



# 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.]

Mission Statement: Foresthill Union School District (FUSD) will provide outstanding instruction and meaningful experiences to enable all students to reach their full potential in a safe, supportive environment.

FUSD is a single campus TK-8 school district. Foresthill Divide School (FDS) is the sole school of the district providing education to students in grades TK-8th and is home to approximately 400 students as of August 24, 2020. FDS is nestled in the foothills of Northern California. Our community is filled with many active members and many different social clubs including the Lions Club, American Legion, and multiple others.

The following information is pertinent to regular school years and some items may not be relevant during times of COVID-19.

FUSD offers after school intervention programs for students struggling academically, multiple sports throughout the year (basketball, volleyball, track, cross country, and soccer) and Intervention/Enrichment for 6-8th grade students. We work closely with Foresthill High School and provide multiple opportunities for our students and staff to get together and create opportunities for all students. FUSD continues to pursue excellence in education by providing the most up to date technology, curriculum and professional development for staff.

Parents are always welcome at our school and many volunteer opportunities are available. The School Site Council, with 50% of its seats reserved for parents, makes decisions regarding the school's site plan, areas for improvement, categorical programs and budget. Parental involvement is also encouraged through our school's Parent Teacher Organization (PTO), which has regular meetings and provides many opportunities to assist students and staff, including fundraising and school/community events. Our goal at FUSD is to continue to meet the needs of all of our students.

The Foresthill Union School District has been impacted by the COVID-19 pandemic in the following ways.

- **Students:** Students were immediately affected on March 16, 2020 when school districts throughout the region and Placer County, including FUSD, shut down schools due to the rate of spread and infection of COVID-19. Home Support Resources were subsequently provided to students while teachers and staff prepared for the imminent arrival of Distance Learning. Due to fluid and shifting combinations of required state orders and recommendations, Placer County oversight, and numerous other COVID-19 related factors, FUSD provided Distance Learning as the only learning program option from April 14, 2020 to September 3, 2020. FUSD opened school for in-person instruction for our Special Day Class students on September 4, 2020 in alignment with the district in-person school opening transition plan to start with our greatest needs scholars. The COVID-19 impacts for our students are anticipated significant learning loss due to lack of live/in-person instruction and structured instruction, inequitable access to computers and internet, limited in-person social interaction with fellow students and peers, increased family life stressors, and food insecurity.
- **Families:** The COVID-19 impacts for our families based on the June 8, 2020 survey are: Lack of social time with friends and family (91.7%), Education/Instructional Time Management (66.7%), Lack of normal routines (63.5%), School work challenges (59.4%), Unfamiliar with educational content (53.1%), and Childcare (32.3%)
- **Staff:** The COVID-19 impacts for our staff include many of the same for the families above as numerous employees have children that attend FDS. The major impacts to staff are access to a safe and healthy COVID-19 work environment and the balancing of home support of Distance Learning and work responsibilities that may be at the same time for those with children in school.
- **Community:** The COVID-19 impacts for our community are the limitation and/or closure of businesses and food insecurity.

As a result, our Learning Continuity Plan has responded to meeting these needs by planning and/or executing the following.

- **Students:** Our Learning Continuity Plan has responded to meeting the needs our students by planning and/or executing the following.

\* Anticipated significant learning loss due to lack of live/in-person instruction and structured instruction: All students were provided with access to a two hour session of small group in-person Student Orientations at the

school to meet their teacher, receive Chromebook usage and login instructions, train on the newly implemented iReady educational software program, start initial assessments, and discuss expectations for the classroom.

The weekly bell schedule for all students include five opportunities to interact with the teacher and students for live instruction on a daily basis via teleconferencing during Distance Learning. In-person instruction will

increase respectively with the rate of student transition back to campus. Instruction is structured through the use of a site-wide bell schedule utilized by all students, families, teachers, and staff.

\* Inequitable access to computers and internet: FUSD started the 2019-20 school year with approximately 200 Chromebooks at FDS. The technology plan at the start of that school year was to purchase 60 Chromebooks

for each subsequent school year to reach a 1:1 ratio of students to computers over the course of five years. With school closure on March 16, 2020 and the subsequent experiences with Distance Learning, the need and

inequity of access to computers was quickly recognized. As a result, the district's Board of Education approved a budget with approximately \$180,000 allocated for technology purchases for 2020-21 in order to expedite

the timeline of the 1:1 ratio from five years to two months. The school received and deployed the additional 250 Chromebooks enabling each student to have their own device in time for the start of the new school year.

