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

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

On March 16, 2020 Arcata School District (ASD) schools were closed to classroom based instruction due to ongoing COVID-19 concerns. On April 2, 2020 the ASD Board of trustees further extended the initial closure through the end of the school year. Although school closure was necessary due to local and state COVID-19 response guidelines, the District remains concerned about the impact on students, staff, and families. These unprecedented challenges forced the District to adapt from a classroom based instructional model to a distance learning model. In accordance with the Governor's May 4, 2020 executive order, schools closed due to COVID-19 were required to provide distance learning. Accordingly, ASD staff moved instruction online or provided packet based materials in order to facilitate a continuance of student learning. The ASD Board of Trustees approved a Distance Learning Plan on May 11, 2020 to serve as a guide for students, staff, and families. During the closure period the ASD committed to ensuring the safety of all students and staff, continuing Food Services, maintaining school facilities, providing supplemental enrichment activities for students and families, and providing distance learning. Emphasis was placed on supporting the success of all students - appropriate access to technology, support of vulnerable populations (foster youth, students with disabilities, homeless youth, and English language learners), and special consideration for the social emotional needs of all students

during these unprecedented times. This plan was developed in partnership with the Arcata School District Community - including students, staff, and families. Input was sought from various stakeholders in a variety of ways - plan development meetings, formal and informal consultations, community surveys, and a variety of public meetings.

In preparation for the 2020/2021 school year the District held multiple special board meetings, District Advisory Committee meetings, school site staff meetings, and facilitated a variety of surveys. It was hoped that the District would be able to return to onsite learning to start the school year. However, at a special board meeting on July 22, 2020 the ASD Board of Trustees directed staff to develop plans to start the school year with a distance learning only model. The decision was made after significant discussion and deliberation. Concern was indicated regarding the increasing number of cases of COVID-19 locally, the inadequacy of testing (scheduling delays and the amount of time it takes to get results back), and the challenges of implementing constantly changing guidelines. Further, recent survey results (of families and staff) and public input at the board meeting indicated significant concern for student and staff safety. The decision to start the school year with a Distance Learning only model was made out of an abundance of concern for the safety of students, staff, and families.

With advance notice, new distance learning requirements from the state, and recent experience facilitating distance learning, the ASD expects to offer a robust and improved distance learning program for the 2020/2021 school year. The District remains committed to returning to onsite instruction as soon as safely possible, but has invested in technology and e-learning curriculum in an effort to provide the best Distance Learning program possible and ensure continuity of student learning. In addition to formalizing plans to start the year with a distance learning only model, staff is also working to develop distance learning support hubs at each school site. It would be exciting to be able to provide some onsite academic intervention and/or enrichment activities. The support hubs will not be in place to start the school year, but the District will be continuing its camp program into the school year in order to support some family childcare needs. With only a small number of students on campus at specified dates and times our camp program and preschool are able to comply with current public health guidance and ensure student and staff safety (students in pods with enhanced sanitation protocols).

Stakeholder Engagement

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

The ASD prides itself on seeking and incorporating stakeholder input into its decision making process and plan development. Often times these input opportunities include rich discussions regarding the needs of students and how to best support students - families and staff share perspectives and the input they are receiving from their child(ren) or students. Accordingly, there have been a number of input opportunities regarding planning for the 2020/2021 school year and the development of our Learning Continuity and Attendance Plan:
Board Meetings - 6/15/2020, 7/22/2020, 8/10/2020, 8/17/2020, 9/14/2020 (LCP public hearing), 9/21/2020 (anticipated LCP approval date)
District Advisory Committee (DAC) Meetings - 6/9/2020, 8/3/2020, 9/3/2020
Regular meetings with certificated leadership (AETA) - 7/28/2020, 7/29/2020, 8/14/2020, 8/19/2020

Regular meetings with classified leadership (CSEA) - 6/25/2020, 7/16/2020, 7/29/2020, 8/13/2020
Three Family/Community Surveys - 6/4/2020, 7/13/2020, 7/30/2020 (included targeted outreach to facilitate responses via phone from socioeconomically disadvantaged students, English Learners, and Foster/Homeless youth)
All Staff Survey - 7/30/2020
Certificated Staff Survey - 7/13/2020
Numerous AES school site staff meetings - 6/25/2020, 7/23/2020, 7/27/2020, 8/5/2020, 8/17/2020
Numerous SBMS school site staff or input meetings - 7/27/2020, 8/5/2020, 8/7/2020, 8/12/2020, 8/14/2020

The regular DAC meetings are an especially valuable stakeholder engagement opportunity as they bring staff (classified, certificated, and unrepresented) together with families, community members, and sometimes students to discuss survey results, review school/district performance metrics, review draft plans, and share perspectives on District happenings (successes and opportunities for improvement).

