

# 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>.

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## General Information

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

The Grant Elementary School District has been impacted by the COVID-19 pandemic in the following ways: During distance learning in the spring some of our students had a hard time transitioning to the new mode of learning. This led to a potential loss of academic achievements. In addition, it provides a greater challenge to limit the achievement gap between the students at proficiency and those that are assessed below proficiency. Distance Learning also made it harder for students to get regular and well balanced meals. Students had to adjust to the change in socialization opportunities. This created a social emotional challenge for students. Many students needed technology support to connect to the lessons presented on Zoom. The lack of connectivity between students and staff provided a challenge to those that favored the stability of their beloved staff members. The closure of school also limited the ability to receive regular structured physical education and extracurricular activities such as sports. For some this may have led to a decrease in exercise and health well being. Families were impacted as they had to adjust their family dynamics. Parents had to shift their schedules to support students at home including academic support. Staff had to learn a new mode of instruction. This required a focus of time and resources on learning a new platform. Curriculum was altered as well as assessment strategies. In summary, the quick transition to Distance Learning in the Spring impacted the means in which students were able and prepared to learn. COVID-19 continues to be a challenge to students staff and the community as adjustments are constantly being made as the new school year begins. As guidelines shift the school is making adjustments to keep up with the expectations of the situation (staff impact, student impact, community impact).

As a result, our Learning Continuity Plan has responded to meeting these needs by: Our staff has developed strategies to assess students to determine the curriculum gaps that may have occurred due to distance learning in the spring. Adjustments are being made to teach, reteach or provide intervention for students as needed. Students falling below proficiency are provided intervention support to help decrease their gap to proficiency. Grab-and-Go food was provided in the spring and is available to students choosing distance learning in the Fall. Teachers have learned the tools provided in the telecommunication platform of Zoom to support student socialization. Strategies such as using breakout sessions for small group collaboration supports student socialization. Emotional challenges are met by the school counselor as she has reached out to individuals and families in need during COVID-19. Chromebooks were distributed to students and families that requested them to keep pace with the telecommunication learning platform. Teachers found ways to increase connectivity with students and families.

Professional development has been provided to develop a universal communication through the school that will make it easier for students and families to connect to their learning through the new school year. Physical activity remains a challenge with social distancing and safety guidelines. However, students are given time in the current face to face learning model to be outside receiving exercise and socialization.

## Stakeholder Engagement

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

The overall process for stakeholder engagement included many outreach opportunities. Specifically, these efforts included different strategies for each stakeholder group: Stakeholder feedback for families and staff (certificated and classified) was made available through the variety of meetings accessible via the telecommunication platform of Zoom. Traditional parent organizations continue at Grant with the opportunity to provide feedback. In addition, parent and staff surveys were sent out to gather stakeholder information regarding the reopening of school for the 2020 school year. Meetings with bargaining teams to develop Memorandum of Understanding were also key stakeholder input opportunities. Student stakeholder input was gathered through teacher surveys and student project presentations.

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

The Grant Elementary School District promoted stakeholder engagement through remote participation in the public hearing and local governing board meetings in the following ways: Meetings were made accessible via the telecommunication platform of Zoom. Public meetings were made available by sending out a link for participation to be consistent with Executive Order N-29-20. Communication of meetings was made available via social media, school wide telephone calls and emails were also distributed to families. Communication was also provided for phone in options to participate for those that did not have internet. Regular and consistent stakeholder meetings took place throughout the summer. Parent and staff Involvement meetings include: Site Council, Family Zoom meetings, Reopening Committee, Parent Teacher Organization, board Meetings and surveys. Negotiation meetings took place throughout the summer months. The Grant School leadership Team continued to meet during the summer to review and prepare for the start of school. There was student participation during public comment at the summer board meetings.

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

Stakeholder feedback was gathered and analyzed through our site council to uncover ideas, trends, and inputs. The following trends (ideas) emerged from our analysis: Parents overwhelmingly desired to have students return to school full time. Staff were mixed on the return model including full return, full distance learning and a hybrid model. 7-8 grade staff, in an effort to follow physical distancing guidelines, proposed a

hybrid model in an effort to decrease class sizes. Rather than following a hybrid model, in grades 7-8, a new schedule was developed that decreased class sizes from 30 students at a time to 20 students. This has allowed for better physical distancing in grades 7-8. A large majority of stakeholders wanted to have appropriate Personal Protective Equipment in place to start and continue throughout face to face instruction. Parents identified a desire to adopt a universal communication platform used throughout the school to make it easier to support students in various grade levels if distance learning returns as an educational model. Parents also noted frequent synchronous instruction was key to a quality Distance Learning instructional model. Students expressed their desire to be in school with peer interaction and expressed the challenges during spring distance learning.

