

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.]

The closure of school in March caused by the COVID-19 pandemic affected the Fieldbrook Elementary School District (FESD) community students and families by challenging their ability to access both instruction in a traditional setting and basic services. It was critical to quickly identify any technology/connectivity issues which might interfere with a distance learning model and to assess needs for meals for those who had previously been served by the school, as well as those with new needs, given the economic uncertainty resulting from the pandemic. Traditional methods of instruction and assessments of student learning were interrupted and needed adjusting to meet student needs when participating in distance learning. Support to families and students with exceptional needs and other services which had been delivered in-person, such as counseling, were also impacted by the closing of school.

The impact on the Fieldbrook community is perhaps different than in more populated areas of California as our remote rural location has had a relatively low percent of positive COVID cases. Many local businesses, however, were closed, and families have experienced concerns about economics in addition to the disruption to the routine of their daily lives. At this time there are no English Learners in the district, nor are there any Foster Youth or students experiencing homelessness. Sections of this plan related to these student groups with unique needs describe what the district will do if new students with these needs were to enroll.

The health and safety of students and staff became a district priority. The district Administrator worked with the Humboldt County Health Department to develop safe procedures which would be put in place at such time the school reopens.

Stakeholder Engagement

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

FESD's efforts to solicit stakeholder feedback to inform the district's Learning Continuity and Attendance Plan began in May and have continued throughout the development process.

Meetings with teachers, support staff, and administration have been conducted via telephone, email and Zoom. Families have been provided similar opportunities to provide input multiple times. Their feedback on technology needs, internet access, and extra social-emotional support needed for students has also been collected on surveys via text message, email, and posted on the school's website.

Staff were also consulted to determine their needs for safety, curriculum and professional development. There are no bargaining units at our district. The FESD administration hosted two community forums for families, July 28 and July 31, to learn more about the program options and to collect their input. These both had question and answer sessions which allowed stakeholders to share and problem solve around specific concerns. Administration facilitated meetings for FESD's parent advisory committee (April 28) and the Fieldbrook Educational Foundation, made up of parents and community members (May 28). Additionally, planning for instruction during the pandemic was discussed at Board of Trustees regular public meetings each month, March-August. The Public Hearing for review and comment on the LCP will be held on Sept 14, 2020, and approval is scheduled for a public meeting on a date yet to be set prior to Sept 30.

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

Stakeholders were encouraged to participate in public meetings via Zoom. Meetings were noticed well in advance and multiple links and reminders were sent out via text and email and posted on the school's website. Paper flyers were posted at the school bulletin board. Stakeholders had the option to participate via telephone or computer. Public meetings were scheduled at 5:30pm to allow more people to be able to participate during non-work hours.

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

Family feedback

If the school were opening in a blended model, the majority of parents would prefer to have their children on campus every day. * In July, only 10% of parents responding to the surveys wanted full distance learning. As the number of cases grew in the county, this number requesting full-time distance learning grew to 33% of our student population. Parents were concerned about:

social opportunities for their children if the school opened in full distance learning

the increase in screen time if the school opened in full distance learning

a lack of childcare during the day, or how supporting a child in full distance learning would impact their jobs

cleaning, sanitizing, and mask wearing if students returned to school

how assessment would look for students who are at home

how students with limited internet access could participate with their peers and receive instruction from their teachers

ensuring daily contact with teachers and peers

engaging students in online learning without training

scheduling internet and device use for multiple students in the same house

Staff feedback

Staff were concerned about:

cleaning and sanitizing the school

needing professional development to learn more about digital teaching and learning

staying connected to student and families during distance learning

balancing personal life and professional life during a pandemic

balancing curriculum for students who wanted full distance learning and students who wanted to come to campus as a blended model.

providing adequate support and social opportunities for all students, especially those with IEPs

supporting students with no internet access

enforcing facial covering and safety protocols on campus

Educational Foundation

- The Fieldbrook Educational Foundation's members were most concerned about Fieldbrook's technology needs, arts programs, and fundraising opportunities which they view as an essential part of the school. They hope to see them continue even through distance learning.

Parents of students with IEPs and 504s

These parents were primarily concerned with access to services for their students. They wanted to make sure their students would not lose learning opportunities and fall farther behind if school opens in distance learning. Some were worried about proper assessments being done to show academic growth/progress of their child.