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

Board meetings and DAC meeting were held via Zoom - these meetings were/are open to the public with meeting dates, times, and Zoom links posted to the District webpage. Families were sent a letter on July 27th informing them about the August 10th special board meeting and inviting them to the August 3rd DAC meeting. This letter and other District input opportunities were/are shared via the District's webpage and Facebook page.

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

The District received an abundance of feedback as a result of its stakeholder engagement opportunities. In general, families were very appreciative of the District's efforts to facilitate Distance Learning last Spring. Other feedback included suggestions for improvement and shared frustrations with distance learning in general. The ASD serves many unique families and it is clear that for some families, due to their unique circumstances, distance learning was not ideal and they would prefer an immediate return to onsite learning. For other families, some of whom have unique health considerations, distance learning was immensely appreciated and they are very leery of a potential return to onsite instruction. The percentage of parents not wanting their students to return to on-campus instruction, due to ongoing safety concerns, increased significantly from our June family/community survey to our July survey. This increasing level of concern seemed to coincide the increasing number of cases of COVID-19 here locally and the inadequacy of COVID-19 testing (scheduling delays and the amount of time it takes to get results back). A survey of certificated staff and input (certificated staff, classified staff, and family input) at the Board meetings, and consultations with bargaining unit leadership (classified and certificated) indicated significant concern for student and staff safety. The 7/30/2020 all staff survey indicated that less than 40% of staff would be comfortable working onsite directly with students (with appropriate safety measures in place). The 7/13/2020 Family/Community reopening survey indicated that almost half of families would request distance learning if the District were to reopen to five day a week onsite instruction (with approval from County public health).

Students, staff, and families did a tremendous job of responding to a crisis situation in the Spring. However, with advance notice, new distance learning requirements from the state, and recent experience facilitating distance learning, the ASD expects to offer a robust and improved distance learning program. In general, family and teacher input indicated a desire for more uniform communications and learning content housing across classrooms and grade levels to limit student and family confusion. Many families indicated a desire for more

synchronous learning opportunities and a need for childcare support. Similarly, some staff (certificated and classified) indicated concern that they would not be able to return to work without childcare support. Families seemed excited by the prospect of increased student/family intervention/support, such as the implementation of Distance Learning Support Hubs. Discussion around the Distance Learning Support Hub concept centered on providing some onsite academic intervention and/or enrichment activities for our most at risk students. With only a small number of students on campus at specified dates and times the District would be able to follow safety protocols similar to those currently in place for the preschool and camp programs (students in pods with enhanced sanitation protocols).

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

All aspects of the Learning Continuity and Attendance Plan were influenced by stakeholder input. The plan was developed to address the concerns of all stakeholders, comply with CA Education code, comply with CA/Humboldt County Department of Public Health guidelines, and help all students succeed (including socioeconomically disadvantaged, English Learners, Foster/Homeless Youth, and other at risk students). Some of these aspects include:

Providing Student Supervision - The ASD Camp and Preschool programs are continuing to operate (w/ enhanced safety protocols)
Providing Childcare for Staff - Staff children have priority enrollment into our camp program (this supports staffing for the program and staff availability to support other educational endeavors)
Food Services - The District has been approved for the Community Eligibility Program and is providing access to free meals at both school sites and three remote locations
Student Devices - Many families rely on the District for devices that allow their students to engage in online learning
E-Learning Curriculum - The District is using offerings through Edmentum to provide a more uniform virtual instructional model for students and families
Additional Staffing - The District is increasing/restoring staffing to support more individualized instruction and intervention for students (specifically, this includes a number of paraprofessional positions and an onsite certificated support position)
Personal Protective Equipment - Hand sanitizer, no touch hand sanitizer dispensers, masks, touchless thermometers, plexiglass barriers, and other equipment necessary to ensure student and staff safety
Professional Development for Staff - Ensure appropriate safety measures are in place and staff receive appropriate safety training and training for the District's new e-learning curriculum

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.]

