

Learning Continuity and Attendance Plan Template (2020–21)

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

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General Information

The impact of COVID-19 has been substantial on our community. Our GUSD families are struggling with schools closed for in-person learning because it is extremely challenging to balance supporting their children’s learning and supervision while working in essential care jobs or while working remotely from home. Many families report financial stressors, including job loss and food insecurities. Other challenges include mental health and social-emotional challenges resulting from extended periods of minimal social interaction, tight living quarters, and financial stress. Some of our families have reported much anxiety over generalized concerns of contracting COVID-19 or specific concerns because someone in the immediate family or someone in the extended family they support have high risk factors or otherwise compromised immune systems. Overall enrollment is down approximately 198 students, many of whom had to move to more affordable areas or to live with extended family.

Stakeholder Engagement

During the 2019-2020 school year, ample effort was made to solicit stakeholder input and feedback on the development of our LCAP. The GUSD school community determined our LCAP focus on the broad goals of improved English Language Development services, the expansion of strategies to support the social-emotional wellbeing of our students, and a focus goal of reducing chronic absenteeism. We also elected to have a goal for maintaining strong performance in English Language Arts and Mathematics. Input and feedback from the community was solicited through conversations with various GUSD Committees, including the District Advisory Committee, the District English Language Advisory Committee, the Gifted Education Services Teacher and Parent Committees, the Curriculum Advisory Council, Leadership and Cabinet, shared information with union leadership, and surveys to students, parents, and teaching staff. Presentations to the Board were provided throughout the year to offer updates on student data and trends, share the recommendations coming out of our committee work, answer questions, and listen to additional input/feedback. With the onset of the COVID-19 pandemic, several additional opportunities for teacher, leader, and parent feedback were established. Both parents and staff were surveyed in the spring for feedback on

what was working with remote learning and what else was still needed. During spring focus group meetings where approximately 50 teacher-leaders met to give input on report cards and parent communications, additional information about what was working and still challenging was also discussed. Our intervention specialists met regularly throughout the spring to discuss students' ongoing needs. A summer institute of teachers and leaders met to review the survey data from teachers and families in order to develop resources to support teachers when school opened this fall. Principals and district level leadership gave feedback in an end-of-year meeting about what worked and what else may need support when we reopened this fall. Parents were surveyed regarding their children's learning needs in English and Spanish. Strong efforts were made to ensure all families who needed devices or access to internet were provided equipment, support for signing up for internet services, or a hotspot where needed. Families were also able to call in over the phone to complete surveys with the support of GUSD staff in English and Spanish. GUSD staff were surveyed regarding their professional and safety needs in order to design program options that would safely meet the needs of our school community. Finally, school district and community partnership meetings were held to discuss the needs of our community and how we might best be able to comprehensively serve our collective community.

Goleta Union School District community members are able to participate in public meetings and public hearings remotely. A Zoom link is available for participants to call in or attend via videoconference.

Our GUSD staff expressed a strong interest in ensuring the safety of all students and staff upon the return to in-person work or school. Requests were made for ample personal protective equipment, adequate social-distancing, and increased cleaning and sanitization. Although some GUSD staff did prefer the option of a hybrid model with some students in-person and others at home completing asynchronous work, the majority of GUSD staff notably preferred the modified five-day week schedule that includes a staggered start for temperature checks, reduced class-size for improved social-distancing, and a shortened day to support transportation needs.

The majority of our parents (approximately 85%) requested an in-person option for their students' learning, should the County permit it. However, some families expressed need for flexibility in the schedule because of their own work needs and anxiety over the possible exposure of immunocompromised family members from their children's exposure at school. Many parents also shared concerns that their children would not be successful in an environment where they had to social distance or wear a mask. Additionally, families expressed concern about the learning loss of their children in the spring and possible further loss if things continued. Some parents were concerned that there was not enough "live" interaction and others were concerned there was too much screen time. A general request from parents was for a consistent schedule they could count on in advance so they could work with their support providers or work schedule to partner with the school better in their child's learning.

