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
Gilroy Unified School District	Deborah Flores Superintendent	(669) 205-4090 debbie.flores@gilroyunified.org

General Information

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

Gilroy Unified School District closed on March 16, 2020 as part of the Santa Clara County Public Health Order to shelter in place.The proposed reopening date was April 13, 2020, following the spring break April 6-10. From March 16- April 3, 2020, the district provided supplemental learning opportunities for students. The resources provided during this time were intended to support a continuation of educational activities.These included online learning lessons and activities, as well as work packets for students at every grade level. The work packets were made available at seven food delivery school sites across the district.
During the transition period from March 16- April 3, the district introduced the distance learning model for students and families, developed student schedules at each level (elementary, middle, and high school), established common platforms and tools for learning, and coordinated instructional content.

The district also conducted professional development sessions for teachers to support them with distance learning.
Formal distance learning began on April 13, 2020. This became the primary model of instruction once the shelter in place order was extended and school closures were in place until the end of the academic year. Parents were surveyed regarding their ability to access online resources and needs for technology devices. During the period of March to May, over 3200 chromebooks were distributed to families. The district continued to provide printed work packets to those students whose families were unable to access the internet. These packets were specifically tailored to students' educational needs and course schedules and were mailed directly to families.
The change to distance learning necessitated several Board policy changes. The community service graduation requirement was adjusted for both 11th and 12th grade students. Also, the grading policy was adjusted to allow for a credit/no credit system for the Spring semester of 2020.

As family needs were identified, the district responded by connecting families to resources, providing support for devices and other technology support, and continuing with distributions of food and school supplies. School site personnel have been calling families who did not respond to surveys or when students have not accessed either packets or online learning opportunities.

Throughout the period of school closure, families have received weekly updates from the Superintendent. In the spring, the district sent surveys to students, staff and parents to gain feedback on their experiences with distance learning and to get input about the fall reopening. This information will allow the district to improve upon the distance learning instructional model and develop plans for the fall.

In June 2020 the Superintendent convened the Fall Reopening Committee which consisted of representation from each bargaining unit on three different subcommittees including Health and Safety, Teaching and Learning and Operations. This committee drafted a reopening plan including information in the case of a full reopening, hybrid model for reopening or a full distance learning plan. This plan was presented to the Board in July and a full distance learning plan was approved for opening of the 2020 fall semester. Converting to all distance learning required the district to distribute enough devices to have a 1:1 ratio for students. Chromebooks were purchased and distributed in August and all students needing a device were scheduled for an appointment by the end of the first full week of classes. In addition, over 1115 hotspots have been purchased and are being distributed to families unable to access the internet from their homes. The district also purchased new video-conferencing software and provided additional training for teachers to prepare for the fall term. Additional software will be purchased to support students in distance learning.

Employee job descriptions have been adjusted to match the new learning environment. These adjustments will continue to maintain employment and support the district until a full reopening of school can occur. Trainings will continue for staff, students and parents/guardians throughout the fall to support distance learning and guarantee access to all students.

Stakeholder Engagement

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

Throughout the period of school closure, families have received weekly updates from the Superintendent. These communications are archived on the district website. In the spring, the district sent surveys to students, staff and parents to gain feedback on their experiences with distance learning and to get input about the fall reopening. This information provided the district with critical information to improve upon the distance learning instructional model.

In addition, the Superintendent, Dr. Deborah Flores, convened a district Committee for the Re-opening of Schools. The committee included members of the district's certificated and classified bargaining units, site and district administration representing all departments, members of the district's Cabinet, and a Board of Education member. The committee met throughout the spring and summer to develop plans for the rep-

opening of schools. Members of the Committee participated in one of three Sub committees: Operations, Health and Safety and Teaching and Learning. These sub-committees met weekly during June and early July. The whole group met consistently to review the draft plans of the subcommittee. Once a draft was developed, a focus group consisting of parents from each school site, reviewed the draft, and provided feedback. The Board of Education also heard a presentation about the plan, provided input and approved the plan for distance learning.

The district has made concerted efforts to reach out to families that may not have access to the internet. In addition to social media, the district has mailed letters to families. Staff at each school site has been required to make phone calls to all families to help determine family needs for technology, hear input regarding parent concerns, and address the needs of families. For families without any working phone number, home visits have been made to make contact.

Various stakeholder meetings have taken place to review the draft Learning Continuity and Attendance Plan. This includes a parent focus group representing The English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC), t held on August 26, 2020, the Superintendent's Advisory Committee, and a special parent focus group consisting of representatives from each school site. These meetings will were held on August 31, 2020. The draft plan was also reviewed by Gilroy Teacher's Association (GTA) on Sept. 1, and was reviewed by CSEA and GFP during the week of September 7, 2020.

The Superintendent will re-convene the Committee on Reopening Schools to begin to plan for possible in person instructional offerings.

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

Since spring 2020, Gilroy Unified School District has conducted Board of Education meetings remotely using Webex or Zoom.The meetings are broadcast so that the public may attend. The July meeting was broadcast on Facebook so that families with smart phones could participate and leave comments. Over 7500 views have been recorded for Board meetings and a moderator responded to public comments left on the video stream. Spanish translation is available and public comments are collected and read into the record.

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

In spring 2020, a survey was sent to parents, students and staff. The survey provided the district with valuable information regarding the survey respondent's experiences with distance learning, their concerns regarding safety procedures, and other information related to returning to in-person instruction.

The re-opening committee members provided on-going feedback in the development of the district's plan. Committee members on the various committees helped to develop schedules for students and staff, health and safety protocols, systems for providing meals to students, and processes for responding to student and family needs.

The parent focus group, as well as staff, provided significant feedback on the district's re-opening plan. The committee considered various scenarios and the initial draft plan consisted of both in person and distance learning; however changes were made based on stakeholder feedback, and an increase in COVID-19 cases in Santa Clara County.

In addition to receiving feedback through surveys, district communications, and committees, other site specific feedback has helped the district identify specific needs. Some community members have expressed concerns about some families' inability to access technology and engage in distance learning. This informed the district's plan for tiered re-engagement, including providing hotspots and parent training.

Recent stakeholder feedback on the Learning Continuity and Attendance Plan centered on four focus areas: (1) addressing the social and emotional needs of students, (2) supporting families to engage with distance learning, (3) addressing learning loss, especially for pupils with unique needs, and (4) providing instruction through distance learning. Key comments from the stakeholder discussions included: the need for technology training for parents to be able to support their students, offering opportunities for students to interact socially, additional support and check in for students with unique needs, and simplifying distance learning applications.
Parents also stated that distance learning was greatly improved from what was offered in the spring and expressed their appreciation for district communications. Many stakeholders communicated the desire to have in-person instruction for at least the students with the most needs.

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

Survey results from the spring identified the need for a cohesive and consistent instructional program, with greater student engagement time.

Parent and staff feedback throughout the re-opening planning has influenced the district's Continuity Plan. As mentioned, the district worked with the Committee to develop the distance learning plan, which is currently in place.

As a direct result of parent feedback, the district established the Virtual Learning Academy, an online year-long program of independent learning for families who were seeking a different option for their children. Many parents shared their concerns about returning to school in person or stated their need to have a more flexible schedule for their student's learning. Once the district made the decision to offer the Virtual Learning Academy, the application process was publicized on the district's website, through direct communication using the district parent portal, in the Superintendent's weekly updates, and in a letter mailed to families. Staff followed up with individual phone calls to families. The Virtual Learning Academy serves students in grades K-12.

Feedback from families and community partners has influenced the support plan for families in need. Examples of support include: access to community resources, support for students' social/emotional needs, the purchase of hotspots, parent technology training, and additional intervention for students.

Some recent suggestions from stakeholders are already included in the plan, such as support for parents with technology, additional staff training, opportunities for students to engage socially, and student support in small group settings. Some specific suggestions such as

surveys to get student and staff feedback will be incorporated. Suggestions on how to improve the distance learning experience for students and parents will also be addressed.

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.]

The district will re-convene the Planning Committee to begin planning for in-person learning to be implemented when it is permissible by public health guidelines .The planning committee drafted some potential schedules; however the district will work with the bargaining units to establish plans for in person instruction.

In the event the District is able to offer hybrid or move back to brick and mortar instruction, the District will follow the latest guidelines from the Public Health Department. GUSD is ready to provide staff with proper PPE, meet the guidelines of the Public Health with respect to social distancing, limit the number of occupants for indoor events, provide handwashing stations, hand sanitizers, and routinely disinfect the high touch surface areas throughout the day.

The district is developing potential plans for bringing some students on campus who are unable to access technology in their homes. These students are at a greater risk of experiencing learning loss because of school closures. It is critical to provide these students with access to the distance learning that the district is providing. This model would adhere to the childcare guidelines established by the Santa Clara County Public Health Department.

Within the current distance learning model, the district has established intervention for students in elementary and middle school and credit recovery for high school students. At the elementary level, the district will utilize ESGI and iStation reading and assessment software program to provide additional reading practice, monitor student progress and determine student needs. Additional small group intervention will be provided based on the needs. These additional sessions will be taught by non classroom personnel.