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

Key takeaways from the surveys and Zoom meetings included the need to: provide daily, live, direct instruction; to create and maintain connection to staff and peers; to ensure student and staff safety while on campus; to provide engaging curriculum to all students; and to ensure access to technology for all students. All of this input is evident in the district's LCP.

Developing clear expectations for daily, live instruction for all students every day. This includes the minimum number of minutes for both in-person and direct instruction during distance learning per day. The district has also included as part of the plan the expectation that lessons/topics are recorded to provide students the option of participating in recorded instruction later. This is seen as a critical support for students who may have different learning needs and benefit from rewatching instruction as well as a support for those students who may not be able to attend specific lessons.

Partnering with our school counselor and emphasizing Social Emotional Learning (SEL) lessons focused on universal themes that support connecting, belonging, and other aspects of social and emotional well-being.

Supporting parents and caregivers in supporting their own students' learning. The distance learning plan includes specific expectations for weekly communication from teachers to students and families. Weekly communications will include the week's learning intentions, schedule of zoom times for live instruction, content to be taught, and a description of assignments with related rubrics and due dates. This communication is intended to provide parents some of the key information and tools they need to support students in meeting goals. Teachers are also expected to be available to students and family members outside of instructional time. This includes maintaining open communication channels and identifying the times at which support is available.

Creating an equity-focused plan, particularly regarding the needs of students who are most vulnerable and at risk of learning loss during and after school closures. This priority has influenced the district's planning in a profound manner and is evident throughout.

To accurately assess learning status and monitor growth, the district has developed a common assessment platform across grade levels for ELA and Math.

Providing targeted supports to students through small group and individual instruction within a teacher's weekly schedule.

Continuously updating the district's School Safety Plan to ensure it is consistent with all CDC, CDHP, and local health ordinances.

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.]

On August 10 following guidance from the county health department it was decided the 2020-21 school year would begin with full distance learning. The district will prepare policies and procedures and the facility and staff to bring students back once it is safe to do so. The instructional program will then provide:

Two modes of instruction will be offered for families to choose from. A 100% distance learning model and a blended learning model which is part in-person and part distance. Students engaging in the blended learning model would receive part of their instruction each week at their school site.

The district will be prepared for potential shifts in instructional model when determined by public health conditions or student need. By using Google classroom in both in-person and distance learning students at home can participate in instruction the same as students who are in the physical classroom. This will allow students to collaborate with others in virtual groups. This model of delivery would maintain continuity of instruction in the event the district needs to return to a full distance learning model.

While students are engaged in the distance model, teachers will provide supports such as office hours for students and family, small group and individual support for students, collaboration with colleagues to prepare lessons, and professional learning.

Proposed Schedule

Monday through Friday all students grades TK - 2 are on campus engaging in learning. Families that wish to continue Distance Learning may do so. Teachers are actively engaging distance learners while teaching to the classroom occupants. Grades 3-8 will have the choice to come onto campus two days per week for direct instruction. On Mondays and Wednesdays grades 3, 5, and 7 will come on campus for direct instruction while 4, 6, and 8 attend zoom sessions and work remotely. On Tuesdays and Thursdays grades 4, 6, and 8 will come on campus for direct instruction while 3, 5, and 7 attend zoom sessions and work remotely. On Fridays, all students in grades 3-8 are distance learning. Teachers are meeting with students via ZOOM and consulting with distance learning families and preparing distance and in person

lessons for the following week. Site-based instruction will focus on math and English language arts instruction as well as meeting our students' social and emotional needs. Music and arts teachers will supplement distance learning as well as on campus instruction. An online curriculum and/or paper packets will be available for distance learning. Cohorts of students will stay with their teachers and assigned aides throughout the entirety of their shift. Teachers and aides will remain with students during recess times, and students will eat lunch in their classrooms or in designated outside spaces if they are eating on campus. Students will stay in one classroom with their cohort.

NOTE - More information on assessing learning losses which may have occurred last spring when students were not at school for in-person instruction is included in the section below entitled Pupil Learning Loss.