Staff and community input shaped the three learning programs offered in Goleta Union School District. Enough flexibility to permit families and staff to participate remotely for the full year was a strong request, although the majority expressed interest in as much in-person school as possible. For these reasons, GUSD has an in-person (remote for now) learning program and a Virtual Academy (remote all year) and the Virtual Academy Flex learning program (remote all year, alternative schedule and instructional delivery). Additional teachers were hired to bring down class sizes for in-person learning programs due to the strong staff and community feedback that prioritized the maximum amount of in-person school. Funds to support Learning Center Teachers, the COVID Learning Loss TOSAs and TOSAs for professional learning coaching and support were allocated based on data from the spring that indicated small group intervention through “live” sessions were very effective in supporting student progress in the spring. Stakeholder input influenced the development of a universal, common schedule that is maintained in stable cycles for the 2020-2021 school year. Families expressed a strong need for advanced notice to scheduling changes due to the various family members or caregivers providing students learning support during their school day. The universal, common schedule was also created to support vital intervention and special education and related services to ensure students receive services in addition to their tier one core and English language development instruction.

Continuity of Learning

In-Person Instructional Offerings

Goleta Union School District hired an additional 21 general education teachers to bring down class size to an average of 19:1 for in-person classrooms to support social-distancing when we are permitted to return to physically to school campuses. The reduction in class size also supports our students who are English learners, from low-income households, foster youth, and experiencing homelessness to have greater opportunities for direct support, differentiation, and intervention from their classroom teacher.

After surveying the needs of parents and recommendations of our staff, our in-person model is based on a five-day/week model that supports the maximum amount of student-teacher in-person time possible. The modified five-day week model does have a shorted student in-person day to accommodate transportation and safety protocols. Students will be provided asynchronous learning opportunities for the remaining instructional minutes, daily.

The second model preferred by staff and families for returning to in-person learning is the hybrid model with ½ class cohorts for two full days in-person and three days of asynchronous learning. This model will be utilized for returning to in-person should the district need to follow safety guidelines that do not permit bus transportation at full capacity and community transmission rates suggest a smaller cohort of students returning for the initial launch of in-person school would be safer for all. Although the hybrid cohort model provides less in-person hours than the five-day modified schedule, it does offer more synchronous “live” hours of instruction than our model of remote learning. During the hybrid cohort model, students with intensive learning needs would continue to receive synchronous “live” zoom sessions with intervention specialists during their asynchronous learning days.

Additionally, two fully remote all-year learning program options are also offered to families. Families who have household members with high-risk factors for COVID-19 or work schedules that need flexibility are choosing these options to support their children in accessing learning. All efforts to return to in-person school will follow all safety guidelines outlined in GUSD’s reopening plan, which is consistent with state and local health guidelines. GUSD’s reentry plan can be found on the District website [linked here](#) (scroll down to July 17th update).

To support students with additional risk factors for greater learning loss during the COVID-19 pandemic, additional intervention support through Learning Center Teachers is assigned to each of our six Title I schools. Schools with greater than 50% low-income populations are assigned another .5 Learning Center Teacher. These intervention specialists use benchmark and common formative assessment data, teacher referrals, and attendance data to determine which students have significant need of intervention support. All students take the Renaissance Star 360 Early Literacy, Reading and Math assessments five times per year to support progress monitoring. Teachers meet weekly in professional learning communities to review student progress. Additionally, intervention specialists meet with their school administrators to review student progress across the school to ensure all students are making adequate progress. They also work together twice monthly as a professional learning community to discuss best practices to serve their students. The district’s differentiation specialist and Assistant Superintendent of Instructional Services support the intervention specialists in reviewing the district’s overall progress for students who are English learners, from low-income households, foster youth, experiencing homelessness in particular, as well as any students not making adequate progress. Priority for intervention services is provided to students who are English learners, from low-income households, foster youth, or experiencing homelessness and not yet performing on grade level.