In the event the district is able to provide in person learning, a similar model of intervention will be implemented. The district will use additional school staff to provide these sessions. Students that are at greater risk for learning loss will be prioritized.

The district is also currently providing additional online tutoring through a contracted agency, REACH tutoring, for McKinney Vento and foster youth. Additional services are also offered to migrant families. Once students are able to be served in person, additional academic support and case management will be in place for migrant students.

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

Description	Total Funds	Contributing
Additional staff will be assigned to support students needing intervention during distance learning, in a hybrid model and in-person instruction. The staff will be used to keep groups to the required size based upon State and local health guidelines, to run credit recovery courses and provide tutoring. Student progress will be monitored though grades, formative assessments and benchmark assessments to determine the effectiveness of this intervention.	$120,000.00	No
Personal Protective Equipment (PPEs), sanitation products, modifications to sites, signage and other items required for reopening are being purchased and installed at all sites. Each site will be visited to guarantee that all requirements have been met.	$500,000.00	No
Additional personnel have been assigned at an hourly rate to support the general sanitation and upholding the safety guidelines for all in-person activities conducted at any district facility. throughout the 20-21 school year.	$800,000.00	No
Once in-person instruction is available, additional services for intervention will be provided to targeted students using existing support personnel.	$0	Yes

Distance Learning Program

Continuity of Instruction

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

GUSD has developed a model of distance learning that supports students at each level: pre-K and elementary, middle school and high school. Instructional schedules were developed with input from teacher and administrative representatives, as well as other stakeholders. Feedback from parents, students and staff in the spring helped inform the modifications and improvements to the distance learning model. The model is based on best practices for each and takes into consideration students' academic and developmental needs.

Distance learning schedules are attached at the end of this document.

The following are elements of distance learning at all levels:

- All students will have access to distance learning (devices, internet access via hotspots)
- The model incorporates both synchronous and asynchronous learning
- To ensure instructional continuity for students, the district will use Board adopted curriculum at all levels, and a consistent instructional program will be implemented.
- Student attendance will be monitored
- Students will receive grades and feedback from teachers; student progress will be monitored
- All teachers will have office hours to allow for students and families to ask questions and get support from teacher
- Teachers will receive professional development to support effective implementation of distance learning
- The model will include opportunities to address social and emotional needs of students
- Schools will conduct outreach to families

The following are descriptions of the distance learning program at each level:

Elementary:

The distance learning model will consider the developmental needs of each grade level. Elements include:

- Combination of whole group and small group lessons and activities
- Social/emotional lessons and activities
- Additional intervention for identified students
- English language development lessons; SEAL and GLAD strategies incorporated throughout
- Focus on essential standards
- Activities for students/families offline

- Istation for reading progress monitoring

Secondary:

The secondary model is based on a modified block schedule allowing for synchronous learning to occur for four hours a day. During this time teachers are interacting with their students via a video conferencing platform. The platform allows for breakout rooms so that teachers can provide whole class direct instruction, group work and independent work all monitored by the teacher. This model also allows for the following:

- Office hours for one-on-one support
- Credit recovery
- Social/emotional learning
- Specific courses for designated ELD
- Mainstreaming support for students with individualized education plans
- Software programs so that students can annotate online material and submit to their instructors
- Academic counseling support
- School spirit activities

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.]

The Gilroy Unified School District is currently offering distance learning for all grade levels (TK-12). One of the most significant challenges of the Coronavirus pandemic, is addressing the digital divide in our community. In spring 2020, the district responded to the internet access obstacle by implementing 5 Smart buses stationed at 5 sites that are accessible to families from a socially-distant area in parking lots. The district has had an ongoing system of providing devices to students. GUSD will deploy 7597 Chromebooks and over 1115 hotspots to families without internet. The district has scheduled technology use trainings for parents and students, as well as staff, to make sure all stakeholders are comfortable users. These trainings are offered in English and Spanish. Various community agencies have partnered with GUSD to support families to engage in distance learning. The South County Youth Task Force, along with GUSD, has formed the Parent Support Network and Distance Learning Support Team. They have provided volunteers for technology distribution, parent training, and outreach to families. These services are provided bilingually. Additionally, GUSD has provided an option for a Virtual Learning Academy for families that opted for an alternative program.

The Gilroy Unified School District has conducted extensive outreach to identify the needs of families related to distance learning. The district recently implemented a child supervision program for a small group of students with no access to the internet. This program is managed by Power School YMCA staff and allows students to access distance learning on a school site. The program follows all Public Health Department guidelines and safety protocols.

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.]

Teachers will use a combination of the Aeries SIS Attendance system and a daily teacher grading record (i.e. Aeries Gradebook). The Aeries SIS attendance record will show on a daily basis the participation of students in the synchronous instruction, tracking that participation by period at the secondary level, and as a whole or partial day of synchronous participation at the elementary level. The teacher record or gradebook will record the participation and completion of both synchronous and asynchronous of assignments.

The district and sites will monitor the Aeries SIS attendance/participation codes to provide support to students that are not engaging in both their synchronous and asynchronous instruction.

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.]

A professional development plan was immediately put into place once GUSD went to distance learning, March 2020. The plan focused on training and strategies to increase staff implementation and usage of GUSD's Learning Management System, Google Classroom and GUSD's communication platform, Webex. The professional development plan was communicated through a GUSD webpage that was accessible to all staff, including classified. The GUSD Virtual Learning page was a landing location for tools for teaching training, content and pedagogy and support webinars and videos. The webpage was updated weekly and shared with all GUSD stuff and administration. The trainings were ongoing and lasted throughout May 2020. Training was also offered to staff on district adopted software programs such as Kami, Screencastify, PearDeck and G-Suite applications.

Starting at the beginning of August 2020, an updated professional development plan was put in place at Gilroy USD to support teachers, students and administration.GUSD continued with the same technology support that included district adopted platforms that are accessible to all teachers and students. The updated district adopted platforms included ZOOM, Google Classroom, SeeSaw, G-Suite, PearDeck and Kami.

ZOOM is the online communication that was chosen by Gilroy USD. Training on ZOOM will include, but is not limited to, specific strategies to help support students and teachers in their learning. Using breakout rooms to instruct small groups of students, individual instruction with students needing extra support are just some examples of the training that is being planned over 2020-2021.

Training was also offered and will continue to be offered to those staff members that support our Special Needs students. To date, a Zoom training has already been offered to GUSD's paraprofessionals. The training focused on how to use the Zoom platform to engage and support students with special needs. These types of trainings will be ongoing throughout the 2020-2021 school year for our classified and paraprofessionals who support our special needs students.

Google Classroom training is a vital part of our Professional Development Plan as that is the targeted way that teachers reach out to students. Kami and Screencastify offer a platform for teachers to engage their students in other ways beside lecture.

Gilroy USD has three mandated Staff Development Days for 2020-2021. Training for the staff development days will focus on the shift to virtual learning. Some examples of sessions that will be able available for all teachers include topics such as, Meeting the Needs of Remote Learners, Building Relationships with Students Online, How to Deliver Curriculum and Content in an online classroom, Engaging students in a virtual classroom, Addressing the social and emotional needs of students and teachers, Building Lessons that all Students can Access, Supporting English Language Learners in a Virtual Classroom, Meeting the Needs of Special Education and Developing Lessons that engages students in many different formats.

Gilroy USD teachers are also afforded weekly, designated times for professional learning. These weekly training will be developed by GUSD Educational Services which include their Directors of Elementary and Secondary Education, STEAM and Educational Services Coordinator. Principals, Academic Coaches and Instruction and Enrichment Specialists will also be developing specific and targeted training based on the needs of teachers and students. These training will be very similar to the trainings that are being offered during the 3 slated Staff Development Days. However, due to the fact that these trainings are going to be offered weekly, trainers can be more intentional about more specific needs of staff. For instance, different training can be offered on one topic such as Building Relationship with Students in a Virtual Classroom. Support can be targeted based on specific grade spans with coaching and training reflective of age levels and needs.

Staff Roles and Responsibilities

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

The vast majority of positions in the District are able to continue their essential functions within a distance learning delivery model. No significant modifications were instituted when transitioning certificated personnel essential functions into an online educational system, including non-teaching positions. For example, certificated counselors, therapists, SLPs, etc., are able to provide teletherapy to students within the online ecosystem. The Gilroy Teachers Association worked collaboratively with the District to provide corresponding contract language and a Memorandum of Understanding ("MOU") that highlighted some of these changes.

The Gilroy Unified School District has two collective bargaining units that represent non-management classified employees. We are very fortunate to have collaborative and amiable relationships with each bargaining unit, developing a respective Memorandum of Understanding ("MOU") for each unit that discussed any changes or modifications to staff roles during the COVID-19 pandemic.

The Gilroy Federation of Paraeducators ("GFP") experienced few significant changes to essential functions as the majority of unit members were able to integrate into the essential function of supporting students within distance learning. A few speciality positions (e.g. Assessment Paraeducators) were repurposed to support additional student support such as tutoring and one-on-one assistance.