Classroom Spaces and Social Distancing

Classrooms will be arranged with spaces between desks and students will be instructed on how to be safe in their classroom environment. Teachers will arrange their lessons to ensure sufficient space between students. Teachers will instruct students to turn assignments in as they leave the classroom, or the teacher will walk around the classroom to collect assignments. Supplies will be provided to students, and teachers will sanitize them after each use. Students in grades 2-8 will have access to their own Chromebooks. Younger students will have access to their own iPads or Chromebooks. Students will be instructed on how to wipe down their Chromebooks or iPads and put them away safely. Teachers will sanitize the cart when students have put their Chromebooks away. If needed, parents/guardians will be able to check out a Chromebook for distance learning during times students are not on campus. Chromebooks will be disinfected before returning to classroom use. Face coverings are to be worn in order to adhere to state and county guidelines. Increased cleaning and sanitizing of school facilities will occur on a regular basis.

Non-Classroom Spaces and Social Distancing

Fieldbrook School has suspended all outside Facilities Use Permits, even when these activities would take place after school hours. Fieldbrook School has suspended class and program volunteers, other than student teachers or interns. University fieldwork students will be evaluated on a case by case basis to determine possible risk factors. Classes will have access to outdoor spaces during non-recess times. These areas can be used as outdoor learning spaces. Break time will be with the class teacher. Playgrounds will be accessible to cohorts during scheduled times to allow proper sanitizing of equipment. Hallways will have clear entry and exit spaces to encourage students to move through them in one direction. Students will enter and exit the campus at different times, depending on their grade spans. If students are eating in their classrooms, staff will bring a prepackaged lunch to them, rather than having students go to the cafeteria to get it. Tables will be set up outside to allow students to eat outside if they are eating with their cohorts. Face coverings are to be worn in order to adhere to state and county guidelines.

Personal Items

Students will not be allowed to bring personal items such as toys from home. Students will have personal supply tubs for classroom use. These will contain items such as pencils, crayons, glue, scissors, and basic Math/ELA manipulatives. The tubs will be labeled with each child's name. Tubs will be stored in individual student desks if applicable, or in a designated space in the classroom. Students will have assigned hooks/cubbies in the hallway for their jacket/sweatshirt and lunchbox only. We encourage students to bring water bottles from

home. They may refill the water bottles in the classroom or at hydration stations on campus. Support Services Students will be supported within their classroom cohort using a combination of push-in and pull out services. Classroom cohorts or individual students may also receive direct instruction using a pull-out model when needed. All materials will be disinfected after each cohort or individual use. Whenever possible, materials will be assigned to individual students and kept in their own supply tub. Pull-out services be scheduled with the specialist taking into account IEP and family needs.

School Arrival and Departure

There will be staggered times for arrival and departure. Students will not be allowed on campus prior to their scheduled drop off time and must be picked up at their release time in the same designated area. There will be no before or after school care program. Parents/Guardians will not walk their children to class. Rather, they will walk them to the check in point, where students will get a temperature check and walk to class. Schedule for drop-off and pick-up times will be sent out with the shift assignments. Face coverings are to be worn in order to adhere to state and county guidelines.

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

Description	Total Funds	Contributing
Personal Protective Equipment: Face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and family entering schools sites and staff working in the community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol.	6547.43	No
4 days paid time for teachers to complete PD and plan for distance learning	10332.30	Yes
HEPA filters for each classroom and occupied space	1200	No
Health Materials: Additional thermometers to screen student temperature and additional supplies to respond to students who display symptoms	500	
Disinfecting Materials: Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks.	3000	No

Description	Total Funds	Contributing
Social Emotional curriculum and training	2000	Yes
Classroom aides for small groups	34742.19	Yes
Signage, Posters, and Floor Decals: Visual cues throughout school sites to maximize social distancing. Cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing protocols.	3000	No
Maintain staffing at sites so that, in addition to standard maintenance and cleaning, facilities are routinely disinfected in high-touch areas.	18901.58	No
Individual Supplies: Additional supplies to limit the number of individuals using shared objects.	2230	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.]

District has the following goals for students and families during Distance Learning periods:

To maintain essential services for students and families.

To maintain communication, connection, and relationships between school, teachers, students, and parents/guardians.

To ensure that students progress and continue growth toward standards.

To partner with families and truly become team teachers in our students' educational opportunities.

The District will provide instructional materials for students to access independently and self-pace their learning (for example: Raz-Kids, Flocabulary, Scholastic).

Teachers will provide face-to-face instruction through online communication tools such as Zoom.

Teachers will offer online office hours and/or phone calls for feedback for students. Students will communicate through email, Google Classroom, or telephone.

