

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
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General Information

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

The COVID-19 pandemic has deeply affected the Gratton School District community and has disrupted the lives of our students, families, and staff. The unexpected closure of schools in March 2020 has had an impact on the social, physical, emotional and educational needs of our students. In many cases the school closure has resulted in high levels of stress and anxiety to our students and their families. When surveyed in the spring, 5% of students did not have internet access and were unable to participate in the live daily check-ins and instruction conducted by the teachers. All families who expressed a need for a device in the accessibility survey were provided with one. 81% of our student population regularly participated in the distance learning program we offered in the spring. Consequently, a large percentage of students did not participate in distance learning and likely experienced moderate learning loss as a result. Gratton School District is a small, rural, one-school site district located in the Central Valley. A large majority of our families are involved in agriculture and the orchards that surround our school site are symbolic of the livelihoods of many of our families. The district currently serves 146 students in grades K-8. Gratton School District's population is 1% Black or African American, 1% American Indian or Alaska Native, 2% Asian, 18% Hispanic/Latino, and 77% White. 22% of our population are eligible for Free/Reduced Meals. 0% of our student population is identified as Foster Youth and/or Homeless Youth. The student population includes 3% of English Learners and 7% Students with Disabilities.

Stakeholder Engagement

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

Gratton School District's efforts to solicit stakeholder feedback to inform the district's Reopening Plan and the Learning Continuity and Attendance Plan began in July and have continued throughout the development process. The district's planning process in developing the Reopening Plan was guided by research, survey, data collection, and collaboration. For the first phase of stakeholder input, district

administration created a return to school task force compiled of staff members representative of each employee classification. The task force included certificated, classified, confidential, and administrative members. The members represented expertise in the areas of instruction, technology, nutrition, and administration. The task force discussed all areas to be considered for a safe reopening of our school. Together, the members outlined the anticipated needs and how each area would be implemented.

The district also administered a survey to families in July to provide stakeholder input to aid in the design of the district's reopening plan. The plan includes Academics, Learning Models, Attendance, Nutrition Services, Engagement, Culture and Climate, and the needs related to Distance Learning. The parent survey was made available to all families regardless of email availability and language. The survey was printed and distributed to families who did not have email access and translated for those who do not speak English. Help in filling out the survey was also provided to families who needed assistance. A total of 84% of parents/caregivers responded to the survey and detailed data results can be found on our website at www.grattonschool.net. The survey results indicated that 70.5% of our families wished to return to campus for in-person learning 5 days per week, 9% preferred a hybrid model of in-person and distance learning, and 20.5% preferred distance learning exclusively. Overall, parent/caregiver responses represented a wide range of confidence levels with distance learning with 18% reporting a very low to low level of comfort with distance learning. We also asked parents to provide us with detailed responses about what supports would help them moving forward with distance learning. We received detailed responses from 44 parents. These anonymous responses were shared with instructional staff to inform our distance learning program for the 2020-2021 school year and to better meet the needs of our students and families. Staff members were also surveyed to solicit feedback regarding the district's reopening plan as well as distance learning. Staff responses indicated that 100% of staff members were comfortable returning to school for in-person learning. Additionally, 100% of staff preferred in-person learning to take place 5 days per week at full student capacity. 73.3% of staff members reported feeling prepared for distance learning.

The district held a public hearing at our September 14, 2020 board meeting to allow stakeholders to express opinions and offer suggestions for the Learning Continuity and Attendance Plan. Gratton School District staff was provided with a copy of the plan and asked to provide feedback on September 3, 2020. School Site Council/Charter School Advisory Committee/Title I Advisory Committee members were provided a copy of the plan and asked to review and offer feedback on September 3, 2020. Gratton School District does not have an English Learner Parent Advisory Committee due to our small English learner population. A draft of the plan was also posted on the District website prior to approval, in order to provide access and opportunity for input and comment for all stakeholders.

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

GSD utilized multiple ways to engage with stakeholders to elicit feedback for the Learning Continuity and Attendance Plan. We utilized the Zoom platform with provided links as a virtual meeting platform. Stakeholders could join meetings using the links via computer or telephone. Ensuring all students had access to digital devices provided opportunities for parents and students to join the Learning Continuity and Attendance Plan meeting. Certain stakeholder groups such as staff and School Site Council/Charter School Advisory Committee/Title I Advisory Committee members were emailed draft copies of the plan to review and provide input.

