

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
Grimmway Academy Shafter	Brook Webb, Principal	bwebb@grimmwayschoolsorg 661 630-7220

General Information

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

As a result of the COVID-19 pandemic and subsequent school closures--Grimmway Academy has been engaged in distance learning since March 2020. In July 2020, the GS Board of Directors approved the Grimmway Schools Reopening Plan – which outlined all health and safety guidelines for having students back on campus (consistent with CDC and CDPH Guidelines). The Plan also approved a Hybrid A/B Daily Schedule that allowed for half of each class to be on campus every day, and Distance Learning on alternating days. Kern County moved onto the COVID watchlist shortly thereafter, and GA has been engaged in Distance Learning for all students since school began on August 3rd.

Our distance learning program includes three live sessions with teachers each day, instructional support packets and asynchronous assignments, and weekly assessments. The school leveraged Google classroom as the primary digital learning platform. Teachers posted daily assignments along with instructional videos and assessments. All assignments were standards aligned and leveraged our approved core curriculum. Textbooks and supplies were checked out to all students. Chromebooks were checked out to any student requesting one. The school provided hot spots to families without access to the internet. Our Small Group Instructors provided tutoring via video conferencing daily to students.

Stakeholder Engagement

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

Families

GA families have been provided opportunities for feedback and input on ways to improve distance learning and feedback on school reopening in the form of surveys on multiple occasions since schools shut down to in person learning. Surveys were always provided in both Spanish and English. Surveys were provided on March 27, June 27, July 13, and July 19.

To further engage our stakeholders, GA has implemented the ParentSquare communications platform, phone app or web-based communications platform for the 20-21 school year. By mid-September, at least one parent or guardian from nearly every family has registered for the service (677 out of 700 students enrolled). ParentSquare and our social media presence (Facebook, Twitter) have allowed stakeholders to communicate directly and offer feedback to school leadership. In addition, we send out weekly parent letters, distance learning support surveys, and the site leadership hosts weekly Town Hall Meetings via Zoom in English with a Spanish translator.

These weekly meetings are consistently held on Mondays, and announced in the weekly newsletter: The Community Comet. To accommodate the various daily schedules of our stakeholders, Monday Town Hall meetings are hosted on a rotational schedule: Early Morning, Mid-Morning, Afternoon, and Evening. Town Hall meetings are designed to provide information, answer questions, and solicit feedback. Beginning the week of 9/14, discussion of the Learning Continuity and Attendance Plan (LCP) domains become the primary topics for discussion and feedback. All families were sent an initial survey in both English and Spanish requesting feedback on distance learning, student SEL, and feedback on in-person learning on September 13th

All families were shared the first draft of the LCP along with an accompanying survey seeking feedback on process via ParentSquare in both Spanish and English on September 18th. Initial Surveys were given to parents to inform the writing of the first draft of the LCP. Survey questions centered on the domains of the LCP – focusing on perceptions of the effectiveness of, as well as areas in need of improvement for Distance Learning, In-Person Learning, and Social and Emotional Learning. Specific questions were asked of families of English Language Learners and SPED students about relative effectiveness of Distance Learning and potential needs or improvements.

All parents were invited to provide feedback at a Public Hearing on September 22. Notifications were provided in both Spanish and English via ParentSquare. Families that had not registered for ParentSquare were sent letters through the mail with instructions in both English and Spanish of how to access a hard copy of the LCP draft in the school office. The second draft of the LCP in both English and Spanish was posted on the GA website.

Versions of the latest draft of the LCP in both English and Spanish were made available during the Public Hearing. The following questions were asked and answered via “chat” and verbally during the meeting (a summary of the questions and answers from the public hearing were sent to families):

- *Will an option be available for parents who are not comfortable sending their child back to in-person instruction?*
- *Is there any way that at least kindergartens do more live instruction? I have acquaintances at the local district and not only are other students doing more live instruction but within that model they also breakdown for smaller group instruction.*

- *When will the school be open for in person class for the students?*
- *If a child has an IEP and goes to school in-person, can their sibling without an IEP go to school, too?*
- *Is there help being provided for students that are struggling in a certain subject?*
- *I heard child supervision is prioritized for essential healthcare workers.*
- *Not all parents want longer live instruction. It is about balance. And recognizing the drain of screen time. Not doing what other districts are doing. That is why we choose GA.*
- *Will kids who continue DL still have the same zoom lessons with their teacher? will it happen with teach being in class with in-person students?*
- *Thank you for working on that live instruction vs. independent learning balance. I personally think what you have in place right now for my 3rd and 6th grade students is working. However, that may not be the case for other families or grades.*

A final survey was distributed in both English and Spanish after the Public Hearing (9/23) for families that were not able to make the Public Hearing but wanted a platform to provide feedback.

Teachers/Staff

Surveys seeking feedback on School Reopening were provided to all GA employees in both English and Spanish on July 14. On July 16, all employees were invited to participate in an employee “town hall” meeting via Zoom to discuss and provide feedback on the School Reopening Plan. On September 11, all employees were provided a survey seeking feedback on distance and in-person learning, social and emotional needs, teaching needs, and other related areas of concern.

Surveys in both English and Spanish were distributed to all employees at GA via ParentSquare on September 16. All employees were invited to participate in the Public Hearing on September 22, and a final survey was distributed to all employees after the Public Hearing on 9/23.

Pupils

Surveys on perceptions of distance learning were first distributed to students in May 2020. Student focus groups were first held in May 2020. Focus groups consisted of 7th and 8th grade students. Surveys were again distributed to students on September 25 seeking feedback on their experiences of distance learning, including academics and social & emotional learning.

Principals/Administrators

Principals and other administrators have been engaged in bi-weekly CMO Leadership meetings since March 2020, and continuing to the present with a break during July. These meetings are used to discuss GA approaches to the COVID shut down, including distance learning, school reopening hybrid models, and how best to address the social and emotional needs of our students, families, and staff.

Parents of Grimmway Academy (POGA)

The Parent Advisory Council at Grimmway Academy, SPGA, met to discuss and provide feedback on the LCP on 9/21/20.

ELAC -The GA ELAC met to discuss and provide feedback on the LCP on 9/10/20.

GA plans to frequently solicit feedback throughout the course of the 2020-2021 school year and will revise our program and approach according to the needs of our various stakeholders.

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

Notification of public meetings were made in Spanish and English via the ParentSquare application. Families that have not registered for ParentSquare were mailed letters with information on how to access the hearing and provide written feedback. Information about the hearing was displayed on the GA marquee in both English and Spanish.

A notice of public hearing and agenda are posted 72 hours in advance of the public hearing and the Board meeting. The meetings are accessible via Zoom and phone numbers published on the posted agenda.

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

Stakeholder feedback from our Surveys, Parent Information Meetings, Public Hearings, etc. were all considered when writing the Learning Continuity and Attendance Plan.

Family feedback focused on the following themes:

- The challenges of distance learning at home (lack of academic supports, the difficulty in keeping their children engaged, and the absence of contact with teachers and their friends),
- Concerns about health and safety when students are able to return to school
- The desire for additional synchronous sessions to maintain their child's focus
- The effectiveness of teachers in communicating with their child
- Finding the most appropriate balance between synchronous and asynchronous learning
- SPGA: endorsed the balance between synchronous and asynchronous learning
- ELAC: concerned about ensuring EL strategies are effective during distance learning

Faculty and staff responses were focused on the following themes:

- The challenges of keeping students focused during synchronous lessons
- The amount of time that the shift to distance learning has taken on a daily basis
- Returning to classrooms to teach (opinions were mixed – the majority were looking forward to being on campus to teach, however some had safety concerns)
- The desire for upgraded technology
- Questions about how GA will go about having students back on campus – from safety concerns to personnel questions

Principals and administrators feedback focused on the following themes:

- The challenges of ensuring teachers are able to be effective instructors during distance learning
- Concerns about maintaining a health and safe campus, including faculty/staff and students
- Being able to manage both a hybrid approach along with a full distance learning program once students come back on campus

Student responses were focused on:

- The desire to see friends and classmates – balanced with a concern about health and safety
- The emotional challenges of being isolated at home

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

Feedback provided by our stakeholders informed our LCP in many ways. A prominent theme across stakeholder groups were concerns about the safety and health of students and teachers. When collecting data for our original School Reopening Plan, although most parents were eager to have children back at school for live lessons, there was concern from some parents/guardians about their child contracting the virus. As a result, GA invested a significant amount of time and resources in providing cleaning supplies, PPE equipment, and establishing health and safety protocols. The HR Team provided PPE training for all faculty and staff in advance of having students back on campus.