Actions Related to In-Person Instructional Offerings

| Description | Total Funds | Contributing |
|--|-------------|--------------|
| 6 Learning Center Teachers to serve six Title I schools | \$614,901 | Y |
| Additional two .5 Learning Center positions for schools with greater than 50% of student population identified low-income | \$130,740 | Y |
| Description | Total Funds | Contributing |
| Portion of 21 General education teachers to support smaller class size for the in-person model to follow social-distancing and safety protocols and support learning loss due to COVID-19. | \$1,100,000 | Y |
| .5 Teacher on Special Assignment for Differentiation | \$ 92,789 | Y |

Distance Learning Program

Continuity of Instruction

All of our GUSD teachers were trained on strategies for remote learning and given access to tools to support both synchronous and asynchronous learning. Currently, all instruction is being delivered remotely. Regardless of the mode of delivery, students have access to instruction and practice in all subject areas including English language arts, mathematics, social studies, science, art, music, physical education, technology, and social-emotional education. Students who are learning English as an additional language also have a daily session of English Language Development by their classroom teacher who is authorized for such instruction. Our district is also prepared to bring all students on the in-person learning program track back to campuses when permitted to do so by the state and local public health department. We have safety protocols and personal protective equipment in place, along with smaller classes and Plexiglas partitions to support social distancing. Should conditions change again, GUSD can quickly pivot to return back to remote learning for the entire district. If remote learning is needed for a few families as their own situations change, those families can be shifted to one of our remote learning only programs until such time they can return to in-person school.

Access to Devices and Connectivity

When our school district first closed for in-person school due to the COVID-19 pandemic, students were provided hard-copy assignments for the first two weeks of school with asynchronous learning. Immediately, through surveys to families, GUSD determined which families needed support with either a device or Internet connectivity. GUSD staff called each family that did not respond to the survey to check in regarding their needs over the phone. At that time parents were invited to complete the survey online, or to answer the questions over the phone. Support was provided in English and Spanish. For families that we did not reach, our staff reached out multiple times. For some families where transportation was an impediment to acquiring the devices needed, GUSD staff dropped devices off to the families' home.

Students who need a device are issued a chrome book. For our youngest learners who may not be able to manage a track pad, we do have iPads available upon request. For families who cannot participate in remote learning due to Internet connectivity issues, staff is available to support them through the process of collecting documentation and signing up for the reduced rate program through our local service provider. If access through the low-cost program is not an option for some reason, a hotspot may be provided. GUSD has distributed approximately 3000 devices and supported approximately 200 families with Internet Connectivity. If a teacher or other staff member discovers a child is struggling to attend "live" synchronous sessions or complete work asynchronously due to lack of a personal device or connectivity issues, support will be provided to that family to help them get what they need so their child can access learning. GUSD provides all staff members who need a device for participating in "live" sessions with a device. All staff has access to work from a physical campus to support Internet activity.

Pupil Participation and Progress

GUSD has established a universal common schedule of “live” synchronous videoconferencing sessions and asynchronous independent work sessions across the district. Students are provided a stable schedule of their synchronous and asynchronous sessions for the month. Schedules and rosters of students are shared with support personnel so intervention as well as special education and related services may be offered during asynchronous sessions to the extent possible. All students who are learning English as an additional language also receive a “live” session of English Language Development. Participation in live sessions will be measured by attendance in the videoconference sessions. Engagement in the asynchronous work time will be measured by the completion of ample and adequate work that is submitted through the learning platform (Seesaw for TK-2nd grade, Google Classroom 3rd – 6th grade). Teachers will log student attendance in Synergy, our student information system. Teachers will log student engagement through the weekly engagement log documenting adequate participation in live sessions and completion of assignments during asynchronous sessions.