Also recognized was the inequitable access to internet during the initial experiences with Distance Learning. The district engaged and collaborated with the local internet service provider to help close the gap of families

with challenges accessing the internet. As a result, the local internet service provider instituted a promotional program for our families and staff to receive a free next level increase for internet speed and new account

installations without charge. Additionally, a staff member is serving as a liaison to families for to seek extra support for the program or to discuss unique circumstances.

\* Limited in-person social interaction with fellow students and peers: Two live car parades through the school parking lot took place in 2019-20 to maintain live interactions between students, families, teachers, and staff.

Both parades were well received and well attended. Additionally, each 8th grade student from the last school year experienced a live promotion ceremony in safe small cohorts of five scholars at a time over nine sessions

on a Saturday after the official end of the school year. In-person social interactions will increase respectively with the rate of student transition back to campus. Additionally, staff, Parent Teacher Organization, and

community will work together on other safe and creative events until the full return of all students for in-person instruction at school.

\* Increased family life stressors: An additional nurse was contracted for the 2020-21 school year in anticipation of needed support related to COVID-19 for families and staff. Families have access to the Director of

Students Services for assistance with community resources as well as other staff including our counselor and psychologist for other appropriate supports.

\* Food insecurity: Students and community youth have been receiving free daily breakfast and lunch "Grab and Go" meals since March/April 2020 to date through the Seamless Summer program. The current program was

recently extended and is due to now expire on December 31, 2020. The district has concurrently been evaluating the feasibility of other complementary and/or replacement meal programs.

- Families: Our Learning Continuity Plan has responded to meeting the needs our families by planning and/or executing the following.

\* Lack of social time with friends and family (91.7%): Two live car parades through the school parking lot took place in 2019-20 to maintain live interactions between students, families, teachers, and staff.

Both parades were well received and well attended. Additionally, each 8th grade student from the last school year experienced a live promotion ceremony in safe small cohorts of five scholars at a time over nine sessions

on a Saturday after the official end of the school year. In-person social interactions will increase respectively with the rate of student transition back to campus. Additionally, staff, Parent Teacher Organization, and

community will work together on other safe and creative events until the full return of all students for in-person instruction at school.

\* Education/Instructional Time Management (66.7%): Instruction and routines are structured through the use of a site-wide bell schedule. This will enable all students, families, teachers, and staff to be on the same page

regarding the daily schedule while at the same time providing the defined structure to have high expectations for attendance, promptness, and active student engagement.

\* Lack of normal routines (63.5%): Education/Instructional Time Management (66.7%): Instruction and routines are structured through the use of a site-wide bell schedule. This will enable all students, families, teachers,

and staff to be on the same page regarding the daily schedule while at the same time providing the defined structure to have high expectations for attendance, promptness, and active student engagement.

\* School work challenges (59.4%): Staff, Parent Teacher Organization, and community groups will work together to provide families with workshops, training, and resources to help parents to support the learning at home.

\* Unfamiliar with educational content (53.1%): Staff, Parent Teacher Organization, and community groups will work together to provide families with workshops, training, and resources to help parents to support the

learning at home. District will also provide teacher instructional materials and resources to families as requested and as appropriate.

\* Childcare (32.3%): With school closure on March 16, 2020 and the "Shelter in Place" order in the same time-frame, the district childcare, Kids Club, also shut down to the detriment of our many working families. With

childcare centers able to re-open in June 2020, staff visited two facilities in that same month learn and collaborate with each other. Following the guidelines from California Department of Public Health for childcare and

information gathered from the childcare collaborations, Kids Club staff engaged in training and prepared for the re-opening of our center. Our childcare program re-opened on July 14, 2020 operating Monday through

Friday from 6:00 a.m. to 6:00 p.m. and is currently serving over 30 students with priority provided to families of essential workers.

- Staff: Our Learning Continuity Plan has responded to meeting the needs our staff by planning and/or executing the following.

\* Safe COVID-19 work environment: Upon school closure on March 16, 2020, almost all staff began working remotely immediately with very few on campus each day. Staff exceptions were the cafeteria team and

maintenance/operation team. Staff, students, and all visitors on campus are required to adhere to all district, state, county, and other required mandates regarding COVID-19 prevention/spread as well as operationally

adopted guidance/recommendations. All people are required to answer health screening questions with acceptable answers and have their temperature measured with acceptable results prior to being allowed access on

campus. All staff and adults visitors wear visible wristbands as proof of acceptable screening questions and temperature measurements. Staff are provided with personal protection equipment (PPE) as requested and

needed. Protocols are in place for the quantity of staff and students on campus and will continue to evolve based on increases in the quantity of staff and students on campus as well as COVID-19 landscape at the time

and due requirements and recommendations.