Although starting the school year with a Distance Learning only model, the ASD is prepared to return to onsite instruction as soon as safely possible. In preparation for a return to campus, the District is putting appropriate safety measures and equipment in place. Significant time has been put into developing plans to provide onsite instruction in accordance with CDPH guidelines. The District has draft plans to implement a variety of hybrid models and has investigated the ability to provide transportation to students in reduced numbers.

Separate from our Distance Learning program, we are offering a childcare program for families and children of staff. This program has limited capacity in order to ensure appropriate safety protocols are in place and can be followed. The District hopes to increase access to onsite support for families by expanding the camp program over time and/or implementing Distance Learning Support Hubs that allow for some onsite academic intervention and/or enrichment activities for our most at risk students. With only a small number of students on campus at specified dates and times the District would be able to follow safety protocols similar to those currently in place for the preschool and camp programs (students in cohorts with enhanced sanitation protocols).

The ASD is prepared to assess all students to determine their current ELA and math proficiency and provide intervention and support for students as needed (individual and/or small group). Depending on the results, students will be grouped into small learning groups where the assigned teacher and/or instructional aide will offer targeted instruction via synchronous and/or asynchronous options within our distance learning model. The ASD will be increasing on-site instruction for students with unique needs as appropriate based on student need and the ability to serve the student in accordance with current safety guidelines. These services would likely be delivered within a 1:1 setting or very small group setting following appropriate distance learning protocols. This will allow us to appropriately differentiate for all levels of learners.

Although starting the school year with a Distance Learning only model, the District plans to return to onsite instruction as soon as safely possible. The current vision is for onsite instruction to be phased in through the expansion of the childcare program and increased regularity/availability of individual and small group onsite support/intervention/instruction.

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

Description	Total Funds	Contributing
Provide childcare for appropriately aged children (including children of staff) and potentially cover all associated costs (for at least the first trimester) for families and children of staff upon verification of need.	$31,873	Yes

Description	Total Funds	Contributing
Purchase and provide/install appropriate personal protective equipment and other safety equipment in order to support staff and students in following safety protocols and ensure appropriate sanitization - gloves, face masks, hand sanitizer, plexiglass barriers, sanitization equipment.	$42,505	No
Provide additional staffing to support onsite instruction and academic intervention.	$99,401	No

Distance Learning Program

Continuity of Instruction

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

Due to the uncertainty of COVID-19, the ASD made the decision to invest in e-learning instructional options for the 2020/2021 school year (for use during onsite and Distance Learning as approved at the August 10, 2020 meeting of the ASD Board of Trustees). Whether instruction is taking place onsite or via distance learning, continuity is critical to providing a clear vision for student learning, limiting confusion, and ensuring cohesive instruction. To help support student learning the District invested in several e-learning platforms through Edmentum, who produce engaging curriculum, research-based assessments for learning, and quality educational services designed for each student and any learning environment.

Arcata Elementary School:

Each grade level has their own schedule, developmentally appropriate for the age group, and consistent with exceeding the state guidelines for minimum daily instructional minutes. The teaching staff have several ways to engage with families and students:
Grades TK - 2 use SeeSaw, a student driven digital portfolio that allows students to add artifacts (completed assignments) to their private, secure online journal. Parents can subscribe to their child's journal and receive notifications when artifacts are added. Class Dojo is also used as a communication tool to engage parents and share photos and voice notes from the teacher.
Grades 3 - 5 use Google Classroom to create classes and distribute assignments. Teachers can create, review, and mark assignments in a timely fashion all in one place. Students can see all of their assignments on the assignments page and all class materials (e.g., documents,

photos, and videos). Teachers can send announcements and start class discussions instantly. Class Dojo is also used as a communication tool to engage parents and share photos and voice notes from the teacher.