The California School Employees Association ("CSEA") Chapter #69 represents the largest classified employee group. The majority of this group's essential functions also transitioned successfully into a distance learning model. However, there were significant changes in the composition of these positions as it relates to priority alignment. For example, while secretarial staff typically help with photocopying and parent contact, these essential tasks took a much higher priority and percentage of labor due to the District's need for curriculum preparation and parent outreach during the COVID-19 pandemic. There were several specific classifications in CSEA that required more significant repurposing due to the nature of the job. All repurposing however focused on duties that would assist the District in delivering essential services as defined by AB77 and SB98. For example, transportation workers have taken on light custodial duties to assist in cleanliness and maintenance of worksites, and campus supervisors have been repurposed to assist with textbook distribution and staff single points of entry at work locations to ensure COVID-19 safety protocols. Both the District and CSEA worked together to develop an understanding that this repurposing is temporary in nature and is flexible and dynamic in response to COVID-19 and the evolving conditions of District operations.

No new positions have been created at this time as the District goal has been to repurpose existing staff to meet the needs of the District and not increase fiscal burden to an already strained General Fund.

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.]

GUSD has made concerted efforts to proactively support its most vulnerable and under resourced students. The district has continued to maintain and improve critical services, as well as remove barriers while addressing the public health concerns posed by the outbreak.

Initially, a survey to our Foster Youth, McKinney Vento, and Migrant Education Program parents was distributed to inquire on food, social and emotional, technology, tutoring, and other possible needs. Personal phone calls, text messages, and emails were made in English and Spanish to all families who did not respond.

A plan was developed to provide inclusive access to remote instruction, provide remote and mental health services, and maintain services for students experiencing homelessness, English learners, among others.

To provide assistance with distance learning the GUSD initially assisted families to access the internet. Multiple technology surveys were distributed to families who needed chrome books and or internet access. The GUSD created an on-going system to provide chrome books and IT support when parents had issues. In addition to these surveys, our Foster Youth, McKinney Vento, and Migrant Education Program parents were contacted directly by the district to ensure they had access to an appointment for a chrome book and/or determined obstacles families were facing to access chrome books. In August, we continued to link families with resources. The Specialized Program Department maintained a list of at-risk families who urgently needed chromebooks and hot spots. GUSD made these groups a priority for access. To ensure parents understand how to navigate the platforms of Distance Learning. District Liaisons for McKinney Vento, Foster Youth, and Migrant Education Program students delivered hot spots to families directly to remove the obstacle barrier of transportation. GUSD is collaborating with the South Valley Youth Taskforce to provide outreach and training for parents to learn how to navigate a chromebook and Google Classroom features. GUSD is also providing school supplies for families to assist with Distance Learning.

GUSD continued and is planning on expanding its contract with REACH tutoring services to provide virtual online tutoring sessions to our Foster Youth, McKinney Vento, and Migrant Education students. Weekly sessions have been provided to help students with their distance learning assignments from teachers.

Health, safety, and access to food for families has been and continues to be a GUSD priority. Through the needs assessment, families expressed a need for support with food access, hygiene and baby supplies. Good hygiene is critical in this time of the COVID-19 pandemic, especially with our vulnerable communities. The district collaborated with the South County Task Force, the Public Defender's office and Santa Clara County Office of Education to supply hygiene kits to families. Distribution sites were at neighborhood parks, Rebekah's Children's Services, and mailed home directly to Migrant Education families. The district collaborated with First 5 to link families with free diapers, formula, and online preschool classes in English and Spanish. In addition, GUSD's Migrant program delivered hygiene kits, masks, and hand sanitizer to families.

GUSD understands that parents rely on our schools for children's meals. To ensure the continued access to food for our at-risk families, the district established seven food distribution sites at various school and selected GUSD bus route stop locations to provide more outreach and service to families throughout the district on a daily basis Mondays through Fridays. Food service will be continued through school breaks. In addition, Foster Youth, McKinney Vento, and Migrant Education students were sent direct text messages and emails with community food distribution services throughout the Gilroy area. Food Service continues to provide meals directly at Ochoa Labor Camp to ensure Migrant Education Program students have access to food at their remote location.

During this challenging time, the importance to demonstrate resilience, empathy, build relationships across distance and strengthen our school communities is more vital than ever before. The district has provided guidance on managing stress and anxiety as well as talking points on how to talk with children about Covid-19. Crisis-hotlines have been provided and tips on self-care. The district has made on-going collaboration efforts with the County Office of Education and community based organizations such as St. Josephs, Community Solutions, Rebekah's Children Services, Center for Disease Control, Differential Response Teams, and SLS coordinators.

District recognizes the importance of providing trauma-informed trainings for staff on topics such as mental health and wellness to ensure equity for students who come to school with obstacles and challenges. The district is planning on implementing trainings for staff members to provide staff with empathy, skills, and support.

The district also utilizes expert academic coaches to provide ELL support for all levels of the district's English Language Learners by providing strategies, videos, and materials to teachers. Rosetta Stone was also available for the district's newcomers.

Pupils with exceptional needs:

Students with Individualized Education Plans (IEPs) will receive the specialized academic instruction and related services outlined in their IEP virtually via web conference platform. Students who receive pull-out specialized academic instruction and related services will receive the service minutes listed in their IEPs. Students who attend a special education classroom for the majority of their school day will receive the same amount of specialized academic instruction as their non-disabled peers receive direct instruction. Special education staff are available during office hours to provide support for students and consultation with parents. Case managers will monitor progress towards IEP goals and schedule IEP meetings to discuss additional supports that may be necessary for students who are not making progress towards their goals.

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

Description	Total Funds	Contributing
The district will provide over 7500 Chromebooks to students so that each student in the district has a device suitable for distance learning. Additional funding will be used for replacement devices needed due to damage or malfunction. The district will also provide over 1115 hotspots to families in need of access to the internet suitable for distance learning.	1,500,000.00	No
Purchase instructional materials aligned with Common Core State Standards and that provide digital access to students while in distance learning including supplemental materials to provide access to students with special needs and English Learners.	$15,000.00	Yes

Description	Total Funds	Contributing
Para-educators will receive specific training to support students with special needs during virtual learning in order to support students in receiving the accommodations or modifications as indicated in an IEP.	5,000.00	No
In order to support our Career Technical Education courses, the district will purchase video cameras and tripods for shop and lab classes, a display table for Culinary, home woodworking kits for Woods programs, online 10 hours OSHA safety certification for Agriculture, Construction, Health care and Automotive and home photoshop software and other assorted design software.	30,000	No
Provide ongoing professional development during school hours, after school hours and during staff release days focusing on tools and strategies specifically designed to promote learning in a virtual setting. Professional development focus areas includes supporting students with unique needs both academically and with social and emotional needs, and supporting English learners and socio-economically disadvantaged students in the virtual learning environment.	20,000.00	Yes
Technology software and applications such as virtual conferencing applications such as Zoom, onboarding software applications such as Clever and increased security to protect students and staff during distance learning have been purchased to manage and support distance learning.	$30,000.00	No
Nutrition for families is offered through multiple pick up location as well as through delivery through the district transportation department so that families have access to meals covering seven days a week. Food service staff, nurses, maintenance and custodial support have been deployed to provide these services in district facilities following all health and safety guidelines for both workers and families picking up meals. There was a loss to food service revenue which must be covered to maintain food services for all students.	$700,000.00	Yes
Additional support services such as online tutoring are offered to migrant, foster youth and McKinney Vento families. These families are also provided with needed supplies.	$30,000.00	Yes

Description	Total Funds	Contributing
The district has implemented a Virtual Learning Academy for students needing more flexibility to their learning schedule due to home-life needs during COVID-19 distance learning. Students will remain in this program for the 20-21 school year. Edmentum Courseware and Calvert courseware were purchased in order for students to access the curriculum 24 hours a day 7 days a week to support their home schedule.	$130,000.00	No

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.]

Below is a summary of ways the district is identifying and addressing learning loss. (Content based on recommendations by The New Teacher Project COVID-19 School Response Kit)

- Prioritization of the most critical prerequisite skills and knowledge- teachers with support from principals are working on a identifying focus standards for instruction
- Assessment of learning-- Assessments will be monitored across TK-12 to identify academic strengths and gaps. Assessments included in Istation, Board adopted curriculum, Renaissance Learning and Achieve 3000 will be monitored on an ongoing basis by the classroom teacher in order to adjust curriculum as needed or differentiate for particular student needs. Benchmark assessments including MAP, STAR and Board adopted curricular based assessments will be given quarterly to determine progress based upon baseline data acquired in the first benchmark assessment.
- Adaptation of Scope & Sequence and pacing guides-- Pacing guides are adapted to reflect focus of essential standards.
- Professional development for teachers and leaders -- Ongoing professional development will be provided for teachers and leaders in Zoom and other technology tools social emotional supports for students and how to best provide targeted small group intervention . Teachers feedback will inform topics and focus of professional development.
- Progress monitoring-- Teachers will administer pre-assessments when needed and provide mini-lessons or small group instruction on prerequisite skills to address potential learning loss. Student progress will be monitored

throughout the year through common formative assessments and district-wide assessments. Students identified for intervention will receive targeted support.

