

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.]

Freshwater School District has responded to the changes required by the COVID-19 pandemic. COVID-19 has drastically changed the lives of our students, staff, and families. The unanticipated closure of schools on March 13, 2020, has impacted the academic and social/emotional needs of our students in addition to causing stress for our working families that are in need of childcare. Many of our families live in remote areas which has created unique challenges for obtaining reliable internet services that are necessary for successful Distance Learning. The District sent out a digital survey to determine which families were in need of food, learning devices, or internet connectivity. Checks were conducted via phone to families who were unable to respond. The major impact of the school closure on families is that parents are feeling overwhelmed meeting the educational needs of their students. Another obvious impact of the shelter in place order is that it restricts social opportunities for our students. The District will address this concern by providing ongoing social and emotional supports for our students and parents through both group and one-on-one Zoom sessions delivered by our Student Support Provider. In addition, some families are without computers or adequate internet access, and many are financially impacted by COVID-19. These factors can cause inconsistent parent support for student learning in working households, especially in primary grades. This highlights some of the inequities that Distance Learning reveals and leads to some uncertainty about the resources families may need to support their children's involvement in our Distance Learning Program. Our students and families have also been impacted by being physically and socially isolated from their peers. Targeted supports that are typically provided in-person, including services for Students with Disabilities, English Learners, and Homeless/Foster Youth are now being provided remotely on Zoom, creating unique challenges. In addition, traditional methods of instruction and student assessment have also been disrupted as teachers are now required to provide all educational services through their digital classrooms. Despite all of the challenges being presented by COVID-19, the Freshwater School District has continued to provide high-quality educational experiences for all of our students by streamlining our delivery of online content for our students, ensuring that all children continue to receive a comprehensive learning experience.

In this very uncertain time, Freshwater School District prepared for multiple scenarios for our educational delivery model for 2020-21, including in-person instruction for all students, a hybrid educational model, and Distance Learning. After analyzing the continued local spiking of COVID-19 infection rates and cases, our school board decided to begin the school year with a Distance Learning model of

instruction to insure staff, student, and community safety. We will continue to evaluate our Distance Learning program at our monthly board meetings, and communicate with our stakeholders as our plan is reviewed and adjusted based on any changes due to COVID-19. Due to the fluid nature of this pandemic, we must remain flexible and continue to educate our students remotely while preparing for in-person instruction when it is safe to do so. While Distance Learning presents many new challenges for our staff and families, we are committed to insuring that all students continue to engage in high-quality learning experiences every day while remaining in a safe environment.

While engaged in Distance Learning this fall, we will continue preparing our campus for offering in-person instructional supports for Students with Disabilities, English Learners, Homeless/Foster Youth, and our students most in need. Our School Safety Committee will continue to update and share our COVID-19 School Site Specific Plan with our stakeholders as we continue planning for the return of in-person instruction. We want all of our stakeholders to know that processes and procedures are in place before returning to in-person instruction. Meanwhile, we will continue to strive for 100% student engagement in our instructional programs while developing our plan for re-engaging any students that are not successful with this model. Further, additional supplemental curricula, new technology, software, support materials, and PPE have been purchased to assist staff and students in the teaching and learning process. We will continue to offer hot spots for internet connectivity, chrome books, and daily meal services for any students in need.

Last spring, the District hosted community forums on Zoom to cover important topics such as Managing Screen Time, updating our families on device/meal distribution, and getting feedback on our Distance Learning program. These types of support forums will continue during the 2020-21 school year.

Stakeholder Engagement

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

The District sent out a digital survey to determine family needs in terms of food, learning devices, and Internet connectivity related to remote learning.

Staff made personal phone calls to families who were unable to respond.

Additionally, all families and staff were offered several opportunities to provide input via Zoom meetings (school board, school site council, community forums, and community club meetings)

Certificated and Classified staff were surveyed for input on the LCP.

School Safety Committee met monthly to develop our COVID-19 School Site Specific Plan (SSPP)

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

Families were notified of dates and times of public meetings they could participate in remotely in the following ways:

- on the district website and Facebook
- School-wide email notification of weekly bulletin
- School marquee
- Through personal contacts with staff and families
- Surveys
- Public Flyer Notifications

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

The following feedback related to school opening possibilities was provided by stakeholders:

Parents feel overwhelmed meeting the educational needs of their students.

Parents are more in charge than ever for making their kids keep up with school work.

Parents are challenged navigating schedules with multiple siblings

Motivating students is a challenge

Some families were without computers or adequate Internet access, as many were financially impacted by COVID-19.

