

Learning Continuity and Attendance Plan Template (2020–21)

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

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

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

Due to the COVID-19 pandemic, schools within the Fortuna Elementary School District were closed on March 16, 2020, for the remainder of the 2019-20 school year. At that point, teachers implemented a Distance Learning (DL) model of instruction in conjunction with the distribution of weekly work packets for students mainly enrolled in our elementary schools. This change in the format created quite a hardship for many of our families as not all of our families have internet connectivity nor devices that their children could use to access virtual instruction. The district surveyed families to get a better understanding of their needs in regard to DL and did everything possible to accommodate them (i.e. helped them gain internet connections, let them borrow Chromebooks, provided basic school supplies for students to use at home, etc.). FESD also implemented a revised breakfast/lunch program for any students suffering from food insecurity by serving daily Grab and Go meals to all students who stopped by our campuses to pick up the prepared breakfast and lunch meals facilitated through the District's participation in the Seamless Summer Meal Option.

As the 2020-21 school year approached, parents and staff were surveyed once again regarding their preferences for student instruction for this new school year. Survey results were forwarded to all families, district staff, and the District's school board members. It was obvious that families within our community were very divided on their feelings regarding the pandemic, how it affected their students, and what they would like to see happen with the delivery of instruction moving forward. At their meeting on August 6, 2020, the FESD Governing Board spent several hours listening to public comments regarding the reopening of our schools. It became apparent early on that preferences regarding reopening spanned the spectrum from full on-site instruction to full DL. These varying opinions were similarly reflected through our staff surveys as well. The board voted to open our District through a DL model of instruction for a minimum of three weeks. After three weeks have gone by, the board will once again revisit the concept of ongoing instruction and decide whether or not we will continue with DL, a blended model of instruction that will incorporate partial on-site learning as well as partial DL, or return to full on-site instruction by following all health and safety guidelines and protocols, and maintaining proper social distancing.

Unfortunately, our community is still divided as to the type of instructional program they would like to see happening with our students. In preparation for continued DL instruction, our District has spent many hours providing professional development opportunities for teachers to

help them become more adept in accessing and using the District's four main platforms for instruction and communication: Zoom, Class Dojo, Google Classroom, and Renaissance Learning's "Freckle" instructional program. Teachers and administrators have been working throughout the summer in order to be prepared for this new school year and whatever it may bring. As student and staff safety remains a top priority, the District has spent a great deal of time, effort, and funds into purchasing PPE for all staff and for students as well. Custodial staff have been instructed in how to provide deep cleaning and sanitizing, and use those practices on a daily basis at all school sites. The District has also sent multiple notices and informational bulletins to families to help educate them on effective strategies for avoiding the virus and how to effectively assist their students in accessing their education through a virtual learning format.

Even though our school sites have been closed since March, our counselors, psychologists, and social workers have continued to reach out to families to inquire about their needs outside of the education of their children. Parents/Guardians were surveyed about issues surrounding food insecurities, child care needs, household supplies (including needed supplies for school) with a special focus on students who qualify for free or reduced-price meals, those with exceptional needs, and non-English speaking families with students who have been identified as English Learners. Much of this work has been coordinated through our District's Family Resource Center with a great deal of this support coming directly from the FRC Coordinator herself. District personnel also made a concerted effort to reach out to our students in foster care and those that have been identified as homeless. These types of interactions were specifically intended to help address the social/emotional needs of our students and their families during this very difficult time.

FESD understands that the school closures have created major challenges for parents and families, especially if the adults in the household are also working from home or are essential workers who must leave home to provide services during the pandemic. Because of this, FESD has analyzed all impacts COVID-19 has had on our community and developed plans to address all students' learning needs as well as the impact on families. District staff worked over the summer to create Reopening Plans as well as individual COVID related safety plans for each school site in the District. These documents are available on District and school websites to help inform families and our staff.

Whether providing meals, improved technology, or academic and emotional support, FESD keeps the needs of the community (and especially the needs of our students) at the heart of all planning. The District strives to continue gathering input and respond to community feedback, acting as a hub for resources and information. As families navigate the changes brought about by the pandemic, the District will continue to serve the students, staff, families, and community in general as a partner on the path to a safe and healthy future.

When possible, FESD looks forward to the day when we can safely re-admit our students to their campuses to reinstitute face-to-face instruction and learning.