For grades TK-5, teachers are using/modifying the adopted curriculum to instruct students during Distance Learning. However, to further support student learning the ASD has invested in several digital tools from Edmentum, who produce engaging curriculum, research-based assessments for learning, and quality educational services designed for each student and any learning environment:
Grades K-1 - Reading Eggs provides animated online lessons where students learn essential reading and phonics skills. The variety of fun activities within each lesson provides the repetition needed for these skills to become part of the child's long term memory. Children gain confidence by reading online books that only contain words they have already studied in the program. There are over 2500 leveled books within the Reading Eggs program.
Grades 2-5 - Study Island serves as a proven K-12 practice and assessment tool that is State standards-aligned and provides real-time progress monitoring. It provides customizable classroom assessments and flexible practice that can be aligned with teacher's direct instruction.
Grades K-5 - Exact Path provides diagnostic assessments with valid growth measures, individualized learning paths aligned to California standards, and is proven to be effective for English Language Learners (ELL).

Sunny Brae Middle School:

Google Classroom is used to create classes and distribute assignments. Teachers can create, review, and mark assignments in a timely fashion all in one place. Students can see all of their assignments on the assignments page and all class materials (e.g., documents, photos, and videos). Teachers can send announcements and start class discussions instantly.

For instruction, SBMS will be using a combination of Google Classroom and Courseware (Edmentum) as their primary means of delivering instruction. Courseware will provide a standards based online curriculum for the core courses of math, English, science, and social studies. Edmentum has site-wide security and is completely web-based, which allows students to access the program from any computer with an internet connection and a standard web browser. Unit activity results are automatically recorded for teacher review, including results from activities completed outside of school. The program consists of courses, and each course is broken up into units. Each unit includes activities such as tutorials, practice activities, discussion posts, mastery tests, and posttests.

Exact Path will be used as an Intervention tool for Reading and Math. It includes diagnostic assessments with valid growth measures, individualized learning paths aligned to California standards, and proven effective for English Language Learners (ELL).

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 ASD has purchased enough Chromebooks to ensure device access for all students (1-1 Districtwide Chromebook program). Numerous older devices have been repaired in order to provide devices as needed, until more recently purchased (on backorder) devices arrive. Devices are provided upon request. In order to support families with internet connectivity concerns, 25 hotspots have been ordered. The

hotspots are also slow to arrive, but based on our family needs survey the 25 should be more than enough to ensure connectivity for our families without stable internet. Students and families are receiving technology support on an as needed basis – support is provided by office staff, teachers, and the Director of Technology depending as appropriate.

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.]

The ASD will track daily attendance, engagement, participation, and will outreach to families identified as not participating in Distance Learning. The ASD will more than adhere to the state's minimum instructional minutes requirement and will continue to evaluate the robustness of its instructional program as the year progresses. Daily instructional schedules vary by grade level, but generally include a combination of synchronous (real time interaction with teacher or other school staff) and asynchronous (work or instruction completed without real time support) instruction and practice to more than meet the state's minimum daily instructional minutes for each grade level. The District will be closely monitoring/tracking student attendance, engagement, participation, and progress throughout the school year:

Arcata Elementary School:
To track student attendance, engagement, and participation AES teachers will be using a template provided by the state. Working with their grade level partner, using the weekly engagement template, teachers will provide a summary of assignments/assessments planned for each day of the school week and indicate the instructional/assignment delivery method. Teachers will also indicate a time value for assignments/assessments and then document each student's participation for each school day - No Participation/Absent, In Person Instruction, Student or Parent/Guardian Contact, Assigned Work Submitted/Assessment Completed, or Other. In addition to this, AES teachers enter an initial all day attendance code to indicate each student's attendance at the synchronous instructional start to each school day. This attendance code alerts the office of absent students, the office then calls home for these students in effort to provide support and encourage academic engagement. Teachers are using a separate form to track student attendance for all of their synchronous instructional times for intervention purposes. At the end of each week the initial all day code is replaced with one of four Distance Learning Codes based on the student's level of attendance, participation, and engagement - Distance Learning Full Participation (DL), Distance Learning Partial Participation (DP), Distance Learning No Participation (DN), and Distance Learning Pending (DU). Academic pupil progress will be measured by formal and informal assessments provided by teachers. The nature of the assessments will vary by grade level, with some being teacher created and others being provided via Reading Eggs, Study Island, and/or Exact Path.