The shelter in place order restricted children's social opportunities

Offer more ideas to help sustain student focus during both synchronous and asynchronous instruction

Families of students with special needs requested tools and strategies to help with focus and motivation (i.e. fidgets, weighted vests, special seating, visual charts, timers)

Parents have requested supplemental/alternative work packets

Tutoring or one on one support requested

Frequent communication needed between staff and students (especially for students with special needs)

Access to online support programs such as Raz kids, Moby Max and Homer Reading have been helpful

One-to-One extra support Zooms appreciated

Consider allowing parents to be Zoom Volunteers

Too much screen time

Grading should consider participation first

Parents appreciate having a parent contact list to buddy up kids in learning and social pods

Recesses and breakouts on Zoom have been effective in giving students time to socialize with peers

Request Zoom lessons be recorded so students who are unable to join live can go back and watch instructional video later

Last year's teachers should communicate with this year's to share information on their students; help identify learning loss and other concerns

Consider holding parent conferences early this year (soon) so that teachers can find out what's working well and what the concern areas are to provide the best Distance Learning possible

Survey families to see what's working well and what's not

Create a parent "Request for Assistance" form so that families can reach out quickly when they are in need of support; post on website

Post weekly schedules in Google Classroom for pacing purposes

Provide Community Forum on Zoom to update public on reopening plans beyond what is shared at Board meetings; more Q and A
Email SSPP to families for those that can't attend meetings or visit website
Consider Zoom parent volunteers
Request classroom teachers also be Distance Learning teachers for those students who choose not to return when we reopen hybrid in-person learning
Consider piloting a hybrid return to in-person instruction as not full hybrid; maybe one day a week for those that want to attend
Consider adding pen pals as an idea to increase socialization between upper grade and primary aged students
Continue to review Digital Citizenship

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

The District surveyed families to assess their needs. Based on the survey results and personal feedback, the District distributed Chromebooks to more than 200 students and more than 30 hot spots to our families.

The Superintendent/Principal also collaborated with local Internet and cellular service providers to facilitate connectivity for families and staff as needed.

The District will continue to address concerns about students' needs for socialization by providing ongoing social and emotional supports for our students and parents through both group and one-on-one Zoom sessions delivered by administration and our Student Support Provider.

A Request for Assistance form was created and will be shared with our community on our school website.

Class studies held for last year's teachers to inform this year's teachers about their students

Continue to survey our families

Continue to update our COVID-19 School Site Specific Plan (SSPP) to ensure it stays consistent with CDC, CDPH, and local health ordinances

Continue to teach digital citizenship

Provide supplemental/alternative work packets for students in need

Provide extra one-to-one support on Zoom for students in need

Provide access to extra online support programs such as Raz Kids and Moby Max

Provide tools and strategies to for parents of students with special needs such as fidgets, weighted vests, special seating, visual charts, timers

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.]

Though significant time has been put into developing plans to provide onsite instruction in accordance with CDPH guidelines, the educational delivery model chosen for the Fall trimester at Freshwater School District is Distance Learning due to COVID-19. The District is continuing to draft plans and will be prepared to implement a hybrid model of education when it is safe to return to in person instruction. The Freshwater School District teachers will continue to deliver high-quality learning opportunities remotely to all students until it is determined to be safe to resume in-person instruction. Following our COVID-19 School Site Specific Plan, we are likely to initially return to a hybrid model of in-person instruction, limiting cohorts to 14 students or less. Families that choose not send their children for in-person instruction will have the option to continue with Distance Learning. By maintaining personal and individualized contact with each child and providing instruction and assessments during the Distance Learning period, teachers will already be aware of their students' achievement levels. Through the use of Running Records, CoreGrowth Assessments and Zearn and IXL diagnostic assessments, our teachers will identify "learning loss" that has occurred since last March so that targeted small group and one-on-one supports can be provided. Our staff will continue to use See Saw and Google Classroom in the transition to in-person instruction as students and families will be comfortable with these platforms. The Google Classrooms and Sites which were created by classroom teachers, including specialists (PE, Music, Band, Library, and Student Support Provider) to consolidate classroom activities and virtual learning activities into one location for easy access by students and families will be a valuable resource during in-person instruction as well. School staff will continue to meet weekly to address known needs and brainstorm ideas on how to best meet the social, emotional, and academic needs of all students as they did during the Distance Learning phase of instruction. Freshwater School District will begin providing on-site instruction for students with specific needs as the team finds appropriate.

When students return to in-person instruction our custodial staff will intensify school-wide cleaning, disinfecting, and ventilation.

Our COVID-19 School Site Specific Plan (SSPP) will continue to be updated to ensure it stays consistent with CDC, CDPH, and local health ordinances, and is shared on our school website.