English language development will be provided to all English learners through designated and integrated live instructional lessons. Designated ELD will occur daily for elementary students. Secondary students receive integrated ELD for all English learners and students at lower levels of English proficiency also receive designated ELD. iStation , STAR and MAP will be used to assess students to the most accurate leading levels and supports will be designed accordingly. Teachers will also provide individualized iStation or Lexia lessons to students based on their assessment results.

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.]

The LEA will have a strong focus on identifying students' needs via assessments. All teachers will continue to administer district math benchmarks and STAR reading K-8. ESGI will be used at the TK-1st grade level. In addition, iStation diagnostic data in English Language Arts at elementary and MAP at the secondary level will provide teachers with an understanding of the learning loss in reading. The specific needs of English learners were considered when selecting these programs. District benchmarks and common curricular assessments will be used to measure progress in mathematics. All District assessment data will be housed in our data management system, EADMS, and all teachers have access to disaggregate results and pull reports to monitor students progress. All sites and teachers will be asked to use the District's data protocol after administering diagnostic assessments. The data protocol process will help schools and teachers, grade level teams, and school sites identify standards and skills that students need additional instruction with or possibly need extension or enrichment. Once the standards and skills are identified, instruction can be added to small group time during core instruction or to the office hour period designed for one-to-one communication. The formative cycle of inquiry will be followed to teach, assess, and regroup students to continuously monitor and address student needs. All assignments will be expected to be turned in and will be graded in either Google Classroom or the teacher gradebook. The District will pull regular reports from each system and provide the data to sites as a way of monitoring student progress. This will prevent further deepening of the learning loss when we can intervene early.
All District assessment data is housed in our data system, EADMS. Disaggregated reports are given to site administrators and teachers to monitor student progress and discuss potential intervention during grade level and PLC meetings. Teachers can also create their own tests and quizzes in this platform. Once the standards and skills are identified, instruction can be added to small group time during core instruction. Additionally, the District uses trend data by school and grade to determine next steps for professional development.

For ELs and SED families, our Assessment Paras, Instructional Specialists and site Administrators will reach out to families to answer questions, troubleshoot, collect feedback; then engage teachers and administrators in improving ELD, small group instruction, and RTI. McKinney-Vento families will receive additional supports including meal delivery, technology support and additional tutoring services. Students with special needs will be monitored by case managers and adjustments to IEPs will be made based upon a distance learning, hybrid or in-person model.

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.]

Effectiveness will be measured by analyzing benchmark and other assessment data for all subjects at each grade level, attendance rates and truancy and discipline. These quarterly data reviews will help to determine if the learning loss mitigation has been successful or if other measures of corrective action are needed. District ed Services team will provide oversight of data management and support and guidance to site administrators and teachers in data analysis and response.

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

Description	Total Funds	Contributing
Software such as Istation, ESGI, NewsELA, Renaissance Learning, Read/Write Software will be used for students who have demonstrated learning loss through formative assessments administered at either the site or district level. Success will be monitored through use of either site or district formative assessments throughout the 20-21 school year. The specific needs of special populations were considered when selecting these programs.	$300,000.00	Yes
Credit recovery classes will be offered to high school students to assist students in staying on track for high school graduation..	$120,000.00	No
Site staff will be utilized to call each individual family to ensure that the family has received district information regarding Chromebooks, hotspots, educational options and support. Staff will be receive additional pay based upon timesheets. Particular emphasis will be placed on socio-economic disadvantaged populations, English learners, foster youth, migrant and students with special needs.	$100,000.00	Yes
Additional ELD supports will be provided to English Learners in order to mitigate learning loss including tutoring, purchasing of software focusing on literacy, additional staff to run small groups. Site and district personnel will regularly assess students in reading to monitor progress and address needs and support classroom teachers in using data to effectively meet the needs of students.	$20,000.00	Yes

Description	Total Funds	Contributing
School sites will provide effective intervention at all levels to mitigate learning loss by: supporting teachers in effectively planning and implementing in class interventions and differentiation in virtual, hybrid and in-person models, providing teacher training in small group instruction and differentiated instruction, analyzing data for iStation, Lexia and other interventions and reviewing/evaluating intervention models.	$15,000.00	No
Continue to provide Power School Interventions at Las Animas, Rod Kelley, Rucker and Luigi Elementary Schools and South Valley Middle School, as evidenced by daily attendance rosters. As this is funded through grants, there is no additional cost.		No
Ongoing parent training provided by the district in cooperation to outside agencies will continue throughout distance learning and hybrid learning models. The training will provide parents the skills needed to support students' use of Chromebooks, software and curriculum while in any form of distance learning. Training will focus in areas of high need with large populations of socio-economic disadvantaged students, foster, English Learners, migrant and students with special needs.	$5,000.00	Yes

Mental Health and Social and Emotional Well-Being

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

GUSD and the South County Task Force and their partner agencies are identifying our most at risk families and students in order to establish direct contact and promote personal and academic engagement. They offer social-emotional clinical services (whether online or in person, and individual or groups). County services will be provided concurrent with support with use of technology training and tutoring opportunities. The district has established a Distance Learning Support Team, and within it a Parent Support Network, with the main goal of bridging the

digital divide. Parents who wish to are being trained on the use of educational technology, with in person, online live, and online recorded options.

To address trauma and the other impacts of COVID-19, mental-health services are available to students, families, and staff through PEI/SLS. There are also resources available to support families with accessing food, technology, housing, etc. SCCOE PBIS and MTSS staff and GUSD are working together to provide trainings and give teachers the tools to support students and for administrators to set up systems of support. PD is scheduled for school staff on self-care as well as student support and personal engagement.

The district will provide staff training on trauma and other impacts of COVID-19 on the designated staff development days throughout the school year. The district has a contract with Community Solutions and Rebekah Children's Services to provide this training.
Elementary and Secondary schools will provide a “Needs Assessment” survey to identify students/ families in need of resources and/or other support services.

In grades 6-8 two hours a week have been dedicated to social-emotional learning and support called Tiger/Eagle/Bruin time. Lessons for this time are being provided using resources such as Olweus, Character Counts and other curriculum promoting social-emotional learning. This time is also designed to promote positive social interactions for students in structured environments.
At elementary, staff will also implement social- emotional learning lessons as part of their instructional program. Opportunities for students to interact socially will be included at all levels.

Our community partners such as the Gilroy Strong Center, Community Solutions, Rebekah's Children's Services and Santa Clara County Behavioral Services have offered services to all community members (students, parents and staff) at free or sliding scale costs.

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.]

GUSD expects that all students are engaged on a daily basis both synchronously and asynchronously. Initial outreach has been to ensure that every family have the devices and/or connectivity that is necessary to participate daily. Teachers will provide the first tier of support, as they immediately track the students that are not participating both during class instruction, as well as in assignment completion. Teachers will

be able to utilize the translation feature in the ParentSquare messaging app to connect with Spanish speaking families in their community. The Aeries and Zoom participation logs, in addition to the the teacher record in conjunction with Google classroom, will be the primary systems both teachers and office staff will use to determine families that need more support. Office staff will provide a second tier of support for those families that continue to struggle in the distance learning environment. The office staff and administration will work closely with the SLS coordinators and community-based agencies to continue outreach and training to reengage those students and families.

Tier 1 – (Aeries) Create a list of students with low participation, attendance or work completion (less than 60%), collaborate with teacher and office staff to provide support for the family to remove barriers to attendance, work completion and/or participation. Student engagement is monitored and increase is celebrated with families and students.

Tier 2 - If students continue to have low attendance, participation, and/or work completion for more than 3 weeks, the attendance team which includes an Administrator and attendance liaison discuss the importance of attendance and the lawas regarding not attending school (in their preferred language) and a meeting is held with attendance team, family, student, and teacher(s) to review attendance and engagement expectations. Team develops an individualized support plan to improve student attendance, participation, and/or work completion. If the student has an IEP or has a 504, an IEP or a 504 meeting needs to be held. Student engagement is monitored and increase is celebrated with families and students.

Tier 3 - If student attendance, participation, and/or work completion still has not improved after 5 weeks, an intervention team that may include the following people: administrator, counselor, attendance liaison, classroom teacher, sets up a meeting with the student and family to formalize a student support contract. Attendance Team, Teacher and Principal monitor the contract and the team celebrates increased attendance and engagement with families and students.

Tier 4 - If attendance, participation, and/or work completion still has not improved after 7 weeks, Principal reviews contract with families again and escalates to the district SART (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.]

Beginning on March 16th, 2020, meal service consisted of packaged meals that parents or students could pick up at one of the six designated serving sites. Meals were also delivered to families in rural areas as well as migrant camps.

With the approved Area Eligibility Waiver from USDA and CDE, all meals served from March 16th through July were FREE to all children in the community, ages 0-18. The waiver allowed the district to operate under the Seamless Summer Option (SSO) which allows free meal service. During this time, 427k+ meals were provided to the children within the community. All meals met the required CDE components for reimbursement.

On August 31, 2020, the USDA extended the critical waivers that allow GUSD to serve children under 18 years of age through December 31, 2020. This unprecedented move is an acknowledgement from the USDA of the critical need in our community and that children need access to nutritious foods as the country continues to battle the global pandemic.