Sunny Brae Middle School:
To track student attendance, engagement, and participation SBMS teachers will take period attendance for all of their morning synchronous learning sessions using one of four Distance Learning Codes based on the students level of attendance, participation, and engagement - Distance Learning Full Participation (DL), Distance Learning Partial Participation (DP), Distance Learning No Participation (DN), and Distance Learning Pending (DU). Asynchronous learning is tracked via Courseware and will be logged weekly into the asynchronous afternoon learning periods using the Distance Learning attendance codes. Courseware is being used for all core academic instruction areas (ELA, math, social science, and science) and students are expected to complete a minimum of 5 hours of Courseware work each week. Academic pupil progress will be measured by formal and informal assessments provided by teachers. The nature of the assessments will vary by grade level and subject area, with some being teacher created and others being provided via Courseware and/or Exact Path.

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.]

The ASD employs a Director of Technology to support staff with technology issues and training. Additionally, the District provided an additional PD day prior to the 2020/2021 school year in order to support and provide training for the District's new e-learning platforms. Further, the District provided a stipend for the completion of required safety trainings outside of the regular work calendar in order to free up additional training time on the regularly scheduled staff duty days, for both certificated and classified staff. A number of staff members also attended Zoom training and the HCOE SHIFT conference in preparation of distance learning.

Staff Roles and Responsibilities

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

Distance Learning is significantly different from normal District operations. As such, all staff will need to be flexible, work together, and keep the lines of communication open in order to navigate changing dynamics. Some specifics regarding various employee groups include:

Classified Staff:
Classified employees remain critical to District operations during District Learning. Classified staff will continue to provide academic support, check-in with students, and assist in identifying any students with social/emotional needs. CSEA and the District recognize that CSEA bargaining unit positions may be asked to perform duties not currently contained within their current job description. This flexibility is a is a temporary solution to a current need and is not a waiver of CSEA's rights to negotiate the transfer of duties out of the bargaining unit as may be required by law. The District and CSEA will negotiate transfers of duties as necessary. It is agreed that some unit members may be asked to perform the following temporary duties:
a. wiping down and disinfecting items within the classroom on a regular basis in order to maintain cleanliness standards;
b. distributing lunch and/or other meals for students;
c. distributing instructional supplies;
d. assisting with maximizing student attendance to remote and face-to-face learning;
e. enforcing physical distancing between students and other COVID-19 safety precautions which pertain to students (e.g. regular handwashing, appropriately wearing face coverings, etc.);
f. managing and enforcing isolation of sick student(s) and ensuring students remain physically distanced when traveling between classrooms and when using bathrooms;
g. managing and supervising pickup and drop-off of students;
h. other District COVID-19 response efforts; and
i. other duties in accordance with Government Code Sections 3100 et seq.

Teachers/Certificated Staff:
Develop high quality distance learning lessons for students. To the extent practical, provide accommodations and support to students with individualized needs. Special Education teachers and staff will collaborate with General Ed teachers to support IEPs. Provide the

instructional resources students need to progress. Hold regular "office hours" to connect and support student learning. Communicate regularly with families regarding student engagement and progress. Engage in Professional Development (PD) intended to support distance learning. Attend district and site meetings, monitor district and site communications regarding school closures, distance learning, and continuing support of students.

School and District Administration:
Communicate regularly with families and staff regarding changing dynamics related to COVID-19. Support teachers, staff, students, and families - identify and connect students and families with resources to support distance learning. Identify and support students not participating in distance learning. Stay up to date regarding changes at the state and local level that may impact students and staff.

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.]