Stakeholder Engagement

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

The Fortuna Elementary School District believes that collaboration and consultation with all stakeholders improve outcomes for the entire community. Since the beginning of this pandemic, the District has been maintaining open channels of communication with community members, parents/guardians, students, teachers, administrators, other school personnel, and our District's bargaining units.

Beginning last spring, surveys were distributed (in both English and Spanish) to our families through a mostly electronic format. Families who do not have internet access were notified that they could pick up hard copies of the surveys by visiting school offices. Hard copies of the surveys were printed in both Spanish and English as well. Multiple surveys were provided to staff and families in order to address needed supports including meals, mental health, instructional strategies, and future instructional formats. We sent two separate surveys that specifically addressed reopening options that also included questions asking about families' comfort level with students wearing masks at school, sending their students to an actual school site along with other students, and also inquired about their preferences for the length of the school day. We also solicited recommendations and comments regarding what worked and what did not work during our Distance Learning efforts last spring. We provided opportunities for stakeholders to share ideas for improvements in the 2020-21 school year, and shared out all survey results/responses at board meetings held during the summer and included those responses and survey results on our websites.

Throughout the month of July, District administrators met on a weekly basis even though they were technically supposed to be on summer break. It was decided that ongoing discussion and feedback among administrators was more important than taking vacations. Ongoing discussions were held regarding school closure, instructional best practices during COVID, issues surrounding technology, translation services, grading policies, student needs, state and local guidelines for reopening, creation of safety plans, etc. Principals from each of our four schools conducted voluntary weekly staff meetings in order to keep teachers abreast of events and to check in on the status of their emotional wellbeing.

When completed, the District will post the draft Learning Continuity Plan (LCP) on its websites and invite feedback regarding specific actions and provide an opportunity for stakeholders to submit written comments. The LCP will also be presented to our District's Site Councils, DELACs, reviewed at school staff meetings and provided to bargaining units in order to elicit comments from those groups as well.

The draft LCP will be presented at a Public Hearing of the Governing Board on September 17, 2020, for any additional public comment, and will then be modified as needed in order to be presented to the Governing Board for final adoption at a special meeting scheduled for September 24, 2020. Due to the continued restrictions placed on public gatherings by Executive Order N 29-20, all public meetings regarding this plan will be held using a virtual format.

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

Advance notice of all meetings including time, agenda, and teleconferencing information will be provided in a variety of ways such as, notices on websites, social media platforms, and hard copies of meeting notices and agendas posted at the District Office and each school within the District. As often as possible, meetings will be held using platforms that are accessible via phones, tablets, computers, and may also include social networking platforms to expand exposure and availability.

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

Based on the feedback we received through parent surveys, it was determined that for our youngest students, weekly work packets were more effective than digital meetings, although both methods have been utilized. It was also made clear that those students who have greater academic needs would benefit most from face-to-face meetings with educators. Parents are very curious as to what future grading practices will look like as the grading that took place during the spring was mostly participation-based or administered through a credit-no credit format. They have indicated that at least for our upper-grade students, they would like to see basic grading guidelines reinstated that were similar to what took place prior to the pandemic, and when possible, return to on-site instruction. It should also be noted that a significant number of families have indicated they would prefer to have their students continue accessing their education through a DL model for the entire school year as they have overwhelming concerns surrounding their children's health and safety being around other students and adults. Survey responses gathered from both our classified and certificated units were compiled and survey results were forwarded to our Board and posted on District websites. The Board reviewed those survey results as well and based our future learning model based upon the results from all stakeholder groups. As a majority of respondents felt it best to begin the new academic year using a distance learning model, the board voted in favor of that particular model.

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

As was previously stated, results based on feedback from our many stakeholder groups have helped to steer our methods and practices of instruction and curricular opportunities for our students. Parents/Guardians feel differently about instructional delivery methods for younger students compared to older, more independent students. Certificated staff readily identified a need among themselves to become more well-versed in the delivery of virtual instruction and requested increased opportunities to participate in professional development activities based on the four digital platforms our District has adopted for DL: Google Classroom, Class Dojo, Renaissance Learning's "Freckle" instructional program, and Zoom. Stakeholder input was received and taken under consideration from our District's English and Spanish-speaking families and parents who returned hard copies of the surveys had their data included in the final results as well.