Through surveys, parents were provided three options for school reopening:

- A daily A/B Hybrid
- A weekly A/B Hybrid
- A morning/afternoon hybrid

Based on feedback from parent surveys, GA adopted the Daily A/B Hybrid.

Based on feedback from parents concerned about learning loss, GA is investing in additional computer-based student learning supports which address individual learning needs.

Based on feedback from teachers and staff in surveys and faculty meetings, technology stipends were offered for teachers to supplement budgeted technology. Investments in Distance Learning Professional Development in Science, ELA, and coaching were made in order to address teacher concerns over the shift to distance learning.

Based on feedback from students through surveys and focus groups regarding concerns about their emotional and mental well-being, GA invested in CASEL SEL-competency aligned curriculums and the associated training.

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.]













Instructional Program

GA began the 2020-2021 school year with a full distance learning model consistent with California Department of Education (CDE) guidelines for distance learning as a result of Kern County being on the County Monitoring List (now known as Tiers). GA will continue to closely monitor health conditions in Kern County and will shift to a hybrid learning model consisting of designated days for in-person learning and the balance of each week engaged in distance learning.

Grimmway Schools (GS) Reopening Plan (approved by GS Board of Directors on July 16, 2020) consists of a “hybrid” approach to in-person instructional offerings, including live instruction provided on the school site for students in addition to distance learning. In order to comply with CDPH safety protocols concerning safe distancing of at least 6 ft – given classroom space constraints – only half of each grade level class can be accommodated at one time. Subsequently, our schedule is an A/B hybrid approach: students on campus for in person instruction two times a week, and engaged in distance learning three times a week.

A/B Schedule: Students will attend GA on alternate days (using alphabetical order to determine groups), while the students not on campus engage in Distance Learning.

Days	Grades
Grade Levels	K-8
Monday/Thursday	"A" (T, F: distance learning)
Tuesday/Friday	"B" (M, R: distance learning)
Wednesday	All scholars distance learning (campus cleaning)
Time	
On Site	7:50 - 3:40
Impact	Each grade level on-site two days/week: staggered (50% each on-cycle)

	 A	 B
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

2020-2021 A/B Hybrid Bell Schedule

1st- 5th grade			Kinder		
Track A and B			Track A and B		
Launch	7:50 - 8:20	30 min	Launch	7:50 - 8:20	30 min
Literacy Block	8:20 - 9:50	90 min	Instruction	8:20-9:00	40 min
Block 1	9:50 - 10:55	65 min	AMP	9:00-9:45	45 min
Block 2	10:55-12:00	65 Min	Instruction	9:45-11:00	75 min
2nd/ 4th	12:00 - 12:30 (Break)	60 min	Lunch	11:00-11:30 Break	60 min
	12:30-1:00 (Eat)			11:30-12:00 Eat	

1st / 3rd / 5th	12:00- 12:30 (Eat) 12:30-1:00 (Break)	60 min	Instruction	12:00-1:30	90 min
Block 3	1:00-2:05	65 min	Break	1:30-1:50	20 min
Break	2:05-2:15	10 min	Instruction	1:50-3:20	90 min
Block 4	2:15-3:20	65 min	Landing	3:20-3:40	20 min
Landing	3:20- 3:40	20 min			

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1st and 2nd Grade							
Launch		Lit Block	Block 1	Block 2	Block 3	Block 4	Landing
Humanities	Pepperdine	Pepperdine	1st/ 2nd prep	Pepperdine	Irvine	CSUN	Pepperdine
STEM	Irvine	Irvine		Irvine	CSUN	Pepperdine	Irvine
Lab	CSUN	CSUN		CSUN	Pepperdine	Irvine	CSUN
AMP	AMP	1st and 2nd Grade					
3rd Grade							
Launch		Lit Block	Block 1	Block 2	Block 3	Block 4	Landing
Humanities	Pepperdine	Pepperdine	Pepperdine	3rd Prep	Irvine	CSUN	Pepperdine
STEM	Irvine	Irvine	Irvine		CSUN	Pepperdine	Irvine
Lab	CSUN	CSUN	CSUN		Pepperdine	Irvine	CSUN
AMP	AMP	3rd Grade					
4th Grade							

	Launch	Lit Block	Block 1	Block 2	Block 3	Block 4	Landing
Humanities	Pepperdine	Pepperdine	Pepperdine	Irvine		CSUN	Pepperdine
STEM	Irvine	Irvine	Irvine	CSUN		Pepperdine	Irvine
Lab	CSUN	CSUN	CSUN	Pepperdine	4th Prep	Irvine	CSUN
AMP	AMP				4th Grade		
5th Grade							
	Launch	Lit Block	Block 1	Block 2	Block 3	Block 4	Landing
Humanities	Pepperdine	Pepperdine	Pepperdine	Irvine	CSUN		Pepperdine
STEM	Irvine	Irvine	Irvine	CSUN	Pepperdine		Irvine
Lab	CSUN	CSUN	CSUN	Pepperdine	Irvine	5th Prep	CSUN
AMP	AMP					5th Grade	

Middle School							
	Launch	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6
English	6th - Pepperdine	6th - Pepperdine	6th - CSUN	6th - Irvine	7th - Pepperdine	7th - CSUN	7th - Irvine
Social Studies	7th - Pepperdine	7th - Pepperdine	7th - CSUN	7th - Irvine	6th - Pepperdine	6th - CSUN	6th - Irvine
Science	6th - CSUN	6th - CSUN	6th - Irvine	6th - Pepperdine	7th - CSUN	7th - Irvine	7th - Pepperdine

Math	7th - CSUN	7th - CSUN	7th - Irvine	7th - Pepperdine	6th - CSUN	6th - Irvine	6th - Pepperdine
Lab							
Art	7th - Irvine	Irvine AMP	Pepperdine AMP	CSUN AMP	Irvine AMP	Pepperdine AMP	CSUN AMP
Music	6th - Irvine						

6th - 8th Grade (sample)

Regular Day Schedule

Launch		7:50-8:00	10 min
AMP		8:00 - 8:45	45 min
Block 1		8:45 - 9:40	55 min
Block 2		9:40 - 10:35	55 min
Block 3		10:35 - 11:30	55 min
Block 4		11:30 - 12:25	55 min
6th/7th	12:25 - 12:55 (Break)	12:55 - 1:25 (Eat)	60 min
Block 5		1:25 - 2:15	55 min
Block 6		2:15 - 3:10	55 min
Landing		3:10 - 3:40	30 min

For those students who are medically fragile, or would be put at risk by in-person instruction, or who are self-quarantining because of exposure to COVID-19 – Grimmway Academy (GA) will offer full-time distance learning. Full distance learning will also be available under the following conditions:

- A local community outbreak
- Public Health official order to close schools to in-person learning
- Kern County Superintendent order to close schools to in-person learning

- Governor's Executive Order to close schools

Identifying and Addressing Student Learning Loss

GA continues to be dedicated to utilizing several forms of data to identify gaps in student learning, as well as to find space in which students who are excelling can be continuously challenged. GA will utilize a robust menu of formative and summative data to inform our instructional approaches and enable precision in identifying the most effective levers available to identify and address student learning loss that may have occurred as a result of the COVID-19 pandemic's impact on in-person learning.

