



Learning Continuity and Attendance Plan (LCP)

(Public Hearing 9/22/20)

Protocols for questions or feedback

- If you have any questions or feedback, please put it into the chat
- We will answer questions as best we can at the end of the presentation
- We will take other feedback under advisement as part of this process
- Links to drafts of the LCP will be provided in the message chat.

- Si tiene alguna pregunta o comentario, por favor póngalo en el chat
- Responderemos a las preguntas lo mejor que podamos al final de la presentación
- Tomaremos otros comentarios bajo asesoramiento como parte de este proceso
- En el chat de mensajes se proporcionarán enlaces a borradores de los LCP GA Shafter y GA Arvin. Tanto en español como en inglés.



Stakeholder Engagement

GA Arvin

- 99% Parent Square Contactable
- YouTube, Facebook
- Week Parent Newsletter
- Weekly Parent Information Meetings
- Monthly-
 - Coffee & Conversation,
 - Lunch w/Site Leader
- Parent & Student Distance Learning Surveys
- Spanish translation is provided for school community meetings, written and electronic communication, and events.

GA Shafter

- 97% Parent Square (at least 1 Parent)
- YouTube, Facebook, Twitter, Instagram
- The Community Comet Weekly Newsletter
- Weekly Town Hall Zoom Meetings
- News You Can Use Clips
- Distance Learning Support Surveys
 - English Language Advisory Committee
 - Parents of Grimmway Academy
 - Student Focus Groups
 - Classified and Certificated Staff
- Spanish translation is provided for school community meetings, written and electronic communication, and events.



Summary of Stakeholder Feedback

Scholars

- Social isolation/missing friends/health and safety

Parents

- Challenges of distance learning at home
- Return to school safety protocol
- Additional asynchronous learning opportunities (individualized)
- Effective communication within the digital environment

Staff











- Challenges surrounding student engagement and focus
- Increase in time necessary to plan and prepare for distance learning (tech/apps/platforms)
- Returning to classrooms/upgraded technology/strategic planning
- Return to school safety and personnel concerns



In-Person Offerings

On July 16, 2020 the Grimmway Board of Directors approve the Grimmway Schools Reopening Plan. The plan provides for two full days of in-person instruction and three days of distance learning. This approach is based on an A/B Schedule which allows for CDPH safety protocols (distance and space constraints).

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		



Actions Related to In-Person Instructional Offerings

Click [HERE](#) for GA Arvin

Click [HERE](#) for GA Shafter



Distance Learning Program

GA Arvin

- Over 700 students have received a GAA Chromebook
- “Hotspots” available to families without Wifi
- Learning Management System (LMS)
 - Class Dojo (K)
 - Google Classroom (1-8)
- Full Day Learning Schedule
 - Morning Assembly
 - ELA
 - Physical Education
 - Math
 - Lunch
 - Science/Social Studies
 - Art/Music/E.S.Y./Drama/Library/Project Based Learning
 - Student Learning Center/Learning Commons
 - EL Designated Time
 - Targeted Cohorts Intervention
 - Office Hours
- Digital Curriculum Includes:
 - Amplify CKLA; ELA; Science
 - Engage New York/Zearn

GA Shafter

- All students have access to a Chromebook
- “Hotspots” available to families without Wifi
- Learning Management System (LMS)
 - Class Dojo (K-1)
 - Google Classroom (1-7)
- Full Day Learning Schedule
 - Launch, Lives, Lunch, and Landing
 - Humanities, STEM, Lab Rotation
 - Supervised Zoom Lunchrooms (Recess)
 - Art/Music Enrichment
 - Small Groups
 - Weekly 1:1 Teacher Check Ins (goal setting)
 - Project Based Learning
- Web based Intervention/Acceleration Programs
 - Lexia Core 5 Literacy (K-5)
 - Powerup Literacy (6/7)
 - Reflex Math Fact Fluency (2-7)



Continuity of Instruction

GA Arvin

To maintain continuity, our GAA Distance Learning Program utilizes our digital-based curriculum. The ongoing use of our regular curriculum facilitates accessibility as well as sustainability and affords us a seamless transition from on-site instruction to distance learning. Continued use of our digital curriculum ensures our instructors' development of standards-based lessons and allows us to maintain our various CCSS and NGSS pacing guides. Through the utilization of Google Classroom or Class Dojo platforms, supplemented with Zoom, Go Guardian Chat and the Google Classroom Stream, authentic instruction and learning has continued throughout this Distance Learning period.