It includes the following guidelines:

- Students will be encouraged to bring water bottles from home.
- Teaching staff will have a supply of soap and water as well as cleaning wipes to use throughout the day in order to disinfect frequently touched surfaces mentioned above.
- Maintenance staff will clean bathrooms and surfaces in common areas at least daily and as needed throughout the day.
- Students will go out for recess only with their cohorts. Cohorts will stay in an assigned area of the school playground, and students will be instructed on how to stay safe while at recess (i.e. social distancing, appropriate games, and boundaries).
- Students will have their own tubs of basic school and art supplies. When they are using communal supplies, the teacher will make sure there is enough for one per child, and will sanitize the supplies after the lesson.
- Administration will work with maintenance staff to select appropriate cleaning supplies. The supplies will be kept out of reach of students. Classrooms will be disinfected between student shifts, and windows will be open as much as possible.
- HVAC filters will be checked for cleanliness regularly and replaced as needed.
- Signage will be posted to serve as reminders to all people on campus about healthy hygiene practices.
- Students should remain in the same space and in groups as small and consistent as practicable. Keep the same students and teacher or staff with each group/class, to the greatest extent practicable.
- Minimize movement of students and teachers or staff as much as practicable. For example, consider ways to keep teachers with one group of students for the whole day.
- Maximize space between desks. Distance teacher and other staff desks at least six feet away from student desks. Consider ways to establish separation of students through other means if practicable, such as, spacing out desks, putting partitions between desks, use markings on classroom floors to promote distancing or arranging desks in a way that minimizes face-to-face contact (students face forward).
- Consider redesigning activities for smaller groups and rearranging furniture and play spaces to maintain separation.
- Staff should develop instructions for maximizing spacing and ways to minimize movement in both indoor and outdoor spaces that are easy for students to understand and are developmentally appropriate.
- Implement procedures for turning in assignments to minimize contact.
- TK through eighth grade students will have their class cohort size reduced by 50% through a blended schedule.
- For families who request it, we will offer a distance learning model separate from the Cohort class schedule. Families may elect to change the model in which they participate at the end of each trimester.
- Cohorts of students will stay with their teachers throughout the entirety of their day excluding when an aide supervises them at breaks and lunch. The students will stay in their cohort for outside breaks and the same aide will be assigned to their cohorts.
- 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 and choice time activities to facilitate space between students.
- Teachers will instruct students to turn assignments in as they leave the classroom.
- Face coverings are to be worn in order to adhere to state and county guidelines.
- Minimize contact at school between students, staff, families and the community at the beginning and end of the school day.

- Stagger arrival and drop off-times and use locations as consistently as practicable as to minimize scheduling challenges for families.
- Designate routes for entry and exit, using as many entrances as feasible. Put in place other protocols to limit direct contact with others as much as practicable.
- There will be two points of arrival and departure:
- TK-3: Gym parking lot
- 4-8: Front of School
- 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 program
- There will be no transportation provided by the school.
- Parents/Guardians will not walk their children to class.
- Limit nonessential visitors, volunteers and activities involving other groups at the same time.
- Limit communal activities where practicable. Alternatively, stagger use, properly space occupants and disinfect in between uses.
- Consider use of non-classroom space for instruction, including regular use of outdoor space, weather permitting. For example, consider part-day instruction outside.
- Minimize congregate movement through hallways as much as practicable. For example, establish more ways to enter and exit a campus, and staggered passing times when necessary or when students cannot stay in one room.
- Serve meals in classrooms or outdoors instead of cafeterias or group dining rooms where practicable. Serve individually plated or bagged meals.
- Avoid sharing of foods and utensils and buffet or family-style meals.
- Hold recess activities in separated areas designated by class.
- Freshwater School has suspended all outside Facilities Use Permits, even when these activities would take place after school hours.
- Freshwater School has suspended class and program volunteers, other than student teachers. 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 also be used as outdoor learning spaces.
- Play Structures will not be accessible.
- Hallways will have clear entry and exit spaces to encourage students to move through them in one direction where practicable.
- Students will spend break times with their teacher/aide and cohort.
- Students will enter and exit the campus through two different points, depending on their grade spans. Staggered times will be assigned to families for arrival and departure.
- If students are eating in their classrooms, staff will bring a prepackaged lunch to them, rather than having students go to the cafeteria. Outside tables will also be available for students to use in their cohorts.
- Schedules for arrival/dismissal and recess/lunch will be shared with staff and families. This plan also details what areas of the campus are available to cohorts at different times of the day.
- Suspend or modify the use of site resources that necessitate sharing or touching items.
- Limit sharing of objects and equipment, such as toys, games and art supplies to the extent practicable.
- Limit use of shared playground equipment in favor of physical activities that require less contact with surfaces.
- Suspend the use of drinking fountains and instead encourage the use of reusable water bottles.
- Keep each child's belongings separated and in individually labeled storage containers.