During Distance Learning the District will continue to ensure appropriate support for students with unique needs. Education Specialists are meeting regularly (biweekly) to discuss assessment plans, student needs, prioritize certificated/classified supports/interventions (use of paraprofessional time, the onsite certificated support, and the SBMS intervention teachers), and prioritize the use of SELPA support services (Behaviorist and BSA). The Arcata Family Resource Center, overseen by the ASD Director of Student Services, will continue to take the lead on ensuring support for pupils in foster care and experiencing homelessness. To support these students and families, the ASD will provide individualized outreach and targeted support customized to meet student/family needs. This year the FRC is fortunate to have an Americorps Volunteer to assist the Director of Student Services and site administrators with outreach and intervention. The Director of Student Services also provides special education oversight and has been instrumental in providing cohesive support for students with learning disabilities. The Director of Student Services works closely with the site principals, school psychologist, speech pathologist, SELPA supports (behaviorist, behavioral support assistant), and education specialists to ensure appropriate student placement, goal setting, assessments, and intervention. To providing additional counseling and support an assessment backlog, the District is hiring an experienced (recently retired) school psychologist to assist students, staff, and families on an as needed basis. The EL Coordinator and the EL support aide will continue to support English Learners. Additionally, the on onsite certificated support teacher (AES) and the SBMS intervention teachers will prioritize providing support to EL students.

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

Description	Total Funds	Contributing
Ensure adequate device access for all students and support internet connectivity for families as needed.	$90,679	Yes
Provided an E-learning Curriculum to facilitate student learning and ensure continuity between onsite and remote instruction.	$22,728	No

Description	Total Funds	Contributing
Provide a video conferencing platform to facilitate synchronous learning and provide appropriate staff communication options for student/family intervention and contact.	$11,802	No
Distribute instructional materials critical to student learning.	$10,658	No
Support professional development and training to ensure COVID-19 related training and e-learning curriculum training.	$42,051	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.]

Students potentially have segmented understandings across all subjects, making measuring and remedying student leaning loss is an extremely nuanced and complicated endeavor. Pupil learning loss will be measured by formal and informal assessments provided by teachers. The nature of the assessments will vary by grade level, with some being teacher created and others being provided via Reading Eggs, Study Island, Exact Path, and/or Courseware. Assessing all students in ELA and math using Exact Path will be an initial step toward identifying student learning loss in ELA and math. Reading Eggs will the primary tool for assessing students potentially in need of reading intervention. EL students will receive support in their targeted instruction area based on needs identified by Reading Eggs (K-2), their last ELPAC assessment, and/or other teacher directed formal and informal assessments. EL support and reading intervention services are being combined as appropriate to facilitate targeted small group instruction and maximize the use of District resources. Fountas & Pinnell Leveled Literacy Intervention (LLI) is used for both EL and reading intervention students. LLI is a powerful, short-term intervention, that provides daily, intensive, small-group instruction, which supplements classroom literacy teaching. LLI turns struggling readers into successful readers with engaging leveled books and fast-paced, systematically designed lessons. Students with exceptional needs will also be evaluated for learning loss. This analysis will include progress monitoring on goals and will be arranged, along with appropriate supports/interventions, as part of annual IEP meetings, amendments with families to address needs, goals, and services during Distance Learning.

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 use of e-learning supports such as Reading Eggs, Study Island, Exact Path, and Courseware will help with coordinating/facilitating learning loss identification by student and the provision of appropriate academic interventions. Exact Path will be used as the District's primary e-learning intervention too. Self paced programs that meet students where they are in the learning process and provide customized instruction/reteaching will help students to make up lost learnings. However, just as important as these programs and tools, will be the ability to provide sufficient staffing to support targeted/individualized student learning opportunities and ensure student/family comfort with the e-learning programs and other intervention offerings. To this end, the District restored numerous paraprofessional positions that were being cut/eliminated and is providing .5 FTE certificated intervention support at each school site. Further, the instructional schedule at both school sites reserves the afternoons for teachers to hold office hours, facilitate outreach to families, and provide targeted intervention. Low Income students, EL students, Foster/Homeless Youth, and students with exceptional needs will be assessed for learning loss along with their peers, but will be prioritized to receive support from the certificated support teacher (AES) and/or the SBMS intervention teachers (.5 FTE). Students with exceptional needs will also be evaluated for learning loss and provided targeted support via progress monitoring on goals, annual IEP meetings, amendments with families to address needs, goals, and services in the current setting.

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.]