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

The stakeholder engagement process influenced the development of the Learning Continuity Plan in these specific ways: Based on stakeholder engagement and guidance by the Department of Public Health, Grant School started the school year with students returning 5 days per week. An option for students to choose distance learning was provided for those feeling uncertain to attend school face to face. A universal communication tool will be developed and used by the staff at Grant School to support effective communication between staff and parents/students. Personal protective equipment has increased through the school. This equipment includes but is not limited to hand sanitizer in every classroom and common places, plexiglass dividers to separate alternative seating classrooms, high end air purifiers in homeroom classrooms, distribution of face masks, shields and portable hand washing stations. The reopening plan laid out procedures and expectations for students, staff and families. These procedures were developed to maintain safety and proper hygiene for individuals on campus.

## 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.]

The Grant Elementary School District is prepared to offer in-person instruction when possible and is allowable under state and local health orders. Grant Elementary School has made the decision to return to school 5 days a week with face to face learning. The classroom based instructional schedule model can be found in detail using the Reopening Plan at:

<https://docs.google.com/document/d/1PCoEYR7meBfiVOUVuRD--eDCsKzkCitmumnMkuLx7V8/edit>

The key components of the plan include: Students should be checked for symptoms prior to coming to campus. Those with symptoms should stay home. All staff and 3rd-8th grade students will be required to wear face coverings while on campus. Students in grades 2 and below are

strongly encouraged to wear face coverings. Volunteers will not be allowed on campus. Students will be dropped off and pick-up without parents leaving their vehicles and coming to campus during school hours. Students will receive wellness checks as they enter classrooms for the first time of the day. All students upon return will be provided with education on COVID-19 hygiene best practices. Students will wash or sanitize hands prior to and after recess times. Students will remain in designated cohorts throughout the school day. Physical distancing will be expected of students and staff. Students will be trained on proper distancing in various locations on campus. Modified flow of student traffic will occur to minimize mixing of students. Student movement will vary for different grade levels. Social emotional monitoring will occur. Pre assessments will take place to identify curriculum gaps that may have taken place during distance learning in the spring. Teachers will adapt curriculums to fill in gaps. Intervention will be made available for students needing additional support.

In addition, we will identify students who have experienced learning loss by administering diagnostic assessments upon students' reentry into school. We will use formative assessment and summative assessments to develop an instructional model to address the needs of students. Assessments including STAR Reading and Math, iRead, adopted curriculum assessments and others will be used to identify skills. This data will help us determine the best implementation of intervention strategies to accelerate learning for students at risk for experiencing learning challenges due to the impacts of COVID-19. Adjustments are being made to teach, reteach or provide intervention for students as needed. Students falling below proficiency are provided intervention support to help decrease their learning gap. Intervention will be in the form of a push in model. Our intervention team will follow the master schedule and provide small group instruction to the at risk students identified with our assessments. They will target learning goals, progress monitor and make adjustments to the instruction as needed. Emotional challenges are met by the school counselor as she has reached out to individuals and families in need during COVID-19. The counselor will work with individuals or small groups of students as needed. This will be both a push in model, or pull out, depending on the most effective strategy for those involved. In addition, the counselor will work with staff and families on education of social emotional strategies to support students in these circumstances.

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

Description	Total Funds	Contributing
Learning Lab Intervention staffing	8224.04	Yes
Counseling Support: Support provided for at risk students during the COVID-19 pandemic	9338.25	Yes
20 Additional Chromebooks purchased to provide support for one to one devices for under performing students both face to face and distance learning.	5620	Yes
Additional classified work hours to support stable cohorts for recess and lunch time	5000	No

Description	Total Funds	Contributing
Plexiglas student barriers to provide individual working space for students in classrooms with alternative style seating	5000	No
Touch less thermometers for use of symptom checks	1255	No
Transparent individual student cubicles to provide individual working space for students in classrooms	7133	No
IQ AIR portable air purifiers to provide filtered circulation of air for homeroom classrooms	32059	No
Portable wash stations were rented for hand cleaning	1205	No
Face Shields (Z style)	370	No
Cots and accessories for isolation room	476.82	No
Additional classified pay for 2 in service days	4270.23	No
Chrome Cast	187.69	No
20 hand held radios	4913.75	No