\* Balancing of home support of Distance Learning and work responsibilities: Most staff are afforded much discretion and choice regarding working on campus or remotely. As more students attend in-person instruction at

school, both discretion and choice will be diminished accordingly in order to support the needs of the students and staff on campus. Most staff are also afforded much discretion and choice regarding the daily and weekly

schedule of hours worked. As more students attend in-person instruction at school, both discretion and choice will be diminished accordingly in order to support the needs of the students and staff on campus.

- Community: Our Learning Continuity Plan has responded to meeting the needs our community by planning and/or executing the following.

\* Limitation and/or closure of businesses: District and staff have supported local businesses by utilizing their services and products as much as possible. Though there are accessible choices outside of the community,

many staff choose to spend locally. An article by the Superintendent/Principal was published in the community newspaper last school year about the benefits of "buying local." The Superintendent/Principal also facilitated

the featuring of the Foresthill community in an April 2020 article of The Sacramento Bee. The district continues to purchase many products from the local hardware store, grocery store, and restaurants.

\* Food insecurity: With increased unemployment and/or reduced hours for families in the community, the lost wages impact the ability to purchase appropriate quantities of healthy food. Community youth regardless of

attendance at the district school have been receiving free daily breakfast and lunch "Grab and Go" meals since March/April 2020 to date through the Seamless Summer program. The current program was recently

extended and is due to now expire on December 31, 2020. The district has concurrently been evaluating the feasibility of other complementary and/or replacement meal programs including some that may extend to all

members of the community.

## Stakeholder Engagement

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

The overall process for stakeholder engagement included many outreach opportunities. Specifically, these efforts included different strategies for each stakeholder group:

Pupils: Superintendent/Principal met twice with Student Council in 2019-20 to discuss LCAP. Student Council for 2020-21 has not yet been formed due to the new school year starting with Distance Learning.

Families: Access to Learning Continuity Plan draft on September 11, 2020 and Public Hearing at the Board meeting on September 14, 2020

Staff, Bargaining Units (Foresthill Teachers Association and CSEA #182): Access to Learning Continuity Plan draft on September 7, 2020 and Public Hearing at the Board meeting on September 14, 2020

Staff, Unrepresented: Access to Learning Continuity Plan draft on September 7, 2020 and Public Hearing at the Board meeting on September 14, 2020

School Site Council: Access to Learning Continuity Plan draft on September 7, 2020 and Public Hearing at the Board meeting on September 14, 2020

Due consideration for all stakeholder engagement and feedback were given before finalizing the Learning Continuity Plan by reviewing responses and revising accordingly as needed.

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

The Foresthill School District promoted stakeholder engagement through remote participation in the public hearing and local governing board meetings in the following ways:

- Holding public meetings via teleconferencing accessible by computer or telephone on September 14, 2020 and September 28, 2020 regarding the Learning Continuity Plan.

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

Stakeholder feedback was gathered and analyzed to uncover ideas, trends, and inputs. The following trends (ideas) emerged from our analysis:

Families: TBD

Staff, Bargaining Units (Foresthill Teachers Association and CSEA #182): TBD

Staff, Unrepresented: TBD

School Site Council: TBD

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

The stakeholder engagement process influenced the development of the Learning Continuity Plan in these specific ways: TBD

## Continuity of Learning

### In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

The Foresthill School District is prepared to offer in-person instruction when possible and is allowable under state and local health orders. The Distance Learning model of instruction will transition through several different forms of the Hybrid mode of instruction until reaching the goal of the Full Tradition In-person model of instruction.

- Transition Plan: Due to state orders and Placer County being on the monitoring list, FUSD was required to open school with Distance Learning only on August 20, 2020. Under the current provisions, the district opened school for its first day of in-person instruction on Friday, September 4, 2020. The transition plan calls for prioritizing returning students back to campus for in-person instruction based on those with the greatest needs. Our first returning student group on September 4, 2020 were students in the school's Special Day Class program. These students in the following week will attend school each day for approximately two hours and will be increase hours on campus each subsequent week until regular daily instructional hours have been reached. The next student groupings of priority are those with internet access issues at home, children of staff, children of essential worker families, and teacher recommendations. It is anticipated that the following student groupings of priority will include Transitional Kindergarten (TK) through First Grade pupils. Student groupings will continually be added throughout the school year until the goal of having all of our students returned to campus all day and every day for the traditional in-person model of instruction.