- Ensure adequate supplies to minimize sharing of high-touch materials (art supplies, equipment, etc.) to the extent practicable or limit use of supplies and equipment to one group of children at a time and clean and disinfect between uses if practicable.
- Avoid sharing electronic devices, clothing, toys, books and other games or learning aids as much as practicable.
- Each child will have a designated cubby/space for his/her belongings.
- 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 at individual student desks if applicable, or in a designated space in the classroom.
- Art supplies will be provided to students, and teachers will sanitize them after each use.
- Students will have access to their own Chromebooks and headphones in order to limit sharing. Students will be instructed on how to wipe down their Chromebook.
- Students will eat lunch in their classrooms or outside and be spread out with assigned seats to ensure adequate spacing between children.
- Children and staff should practice proper hand washing before and after eating.
- Use paper goods and disposable utensils when possible and follow CDC and CDPH COVID-19 food handling guidelines.
- Avoid cafeteria-style meals and have staff handle utensils and keep food covered to avoid contamination. Immediately clean and disinfect trays and tables after each meal.
- Students will wash hands before eating.
- All cafeteria/food service staff will be trained according to CDC and CDPH COVID-19 food handling guidelines.
- The district will continue providing grab and go lunches and eliminate food choice or sharing.
- Students will either eat in their classrooms with their cohort or outside where social distancing is practiced.
- If students are eating in their classrooms, lunches will be delivered to them by a staff person and paper goods and disposable utensils will be used.
- Students eating outside will be given a grab and go lunch.
- Limited utensils will be used to serve lunch.
- If reusable utensils are used, they will be sanitized with an industrial sanitizer, according to ServeSafe standards.

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

Description	Total Funds	Contributing
Purchase of PPE and cleaning supplies (masks, shields, plexiglass, no touch thermometers, handwashing stations) to ensure safety on campus.	\$17,500	No
Teacher Aides will provide support to students in small groups and one-on-one to address learning loss	\$10,500	Yes

Description	Total Funds	Contributing
Custodial Staff will increase school wide cleaning, disinfecting, and ventilation	\$5,000	No

Distance Learning Program

Continuity of Instruction

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

The Freshwater School District teachers have delivered high-quality Distance Learning opportunities to all of their students by maintaining personal and individualized contact with each child and providing a comprehensive learning experience. Teachers have quickly adapted to the use of technology for imparting instruction, have blended their educational activities, and have been assessing and providing feedback to each student. Freshwater School District will provide instructional materials for students to access independently through platforms such as See Saw, Zearn, IXL, Raz Kids, and Get Epic. Teachers are effectively utilizing Zoom Conferencing, Google Classroom, and See Saw to impart instruction. Digital Citizenship will be explicitly taught as students are introduced to these online platforms. Teachers are meeting with students daily on Zoom, including holding regular office hours and small group and individual student support. All classroom teachers, including specialists (PE, Music, Band, Library, and Student Support Provider) have created Google Classrooms or Google Sites to consolidate classroom activities and virtual learning activities into one location for easy access by students and families. Teachers are providing instructional resources and materials through paper-based packets, when requested, and through digital learning means such as: Google Classroom, Jupiter Ed, See Saw, IXL, Raz Kids, Moby Max, or other tools.

Freshwater School District teachers will provide students with synchronous (live) and asynchronous (activities, assignments, etc) instruction. Instructional materials will be provided by the District for students to access.

Legislation (SB 98) mandates daily live interaction. We understand that there may be extenuating circumstances for some families, causing difficulties for students to participate in these daily lessons. If daily live interaction is not feasible as part of regular instruction, Freshwater School District will work with families to develop an alternative plan for frequent live interaction that provides a comparable level of service and school engagement (Pursuant to Education Code Section 43503(b)(6)). The classroom teacher and administration will work to design a plan that suits the needs of families experiencing a hardship with attending a synchronous instructional schedule. A request for assistance form will be available on our website to assist families with specific needs.

There will be a weekly exchange of supplies on Thursday afternoons so that students have access to paper/pencil work, books, and materials and families can also drop off completed work.

Teachers are offering virtual office hours and meeting times during their regularly scheduled work day that include, but are not limited to, communicating with and providing support to students, facilitating synchronous/asynchronous lessons, or answering student or parent questions.

Attendance will be taken daily, and the new California Department of Education regulations require that every student have live daily interaction with their teacher and their peers (Zoom Meetings) in order to be counted as present at school. The California Department of Education requires a number of minutes that students need to be engaged in school work each day of Distance Learning. Not all of the required minutes will be spent on Zoom, but work completion will also be documented for attendance keeping purposes. All Distance Learners are expected to attend lessons and complete assigned work. Student attendance for online meetings will be reported to the office each morning. Absences from online class meetings will be counted as either excused or unexcused in the same way as for in-person attendance.

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 they would in a normal classroom day.

The Instructional Minutes requirement is:

180 minutes per day for TK/K

230 minutes per day for 1st - 3rd grades

240 minutes per day for 4th - 8th grades

Teachers will monitor students' participation in Distance Learning and will report this participation to Office staff and District administration both daily and 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 that they are assigned.

Special Education and support staff will provide tools and strategies to parents of students with special needs such as fidgets, weighted vests, special seating, visual charts, and timers.

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 District surveyed families in the summer to assess their needs. Based on the survey results and personal feedback, the District distributed Chromebooks to more than 200 students and hot spots to over 30 families. Freshwater School District will provide any family in

need with a chromebook, mouse, headphones, and a hot spot to use at home. The Superintendent/Principal is in communication with local Internet and cellular service providers to facilitate connectivity for families and staff as needed. Similar support will continue as families express new needs via contact with their students' teachers or the administrator.