Distance Learning Professional Development

Staff will participate in monthly professional development to support remote learning practices. Sessions will be conducted virtually via videoconferencing with grade level spans (TK/K, 1st/2nd, 3rd/4th, 5th/6th). Credentialed staff supporting students with special needs, intervention specialists, and administration will also each participate in one of the monthly professional development sessions. Topics focus on remote learning for English language, supporting social justice and equity, differentiation, science, and professional learning communities. GUSD Teachers on Special Assignment (TOSAs) also provide new teacher training, small group support, and one-on-one coaching sessions or co-teaching options in areas of differentiation, science, and English language development. Optional technology instructional support is regularly offered through videoconferencing, asynchronous instructional videos, and 1:1 coaching sessions on topics such as the learning the basic and advance features of Zoom, Seesaw, and Google Classroom. Technology instruction and support is available to both credentialed and classified support. A website for staff with resources, including short videos for self-paced instruction, is also available to staff.

Staff Roles and Responsibilities

Although most personnel have returned to their usual positions, some roles have been adjusted to meet the current needs of the Goleta Union School District Community. For example, our students are not currently utilizing transportation services, so bus drivers are supporting other areas of the Maintenance and Transportation department such as custodial support and grounds keeping. Not all of our instructional assistants are currently needed to support individual students or small groups, so some staff have been redirected to support Food Services or help with clerical tasks. Our afterschool classified staff have been set up to support essential care for GUSD staff. Our playground supervisors have been offered other support tasks such as sanitizing door knobs, making copies in the office, or supporting the distribution of textbooks.

Supports for Pupils with Unique Needs

GUSD is mindful of the unique needs some of our student groups have. Our students who are learning English as an additional language participate in remote English language development in small groups with a classroom teacher authorized for teaching ELD. These groups purposely remain small to support maximum opportunities to practice oral language as well as to support students feeling comfortable to take risks with their learning. Teacher on Special Assignment Support (TOSA) has been designated for English Language Development coaching and professional development support. Additionally, a Dual Language Immersion Program was launched for 2020-2021 at El Camino School to support English and Spanish language and literacy. Professional development for the teachers and staff will support the program's success.

A district translator supports translation, interpretation, and equitable access for all families to participate in their child's learning. Three district community liaisons and one social worker support families with needs for wrap around services that including referrals to partner organizations, supporting participation in school, obtaining necessary school and health services, and supporting positive attendance. Students who are in foster care or are experiencing homelessness are monitored for learning progress and given priority for intervention services as needed. The common schedule during remote learning ensures students who need intervention receive their support services in addition to their core instruction. Students experiencing needs for support with connection, social-emotional support, or behavioral support will be supported by the development of conflict resolution strategies from Power of Play recess specialists. Students with exceptional needs served across the full continuum of placements are also carefully and strategically scheduled to optimize their learning program and successful peer interaction.

Actions Related to the Distance Learning Program

| Description | Total Funds | Contributing |
|--|-------------|--------------|
| .5 Teacher on Special Assignment for English Language Development Coaching and Support | \$ 57,764 | Y |

| | | |
|--|------------|---|
| Professional development for teachers and staff of the Dual Language Immersion Program | \$ 23,126 | Y |
| ELlevation software program to monitor English learner progress and support reclassification protocols | \$ 16,758 | Y |
| Director of Instructional Services to support English Language Development | \$ 90,152 | Y |
| District translator to support interpretation, translation, and equitable access for families | \$ 46,493 | Y |
| (3) District community liaisons | \$ 181,189 | Y |
| (1) Social worker | \$ 60,557 | Y |

Pupil Learning Loss

Our team of principals, learning center intervention specialists, GUSD Differentiation Specialist, and two COVID-19 Learning Loss Teachers on Special Assignment work together to monitor student progress. Assessment data is collected through benchmark assessments five times per year using the Renaissance STAR 360 Early Literacy, Reading, and Mathematics online assessments. Teachers also use common formative assessments for English language arts and math with results analyzed during their professional learning communities. Students with known intervention needs at our Title I schools continue to receive “live” intervention through small group videoconferencing on specific identified skills needed. Students who have newly identified gaps in learning will be supported through differentiation with their classroom teacher in a small group session. Additional support is available for students with intensive needs from our COVID Learning Loss TOSAs who also provide direct “live” intervention through additional small group videoconferencing.