If in-person instructional offerings are possible, procedures will be in place to ensure safety guidelines are followed. Meals will be delivered to the classroom or designated location for the students' lunch break.

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

Section	Description	Total Funds	Contributing
N/A	Continue to improve salary and benefit packages for all employees to help with recruitment and retention of all employees. Including induction support for new teachers.	55,000	No

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
11.6%	14,618,974.00

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.]

Targeted pupils had high priority for meeting technology access needs immediately, and extra support for families to be able to use the technology

The district will provide over 5000 Chromebooks to students so that each student in the district has a device suitable for distance learning. Additional funding will be used for replacement devices needed due to damage or malfunction. The district will also provide over 600 hotspots to families in need of access to the internet suitable for distance learning. Targeted pupils were given first priority for these devices to ensure access to virtual classes.

Para-educators will receive specific training to support students with special needs during virtual learning in order to support students in receiving the accommodations or modifications as indicated in an IEP. Many of our students with an IEP are foster youth , English Learners and Low-Income students.Para educators have been receiving training to support targeted student populations during distance learning.

Provide ongoing professional development during school hours, after school hours and during staff release days focusing on tools and strategies specifically designed to promote learning in a virtual setting. Students in our targeted population are experiencing learning loss at a much higher rate than other students. Specific training on new software applications, learning tools and early literacy will assist in mitigating that loss within the classroom setting. Training will have focus on meeting the needs of targeted populations in the virtual learning environment. This includes addressing academic and well as social-emotional needs.

Technology software and applications such as virtual conferencing applications such as Zoom, onboarding software applications such as Clever and increased security to protect students and staff during distance learning have been purchased to manage and support distance

learning. One of the reasons Zoom was chosen was to allow virtual backgrounds for our socio-economic disadvantaged students who otherwise may not be comfortable in fully participating in a virtual setting.

School sites will provide effective intervention at all levels to mitigate learning loss by: supporting teachers in effectively planning and implementing in class interventions and differentiation in virtual, hybrid and in-person models, providing teacher training in small group instruction and differentiated instruction, analyzing data for iStation, Lexia and other interventions and reviewing/evaluating intervention models.

Software such as Istation, NewsELA, Renaissance Learning, Read/Write Software will be used for students who have demonstrated learning loss through formative assessments administered at either the site or district level. Success will be monitored through use of either site or district formative assessments throughout the 20-21 school year. These programs have specific features to address our English Learners and support literacy for students at each stage of English learning based upon their ELPAC scores.

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

The Gilroy Unified School District is required to increase services for EL, Foster Youth, and Low Income students by 11.6% which is equal to$ 14,618,974 as shown above. This increased percentage is met by actions and services both included in the Learning Continuity and Attendance Plan and actions and services outside of this plan which are traditionally intended to support the increased outcomes for English Learners, Foster Youth and Low Income students. The actions described below meet and/or exceed the percentage.

The following actions marked as contributing which are part of the increased percentage:

- Additional support services such as online tutoring are offered to migrant, foster youth and McKinney Vento families. These families are also provided with needed supplies.

- Site staff will be utilized to call each individual family to ensure that the family has received district information regarding Chromebooks, hotspots, educational options and support. Staff will be receive additional pay based upon timesheets. Particular emphasis will be placed on socio-economic disadvantaged populations, English learners, foster youth, migrant and students with special needs. Our targeted populations do not have the same level of access due to technology or language barriers. In order to provide them with support and access to school services we have completed personal phone calls and home visits in addition to the traditional phone dialer and email system. In so doing, families have also had the opportunity to express what other services they

may need to help their children successfully attend school in distance learning, hybrid or in-person model. Families have been referred to other community organizations to receive additional support due to this personal contact.

- Additional ELD supports will be provided to English Learners in order to mitigate learning loss including tutoring, purchasing of software focusing on literacy, additional staff to run small groups, and Academic Coach support for English language development lessons. Site and district personnel will regularly assess students in reading to monitor progress and address needs and support classroom teachers in using data to effectively meet the needs of students. The bell schedules for distance learning and for potential hybrid scenarios include time to work with students in a small group setting to provide additional support to improve English language acquisition for our English Learners. Their progress will be monitored by both formative assessments using programs specifically designed for literacy, assessments that are part of the Board adopted ELD curriculum and summative assessments including the ELPAC.

- Ongoing parent training provided by the district in cooperation to outside agencies will continue throughout distance learning and hybrid learning models. The training will provide parents the skills needed to support students' use of Chromebooks, software and curriculum while in any form of distance learning. Training will focus in areas of high need with large populations of socio-economic disadvantaged students, foster, English Learners, migrant and students with special needs

- Nutrition for families is offered through multiple pick up location as well as through delivery through the district transportation department so that families have access to meals covering seven days a week. Food service staff, nurses, maintenance and custodial support have been deployed to provide these services in district facilities following all health and safety guidelines for both workers and families picking up meals. There was a loss to food service revenue which must be covered to maintain food services for all students. Meal service is being transported to Ochoa Migrant Camp which houses a large portion of our targeted student population. Meal distribution sites are located where there is the largest population of our targeted population so that families are within walking distance of a food distribution site.

Additional actions outside of the LCP that contribute to the increased percentage for ELs, low income students and foster youth include

- Additional counselors
- Intervention Specialists that support the academic needs of students
- Academic Coaches and instructional Specialists to support teachers in meeting the needs of students
- Professional development specifically targeted to pupils with unique needs
- Professional development and Coach support for implementation of SEAL (Sobrato Early Academic Language) and GLAD (Guided Language Acquistion Design)
- Administrator for Intervention and Enrichment
- School Linked Services Coordinator to connect services to students and families

DISTANCE LEARNING SCHEDULES 2020-21

CHRISTOPHER HIGH and GILROY HIGH

CHS and GHS MONDAY and THURSDAY A DAY		
Zero period	**7:05 AM**	**7:50 AM**
Passing	*7:50 AM*	*8:00 AM*
1st period	**8:00 AM**	**9:15 AM**
Passing	*9:15 AM*	*9:25 AM*
3rd period	**9:25 AM**	**10:40 AM**
Break	*10:40 AM*	*11:10 AM*
5th period	**11:10 AM**	**12:25 PM**
Lunch	*12:25 PM*	*1:05 PM*
Teachers' office hours	1:05 PM	3:00 PM

CHS and GHS TUESDAY and FRIDAY B DAY		
Zero period	**7:05 AM**	**7:50 AM**
Passing	*7:50 AM*	*8:00 AM*
2nd period	**8:00 AM**	**9:15 AM**
Passing	*9:15 AM*	*9:25 AM*
4th period	**9:25 AM**	**10:40 AM**
Break	*10:40 AM*	*11:10 AM*
6th period	**11:10 AM**	**12:25 PM**
Lunch	*12:25 PM*	*1:05 PM*
Teachers' office hours	1:05 PM	3:00 PM

CHS and GHS WEDNESDAY PERIODS 1-6 *Zero period does not meet*		
1st period	**8:00 AM**	**8:35 AM**
Passing	*8:35 AM*	*8:40 AM*
2nd period	**8:40 AM**	**9:15 AM**
Passing	*9:15 AM*	*9:20 AM*
3rd period	**9:20 AM**	**9:55 AM**
Break	*9:55 AM*	*10:15 AM*
4th period	**10:15 AM**	**10:50 AM**
Passing	*10:50 AM*	*10:55 AM*
5th period	**10:55 AM**	**11:30 AM**
Passing	*11:30 AM*	*11:35 AM*
6th period	**11:35 AM**	**12:10 PM**
Lunch	*12:10 PM*	*12:50 PM*
Distance Learning Professional Time *	12:50 PM	1:40 PM

** During the Distance Learning Professional Time, students are expected to work on independent or group assignments*

See these schedules online at **gilroyunified.org/enroll-in-gusd/2020-21-school-year-information**

HORARIOS: APRENDIZAJE DE DISTANCIA 2020-21

CHRISTOPHER HIGH y GILROY HIGH

CHS y GHS LUNES y JUEVES DÍA A		
Cero periodo	**7:05 AM**	**7:50 AM**
Pase de salón a salón	*7:50 AM*	*8:00 AM*
1º periodo	**8:00 AM**	**9:15 AM**
Pase de salón a salón	*9:15 AM*	*9:25 AM*
3º periodo	**9:25 AM**	**10:40 AM**
Recreo	*10:40 AM*	*11:10 AM*
5º periodo	**11:10 AM**	**12:25 PM**
Almuerzo	*12:25 PM*	*1:05 PM*
Hora de oficina de los maestros	1:05 PM	3:00 PM

CHS y GHS MARTES y VIERNES DÍA B		
Cero periodo	**7:05 AM**	**7:50 AM**
Pase de salón a salón	*7:50 AM*	*8:00 AM*
2º periodo	**8:00 AM**	**9:15 AM**
Pase de salón a salón	*9:15 AM*	*9:25 AM*
4º periodo	**9:25 AM**	**10:40 AM**
Recreo	*10:40 AM*	*11:10 AM*
6º periodo	**11:10 AM**	**12:25 PM**
Almuerzo	*12:25 PM*	*1:05 PM*
Hora de oficina de los maestros	1:05 PM	3:00 PM

