

FALL RIVER JOINT UNIFIED School District

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
Fall River Joint Unified School District	Merrill M. Grant, Ed.D. Superintendent	mgrant@frjusd.org 530-335-4538

General Information

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

The COVID 19 pandemic has had a significant impact on the Fall River Joint Unified School District and our surrounding community. It has altered the way we provide services and support for our students and families. Our staff has worked tirelessly, this summer, to put new protocols, policies, and guidance in place to ensure the safety and health of our students, staff, and families. Most families have expressed interest in returning to in-person learning but the district also has had many inquiries regarding distant learning.

As students and staff return to school, they will have new practices in place for learning, moving around the facilities, and interacting with one another. Face masks, social distancing, extra cleaning, modeling hygiene practices, learning loss, distance learning, in-person learning, cohorting, "Grab and Go" meals and desk arrangements are some of the things that have been implemented. Finally, we have provided our staff and families with a Reopening Plan and multiple instructional models for accessing learning. This plan will address areas that have been impacted as a result of the pandemic.

As always, it is the goal of the Fall River Joint Unified School District to provide a safe and engaging learning experience for all of our students.

Stakeholder Engagement

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

Informal surveys were conducted with all stakeholders to seek feedback regarding the reopening of our school(s). The Learning Continuity and Attendance Plan was also presented at the individual Site Council meetings. In person and ZOOM School Site Council meetings were held, so that stakeholders could access the meeting on their cell phone or other device.

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

Multiple opportunities were provided to the community, families, and staff to provide feedback for our plan. We used the following to communicate with our families: conversations, email, phone calls, texts, and our districts website. Our EL Liaison is available to support families whose primary language is not English. Social distancing and mask requirements were implemented for those parents and community members that wanted to meet face-to-face to provide feedback on the plan. Additionally, we provided free internet access in our parking lot so that parents could join meeting(s) from their cars. The draft plan was posted to the website and families were encouraged to provide feedback.

Information on how to attend School Board Meetings, in July, August and September was provided in advance of every meeting on the posted agenda at the district and on the districts website. The public was encouraged to attend and provide feedback on the plan. There were multiple opportunities for public comment during the meeting. The Board President, Teri Vigil, introduced the allotted period of time for Public comments, organized the comments, and indicated who would be speaking next.

Additionally, staff assisted families that needed extra support to access online surveys and meeting agendas with links. Upon request, translators were provided to families/students that needed this extra support.

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

Stakeholder feedback was analyzed by the staff to identify areas of concerns, areas of strength, and new ideas were taken into consideration when drafting the plan.

Parents/Community: A majority of the parents have requested that we provide in-person instruction 5 days a week with social distancing and hygiene protocols in place. Some have indicated a need for their students to participate in remote learning or a hybrid model.

Teachers/Support Staff and Union Representatives: Provide adequate PPE, identify essential standards, provide professional development in identified areas of need, better technology and technology training, cleaning schedules, additional cleaning stations, thermometers, water bottle fill stations, support for truancy, staggering schedules, implement minimum days when needed, distribution of Chromebooks to students, changing Back to School Night format, and training parents on how to use technology, access the online adopted curriculum.

School Site Council Members: They want in-person learning as much as possible with proper Personal Protective Equipment (PPE).

Students: They requested in-person learning, sports and electives.

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

Stakeholders indicated that they wanted school to return as normal as possible. The staff requested more PPE, improved technology and training on virtual platforms, and schoolwide protocols. Support for truancy was also an expressed concern. Water bottle filling stations were installed. Additional Chromebooks were purchased and distributed to students. Hand sanitizing stations were installed in each classroom. Soap and water stations have been installed at various locations throughout each campus. Frequent hand washing was implemented. Start and end times were staggered to minimize large groups entering at one time. Volunteering has been discouraged at this time. Students and bus drivers wear masks while being transported. While waiting for the bus, parents and students are encouraged to wear masks. Seating for lunch will be expanded to include shaded areas outdoors, outdoor tables, in the cafeteria, and in open areas on the campus. The public was directed to submit any comments by email prior to the meeting. If the need arises to return to remote meetings, meeting links will be provided to the public in advance, per Ed Code requirements. Stakeholder feedback was read during the appropriate time on the agenda. All stakeholders were provided an opportunity to discuss strengths, barriers, accommodations and concerns for the plan and the 2020-2021 school year.