The rate of which students return and the quantity of students to return will be based on the below factors.

- \* Testing access time is adequate (appointment within 1 – 2 days)
- \* Test results are timely (report within 2 to 3 days)
- \* FDS preparedness (site, PPEs, protocols, staffing, etc.) for designated number of students on campus

In order to safely and fully open school for in-person instruction, the district must feel secure and confident about the above. Hence, there is no definitive timeline for the transition schedule of our students. It is important to note that protocols must not remain fixed and must evolve as the school scales to increased quantities of students on campus.

- Campus access

\* Students: All students will either have a parent signed note or will answer health screening related questions along with being checked for temperature prior to accessing the campus.

\* Staff: All staff will self-answer health screening related questions along with self-checking temperature prior to accessing the campus. Visible wristband must be worn at all times to indicate the aforementioned.

\* Visitors: All visitors will answer health screening related questions along with being checked for temperature by staff prior to accessing the campus. Visitors badge must be worn at all times to indicate the aforementioned.

- Protocols for safety

\* Classrooms: All teachers are required to wear face coverings. Students in TK - 2nd grade are expected to wear face coverings but are not required. Students in 3rd grade - 8th grade are required to wear face coverings.

Desks will be at least 6 feet apart unless protective barriers are utilized for spacing less than 6 feet. Teachers are encouraged to utilize outside space as much as possible and to allow the flow of outdoor air through the

classroom as much as possible. Hand sanitizer dispensers are on all doors.

\* Restrooms, Adults: Per current established protocol

\* Restrooms, Students: Per current established protocol

\* Outside: Face coverings are required per the above classroom requirements if social distancing of at least 6 feet is not possible. Face coverings are not required if social distancing of 6 feet or more is possible.

\* Cohorts: Student groupings will stay only with their own group.

\* Gathering Sizes: Students and adults are encouraged to gather only in very small groups.

- Hygiene practices: All students and adults are encouraged to wash hands frequently throughout the day and minimize hand to face contact as much as possible.

- Personal Protective Equipment (PPE): All students and staff should have their own face coverings to use while on campus. No student or staff will be denied access to campus due to not having their own face covering as the district will provide them at no cost as needed. All other PPEs such as protective barriers, gloves, gown, N-95 masks, wipes, etc. will be provided to staff as needed and upon request.
- Cleaning and disinfecting to ensure physical health and safety in school facilities: Maintenance and Operations staff will ensure protocols for classroom, restrooms, kitchen, staff lounge, gym, playground equipment, common areas, and other location on campus are followed on a scheduled and as needed basis based on the daily groupings of students on campus.
- Cleaning and disinfecting to ensure physical health and safety in school vehicles: Van driver staff will ensure protocols for the vehicles are followed on a scheduled and as needed basis based on the quantity and schedule of students in the vehicle.

At the start of the new school year, we will identify students who have experienced learning loss at the beginning of the school by administering iReady diagnostic assessments as well as subsequent formative and summative assessments to develop an instructional model to address the needs of students. This data will help us determine the best implementation of intervention strategies to accelerate learning for students at risk for experiencing learning challenges due to the impacts of COVID-19.

As a school district required to start the new school year solely with a Distance Learning program, we will be utilizing a daily site-wide instructional bell schedule that incorporates a morning welcome and check in for all students. Thereafter, grades TK - 4th have four scheduled live instruction touchpoints while grades 5th - 8th have the same on an alternate band of touchpoints. Lunch is scheduled site-wide from 12:00 p.m. to 12:30 p.m. to accommodate families with multiple children in the household. The instructional days and minutes for 2020-21 are the same as 2019-20. Once the district is authorized to provide in-person instruction, transition of students back to campus will be prioritized by student groups most in need.

All staff utilize programs such as Universal Design for Learning (UDL) strategies to meet the needs of our students that supports them in a manner that is equitable and respectful of cultural differences, sensory disabilities and learning disabilities. Students in need will also have the opportunity to participate in Response to Intervention (RtI) support groups during the school day as well as the opportunity to participate in after school learning cohorts. Additionally, students of Special Day Class, homes with internet access issues, staff, essential worker families in Kids Club childcare, and teacher recommendations will be the first group prioritized for in-person instruction. Priority groupings thereafter will be students in Resource and primary grades. Subsequent groups will be the balance of the grades moving from primary to intermediate. The transition of groups from Distance Learning to in-person instruction will most likely be on a hybrid schedule with progression to a full traditional schedule based on the COVID-19 landscape and preparedness level of staff at the time.