CHS y GHS MIÉRCOLES PERIODOS 1-6 *No hay el cero periodo*		
1º periodo	**8:00 AM**	**8:35 AM**
Pase de salón a salón	*8:35 AM*	*8:40 AM*
2º periodo	**8:40 AM**	**9:15 AM**
Pase de salón a salón	*9:15 AM*	*9:20 AM*
3º periodo	**9:20 AM**	**9:55 AM**
Recreo	*9:55 AM*	*10:15 AM*
4º periodo	**10:15 AM**	**10:50 AM**
Pase de salón a salón	*10:50 AM*	*10:55 AM*
5º periodo	**10:55 AM**	**11:30 AM**
Pase de salón a salón	*11:30 AM*	*11:35 AM*
6º periodo	**11:35 AM**	**12:10 PM**
Almuerzo	*12:10 PM*	*12:50 PM*
Tiempo Profesional de Aprendizaje a Distancia*	12:50 PM	1:40 PM

** Durante el Tiempo Profesional de Aprendizaje a Distancia, se espera que los estudiantes trabajen en las tareas independientes o en grupos*

Estos horarios estan disponsibles en **gilroyunified.org/enroll-in-gusd/2020-21-school-year-information**

DISTANCE LEARNING SCHEDULES 2020-21

ELEMENTARY SCHOOL

TK*** AND KINDERGARTEN
MONDAY, TUESDAY, THURSDAY, FRIDAY
School day is from 8:00 AM-1:10 PM
Teacher will communicate schedule details for individual class

Instructional Block 1 Morning meeting, English language arts, math, social studies, science * *Activities include live instruction with teacher, small group rotations with teacher and independent assignments.*	**8:00 AM**	**10:05 AM**
Recess	*10:05 AM*	*10:25 AM*
Instructional Block 2 English language arts, math, social studies, science * *Activities include live instruction with teacher, small group rotations with teacher and independent assignments.*	**10:25 AM**	**11:30 AM**
English Language Development for some students or independent assigned work	**11:30 AM**	**11:55 AM**
Lunch	*11:55 AM*	*12:40 PM*
Intervention/support by rotation or independent assigned work	**12:40 PM**	**1:10 PM**
Teacher office hours	1:10 PM	1:40 PM

TK*** AND KINDERGARTEN
WEDNESDAY
School day is from 8:00 AM - 11:40 AM
Teacher will communicate schedule details for individual class

Instructional Block Morning meeting, English language arts, math, social studies, science * *Activities include live instruction with teacher, small group rotations with teacher and independent assignments.*	**8:00 AM**	**10:00 AM**
Recess	*10:00 AM*	*10:10 AM*
Independent learning time ** Work assigned by classroom teacher	**10:10 AM**	**11:40 AM**
Lunch	*11:40 AM*	*12:25 PM*
Teacher office hours	12:25 PM	12:50 PM

1st-3rd GRADES
MONDAY, TUESDAY, THURSDAY, FRIDAY
School day is from 8:00 AM - 1:20 PM
Teacher will communicate schedule detail for individual class

Instructional Block 1 Morning meeting, English language arts, math, social studies, science * *Activities include live instruction with teacher, small group rotations with teacher and independent assignments.*	**8:00 AM**	**10:10 AM**
Recess	*10:10 AM*	*10:30 AM*
Instructional Block 2 English language arts, math, social studies, science * *Activities include live instruction with teacher, small group rotations with teacher and independent assignments.*	**10:30 AM**	**12:05 PM**
Lunch	*12:05 PM*	*12:50 PM*
English Language Development for some students or independent assigned work	**12:50 PM**	**1:20 PM**
Teacher office hours	1:20 PM	1:50 PM

1st - 3rd GRADES
WEDNESDAY
School day is from 8:00 AM - 11:40 AM
Teacher will communicate schedule details for individual class

Instructional Block Morning meeting, English language arts, math, social studies, science * *Activities include live instruction with teacher, small group rotations with teacher and independent assignments.*	**8:00 AM**	**10:00 AM**
Recess	*10:00 AM*	*10:10 AM*
Independent learning time ** Work assigned by classroom teacher	**10:10 AM**	**11:40 AM**
Lunch	*11:40 AM*	*12:25 PM*
Teacher office hours	12:25 PM	12:50 PM

4th-5th GRADES
MONDAY, TUESDAY, THURSDAY, FRIDAY
School day is from 8:00 AM- 1:50 PM
Teacher will communicate schedule detail for individual class

Instructional Block 1 Morning meeting, English language arts, math, social studies, science * *Activities include live instruction with teacher, small group rotations with teacher and independent assignments.*	**8:00 AM**	**9:40 AM**
Instructional Block 2 English language arts, math, social studies, science * *Activities include live instruction with teacher, small group rotations with teacher and independent assignments.*	**9:40 AM**	**12:05 PM**
Recess (built into instructional block 2)	*10:10 AM*	*10:30 AM*
Lunch	*12:05 PM*	*12:50 PM*
English Language Development for some students or independent assigned work	**12:50 PM**	**1:20 PM**
Teacher office hours	1:20 PM	1:50 PM

4th - 5th GRADES
WEDNESDAY
School day is from 8:00 AM - 11:40 AM
Teacher will communicate schedule details for individual class

Instructional Block Morning meeting, English language arts, math, social studies, science * *Activities include live instruction with teacher, small group rotations with teacher and independent assignments.*	**8:00 AM**	**10:00 AM**
Recess	*10:00 AM*	*10:10 AM*
Independent learning time ** Work assigned by classroom teacher	**10:10 AM**	**11:40 AM**
Lunch	*11:40 AM*	*12:25 PM*
Teacher office hours	12:25 PM	12:50 PM

** Instructional focus is English language arts and math, with social studies and science lessons, as well as PE and enrichment activities delivered throughout the week.*
*** Some students may receive additional academic support from non-classroom staff.*
**** Teacher will communicate schedule details for individual class.*

See these schedules online at **gilroyunified.org/enroll-in-gusd/2020-21-school-year-information**

HORARIOS: APRENDIZAJE DE DISTANCIA 2020-21

ESCUELAS PRIMERIAS

TK* y KINDERGARTEN**
LUNES, MARTES, JUEVES, VIERNES
El día escolar es de 8:00 AM-1:10 PM
El maestro comunicará los detalles del horario para la clase individual

Bloque instruccional 1 Reunión matutina, Artes del lenguaje de inglés, matemáticas, estudios sociales, ciencias * *Las actividades incluyen instrucción en vivo con el maestro, rotaciones de grupos pequeños con el maestro y tareas independientes.*	**8:00 AM**	**10:05 AM**
Recreo	*10:05 AM*	*10:25 AM*
Bloque instruccional 2 Artes del lenguaje de inglés, matemáticas, estudios sociales, ciencias * *Las actividades incluyen instrucción en vivo con el maestro, rotaciones de grupos pequeños con el maestro y tareas independientes.*	**10:25 AM**	**11:30 AM**
Desarrollo del idioma inglés para algunos estudiantes o trabajo asignado independiente	**11:30 AM**	**11:55 AM**
Almuerzo	*11:55 AM*	*12:40 PM*
Intervención/apoyo por rotación o trabajo asignado independiente	**12:40 PM**	**1:10 PM**
Hora de oficina de los maestros	1:10 PM	1:40 PM

TK y KINDERGARTEN
MIÉRCOLES
El día escolar es de 8:00 AM - 11:40 AM
El maestro comunicará los detalles del horario para la clase individual

Bloque instruccional Reunión matutina, Artes del lenguaje de inglés, matemáticas, estudios sociales, ciencias * *Las actividades incluyen instrucción en vivo con el maestro, rotaciones de grupos pequeños con el maestro y tareas independientes.*	**8:00 AM**	**10:00 AM**
Recreo	*10:00 AM*	*10:10 AM*
Tiempo de aprendizaje independiente ** Trabajo asignado por el maestro del aula	**10:10 AM**	**11:40 AM**
Almuerzo	*11:40 AM*	*12:25 PM*
Hora de oficina de los maestros	12:25 PM	12:50 PM

1º- 3º GRADOS
LUNES, MARTES, JUEVES, VIERNES
El día escolar es de 8:00 AM - 1:20 PM
El maestro comunicará los detalles del horario para la clase individual

Bloque instruccional 1 Reunión matutina, Artes del lenguaje de inglés, matemáticas, estudios sociales, ciencias * *Las actividades incluyen instrucción en vivo con el maestro, rotaciones de grupos pequeños con el maestro y tareas independientes.*	**8:00 AM**	**10:10 AM**
Recreo	*10:10 AM*	*10:30 AM*
Bloque instruccional 2 Artes del lenguaje de inglés, matemáticas, estudios sociales, ciencias * *Las actividades incluyen instrucción en vivo con el maestro, rotaciones de grupos pequeños con el maestro y tareas independientes*	**10:30 AM**	**12:05 PM**
Almuerzo	*12:05 PM*	*12:50 PM*
Desarrollo del idioma inglés para algunos estudiantes o trabajo asignado independiente	12:50 PM	1:20 PM
Hora de oficina de los maestros	1:20 PM	1:50 PM