Formative data to be used includes:

- weekly standards-aligned formative assessments created using CCSS-aligned item banks in the Illuminate LMS/Assessment platform
- daily distance learning exit-tickets
- Success for All (SFA) literacy level assessment
- Lexia Core 5/Power Up literacy programs
- Early STAR/STAR literacy assessments
- NWEA MAP Assessments (determining growth targets)
- ELPAC Assessments
- CAASPP IAB Interim assessments
- CAASPP ICA "Mirror" assessment

Summative data to be used includes:

- NWEA MAP Assessment (EOY)
- CAASPP SBAC Assessment

Individualized supports and instruction are one of GA's academic cornerstones. Each student at GA creates an Individualized Learning Plan (ILP) in conjunction with their homeroom teacher and their parents using formative and summative assessment data. A student's ILP sets specific goals and actions to help the child meet academic benchmarks. The ILP is used in the Learning Lab to inform our Multi-Tiered System of Support (MTSS) approach as a Universal Support. Regular cycles of weekly and interim assessment results will be analyzed to identify students who are failing to make adequate progress. ILP's will be updated to reflect areas of strength and space for continued growth, tangible steps taken by the student to improve learning identified by the student, areas to target using digital learning platforms in the Learning Lab or through distance learning, and specific goals and actions to be taken by the Small Group Instructors (SGIs). GA will conduct Learning Lab throughout the day, in which each class of students will rotate through centers utilizing various digital learning platforms. A student's interim assessment results will be used to create a specific Supplemental Support program for that student by the Intervention

Counselor, classroom, and lab teachers. Individualization also occurs in small groups within the Learning Lab, where students are grouped based on their specific needs. These groups will be led by the SGIs who will deliver intervention curriculum and collect data on student progress, which will be shared with the classroom teacher. Students who need Intensified Supports to make adequate progress will enter the Student Success Team (SST) process and will continue to receive supports plus additional accommodations in the general education classroom.

In each classroom, instructors, SPED Co-Teachers, and SGIs all collaborate with site leadership and the parents or guardian to ensure that each student has necessary supports to meet the goals set out in their ILP.

Social Emotional Learning

Classroom teachers begin each distance learning daily session with a student check in during the Daily Assembly (DA) period. DA is designed to be a space for teachers to develop classroom culture and foster positive and developmentally healthy peer relationships. During the DA session, teachers use curricular resources such as “Getting Along Together” for daily SEL lessons, as well as provide an opportunity for students to submit feelings check feedback. Each week the school identifies a weekly “SEL” theme to guide planning and discussion.

Daily wellness calls are made to students and parents who have expressed social-emotional challenges. Local mental health service information is provided to parents as needed. Teachers also make referrals to the school counselor for students who display indicators of social and emotional challenges. Teachers, Counselors, and Administration will work with families on developing plans to address the social and emotional learning.

Grimmway Academy Health and Safety Protocols

Daily Screening/Monitoring: all staff and scholars will check in daily at designated sites for health screening. Any employee or students displaying the following symptoms will be asked to remain at home.

Symptoms of COVID-19 were diagnosed with COVID-19, or are awaiting test results for COVID-19:

- Symptoms of COVID-19 include fever, chills, shaking chills, cough, difficulty breathing, sore throat, body or muscle aches, loss of taste or smell, loss of appetite, diarrhea, or loss of appetite.
- Develop mechanisms for tracking suspected and confirmed cases among employees.

Sick, or displaying the following symptoms:

- Temperature over 100.4°F/38°C must be excluded from the facility
- Cough
- Difficulty breathing

Exposure

- Have had exposure to another individual with suspected or a confirmed case of COVID-19.

Screening Procedures

All employees and students will be subject to a health screening process before being allowed to enter campus. Under the direction of school nurses, staff will check if the following symptoms exist, as well as inquire about potential exposure.

Sick, or displaying the following symptoms:

- Cough
- Difficulty breathing

Exposure

- Have had exposure to another individual with suspected or a confirmed case of COVID-19.

Temperature

- Over 100.4°F/38°C will be excluded from the facility
- Staff and scholar temperatures will be taken when checking-in using a no-touch thermometer

Monitoring

- Staff and scholars will be monitored throughout the day for any signs of possible illness.
- If staff or a child exhibit signs of illness, we will follow the facility procedures for isolation from the general room population and notify the caregiver immediately to pick up the child.

Maintain Healthy Hygiene

- Wash hands frequently with soap and water for at least 20 seconds
 - after going to the bathroom
 - before eating
 - after blowing your nose, coughing, or sneezing
 - If soap and water are not available and hands are not visibly dirty, use an alcohol-based hand sanitizer that contains at least 60% alcohol.
- Avoid touching nose or face
- Cough or sneeze into a tissue, or elbow of shirt

Maintain a safe social distance of six feet from other individuals as much as possible

- Boundaries for each student's space will be indicated
- The same scholars will be kept together in one group to the greatest extent possible.
- Teachers will travel from class to class. Students will remain in the same classroom during the school day.
- There will be no congregation between classroom groups – recess, bathroom breaks, meals – all will take place in a non-congregant setting.

All staff and scholars will wear a face covering when on campus

- Grimmway Schools will provide face coverings to staff and scholars. Those who wish may also provide your own face covering if you like. If you choose to provide your own, please be sure to follow the [CDC's guidelines](#) on making your own face covering.
- Staff will be provided additional PPE, including
 - Masks
 - Gloves (when relevant)
 - Eye protection (when relevant)

Frequent cleaning and disinfecting

- Custodial staff will be deep cleaning classrooms every evening to ensure all areas are disinfected in a manner consistent with the CDC published guidelines for “[Cleaning and Disinfecting your Facility](#),” including:
 - Cleaning and disinfecting frequently touched surfaces and objects (e.g., doorknobs, light switches, classroom sink handles, countertops, desks, shared toys).
 - These procedures include
 - Using products that are EPA-approved for use against the virus that causes COVID-19
 - Providing EPA-registered disposable wipes for employees to wipe down commonly used surfaces (e.g., keyboards, desks, remote controls) before use
 - Following the manufacturer’s instructions for all cleaning and disinfection products (e.g., safety requirements, protective equipment, concentration, contact time)
 - Ensuring there are adequate supplies to support cleaning and disinfection practices
- Every Wednesday, custodial staff will deep clean the entire school facility
- Teachers will be properly trained to use products that are EPA-approved to clean commonly touched surfaces on an as needed basis

Positive COVID-19 Case

- GA will close off areas used by any sick person and do not use before cleaning and disinfection. We will wait 24 hours before cleaning and disinfecting. If it is not possible to wait 24 hours, we will wait as long as practicable.
- Sick staff members and students will be advised not to return until they have met CDC criteria to discontinue home isolation, including 3 days with no fever, symptoms have improved and 10 days since symptoms first appeared.
- All families, faculty and staff will be notified while maintaining confidentiality of those infected.

Grimmway Schools will comply with all relevant CDPH safety protocols for schools, included in the CDPH: “[COVID-19 Industry Guidance: Schools and School Based Programs](#)”

- Promote Healthy Hygiene Practices (pp. 5-6)
- Intensify Cleaning, Disinfection, and Ventilation (pp.6-8)
- Implementing Distance Inside and Outside the Classroom (pp. 8-9)

- Limit Sharing (p. 10)
- Train All Staff and Educate Families (p.10)
- Check for Signs and Symptoms (pp. 10-11)
- Plan for When a Staff Member, Child or Visitor Becomes Sick (pp. 11-12)
- Maintain Healthy Operations (p.13)
- Considerations for Partial or Total Closures (pp.13-14)

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

Description	Total Funds	Contributing
<i>Stakeholder input suggested concerns about learning loss during distance learning. In order identify and address these concerns, GA is investing in the following:</i>		
1) Using formative assessment data (NWEA MAP, weekly standards-aligned assessments, IABs) intervention and enrichment time is to be provided to targeted groups of students most at risk of learning loss, with an emphasis on ensuring that we serve our unduplicated students, by Small Group Instructors (SGIs).	\$440,187	Yes
2) Intervention Coordinator to oversee the implementation of the intervention and extension program by providing professional development and support to intervention/extension teachers in lab classes that are identifying those most at risk of learning loss and addressing individual learning needs accordingly.	\$77,250	Yes
3) I Using formative assessment data (NWEA MAP, weekly standards-aligned assessments, IABs) to guide instruction, intervention and enrichment provided by lab teachers to all students in lab classes addressing the individual learning needs of students in light of learning loss from distance learning.	\$363,014	Yes
4) Based on student feedback through surveys concerning feelings of isolation and loneliness, Grimmway Academy is committed to providing enrichment programs in the arts that foster positive emotions by providing music and art enrichment courses for all students.	\$190,004	Yes