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

Parents/Caregivers: No feedback provided

School Site Council/Charter School Advisory Committee/Title I Advisory Committee: No feedback provided

Board members: No feedback provided

Staff: No feedback provided

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

Parents/Caregivers: No feedback provided

School Site Council/Charter School Advisory Committee/Title I Advisory Committee: No feedback provided

Board members: No feedback provided

Staff: No feedback provided

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.]

Due to our exceptionally small class sizes, the district had planned for in-person learning for all of our students, 5 days per week, for the 2020-2021 school year. In July, the Stanislaus County Department of Public Health as well as Governor Gavin Newsom announced that the 2020-2021 school year would begin with full distance learning for all schools that resided in a county that was on the COVID-19 watch list. Stanislaus County was on that watch list. We were informed that schools would not be granted permission to re-open for in-person learning until Stanislaus County remained off the watch list for 14 consecutive days. This decision forced us to begin the year with distance learning for all of our students.

Prior to being required to engage in Distance Learning for the start of the school year, Graton School District worked closely with districts in Stanislaus County as well as Stanislaus County Office of Education, to develop the 2020-2021 Stanislaus County Guidelines to Address the Challenges of COVID-19: School Year Planning Guide. This document was created in accordance with current health orders from the California Department of Public Health (CDPH) and Stanislaus County Public Health (SCPH). Graton School District plans to return to in-person instruction when Dr. Julie Vaishampayan deems it safe to do so. The District hopes to re-open with TK-6 grades under the waiver application, followed by grades 7-8 once Stanislaus County is off of the COVID-19 watch list for 14 consecutive days. The district realizes that not all families may feel comfortable to return their children to school. Families will have the option to select a distance learning model of instruction. Graton School District plans to adhere to the guidelines in the 2020-2021 Stanislaus County Guidelines to Address the Challenges of COVID-19: School Year Planning Guide as well as the practices and procedures in GSD's Reopening Plan. A comprehensive copy of the district's reopening plan can be found on the homepage at www.grattonschool.net. The district's reopening plan will be updated as new information becomes available.

Graton School District will follow disinfection guidelines developed by CDPH and SCPH. GSD has implemented an intensified schedule for cleaning and disinfecting of frequently-touched surfaces at regular intervals throughout the day, utilizing disinfecting products approved for use against COVID-19. These surfaces include, but are not limited to; door handles, light switches, sink handles, bathroom surfaces, tables, student desks, and chairs. GSD has also installed a plexiglass sneeze guard in the school office, replaced all air filters throughout school, purchased & installed wall-mounted hand-sanitizer dispensers in all classrooms and common areas on campus, purchased hand sanitizer pumps for all classrooms, purchased reusable & disposable masks for students and staff, purchased face shields for each employee, purchased disinfectant wipes and/or spray bottles and paper towels for each classroom, purchased touchless thermometers for use throughout the district, and designated a sick room to isolate staff or students that may be symptomatic.

Staff will be required to conduct daily symptom screenings before coming to work. Families will be asked to screen their child at home before bringing their child to school. The use of face coverings for staff and students will be adhered to in accordance with the CDPH and SCPH guidelines. All students and staff will be encouraged to follow personal hygiene protocols such as regular hand washing, coughing/sneezing into bend of arm, etc. Teachers will provide ongoing lessons on COVID-19 prevention and healthy hygiene to students. Student cohorts will be prevented from mixing as much as is feasible by staggering recesses, lunches, and other transition times as needed. Student desks will be arranged to minimize risk of exposure and physical distancing will be adhered to. Teachers will utilize outdoor spaces for instruction as often as is practicable and will open exterior doors and windows to allow for air flow when in the classroom.