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.]

As mentioned by the American Pediatrics Association, it is critical that we balance the risks of COVID-19 in children, which appear to be minimal, with the harms of school closure which negatively impacts their academic achievement, as well as physical and mental health. It should be recognized that it will not be possible to remove all risk of infection and disease now that SARS-CoV-2 is well established in many communities. We also recognize the mitigation of risk, while easing restrictions, will be needed for the foreseeable future.

As such, it is our strong desire to offer classroom-based instruction whenever possible. We will open school with in-person instruction, September 8, 2020, while ensuring personal health and safety in school facilities and vehicles through teaching, practicing, and using the following practices: proper hygiene, social distancing, cohorting of student groups, protective equipment, cleaning and disinfecting, working with employees to provide necessary training and accommodations, and communicating with students, parents, employees, health officials, and the community.

The goal of this plan is to provide ongoing rich and robust standards-based instruction while maintaining instructional delivery that furthers student academic success, as well as to advance learning by progressing through the state standards.

We plan to offer in-person school 5 days a week with all students in attendance while implementing social distancing, hygiene practices, and requiring students to wear protective masks/shields in grades 3-8 and recommending that students in grade k-2 wear masks. Additionally, students are required to wear masks during drop-off, dismissal, anytime they may need to interact with peers from other cohorts, and while riding the bus.

Remote Learning opportunities are available for students whose parents choose one of these options. Teachers have been identified to manage the paperwork and to meet with the families. Teachers are expected to prepare remote learning work daily. If our school is required to close due to an infected staff member or student, we will immediately migrate to a remote learning model for all students.

Students in grades TK-6 will be in self-contained classrooms with a teacher. Students in grades 7-12 will rotate from class to class with masks and social distancing to decrease student congregation in hallways. Staggered schedules will be implemented to reduce congregating of students.

The bell schedule will accommodate multiple recesses, lunch periods, and multiple meal distribution points, along with time for students to engage in handwashing before entering classrooms.

There are 4 different phases of school operation for 2020/21 that could be applied. The district will begin the 2020/21 school year in Phase 3. If Shasta County is moved to the "watchlist," we may then move to Phase 2.

Phase 4: All students return to school with no restrictions.

Phase 3: All students return to school every day with restrictions (i.e., spacing, face coverings, cohorts).

Phase 2: Hybrid Learning, a combination of in-person and remote learning, with reduced numbers of students on campus, cohorted attendance days, and a modified schedule.

Phase 1: Full Remote Learning with limited in-person instruction in small groups.

In Phase 1 and 2, the district's primary digital platforms are Google Classroom, Odysseyware, Parent Link, Facebook Live, Microsoft Teams, Zoom, and Google Meet for remote instruction. As a result of what we have learned from distance learning in the Spring, we have adopted more rigorous expectations and implemented remote learning standards going forward that include daily live interaction with a teacher and peers, grade level content, and taking attendance. The district is committed to removing barriers to student engagement and progress, including access to connectivity and devices, so that students can fully participate in distance learning, if needed.

The district has developed best practices for safety and health based on public health's most recent guidance. High standards for cleaning have been implemented. The best ways to protect oneself from infection include frequent handwashing, social distancing, and wearing face coverings. As a result, these will be practiced on campus for as long as recommended. In order to minimize the potential risk of spread, we will not hold assemblies or field trips, nor allow visitors or volunteers on campus for the time being. Extra-curricular activities are on hold until further notice. Parents are asked to help prepare their children by teaching them about face coverings and proper hand washing. The district promotes the use of soap and water and the use of unscented hand sanitizer with at least 60% alcohol when soap and water are not available. Parents are asked to check their child's temperature each day before sending them to school. Children must stay home if they have a temperature of 100.4 or higher. To help protect everyone, families should be familiar with the symptoms of COVID-19 (included at the end of this document), and all students and staff members should stay home if they are feeling ill or experiencing symptoms.