5) Given stakeholder input concerning effective distance learning instruction, Professional development will be provided for Instructional Coaches to work with teachers in developing effective distance and in-person lesson plans and assessments that are relevant and culturally responsive.	\$20,000	Yes
6) Instructional Coaches to work with teachers in developing effective lesson plans and assessments that are relevant and culturally responsive to the unique needs of unduplicated students using the Optimum Learning Environment (OLE) framework devised by NTC in conjunction with CASEL. Lesson planning and feedback are intended to ensure that the needs of all learners are met – which a particular emphasis on unduplicated students.	\$220,526	Yes
7) Implementing a Co-Teaching model in all ELA classrooms in which an additional certificated instructor (SpEd credential) co-teaches the class along with the classroom teacher of record, allowing for additional capacity and supports to students most in need, with particular emphasis on those most at risk of learning loss.	\$491,100	Yes
8) Given stakeholder concerns over the availability of nutritious meals for students in the community who are most vulnerable, GA will repurpose the ESY Garden Educators to begin producing surplus food in the EDY Garden in order to make available for those members of our community most in need.	\$161,906	Yes
9) Grimmway Academy strives to provide nutrition, cooking and gardening classes to parents and students in an attempt to reduce health issues, increase school attendance and increase student achievement. Offer online cooking classes to families to reinforce healthy eating during school closure.	\$2000	Yes
10)Based on stakeholder input indicating concerns about effective distance learning instruction (including serving the needs of EL students, SEL, and STEM and ELA Instruction), GA will invest in the following professional development activities:		
GLAD Strategies Training	\$10,000	Yes
Success for All (SFA) Literacy and Reading Program	\$9000	Yes

Dr. Anita Kreide (Science Instruction Consultant)	\$15,000	Yes
11) Provide Professional Development for teachers, and paraprofessionals, focusing on SEL professional development (“Getting Along Together”) to meet the social and emotional needs of our students, particularly our unduplicated students who are most vulnerable during the pandemic.	\$10,000	Yes
<i>Given stakeholder concerns about the safety and sanitation of the campus when students return, GA has invested in the following:</i>		
12) Classroom cleaning and sanitation supplies to mitigate the risk of contracting COVID.	\$20,000	No
13) Personal protective equipment (masks, gloves) for students and staff.	\$20,000	No
14) Plexiglass screens for students and staff at workspaces.	\$10,000	No
15) Health and safety screening equipment (thermometers, etc.)	\$1000	No
16) Water bottle refill stations when students return to campus	\$4000	No
17) Air filtration and purifier upgrades (including HVAC upgrades, and portable room air filtration systems)	\$50,000	No

Distance Learning Program

Continuity of Instruction

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

GA began the school year (August 3rd) with a full distance learning model given the fact that Kern County at the time was on the California State Monitoring List (now known as the "Tiered List"). Our Distance Learning Program supplies all students with a Chromebook – all students had access to a Chromebook daily before the COVID-19 pandemic, when Governor Newsom ordered schools to be closed for in-person instruction in March, 2020 – all families had the opportunity to borrow a Chromebook for each student enrolled at GA. GA teachers and instructional staff use Google Classroom as their Learning Management System for grades 3-8. Google Classroom provides students with a user-friendly and intuitive method of accessing lesson content, viewing streaming synchronous lessons presented by the teacher, and submitting related assignments. In grades K-2, teachers use Class Dojo as their learning management platform. Class Dojo provides a grade-level appropriate interface for early learners.

GA will ensure continuity of instruction by:

- Ensuring that all lessons, distance or online, are CCSS standards-aligned and rigorous (using Depth of Knowledge scales as a guide), and are focused particularly on essential standards.
- All teachers maintain GA's dedication to inquiry-based instruction – during distance learning as well as when we return to in person, ensuring that students engage in grade-level appropriate cognitive "lifting."
- Placing an emphasis on Math and ELA through the STEM and Humanities block. Weekly standards-aligned assessments are given to students in Math and ELA.
- Teachers ensure that all students are included in the learning process, whether engaged in distance learning or in-person. This process begins with lesson planning and a strategic approach to identifying students who may have specific learning challenges.
- GA uses data from formative assessments (daily exit tickets, weekly standards-aligned assessments, quarterly interim assessments) to guide instruction and inform re-teaching.

GA will maintain curriculums used for Math and ELA for both distance learning and in-person. Instruction will be adjusted to be effective for the context, but teachers will continue using the same curricular materials that they were using beforehand with supplemental materials used when appropriate.

English Language Arts	Success for All (Reading Roots: K-2; Wings: 3-6)
	Journeys(K-5)
	Amplify ELA (6-8)
Math	Engage NY
	DBQ Project: (3-7)
Social Studies	Social Studies Weekly (K-2)
	DBQ Project
Science	Discovery Science

GA used Google Classroom and Class Dojo before the pandemic shutdown and simply continued using those platforms while engaged in distance learning, easing that transition. Google Classroom provides students with a user-friendly and intuitive method of accessing lesson content, viewing streaming synchronous lessons presented by the teacher, and submitting related assignments. In grades K-2, teachers use Class Dojo as their learning management platform. Class Dojo provides a grade-level appropriate interface for early learners.

Sample Daily Schedule (Grade 2-5)

2nd - 5th Grade								
Regular Day Schedule						Friday Mentoring Schedule		
Block	Time	Minutes	Humanities	Lab	STEM	Block	Time	Minutes
Launch	8:30-8:50	20 min	Pepperdine	CSUN	Irvine	Getting Along Together	7:50 - 9:15	85 min
Block 1	8:50-9:50	60 min	Pepperdine	CSUN	Irvine	Assessments, Lexia, Reflex, etc.	9:15 - 10:45	90 min
Block 2	9:55-10:55	60 min	Irvine	Pepperdine	CSUN	Student check-ins	10:50-11:50	60 min
Block 3	11:00-12:00	60 min	CSUN	Irvine	Pepperdine	Teacher Lunch	11:50-12:50	60 min
Lunch Pickup-Students	12:00-1:30	90 min						
Teacher Lunch	12:00-1:00	60 min						
Lunch Zoomrooms	1:00-1:25	25 min						
1:1	1:30-2:30	60 min				Landing	12:50 - 1:10	20 min
Department	1:30-2:30	60 min						
Grade Level	1:30-2:30	60 min						
Art/Music	1:30-2:00	30 min						
small groups/ check-ins (when not in meeting)	2:05-2:35	30 min	by invitation					
PBL	2:40-3:10	30 min	Pepperdine	CSUN	Irvine			
Landing	3:10-3:30	20 min	Pepperdine	CSUN	Irvine			

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.]

All students at Grimmway Academy had access to Chromebooks as a part of GA's academic program before school closure in March, and Chromebooks were loaned out to families for use at home during the week of March 23rd. All students were allowed to keep their Chromebooks over the summer with the intention that returning students will use them once school resumes in August. For new students to Grimmway Academy, Chromebooks were distributed the week before the 2020-2021 school year began. Grimmway Academy has sufficient numbers of Chromebooks for all students, and has begun building a reserve of devices for use in the event that a student has a need for a replacement.

In late March 2020 GA surveyed our families about internet access and device availability. Approximately 87% of our families reported that they had internet service at home. Following up with phone calls to verify the results, it was determined that approximately 95% had some sort of internet service at home and about 5% were in need of a mobile hotspot. GA ensured that those families had access to information on local free internet providers (AT&T, Spectrum) who were offering free service through the end of the 2019-2020 school year, as well as the availability of mobile 4G hotspots (Kajeet) so that students could access their online synchronous and asynchronous coursework from home. Grimmway Academy covers the monthly costs of the 4G hotspots for our families who do not have internet access. Grimmway Academy continued distribution and will continue covering the associated costs of the 4G hotspots for the 2020-2021 school year.

Given that an effective distance learning program relies on functional devices and internet infrastructure, Grimmway Academy's IT network managing consultant, Signa Terra, has been tasked with ensuring internet connectivity and functionality for all student and teacher devices. Signa Terra constantly monitors the effectiveness of our IT infrastructure as well, ensuring a functioning network with minimal downtime for teachers or students.

For technical support, GA established a tech support help line (phone and email) for parents and students (in both English and Spanish) that was operated by Signa Terra. Teachers and staff have access to Signa Terra through a ticketing system they have access to on their computer desktop.

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.]