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

| Description   | Total Funds | Contributing |
|---|-------------|--------------|
| Technology: 300 Chromebooks, computer monitors, camera/microphones, headphones, iReady education software, GoGuardian software, and other related products and services | 180,000     |              |

| Description   | Total Funds | Contributing |
|---|-------------|--------------|
| Fencing to support controlled ingress, egress, and monitoring of health screening for all students, staff, and visitors on campus | 30,000      |              |
| Hiring of substitute teachers for additional instructional support  | 50,000      |              |
| Hiring of substitute teachers (Special Education) for additional instructional support  | 1,000       |              |
| Hiring of substitute classified for additional instructional and other support  | 5,000       |              |
| Hiring of teacher and/or aide for additional instructional support  | 20,000      |              |
| COVID-19 supplies, custodial  | 35,000      |              |
| COVID-19 supplies, classroom  | 15,000      |              |
| COVID-19 supplies, miscellaneous  | 6,632       |              |
| Summer School   | 50,000      |              |
| Intervention supplies and software  | 30,000      |              |
| RTI/MTSS staff, supplies, or other  | 20,000      |              |

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| Description   | Total Funds | Contributing |
|---|-------------|--------------|
| Nurse, additional hire for the 2020-21 school year only | 30,000      |              |

## 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.]

The Foresthill Union School District will provide continuity of instruction and learning through the following specific ways.

We will determine that the distance learning curriculum is of substantially similar quality by providing the same amount of instructional days and minutes in 2020-21 as the last school year 2019-20 along with a site-wide bell schedule utilizing the same daily starting and end times.

We will provide access to the full curriculum by utilizing the same resources in 2020-21 as the last school year 2019-20 along with the addition of iReady educational software.

We will monitor and support student access to a full curriculum of substantially similar quality regardless of delivery method by ensuring that all students have access to their own Chromebook, internet access, adherence to the site-wide bell schedule, and availability of recorded instruction when live instruction is not conducive or available. Teachers are provided access with their own computer, Google Classroom, teleconferencing software, student engagement monitoring software, lesson recording software, dual monitors, camera/microphone, headphones, and other resources to enhance abilities for Distance Learning instruction.

Families will be provided resources and access to workshops and training to aide in their ability to support their child/ren at home during Distance Learning.

All of the above will aid in the transition process from the Distance Learning program to full traditional in-person instruction.

Staff will work together to determine and plan for expedient instructional transitions should a school be required to change from in-person instruction to distance learning, or visa-versa.

The transition plan will be communicated to families by weekly newsletters, local newspaper, website, social media, and automated phone calls as necessary.

## **Access to Devices and Connectivity**

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

The Foresthill Union School District will ensure access to devices and connectivity for all pupils to support distance learning in the following ways.

We ascertained the needs of students by understanding access to devices and connectivity from our families surveys and teacher collaboration. All students have their own Chromebooks for educational use.

We provided technical support and training for Chromebooks, Google Classroom, iReady education software, and teleconferencing software through in-person two hour Student Orientations with their teachers on campus during the first five days of school and a Saturday. Teachers provided subsequent follow up with families for additional support as necessary. Instructions for first time log in of Chromebooks were also posted on the website.

We also made efforts to ensure students and families with unique circumstances had access to devices and connectivity by working with the local telecommunications company for Distance Learning promotions and planning in advance for an increase in first time internet installation. District staff was also assigned to families for additional support.

We use a variety of methods to reach students and families who are unable to access devices and connectivity having recorded lessons available for later use and paper resources as needed.

## **Pupil Participation and Progress**

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

The Foresthill Union School District will track and monitor student progress through synchronous, asynchronous, and in-person contacts as able for instruction. During Distance Learning, synchronous instruction will simultaneously be recorded for later use by students as needed. Access to the recorded lessons are available in each student's Google Classroom and made available via thumb drive as needed. Special Education students will be provided in-person contacts as able for instructional and compliance purposes.

All Chromebook and/or internet access for synchronous and other learning will be tracked through the student engagement monitoring software and teacher observations.