Remote evening tutoring and homework support will be provided for students that have significant learning loss or students who need additional help. The district will seek teachers and paraprofessionals willing to provide this service. Support staff will work with our at-risk students in small groups and one-on-one to provide additional support. Interventions will take place within the classroom during a specific time of the day throughout the school week. Using formative assessment, teachers will identify the area needs for each student. Furthermore, teachers will identify essential state standards for current and prior school year utilizing diagnostic testing in order to address any learning loss and accelerate students. Learning goals will be set for each trimester to focus on their areas of growth.

All teachers are expected to access the state standard documents which include the highest leverage standards in each subject by grade level. Other resources include: district formative assessments, grade level pacing guides, and the ELD curriculum and teaching strategies which teachers can implement and leverage to identify gaps prior to teaching the grade-level standards.

With the closure from March to June, we are expecting skill deficiencies. Although teachers and learning coaches (parents/guardians or other adults/older children in the home) may have taught the lessons, the depth of the concepts and expectations within the units may not have been met by all students. Data collection, lesson design, interventions and enrichments, and support for students, teachers, and families are in place to support foundational understanding of grade level concepts.

Our monthly site-based data meetings examine each student's achievement and evaluate each student's need for additional support. Once a student has been identified as needing intervention or extension, each student receives the appropriate help in a timely manner. Students who are experiencing difficulty are identified to receive additional support targeted to the areas of his/her deficiency.

Cleaning protocols will be put in place daily for each classroom. Site staff will ensure desks, masks, social distancing, handwashing, and other protocols are implemented based on their classroom environment to ensure continuity of learning.

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

Description	Total Funds	Contributing
Technology software for virtual platforms-google meet and internet security subscriptions	\$10,000	Yes
Cleaning & disinfecting products	\$79,614	No
Water heaters in all classrooms for warm water to encourage hand washing	\$6,745	No

Description	Total Funds	Contributing
Professional Development-Capturing Kids Hearts, Google Classroom Training (training, substitutes and teacher time)	\$10,000	Yes
Supplemental materials for learning loss	\$20,000	Yes
Evening tutoring and homework support for students that have significant learning loss or need additional support	\$20,000	Yes
Additional custodial/student supervisions support	\$5,000	Yes
Technology support for staff, parents and students	\$60,000	Yes
Classroom supplies-containers for supporting clean environments, etc.	\$5,000	Yes
Shipping containers to store excess furniture to maximize space within the classroom	\$16,000	No
Furniture to support social distancing	\$24,000	Yes
Signage-directional, hygiene, masking, cafeteria, floor and sidewalk distancing spots	\$5,000	No
Special Education student support	\$5,000	Yes
Technology devices to support meetings and in-person learning	\$25,000	Yes

Description	Total Funds	Contributing
PE/Music/Interventions for small group instructional support for students that have experienced learning loss	\$5,000	Yes
Classified clerical support	\$10,000	Yes
Purchase barriers	\$20,000	Yes

Distance Learning Program

Continuity of Instruction

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

We will provide continuity of instruction by:

1. Maintaining grade-level content and instructional rigor
2. Focusing on the depth of instruction and pace
3. Prioritizing English language arts and mathematics content standards and learning
4. Maintaining the inclusion of each and every learner
5. Identifying and addressing gaps in learning and unfinished learning through formative assessment, focused instruction, and prioritizing essential standards for each grade level utilizing our adopted curriculum
6. Focusing on commonalities that students share in this time of crisis, not just on their differences. These principles reflect high-quality instruction and will be integrated with a social-emotional and mental health response.

Teachers, at each grade level, will identify and focus on the essential standards and keep the focus on grade-level content and rigor, addressing learning gaps and unfinished learning within the context of grade-level work. Work will be differentiated for each student based on the Universal Design for Learning principles.

If a transition between in-person instruction and distance learning is necessary, teachers will use multiple platforms including Odysseyware, Facebook Live, Zoom, Blackboard, Parent Link, Google Classroom, Google Meets, and individual conferences.