## Distance Learning Program

### Continuity of Instruction

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

The Grant Elementary School District will provide continuity of instruction and learning through the following specific ways:

1. We will determine that the distance learning curriculum is of substantially similar quality by providing daily connectivity between teachers, students and peers. This telecommunication via Zoom will provide synchronous instruction regarding CA state standards. Teachers, at each grade level, will identify and focus on the essential standards and keep the focus on grade-level content and rigor, addressing learning gaps and unfinished learning within the context of grade-level work. Work will be differentiated for each student as necessary. Continuity of instruction will be provided by maintaining grade-level content and instructional rigor, focusing on the depth of instruction and pace, prioritizing English language arts and mathematics content standards and learning, and maintaining the inclusion of each and every learner. The synchronous instruction will be complemented by asynchronous instruction that will provide the opportunity for students to receive guided practice and independent practice. Students will participate in whole groups, small groups or in some cases individual connectivity with the teacher.
2. We will provide access to the full curriculum (of substantially similar quality regardless of method of delivery) by using the universal communication platform of Google Classroom in addition to the Remind app to support student participation and access to curriculum.
3. We will monitor and support student access to a full curriculum of substantially similar quality regardless of delivery method by providing telecommunication each day of distance learning. This will include synchronous teaching for all enrolled students. Asynchronous teaching will provide additional learning time to meet the instructional minutes required each day. Additional communication will be offered between students and teachers. However, this communication cannot supplant the telecommunication required each day.

The following curriculum and instructional resources that have been (will be) developed and utilized to ensure instructional continuity for pupils when transition between in-person instruction and distance learning is necessary: (Resources can be what has been readily available to staff and students; may discuss how parents are supported.)

1. We will work with staff to determine expedient instructional transitions should a school be required to change from in-person instruction to distance learning, or visa-versa, by: having teachers maintain a Google Classroom with curriculum readily available. This will allow for a smooth transition for 1) to whole school distance learning, 2) single cohort distance learning or, 3) individual student distance learning via isolation of quarantine. Professional development will be utilized to support teachers on implementation and up keep of this communication platform.
2. The transition plan will be communicated to families by: Google Classroom, Remind app, direct communication via email and/or school wide communication via family phone calls and emails. Whole school Zoom meetings are also implemented to communicate transitions and changes in the program during COVID-19.

## 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.]

The Grant Elementary School District will ensure access to devices and connectivity for all pupils to support distance learning in the following ways:

First, we ascertained the needs of students by understanding access to devices and connectivity from our families and our teacher by: Use of surveys to determine which students need technology devices to connect during distance learning. Students also completed a request for technology support at the beginning of the school year. Students needing devices in the case of independent study and distance learning will be provided a Chromebook to support their telecommunication learning.

We provided technical support (Including training on how to use the devices and how they allow for access to the curriculum and participation in learning) to ensure access to devices and connectivity by focusing a large portion of student instruction at the beginning of school in the fall on the communication platform and how to access it. Parents were also given support on how to access curriculum during Back to School Night and other communication with teachers.

We also made efforts to ensure students and families with unique circumstances had access to devices and connectivity by providing individual support and communication. The school counselor connected with families that failed to provide consistent participation after teacher support failed to provide improvements.

We used a variety of methods to reach students and families who were unable to access devices and connectivity following the school closure in the 2019-2020 school year, such as: teacher communication, counselor connections, and support team meetings to develop strategies to reach students/families that failed to show improvements in participation.

We created a board policy regarding device use for distance learning. Grant Elementary School District Board Policy 0470: COVID-19 Mitigation Plan

## 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.]

The Grant Elementary School District will track and monitor student progress through both live contacts and synchronous instructional minutes. Teachers will record all students participating in the daily live interaction Zoom sessions. The district is working on customizing our student information system to allow for easy recording of attendance in the case of distance learning. Teachers should be able to easily record attendance by taking a screenshot of participants on Zoom and recording it quickly after the zoom session ends.

Teachers and staff will measure pupil participation in the following way(s): Per SB 98, teachers will identify student participation using evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between staff and students or parents or guardians.