The effectiveness of the ASD's learning loss mitigation strategies will be measured using the same formal and informal assessment methods used to identify the learning loss, including Reading Eggs, Study Island, Exact Path, and/or Courseware. The return of state testing will also provide the ASD feedback on its ability to successfully mitigate student learning loss. The learning loss mitigation for students with exceptional needs will also be measured via IEP specific evaluation measures that are already in place or that will be implemented to evaluate student outcomes, including annual IEP goals, triennial evaluation, and progress monitoring.

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

Description	Total Funds	Contributing
Support onsite certificated support staffing and certificated academic intervention.	$41,285	Yes
Provide E-learning intervention programs - Exact Path and Reading Eggs	$4,120	No

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.]

Student mental health and social and emotional wellbeing are priorities for the ASD. Prior to the start of the school year, a number of staff members participated in "Youth Mental Health First Aid" training. Additionally, the ASD is currently participating in two grants that focus on the Mental Health and Social and Emotional Well-Being for all students in the district. These grants include the Humboldt Bridges to Success and the Wild Rivers School Climate Transformation Grant. As part of these grants, the ASD is engaging in the development of a District-Wide MTSS approach and working with outside agencies to support the behavioral and social/emotional needs of students. The Arcata Family Resource Center (FRC), continues to serve as resource for students and families, connecting them with resources and targeted supports based on student/family needs. This year the FRC is fortunate to have an Americorps Volunteer to assist the Director of Student Services and site administrators with outreach and intervention. The District's school psychologist and additional school psychologist time, purchased through the Humboldt County Office of Education, also provide valuable support and resources for students and families. With the potential need for increased counseling and assessment support the District has also arranged for additional school psychologist support from a recently retired school psychologist familiar with ASD students and the greater ASD community. Further, the District contracts with the SELPA for additional behavioral and social/emotional supports. Priorities for these SELPA supports will be different due to Distance Learning and this year will see the implementation of social skills groups and coping skills as a priority. To get a general sense of student mental health needs the District will be facilitating a Fall administration of the CA Healthy Kids Survey.

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.]

Legislation (SB98) mandates daily live interaction. If daily live interaction is not feasible as part of regular instruction, the ASD will work with families to develop an alternative plan for frequent live interaction that provides a comparable level of service and school connectedness (Pursuant to Education Code Section 43503(b)(6)). If attendance and participation becomes a problem or barrier to student achievement, teachers will meet with families to create a plan. If the plan is not followed, teachers and families will meet with administration and community resources will be provided. School attendance and engagement are critical for student success. Student engagement will be defined as having three components:
Behavioral engagement (physical actions) - The physical actions a student uses to interact with the learning material such as attending, writing, reading, studying, or watching

Cognitive Engagement (Cognitive Processing) - Reflects the extent to which a student is thinking about the learning activity, or attending and focusing on the task
Emotional Engagement (Motivation and Emotional Response) - Reflects a student's involvement in and enthusiasm for school as a whole as well as their emotional connectedness to others on campus

The district is committed to using multiple measures to determine whether students are engaged at the level needed to maximize their academic, social, and emotional progress. This is also being viewed as a collective responsibility and the ASD will work with families to adapt some of these measures based on student/family need. The District is closely tracking/monitoring student attendance, engagement, and participation and will be providing targeted tiered outreach as needed. Teachers, administrators, and staff across the district have shared responsibility in ensuring the engagement of all students and will work together and with families to respond based on the following expectations and tiered approach:

Expectations:
Students and families - Attend/engage daily with their teacher and report absences for ANY school day to the school.
Teachers - Document attendance/engagement every school day for each scheduled class period, regardless of the instructional model.
Attendance Staff - Monitor attendance/engagement and communicate with administration and teachers as necessary.
Administrators - Ensure that attendance/engagement is being documented as required, work with teachers and families, and provide tiered interventions when necessary.