GA Shafter

2nd - 5th Grade					
Regular Day Schedule					
Block	Time	Minutes	Humanities	Lab	STEM
Launch	8:30-8:50	20 min	Pepperdine	CSUN	Irvine
Block 1	8:50-9:50	60 min	Pepperdine	CSUN	Irvine
Block 2	9:55-10:55	60 min	Irvine	Pepperdine	CSUN
Block 3	11:00-12:00	60 min	CSUN	Irvine	Pepperdine
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			
Department	1:30-2:30	60 min			
Grade Level	1:30-2:30	60 min			
Art/Music	1:30-2:30	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

Friday Mentoring Schedule		
Block	Time	Minutes
Getting Along Together Assessments, Lexia, Reflex, etc.	7:50 - 9:15	85 min
Student check-ins	9:15 - 10:45	90 min
Teacher Lunch	10:50-11:50	60 min
	11:50-12:50	60 min
Landing	12:50 - 1:10	20 min

In an effort to provide continuity of instruction, GAS has adopted a daily schedule for distance learning that resembles our traditional bell schedule. This modified schedule caters specifically to distance learning needs without compromising core instructional opportunities.



A California Distinguished Charter School.

Access to Devices and Connectivity

GA Arvin

- Over 700 Chromebooks have been distributed
- 4G “Hotspots” available to families without Wifi
- Internet connectivity home visits
- Onsite and Teleconference Technical Support
- Step by Step Parent Help Docs with Visuals
- Infrastructure managed by Signa Terra

GA Shafter

- All students have access to a Chromebook
(18% use their own device, 575 chromebooks distributed)
- Reserve Chromebooks have been ordered to account for device replacement
- 4G “Hotspots” available to families without Wifi
- Internet connectivity home visits
- Onsite and Teleconference Technical Support
- Step by Step Parent Help Docs with Visuals
- Infrastructure managed by Signa Terra



Pupil Participation and Progress

GA Arvin

- Participation and Progress Model consistent with the California Department of Education Attendance and Participation Guidelines.
- Daily running record of synchronous and asynchronous activities within Google Sheets.
- Teachers and Attendance Clerk utilize IlluminateEd for attendance reconciliation.
- Classified Staff make calls home for students who do not attend any of the 4 synchronous sessions.
- Parent Square is used to communicate an unexcused student absence.
- Daily SEL Check Ins/Exit Tickets, Assessments, Google Classroom assignments, Projects, Posts (Padlet, Flipgrid, etc.), and online web based program activity are used for participation monitoring.
- Both synchronous and asynchronous learning is calculated towards instructional minutes.

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Distance Learning Professional Development

GA Arvin

- Beginning Spring of 2020, all staff were given professional development on how to deliver instruction via Zoom and Google Classroom or Class Dojo.
- Weekly Distance Learning Professional Development
 - Universal Design for Learning
 - Student Accommodations
 - Formative Assessment
 - Social Emotional Learning
 - NWEA/Amplify/Achieve3000/illustrative Math
 - Checking For Understanding
- Monthly Organizational Professional Development

GA Shafter

- Weekly Onsite Professional Development
- Monthly Organizational Professional Development
- Distance Learning Professional Development
 - Class Dojo
 - Google Classroom
 - Zoom
 - Universal Design for Learning
 - Student Accommodations
 - Formative Assessment
 - Social Emotional Learning
 - NWEA/Lexia/PowerUP/Reflex Math
 - Supporting Parents with Platform Access



Staff Roles and Responsibilities

GA Arvin

- Credential Instructors continue to provide both synchronous and asynchronous instruction.
- Support staff duties include:
 - Assist students and families with platform access.
 - Address students' academic and social-emotional needs through approved online platforms including Zoom, Google Hangout/Meet, GoGuardian or by telephone.
 - Assist with student engagement and attendance consolidation.
- Intervention Coordinator assist in the maintenance and administration of Remote NWEA and ELPAC Diagnostic Assessments.
- ASES staff assist with on-site daily meal distribution.
- SLC and LC instructors host ELD Designated Blocks