All asynchronous or other learning not provided directly by the teacher will be monitored through the site-wide bell schedule and teacher monitoring of work completed.

Daily attendance will be determined by a combination of the following: Attendance taken by teacher in the morning during asynchronous welcome and check in, student activity as reported by the student engagement monitoring software, completion of regular assignments, completion of assessments, student-teacher interactions, and communications/collaboration with parents. All students are expected to attend the morning welcome and check-in daily at 8:05 a.m.

Instructional time for distance learning is calculated based on the time value of synchronous and/or asynchronous assignments made and certified by a certificated employee.

- We will calibrate these instructional times with adherence to the site-wide bell schedule.
- We will communicate these instructional times by collaborating with students and 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.]

In order to support our staff in the implementation of a high-quality distance learning program, the Foresthill Union School District has provided the following professional development opportunities and resources.

- Two days of professional development were moved from the 2020-21 academic school year to two days before the start of the 2020-21 academic school year in order to have more time and better prepare for the Distance Learning program and new technology initiatives for the first day of school on August 20, 2020.
- A full day of iReady education software training was provided on August 13 for teachers, aides, administrators, and Kids Club childcare staff. Two follow up support sessions were also scheduled for August 14 and 18.
- Distance Learning preparation time and technology training for Google Classroom, ScreenCastify, GoGuardian, Zoom, and Google Drive were provided on August 14, 17, and 18.
- Classroom teachers were provided a full day of self-directed preparation time at their discretion on August 19 for final planning of the first day of school on August 20.
- The "Distance Learning Playbook" was provided to teachers on August 13.

## **Staff Roles and Responsibilities**

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

As a result of COVID-19, the Foresthill Union School District has had to adapt staff roles and responsibilities in the following ways.

To meet the academic needs of students, we reduced the planned 1 to 1 Chromebook initiative from five years to less than five months as all pupils now have their own dedicated device. Additionally, students have newly implemented technology that includes iReady educational software, Google Classroom, student engagement monitoring software, and teleconferencing software. Consequently, staff has had to adapt significantly with substantial training of the aforementioned technology.

To meet the social-emotional needs of students, we have built in numerous opportunities for live contact/instruction in the daily bell schedule, have available options for small group instruction, provided funding for RTI/MTSS, increased nurse hours, and continue to have availability of counselor and psychologist time.

Staff have been provided with great flexibility to work at school and/or home based on their own unique needs and circumstances.

Staff have agreed to work out-of-class as needed to increase flexibility for allocation of labor resources to the areas most critical and to mitigate to the degree possible furlough days and layoffs.

The Foresthill Union School District will continue to monitor the impact of changed roles by being in constant communications with staff as the COVID-19 landscape evolves.

## **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.]

We will assess the unique needs of all learners to determine what additional supports in the following ways.

English Learners: Supports for educators planning designated and integrated ELD, documentation of type of instruction, opportunities for listening and speaking, and assessments/screeners in lieu of ELPAC.

Pupils with exceptional needs served across the full continuum of placements: Documentation of daily interaction in SIS, communicating IEP goals, RSP program, SDC program, assessing students and conducting IEP meetings, and progress monitoring goals.

Pupils in foster care: Targeted supports through own personnel or connections with PCOE Foster Youth and McKinney-Vento leads.

Pupils who are experiencing homelessness: Targeted supports through own personnel or connections with PCOE Foster Youth and McKinney-Vento leads.

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

| Description   | Total Funds | Contributing |
|---|-------------|--------------|
| Technology: 300 Chromebooks, computer monitors, camera/microphones, headphones, iReady education software, GoGuardian software, and other related products and services | 180,000     |              |
| Hiring of substitute teachers for additional instructional support  | 50,000      |              |
| Hiring of substitute teachers (Special Education) for additional instructional support  | 1,000       |              |
| Hiring of substitute classified for additional instructional and other support  | 5,000       |              |
| Hiring of teacher and/or aide for additional instructional support  | 20,000      |              |
| Intervention supplies and software  | 30,000      |              |
| RTI/MTSS staff, supplies, or other  | 20,000      |              |

**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.]

Foresthill Union School District will address the learning loss for students in the following manner.

All students will be assessed in the beginning of the 2020-2021 school year using the iReady ELA and Math online assessment program that is designed to give baseline data and develop proficiency and growth in these subjects. Additional district formative and summative assessments will also be utilized. This baseline data will be compared to data gathered before school closure due to COVID-19 to determine learning loss. Supports will be adjusted based on individual student needs.

