

Learning Continuity and Attendance Plan Template (2020–21)

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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General Information

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

Grimmway Academy (GA) is a K-8 public charter school designed to serve students in the greater Arvin community in grades K-8 who are at risk of achieving below basic proficiency in state examinations. The goal of GA is to close the achievement gap for students in the rural areas of Kern County by creating an environment for student excellence and well-being.

GA enrolls approximately 90 students per grade per year in grades Kindergarten through sixth, and 80 students per grade per year in grades seventh through eighth, with an end goal of educating approximately 780 students annually in grades K-8. Our student population is 34% English learner (EL), 85% Socioeconomically Disadvantaged and 10% Special Education. 93% of our students are Hispanic.

GA is dedicated to transforming the educational landscape for students in the rural areas of Kern County by providing a model of excellence and innovation leading to college readiness and lifelong success. We push our scholars to maximize their academic potential by challenging them with high expectations and a rigorous approach to learning with a special emphasis on literacy, health, and wellness.

Our model integrates Humanities and STEM curriculums, personalized learning through Learning Lab, a daily literacy block, and the Edible Schoolyard - an experiential learning approach - in which students explore how healthy food is grown in the garden and prepared in the kitchen.

Our goal is that not only are students prepared for the academic rigors of secondary and higher education, but also develop a deep understanding of the impact that proper nutrition has on their academic performance as well as their lifelong health and well-being.

We at GA are motivated by four core values:

- High Expectations
- Health and Wellness
- Perseverance
- Joy

Grimmway Academy Arvin continues to provide a robust Distance Learning program for all scholars in grades Kindergarten through 8th. Consisting of synchronous and asynchronous instruction, our program includes daily live academic instruction in the core content areas of Language Arts, Math, Science, and History. To further serve our stakeholders, Google Classrooms are created and hosted within our Distance Learning model, as a means for providing specific services to the various cohorts that exist within our student population. Our GAA Distance Learning model also offers virtual electives courses. These courses include Art, Music, Physical Education, Coding/PBL as well as our Edible Schoolyard (Kitchen and Garden Classes). These virtual classes serve to enrich our Distance Learning program and aid us in our ongoing endeavor to encourage our Grimmway Academy Arvin students to maintain a positive growth mindset during this distance learning period. Our GAA DL model offers 2 additional non instructional Live Interaction opportunities daily. These meetings serve as moments to progress monitor and afford our students necessary school connectedness opportunities. Meal Service is provided to all students within our community that are ages 18 years and younger. During distribution families receive a lunch for the day as well as a breakfast for the following day.

Stakeholder Engagement

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

To 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 (800 out of 810 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 parent information meetings via Zoom.

These weekly meetings are consistently held on Wednesdays and are announced in the Principals Weekly Parent Newsletter. To accommodate the various schedules of our stakeholders, Parent Informational Meetings (PIM) and Coffee and Conversations are hosted on a rotational schedule: Early Morning, Evening and Afternoons. These meetings provide information, additional educational resources, answer questions, and solicit feedback.

Parents were notified about the Learning Continuity and Attendance Plan (LCP) process via ParentSquare in both Spanish and English. Initial Surveys were given to parents to inform the writing of the first draft of the LCP. Survey questions centered on the broad themes of the LC – 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. A similar survey was provided to faculty and staff members of Grimmway Academy. Students from Grimmway Academy participated in a focus group and will be given follow up surveys as well. Surveys were provided in both Spanish and English.

A Parent Information Meeting (PIM) was held via Zoom to present draft portions of the LCP, with feedback provided by parents in real-time.

The Star Parents of Grimmway Academy (SPGA) and ELAC parent groups will hold meetings to review and provide feedback on the LCP draft.

A Public Forum will be held on September 22.

Based on feedback from the public hearing and stakeholder survey results, GA will revise the LCP based on feedback and submit for it to be approved at the Grimmway Schools Board of Directors meeting on September 28th.

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.]

Parent responses to surveys were 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 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

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

Student focus group 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.

Parents were provided three options for school reopening:

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

Based on the survey results, parents felt strongest about the daily A/B Hybrid. GA opted to adopt the Daily A/B Hybrid accordingly.