Instructional time for distance learning is calculated based on the time value of synchronous and/or asynchronous assignments made and certified by a certificated employee.

We calibrated these instructional times by following SB 98 instructional minutes being a minimum of 230 1st-3rd and 240 4th -8th grades. These minutes will be met using the combination of synchronous instruction via Zoom and the asynchronous instruction while students complete the assigned curriculum that is developed in accordance with the workload.

We communicated these instructional times by introducing the curriculum and assignments during the daily live interaction as well as through the Google Classroom and Remind App.

We will keep track of time values of pupil work by recording credit based on completion of work that matches the instructional minutes required on a daily basis. Staff will document weekly attendance and engagement for records.

## **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 order to support our staff in the implementation of a high-quality distance learning program, the Grant Elementary School District has provided the following professional development opportunities and resources: Staff received multiple hours of Blended Learning professional development in the days prior to the start of school. Teachers became well versed on the use of Google Classroom as a universal communication platform to ease students and parent curriculum knowledge. Teachers also continue to be trained to use the Remind app to increase student participation during distance learning. Additional PD was provided for COVID-19 education in the preparation of the school year.

Technological support was also given by our Ed Tech team of teachers and administration. These PD opportunities took place throughout the summer months and continue during the school year to provide technology support for teachers on a case by case need. Teachers request tech support or co-teach with the Ed Tech teacher to gain valuable knowledge and experience to implement into instruction.

## **Staff Roles and Responsibilities**

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

As a result of COVID-19, the Grant Elementary School District has had to adapt staff roles and responsibilities in the following ways: To meet the academic needs of students, we have redistributed instructional aide support which allows for additional support in the younger grade levels that are so critical in learning to read. Intervention support has also been realigned to target the students in most need of support. Instructional aides will be assigned to Zoom meetings with teachers to allow for student monitoring and breakout sessions with a smaller student to adult ratio to support learning. Teachers are also adjusting instruction to cover any missed learning from students being in distance learning to end the last school year. Students uncertain of face to face instruction were given the option to learn through the distance learning model and remain off campus for their learning. Additional pay for teachers has been provided to support the students opting into Distance Learning program. The Grant Homeschool Program received a large amount of requests for students based on the COVID-19 pandemic. Grant School increased with an additional 1.1 teaching FTE.

To meet the social-emotional needs of students, we have refocused our behavior support team. Counseling services are assessing individual needs and placing a focus on the social emotional needs of struggling students based on COVID-19 circumstances.

The following changes to employee roles and responsibilities have been made as a result of not being feasible in a remote environment: (This includes all employees whose roles/responsibilities have changed as a result of remote learning - supervisors assisting with phone calls, etc, new positions created or developed, negotiations and agreed upon expectations). Food services will shift their responsibilities to providing Grab-n-Go meals for off site students.

The Grant Elementary School District will continue to monitor the impact of changed roles by meeting with staff regularly during distance learning. These meetings will allow for feedback of what is going well, what is not going well, and how can improvements be made? We will also continue to support staff that are working in a new role by providing brainstorming and solutions to areas of struggle.

Staff need to provide education in COVID-19 hygiene and strategies to minimize the spread of germs. Staff has also been provided information to support social emotional needs of students as they return from distance learning in the spring. Safety protocols have been implemented and are constantly reviewed for improvements. Staff understand their need to provide quality 2 hours of synchronous instruction during the whole school distance learning phase complete with assessments and attendance reporting.

## 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.]

We will assess the unique needs of all learners to determine what additional supports are needed by using formative assessment and summative assessments to develop an instructional model to address the needs of students. This data will help us determine the best implementation of intervention strategies to accelerate learning for students at risk for experiencing learning challenges due to the impacts of COVID-19. Emotional challenges are met by the school counselor as she has reached out to individuals and families in need during COVID-19. The counselor will work with individuals or small groups of students as needed within Public Health guidelines. In addition, the counselor will work with staff and families on education of social emotional strategies to support students in these circumstances.

Once the needs of each unique learner is determined, we will provide additional support for each student group below in the following ways: Adjustments are being made to teach, reteach or provide intervention for students as needed. Students falling below proficiency are provided intervention support to help decrease their learning gap. Our intervention team will follow the master schedule and provide small group instruction to the at risk students identified with our assessments. They will target learning goals, progress monitor and make adjustments to the instruction as needed.