Grimmway Schools has adopted a pupil participation and progress model consistent with California Department of Education attendance and participation guidelines. Each teacher keeps a daily running record of synchronous and asynchronous activities in Google Sheets, and uses the data from the daily records to complete the weekly attendance record that is certified by each teacher. Every grade level begins each day with a synchronous "launch" (K-2: Class Dojo; 3-8: Google Classroom) in which teachers connect with their students, provide outcomes for the day, roadmap lessons, and engage in SEL activities. From there the online activities vary depending on grade level, including

synchronous core-subject lessons and support time (office hours), asynchronous practice that may involve collaboration with classmates, daily “exit ticket” checks for understanding, and a synchronous “landing” final block used for targeted student supports.

Measuring student participation and the time value of work varies by grade level, but begins with totaling the time spent in all daily synchronous sessions, time spent on each individual practice assignment, including professional estimates on time allotted for assignment directions, student questions, peer collaboration, individual completion of the assignment, review of the assignment, and necessary corrections. Instructional time is also tabulated for Art and Music courses, as well as the ESY kitchen and garden classes. Launch and landing classes are where teachers engage in most of the explicit SEL instruction, using Success for All’s “Getting Along Together” curriculum in grades K-5, and SEL competency aligned community building curricula in grades 6-8.

Teachers will record attendance and lesson activities in a weekly participation and attendance spreadsheet, ensuring that the combination of in-person instruction and asynchronous learning assignments, that the minimum number of daily instructional minutes per grade level are met each day. Every day, teachers log daily participation, which includes blocks for the morning advisory homeroom, live sessions, assignments, and formative assessments/exit tickets. The attendance clerk monitors the daily attendance sheet and follow up with families of those students who have not participated in at least one synchronous or non-synchronous activity.

Teachers utilize a wide array of formative assessments to measure student progress, including weekly standards-aligned assessments constructed from test banks in the Illuminate assessment platform, standards-aligned independent assignments submitted daily/weekly, quarterly interim assessments (IAB), NWEA Map Growth Assessments, and visual and verbal checks for understanding during synchronous sessions.

Data collected from formative assessments is used to drive lesson planning and instruction. STEM and ELA classroom teachers share data with the grade-level Lab teachers, who then craft interventions and/or enrichment for each student based upon the results from their weekly standards aligned assessments. The SLC sessions are broken down into rotating stations including utilizing educational software such as Moby Max and Newsela, and a small group instructional session. Students have multiple opportunities to reach proficiency on each of their standards aligned weekly exams.

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.]

Beginning in the Spring of 2020, all staff were given professional development on how to deliver instruction via Zoom and Google Classroom or Class Dojo. When staff reported back to work in July 2020, they were given training in how to use Universal Design for Learning Supports in a distance learning environment. Staff receive weekly trainings for support with distance learning, including such topics as student accommodations and formative assessment strategies for distance learning. The LEA has an Instructional Task Force comprised of staff and admin from both school sites, including assistant principals, instructional coaches and the Chief Academic Officer, who analyze survey data from each training session to identify further areas for teacher support. In between training sessions, the instructional coaches work individually with teachers to support them with distance learning.

Staff Roles and Responsibilities

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

GA staff - is committed to supporting student well-being and fostering student learning remotely. In the cases noted below, some of our staff roles and responsibilities have evolved due to distance learning. In many cases, however, support staff will continue to perform their duties to assist students and families and/or address students' academic and social–emotional needs through approved online platforms including Zoom, Google Hangout/Meet, and GoGuardian or by telephone. Additionally, some staff roles may continue to evolve to ensure we are meeting the needs of the scholars and parents in real time.

GA Teachers will provide daily live interaction with students and adaptive lessons for scholars with unique needs including students having IEPs and English Language Learners. All instructions, assignments, and learning materials will be posted in Google Classroom and teachers will be in contact with their students daily.

Teachers will take attendance daily and conduct a daily check-in with students. Teachers will also provide intervention for students who are not engaging online through communication with parents (phone call, email, etc.), communication with Admin, and communication with intervention staff for additional support.

Small Group Instructors will provide support to students while distance learning, including providing small group academic support and check-ins with those who are most in need or who have become disengaged from learning. Grimmway Schools staff will be available via phone, email or other online platforms including Zoom and Google Hangouts to connect with parents one-on-one to address these needs as they arise.

Instructional Coaches work with teachers on ensuring effective distance learning lessons – reviewing lesson plans, providing feedback on lessons, and provide important professional mentoring to all teachers who may be struggling.

The school nurse ensures that all individuals coming onto campus go through a health screening, including temperature taking, and questions regarding symptoms or possible contact with those who may have been infected.

Site administrators are responsible to ensure that everyone on site adheres to the health and safety guidelines from the CDC and CDPH.

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.]

GA continues to leverage UDL and ELD strategies via the online learning platform. Daily vocabulary was an emphasis and all teachers implemented a 5-Day Reading Routine to support literacy for these groups. Small group instruction continued with students as well as leveled reading groups via video conferencing. The school psychologist and behaviorist provided support to students who were referred by their teachers in need of social emotional support. Virtual counseling sessions were provided with parents and students. The school leveraged social media, texting, and YouTube to provide information and support for parents. To support literacy in the home the school offered series of workshops called "Raising Readers" to parents.

Teachers hold daily office hours to support students who needed additional supports. Teachers also use this time to collaborate with parents/guardians of students in need of instructional or emotional supports.

Exceptional needs - GAS has a full inclusion co-teaching program where two credentialed teachers co-teach within the classroom setting. A general education co-teacher and a special education co-teacher are placed in all humanities classes. Both certified teachers collaborate, plan, and assess students. The special education teachers in the co-taught classrooms are available to work directly with students who are on an IEP to ensure that their goals and objectives and specially designed learning needs are met, and that the IEP is fully implemented. The GA SPED Coordinator and her team have been in contact with parents and guardians of students having IEPs in order to schedule one-on-one instructional services where directed by an IEP.

English Learners- English Learners receive 60 minutes of ELD Designated (Synchronous) Instruction 4 days each week. ELD Grade Level Google Classrooms were created for grades 1- 7. Each ELD Distance Learning Google Class is composed of 2 groups. Utilizing our students' most recent ELPAC scores, students are grouped as follows:

- ~EL Level I and EL Level II students comprise Cohort A
- ~EL Level III and EL Level IV students comprise Cohort B.

During the *ELD Designated Instruction Time* students receive standards-based instruction from credentialed instructors utilizing state approved curriculum such as Journeys curriculum for grades 1-6 and Amplify ELD for grades 6-8. Language learning software that assists our English Learners in practicing the English language within the four domains is also incorporated.

Additional strategies utilized within our Distance Learning model to facilitate instruction for pupils who are designated English learners, socio-economically disadvantaged; foster youth; pupils with exceptional needs and pupils experiencing homelessness include the following:

- ~ BeGLAD Strategies
- ~ Anchor Chart Visuals
- ~ Graphic Organizers
- ~ Cognitive Content Dictionary Charts (ie. Vocabulary that included pictures, definitions, and word usage.)
- ~ Narrated Novels
- ~ Cloze Procedures
- ~ Video Demonstrations with Lesson Explanations
- ~ Access and Boost Programs within Achieve3000 (which includes additional EL scaffolding)
- ~ Mango Language Software

Foster care and homeless - The school counselor will work with each of our Homeless or Foster Youth to provide the necessary support needed to succeed both inside and outside of school. In collaboration with the AP of Student Services, the school counselor will work to connect the homeless and

foster youth families to outside resources when necessary. Foster Youth, Homeless Students, and Special Education Students will be provided targeted small cohort instruction and intervention in person per CDPH guidance.

The Principal, and AP will engage in home visits when students are not engaging with school.