Pupil Participation and Progress

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

Teachers will develop weekly educational activities for all students with a learning schedule for the week that can be followed by families and students. This schedule will include their live Zoom lessons, asynchronous assignments, small group meetings, one-on-one meetings, and office hours.

Each teacher has an online Google classroom or See saw account with classroom expectations, resources, assignment information, and enrichment opportunities.

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 Google Classroom 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 teacher and administration.

Teachers will communicate regularly with parents and families regarding expectations and student progress. If students are not engaged in the lessons and assignments, teachers or administrators will contact parents, and when applicable hold individual family conferences or make referrals to our Student Support Provider. Teachers have also participated in professional development and virtual learning collaboration intended to support distance education as applicable.

Our entire school staff will continue to meet weekly to address known needs and brainstorm ideas on how to best meet the social, emotional, and academic needs of all students via a Distance Learning model of instruction. In addition, teachers will maintain the schedule of weekly collaboration time with their grade level colleagues in the development of ongoing academic work and lesson planning.

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.]

Freshwater School District certificated staff was provided with five pre-service days in August in order to prepare for Distance Learning and participate in Professional Development. Professional Development topics ranged from Ed Tech Tools (Zoom, Google Classroom, See Saw), Social Emotional learning supports and trauma informed practices, and Equity and Inclusion training.

Teachers will have opportunities to participate in county-sponsored professional development activities related to Distance Learning and Social Emotional Learning and Supports. The District will provide professional development related to curriculum, assessment, and online pedagogy as needed. Teachers will have one afternoon at least every other week for grade level collaboration surrounding the challenges and best practices of Distance Learning.

Staff Roles and Responsibilities

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

Classroom Teachers

Develop high quality Distance Learning lessons/assignments for all students, being mindful of screen time

Develop strategies to support students with individualized needs, working with support staff as necessary.

Observe established office hours and meeting times during the regularly scheduled work day.

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

Communicate regularly with families regarding expectations and student progress.

Monitor attendance and engagement using multiple measures.

Monitor student submission of assignments, presence within the learning management system (Google classroom or Seesaw), attendance at live, synchronous instruction, and other forms of contact determined at the site level.

Maintain a weekly record documenting a student's synchronous and/or asynchronous engagement each day.

Support students and families with tech support and instruction

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, instructional aides, and SCIA's.

Support students and families with tech support and instruction

Instructional Aides

Will be more systematically used to support small groups and individual students than they were in the spring.

Aides that are assigned to classrooms and aides that are assigned to individual students will be assisting students during distance learning and helping the teacher manage instruction. In accordance with a student's IEP, instructional aides or SCIA's will provide support in breakout rooms and, as appropriate, during targeted synchronous instruction.

Support students and families with tech support and instruction

Health and Safety responsibilities emerging as a result of COVID-19 that are specific to types of staff are outlined below:

Administrators:

Actively model and support all required public health measures.

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

Support staff and students

Reinforce self screening and stay at home requirements

Office Staff:

Actively model and support all required public health measures.
Encourage electronic communications wherever possible.
Reinforce self screening and 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.
Routine disinfecting of all high-touch areas on a daily basis and record cleaning dates in common use areas

Food Service Staff:

Actively model and support all required public health measures.
Ensure work space has appropriate personal protective equipment and cleaning/disinfecting materials.

Support Staff:

Actively model and support all required public health measures.
Provide tele-supports rather than in-person when feasible.
Encourage activities and strategies that promote positive coping during times of stress for adults and children

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.]

Teachers have integrated specific strategies into the design of their Distance Learning program to address the needs of their English Learners (EL) and provided appropriate accommodations for Students with Disabilities (SWD) and students with Section 504 plans, to the extent practical.

English Language Development

Teachers with English Learner (EL) students will integrate instruction into the generalized education Distance Learning program, or recommend online resources to students to support their ongoing growth in English. Teachers and Support Staff will be responsible for maintaining ongoing contact with their EL students and will maintain documentation of their interactions with students.

Special Education

Special Education teachers will consult with parents or guardian to create Distance Learning Plans (DLPs) to be documented and reviewed every two weeks to meet the potential changing needs of families, students, and staff while we remain in Distance Learning.

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 possible, the Special Education teacher should attempt to modify IEP documents, with parent consent, to reflect the current conditions and their impact on the availability of services.

Special Education teachers may provide support through the following options:

Additional support through Google Classroom with accommodations and modifications to materials and curriculum as appropriate.

Provide electronic supports for individual students or small groups through Zoom or other teacher selected digital platforms.

Regular parent consultation via emails or phone calls

Provide physical materials to support student learning

Freshwater School 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.

Homeless Youth:

Coordinate & communicate with applicable shelters to engage students in Distance Learning

Contact parents/students to determine if they have special or unmet needs for accessing distance learning and address their technology needs, including provision of Wi-Fi hotspots on a case-by-case basis.