All TK-8 students will have access to iReady to mitigate gaps in learning along with Board approved curriculum resources. EL, FY, SED, SWD, and homeless groups will utilize the same curriculum and be given extra support via accommodations within the classroom. All staff utilize programs such as Universal Design for Learning (UDL) strategies to meet the unique needs of diverse learners and support students in a manner that is equitable and respectful of cultural differences, sensory disabilities, and learning disabilities. Additionally, these groups will have the opportunity to participate in Response to Intervention (RtI) support groups during the school day as well as the opportunity to participate in after school learning cohorts. Transportation will be provided to ensure maximum participation for all student groups in after school learning opportunities.

## **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.]

Foresthill Union School District recognizes the impact of learning loss on all students. We also understand the learning loss may be greater for some compared to others. Our district is committed to expediting supports for those who have experienced the greatest learning loss and have unique circumstances. Strategies to address learning loss for students with exceptional needs are as follows.

SWD, SED, FY, EL and Homeless:

- Provide extended day learning opportunities for tutoring and extra support in ELA and math.
- Utilize UDL/MTSS strategies within the classroom
- Small group support with teacher or teacher's aide
- iReady adaptive online program to support with ELA and math
- FUSD liaison provides consultation/connection with County partners and agencies to provide additional services and continuity of educational services.
- Continued consultation between staff and parents via email, phone calls, in-person meetings, Virtual meetings, and home visits as needed.
- Transportation provided to and from school for those in need
- Students are provided with 1:1 Chromebooks that may be utilized at home and at school
- District will work with families to ensure internet connectivity.

SWD: FUSD has a wide array of options to support students with Individualized Education Plans. Students receive daily supports from certificated staff and para-educators in the classroom and outside of the classroom designed to meet their unique learning goals. All supports

are designed to meet the individual needs of each student while providing the least restrictive environment. Additional minutes to support in reducing the learning loss are provided throughout the school day and again in an after-school format.

EL: Credentialed staff will provide 40 minutes per week of individualized instruction focused on language acquisition, student comprehension and fluency. ELPAC summative assessments that were postponed due to

COVID-19 will be given in the fall and again in the spring in order to measure progress.

## 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 Foresthill Union School District will measure the effectiveness of services and/or supports provided to address learning loss by evaluating the results of our iReady, formative, and summative assessments to inform and drive classroom instruction. Subsequent and continual assessments as required and needed will be provided with respective evaluation of the results to inform and drive classroom instruction. iReady assessments will be evaluated during two hour professional development sessions on September 18. Additional formal iReady assessments will take place in December 2020 and March/April 2021.

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

| Description   | Total Funds | Contributing |
|---|-------------|--------------|
| Technology: 300 Chromebooks, computer monitors, camera/microphones, headphones, iReady education software, GoGuardian software, and other related products and services | 180,000     |              |
| Hiring of substitute teachers for additional instructional support  | 50,000      |              |
| Hiring of substitute teachers (Special Education) for additional instructional support  | 1,000       |              |
| Hiring of substitute classified for additional instructional and other support  | 5,000       |              |
| Hiring of teacher and/or aide for additional instructional support  | 20,000      |              |
| Summer School   | 50,000      |              |

| Description                        | Total Funds | Contributing |
|------------------------------------|-------------|--------------|
| Intervention supplies and software | 30,000      |              |
| RTI/MTSS staff, supplies, or other | 20,000      |              |

## 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.]

The Foresthill Union School District will support the mental health and social emotional well-being of students and staff during the school year. Professional development for staff will include support for Tier 1 (Whole school safety and prevention, community and family engagement and supports, stall wellness, classroom strategies), Tier 2 and Tier 3 (Early and targeted intervention for students/staff) supports.

### Tier 1 supports

- Provide regularly scheduled training hosted by the district, PCOE, or consultants, on Social Emotional Learning and how to apply strategies to build relationships between teachers and students in the classroom.
- Provide training on trauma informed practices and how to integrate into school response systems.
- Provide training and support for parents to increase parent engagement with distance learning.
- Provide training on restorative practices.
- Consider adoption of SEL curriculum to use in the classroom to support integration of SEL practices on a daily basis.
- Consider adoption of screeners to assess need for mental health and social emotional supports.

### Tier 2 supports

- Work with on-site providers such as school nurse, counselors, psychologist, or PCOE to offer regularly scheduled trainings related to mental health services and how to support students at schools. Training to include the role of clinicians, administrators, teachers and parents with regard to mental health supports.
- Small group counseling sessions for students to be provided by school counselor and/or psychologist or outside agencies.