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

Description	Total Funds	Contributing
18) Provide Distance Learning Professional Development for teachers and paraprofessionals, focusing on literacy and English Language development.	\$20,000	Yes
19) Utilize weekly, standards based CCSS aligned assessments through Illuminate test item banks to track proficiency levels in order to provide targeted supports for our unduplicated students.	\$7,000	Yes
20) Purchasing/upgrading technology (Chromebooks) to make available for those who do not own their own device and cannot access the Google Classroom lessons online.	\$70,000	Yes
21) Technology stipends for distance learning teachers to purchase necessary hardware for teaching remotely and ensuring that they are able to effectively deliver the online curriculum.	\$40,000	No
22) Kajeet 3G Wireless Hotspots for families indicating that they did not have internet access at home.	\$13,000	Yes
23) Zoom Education License to use for synchronous lessons to ensure that students have access to live sessions with their teacher.	\$5,000	Yes
24) Signa Terra IT Network Consultants to provide technical support for families and teachers in addition to providing maintenance of technology and monitoring of the network to ensure that students can access the online curriculum to avoid further learning loss.	\$23,000	Yes
25) Go Guardian Premium Upgrade to ensure that teachers can monitor student learning during live sessions to prevent distractions and further learning loss.	\$7,500	Yes

26) Web cameras for teachers engaged in distance teaching to ensure that all students can view the live online lessons clearly, particularly EL students for whom hearing the teacher and classmates speak clearly is important for their ELD.	\$5000	Yes
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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 first stage in the process of developing strategies to mitigate learning loss and accelerate learning progress is to collect diagnostic data on student achievement levels at the beginning of the school year. GA administered the NWEA MAP Growth assessments at the beginning of the school year. The MAP assessments provide rich and useful data, including Math, Reading, and ELA proficiency levels, and growth targets. Teachers collaborate with parents and students on developing individualized learning plans (ILPs) for each student using MAP growth targets as the yearlong goals, and using weekly standards-aligned assessments and quarterly interims assessments as benchmark data. Teachers will also use Success for All (SFA) Reading Roots literacy inventory, and Informal Reading Inventory assessments to determine the presence and/or scope of literacy loss for each student.

ELA - Instructional staff will administer assessments at the beginning of the school year beginning with NWEA MAP Growth Reading, as well as Success for All Reading Roots inventory assessments. These assessments will be used to establish learning goals and enable teachers to place specific emphasis on essential standards. NWEA MAP assessments are given three times a year: August, December, May.

Weekly standards-aligned assessments using CCSS aligned test banks in the Illuminate platform are administered and tracked, as well as quarterly interim assessments. Data from each of these assessments are used by grade level teams to determine where reteaching needs to occur. Data is also used by lab teachers to identify individual student learning needs so that they can provide targeted supports – whether through the use of digital tools or small group instruction. All instructional staff will engage in two days of professional development each quarter break to analyze the assessment data and create growth plans for reteaching.

Math - Instructional staff will administer assessments at the beginning of the school year beginning with NWEA MAP Growth Math. These assessments will be used to establish learning goals and enable teachers to place specific emphasis on essential standards. NWEA MAP assessments are given three times a year: August, December, May.

Weekly standards-aligned assessments using CCSS aligned test banks in the Illuminate platform are administered and tracked, as well as quarterly interim assessments. Data from each of these assessments are used by grade level teams to determine where reteaching needs to occur. Data is also used by lab teachers to identify individual student learning needs so that they can provide targeted supports – whether through the use of digital tools or small group instruction. All Instructional staff will engage in two days of professional development each quarter break to analyze the assessment data and create growth plans for reteaching.

ELD – New students to GA identified as being EL will be assessed using the ELPAC. The ELPAC results, in conjunction with the NWEA MAP Reading and Math will provide data for the lab teachers to group accordingly. EL students scoring at a 1 or 2 will be placed in a small group where so that SGIs and the Lab teachers can engage in designated EL instruction.

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.]

Planning - Grade level, CCSS-aligned pacing guides and Unit Lesson plans are designed to focus on student proficiency of grade level priority standard clusters for Math and ELA as identified by the SBAC Mathematics and English Language Arts Summative Blueprints. These pacing guides include all CCSS standards, but given potential learning loss, a particular focus will be given to these “priority standards” for the 2020-2021 school year.

In planning lessons, instructional coaches collaborate with teachers using the New Teacher Center (NTC) Planning Conversation Guide, a CCSS standards-aligned template that calls for teachers to identify and develop strategies to address individual student learning needs, whether emotional, linguistic, behavioral, or cognitive. All teachers are expected to utilize UDL strategies in their lessons, and the frequency and effectiveness of such strategies are monitored by observations from coaches and administrators seeking multiple means of representation.

Data from the beginning of the year NWEA MAP Growth Reading and Math assessments provides a roadmap for setting individual student growth goals. The MAP growth goals are used by classroom teachers, lab teachers, and parents as an important data point and standard to measure individual student proficiency and progress.

Universal Design for Learning (UDL) – UDL has been a focus of professional learning for our instructional staff for the past three years. UDL is a set of principles for designing curriculum that provides all individuals with equal opportunities to learn. UDL is designed to serve all learners, regardless of ability, disability, age, gender, or cultural and linguistic background, and provides a blueprint for designing goals, methods, materials, and assessments to reach all students including those with diverse needs. UDL strategies are rooted in the premise that students differ in the ways they are motivated to learn, and that students with language and/or cultural difference, sensory disabilities (e.g. blindness or deafness), and learning disabilities all require a different way of approaching content.

English Learners- EL student data is reviewed by the EL Coordinator, who then coordinates with classroom and learning lab teachers to ensure that appropriate GLAD strategies are employed by teachers during integrated ELD distance learning sessions. The SPED Coordinator has access to the performance data for students having IEPs and uses data to guide SPED specific service provision and to ensure that practices and supports outlined in IEPs are provided by teachers during distance learning.

Personalized learning – Every week, in collaboration with lab teachers and SGIs, all students create an Individualized Learning Plan (ILP) to address their specific learning challenges by using weekly assessment data (MAP and quarterly interim assessments are used to guide year-long learning targets). Students identify areas of necessary growth – as well as an action plan based upon their weekly assessment scores. For example, if a student scored below proficient, they would work with their lab teacher to develop an action plan to improve their performance and retake the assessment. If the student scores proficient, the lab teacher discusses with the student what they did to prepare and how they can extend their assessment success. The ILP is developed in the Learning Lab, in collaboration with the Lab teachers and Small Group Instructors who work with students to use the results from weekly standards-aligned assessments to inform their ILPs, which students share with their parents or guardians. Parents and guardians review the ILP with their children and return it to the school. Data from the weekly assessments informs SLC and Learning Lab practice – including computer-based, standards aligned programs and small group instruction.

Students are grouped in the lab based upon a multitude of factors, including assessment data and EL status. Each group works with a lab teacher and/or SGI on identifying and addressing specific learning challenges (or areas of high proficiency who are in need of accelerated learning) by the assessment data. Students are then provided specialized instruction in small groups, or in one-on-one contexts.

Exceptional needs – Assessment data for students with exceptional needs are tracked closely by the SPED Coordinator and AP of Student Services. The SPED Coordinator has access to the performance data for students having IEPs and uses data to guide SPED specific service provision and to ensure that practices and supports outlined in IEPs are provided by teachers during distance learning.

Students more at-risk to trauma as a result of being low-income, homeless, or foster youth are tracked by the AP of Student Services, the school counselor, and lab teachers. Students who are having specific challenges such as a lack of resources or support at home as a result of being low income, homeless, or being a foster child have their individual social and emotional needs identified and addressed by the school counselor first, who collaborates with the classroom and lab teachers, as well as with parents.

In August 2020, the California Department of Public Health (CDPH) issued “Guidance Related to Cohorts” which established health and safety guidelines to allow in person services to small groups of students identified as having the greatest risk for learning loss, with a priority given to English learners, students at higher risk of further learning loss or not participating in distance learning, students at risk of abuse or neglect, foster youth and students experiencing homelessness.

While mandated to maintain distance learning until Kern County schools are allowed to have students on them, Grimmway Academy will create cohorts of students identified as “priority” (low income, exceptional needs, EL, foster and homeless) and will place them in a cohort of no more than 14 students in order to receive targeted supports on campus. The targeted cohort supports will include interventions such as designated English Instruction practice, general distance learning academic supports, and development and implementation of ILPs based on student performance data.

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.]