Communicate with schools/teachers & parents/students to locate 'missing' students or students who are not engaged in distance learning, and identification of special needs or services

Coordinate with parents/students & school as necessary for optional distance learning delivery of assignment materials and provision of necessary school supplies.

Provide community resource information for parents/students, such as shelter, housing, food, clothing, health, COVID-19 resources, and referral of parents/students to appropriate community agencies and/or district departments/services when educational, health, or welfare needs are identified.

Foster Youth:

Case management to support all eligible foster youth

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

Monitoring of attendance/engagement and communication with teachers and administrators when needed.

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

Collaboration with Student Hearing and Placement and Special Education offices so that any new youth entering the district are placed in the appropriate school in a timely manner.

Mental Health Counseling:

The current period of the COVID-19, shelter-in-place orders and school closures will create stress for many students. Educationally Related Mental Health Services (ERMHS) will continue as defined in IEPs via teletherapy or telephone. School counseling services will continue for those students previously receiving school counseling and new referrals will be reviewed and monitored by Student Support Provider and administration. Mental Health and Social Emotional resources will be available to students through our Student Support Provider. Our Student Support Provider will work with all classroom teachers to provide social emotional support to students.

Instructional Aides

General and Special Education Instructional Aides may engage in weekly or daily support of students' academic progress as determined appropriate and directed by general and special education teachers, speech and language pathologist, administration, and in coordination with families.

Reading Intervention

Our Reading Specialist may provide additional supplemental instruction or provide additional guidance on level-appropriate resources that are available online.

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

Description	Total Funds	Contributing
Google Voice, Zoom Licenses, Untangle (Updated Networking Hardware)	\$2,100	No
Laptops, Chromebooks, Hotspots, and additional distance learning equipment.	\$21,000	Yes
Technology staffing hours to address distance learning needs	\$3,500	Yes
IXL, Zearn Workbooks, SeeSaw	\$7,285	No

Description	Total Funds	Contributing
Additional in service days for Certificated and Classified staff to prepare for distance learning	\$14,000	No

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

Freshwater School District recognizes that students will experience learning loss due to the lack of in person instruction during the 2019-20 and 2020-21 school years. The District will monitor students' progress on grade level appropriate assessments and adjust supports based on student results. Families and students should expect assessments during learning and throughout the school year that evaluate how students are progressing both in the moment and over time to address learning loss before and after the school closure. Over the course of the year, regular benchmark assessments in both ELA and Math will allow teachers to continue monitoring student learning status, including the rate at which students are making up for any learning loss.

We are using the first trimester of school to administer initial assessments in math and reading while allowing teachers to effectively establish a safe learning environment and re-engage students in school. The formative data being gathered by teachers throughout instruction is also a critical component to understanding what learning loss has occurred and each student's individual learning needs.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

The primary means of addressing learning loss and accelerating learning for pupils will be through instruction and assessments delivered through synchronous instructional time. Assessments will be provided through Running Records, Math and Writing Pretests, CoreGrowth Assessments, Zearn and IXL Diagnostic Assessments. All students will receive standards-aligned instruction focused on key standards. This will allow for depth of instructional focus on the key skills and concepts that are most critical for their respective grade level. Additional targeted supports will be provided primarily through synchronous, small-group instruction that is targeted to identified student needs. As teachers assess learning loss and their students' individual and collective learning needs, they will be able to start adapting their instruction, and also schedule small group sessions to provide additional support. Students who require even more intensive support will be provided 1 on 1 instruction through individual sessions provided by the teacher or support staff. Once learning gaps are identified, teachers can arrange

a small group with other students who have the same learning need or schedule an individual meeting for intervention. These sessions will allow our teachers to provide more individualized attention to their students and support them in mastering necessary skills.

Freshwater School District has continued to provide English Language learners and low-income students with targeted instruction and support services to ensure that these students are meeting the State Standards in all subject areas as required. Learning devices, Internet connections, and food have been provided for low income families in need. The district's EL Coordinator has addressed the needs of all identified EL students and are working with their classroom teachers to provide ongoing academic support that fosters their students' continued acquisition of English Language skills through their weekly assigned work. Our educators are addressing these targeted academic needs by meeting regularly with students via Zoom, Google Classroom, See Saw, and other platforms interacting with students and families.

Strategies will include:

Use of Google Classroom/See Saw

Weekly teacher collaboration

Daily live instruction

Targeted, structured support for small groups and/or individual students

Title 1 Reading Groups

Math Intervention Small Groups and 1:1 Support

Specific supports for students with IEPs and for English Learners

Use of the ELA and Math scope and sequence to focus on essential standards

Pre and post-assessments aligned with the content

Weekly communications to parents

Continued Professional Development

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 show only limited or no growth, services will be revised or discontinued as not effective. Summarized results of student progress data will be shared with administration. Teachers will share strategies to increase or improve learning with each other during collaborative team meetings. 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
Increased Math Intervention	\$11,900	Yes
	\$3,500	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.]