GA Shafter

- All Staff Support Student Wellbeing
- Learning Lab now supports EdTech
 - Home to School Tech Support
 - Teacher Tech Support
 - Creates Help Docs
 - Tech Ticket Liaison
 - Web-based programs contact person
 - Clever/GoGuardian Account Management
- Intervention Coordinator now monitors and provides support for Lexia Core 5/PowerUp Literacy Intervention/Acceleration Programs
 - Provides support for teachers during Online All students have access to a Chromebook
- Early Literacy TOSA now supports Kindergarten Classes with facilitation of Online SRE lessons.
 - Monitors Student Literacy Growth using Early STAR and STAR Reading Online Assessment.
- All SPED Service Providers deliver services via Zoom or in small onsite cohorts



Support for Pupils with Unique Needs

GA Arvin

- Full Inclusion Special Education Program (“Push in, pull out” model using Zoom breakout rooms)
- ELD Designated Instruction Time (60 min 4x/wk)
- BeGLAD strategies
- Anchor Chart Visuals
- Graphic Organizers
- Vocabulary Scaffolds
- Narrated Novels
- Cloze Procedures
- Video Demonstrations with Lesson Explanations
- Access and Boost Programs within Achieve3000 (which includes additional EL scaffolding)
- Mango Language Software
- Small Group Instruction
- Virtual Counseling
- Daily Zoom office hours

GA Shafter

- Full Inclusion Special Education Program
- Universal Design for Learning
- Designated English Language Development
- Early STAR/STAR (Spanish)
- Vocabulary Development
- Leveled Reading Groups
- Small Group Instruction
- Virtual Counseling
- “Raising Readers” Parent Workshops
- Daily Zoom Office Hours
- Narrated Novels
- Anchor Charts and Visual Aids
- Graphic Organizers
- Rosetta Stone Language Software
- Adaptive Technology



Actions Related to Distance Learning Program

Click [HERE](#) for GA Arvin

Click [HERE](#) for GA Shafter



A California Distinguished Charter School.

Pupil Learning Loss (GAA, GAS)

- Surveys to stakeholder to determine their technology needs
- Attempts to closely mirror the on-site program
- Class Dojo/Google Classroom: synchronous/asynchronous
 - At least two daily live sessions a day
- CCSS-aligned digital materials

- Formative & Summative Assessments to diagnose learning loss, using:
 - NWEA Map Growth assessments in MATH and ELA
 - CAASSP Interim Assessment Blocks
 - ~ CAASSP Focus Interim Assessment Blocks
 - ~ Illuminate Standards-aligned Assessments
 - ~ SFA Diagnostic Reading Assessments (Reading Roots)
 -



Pupil Learning Loss Strategies (GAA, GAS)

- Using assessment data
 - NWEA MAP Growth
 - SFA Reading Roots diagnostic
- EL Coordinator reviews EL Data and works with distance learning teachers to ensure that they are using GLAD strategies in their classes
- The SpEd Coordinator works similarly with teachers and the SpEd team to ensure that services are provided consistent with the assessment data, and where needed - additional interventions are implemented
- Lab Teachers and SGIs use data from weekly standards-aligned assessments to inform the approach in Lab classes, including web-based, standards aligned platforms, and small group instruction. Lab teachers and SGIs also work with students to use the results from their weekly standards-aligned assessments to assist students in crafting their Individualized Learning Plan.
- Using the “Guidance Related to Cohorts” recently released by the CDPH, GA will create small cohorts of students identified as most at risk of learning loss and provide targeted interventions including designated English INstruction practice and general distance learning supports.



Effectiveness of Pupil Learning Loss Strategies

GA Arvin

- Data Analysis of Fall 2020 NWEA Interim Results as Compared to Winter 2019 NWEA Interim
 - ELPAC Assessments
 - CAASPP IAB Interim assessments
 - CAASPP ICA "Mirror" assessment
- Individualized Map Skills Instructional Path
- Daily Student Learning Center and Learning Commons Instructional Blocks
 - Achieve 3000
 - Mango Language Program
- Individualized Learning Plans (ILPs) with Weekly Tracking and Parent Involvement/Support
- Targeted Cohorts received Personalized Support during scheduled Intervention Blocks

GA Shafter

- Data Analysis of Fall 2020 NWEA Interim Results as Compared to Winter 2019 NWEA Interim (Data Days)
- Daily usage of Lexia Core 5/PowerUp
- Individualized Learning Plans (ILPs) with Weekly Tracking and Parent Involvement/Support
- Students work with the Intervention Coordinator and Teacher to identify a plan to address learning goals and challenging content standards.
- Weekly, Monthly, and Quarterly Assessments will guide best practice to achieve goals and content mastery towards grade level and acceleration.