English learners: Our ELD coordinator will be connecting with families individually to customize their learning instructional needs. She will communicate these needs with the homeroom teachers to develop an instructional model that will maximize student learning.

Pupils with exceptional needs served across the full continuum of placements: The entire IEP team at Grant School has been trained to develop IEP addendums that customize the distance learning instruction to meet the specified needs of these students. This model proved effective in the Spring as we had several students that excelled in their assessments upon return this fall.

Pupils in foster care (targeted support through own personnel or connections with MCOE Foster Youth and McKinney-Vento leads) Grant School will be partnering with the Shasta County Office of Education Foster Youth Services to support the needs of our Foster Youth. Strategies will be put in place to monitor these students using our staff including the school counselor to make sure they are receiving all of the services they need to remain on par with the instruction during distance learning.

Pupils who are experiencing homelessness (targeted support through our own personnel or connections with MCOE Foster Youth and McKinney-Vento leads): Homeless youth will receive very similar support to those of Foster Youth. The monitoring will continue to seek the

needs of these students and work with SCOE to provide the additional support necessary to allow them to reach their potential academically and socially emotionally.

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

Description	Total Funds	Contributing
Increased certificated staffing for students opting into distance learning	30000	No
Staff extra pay for professional development	2000	No
Additional staff hours for curriculum development	2000	No
Curriculum purchase (ACELLUS)	4500	No
50 Additional Chromebooks purchased to provide support for the universal communication platform of Google Classroom for distance learning	14963.50	No
30 Webcams for DL presentations	9913.28	No

**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.]

The Grant Elementary School District will address the learning loss for students starting with teachers identifying gaps from the entire group of students. These standards will be taught as Tier 1 instruction. Individual learning loss will be assessed through reading and math

assessments given at the start of school. Teachers will identify the individual gaps and provide Tier 2 small group support for these students. Students needing greater support will work with the Learning Lab staff who will push into classes to provide targeted intervention. Foster youth, English language learners and social economically disadvantaged students will be provided Title 1 support with small group instruction and targeted intervention by trained staff. We can also provide parents with resources to support understanding of grade level standards and assessments.

## **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.]

The Grant Elementary School District will address the learning loss for students and will accelerate learning progress for students using specific actions and strategies for each student group as follows:

English learners: Our ELD coordinator will be connecting with families individually to customize their learning instructional needs.

Assessments will be completed to identify the targeted area of academic need. She will communicate these needs with the homeroom teachers to develop an instructional model that will maximize student learning.

Low-income students: Preassessments in reading and math will take place to identify curriculum gaps that may have taken place during distance learning in the spring. Teachers will adapt curriculums to fill in gaps. Intervention will be made available for students needing additional support.

Foster Youth: After initial beginning of the year assessments are completed and a baseline is established from a diagnostic, we will provide targeted support in need area through the “repurposed personnel” including our classified intervention support team, school counselor, and supervision aides

Pupils with exceptional needs: The entire IEP team at Grant School has been trained to develop IEP addendums that customize the distance learning instruction to meet the specified needs of these students. Each student is given an individual adjusted plan developed by the IEP team to continue to meet their goals in the instructional model that does not allow for daily face to face instruction. We will document daily instruction with case carrier and consultative services between case carrier, related services provider(s) and general education teacher that align with IEP goals.

Pupils who are experiencing homelessness: Preassessments in reading and math will take place to identify curriculum gaps that may have taken place during distance learning in the spring. Teachers will adapt curriculums to fill in gaps. Intervention will be made available for students needing additional support to provide targeted support in needed area(s) through the “repurposed personnel” including our classified intervention support team, school counselor and supervision aides.

## **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 Grant Elementary School District will measure the effectiveness of services and/or supports provided to address learning loss by administering diagnostic screeners early in the 2020-2021 school year. Reading and math assessments will provide the baseline data to identify gaps in the learning process for group and individual students. Formative assessments such as exit tickets, student work and student

discourse will continue during instruction to monitor student comprehension and identify gaps in foundational learning. Progress monitoring will continue throughout the school year. Frequent assessment scores will be reviewed to determine the success of the intervention provided. We will gather the data by using assessments such as Accelerated Reader, iRead, adopted curriculum assessments and a variety of specific assessments used by teachers to target priority standards. We will analyze the data to determine effectiveness on scheduled opportunities with educators to review results of data analysis and discuss how to respond by collaboratively developing protocols for teachers to analyze results and determine appropriate next steps to address areas of pupil learning loss. Staff will also analyze data to illuminate any gaps in access, opportunity, or achievement.