Teachers and support staff will be expected to take daily attendance and reach out to students that were not in attendance to find out how the school can support their learning. Teachers will also be expected to teach or provide rigorous video lessons in mathematics, English Language Arts, and Social Emotional Learning at a minimum of 3-4 hours per day. Students in Kindergarten will receive 180+ minutes and students in grades 1-3 will receive 230 minutes, and grades 4-8 will receive 240+ minutes of both synchronous and/or asynchronous instruction each day. Daily schedules are provided to parents and students.

Students and teachers will have time to interact and build a community of learners in both on-campus and remote pathways. Students in remote settings will have schedules provided that match or exceed the daily minimum across all grade levels. While we understand this schedule is dependent upon the percentages of remote learners and the evolving confirmed cases in our county, the proposed schedules are a guide for planning purposes. The implementation model provided is subject to change.

Fall River Joint Unified School District teachers are deployed based on their strengths to be instructors in either remote or on-campus pathways. In the event that circumstances change in our community, all Fall River Joint Unified School District teachers will quickly pivot to remote learning, if needed. From the beginning of the school year, all teachers will design lessons in our Learning Management Systems for on-campus learners and remote learners. There is likely to be student movement across models, and we are prepared to make this as seamless as possible.

Students will attend live sessions for community building, intervention and/or enrichment. These live lessons will allow peer-to-peer interaction and relationship connections with teachers. Teachers will set up one-on-one or small group meetings to support social and emotional learning.

Content for core subject areas will be provided through supplemented campus instructional resources.

In grades 3-12 Odysseyware online curriculum will be delivered. Content and instruction is provided by teachers. Learning packets and live virtual learning via various platforms. In grades 3-5, content and instruction is provided by teachers. These teachers are the point of contact for distance learning. provided by departmentalized teachers.

Office hours will be available for one-on-one conferences during the school day, or before or after school for parent and student assistance.

Attendance will be taken daily in Aeries, as determined through engagement.

Grading will be the same as on-campus learning and outlined in our district handbook and policy.

Physical Education, art, music, and electives-a bank of exercises, physical activities, and resources will be provided.

Students will frequently and consistently use the provided Learning Management System. The expectation will be a full day of instruction via asynchronous learning activities collected through teacher assigned lessons while engaging with and supporting students through classroom

discussions, online lessons, and the completion of assignments. Engagement (attendance) will be collected through these methods of lesson delivery on a daily basis. Students will be expected to complete and turn in daily work to receive credit for the day.

Teachers will arrange regular check-ins with students - either one-on-one, small or large groups settings. At a minimum, students and teachers will check-in at least once a day and attend the teacher-classroom connection for grades TK-12.

MATERIAL DESIGN

FRJUSD staff will implement standards-based, state-adopted instructional materials locally adopted by the district. These resources will work to ensure vertical alignment is maintained and teachers are adhering to the standards. Student's understanding of the content will be monitored in accordance with the campus assessment calendars to check for mastery of the standards. Teachers will reinforce any concepts that are below proficiency standards. Feedback to students and parents will follow to allow for parent, student, and teacher to be engaged in the learning process this school year.

COHERENCE IN INSTRUCTION

If we transition to remote learning, parents supervise students using the remote learning resources provided by the student's teacher. If necessary, parents will pick up new work, turn in completed work and discuss the child's progress. As the situation of COVID-19 changes in our community, we could adjust our staff according to student need.

Instructional materials and activities in both options will be the same content as provided in the classroom. When students return from remote settings, they will be able to adapt quickly to the classroom instruction provided all the necessary guidelines have been followed and met at the home during the home learning process.

All district students will be provided a device to carry to and from school daily, and to easily transition to remote learning if the need arises.

LESSON PREPARATIONS

While students are online, teachers can assist students in a sequence of lessons. This will allow for increased personalized learning for students, enabling them to progress at their own pace and receive more targeted interventions. Thoughtful consideration and review of the features of the Learning Management System and audio/video lessons enable students in remote settings to be successful by participating in online learning, completing activities independently, or engaging in classroom projects and participation.