Teachers will provide differentiated, small group instruction based on student needs.

Students must participate in learning activities for a minimum amount of time each day. Teachers will provide time values for each of their assignments similar to those in a normal classroom day. Parents may contact classroom teachers if they believe their students are struggling to keep up.

TK/K for 180 minutes per day

1st - 3rd grade 230 minutes per day

4th - 8th grade 240 minutes per day

Teachers will monitor students' participation in Distance Learning and will report this to District administration weekly. The District will work with teachers and families to try to resolve any issues that prevent students from participating in Distance Learning. Students are expected to complete all projects during the week they are assigned.

Throughout the Distance Learning, teachers will provide students with daily live instruction and activities, assignments, etc. they can do on their own. Instructional materials will be provided by the District for students to access independently.

If daily live interaction is not feasible as part of regular instruction, Fieldbrook Elementary School District will work with families to develop an alternative plan for frequent live interaction that provides a comparable level of service and school connectedness. The Principal/Superintendent Mr Wallace and the child's classroom teacher can provide more information on this plan.

Teachers will meet with families for conferences during the first week of school via Zoom or by phone. During this time, they will work together to create a plan that will ensure the highest quality of education possible for each student.

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.]

Last spring the district distributed and collected surveys to all families to ascertain their needs and comfort levels regardless home computers and other devices, Wi-Fi and internet connectivity, and any training needs they identified as beneficial to helping their children learn on-line. District staff followed up with every family to ensure their needs were understood and would be met. These efforts to provide all students with access to devices and connectivity have significantly reduced the gaps originally identified. Areas of need which remain include ensuring

access to sufficient connectivity to engage in distance learning. Families of Students with Exceptional needs were also provided space to indicate any obstacles they foresaw in using technology at home for their children. These needs were shared with the district resource program staff and addressed individually.

FESD will provide any student who needs one with a Chromebook to use while at home. District staff is available to support families and staff with technology needs and questions. The district realizes that internet access is a barrier to families for geographic (rural areas with little access to cable or satellite internet, or spotty coverage at best) and economic reasons. The district is currently working with local providers to investigate internet access for those who could have access at home but are unable to afford it. District purchased “Hotspots” are another alternative being explored. At a minimum, families needing internet access may use the school's internet in the parking lot.

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.]

Distance Learning Activities

Teachers will develop weekly educational activities for all students with a learning plan for the week that can be followed by families and students. The plan will contain resources including online and/or print reading, digital and/or print worksheets, guidance about the use of online applications, and other at-home activities. Teachers will provide schedules for their lessons, small group meetings, and office hours. Each teacher will have an online classroom with classroom expectations, resources, assignment information, enrichment opportunities, and links to past work.

Pupil participation will be determined based on multiple measures of a student's attendance and engagement in learning. Measures will include log-in records to the Learning Management System (Google Classroom or Seesaw) and other on-line applications used by the teacher, submission of assignments to the teacher, and other forms of contact/interaction with the teacher to be determined by the site and teacher.

Weekly Distance Learning Activities will consist of lessons for each of four subject areas:

Math, English Language Arts, History/Social Studies, and Science.

They may also include:

Short videos from instructions, objectives, and teaching points.

Projects that can be completed, photographed and sent back to the teacher.

Activities that may be possible at home such as simple experiments, cooking and measuring, and moderate physical exercise.

Ideas for arts and music activities.

Projects to be completed individually or with other students via phone or Zoom.

In addition, students may participate in virtual whole or small group instruction delivered live by their teacher, such as:
Virtual story times.
Individual projects or assignments.
Group or individual projects/assignments.
Music and art class.

Assessment practices will be built into lessons to enable staff to identify class and individual student needs. One example of such practices is frequent use of 'Checks for Understanding.' This might be a series of short comprehension questions following a reading or a practice question following a math segment. These brief, informal opportunities are embedded into lessons and provide teachers a real-time assessment of student understanding of a specific concept or skill. This information will determine whether additional practice or reteaching is needed before moving forward with the lesson.

Grading

As with in-person instruction, students in Distance Learning will be instructed using Common Core State Standards-aligned curriculum and will be assessed on the essential standards, work completion, and participation. Students will be graded using District assessments. Report cards will reflect the student progress for each given trimester/reporting period.