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 know 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		

Cohorts: A & B... Siblings Sample Regular K/3								
Start Time	End Time	Class	STEM	HUMANITIES	SLC	AMP/ESY	Time (Minutes)	
7:55 AM	8:20 AM	Morning Meeting	House 1	House 2	House 3	Prep (AMP)	25	
8:20 AM	9:45 AM	Period 1	LEVELED READING					85
9:45 AM	9:55 AM	Break	Break (Teachers Rotate)					10
9:55 AM	11:20 AM	Period 2	House 2	House 3	Prep (AMP)	House 1	85	
11:20 AM	12:09 PM		LUNCH (Passing)					45
12:09 PM	1:34 PM	Period 3	House 3	Prep (AMP)	House 1	House 2	85	
1:34 PM	1:50 PM	Break	Break (Teachers Rotate)					16
1:50 PM	3:15 PM	Period 4	Prep (AMP)	House 1	House 2	House 3	85	
3:15 PM	3:25 PM	Break	Break (Teachers Rotate)					10
3:25 PM	3:40 PM	Closing	House 1	House 2	House 3	Prep	15	

Cohorts: A & B... Siblings Sample Regular 4/6								
Start Time	End Time	Class	STEM	HUMANITIES	SLC	AMP/ESY	Time (Minutes)	
7:55 AM	8:20 AM	Morning Meeting	House 1	House 2	House 3	Prep (AMP)	25	
8:20 AM	8:25 AM		Break (Teachers Rotate)					5
8:25 AM	10:00 AM	Period 1	LEVELED READING					95
10:00 AM	10:15 AM	Break	Break (Teachers Rotate)					15
10:15 AM	11:45 AM	Period 2	House 2	House 3	Prep (AMP)	House 1	90	

11:45 AM	12:30 PM		LUNCH (Passing)				45
12:30 PM	2:00 PM	Period 3	House 3	Prep (AMP)	House 1	House 2	90
2:00 PM	2:05 PM		Break (Teachers Rotate)				5
2:05 PM	3:35 PM	Period 4	Prep (AMP)	House 1	House 2	House 3	90
3:35 PM	3:40 PM	Closing	House 1	House 2	House 3	Prep	5

Cohorts: A & B... Siblings Sample Regular 7/8							
Start Time	End Time	Class	Math	English	SCI/Soc.Std. (Soc.St-50min/LC-40min)	PE/PBL (PBL- 50min/LC-40min)	Time (Minutes)
7:55 AM	8:20 AM	Morning Meeting	House 1	House 2	House 3	Prep	25
8:20 AM	8:23 AM		Passing Period (Teachers Rotate)				3
8:23 AM	9:53 AM	Period 1	House 1	House 2	House 3	Prep	90
9:53 AM	10:03 AM	Break	Break				10
10:03 AM	11:33 AM	Period 2	House 2	House 3	Prep	House 1	90
11:33 AM	11:36 AM		Passing Period (Teachers Rotate)				3
11:36 AM	1:06 PM	Period 3	House 3	Prep	House 1	House 2	90
1:06 PM	1:51 PM	Lunch	Lunch				45
1:51 PM	3:21 PM	Period 4	Prep	House 1	House 2	House 3	90
3:21 PM	3:26 PM	Break	Snack/Break				5
3:26 AM	3:40 AM	Closing	House 1	House 2	House 3	Prep	14

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 outbreaks
- 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 exit-tickets
- Success for All (SFA) literacy level assessment
- 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 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.

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)

DRAFT

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

Description	Total Funds	Contributing
Intervention and enrichment time to be provided to targeted students by Small Group Instructors (SGIs) to supplement instruction.	\$558,360	Y
Intervention Coordinator to oversee the implementation of the intervention and extension program and provide professional development and support to intervention/ extension teachers in implementing a high-quality program.	\$77,250	Y
Grimmway Academy is committed to providing enrichment programs that most students in the Arvin community are not able to afford outside of school, by providing music and Art enrichment courses for all students	\$183,600	Y
Intervention and enrichment provided to all students in lab classes throughout the day. Intervention instruction principally designed to serve the needs of unduplicated pupils.	\$162,000	Y
Instructional Coaches to work with teachers in developing effective lesson plans and assessments that are relevant and culturally response to the unique needs of unduplicated students.	\$152,250	Y
Continue the development of digital literacy with a K-6 Project Based Learning (PBL) teacher.	\$60,000	Y
Grimmway Academy has invested in ensuring that all students have access to relevant, grade level novels and research material in order to increase student academic growth. The Library assistant is responsible for ensuring these materials are easily accessible to all students, particularly unduplicated students, and families.	\$29,000	Y

Increase access to Common Core State Standards (CCSS) materials to facilitate access to core curriculum	\$36,000	Y
Provide Professional Development for teachers, instructional coaches, and paraprofessionals, focusing on CCSS and EL development to increase and improve services to our unduplicated students specifically		Y
GLAD Strategies Training	\$10,000	Y
Success for All (SFA) Literacy and Reading Program	\$9000	Y
Anita Kreide Consultants (Science Instruction Consultant)	\$10,000	Y
Provide Professional Development for teachers, and paraprofessionals, focusing on SEL professional development (“Getting Along Together”) to increase and improve services to our unduplicated students.	\$10,000	Y
Classroom cleaning and sanitation supplies	\$20,000	Y
Facemasks for students and staff	\$5,000	Y

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.