Teachers will work with horizontal and vertical teams to adapt lessons and assignments from adopted materials. Odysseyware lessons will be posted in Google Classroom for grades 3-12 and learning packets will be provided in grades TK-2 with some virtual interaction. To support our students who are served in their special programs, teachers will participate in weekly Collaboration meetings to discuss students' progress. Teachers will adapt lessons and resources to support our students and those materials will be included in our Learning Management System (LMS). Pre-recorded instructional videos may be uploaded into the LMS. Live teacher assistance will take place through various platforms during school hours on school days, after school, and/or evening homework tutoring assistance. Completion of assignments will be expected daily for attendance. Grades will be taken in accordance to the on-campus grading system and entered into Aeries promptly. Less is more is our guideline for prioritizing content that is foundational to future learning, engaging and relevant to students, and can be assessed meaningfully.

STUDENTS WITH DISABILITIES

For students with disabilities, special education teachers will work with general education teachers, students, and families to minimize barriers the student may experience in a remote setting. Our goal is to create multiple means of engagement through IEPs and 504 plans. Additionally, we plan to generate student interest and motivation for learning, represent the information and content differently by providing leveled and personalized learning, and provide more affirmative and corrective feedback.

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.]

Parents and students will sign a user-agreement at the beginning of the year. In grades 3-12, Chromebooks will be assigned to each student. A check-out process is in place the first week of school in case we are required to shutdown on a moment's notice. Our parking lot/WIFI access points will be open 24/7 for parents and families to be able to access the internet.

The district also worked with a local internet provider to secure free or reduced rates for internet access and to eliminate barriers for our most at-risk families. If needed, transportation will be provided to bus students into an area with reliable internet service.

Students in grades TK-2 may be distributed paper packets on a weekly basis.

Teachers will teach students how to use the various remote learning platforms and distance learning expectations within the first few weeks of school in case we have to transition to a hybrid or distance learning model.

Teachers will also assist parents in understanding Chromebooks, Google Classroom, attendance expectations, learning expectations and tips/tricks for teaching and monitoring student work at home. This will take place at our virtual Back To School Night events.

Getting Connected

During our Back to School night event, teachers will survey families to determine more individualized information regarding the deployment of devices and available internet access at home. Teachers will direct parents how to access tech support for parents needing extra support.

Pupil Participation and Progress

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

FEEDBACK TIMELINES

Daily feedback will be provided through Google Classroom and/or directly from the teacher through student work and assignment completion. Progress reports will be provided (via Aeries or in writing) and shared with the parents/guardians. At the end of every grading period, feedback and grade reports will be provided. Intermittent feedback is provided to students as needs arise.

The school district will work with stakeholders to identify a remote educational delivery approach that accommodates, as much as practicable, the unique situations of each child. It is possible that our most vulnerable students will face multiple challenges. During this time, we will seek to maintain meaningful relationships and connections through personal contact with on-campus meetings, one-on-one virtual meetings or phone calls to ensure student success. The instructional materials provided by the teacher for on-campus learning will be attached in the remote learning modality utilized in that classroom with adaptations as needed for individual students and will help to address students with disabilities and English Learners.

Students will access assignments, including assessments, projects, and communication through various remote learning platforms or by learning packets. Students are expected to complete assignments on a daily basis to receive attendance for the day. In addition, assignments are to be completed daily. Students will not be allowed to complete all of their assignments on one given day. Assignments are to be submitted daily for completion and credit for enrolled courses.

ACTIVE ENGAGEMENT

Active engagement means a student is active in his/her coursework. The student is marked present when the following items have been achieved.

Completion of lessons- activities, assessments, projects on a daily basis
Attending synchronous (live lessons) for tutoring, intervention, enrichment
Or daily contact with the teacher.

A teacher will input the student's attendance into Aeries, based on the student's engagement. Course completion is based on demonstration of academic proficiency.

ASSESSMENT

Individual Education Plans (IEPs) will be adhered to in all testing environments.

Teachers, support staff and/or school testing coordinators will be trained on how to deliver online assessments.

Teacher instructional authentic assessments will be delivered online through a variety of modalities including teacher-created questions or performance tasks placed in the Learning Management System.

All assessments will guide instruction.

DATA COLLECTION

Teachers will assess students at the start of the school year. Using the assessment data, personalized learning pathways will be developed.