### Tier 3 supports

Individual counseling support by school counselor and/or psychologist or outside agencies.

## 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.]

The Foresthill Union School District will continue to provide engagement and outreach to students who are absent from distance learning. The tiered reengagement strategies we will use for pupils who are absent from distance learning are as follows.

- Student engagement will be monitored daily through the use attendance in the SIS, teacher observation during asynchronous instruction, student engagement monitoring software, and iReady activeness.
- Student engagement will be monitored weekly through work completion.
- Student engagement will be monitored as required and needed through formative, summative, iReady, and other assessment results.
- Student at risk or absent from distance learning will be reengaged through the following.

\* Teacher discussion with student

\* Teacher discussion with parents

\* Consideration of available supports: teacher engagement strategies, internet access assistance, recorded instruction assistance, scheduled telephone check ins by staff, and prioritized for in-person instruction at school.

\* Parent-teacher-administrator conference

\* SART/SARB

## 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 first priority of Foresthill Union School District for nutrition services is to provide a well-balanced meal following the meal patterns set forth by the USDA to all students who are free, reduced or paid.

Our district will continue to provide breakfast and lunch daily for all students during the 2020-2021 school year. Under the current waiver to operate under the Seamless Summer Program through December 31, 2020 all food service staff will continue to provide and make available "grab and go" meals to all students and the community who are 18 and under.

Once school opens for in-person learning, a hybrid schedule will be in place to allow for adequate social distancing. With hybrid schedules, all students will continue to be offered "grab and go" meals through our parking lot roundabout with designated times in addition to offering breakfast in the classroom, lunch in the classroom and "grab and go" lunches if school is dismissed before the lunch hour. Meal options will remain in place for both in-person instruction and distance learning indefinitely until our district resumes pre-COVID-19 school scheduling with full time in-person learning on each school campus.

We continue to encourage all families to complete and turn in free and reduced applications. Additionally, this will also help ensure that families will benefit from the program once the waivers have expired.

Currently with distance learning and initial return for in-person instruction on campus for priority students, we provide "grab and go" meals in our parking lot roundabout for our families in our easy drive through access Monday-Thursday from 11:30 a.m. to 1:00 p.m. Families are provided with a double breakfast and lunch on Thursday.

Our food services staff will continue to work with our local vendors to deliver fresh produce and healthy food choices to our students.

All food services staff will continue to receive training and written instruction and engage in the following.

- Social distancing in the kitchen and cafeteria.
- State, local, and district face covering requirements.
- Handwashing and use of disposable gloves.
- Comply with COVID-19 policies and procedures provided by the district.
- Daily health screening and temperature check.

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

| Section | Description   | Total Funds | Contributing |
|---------|---|-------------|--------------|
| N/A     | SAMPLE:<br>N/A<br>Partnership with outside child care providers to provide child care services to staff who are on campus and need care for their school age children who are in distance learning. |             |              |

## 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 |
| %  |  |

## 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.]

The Director of Student Services is also the FY/Homeless Liaison. Utilizing supports from the County and partnering agencies, families are set up with resources to support continued access to education. Our district provides laptops/Chromebooks and assists with internet connections as needed for each unique situation for our unduplicated pupils. FUSD transportation team provides home delivery of curriculum, technology devices and communication from school to home.

The district liaison ensures communication is done on a weekly basis using email, phone calls, Zoom meetings and/or in-person home visits.

All the services combined support our unduplicated student population for their academics and continue learning with the least amount of learning loss.

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

The following actions are provided schoolwide but are specifically designed to meet the needs of our unduplicated student populations.

- Foster youth, English Learners, and low-income students have a significantly higher probability of need for both Chromebooks and internet connectivity. Supplying students with Chromebooks and internet service ensure that all students have equitable access to distance learning.
- Our afterschool program (Kids Club) provides daycare and support with facilitating distance learning and providing tutoring help. Foster youth/homeless students, and low-income/English Learner students are prioritized for this program.
- Tutors, community volunteers, instructional aides and/or other support staff provide additional support for struggling students.

- Our staff (bilingual) help parents communicate more effectively with schools and also serve as a bridge to available community services; they are utilized most by our Spanish-speaking families
- Homeless Youth liaison and secretary positions support both homeless and foster youth, ensuring they receive the services and supports needed to succeed in school.

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