GSD recognizes the importance of fostering a caring, supportive and welcoming environment for students. Teachers will provide daily opportunities to build strong relationships and connections. Teachers will implement daily routines and structures such as Morning Meetings and Daily and Weekly Check-ins with students in order to take note of the mental and emotional health of their students. If teachers recognize a student in need of services in this area, the teacher will reach out to families to gain a deeper understanding of the challenges the families may be experiencing. If needed, the teacher will refer students to administration who will connect families to appropriate resources. An extensive list of resources in a variety of areas, including mental and emotional health has been emailed to all families. GSD has also posted the resource list on the district's homepage of their website to provide quick access for families.

In order to ensure equity in the quality of instruction provided to students, GSD will utilize district adopted curriculum that is standards based and grade level specific. Materials will be available in print and online.

Students with significant learning loss will be identified through diagnostic and formative assessments. Teachers will provide intervention for students with identified learning loss through targeted small group instruction. Students will be assessed frequently to monitor individual progress, identify gains, and to inform the next steps for instruction. In addition, teachers will present current grade level curriculum and standards to all students in order to provide access to grade level content.

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

Description	Total Funds	Contributing
<ol style="list-style-type: none"> 1. Facilitate opportunities for ongoing staff collaboration related to best practices. 2. Hire and retain high quality staff utilizing existing staff salaries. 3. Create supportive, caring, and welcoming classroom environments for students. 4. Implement Response to Intervention (RTI) strategies in every classroom. 5. Facilitate daily small group interactions with students that focus on identified learning loss areas. 6. Provide professional development related to the social and emotional well-being of students utilizing the district's contracted behaviorist. 	\$7475.00	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.]

Gratton School District will provide access to a full curriculum of substantially similar quality and will ensure instructional continuity regardless of in-person or distance learning delivery. GSD will ensure this by providing access to high quality, standards aligned instructional materials both in print and digital formats. Students will have access to: Wonders and Study Sync - Language Arts, Bridges and GoMath - Math, Studies Weekly and Prentice Hall - History/Social Studies and Science. All teachers will use Google Classroom to post assignments, push out lessons and provide weekly schedules for students.

GSD will provide a distance learning program that includes a combination of synchronous and asynchronous learning, designed to be developmentally appropriate for each grade level while maintaining a high quality, interactive educational experience. By offering a combination of learning opportunities for students and families, the district hopes to provide flexibility for families who are juggling work and monitoring their child's learning.

In addition to "live" and prerecorded subject area lessons, all teachers have daily scheduled live office hours available to students. Students and parents may login to the teacher's office hours through Zoom for extra help on assignments, tutoring, get additional clarification on assignments, etc. Teachers also conduct live daily morning meetings with students to check-in, promote classroom community, and establish a daily routine.

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.]

Gratton School District will distribute a technology accessibility survey to all its families to determine their needs related to distance learning. Based on that information, all students in Transitional Kindergarten through Eighth grade will be provided with a district distributed device, as needed. In addition, students who do not have internet access will be provided with a district assigned hotspot at no cost. During the beginning of the year family meetings, teachers will assist students/parents with setting up their devices with all curriculum programs and passwords in order to ensure student access for distance learning.

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 district will track each student's daily participation in distance learning. Participation includes: online activities, completion of regular assignments, independent work, completion of assessments, contact with families. If a student does not participate in distance learning, they will be marked absent.

The district will complete a Weekly Engagement Record recording the time each student engages in completion of assigned work, as well as synchronous and asynchronous instruction for each day. The minutes will be recorded daily. The following are the total minutes required by grade levels:

Transitional Kindergarten/Kindergarten: 180 minutes (3 hours) per day

Grades First through Third: 230 minutes (3 hours and 50 minutes) per day

Grades Fourth through Eighth: 240 minutes (4 hours) per day

Teachers will determine the time value given for the completion of assignments by students. Through family meetings and weekly contact, teachers will review the weekly engagement record and communicate with families of students who are not meeting the required instructional minutes.

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.]