Services or supports provided to address learning loss will be measured in the following manner:

- Fall 2020 NWEA MAP Growth Assessments will be administered to garner baseline data and identify individual student growth targets.
 - o A comparative analysis of our students' Fall 2020 NWEA results to their Winter 2019 NWEA Interim results will afford us the opportunity to determine the extent of the learning loss of our returning students.
- Individualized Learning Plans (ILPs) will be developed for each student along with their classroom and lab teachers. Students will track their learning each week and discuss with their parents/guardians. The ILP includes learning goals established by NWEA MAP Growth results, Lexia/Power Up analysis, and monthly Early STAR/STAR Literacy Lexile Growth. Students review learning plans weekly, and work with their lab teacher to determine the most effective plan to address identified learning gaps or especially challenging content standards.
- Quarterly NWEA MAP Skills assessments as well as monthly CAASPP Interim Assessment Blocks or Focused Interim Assessment Blocks assessments will be administered in order to determine and track the effectiveness of this learning loss mitigation model.
- Weekly standards-aligned assessments will identify areas in need of targeted intervention or enrichment.

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

Description		Total Funds	Contributing
<i>27) Grimmway will purchase the following Educational Software to be used to identify student proficiency levels and provide learning experiences tailored to individual student needs (intervention – or acceleration).</i>			
Newsela	An online platform that provides key literacy skills using texts that are self-identified by students as ones in which they have particular interest, increasing the likelihood of engagement. Teachers can access the assessment data and literacy level.	\$16,000	Yes
Lexia Core 5/Power Up (Literacy)	An online learning platform that provides differentiated literacy instruction for	\$13,500	Yes

	students of all abilities in grades pre-K–5. Lexia’s research-proven program provides explicit, systematic, personalized learning in the six areas of reading instruction, targeting skill gaps as they emerge, and providing teachers with the data and student-specific resources they need for individual or small-group instruction		
Early STAR/STAR (Reading Proficiency)	An early literacy program that allows teachers to identify every learner’s strengths and weaknesses, set personalized goals, and track progress as students transition from non-readers to readers.	\$4,250	Yes
Next Gen Math (Math Proficiency)	Nextgenmath.com provides limitless Common Core resources designed to prepare students for mastery and real-world application of the mathematical standards. These resources are organized by grade level, claim, target, standard, and topic	\$8,500	Yes
Rosetta Stone (Language Support)	An online Language learning platform for use during ELD exercises.	\$5,000	Yes
Brain POP	An online learning platform that fosters engagement in STEM and Humanities.	\$2,690	
28) NWEA MAP Assessments: Provides diagnostic skills data and goal setting. MAP provides teachers with accurate, and actionable evidence to help target instruction for each student or groups of students regardless of how far above or below they are from their grade level.		\$10,500	Yes
29) Illuminate Item Banks (for use in weekly and quarterly CCSS aligned standards-based assessments). This resource allows teacher to develop and administer weekly standards-aligned assessments to determine proficiency levels. Data from these assessments are used by classroom and lab teachers to identify learning gaps.		\$3,500	Yes
30) Additional School supplies provided for school use at home for students in need of additional learning supplies due to family financial constraints, including foster, homeless, and English Language Learners.		\$40,000	Yes

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

All staff will be provided professional development on the SEL Competencies and Suicide Prevention.

Classroom teachers begin each distance learning daily session with a student check in during the Launch Period. Launch is designed to be a space for teachers to develop classroom culture and foster positive and developmentally healthy peer relationships. During the Launch session, teachers use curricular resources such as “Getting Along Together” for daily SEL lessons, as well as provide an opportunity for students to submit feelings check feedback. Each week the school identifies a weekly “SEL” theme to guide planning and discussion.

Daily wellness calls are made to students and parents who have expressed social-emotional challenges. Local mental health service information is provided to parents as needed. Teachers also make referrals to the school counselor for students who display indicators of social and emotional challenges. Teachers, Counselors, and Administration will work with families on developing plans to address the social.

GA uses Climate/Culture and SEL student surveys from Panorama, providing rich data and related SEL student learning resources.

For staff, several SEL activities and professional development experiences have been established, including:

- Wellness Buddies (each staff is assigned a wellness buddy that they use for check-ins on their well-being)
- Community Building Activities such as staff trivia nights and movie watch parties
- Self-care training and messages from the school nurse

The CMO Home Office is developing a Wellness Digital Resource Guide for faculty, staff, and families that provides local Family Resources Centers, Medical and Behavioral Centers and Child Care services that are open/available to the public during the pandemic. It contains the Name, Hours, Location, Information, Website, and relevant social media of the facilities that are providing services.

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.]

Utilizing our SB 98 aligned Distance Learning Daily Attendance and Participation Tracker, student attendance and participation are monitored in terms of daily live interactions, completion and submission of assignments or assessments as well as attendance and participation in both synchronous and asynchronous lessons. A basic level of attendance and participation tracking is administered daily. This daily attendance and participation tracking process includes the following:

- ~ Credentialed Instructors take daily attendance
- ~ The DL Daily Attendance is monitored by our GAA Attendance Clerk
- ~ Both Credentialed Instructors and Attendance Clerk make confirmation phone calls throughout the instructional day to confirm the student attendance/absence.
- ~ Attendance Clerk will seek documentation from the parent/guardian in order to document the student's absence as excused or unexcused.

For stakeholders who exhibit chronic tardiness or attendance behaviors we further employ the following tiered reengagement strategies:

First Tier

- ~ Phone call home (for non-participation), detailing the importance of daily participation along with the effects of chronic absenteeism
- ~ Weekly Parent Information meetings, translated in real time
- ~ Parent Education meetings (1st will be online safety training)
- ~ Virtual Activity Calendar
- ~ E.S.Y. cooking classes

Second Tier

- ~ School counselor checks in with students.
- ~ Instructors support students by encouraging them to attend office hours to assist with assignments.
- ~ Excessive Absence Notification- Mailed Home.
- ~ Home Visit by School Representative

Third Tier

- ~ Refer to community resources/services as needed.
- ~ Refer for “Wellness Check” by the appropriate authorities.
- ~ Refer to GAS Student Attendance Review Team.

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.]

GA currently operates under the Community Eligibility Provision (CEP) Program which allows the distribution of free meals to all GA students.

In-person: When students are participating in in-person instruction, students will receive a free breakfast, lunch, and supper daily. GA will add additional breakfast and lunch periods to accommodate for social distancing. When weather conditions permit, students will eat outdoors. When eating indoors, dividers will be used to separate each student.

Distance learning: When participating in distance learning, the GA will provide meals prepared from scratch daily by the Café staff, under supervision by the Head Chef. Grab-and-go meals will be distributed between 11:00 – 1:00 PM on Monday through Thursday. On Thursday, children will receive two meals on Thursday and Friday, with clear instructions on how to properly store and prepare the meals.

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

Section	Description	Total Funds	Contributing
31)Pupil and Family Engagement Outreach	Purchase of ParentSquare License to ensure that messages can reach a higher proportion of families, including instant translation from English to Spanish.	\$8,000	Yes
32)School Nutrition	Purchasing additional equipment to support meal preparation and distribution.	\$10,000	Yes
33)Mental Health and Emotional well-being	Development and implementation of SEL curriculum aligned with SEL Competencies (“Getting Along Together”), and continuous professional training for implementation and monitoring students, families, and staff.	\$20,000	Yes

34)Mental Health and Emotional well-being	Increase social/emotional services to all students with the primary focus on unduplicated students through small group and 1:1 counseling provided by the school counselor.	\$85,782	
35)Pupil Engagement and Outreach	Additional School supplies provided for school use at home for students in need of additional learning supplies due to family financial constraints, including foster, homeless, EL, and SPED students.	\$40,000	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
29%	\$1,424,238

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.]

Grimmway Academy has an 84.5% unduplicated student count and all actions and services a principally directed to these students. The mission of Grimmway Academy is to serve the educational needs of the underserved populations (unduplicated) in Kern County. As COVID-19 impacts the region, those families most vulnerable: English Learners, low income, foster and homeless – have been disproportionately affected by the virus.

Based on all stakeholder feedback, along with data we collected from multiple resources we were able to identify the following needs trends for our unduplicated students.

➤ **Technology: (Access, support, hardware, and software)**

- Purchasing/upgrading technology (Chromebooks) to make available for those who do not own their own device and cannot access the Google Classroom lessons online (Action #20).

