8:30 Language Block 10-10:30 Literacy 1-1:30 Math 1:45-2:30 Class Community/ Intervention	8-8:30 Language Block 10-10:30 Literacy 1-1:30 Math 1:45-2:30 Class Community/ Intervention
<b>2nd-5th</b>	8:15-8:45 Language Block 10:15-10:45 Literacy 1:15-1:45 Math 2-2:45 Class Community/ Intervention	8:15-8:45 Language Block 10:15-10:45 Literacy 1:15-1:45 Math 2-2:45 Class Community/ Intervention	8:15-8:45 Language Block 10:15-10:45 Literacy	8:15-8:45 Language Block 10:15-10:45 Literacy 1:15-1:45 Math 2-2:45 Class Community/ Intervention	8:15-8:45 Language Block 10:15-10:45 Literacy 1:15-1:45 Math 2-2:45 Class Community/ Intervention
<b>6th-8th</b>	1st-3rd Period	4th/5th-7th Period	Alternate periods 2 per week	1st-3rd Period	4th/5th-7th Period
<b>Time Frame</b>	1st: 8-8:45am 2nd: 10-10:45am 3rd: 1-1:45pm (2.5 hours)	4th/5th: 8- 8:45am 6th: 10-10:45am 7th: 1-1:45pm (2.5 hours)	8-8:45am 10-10:45am (90 min)	1st: 8-8:45am 2nd: 10-10:45am 3rd: 1-1:45pm (2.5 hours)	4th/5th: 8- 8:45am 6th: 10-10:45am 7th: 1-1:45pm (2.5 hours)



## HYBRID

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Group A In-Person Group B Distance Learning and Live Instruction</p> <p>SpEd (mod/sev, mild/mod, LC SDC) (RSP on Wed In-Person</p>	<p>Group A In-Person Group B Distance Learning and Live Instruction</p> <p>SpEd (mod/sev, mild/mod, LC SDC) (RSP on Wed In-Person</p>	<p>PreK-1st 8-8:30 Language Block 10-10:30 Literacy or Math 2nd-5th 8:15-8:45 Language Block 10:15-10:45 Literacy 6th-8th 8-8:45am 10-10:45am (90 min) Alternate periods 2 per week SpEd (mod/sev, mild/mod, LC SDC) (RSP on Wed): In-Person</p>	<p>Group B In-Person Group A Distance Learning and Live Instruction</p> <p>SpEd (mod/sev, mild/mod, LC SDC) (RSP on Wed) In- Person</p>	<p>Group B In-Person Group A Distance Learning and Live Instruction</p> <p>SpEd (mod/sev, mild/mod, LC SDC) (RSP on Wed) In-Person</p>
ASSP and Daycare: Group A	ASSP and Daycare: Group A	ASSP and Daycare Not Available	ASSP and Daycare: Group B	ASSP and Daycare: Group B