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.]

When our school board permits, we will return to on-site instruction in either a blended model or full on-site instruction for all students. If we first return using a blended model of instruction, all teachers will divide their classes into two groups: A and B. Group A will receive on-site instruction on Mondays and Tuesdays while Group B will receive virtual instruction those same days. On Thursdays and Fridays, Group B

will receive on-site instruction while Group A students receive virtual instruction those two days. On Wednesdays, all students will receive virtual online instruction (DL). Another potential hybrid model is that of an AM/PM schedule. All classes are divided into two groups with one group attending in the morning and one group attending in the afternoon. This model would allow for daily onsite instruction four days per week for the entire class, and one day used for DL for the entire class. By initiating a blended model, it would likely be less difficult for staff and students to practice social distancing and to implement needed health and safety measures as only half of the students will be on campus at any given time.

The District has utilized "Loss of Learning" funds to purchase new devices for students, additional and supplemental curricular activities and programs to help mitigate students' academic regression, purchased software licenses for all students in order to access additional academically supportive programs, has increased the FTE of our intervention teachers to full time, and has enlisted support staff to be able to provide additional academic support for any students needing added instruction. Everything just mentioned will also be in place as soon as all students return to full on-site instruction. For the first two weeks of school, many teachers will meet individually with their students in order to better familiarize themselves with their new students and to administer basic academic assessments in order to determine the individual academic needs of each student.

FESD believes that connecting students and helping them develop strong peer relationships is critical to their successful development. Students need the opportunity to learn and grow from each other make mistakes, try new things, and be present with peers in a safe and healthy learning environment. Because each student is unique, they are also best served when working directly with a teacher, provided immediate support, and given individual help when necessary. When rules and regulations as well as confidence in health and safety protocols permit our schools to operate in person, FESD believes it is a moral imperative, albeit safe and possible, to provide the option for students to return to school and learn in classrooms with their teachers.

FESD's reopening plans are designed to adapt to changing public health conditions and are designed to provide smooth transitions from a DL format to full face-to-face instruction. As was previously stated, our District has prepared for three distinct phases of reopening:

Phase I: Distance Learning. Due to health concerns and issues of staff and student safety, FESD has begun the school year with a DL model of instruction.

Phase II: Hybrid Model. When our Governing Board determines that it is safe for staff and students to return to onsite learning, they may choose to begin the transition process by instituting the hybrid model plan. FESD will divide all students into A/B groups. Under this model, students will attend school in person two days per week and participate in three days of DL. Group A students would likely be on school campuses on Mondays and Tuesdays while alternately, Group B students would be onsite Thursdays and Fridays. All students would participate in DL on Wednesdays. The District will ensure that siblings are placed on the same schedule. The hybrid model schedules cohorts of students so that only 1/2 of all students are on campus at any given time.

Phase III: Full onsite learning. This model will institute a return to full face-to-face instruction either four or five days per week. If the four-day option were selected, students would participate in onsite instruction on Mondays, Tuesdays, Thursdays, and Fridays. Wednesdays would be dedicated to full DL for all students while custodial staff would complete deep cleaning and sanitizing of each school site. Students will retain their pre-existing schedules and be engaged in daily, rigorous, and engaging instruction provided by their teachers.

It should also be noted that families will retain the option to have their students continue with DL or participate in an independent study program if they prefer not to have their students attend onsite instruction.

Health and Safety Precautions for Face-to-Face Instruction:

1. daily screening for staff and students for fever or symptoms of illness
2. staggered schedules to manage the safe ingress and egress of students and staff
3. installation of plastic barriers in high traffic areas such as school offices
4. ongoing training for staff and students on proper hand hygiene, including handwashing and use of hand sanitizer
5. required face coverings in compliance with public health guidelines (face masks will be provided to students and staff and face shields will be provided to staff members.
6. to the greatest extent possible, social distancing will be maintained both indoors and out
7. custodial staff will regularly clean and sanitize classrooms, offices, and other spaces on within school buildings
8. recently purchased HEPA air filters will be placed in every classroom and office
9. to the greatest extent possible and weather permitting, windows and doors will remain open to allow for greater airflow and air circulation
10. outside classroom activities will be staggered to allow for maximum social distancing
11. staff will be encouraged to refrain from gathering in common areas such as break rooms, staff rooms, and restrooms
12. school-wide assemblies will be suspended and in-person meetings will only be held when absolutely necessary
13. visitors will not be permitted on school campuses
14. student cohorts will be maintained at all times while on school grounds
15. classroom furniture will be spaced to all for maximum physical distancing

All three phases will include academic instruction that is culturally responsive and based on California State Standards, with appropriately credentialed and assigned teachers. Systems of assessment and monitoring, with support for students with differing abilities, will promote the achievement of grade-level standards by all students. Student attendance and engagement will be required and monitored in all phases.