Attendance and Participation

For Distance Learning teachers will keep a weekly record documenting each student's engagement for each school day. This will include verification of participation as well as a record of student assignments. Teachers will be responsible for assigning the time value of assignments.

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.]

All educators will be provided professional development on the strategies needed to deliver effective Distance Learning and on the District's learning management system (Google Classroom or Seesaw). Teachers will have opportunities to participate in county-sponsored professional development activities and may choose to join a county-wide Professional Learning Community for digital educators. Teachers will also participate in one meeting per month dedicated to professional development around technology and distance learning. This may be staff-led or may involve outside presenters.

Staff Roles and Responsibilities

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

COVID-19 and the resulting transition to a distance learning model will impact the roles and responsibilities of staff in the district. Following are the key changes:

Classroom Teachers

Develop high quality Distance Learning lessons/assignments for all students.

Provide instructional resources and materials through digital learning means such as Google Classroom.

Monitor participation and engagement using multiple measures.

Ensure health and safety of students in classrooms when in-person instruction resumes, including arrangement of desks, cleaning of surfaces and materials, face coverings, management of supplies and papers, etc. and meet guidelines provided by health agencies related to COVID 19.

Special Education

All staff supporting students with disabilities will continue in their roles and performing their broad responsibilities, with modifications to reflect the distance context. Modifications include:

Support teachers with the set-up and completion of virtual IEP meetings, including how to engage parents to be meaningful participants and to facilitate the 'paper requirements' of conducting an IEP in a virtual or telephonic setting.

Support a range of distance learning-related actions, such as monitoring assessment processes and student progress and coordinating with Title 1 and instructional aides.

Instructional Aides

Will assist students during distance learning and helping the teacher manage instruction and facilitate Zoom sessions. Aides working with students with exception needs may provide support in breakout rooms when determined to be safe in accordance with the student's IEP and, as appropriate, during targeted instruction when in-person learning resumes.

Administrator

Actively model and support all required public health measures.

Ensure staff are providing students with appropriate distance learning opportunities and accurately tracking attendance/engagement.

Reinforce stay at home requirements.

Office Staff

Actively model and support all required public health measures.

Encourage electronic communications wherever possible.

Reinforce stay at home requirements.

Operations/Custodial Staff

Actively model and support all required public health measures.

Maintain a stock of personal protective equipment to ensure readiness - order additional supplies as needed.
Routinely disinfect all high-touch areas on a daily basis.

Food Service Staff

Actively model and support all required public health measures.

Implement one-way passageways for meal delivery.

Ensure workspace has appropriate personal protective equipment and cleaning/disinfectin

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.]

English Language Development

There currently are no EL students in the district. Should any enroll Teachers with English Learner (EL) students will integrate English Language Development instruction into the generalized education Distance Learning program. They will also recommend online resources to students and families to support their ongoing growth toward English proficiency. Teachers will be responsible for maintaining ongoing contact with their EL students and will maintain an electronic log of their interactions with students. Communication to families will be in their home language and translators will be available if needed for virtual meetings or phone calls.

Special Education

Special Education teachers will provide supplemental support to students on their caseloads, in keeping with the goals described in each student's Individualized Education Plan (IEP). To the extent appropriate, the Special Education teacher will modify IEP documents, with parent consent, to reflect the current conditions and the impact on the availability of services. Special Education teachers may provide support through the following options:

Additional support through Google Classroom (3rd-8th grade) and Seesaw (TK-2nd grade), with accommodations and modifications to materials and curriculum as appropriate.

Electronic chats with individual students or small groups through Zoom or other teacher selected digital platforms.

Regular parent consultation via emails or phone calls, live online instruction for individuals and small groups through Zoom.

Case Managers will strive to track students' engagement in home learning activities in coordination with their general education teacher, similar to tracking services during the school year. Case managers and special education teachers have an important role to play in supporting the coordination of contracts for related services as well. The FESD Special Education Department will continue to review and

follow guidance from state and federal officials about Special Education in a Distance Learning setting and communicate with families concerning this guidance.

Foster Youth

The Administrator will:

Provide case management to support all eligible foster youth

Conduct weekly and/or bi-weekly check-ins with students and foster parents via phone, zoom, and e-mail

Monitor attendance/engagement and communication with teachers when needed.

Make referrals to both district and community agencies for additional support/resources as needed.