Sample Daily Schedule

Time	Activity	Task
8:00 AM	Rise and Shine	Rise and Shine! Eat a Healthy Breakfast.
8:30 – 9:00 AM	Daily Assembly	<ul style="list-style-type: none">● Join a live Zoom with your Advisory Teacher● Check in and submit daily attendance● Wear your GA shirt● Check in with your teachers and classmates
9:00 – 10:00 AM	ELA	Check your Google Classroom for daily/weekly assignments. Contact your teachers through email or Google classroom if you have any questions.

10:00 – 10:30	PE	Let's Move! Be active, be healthy, be happy! Join the PE class with your teacher!
11:30 – 12:30 PM	Lunch	Make Healthy Choices.
12:30 – 1:30 PM	Science, Social Studies, PBL	Check your Google Classroom for daily/weekly assignments. (A/B Schedule applies for Middle School Students)
1:30 – 2:00 PM	Art/Music/E.S.Y. K&G/ Library/Drama	Join your teacher's Google Classroom and let's get creative!
2:00 – 2:30 PM	Online Learning <ul style="list-style-type: none"> • SLC (Grades 1-3) • Learning Lab (Grades 4-6) • Learning Commons (Grades 7-8) 	Link to this GA Arvin site for the online programs that support your learning!
2:30 – 3:30 PM	Office Hours Tutoring/Library/Drama	Do you need help with an assignment? Connect with your teacher LIVE. Or join Storytime with Ms. Moreno or Drama Club.

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 Grimmway Academy's academic program before school closure in March, and Chromebooks were loaned out to families for use at home during the 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 resumed 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 Grimmway Academy surveyed our families about internet access and device availability. For those families who did not have internet access, Grimmway Academy shared the information on local free internet providers (AT&T, Spectrum) who were offering free service through the end of the 2019-2020 school year. In addition, mobile 4G hotspots (Kajeet) were also provided in so that students could access their online synchronous and asynchronous coursework from home. Grimmway Academy is covered 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.

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 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 Small Learning Community (SLC) 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.]

Grimmway Schools 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.

Grimmway Schools 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.

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.]

Mirroring our on-site Full Inclusion model, our Grimmway Academy Arvin Distance Learning model incorporates a “push-in” or “pull out” system to support our students with special needs and provide services outlined within the IEP’s of these students. This is accomplished during synchronous live instruction by creating breakout rooms within the Zoom meeting that may be hosted and utilized by our RSP instructors and their designated students. GoGuardian Chat is also incorporated and affords the RSP instructor the opportunity to view the screen of the device being utilized by the student. Through this GoGuardian Chat feature, RSP teachers are then able to provide additional academic support in real time. To further support our students with special needs, RSP instructors schedule and host Zoom meetings designed to provide personalized or individualized instruction in a small group or one-on-one setting.

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 receive 60 minutes of ELD Designated (Synchronous) Instruction 4 days each week. ELD Grade Level Google Classrooms were created for grades 1- 8. 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

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

Description	Total Funds	Contributing
Kajeet 3G Wireless Hotspots for families without internet access	\$13,000	Y
Zoom Education License to use for synchronous lessons	\$10,000	Y
New Chromebooks for students(new students, replacements)	\$20,000	Y
Supplies to provide for students at home engaged in distance learning	\$	
Signa Terra IT Network Consultants	\$55,440	Y

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

In an effort to mitigate learning loss, we have been intentional in our efforts to ensure that all students have access to our Distance Learning Program. To accomplish this, we disseminated surveys to our stakeholders in order to determine their specific needs. Once this information was obtained we were able to begin meeting these needs with the goal of making certain that 100% of our students and families have access to the technology and Wi-Fi required to successfully participate in our distance learning program.

We then developed and implemented a GAA Distance Learning Program that mirrored our on-site Grimmway Academy Arvin academic model. To maintain academic and instructional continuity, the use of our state approved digital-based curriculum aided us in our implementation of standards-based lessons and allowed us to sustain our various CCSS pacing guides during this Distance Learning period. Utilizing Google Classroom or Class Dojo platforms, supplemented with Zoom, GoGuardian Chat, and the Google Classroom Stream, we ensure that both synchronous and asynchronous instruction occurs daily. Both students and staff follow a Daily Routine Schedule. Homeroom or Advisory instructors host a minimum of two daily live Zoom meetings. These meetings provide teachers with the opportunity to facilitate certain SEL Activities with their students. Additional elective course offerings such as Art, Music, Physical Education as well as Virtual Cooking and Gardening Classes assist us in our efforts to aid our students in maintaining a positive outlook. These elective offerings play a vital role in motivating our students to put forth their best effort toward mastering the core content standards that are being taught daily during this Distance Learning period.