Students with unique needs will continue to receive specialized services to meet their needs. English Learners will be assessed and provided appropriate services that will include both designated and integrated ELD. Students with IEPs will continue to be monitored to ensure their IEPs are being met in the best way possible in a socially distanced space.

To determine the level of learning loss experienced by students, we will incorporate Renaissance Learning's STAR assessments in both ELA and math for most students. The results of those assessments will help determine what additional interventions may be needed to assist students in regaining ground that may have been lost this past spring. Teachers will also be monitoring student progress on a daily basis through the interaction of online student engagement, completed work assignments, and engagement through online student work platforms. Teachers will evaluate student work, provide feedback to students, and plan ongoing lessons according to the degree of mastery exhibited by each student.

Teachers, school counselors, and psychologists will maintain regular office hours in which they are available to provide academic support, consultation, and counseling services as well as being available to families for tech support, referrals to outside agencies, and individual student tutoring.

It should also be noted that students' social-emotional wellbeing will be monitored by their teachers through participation in online classes. If indicated, teachers will have the opportunity to enlist the support of our District's counselors, psychologists, and social workers in helping to support the social-emotional well-being of our students and their families.

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

Description	Total Funds	Contributing
Increase Custodian Hours	73712	No
Purchase of face masks and face shields, thermal thermometers, and other PPE for staff and students	68101	No
Purchase hand sanitizer	3313	No
Hiring additional Intervention staff and increasing the hours for the School Nurse	140207	Yes
Training all stakeholders on Covid-19 safety protocols	0	No
Training all stakeholders about the signs and symptoms of Covid-19	0	No
Training all stakeholders in proper hygiene and use of PPE	0	No
Basic Services: Foundations for success including appropriately credentialed and assigned teachers, access to standards-based instructional materials for each student, and PD opportunities related to best practices in DL and in teaching content standards	4,451,982	Yes

Description	Total Funds	Contributing
Supplemental Services: Personnel, training, and materials for in-person instructional offerings to provide Tier I intervention and enrichment services for all students. This might include additional curricular materials or assessments and additional social/emotional curricular materials	257905	Yes
Targeted Support: Tier II interventions for English Learners, socio-economically disadvantaged students, and foster/homeless students not achieving at grade level. Classroom aides in primary grades to assist with targeted intervention within the classroom environment	199027	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.]

When the Fortuna Elementary School District closed its schools in the spring and launched Distance Learning, our overarching goal was to provide flexibility as the District, community, and families learned how to navigate the COVID-19 crisis. As the new school year begins, the goal has now been slightly altered. FESD will provide a learning environment that mimics, as closely as possible, the typical school schedule. Teachers will be covering the same content standards, but students will be graded and attendance and engagement will be required on a daily basis. DL will now be more rigorous and must include daily, live interaction with teachers and other students. Schools will ensure that all students have access to devices and internet connectivity, and will also provide basic school supplies for use at home. Regularly scheduled Zoom meetings and instruction through online means will take place daily.

FESD's reopening plan for schools is designed to adapt to changing public health conditions and will provide smooth transitions from DL to hybrid to full onsite instruction (and back again if necessary). No matter what the format, all instruction, and learning will be standards-based and will use District adopted curriculum and content. Lessons will be designed to be reasonable and meaningful to promote student engagement. Google Classrooms will be used by all teachers in all learning scenarios. The District aims to maintain or improve daily

attendance rates at or above 90% participation. FESD acknowledges that transitions from one method of delivery to another must meet the needs of all students and families. It is assumed that additional planning and resources, including added input from staff and parents, will be utilized as much as possible as we transition from one model of instructional delivery to another.

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.]