Homeless Youth

The Administrator will:

Identify HY and determine if they have special or unmet needs for accessing distance learning. Technology needs including provision of Wi-Fi hotspots will be addressed on a case-by-case basis.

Work with schools/teachers & parents/students to locate 'missing' students or students who are not engaged in distance learning

Coordinate delivery of assignment materials and necessary school supplies.

Provide community resource information for parents/students, such as shelter, housing, food, clothing, health, COVID resources, etc.

Refer parents/students to appropriate community agencies and/or district departments/services when educational, health, or welfare needs are identified.

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

Description	Total Funds	Contributing
Devices: Chromebooks made available for all students who need a device to access distance learning at home.	5550	Yes
Additional Technology to Support Distance Learning: Wifi hotspots, headsets, and laptops/devices for staff.	3000	Yes
Counselors: Maintain staffing and supports to provide core and supplemental counseling services to students.	9884.50	Yes

Description	Total Funds	Contributing
Collaboration Time: Continue weekly hour of time for teachers to collaboration with peers on approaches to improving student achievement. While in distance learning and/or a hybrid model, collaboration further focused on assessing and address learning loss and responding to identified needs of students, particularly those who are most vulnerable to disproportionate impacts as a result of COVID.	5000	Yes
Digital Curriculum Subscriptions: Ensure that students have digital access to all curriculum and texts they may need.	650	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.]

Fieldbrook Elementary School District recognizes that students will experience learning loss due to lack of in person instruction during the 2019-20 and 2020-21 school years. The district will monitor students' progress on assessments and adjust instruction and support for students based on these results. Assessments of many types which students are familiar with from in-class instruction will be given throughout the school year. Student progress both in the moment and over time will be evaluated. Regular district assessments in both ELA and math will assist teachers to identify which students are making up for any learning loss and if additional support is needed. District Special Education staff will meet on the school campus 1:1 by appointment with families with students with exceptional needs at the start of the school year to assess student learning and needs. This information will be included in their IEPs or 504 plans.

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.]

Learning will be accelerated to make up for any losses which resulted from the novel introduction of distance learning last spring. All students will receive standards-aligned instruction with a focus on the key skills and concepts that are most critical for their grade and the content area. The next level of support will be provided in small groups to identified students sharing the same needs. Students who require more intensive support will be provided 1:1 instruction through individual sessions. These sessions would allow the teacher to provide more individualized attention to the student and support them in mastering the prerequisite skills so they may fully participate in the lessons that are occurring for the whole class.

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 services and supports provided to address learning loss will be measured first by the teachers' ongoing assessments of their students' progress. Additionally, student scores in English/Language Arts and Math from initial district benchmark assessments will be compared to those mid-year. An increase in scores will be evidence of progress and effectiveness. Should individual student scores fail to show growth, additional supports will be considered. Should the majority of students shown only limited or no growth, services will be revised or discontinued as not effective. Summarized results of student progress data will be shared with the Administrator and the School Site Council. Teachers will share strategies to increase or improve learning with each other during regular collaborative meetings held at the end of each trimester. Families will also be informed of their students' progress with the intent that their input will be reviewed should changes be needed.

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

Description	Total Funds	Contributing
NWEA Maps software and licenses	1500	No
Seesaw licenses	500	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.]

Mental Health Counseling

School counseling services will continue for those students previously receiving school counseling and new referrals will be reviewed and monitored by school counseling staff. Mental Health and Social Emotional resources will be available to students through the school counselor. The counselor will work with all classroom teachers to provide social emotional support to students.

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 attendance and participation become 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. During last spring's school closure, the district learned new best practices as for defining "engagement." Because of this the district has made changes to strategy for measuring engagement. In the spring, engagement was limited to physical actions such as logging in to a software platform, being present at a virtual meeting, or sending an e-mail. Moving forward, student engagement will be defined as having three components:

The physical actions a student uses to interact with the learning material such as attending, writing, reading, studying, or watching

The extent to which a student is thinking about the learning activity, or attending and focusing on the task

A student's enthusiasm for school as a whole as well as their connectedness to others on campus

The three components of engagement will be monitored and assessed through regular engagement surveys, completion of weekly exit tickets, frequency of use of various online tools, participation in online discussions, percentage of assignments completed, number of days logged in, and participation in expanded learning, co-curricular and extracurricular activities.

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.]