Pupil Learning Loss Strategies

Students identified as having learning loss and needing additional intervention will be invited to participate in an additional videoconference session with an intervention teacher in a small group of 2-4 students working on targeted skills. General education classroom teachers also have a built-in time of their day to provide small group instruction through videoconferencing to meet their students' various needs, including those with intervention needs as well as those ready for deeper learning. Small group instruction based on targeted skills in identified areas of need with a highly qualified teacher with an existing strong relationship continues to be an effective approach to accelerate learning. Student progress will be monitored through regular progress monitoring and informal observations of work completed. A systematic phonics instruction program (SIPPS) will be utilized for students with significant reading intervention needs. Designated English language development is provided for students daily. Structured language practices will support opportunities for English learners to safely practice oral language and vocabulary development. Currently, the classroom teacher is informally monitoring language acquisition through student performance on reading, writing, listening, and speaking class activities and assessments. Additionally, the overall learning progress of English learners is monitored through the students' STAR 360 benchmark and progress monitoring progress. The district's English language development committee is working together to determine formative assessment tools to improve the progress monitoring of English language acquisition.

Effectiveness of Implemented Pupil Learning Loss Strategies

Student progress will be measured through the implementation and analysis of Renaissance STAR 360 assessments in Early Literacy, Reading, and Math by grade level and job-alike professional learning communities (PLCs). Additionally, students will participate in common formative assessments that teachers will administer during a common window so they can analyze results together and provide students with timely feedback. Students receiving intervention to support learning loss will be specifically monitored for growth on targeted goals. Students who are not making adequate progress on their goals will have their services adjusted or intensified to more effectively mitigate learning loss.

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

| Description | Total Funds | Contributing |
|---|-------------|--------------|
| Renaissance STAR 360 Assessment Program | \$ 105,000 | N |
| California Principal's Support Network (CAPS), professional development for Professional Learning Communities' Implementation | \$ 13,500 | N |

Mental Health and Social and Emotional Well-Being



Our GUSD team of school psychologists will provide consultation and professional development to general education teachers and support staff on best practices for supporting students socially and emotionally through their learning times. A website with resources and videos for teachers and staff was also created by the GUSD psychologists. With the support of school psychologists, general education teachers will conduct weekly Second Step lessons with students to address various social-emotional topics. Students needing additional support may be referred to school-based one-on-one counseling through in-person or videoconferencing services. They may also be referred to an outside community organization for more intensive support. Peer-to-peer interaction will be supported through facilitated virtual recess where students may play games or engage with friends.

Pupil and Family Engagement and Outreach

The classroom teacher and the office staff monitor student attendance. When a student is absent, the school office assistant will communicate with the family to determine and record the reason for absence. When a student accumulates three unexcused absences, the family will receive a letter from the school educating the family about attendance requirements. When the office staff speaks to the parent about the individual absences, should the family report any challenges, they may be referred to the community liaison, school psychologist, or principal for a further conversation about possible supports needed. When a student accumulates six absences, a virtual meeting will be held by the principal with the family to educate the family on the attendance policy and ascertain if the family needs further help to support positive attendance. All written communication is in English and Spanish. Spanish interpretation is available for any family who needs it. Additionally, should a child be attending “live” videoconferencing sessions but not productively participating in class or completing assignments with success, the teacher will communicate with the parent/guardian. If the teacher, intervention specialist, or service provider determines the student/family needs greater support, the teacher will request additional support through the principal.