To monitor the academic success of our students as well as to mitigate learning loss, instructors maintain a GAA Distance Learning gradebook. Created and maintained within Google Sheets our GAA DL Gradebook serves as our Student Information System during this distance learning period. Posting minimum two grades per week, our credentialed core content instructors utilize our Standards Based Grading model to identify the academic success of our scholars. Formative as well as summative assessments occur regularly. These assessments include the following:

- ~ NWEA MAP Skills
- ~ CAASSP Interim Assessment Blocks
- ~ CAASSP Focus Interim Assessment Blocks
- ~ Illuminate Assessments
- ~ Moby Max
- ~ SFA Diagnostic Reading Assessments

It is through the consistent analysis of the data acquired from such assessments that we are able to identify students which may be in need of additional academic and/or S.E.L. support in order to mitigate learning loss.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

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. GA will also utilize NWEA MAP Skills

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 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 to the presence and/or scope of literacy loss for each student.

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.

Lab teachers and SGIs work with students to use the results from weekly standards-aligned assessments to inform their ILPs, which students share with their parents or guardians. Data from the weekly assessments informs SLC and Learning Lab practice – including computer-based, standards aligned programs and small group instruction.

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.

Grimmway academy will create cohorts of students identified as “priority” 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.]

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.
- ~ 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.
- ~Leveled Cohorts will be created based upon the results of the comparative analysis
- ~"Learning Loss Mitigation" (L.L.M.) Google Classrooms as well as L.L.M. Blocks will be created within our GAA Distance Learning Daily Schedule.
- ~Students within these cohorts will receive additional academic support within these 30 min.- 60min. L.L.M. Blocks, 2-4 days a week.

Utilizing our digital based curriculum, standards based targeted skill instruction will be provided to the cohorts within these LLM Blocks. Our digital based curriculum includes the following:

- ~NWEA Map Skills (both in ELA and Math)
- ~Illustrative Mathematics
- ~Amplify CKLA
- ~Amplify ELA
- ~Amplify Science
- ~Engage New York
- ~Next Gen Math
- ~Journeys

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.

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

Description	Total Funds	Contributing
Educational Software to be used to accelerate learning as a result of learning loss.		
	Next Gen Math	\$10,000
	Zearn (K-5 Math)	\$26,000
	ALEKS	\$9,200
	Achieve 3000	\$23,000
	Mango ELD Support	\$5,000
NWEA MAP Assessments (provides diagnostic skills data and goal setting)	\$10,500	Y
Renaissance Learning (assessing skill proficiency)	\$6,400	Y
MobyMax	\$5,000	Y
Illuminate Item Banks (for use in weekly and quarterly CCSS aligned standards-based assessments)	\$3,500	Y
Amplify CKLA	\$24,000	Y
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	Y

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 is 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 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.

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 comprehensive GAA Distance Learning Daily Attendance and Participation Tracker as our Distance Learning Student Information System (DLSIS), student attendance and participation is 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 within our DLSIS.
- ~ The DL SIS is maintained and 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 GAA 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.]

Our Grimmway Academy Arvin Meals Program provides meals for our Grimmway Academy Arvin scholars as well as to our Arvin community members at large. In an attempt to achieve this goal, members of our Grimmway Schools COVID Task Force as well as our on-site Grimmway Academy Arvin Chef, regularly meets with local community members and adjoining school districts in order to coordinate our ongoing meal distribution efforts. These collaborations aid us in making certain that all families in need may take advantage of the meal service that we were providing.

Through such waivers as, “Meal Service Time Flexibility”, “Non-Congregate Feeding”, and “Allow Parents and Guardians to Pick Up Meals for Children”, Grimmway Academy Arvin is able to serve nutritious scratch meals to all children ages 18 years old and younger. Safety protocols were established and implemented for both “drive-up” and “walk-up” locations, to ensure contact-free distribution of all meals. Upon pick up of their meal at either of our locations, families receive a hot lunch and a cold breakfast for the following day.

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

Section	Description	Total Funds	Contributing
Pupil and Family Engagement Outreach	Purchase of ParentSquare License	\$8,000	Y
(other)			

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
(need %)	(need amount)

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 87.5% 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.

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