FESD will provide Chromebooks and Wi-Fi hotspots to students who need them. Hundreds of new devices have been purchased or are on back-order in preparation for the 2020-21 school year. Families have been informed that Wi-Fi is accessible in all schools' parking lots, at Fortuna High School's parking lot, and at the Fortuna Library, Chamber of Commerce building, and at Starbucks. FESD is also helping to find solutions for internet connectivity by offering assistance through our Family Resource Center and is also purchasing individual hotspot devices and data plans for those families who have no means to provide for themselves. FESD is attempting to provide as much tech support as possible to families, and parents are given the option to purchase inexpensive insurance policies for Chromebooks. All families were surveyed regarding their need for connectivity or device support. Families were surveyed (English and Spanish) in both the 19-20 and 20-21 school years. Families who indicated they needed some type of internet connectivity or device support were provided options by the District to assist. Internet hotspot devices have been purchased by the District and will be distributed to the roughly 30 families who have indicated they need internet support.

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.]

On a daily basis, students will be required to check-in with their teachers via Zoom, Google Classroom, or Class Dojo as well as by phone, text, or email. Teachers will document student participation and engagement each day and will also be monitoring students' academic progress. Students who are not checking in or participating, or those who seem to be struggling, will be referred to the site principal and/or other appropriate school staff in order to determine how to best help the student get back on track. Teachers will also be monitoring progress and student participation in daily classroom assignments and will keep students abreast of their current grades in all subject areas. When it has been determined through observations and levels of work completed that a particular student is not making sufficient progress or is not participating in-class activities, the student's family will be contacted to discuss what barriers might be existing that are impeding participation or progress. Through a collaborative process, a plan will be developed and implemented to reduce barriers and help the student return to a successful path of learning. Teachers will assign academic assignments to the degree that meets daily minimum student engagement expectations. Instruction will be designed to meet the minimum daily minutes required. Teachers will seek feedback from students on asynchronous assignments in order to monitor and adjust assignments to ensure that the student workload is appropriate. The amount of time required to complete assignments will be appropriately monitored. This will include time spent on Zoom as well as ongoing project work, group work with peers, and individual homework assignments. Teachers will collaborate with each other to make sure the workload assigned to students is rigorous and robust, but at the same time, does not become overly burdensome for students and their families.

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.]

FESD believes that it is imperative that our teachers continue to learn and grow as they are asked to implement a DL program. Over the past summer, many of our teachers participated in PD opportunities sponsored by the Humboldt County Office of Education, as well as through our own District. The District also contracted with an online PD company called Simple K-12 that offers PD on every imaginable subject or learning platform. As all teachers in the District have been issued a license to participate, they need only to search the Simple K-12 website for areas of which they want to receive more learning opportunities and can then easily access the desired workshop(s) online. The District has also agreed to pay stipends to certificated staff members for the successful completion of PD opportunities. In-house experts have, and continue to provide PD opportunities for all teachers regarding the four platforms FESD has adopted for our DL program: Zoom, Google Classroom, Freckle, and Class Dojo.

Staff Roles and Responsibilities

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

All staff has been asked to adjust to new parameters and expectations as the District responds to the COVID-19 pandemic and its effects on our community. Teachers have learned how to adjust the methods of delivery of instruction and have been provided needed support and professional development to build high-quality virtual learning environments. This is a change that will require ongoing training to meet the varied needs of all students.

FESD believes in the value and constructive impact of developing positive relationships with students. This is likely another area where teachers might need additional support and training to develop ways to engage and build relationships with students in a virtual space. Teachers are adjusting teaching methods to accommodate the virtual setting and create a classroom culture that resembles in-person learning as much as possible. Ongoing professional development opportunities are being provided by the District to assist in this process.

Social and emotional learning support specialists (i.e. counselors, psychologists, social workers, school nurse, etc.) have also needed to redesign the options in their toolkits to support staff, students, and families as they navigate the stress and fear brought on by the pandemic and the challenges naturally inherent with virtual learning.

Staff involved in food services, maintenance, custodial operations, and IT have all had to adjust their daily schedules and methods of operation to meet new requirements and expectations for DL. The changes schools have faced through this pandemic have significantly altered the regular routines, roles, and responsibilities of all employees ranging from classroom aides to the superintendent.