We will use formative assessments to gauge student progress and to adapt curriculum to support student learning. For content areas and grade levels, our district will leverage curriculum based assessments. Quick checks (exit tickets, short quizzes) will also be implemented to track progress and level of mastery of understanding. Formative assessments will be administered and appropriately-paced to correspond with our scope and sequence.

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.]

Staff will be provided with Google Suite (Forms, Calendar, Docs, Slides, Sheets, Meets, Classroom, etc.) professional development based on their needs. Administration will provide professional development to support distance learning based on direct feedback from teachers.

Technological support will be provided to staff on an as needed basis. IT will be available to assist staff.

TEACHERS

Last spring, staff participated in synchronous and asynchronous professional learning and collaboration meetings.

In addition, staff and teachers will engage this school year in ongoing professional learning that is specific to their content area and instructional materials. Google Suite for Educators and are all being offered this year by the Mountain Valley Education Consortium for participating districts. Teachers have the opportunity to participate in the Shasta County Office of Education and the Mountain Valley Education Consortium professional development training.

ONGOING LEARNING

Collaboration time is conducted every week for staff to connect with their peers and to build staff capacity in delivering on-campus and remote instruction. The district will provide continuous learning for staff to continue to be proficient in the implementation of home learning. Teachers will work together to teach one another tips and tricks for distance learning. We will continue to use grade level and vertical teams to provide identified professional development. A social/emotional learning module was produced by SCOE and all teaching staff participated in this self-paced professional development opportunity.

Job embedded support for teachers will include teacher observations, professional learning communities, mentoring, coaching, examining student work, modeling, and a focus on analyzing high-impact instructional strategies.

Staff Roles and Responsibilities

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

Flexibility will be the key to implementing new practices within our district. Staff will provide the necessary support to make each of our children and their families successful. We will work together to ensure our students receive a high-quality education and a nurturing/supportive environment necessary for success.

Office Staff-Isolate students or staff with COVID symptoms. Protect school facilities by keeping parents from entering campus.

Custodians-Clean facilities in-between student and staff use including cafeteria with multiple lunches, classroom areas, playground, bathrooms, and other high use areas.

Transportation-Clean bus between student use.

Instructional Aides-Assist in temperature checks.

Teachers-Provide a quality education for all students utilizing multiple means of accessing the curriculum. Be able to pivot and transition quickly from a brick and mortar classroom model to a distance learning model. Plan for both independent study students, remote learning, and in-class learning. Teach students proper hygiene, hand-washing, social distancing protocols. Teach students and parents how to use Chromebooks and remote learning platforms. Establish and implement daily routines for both in-person and remote delivery. Include and interweave stress management and mindfulness practices in daily classroom routines.

Administrators-Train all employees on health and safety protocols, including correct application of disinfectants and maintaining physical distancing. Teach and reinforce hand washing and use of a cloth face covering by employees when near other employees or students. Have adequate supplies for both employees and students including soap, hand sanitizers, cleaning solutions, tissues, masks, and other PPE.

Nursing-Serve as the District's COVID 19 Liaison and train staff on how to reduce exposure and protocols. Respond to positive cases using protocols established by the Shasta County Department of Health.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

English learner students will continue to receive integrated English language development and designated English language development for an additional minimum of 20 minutes, 4 days a week, either in-person or virtually. Family liaison is available to assist families with translation.

Special education services will be provided in accordance with each student's IEP. RSP services will support students' progress in their general ed class. Special Day Class students will be able to attend in-person instruction to the greatest extent possible to ensure access to required services. Other service providers may deliver services in-person or virtually. For students with disabilities, special education teachers will work with general education teachers, students, and families to minimize barriers the student may experience in a remote setting. The IEP will include a description of the means by which the IEP will be provided under emergency conditions, as specified, in which instructions or services, or both, cannot be provided to the pupil either at the school or in the person for more than 10 school days, as specified. Our goal is to create multiple means of engagement through IEPs and 504 plans. Additionally, we plan to generate student interest and motivation for learning, represent the information and content differently by providing leveled and personalized learning, and provide more affirmative and corrective feedback.