Opportunities for professional development and collaboration for distance learning for the 2020-2021 school year will be provided. Professional meetings for staff will be focused on a variety of topics related to distance learning. Discussions will be centered around assessing the distance learning program that took place in the spring and using that experience to guide our new program. Additional discussions will be based on providing platform continuity for the district as well as outlining distance learning requirements that meet mandated minutes, while also being developmentally appropriate for each grade level. The district will also provide regularly scheduled meetings to facilitate professional collaboration and to share best practices related to distance learning. The instructional staff will complete the Google Educator Level 1 online course and will be offered a stipend for becoming Google Classroom Certified. Professional Development trainings related to student mental health and behavior will be provided to staff through our district contracted behaviorist.

Technological support will be provided to staff through our Media Aide. The media aide will assist as needed to support technology issues that may arise, as well as provide staff with current information related to digital platforms of programs the district is utilizing.

Staff Roles and Responsibilities

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

Instructional staff will be required to develop Google Classrooms where students and families can access assignments, materials, and announcements from their teachers. Classified support staff duties have been reallocated to work with teachers to support students' engagement.

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.]

Gratton School District will provide additional supports during distance learning to assist students with unique needs as follows:

English language learners: Teachers will use integrated English language development strategies throughout virtual instruction to provide scaffolded support. Teachers will also use small group virtual meetings and assessments to ensure language proficiency in reading, writing, listening, and speaking. Frequent opportunities will also be provided to interact with peers and practice communication skills. To support students' learning in academic content areas, instruction will be presented in multiple modes.

Students with exceptional needs: All students with disabilities will be provided a free and appropriate public education as outlined by the California Department of Education. Students will be offered multiple flexible methods to access curriculum that begin with digital formats. District personnel will provide remote support during distance learning and will continue to deliver specialized services. IEP meetings will continue to take place remotely with family participation.

The district currently does not have any students in foster care or who are experiencing homelessness.

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

Description	Total Funds	Contributing
<ol style="list-style-type: none"> 1. Facilitate opportunities for ongoing staff collaboration related to best practices. 2. Hire and retain high quality staff utilizing existing staff salaries. 3. Create supportive, caring, and welcoming classroom environments for students. 4. Implement Response to Intervention (RTI) strategies in every classroom. 5. Facilitate daily small group interactions with students that focus on identified learning loss areas. 6. Provide professional development related to the social and emotional well-being of students utilizing the district's contracted behaviorist. 7. Invest in instructional technology to support an engaging virtual learning environment. 8. Create exceptional virtual learning environments (synchronous and asynchronous) which equitably support all students. 	<p>\$24,000.00</p>	<p>Yes</p>

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.]

In order to assess pupils to measure learning status, Gratton School District will utilize diagnostic assessment tools. These tools include but are not limited to STAR Reading, ReadLive, as well as core curriculum baseline assessments for Wonders, StudySync, Bridges, and GoMath. The data from these assessments will identify any pupil learning loss that has occurred and will be used to make strategic instructional decisions. In response to any identified learning gaps, teachers will utilize prior grade level knowledge and skills, when necessary to fill gaps and make current grade level content more accessible. Teachers will utilize supplemental components of the core curriculum designed to address learning gaps. GSD will utilize Response to Intervention strategies, coupled with targeted small group instruction to address the pupil learning loss.

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.]

Gratton School District will address learning loss and accelerate learning progress for pupils by utilizing the Response to Intervention model.

Tier 1: Provide high-quality core instruction with differentiated supports

- Identify “unfinished” learning (standards and content that are prerequisites to grade level learning)
- Incorporate prior grade-level knowledge and skills, if needed, to support access to current grade-level content
- Integrate on-going practice and review into the teaching of current grade-level content, instead of disrupting it

Tier 2: Provide high-quality core instruction with targeted interventions

- Identify students not meeting grade level expectations
- Provide targeted, small group intervention to students in addition to core instruction
- Provide research-based curriculum/programs and evidence-based practices
- Frequent monitoring of student progress

Tier 3: Core Instruction and Intensive/Strategic Interventions

- Identify students with significant learning loss
- Provide intensive and strategic interventions in addition to core instruction (focusing on foundational skills)
- Provide research-based curriculum/programs and evidence-based practices supported by research
- Frequent monitoring of student progress

Tier 2 and 3 supports will be provided through a combination on in-person instruction, online programs, tutoring, and teacher office hours.

English Learners: Targeted/strategic support will focus interventions to ensure students make progress toward English language proficiency and meet grade-level academic achievement.