All staff have been or will be provided specific training on how to safely interact with students and other employees while on site. Training will include safety protocols established through guidelines set through our local public health department as well as additional safety measures that have been outlined in both our certificated and classified MOUs.

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.]

While planning for the implementation of DL, FESD maintained its focus on meeting the needs of its most at-risk students. Supports for the social-emotional needs of students who are socio-economically disadvantaged, English Learners, Foster and homeless youth, as well as those with special needs, have continued during this time by many of our classified staff, teachers, administrators, counselors, psychologists, nurse, and the Family Resource Center Coordinator. All staff is working together to integrate positive behavior supports, social-emotional learning, and RtI strategies in the new working environment. Maintaining existing relationships and building new ones, is key to building a positive school climate that promotes participation and success.

For English Learners, both designated and integrated ELD strategies continue by support through our ELD Coordinator, EL teachers, and EL aides. Staff is continuing to revise and improve the DL curriculum and teaching methods to meet EL student needs. Continued and ongoing revisions will be utilized in the future as we all learn to adapt to a new way of doing things. Strategies for student interactions will include individual and small group meetings and well as whole class interaction through virtual classroom situations. The Avenues program will continue to be utilized as well.

Academically at-risk students will benefit from the additional support provided by instructional aides and intervention teachers. Daily tutoring is being provided by our after-school staff as well.

Foster and homeless youth receive additional supports and resources as needed. Our District's Foster-Homeless Youth Liaison continues to reach out to families with students in these situations to inquire as to what needs they may have of which the District might provide additional support. FESD will continue to partner with HCOE's Foster/Homeless Youth Liaison in helping to meet the unique needs of these students.

Students with IEPs continue to be monitored by their Case Managers to ensure their IEP supports and services are successfully implemented. Special Education teachers are working with General Education teachers to monitor student progress and to decide on best practices to meet the needs of students through combining their efforts and in helping those students access the curriculum in an environment of virtual learning.

If families need to access internet hotspots by parking in school parking lots, especially those with students who have special needs, they will be notified that restrooms are available to be used inside the buildings during normal operating hours and that in-person support will be available through teachers and other employees who continue to work from school sites during regular school hours. Parents will be made aware of this option through notifications via phone messages, Class Dojo, email, and texting.

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

Description	Total Funds	Contributing
Provide Chromebooks to students	128068	Yes

Description	Total Funds	Contributing
IT Support	102751	Yes
Provide professional development to staff regarding effective integration of curriculum in an online learning environment	113511	Yes

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.]

The week prior to the first day of school as well as during the first two weeks of the new school year, teachers will be inviting students to participate in face-to-face meetings in order to administer academic assessments. (These meetings can only take place after health checks have been administered and all safety protocols are put into place). Most teachers will use Renaissance Learning's STAR math and STAR ELA assessment protocols. In addition, formative and interim assessments from adopted curricular materials may also be used to help establish baselines so growth can be measured throughout the year. Our District's teachers in the primary grades will use the Core Growth assessment screening tool.

As part of monitoring and measuring students' learning status, FESD teachers will continue to monitor basic metrics such as access to a broad course of study, implementation of content standards, and by providing access to standards-based instructional materials. Appropriately credentialed and assigned teachers will monitor students' academic growth on an ongoing and regular basis and will make adjustments to their programs when/if it is discovered that students are not making expected academic gains or progress.

For foster youth, homeless students, and those students who qualify for free or reduced-price meals, school supplies, and materials as well as curricular materials will be provided and delivery of those materials will be directly overseen by District personnel. Families of these students will be made aware of community services of which they may benefit by taking advantage of certain opportunities. Counseling services will be provided as needed or requested. For families who do not primarily speak English, translated documents will be provided, and targeted ELD instruction will be provided daily. The ELPAC will be administered to qualifying students by our District's ELD staff.

All students who receive special education services will be contacted by special education staff to determine instructional needs. Virtual IEP meetings will occur to document any changes needed in instructional placement. Special Education paraprofessionals will also be utilized in helping to provide the required supports and services.

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.]

FESD teachers are developing lesson plans and unit plans that will include desired outcomes for students that will be utilized on a regular basis. The results will help teachers determine what types of Tier I interventions might be needed such as small group instruction and differentiation strategies. Academically at-risk students will benefit from Tier II MTSS responses, determined by whether the students continue to learn through a virtual environment or if they are able to meet in person. ELs will be referred for intervention recommendations as well.