Technology devices will be provided to all students so that they can participate equitably in remote learning while at home.

Foster youth, homeless students, and special education students may attend more in-person instruction, as needed, during at-home learning days.

Our most at-risk students will be assigned a staff member that will provide regular weekly check-ins to ensure students are receiving the necessary support to be successful. Teachers, administrators, special education teachers, the Behavior Intervention Specialist, and support staff will work collaboratively to ensure all students have contact with the school.

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

Description	Total Funds	Contributing
Remote learning teacher for speech and special education students not comfortable enough for in-person instruction	\$120,343	Yes
Certificated teachers and administrative for distance learning support	\$72,096	Yes
Technology devices to support remote learning, meetings and in-person learning	\$25,000	Yes
Curricular Software-SeeSaw and Odsseyware licenses	\$101,600	Yes
Parent Training for Chromebook, Google Classroom and instructional planning	\$5,000	Yes

Pupil Learning Loss

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

The Fall river Joint Unified School District will address student learning loss that results from COVID-19 during the 2019-2020 and 2020-2021 school years by measuring learning status, utilizing teacher diagnostic screening by the individual student, assessment tools from grade-level curricular pacing guides and teacher dialogue between Spring 2020 and the current school year for students held in common.

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 Fall River Joint Unified School District will address the learning loss for students and will accelerate the learning progress for students by utilizing formative assessments to identify gaps in learning progress. Teachers will use data from formative assessments to adjust instruction and ensure all students progress towards learning goals. Tutoring is provided after school for students needing extra academic attention. Specific actions and strategies for each student group is as follows: (1) English learners (2) Low-income students (3) Foster Youth (4) Pupils with exceptional needs (5) Pupils who are experiencing homelessness.

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.]

Diagnostic assessments are used to identify specific areas where instruction or intervention to improve student learning and address learning loss. Universal screenings will be scheduled in a variety of intervals (beginning of the school year, every 6 weeks, etc.) Formative assessments and progress monitoring will take place during the lesson and provide actionable information about students' learning status relative to the desired lesson goal. Teachers will use data from the formative assessments immediately to adjust their instruction and ensure students progress towards learning goals.

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

Description	Total Funds	Contributing
Paraprofessional support for one to one support for at-risk students	\$50,000	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.]

Social Emotional Learning supports will be inter-woven in daily lessons by teachers and support staff. Teachers will check in daily with students to build repertoire and monitor their mental health. Teachers will provide Tier 1, 2, and 3 social emotional supports based on student needs. The Behavior Interventionist Specialist and the Behavior Intervention instructional aides will connect and provide additional support for identified students. Teachers and support staff will reach out to parents and families when students are not attending school. Tier 1, 2,

and 3 supports will be put in place to address attendance concerns. Administrators will follow-through on students that have been identified for Tier 2 and 3 support.

Professional development and resources will be identified as additional needs become evident. Teachers have the opportunity to participate in the Shasta County Office of Education and the Mountain Valley Education Consortium professional development training.

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.]

We will provide parents with more detailed and timely information on instructional approaches and learning expectations to ensure that learning continues in whatever circumstances the next few years bring. Using our existing tools and social media platforms we will inform, engage, and train parents in supporting their students both academically and socially.

A tiered system of support has been put in place to provide outreach to our most-vulnerable populations. The countywide Help Me Grow initiative provides schools with support for truant students so that we can reengage students in school. The Distance Learning ratio of students to teacher averages 8:1, allowing for personalized outreach to engage students who are not attending the Distance Learning daily conference via ZOOM or falling behind in academic progress. Home visits will be made by administration if necessary for disengaged students. Both ELD and Special Education support staff are also connecting to provide extra support with the Distance Learning program. If students are not successful in the Distance Learning program every effort will be made to counsel the family back to in class instruction.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

In-person instruction, "Grab and Go" breakfast will be offered daily for remote student learning. Students receiving in-person instruction will be served breakfast on a staggered schedule. Extra lunch periods have been put in place to implement social distancing. Cohorts of students are sent to the cafeteria each day on staggered breaks and lunch times. Lunch will be served outside when the weather permits. Hand hygiene will be performed prior to and after lunch breaks. Social distancing will be implemented at the lunch tables depending on where students eat.