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

Description	Total Funds	Contributing
155 IREAD licenses for reading assessments	5520	Yes
Additional purchase of Star reading and math for 7-8th grade	2772	Yes
Additional intervention support for students needing additional support. This includes hiring additional staff.	15000	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.]

The Grant Elementary School District will support the mental health and social emotional well-being of students and staff during the school year. Professional development for staff will include support for Tier 1 covering whole school safety and prevention, community and family engagement and supports, staff wellness and classroom strategies. Tier 2 and Tier 3 supports include student identification of needs, mental health support through the school counselor and a referral process for students/staff to address trauma and impacts of COVID-19, communication of services and plan to help teachers support SEL in the classroom. Teachers will have access to character education with Character Counts. Staff will consider differences that might exist between what a student experiences during the pandemic in comparison to what their parent(s)/staff might experience and why and differentiate the level of support to be provided. Specific areas to address custom to

Grant School is the smoke and heat and how it effects ability for students to exercise and remain outside. Staff will also monitor the effects of the restricted zoning during recess times to preserve stable cohorts.

The Grant Elementary School District will also provide resources for students and staff to address trauma and other impacts of COVID-19 on the school community by using skills previously presented regarding trauma based instruction and restorative practices The school counselor has developed strategies to provide interventions for students requiring social emotional support. Teachers will monitor and provide tier 1 strategies for social emotional health. The counselor will provide Tier 2 & 3 interventions.

## 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.]

The Grant Elementary School District will continue to provide engagement and outreach to students who are absent from distance learning. The tiered re engagement strategies we will use for pupils who are absent from distance learning are as follows: Teachers will monitor attendance for students during distance learning. Teachers will communicate using the school wide universal communication tool of Google Classroom. They will also support attendance by sending reminders using the Remind App. Students continuing with poor attendance will receive direct communication by teachers. If this communication fails, the school Attendance Support Team will work individually with students and parents to improve attendance. The Grant School Reengagement Strategy for Distant Learners is as follows: 1) After 3 absences the teacher will make a personal contact with the parent to identify a plan for reengagement, 2) the next absence following the teacher contact will result in a referral to the Attendance Review Team. This absence will result in attendance letter 1, 3) the next absence after letter 1 will result in a second letter and a parent contact by school administration to review the reengagement plan. 4) A third absence after teacher contact will result in a referral to the Grant School Attendance Review Team.

When students are not meeting compulsory education requirements, or when a pupil is not engaging in instruction is at risk of learning loss, the Grant Elementary School District will provide the following outreach to students and their parents and guardians: Teachers will make additional attempts to connect and engage students during distance learning. If continued communication from the teacher fails, the counselor will initiate tier 3 strategies of intervention. Direct communication with students and parents will take place. During these meetings challenges for the students will be identified and addressed. Support to rectify the situation will be provided.

In the case Grant School services do not succeed, Shasta County Office of Education (COE) Early Childhood Services (ECS) holds the contract for Resource and Referral (R&R) as well as Help Me Grow (HMG) Shasta to connect all families to support services, including referrals to the full range of existing early learning and care (ELC) services, child development education, and information on how to select

appropriate and high-quality ELC services based on family need. In addition to support for families, R&R provides technical assistance and professional development to current and potential ELC providers, maintains ELC provider information for referrals, and actively maintains vacancy data from ELC providers. Families can access HMG Shasta and R&R locally through a variety of modalities, including Shasta COE ECS website, First 5 Shasta website, 211, text, Facebook, YouTube, and e-mail.

R&R actively maintains ELC provider vacancy data to connect families in need of childcare in real-time. Families can request a referral to an ELC provider with a current vacancy/available slot through the above-mentioned modalities or by visiting the MyChildCarePlan website. This ELC provider vacancy data is actively collected through biweekly surveys to ELC providers as well as EverBridge, vacancy data collection through Community Care Licensing. Vacancies in ELC settings can change from day to day, and the active collection of data ensures families have access to the most up-to-date information to provide ELC referrals to families.