School Nutrition

Since schools were first closed for in-person school due to the COVID-19 pandemic, Goleta Union School District has provided meals to our students. Through the spring and summer, meals were provided to all children at five distribution sites (El Camino, Isla Vista, La Patera, Ellwood, and the Goleta Valley Community Center). When school started in August 2020, meals are distributed at seven sites (Brandon, El Camino, Ellwood, Isla Vista, Kellogg, La Patera, and the Goleta Valley Community Center). Breakfast and lunch are served together. The universal, common schedule was established to accommodate students who may need to pick up a meal from a distribution site. When school reopens for in-person school, meals will be served on all nine campuses for students to easily be able to access meals. Students who will continue with remote learning when schools reopen for in-person learning will be able to pick up a meal at any one of the schools distributing meals.

Additional Actions to Implement the Learning Continuity Plan

| Section | Description | Total Funds | Contributing |
|-----------------------------------|---|-------------|--------------|
| In Person Instructional Offerings | GUSD has purchased Personal Protective Equipment (PPE) such as masks, gloves, hand sanitizer, and face shields, 200 new single student desks, and other classroom supplies such as Plexiglas dividers and sneeze guards to enhance safety for staff and students for when they return to school for in person learning. Additional cleaning supplies have also been purchased to enhance sanitization efforts at all GUSD campuses | \$ 150,000 | N |
| Distance Learning Program | GUSD has purchased an additional 1,600 new Chromebooks for students in lower grades and for preschool, to replace older models that did not support the technologies required for distance learning, and for Instructional Assistants to support distance learning for students with special needs. These grade levels were not part of the district 1:1 device program prior to school closures but were added after the school closures to ensure access to distance learning. 110 hotspots have also been purchased and activated to ensure all students have the connectivity required to participate in distance learning education. Full-featured Zoom licenses have been purchased for GUSD faculty and staff to deliver distance learning to GUSD students. | \$ 595,000 | N |

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 |
|--|--|
| 8.93% | \$2,375,504 |

Required Descriptions

Learning Center Teachers were assigned to only Title I schools (Brandon, El Camino, Ellwood, Hollister, Isla Vista, and La Patera) to support students who are at greater risk for learning loss due to their increased number of students from low-income households. The two COVID Learning Loss Teachers on Special Assignment (TOSAs) serve students from any school that is experiencing learning loss likely due to the COVID-19 pandemic. Students learning English as an additional language, are a foster youth, experiencing homelessness, or from a low-income household will be prioritized for services. The additional monitoring and direct “live” instruction in small group with systematic intervention on identified targeted skills will support students in closing their learning gaps. Students identified as needing and participating in support services will be monitored for adequate progress. School teams will monitor and adjust supports for students who do not attend or engage in services, and/or who do participate in services but are not making adequate progress. Parents will be contacted and invited to participate in problem-solving conversations to support students not making adequate progress. Spanish interpretation is available as needed. Additionally, teachers providing services to students learning English may request professional learning and coaching from a Teacher on Special Assignment supporting English learner services. Teachers providing services to students needing intervention may request professional learning and coaching from a Teacher on Special Assignment supporting differentiation.

Students who are from a low-income household, learning English as an additional language, are experiencing homelessness, or are a foster youth have increased and improved services through access to additional intervention services as identified by minimal academic progress or student engagement. English learner services provided by the classroom teacher are improved through professional learning support through English language development coaching. A kindergarten cohort of English learners are participating in a Dual Language Immersion program. Students participate in regular progress monitoring so teachers and staff can analyze student progress and support as needed. Differentiated small group services provided by the classroom teacher are improved through professional learning support through differentiation coaching and additional district-wide and site-level progress monitoring. Students’ health and attendance needs are supported with family services from the community liaison and social worker. Power of Play recess specialists support mental and well-being through the instruction of conflict resolution skills embedded in play. All students have access to devices and internet as needed to support intervention services, access to core and supplemental curriculum, and family participation in their child’s education during remote learning.