Students with exceptional needs: The IEP process will identify student needs and determine targeted/strategic supports when necessary, customize educational opportunities, ensure accessibility to the curriculum, and provide frequent communication with parents.

Low-income, Foster Youth, Homeless: Targeted/strategic interventions will be supportive to meet students’ social-emotional and academic needs, address absenteeism, address any barriers to reengage students in learning, and provide frequent communication with parents/caregivers.

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.]

GSD will measure the effectiveness of the services and supports provided to address learning loss in the following ways:

- Teachers will monitor the success of students based on programs and services implemented through regular, on-going family meetings
- Grade level teams will discuss the trends in data and address any changes necessary to improve programs and services for students

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

Description	Total Funds	Contributing
1. Hire and retain highly qualified staff utilizing existing staff salaries 2. Provide timely intervention to support students in response to learning gaps 3. Ensure access to standards aligned curriculum, assessments, and math and reading intervention resources	\$0	

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.]

Gratton School District will monitor and support mental health and the social and emotional well-being of pupils and staff in the following ways:

- Provide information and connect families and staff with resources related to mental health services. A list of resources will be posted on the homepage of the District's website. If necessary, district personnel will directly connect families and/or staff to said resources.
- Remain diligent about building relationships where staff expresses care for students, families, and each other.
- Develop partnerships with families and establish a supportive environment where families and staff feel comfortable reaching out for help.
- Provide classroom lessons to develop social-emotional skills including: self-awareness, managing behaviors, social awareness, and responsible decision making.

- Develop classroom cultures that are welcoming, inclusive, engaging, and optimistic.
- Work collaboratively with the district's behaviorist to establish attainable goals and behavior modifications for students struggling with emotional well-being.
- Communicate routinely with students and families about academic and behavioral expectations and seek their involvement as partners in education.

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.]

- Teachers will document daily participation for each pupil on each school day, in whole or in part, for which distance learning is provided.
- A pupil who does not participate in either synchronous or asynchronous distance learning on a school day shall be documented as absent for that school day.
- Daily participation may include, but is not limited to, evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between employees of the local educational agency and pupils or parents or guardians.
- Ensure that a weekly engagement record is completed for each pupil documenting synchronous and asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments.
- GSD shall regularly communicate with parents and guardians regarding a pupil's academic progress.
- Tiered re-engagement strategies for students who are absent from distance learning for more than three school days or 60 percent of the instructional days in a school week shall include, but are not limited to:

1. Verification of current contact information for each enrolled pupil

2. Daily notification to parents or guardians of absences

3. A plan for outreach from the school to determine pupil needs including connection with health and social services as necessary

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.]

Gratton School District's Nutrition Service provides a free daily lunch to all students who qualify for free or reduced-price meals in grades TK-8. Lunches are available for all other students at a cost to families. During distance learning, students may pick up their lunch between 12:00-12:30 at our school site and it will be delivered to their car. During in-person learning, lunch is served daily from 11:30-12:10.

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

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

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
%	

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.]

Funds support actions and services to first address the needs of English learners, low-income, and foster youth beyond those provided for all students in the areas of academic, social-emotional, physical, and mental health for students and families. These student groups may not have a strong support system to which they can turn to in times of crisis. District actions, programs, and services will help to address the needs of these families in crisis.

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

English learners, low-income students, and foster youth will receive targeted supports and services, as needed. These supports include daily meetings and student check-ins, daily interventions, and scheduled meetings with an instructional support aide. To access digital instructional platforms, GSD will ensure that all students in need of a device and/or internet access will be provided the necessary equipment. Student supplies, resources, and paper based instructional materials will be provided to students that are in need of additional supports. Ongoing trainings/meetings with our behaviorist and resource specialist will take place to support teachers in meeting the needs of students in these subgroups who are struggling with social/emotional health and academics. Ongoing and regular communication with families will inform staff of student needs. When the need for services for families becomes apparent, staff will connect them with the appropriate resource. Frequent collaborative meetings with staff will take place to identify students in these subgroups that need extra support. In addition, a list of resources will be provided to all families and posted on our website.