1º- 3º GRADOS
MIERCOLES
El día escolar es de 8:00 AM – 11:40 AM
El maestro comunicará los detalles del horario para la clase individual

Bloque instruccional Reunión matutina, Artes del lenguaje de inglés, matemáticas, estudios sociales, ciencias * *Las actividades incluyen instrucción en vivo con el maestro, rotaciones de grupos pequeños con el maestro y tareas independientes.*	**8:00 AM**	**10:00 AM**
Recreo	*10:00 AM*	*10:10 AM*
Tiempo de aprendizaje independiente ** Trabajo asignado por el maestro del aula	**10:10 AM**	**11:40 AM**
Almuerzo	*11:40 AM*	*12:25 PM*
Hora de oficina de los maestros	12:25 PM	12:50 PM

4º- 5º GRADOS
LUNES, MARTES, JUEVES, VIERNES
El día escolar es de 8:00 AM- 1:50 PM
El maestro comunicará los detalles del horario para la clase individual

Bloque instruccional 1 Reunión matutina, Artes del lenguaje de inglés, matemáticas, estudios sociales, ciencias * *Las actividades incluyen instrucción en vivo con el maestro, rotaciones de grupos pequeños con el maestro y tareas independientes.*	**8:00 AM**	**9:40 AM**
Bloque instruccional 2 Artes del lenguaje de inglés, matemáticas, estudios sociales, ciencias * *Las actividades incluyen instrucción en vivo con el maestro, rotaciones de grupos pequeños con el maestro y tareas independientes*	**9:40 AM**	**12:05 PM**
Recreo *(incorporado en el bloque de instrucción 2)*	*10:10 AM*	*10:30 AM*
Almuerzo	*12:05 PM*	*12:50 PM*
Desarrollo del idioma inglés para algunos estudiantes o trabajo asignado independiente	**12:50 PM**	**1:20 PM**
Horas de oficina del maestro	1:20 PM	1:50 PM

4º- 5º GRADOS
MIERCOLES
El día escolar es de 8:00 AM – 11:40 AM
El maestro comunicará los detalles del horario para la clase individual

Bloque instruccional Reunión matutina, Artes del lenguaje de inglés, matemáticas, estudios sociales, ciencias * *Las actividades incluyen instrucción en vivo con el maestro, rotaciones de grupos pequeños con el maestro y tareas independientes.*	**8:00 AM**	**10:00 AM**
Recreo	*10:00 AM*	*10:10 AM*
Tiempo de aprendizaje independiente ** Trabajo asignado por el maestro del aula	**10:10 AM**	**11:40 AM**
Almuerzo	*11:40 AM*	*12:25 PM*
Hora de oficina de los maestros	12:25 PM	12:25 PM

**Enfoque instruccional en las artes del lenguaje de inglés y matemáticas, con lecciones de estudios sociales y ciencias, así como en Educación Física y actividades de enriquecimiento proporcionadas durante toda la semana.*
*** Los maestros comunicarán los detalles del horario para las clases individuales.*
**** TK está en la Escuela Primaria Eliot y en la Escuela Primaria El Roble ÚNICAMENTE.*

Estos horarios estan disponsibles en **gilroyunified.org/enroll-in-gusd/2020-21-school-year-information**

DISTANCE LEARNING SCHEDULES 2020-21

MIDDLE SCHOOL

ASMS, BMS, SVMS MONDAY and THURSDAY A DAY		
Zero period	**7:45 AM**	**8:25 AM**
Passing	*8:25 AM*	*8:30 AM*
1st period	**8:30 AM**	**9:25 AM**
Passing	*9:25 AM*	*9:30 AM*
3rd period	**9:30 AM**	**10:25 AM**
Break	*10:25 AM*	*10:45 AM*
5th period: 6th grade **6th period**: 7th grade **5th period:** 8th grade	**10:45 AM**	**11:40 AM**
Passing	*11:40 AM*	*11:45 AM*
7th period	**11:45 AM**	**12:40 PM**
*Lunch **	*12:40 PM*	*1:20 PM*
Teachers' office hours	1:20 PM	2:30 PM

** Lunch will be listed on schedules as 4th period for 6th grade, 5th period for 7th grade and 6th period for 8th grade.*

ASMS, BMS, SVMS TUESDAY and FRIDAY B DAY		
Zero period	**7:45 AM**	**8:25 AM**
Passing	*8:25 AM*	*8:30 AM*
2nd period	**8:30 AM**	**9:25 AM**
Passing	*9:25 AM*	*9:30 AM*
6th period: 6th grade **4th period:** 7th grade **4th period:** 8th grade	**9:30 AM**	**10:25 AM**
Break	*10:25 AM*	*10:45 AM*
8th period	**10:45 AM**	**11:40 AM**
Passing	*11:40 AM*	*11:45 AM*
Tiger/Eagle/Bruin Time	**11:45 AM**	**12:40 PM**
*Lunch **	*12:40 PM*	*1:20 PM*
Teacher's office hours	1:20 PM	2:30 PM

** Lunch will be listed on schedules as 4th period for 6th grade, 5th period for 7th grade and 6th period for 8th grade.*

ASMS, BMS, SVMS WEDNESDAY ALL PERIODS		
1st period	**8:30 AM**	**9:00 AM**
Passing	*9:00 AM*	*9:05 AM*
2nd period	**9:05 AM**	**9:35 AM**
Passing	*9:35 AM*	*9:40 AM*
3rd period	**9:40 AM**	**10:10 AM**
Break	*10:10 AM*	*10:25 AM*
5th period: 6th grade **4th period:** 7th grade **4th period:** 8th grade	**10:25 AM**	**10:55 AM**
Passing	*10:55 AM*	*11:00 AM*
6th period: 6th grade **6th period:** 7th grade **5th period:** 8th grade	**11:00 AM**	**11:30 AM**
Passing	*11:30 AM*	*11:35 AM*
7th period	**11:35 AM**	**12:05 PM**
Passing	*12:05 PM*	*12:10 PM*
8th period	**12:10 p.m.**	**12:40 PM**
*Lunch **	*12:40 PM*	*1:10 PM*
Distance Learning Professional Time **	1:10 PM	1:50 PM

** Lunch will be listed on schedules as 4th period for 6th grade, 5th period for 7th grade and 6th period for 8th grade.*
*** During Distance Learning Professional Time, students are expected to work on independent or group assignments.*

See these schedules online at **gilroyunified.org/enroll-in-gusd/2020-21-school-year-information**

HORARIOS: APRENDIZAJE DE DISTANCIA 2020-21

ESCUELAS SECONDARIAS: BROWNELL, SOLORSANO, SOUTH VALLEY

ASMS, BMS, SVMS LUNES y JUEVES DÍA A		
Cero periodo	**7:45 AM**	**8:25 AM**
Pase de salón a salón	*8:25 AM*	*8:30 AM*
1º periodo	**8:30 AM**	**9:25 AM**
Pase de salón a salón	*9:25 AM*	*9:30 AM*
3º periodo	**9:30 AM**	**10:25 AM**
Recreo	*10:25 AM*	*10:45 AM*
5º periodo: 6º grado **6º periodo:** 7º grado **5º periodo: 8º** grado	**10:45 AM**	**11:40 AM**
Pase de salón a salón	*11:40 AM*	*11:45 AM*
7º periodo	**11:45 AM**	**12:40 PM**
*Almuerzo **	*12:40 PM*	*1:20 PM*
Hora de oficina de los maestros	1:20 PM	2:30 PM

** El almuerzo será listado en los horarios como 4º período para 6º grado, 5º período para 7º grado y 6º período para 8º grado.*

ASMS, BMS, SVMS MARTES y VIERNES DÍA B		
Cero periodo	**7:45 AM**	**8:25 AM**
Pase de salón a salón	*8:25 AM*	*8:30 AM*
2º periodo	**8:30 AM**	**9:25 AM**
Pase de salón a salón	*9:25 AM*	*9:30 AM*
6º periodo: 6º grado **4º periodo:** 7º grado **4º periodo:** 8º grado	**9:30 AM**	**10:25 AM**
Recreo	*10:25 AM*	*10:45 AM*
8º periodo	**10:45 AM**	**11:40 AM**
Pase de salón a salón	*11:40 AM*	*11:45 AM*
Hora del Tigre/Águila/Oso	**11:45 AM**	**12:40 PM**
*Almuerzo **	*12:40 PM*	*1:20 PM*
Hora de oficina de los maestros	1:20 PM	2:30 PM

** El almuerzo será listado en los horarios como 4º período para 6º grado, 5º período para 7º grado y 6º período para 8º grado.*