The current period of the COVID-19 shelter-in-place orders and school closures have created stress for many students and families. Educationally Related Mental Health Services will continue as defined in IEPs via teletherapy or telephone. School counseling services will continue for those students previously receiving school counseling and new referrals will be reviewed and monitored by our Student Support Provider. Mental Health and Social Emotional resources will be available to students through our Student Support Provider and the Humboldt Bridges to Success Program. The Student Support Provider will work with all classroom teachers to provide social emotional support to students, including teaching lessons from our newly purchased Second Step Curriculum.

To effectively support the social and emotional well-being of students and staff during the school year, teachers will focus on providing daily social activities for their students to engage in to create and maintain a healthy community in their new digital classrooms. Examples are

holding a "recess" on Zoom for kids to interact, or starting class 10 minutes early to allow kids to welcome each other before their school day begins. Teachers will also utilize breakout rooms on Zoom so that students can get more attention and open up more to their classmates and peers. Our staff will also incorporate our character strength themes such as Growth Mindset, Kindness, Gratitude, and Curiosity into their online instruction to help build character. Second Step curriculum and Mindfulness activities will also be incorporated into the weekly schedule so that students feel supported and will engage with their peers in a positive social environment that is not strictly academic.

The monitoring of student mental health and social emotional well-being will include regular collection of student emotional engagement data via staff of student engagement and participation. Staff will help connect the highest need students with school and community resources when appropriate.

Freshwater School will continue to use the Zones of Regulation, Second Step, Restorative Practices and Mindfulness activities with students to create social and emotional safety and well being.

The District will provide ongoing social and emotional supports for our students and parents through both group and one-on-one Zoom sessions delivered by our Student Support Provider.

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, however the COVID-19 pandemic has presented numerous challenges to ensuring daily attendance and engagement. At Freshwater School we want our students to be engaged: interacting, thinking and connecting. School attendance and engagement are critical for student success. If daily live interaction is not feasible as part of regular instruction, Freshwater School will work with families to develop an alternative plan for frequent live interaction that provides a comparable level of service and school engagement (Pursuant to Education Code Section 43503(b)(6)). If attendance and participation becomes a problem, 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.

Freshwater School District has discussed student supervision with families via phone and email communications. Any families where an adult was not available to supervise students during normal school hours, such as those who are essential workers, were provided with contact information for Changing Tides Family Services, our local resource and referral agency for childcare, to match care to the need. Our

After School Program Director and Student Support Provider have been available to reach out to families in need to facilitate a referral to childcare options in our community. The District informed all families that we are not yet able to safely open our child care program on campus due to the current shelter in place and CDC requirements for reopening safely, though we continue to plan for our reopening.

Due to the complexities surrounding student engagement and monitoring methods during Distance Learning we will be adjusting the way we take attendance.

We now define "engagement" in school work through three ways: Attending live synchronous instruction during the day, attending asynchronously by completing schoolwork and submitting student work through a digital platform, and completing work asynchronously and having the student and parent check in with their teacher for support and to attest to completing the work.

These three types of engagement will be monitored and assessed through various online tools, participation in online discussions, percentage of assignments completed, number of days logged in, and communication between the student or parent with their teacher during office hours.

The district will utilize multiple measures to determine whether students are engaged at the level needed to maximize their academic, social, and emotional progress. This is also being viewed as a collective responsibility. In the spring, engagement was viewed primarily as a student responsibility. Moving forward, teachers, administrators, and staff across the district have shared responsibility in ensuring the engagement of all students.

Office Staff will monitor attendance/engagement and communicate with parents, teachers, and administration as necessary. Administrators will ensure that attendance/engagement is being documented as required, work with teachers and families, and provide tiered interventions when necessary.

Tiered Re-engagement Strategies that will be utilized to ensure regular school attendance:

Daily notification of absences

Regular student check ins

Class meetings

Teacher phone calls home and verification of contact information

Offer of additional devices for distance learning (as needed)

Referral to support services

Letters home

Action Plan created with student and family, School Attendance Review Team (SART) meeting

Home visits Referral to outside agencies

Consider bringing the student on campus for daily instruction

Referral to School Attendance Review Board (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.]

Freshwater School District contracts with Arcata Elementary School District for food services. Menus are emailed to families monthly and posted on the website and students order lunch in class each morning. Families can pick up lunch each day between 11:30-12:00 on campus. Bus Delivery is also utilized for our largest area of need.

Staff have been trained on hand washing, basic food safety principles, face mask and glove safety precautions, and social distancing guidelines. When distributing meals, staff wear a face mask, gloves, and practice no contact hands off. All meals are distributed outdoors and traffic flow and pick up stations are set up 6-feet apart. Staff avoid touching or reaching into vehicles.

When we return to in-person instruction, families that choose to continue with Distance Learning will still be able to access our Meals program.