Students attending school/participating regularly (90+%)
Daily notification of absences
Regular student check ins
Class meetings

Students attending school/participating moderately (70-89%)
Daily notification of absences
Regular student check ins
Class meetings
Teacher phone calls home and verification of contact information
Letters home
Training with technology
Offer of additional devices for distance learning (as needed)
Referral to support services

Students attending school//participating irregularly (40 - 69%):
Daily notification of absences
Regular student check ins
Class meetings
Teacher and administrator phone calls home and verification of contact information

Letters home
Training with technology
Offer of additional devices for distance learning (as needed)
Referral to support services
Action Plan created with student and family,
School Attendance Review Team (SART) meeting

Students not attending school/participating: (0-39%)
Daily notification of absences
Regular family check ins
Class meetings
Teacher and administrator phone calls home
Letters home
Training with technology
Offer of additional devices for distance learning (as needed)
Referral to support services
Action Plan created with student and family,
School Attendance Review Team (SART) meeting
Home visits
Referral to outside agencies
Potentially bringing the student on campus for daily instruction

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.]

ASD Food Services have continued to operate throughout the school closure, the summer, and into the new school year. The flexibility, adaptability, and ingenuity of ASD Food Services leadership and staff has been incredible! In addition to serving meals daily at each school site, the District is providing meals at three remote locations in order to ensure meal access for all District students. Although the District will serve students under the Seamless Summer Program through December, the ASD was recently been approved under the Community Eligibility Program and is prepared to offer free meals for all District Students through the end of the school year. The three remote delivery locations are critical to supporting food access for our neediest students. The District is adjusting staffing and securing an additional delivery vehicle in order to ensure delivery times that are compatible with synchronous student instructional times.

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

Section	Description	Total Funds	Contributing
School Nutrition	Support educationally compatible food service distribution.	$50,937	Yes
Mental Health and Social and Emotional Well-Being	Provide needed social/emotional support in order to improve student learning opportunities.	$62,396	

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
18.77%	$763,698

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.]

Action: Ensure adequate device access for all students and support internet connectivity for families as needed

This action potentially supports access for all students, but is primarily intended to provide access for low-income students who may not have full access at home. The district purchased and distributed Chromebooks to any students in need and will continue to distribute devices to any students in need of a device. Targeted outreach was facilitated by the site administrators and the FRC. The district has purchased hotspots and is prepared to purchase and provide more depending on need.

Action: Support onsite certificated support staffing and certificated academic intervention
This actions supports positions that have the potential to provide some benefit to all students. However, the certificated supports will prioritize foster/homeless youth, English Learners, students with disabilities, students with 504's, low income students, students identified with learning loss, and all other students as appropriate.

Action: Provide childcare for appropriately aged children (including children of staff) and potentially cover all associated costs (for at least the first trimester) for families and children of staff upon verification of need
This action potentially provides support to all District students and families, however, access to childcare is intended to support our most at risk students. To this end enrollment is guaranteed for foster/homeless youth attending our schools and offers some enrollment priority for low income students. Some targeted outreach was done to encourage specific students/families to submit enrollment applications for the program (foster/homeless youth and some students with IEPs and 504s).

Action: Support educationally compatible food service distribution
This action potentially supports improved food access for all students, but it is primarily intended to provide food for low-income students. The remote meal delivery is critical for some of our neediest students - these students may have limited access to healthy meals at home and would not have reliable transportation for picking up meals available at the school sites.

These four actions are effective because they remove barriers to student learning by ensuring all students have device access and internet connectivity (low income), intervention support (Foster Youth, EL, and Low Income), potential supervision options (Foster Youth, Low Income), and access to healthy food options (Low Income).

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

Although all LCP actions support foster youth, English learners, and low-income students, the four actions above are specifically intended to support these students and help them be successful during Distance Learning. The ASD has been allocated a total of $489,865 in learning loss mitigation funds and $214,774 of these funds directly support foster youth, English learners, and low-income students as follows:

$90,679 - Ensure adequate device access for all students and support internet connectivity for families as needed

$41,285 - Support onsite certificated support staffing and certificated academic intervention

$31,873 - Provide childcare for appropriately aged children (including children of staff) and potentially cover all associated costs (for at least the first trimester) for families and children of staff upon verification of need

$50,937 - Support educationally compatible food service distribution

Thus the District is using 44% of its Learning Loss Mitigation Funds to increase or improve services for foster youth, English learners, and low-income students which is more than the 18.77% requirement derived from its Supplemental and Concentration grant calculation.