The ability to maintain current, real-time ELC provider vacancy data allows Shasta COE to refer families in need of childcare to ELC providers. This data is monitored by R&R in an effort to ensure families continually have access to childcare while school is in session as well as when school is not in session. If access to care becomes limited, Shasta COE has the capability to quickly open “popup childcare” where data shows limited access to ensure families continually have access to childcare services in times of need.

## 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.]

The Grant Elementary School District will continue to provide nutritionally adequate meals for all pupils including those students who are eligible for free or reduced-price meals, for both in-person and distance learning in the following ways:

In-person learning: Students will receive meals with the business as usual model. Students can choose a school breakfast and/or lunch on a daily basis. Those eligible for free or reduced lunches will receive the identified support. Ineligible students can prepay for their meals online. Staff has collaborated to develop and implement a plan to ensure student and staff safety. We will continue to collect data via electronic food-service systems

Distance learning: Students choosing the distance learning model or should the need arise for the entire school to go to distance learning can request meals through a survey on a weekly basis. Meals are prepacked and offered for pick up weekly as a Grab and Go model. Students are given a breakfast and lunch meal for the week. Students qualifying for food assistance will not need to pay above their eligibility. Meal distribution is tracked with the survey results and are confirmed once pick-up occurs.

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

Section	Description	Total Funds	Contributing
In-Person Instructional Offerings	The district will be improving reading proficiency of students in the first and second grades. Trained classified staff will focus their energy into these critical grades to help students learn to read.	8224.04	Yes
Pupil Engagement and Outreach	Counseling support will be directed towards students suffering with their social emotional well being related to COVID-19. The loss of normalcy in the spring and continuing through the summer has increased the need in support for students. Counseling programs have been prioritized to free up time for the counselor to provide critical support for the students suffering in these areas. The counselor will also be involved in the reengagement strategy of our distance learners.	9338.25	Yes
Distance Learning Program (Access to Devices and Connectivity)	Additional Chromebooks were purchased to provide one to one technological support for under performing students both face to face and distance learning.	5620	Yes
Distance Learning Program (Staff Roles and Responsibilities)	Additional classified and certificated staff were hired to support intervention for students due to COVID-19 distance learning	15000	Yes
In-Person Instructional Offerings	Implementation and purchase 155 IREAD licenses for reading assessments	5520	Yes

Section	Description	Total Funds	Contributing
In-Person Instructional Offerings	Additional purchase of Star reading and math for 7-8th grade	2772	Yes

## 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
18.67%	\$173,346

### 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.]

The Grant Elementary School District looked at the needs of our student groups and based on stakeholder input, selected the following services to increase or improve our socioeconomically disadvantaged, foster youth and English learner students. It was found that a large portion of need fell on measuring reading proficiency. This became especially true in first and second grades where students are learning to read. Stakeholders want to catch struggling readers prior to third grade when students transition from learning to read to reading to learn. Placing a focus on low income, foster youth and English learners, assessments were purchased and implemented to identify students needing additional support. Results of these assessments lead to a meeting of staff to determine the need and priorities for intervention support. Shifts in resources were made to support the students needing the greatest interventions. This support was implemented in the form of tier 2 and tier 3 interventions to expeditiously bridge the learning achievement gap. In addition, counseling support was identified as a need for low income, foster youth and English learners. Counseling support was reviewed and reapportioned to provide dedicated time to meet the needs of these students and provided necessary social emotional support. Finally, technology needs of low income, foster youth and English learner students were assessed. Additional Chromebooks were purchased to provide digital support for technology access that

these students may not have had. This gave students equal access to the technology necessary for effective learning for both in-person instruction as well as distance learning.

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

Additional resources were focused on socioeconomically disadvantaged, foster youth and English learner students to help bridge the gap of proficiency. Purchase and implementation of reading assessments for first and second graders allowed improved identification of students needing intervention support. Intervention was focused on these students to support learning loss in reading proficiency. Our trained intervention staff made this a primary focus of their intervention time. Classified staffing was increased to free up intervention support with trained personnel. Counseling support was reassigned to provide additional support for the low-income, foster youth and English learner students showing struggles related the COVID-19 pandemic. A portion of the counselors FTE was dedicated to these students needing additional support. Additional Chromebooks were purchased to support students needing access to digital devices while at school or in distance learning. New reading assessments were purchased and implemented for 7th and 8th grade to identify students needing additional support as well.