Other Learning Loss Strategies will include:

1. administering of STAR assessments
2. administering formative and summative standards-based assessments
3. regular staff meetings to review and discuss assessment results and informal observations about students
4. ongoing teacher collaboration to discuss teaching methods and strategies
5. regular review of SST documentation
6. virtual and future in-person tutoring
7. review of Section 504 accommodations
8. supplemental support or tutoring for students struggling with the Zoom format
9. facilitate opportunities for families and students to access wireless networks as needed
10. provide counseling for students experiencing social and/or emotional difficulties
11. provide free meals to individuals up to age 18 by utilizing the Seamless Summer Meal Option
12. provide daily ELD targeted instruction for ELs

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.]

Benchmarks and targets will be determined, and students will be monitored to determine their level of attainment of those benchmarks. The effectiveness of learning loss mitigation strategies will be determined by reviewing results of regular and ongoing diagnostic, formative, and summative assessments, and through ongoing review of learning records and data collection. Anecdotal assessments of students will be considered in order to implement opportunities for tutoring and other targeted interventions. Each school's SST process will be implemented as individual student situations arise.

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

Description	Total Funds	Contributing
Administer Renaissance Learning's STAR diagnostic and formative assessments	40835	Yes
Administer CAASPP Interim assessments to all students in grades three through eight.	7500	Yes
Initiate the SST process for identified students as indicated by assessment results and teacher/parent observations	0	Yes
Provide ZOOM tutoring sessions and in-person tutoring sessions for students who fall behind or need extra academic support.	19719	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.]

During difficult times as we all are currently experiencing, the priority for creating an effective learning environment is to first focus on student and family safety and well-being. It is a well-known fact that only when students feel safe and have their basic needs met are they able to successfully maneuver the learning process. Our District employs mental health professionals consisting of counselors, psychologists, a Family Resource Coordinator, and Foster/Homeless Youth Liaison that by working together, coordinate needed supports and plans for students and staff to address trauma and other impacts of COVID-19. All staff is working together to integrate positive behavior interventions and support (PBIS), social-emotional learning, Rtl strategies, and continued practice in multi-tiered systems of support (MTSS) in the new working environment we currently find ourselves. Maintaining existing relationships while working to build new ones, is key to building a positive school climate that promotes cooperation and success. As students are able to return to school campuses, staff will work to make the transition back to onsite learning as seamless as possible. School staff will continue to partner with families in working together to remain flexible and collaborative in assessing individual student needs.

Potential resources and strategies will include:

1. social and emotional lessons provided by teachers and school counselors
2. COVID-19 training for all students regarding proper hygiene and prevention of infection
3. guidance for youth in transition, who are homeless, or in foster care
4. virtual and eventual onsite 504 and SST meetings
5. virtual and eventual onsite special education services and IEP meetings
6. guidance for ELs
7. establishment of certificated office hours to provide additional support and services as needed
8. provide PD opportunities for staff regarding trauma-informed best teaching practices
9. ongoing communication and information for families regarding mental health resources
10. continued support for foster/homeless youth through our Foster/Homeless Youth Liaison
11. continued implementation of PBIS strategies at all school sites
12. continued implementation and application of MTSS strategies

Teachers will play an important role in monitoring the mental health and social and emotional well being of students. Through regular online interactions with students and discussions with parents, teachers and other staff members will have ample opportunities to assess students' needs. Regular staff meetings will take place where teachers will be able to discuss their observations with their colleagues and additional support personnel.

District counselors and psychologists will also maintain regular office hours in which they are available for consultation and counseling services for students and staff. Counselors and psychologists will also make themselves available to meet with students via Zoom. In addition, counseling support and referrals to outside agencies as well as personnel associated with our Bridges to Success grant will be utilized as necessary.

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.]