The district will be following the guidelines and requirements of the National School Lunch Program. Families will be able to pick up their meals at the school. Free and reduced lunch applications will be sent home with the registration packets and made available online. Families will be encouraged to fill these out and return them. Nutrition Services will continue implementation of key operational procedures developed during the spring school closures. These include use of a curbside pick-up process that ensures 6-10 feet of social distancing for staff and community members, use of appropriate personal protective equipment (PPE) by all staff, and clear signage at all distribution points to reinforce social distancing practices and now use of masks for community and staff required per state and county health orders. The Nutrition Services department is seeking waivers from state and federal agencies to continue the Summer Food Service Program that allow all students 0-18 years of age to eat free of charge, regardless of eligibility or enrollment in school. There is nationwide support from districts to address this concern at the federal USDA level but a waiver for this flexibility has not been confirmed at the time of this writing.

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

Section	Description	Total Funds	Contributing
School Nutrition	Nutrition Services Materials and Supplies: Additional materials needed to provide meals during school closures and, upon return, in a manner that is safe and consistent with public health guidelines. Includes additional kitchen equipment, sanitation supplies, and Personal Protective Equipment.	500	No
Mental Health and Social and Emotional Well-Being	Positive Behavior Intervention and Supports (PBIS) and Social Emotional Learning (SEL): Maintain existing staffing and supports to implement district programs and support school initiatives. Professional learning expanded to address distance learning context, particularly to support teachers in utilizing practices that increase connectedness and address trauma within the remote context.	1000	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
9.74%	97,784

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.]

Based on survey results collected from low-income families the following areas of need were identified:

Devices and Connectivity

Many indicated they had limited or no access to connectivity and devices which would be necessary for their children to participate in a distance learning program.

Two actions related to device and connectivity access are being applied across the entire student population, but were primarily selected to serve low-income students who may not have full access at home. The district purchased and distributed Chromebooks to any student in need and will continue to distribute devices to incoming students and any continuing students who still need a device. Targeted outreach is occurring through teacher contacts and our school counselor to make contact with 'unreachable students' and determine technology needs. The district is investigating providing Wi-Fi hotspots on a case by case basis.

Support Services and Teacher Leaders

Staff who provide Support Services and Teacher Leaders conduct a range of professional development for all staff. Their recent work has been focused in a number of areas that are specifically targeted at supporting the identified needs of our unduplicated students.

Positive Behavioral Interventions and Support (PBIS) and Social Emotional Learning (SEL)

These actions are jointly focused on providing both students and staff the training, skills, and tools they need to establish and maintain a positive school climate and culture. They are also intended to develop each individual's social and emotional capacity to be successful in college, career, and life. While a positive school culture and climate are important for all students, they are particularly important for unduplicated pupils and other groups who have historically and continue to experience disproportionate discipline and other unhealthy impacts of a negative school climate and culture. Foster Youth and Homeless youth in particular experience higher rates of discipline and lower attendance. English Learners and Low Income students are also more likely to be impacted by negative school culture and climate. These programs, while continuing their previous work, will adapt their range of supports for staff and students during distance learning. As the survey results discussed in this plan showed, connectedness during distance learning is challenging and many reported feeling less of a sense of belonging to their class or school. The PBIS and SEL programs will be critical elements in communicating and teaching best practices for integrating SEL into daily instruction and establishing clear classroom and school wide supports to build positive culture and climate.

School Counselor

Counselors play a critical role in the early identification of learning needs and referral to appropriate supports. This is crucial in normal years, when the most vulnerable student groups are often at risk of falling further behind without the appropriate and early assessment of need and support provision. During distance learning, the role of counselors remains critical as many students will have, layered upon their existing learning gaps, additional learning loss. Being able to appropriately assess individual student needs and connect them to appropriate supports is a key component of the district's plan to address learning loss and accelerate growth for unduplicated students and other vulnerable student groups.

[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 district has been allocated a total of \$110,038 in learning loss mitigation funds and \$ of these funds directly support foster youth, English learners, and low-income students as follows:

\$8550 - Ensure adequate device access for all students and support internet connectivity for families as needed

\$59,958.99 - Support onsite certificated support staffing and certificated academic intervention as well as classified staff support for students

\$5,730 - to provide materials to families to assist with academic progress and purchase software and user licenses to provide access to educational needs.

Thus the District is using 67% of its Learning Loss Mitigation Funds to increase or improve services for foster youth, English learners, and low-income students.