ASMS, BMS, SVMS MIÉRCOLES TODOS LOS PERIODOS		
1º periodo	**8:30 AM**	**9:00 AM**
Pase de salón a salón	*9:00 AM*	*9:05 AM*
2º periodo	**9:05 AM**	**9:35 AM**
Pase de salón a salón	*9:35 AM*	*9:40 AM*
3º periodo	**9:40 AM**	**10:10 AM**
Recreo	*10:10 AM*	*10:25 AM*
5º periodo: 6º grado **4º periodo:** 7º grado **4º periodo:** 8º grado	**10:25 AM**	**10:55 AM**
Pase de salón a salón	*10:55 AM*	*11:00 AM*
6º periodo: 6º grado **6º periodo**: 7º grado **5º periodo:** 8º grado	**11:00 AM**	**11:30 AM**
Pase de salón a salón	*11:30 AM*	*11:35 AM*
7º periodo	**11:35 AM**	**12:05 PM**
Pase de salón a salón	*12:05 PM*	*12:10 PM*
8º periodo	**12:10 p.m.**	**12:40 PM**
*Almuerzo **	*12:40 PM*	*1:10 PM*
Tiempo Profesional de Aprendizaje a Distancia**	1:10 *PM*	1:50 PM

** El almuerzo será listado en los horarios como 4º período para 6º grado, 5º período para 7º grado y 6º período para 8º grado.*
*** Durante el Tiempo Profesional de Aprendizaje a Distancia, se espera que los estudiantes trabajen en las tareas independientes o en grupos*

Estos horarios estan disponsibles en **gilroyunified.org/enroll-in-gusd/2020-21-school-year-information**

DISTANCE LEARNING SCHEDULES 2020-21

MT. MADONNA HIGH SCHOOL

MMHS
MONDAY and THURSDAY
A Day

Zero	**7:05 AM**	**7:50 AM**
Passing	*7:50 AM*	*8:00 AM*
1st period	**8:00 AM**	**9:15 AM**
Passing	*9:15 AM*	*9:25 AM*
3rd period	**9:25 AM**	**10:40 AM**
Break and passing	*10:40 AM*	*11:10 AM*
5th period	**11:10 AM**	**12:25 PM**
Lunch	*12:25 PM*	*1:05 PM*
Teachers' office hours	1:05 PM	1:30 PM

MMHS
TUESDAY and FRIDAY
B DAY

Zero	**7:05 AM**	**7:50 AM**
Passing	*7:50 AM*	*8:00 AM*
2nd period	**8:00 AM**	**9:15 AM**
Passing	*9:15 AM*	*9:25 AM*
4th period	**9:25 AM**	**10:40 AM**
Break and passing	*10:40 AM*	*11:00 AM*
Intervention and support	**11:10 AM**	**12:25 PM**
Lunch	*12:25 PM*	*1:05 PM*
Teachers' office hours	1:05 PM	1:30 PM

MMHS
WEDNESDAY
PERIODS 1-6 *(Zero period does not meet)*

1st period	**8:00 AM**	**8:35 AM**
Passing	*8:35 AM*	*8:40 AM*
2nd period	**8:40 AM**	**9:15 AM**
Passing	*9:15 AM*	*9:20 AM*
3rd period	**9:20 AM**	**9:55 AM**
Break	*9:55 AM*	*10:15 AM*
4th period	**10:15 AM**	**10:50 AM**
Passing	*10:50 AM*	*10:55 AM*
5th period	**10:55 AM**	**11:30 AM**
Passing	*11:30 AM*	*11:35 AM*
Intervention and support	**11:35 AM**	**12:10 PM**
Lunch	*12:10 PM*	*12:50 PM*
Distance Learning Professional Time*	**12:50 PM**	**1:40 PM**

** During the Distance Learning Professional Time, students are expected to work on independent or group assignments*

GILROY EARLY COLLEGE ACADEMY

GECA
MONDAY and WEDNESDAY
A DAY

1st period	**8:10 AM**	**9:35 AM**
Passing	*9:35 AM*	*9:45 AM*
2nd period	**9:45 AM**	**11:10 AM**
Passing	*11:10 AM*	*11:20 AM*
3rd period	**11:20 AM**	**12:45 PM**
Lunch and passing	*12:45 PM*	*1:30 PM*
Teachers' office hours	1:30 PM	2:10 PM

GECA
TUESDAY and THURSDAY
B DAY

4th period	**8:10 AM**	**9:35 AM**
Passing	*9:35 AM*	*9:45 AM*
5th period	**9:45 AM**	**11:10 AM**
Passing	*11:10 AM*	*11:20 AM*
6th period	**11:20 AM**	**12:45 PM**
Lunch and passing	*12:45 PM*	*1:30 PM*
Teacher office hours	1:30 PM	2:10 PM

GECA
FRIDAY
ALL CORE CLASSES

1st period	**8:10 AM**	**9:10 AM**
Break	*9:10 AM*	*9:30 AM*
2nd period	**9:30 AM**	**10:30 AM**
Passing	*10:30 AM*	*10:35 AM*
3rd period	**10:35 AM**	**11:35 AM**
Passing	*11:35 AM*	*11:40 AM*
4th period	**11:40 AM**	**12:40 PM**
Lunch and passing	*12:40 PM*	*1:25 PM*

See these schedules online at
gilroyunified.org/enroll-in-gusd/2020-21-school-year-information

HORARIOS: APRENDIZAJE DE DISTANCIA 2020-21

MT. MADONNA HIGH SCHOOL

MMHS LUNES y JUEVES DÍA A		
Cero periodo	**7:05 AM**	**7:50 AM**
Pase de salón a salón	*7:50 AM*	*8:00 AM*
1º periodo	**8:00 AM**	**9:15 AM**
Pase de salón a salón	*9:15 AM*	*9:25 AM*
3º periodo	**9:25 AM**	**10:40 AM**
Recreo y pase de salón a salón	*10:40 AM*	*11:10 AM*
5º periodo	**11:10 AM**	**12:25 PM**
Almuerzo	*12:25 PM*	*1:05 PM*
Hora de oficina de los maestros	1:05 PM	1:30 PM

MMHS MARTES y VIERNES DÍA B		
Cero periodo	**7:05 AM**	**7:50 AM**
Pase de salón a salón	*7:50 AM*	*8:00 AM*
2º periodo	**8:00 AM**	**9:15 AM**
Pase de salón a salón	*9:15 AM*	*9:25 AM*
4º periodo	**9:25 AM**	**10:40 AM**
Recreo y pase de salón a salón	*10:40 AM*	*11:00 AM*
Intervención y apoyo	**11:10 AM**	**12:25 PM**
Almuerzo	*12:25 PM*	*1:05 PM*
Hora de oficina de los maestros	1:05 PM	1:30 PM

MMHS MIÉRCOLES PERIODOS 1-6 *No hay el cero periodo*		
1º periodo	**8:00 AM**	**8:35 AM**
Pase de salón a salón	*8:35 AM*	*8:40 AM*
2º periodo	**8:40 AM**	**9:15 AM**
Pase de salón a salón	*9:15 AM*	*9:20 AM*
3º periodo	**9:20 AM**	**9:55 AM**
Recreo	*9:55 AM*	*10:15 AM*
4º periodo	**10:15 AM**	**10:50 AM**
Pase de salón a salón	*10:50 AM*	*10:55 AM*
5º periodo	**10:55 AM**	**11:30 AM**
Pase de salón a salón	*11:30 AM*	*11:35 AM*
Intervención y apoyo	**11:35 AM**	**12:10 PM**
Almuerzo	*12:10 PM*	*12:50 PM*
Tiempo Profesional de Aprendizaje A Distancia*	**12:50 PM**	**1:40 PM**

** Durante el Tiempo Profesional de Aprendizaje a Distancia, se espera que los estudiantes trabajen en las tareas independientes o en grupos*

GILROY EARLY COLLEGE ACADEMY

GECA LUNES y MIÉRCOLES DÍA A		
1º periodo	**8:10 AM**	**9:35 AM**
Pase de salón a salón	*9:35 AM*	*9:45 AM*
2º periodo	**9:45 AM**	**11:10 AM**
Pase de salón a salón	*11:10 AM*	*11:20 AM*
3º periodo	**11:20 AM**	**12:45 PM**
Almuerzo y pase de salón a salón	*12:45 PM*	*1:30 PM*
Hora de oficina de los maestros	1:30 PM	2:10 PM

GECA MARTES y JUEVES DÍA B		
4º periodo	**8:10 AM**	**9:35 AM**
Pase de salón a salón	*9:35 AM*	*9:45 AM*
5º periodo	**9:45 AM**	**11:10 AM**
Pase de salón a salón	*11:10 AM*	*11:20 AM*
6º periodo	**11:20 AM**	**12:45 PM**
Almuerzo y pase de salón a salón	*12:45 PM*	*1:30 PM*
Hora de oficina de los maestros	1:30 PM	2:10 PM

GECA VIERNES TODAS LAS CLASES FUNDAMENTALES		
1º periodo	**8:10 AM**	**9:10 AM**
Recreo	*9:10 AM*	*9:30 AM*
2º periodo	**9:30 AM**	**10:30 AM**
Pase de salón a salón	*10:30 AM*	*10:35 AM*
3º periodo	**10:35 AM**	**11:35 AM**
Pase de salón a salón	*11:35 AM*	*11:40 AM*
4º periodo	**11:40 AM**	**12:40 PM**
Almuerzo y pase de salón a salón	*12:40 PM*	*1:25 PM*

Estos horarios estan disponsibles en
gilroyunified.org/enroll-in-gusd/2020-21-school-year-information