Actions Related to In-Person Instructional Offerings

Click [HERE](#) for GA Arvin

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Mental Health and Social and Emotional Well-being

GA Arvin

- All staff have been provided professional development on the SEL Competencies outlined by CASEL
- GAA staff has been provided professional development on suicide prevention
- GAA implementation of "Getting ALong Together" and "Community Matters"
- GAA AP of Student Affairs, Counselor and Nurse participation within the GS SEL Task Force
- Bi-Monthly SEL Student Surveys
- All students receive SEL instruction and a student "Check-in" during morning assemblies.
- Daily Wellness Calls by the School Counselor
- Wellness Home Visits
- Wellness Buddies
- School Community Building Activities Events
- Development and Maintenance of Virtual School Calendar

GA Shafter

- All staff have been provided professional development on the SEL Competencies outlined by CASEL
- All staff have been provided professional development on suicide prevention
- All staff have been provided professional development for our "Getting Along Together" or "Tribes" Curriculum
- Class Counsel is held every Friday
- All students receive SEL instruction and a student "Check-in" during morning Launch
- All student receive mindfulness instruction during after-noon Landing
- Daily Wellness Calls by the School Counselor
- Wellness Buddies
- Community Building Activities and Socials
- Self-care Training by the School Nurse



Pupil and Family Engagement and Outreach

GA Arvin

- SB 98 Aligned Daily Attendance and Participation Tracker
- Office and Outreach staff make daily phone calls
- Administrative Staff conduct home visits
- Parent Conferences with Certificated Teachers
- A tiered approach is taken when addressing excessive tardiness or chronic absenteeism
 - Phone Calls
 - Parent Information Meetings
 - Parent Education Meetings
 - Virtual Activity Calendar/Hyperlink Schedule
 - School Counselor Involvement
 - Office Hours with Teacher(s)
 - Excessive Absence Notification
 - Home Visit by School or Local Agency Representative
 - Student Attendance Review Team (SART)

GA Shafter

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School Nutrition

GA Arvin

- Healthy Meal Planning and Preparation
- Executive and Sous Chef
- Community Meal Distribution
- Food Security Community Outreach and Support
- Waivers
 - Meal Service Time Flexibility
 - Non-Congregate Feeding
 - Parent/Guardian Pickup
- Free “scratch” meals are provided to members of the community ages 18 and under
- Contact free safety protocols established for walk-up and drive-through meal distribution
- Hot Lunch and Cold Breakfast provided daily

GA Shafter

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Additional Actions to Implement the LCP

Click [HERE](#) for GA Arvin

Click [HERE](#) for GA Shafter



Required Descriptions

Grimmway Academy (Arvin: 87.5%; SHafter: 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. The daily distance learning schedule has built in structures (study hall/office hours) to provide intervention and enrichment for students as needed. Having teachers on campus for professional collaboration will allow grade level teams along with instructional coaches and site leadership to identify necessary shifts in instruction for all students, with a special emphasis on EL students, foster youth, and low-income students. Ensuring effective EL approaches aligned with GLAD strategies is a standard element in lesson planning.

The cycle of continuous instructional improvement ensures that the unique learning needs of our unduplicated students are met so that they are able to successfully participate in distance learning or in-person instruction.

[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.

All parents and guardians are provided technical and instructional support in Spanish and English to ensure that the most vulnerable of our students are in a position to succeed during distance learning.

GA has invested in assessments (NWEA MAP Growth) that identifies and provides goals for our unduplicated students. In response to data, targeted cohorts of students most at risk for learning loss – in particular, our unduplicated pupils – will be brought onto campus and provided targeted academic supports by our small group instructors and lab teachers. This is in addition to the classroom teachers are provided requisite training to ensure that they are providing increased/improved services for our English Learners, foster youth, and low-income pupils.



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
GA Arvin	32%	\$2,026,335
GA Shafter	29%	\$1,424,238



Next Steps

- Feedback from tonight's Public Hearing will be synthesized
- A survey seeking feedback will be sent out to all GA families in Spanish and English, along with copies of the draft LCP to each school community
- The survey results, along with the feedback from the Public Hearing, will be used to make related edits and revisions to the LCP
- The LCP will be submitted for approval to the Grimmway Schools Board of Directors at their regularly scheduled meeting on Monday, 9/28 @ 4pm