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

Section	Description	Total Funds	Contributing
School Nutrition	School 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.	\$2,100	Yes
Mental Health and Social and Emotional Well-Being	Positive Behavior Intervention and Supports (PBIS) and Social Emotional Learning (SEL): Maintain existing staffing and	2,000	Yes

Section	Description	Total Funds	Contributing
	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. Integrating Second Step, Zones of Regulation, Restorative Practices, and Mindfulness activities. Second Step Social Emotional Curriculum was purchased to be implemented in all classroom TK-8 to provide social and emotional supports to all students.		
			No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
8.39%	\$196,071

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.]

Freshwater School District serves a very small Foster Youth and English Learner population. With few students falling into these categories, it is most practical for the administrator, classroom teacher, or EL coordinator to reach out individually to each family to ensure they have all that is needed to support their child in our Distance Learning model. English Learners and Foster Youth will be offered additional small group or one-on-one support on Zoom to help with work completion and to help fully access the curriculum as needed. Foster Youth are given priority for establishing weekly meeting times with our Student Support Provider.

Devices and Connectivity

The technology gaps identified at the outset of our school closure in March, 2020, deepened the district's understanding of inequities that existed prior to COVID-19, especially for our low income families. Our efforts in the spring to provide all students with access to devices and connectivity have significantly reduced the identified gaps. However, significant areas of need remain, particularly for families living in our rural region.

To meet this need we have identified our families that are most challenged by geographic isolation or financial instability and are supporting their technology needs required for Distance Learning and providing them with books and materials. To serve this need we have provided devices and books for home use and improved connectivity for them.

Student Support Provider

Since school closed in March, 2020 many of our unduplicated students experienced additional learning loss and social isolation while participating in Distance Learning. 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 Student Support Provider will be employed to provide these services which are even more critical to our students from low income families during DL than when school was held in-person.

Reading Support and Intervention

Research has shown that our unduplicated population has less access to books, and academic resources and supports in the home. Teacher developed assessment results also indicate these students show lower performance levels in reading and in math. For this reason students in this group are given priority for access to our Reading Specialist and are also offered Math Intervention Zoom support whenever they are struggling with the curriculum. Additional books and materials are also made available each week for these students.

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

While a positive school culture and climate are important for all students, they are particularly important for our unduplicated pupils who experience higher rates of discipline and lower attendance rates. Foster Youth and Homeless youth in particular experience lower attendance. English Learners and Low Income students are also more likely to be impacted by a negative school culture and climate. Positive Behavioral Interventions and Support (PBIS) and Social Emotional Learning (SEL) supports will provide both students and staff the skills and tools they need to establish and maintain a positive school climate and culture while our community is impacted by COVID-19.

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

Devices and Connectivity

Providing technology will increase access to instruction for our foster youth, English Learners, and low-income students. All students were offered to check out a Chromebook, mouse, headset, and hot spot at the beginning of Distance Learning. It was a priority to ensure that technology was provided to our foster youth, English Learners, and low-income students. Our administration and support staff will continue to work individually with students in the above groups to ensure that they have sufficient access to technology during Distance Learning. Freshwater School plans to gradually transition to in-person instruction as it becomes safe to do so. Foster Youth, English learners, Low-Income students, and students with IEPs will be have increased opportunities to return to campus for in-person support. Procedures for tracking student work will continue when students are attending in-person to ensure consistency of practice and a smooth transition between the two modes of instruction, DL and in-person.

Student Support Provider

Support for addressing the social/emotional needs of students from low-income families most affected by the financial impact of COVID 19 on our community will be increased by providing direct access to a "Student Support Provider". Our Student Support Provider will continue to teach Social and Emotional lessons through our Second Step program for students in all grade levels. Small group and one-on-one Zoom meetings will be held to address student needs. In addition, weekly meetings to support parents in need of extra support at home, especially during Distance Learning will be held.

Reading Support

Past assessment (SBAC and classroom based) results indicated lower performance levels for our students from low-income families in ELA and math. Support to improve these academic skills is a priority. A Reading Specialist will work with students from low income families and others whose reading scores are below grade level to provide increased support. Research has shown that our unduplicated student population has less access to books, and academic resources and support in the home. Stakeholder input identified reading intervention support and access to books as a top priority for meeting the needs and improving outcomes for our low income students. Our Reading Specialist will coordinate with our classroom teachers to provide assistance to families most in need during DL.

Meals

School lunches are available for free and reduced prices for low income students, and the District will work with each family to ensure that they are able to access our food services whether engaged in Distance Learning or in-person instruction.

Social Emotional Learning programs

Staying connected and engaged to school with positive staff and peer relationships is challenging during Distance Learning due to the social isolation of our students particularly those with more limited family resources. In order to increase support for social emotional well being for students in families most impacted by the stress of COVID19, our School Leadership Team will continue to partner with the Humboldt County Office of Education (HCOE) on best practices to successfully engage in Positive Behavioral Interventions and Support (PBIS) and Social

Emotional Learning (SEL). Staff will utilize these trauma-informed practices while we are serving our students in a Distance Learning format. We will provide additional supports for staff to embed Social Emotional Learning into daily instruction and establish clear classroom and school wide supports to improve student connectedness resulting in a positive school culture and climate.