During the spring school closures, FESD experienced a student participation rate ranging between 80-90% of students who logged onto Zoom meetings or participated in completing classroom assignments. For the 2020-21 school year, FESD will carefully monitor student attendance, engagement, and participation in all learning formats and will institute individual contacts with students who are not attending. Personal home visits may be instituted by school principals, counselors, the Family Resource Center Coordinator, or the Foster/Homeless

Youth Liaison to determine how to best support families of students having difficulties engaging in the learning process. The District will also engage in frequent two-way communication with families to determine if there are elements of the school reopening process that are problematic for any student or group of students to quickly address and improve processes and student outcomes. In addition, every school in the District will send automatically generated phone messages to families whose students did not participate in school activities on any given day. Ultimately, it is the belief of FESD that it is the relationships that are established between staff, students, and families that determine whether students return and stay actively engaged in their education. The District is also proactive in providing translation services for non-English speaking families. After multiple attempts and as a last resort, if school personnel are unable to make contact with students or their families, a wellness check by the city's Student Resource Officer will be requested.

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.]

Throughout the spring school closures, meals were distributed to children up to age 18 in a Grab and Go style via the Seamless Summer Meal Option. Meals were distributed at each of the District's schools at the same time five days per week. This same format of meal distribution was instituted on September 1 of this year and is ongoing. The District will continue to provide bagged meals (breakfast and lunch) for curbside pick-up five days per week while the DL format is still in place. Foodservice workers are practicing safety protocols and social distancing when distributing meals. When students return to campus, meals will be delivered to students in a Grab and Go fashion by having meals delivered to individual classrooms at the conclusion of each day right before students are excused. Through automated phone calls, postings on social media platforms, and postings on the District's and individual school websites, all families have been notified that meals are available to all students who would like to participate.

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

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Provide counseling with District counselors, psychologists, outside agencies, and with personnel associated with the District's Bridges to Success grant	616703	Yes

Section	Description	Total Funds	Contributing
Pupil Engagement and Outreach	Costs associated with monitoring, communicating, and responding to students who are not engaging in the learning process	80197	Yes
School Nutrition	Costs associated with providing meals during times of distance learning, including staff time and extra food costs.	337897	Yes
Pupil Engagement and Outreach	Train staff on the process for student engagement and in preparation for successfully facilitating DL.	9996	Yes

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
24.25%	2137627

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.]

FESD will provide supplemental services and resources to English Learners, socio-economically disadvantaged, and foster/homeless youth. These services and resources will be designed based on the identified needs of each group of students. Metrics have been identified and outlined for each goal to ensure accountability. The use of supplemental funding is principally directed toward unduplicated students and that the actions and services outlined are the most effective use of funds.

Actions and services highlighted in FESD's LCP are targeted toward supporting students with the greatest needs and/or who are the lowest-performing. Due to the COVID-19 pandemic that led to school closures in the spring of 2020, some students experienced a learning loss. On closer inspection of students who are failing to meet expected outcomes, it was unsurprisingly revealed that students who are English Learners, foster youth, homeless, and/or socio-economically disadvantaged are overrepresented. The remaining students who are being identified as struggling do not fall into one of the targeted groups of students but are definitely enrolled throughout schools all across Humboldt County. Students who are not meeting expected outcomes or have experienced learning loss have a definite need for tiered services, instruction provided by skilled teachers, and access to a robust standards-based instructional program. By appropriately focusing actions and services toward identified students, FESD staff intends to increase the rate of student success and reduce the negative effects of learning loss. This LCP includes actions and services intended to support both the academic and social-emotional growth and success for students through either DL, hybrid, or onsite learning formats. Programs and services targeted to specific groups are included, as well as other actions or services that'd support the District's ability to meet the needs of struggling students regardless of the method or model of instruction. It should be reiterated that these actions/services are principally directed toward meeting the academic and social-emotional needs of unduplicated students.

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

FESD intends to increase services for foster youth, English Learners, and low-income students by instituting the following supports and services:

1. by maintaining specified office hours for teachers, counselors, psychologists, and intervention teachers with an emphasis on supporting unduplicated and other at-risk students
2. by providing devices for students to use at home and school
3. by facilitating access to hotspots or other means of internet connectivity for families in need
4. by administering diagnostic assessments
5. by continuing to access the SST process as indicated by assessments or parent/teacher observations
6. by providing tutoring to students and families in helping them access needed technology
7. by providing counseling services through onsite personnel and outside agencies
8. by providing free and nutritious meals to all students

9. by continuing to provide PD opportunities for all district staff
10. by purchasing additional technology, devices, materials, and supplies
11. by providing additional intervention and tutoring opportunities for students needing extra academic support