- Technology stipends for distance learning teachers to purchase necessary hardware for teaching remotely and ensuring that they are able to effectively deliver the online curriculum (Action #21).
- Kajeet 3G Wireless Hotspots for families indicating that they did not have internet access at home (Action #22).
- Zoom Education License to use for synchronous lessons to ensure that students have access to live sessions with their teacher (Action #23).
- Signa Terra IT Network Consultants to provide technical support for families and teachers in addition to providing maintenance of technology and monitoring of the network to ensure that students can access the online curriculum to avoid further learning loss (Action #24).
- Go Guardian Premium Upgrade to ensure that teachers can monitor student learning during live sessions to prevent distractions and further learning loss (Action #25).
- Web cameras for teachers engaged in distance teaching to ensure that all students can view the live online lessons clearly, particularly EL students for whom hearing the teacher and classmates speak clearly is important for their ELD (Action #26).

➤ **Concerns about learning loss**

- Using formative assessment data (NWEA MAP, weekly standards-aligned assessments, IABs) intervention and enrichment time is to be provided to targeted groups of students most at risk of learning loss, with an emphasis on ensuring that we serve our unduplicated students, by Small Group Instructors (SGIs) (Action #1)
- Intervention Coordinator to oversee the implementation of the intervention and extension program by providing professional development and support to intervention/extension teachers in lab classes that are identifying those most at risk of learning loss and addressing individual learning needs accordingly (Action #2).
- Using formative assessment data (NWEA MAP, weekly standards-aligned assessments, IABs) to guide instruction, intervention and enrichment provided by lab teachers to all students in lab classes addressing the individual learning needs of students in light of learning loss from distance learning (Action #3).
- Given stakeholder input concerning effective distance learning instruction, Professional development will be provided for Instructional Coaches to work with teachers in developing effective distance and in-person lesson plans and assessments that are relevant and culturally responsive (Action #5).
- Instructional Coaches to work with teachers in developing effective lesson plans and assessments that are relevant and culturally responsive to the unique needs of unduplicated students using the Optimum Learning Environment (OLE) framework devised by NTC in conjunction with CASEL. Lesson planning and feedback are intended to ensure that the needs of all learners are met – which a particular emphasis on unduplicated students (Action #6).
- Implementing a Co-Teaching model in all ELA classrooms in which an additional certificated instructor (SpEd credential) co-teaches the class along with the classroom teacher of record, allowing for additional capacity and supports to students most in need, with particular emphasis on those most at risk of learning loss (Action #7).
- Based on stakeholder input indicating concerns about effective distance learning instruction (including serving the needs of EL students, SEL, and STEM and ELA Instruction), GA will invest in the following professional development activities (Action #10):

- GLAD Strategies Training
- Success for All (SFA) Literacy and Reading Program
- Dr. Anita Kreide (Science Instruction Consultant)

- Provide Distance Learning Professional Development for teachers and paraprofessionals, focusing on literacy and English Language development (Action #18).
- Utilize weekly, standards based CCSS aligned assessments through Illuminate test item banks to track proficiency levels in order to provide targeted supports for our unduplicated students (Action #19).
- Grimmway will purchase the following Educational Software to be used to identify student proficiency levels and provide learning experiences tailored to individual student needs (intervention – or acceleration) (Action #27):
 - Newsela
 - Lexia Core 5/Power Up (Literacy)
 - Early STAR/STAR (Reading Proficiency)
 - Next Gen Math (Math Proficiency)
 - Rosetta Stone (Language Support)
 - Brain POP
- NWEA MAP Assessments: Provides diagnostic skills data and goal setting. MAP provides teachers with accurate, and actionable evidence to help target instruction for each student or groups of students regardless of how far above or below they are from their grade level (Action #28).
- Illuminate Item Banks (for use in weekly and quarterly CCSS aligned standards-based assessments). This resource allows teacher to develop and administer weekly standards-aligned assessments to determine proficiency levels. Data from these assessments are used by classroom and lab teachers to identify learning gaps (Action #29).
- Additional School supplies provided for school use at home for students in need of additional learning supplies due to family financial constraints, including foster, homeless, and English Language Learners (Action #30, #35).

➤ **Support mental health and emotional well-being of students and families**

- Based on student feedback through surveys concerning feelings of isolation and loneliness, Grimmway Academy is committed to providing enrichment programs in the arts that foster positive emotions by providing music and art enrichment courses for all students (Action #4).
- Provide Professional Development for teachers, and paraprofessionals, focusing on SEL professional development (“Getting Along Together”) to meet the social and emotional needs of our students, particularly our unduplicated students who are most vulnerable during the pandemic (Action #11).
- Development and implementation of SEL curriculum aligned with SEL Competencies (“Getting Along Together”), and continuous professional training for implementation and monitoring students, families, and staff (Action #33).

- Increase social/emotional services to all students with the primary focus on unduplicated students through small group and 1:1 counseling provided by the school counselor (Action #34).

➤ **Nutrition**

- Given stakeholder concerns over the availability of nutritious meals for students in the community who are most vulnerable, GA will repurpose the ESY Garden Educators to begin producing surplus food in the EDY Garden in order to make available for those members of our community most in need (Action #8)
- Grimmway Academy strives to provide nutrition, cooking and gardening classes to parents and students in an attempt to reduce health issues, increase school attendance and increase student achievement. Offer online cooking classes to families to reinforce healthy eating during school closure (Action #9).
- Purchasing additional equipment to support meal preparation and distribution (Action #32).

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

The actions in this plan are principally directed at increasing or improving services and effective in improving outcomes for unduplicated students. GA will continue to monitor all data to ensure that we are serving the academic and social needs of our unduplicated populations. Our school psychologist, counselor, and small group instructors are focused on ensuring that barriers to learning unique to English Language Learners, foster youth, and low-income students by engaging in frequent communication with school staff and with families. The school counselor has access to community resources which are shared with our low income, EL and foster youth families

For the 2019-20 school year, the GA's estimated unduplicated count percentage of students identified as low income, foster youth, and English learner was approximately 85%. GA will receive approximately \$1,424,238 in supplemental and concentration funding, \$142,137 in ESSER funding, and \$598,579 in Learning Loss Mitigation Funding in fiscal year 2020-21 to provide improved or increased services for identified students.

GA proposes to spend the increased funding of \$142,137 to serve and support English Learners, Homeless/Foster Youth, Students with Exceptional Needs, and Low-Income students primarily. The actions listed above show how we have increased and improved services for our most vulnerable student groups. GA will allocate 100% of our increased apportionment to implement services to support increased services in the following areas:

Technology: (Access, support, hardware, and software)

- Additional technology supports were provided for students and their families, including a “customer service” phone line and email in Spanish and English for those families who have difficulty accessing the technology to ensure continued learning.
- Wireless hotspot devices were purchased for families that did not have internet access, providing access the online learning program through Google Classroom.
- Additional Chromebooks were purchased, and a rotating maintenance schedule has been established for student devices. This provides all students the technology to access the online learning program through Google Classroom.

Concerns about learning loss

- Digital learning platforms were purchased to supplement independent distance learning skill building and provide diagnostic and formative proficiency results in order to identify students who are most challenged by distance learning. These digital platforms are utilized by so that supports can be provided and sufficient progress is made throughout the school year.
- Diagnostic standards-aligned and nationally normed NWEA MAP Growth assessment provides individual growth targets and proficiency data. This data is disaggregated and our unduplicated students most in need of targeted supports identified, and additional learning supports provided via distance learning as well as in person targeted cohorts on campus.
- The learning lab will be used as a place to address individual learning loss and to accelerate learning by focusing on the essential standards. Lab teachers will work with unduplicated pupils in developing an Individualized Learning Plan to help build agency and an understanding of their own learning, and how to ensure growth in their proficiency.

Support mental health and emotional well-being of students and families

- GA has invested in additional professional development and training on SEL, and for effective implementation of SEL competency aligned curriculums, including “Getting Along Together” to ensure that our unduplicated students who are most vulnerable have dedicated time to discuss developmentally appropriate emotional challenges.
- The school counselor will act as the facilitator between students, teachers, and families to ensure that students mental and emotional health issues are addressed, with a special emphasis placed on our unduplicated students, some of which are among our most vulnerable.
- Teachers will engage in individual outreach to students, with particular emphasis on our unduplicated students, many of whom are among our most vulnerable emotionally in order to ensure that they are able to fully participate I the educational program.

Nutrition

- GA provides meals prepared from scratch daily to all members of our community to ensure that our unduplicated students, who are among our most vulnerable, are able to eat a healthy meal during the week.