Distance Learning, "Grab and Go" breakfast and lunch meals will be put in place during instances of Distance Learning.

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

Section	Description	Total Funds	Contributing
School Nutrition	Supplies for meal preparation	\$10,000	Yes
School Nutrition	Additional hours for staff for, "Grab and Go" preparation and distribution	\$33,135	Yes
Distance Learning Program	Postage to support remote learning	\$5,000	Yes

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
13.36%	\$1,542,473

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.]

While school closures have impacted all students, such as English Learners, students with disabilities, students with learning or attention issues, economically disadvantaged students, foster children, and homeless youth may be disproportionately affected by school closures and the unanticipated transition to distance learning. Now more than ever, we believe it is essential to ensure that each and every student has equitable access to engaging grade-level content and instructional rigor. We will provide students with different ways to engage in and process learning, and to express their learning needs to help reduce or eliminate barriers showing what they know and can do.

Research shows that for students with disabilities, the level of inclusion is a strong predictor of academic growth-the greater the level of inclusion (particularly 80% or more of the day), the greater the rate of academic growth. We know that removing students from core instruction in an attempt to remediate or catch them up is not only counter productive, it significantly contributes to the widening of the opportunity gap and often results in students being grouped or tracked into a lower grade-levels and core content classes. English learners need a deliberate and sound pedagogical approach for developing their academic language to enable them to engage with grade-level content. Our most at-risk students require the same challenging work and cognitive demands as their peers in order to develop academic skills and grow as scholars.

We will make grade-level content accessible for all students through the use of the principles of Universal Design for Learning (UDL). UDL principles are based on the understanding that students differ in the ways they are motivated to learn, and that students with language and/or cultural difference, sensory disabilities (e.g., blindness or deafness), and learning disabilities all require a different way of approaching content. We will provide students with different ways to engage in and process learning, and to express their learning helps to reduce or eliminate barriers to showing what they know and can do. Teachers will use these classroom practices to help increase active student engagement, which is key to improving the rate of growth for all learners. Teachers will ensure that all students have the opportunity to engage in productive struggle with Tier 1 instruction, allowing sufficient time to make sense of a task or problem before intervening. Tier 2-some students will need more time and engagement strategies through additional opportunities to practice, review, preview, mathematics language development, routines, and vocabulary development to show growth. In Tier 3 there will be students that may need even more intensified instruction to address skills deficits. These supports will not come at the expense of core instruction. Instead, the scaffolds that

teachers and support staff employ to meet specialized student needs will be specifically targeted to individual student academic difficulties or language development needs and will serve to expand, not limit, their access to rigorous content and their development of higher order conceptual understanding and the corresponding academic language to convey their understanding.

We have provided Chromebooks, information about obtaining WIFI access, school supplies and community resources for our most at-risk families.

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

Online and in-person meetings-staff meetings, special education, and home visits for one-on-one parent meetings have taken place to ensure our most at-risk students are being served.

Transportation of meals and learning packets- Our transportation department and cafeteria support staff delivered meals to several stops within the community.

Principals and support staff hand-delivered student work to at risk families in the community that were without transportation.

Student Engagement-A tiered system has been put in place to collect engagement data. Students who are not engaging in school via distance learning platforms or are not picking up the "Grab and Go" meals are contacted to address any barriers to learning. A collaborative effort has been made with Human Health Services, Child Protective Services, the Shasta County Sheriff's Department, and the Shasta County Office of Education to assist local schools with reaching out to students and their families when students are not attending school.

Teachers check in with students regularly. During these check-ins, teachers will offer tutorials, feedback on projects, and enrichment work, and support by listening during this challenging time.

WIFI Access/Computers/Lesson Delivery-School closures exposed the need for our rural and low income families to have reliable internet services in order for our staff to implement and our students to access Distance Learning. Our LEA has a plan to quickly transition from students attending in person to Distance Learning in a hybrid model of virtual/packet Distance Learning. We distributed both paper learning packets and checked out chromebooks to students.