

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.]

Fort Ross Elementary School is the center of the community and is supported by local residents even if they do not have children currently in attendance. Prior to the COVID-19 outbreak, many community members had volunteered at the school by sharing their vast talents with our students, whether in biology, astronomy, technology, music or cooking; the curriculum and culture of the school have been greatly enriched by their contributions. In exchange, the school has opened its facilities for community events and meetings, including the weekly Sunday Market. Fort Ross School is truly an integral part of the community it serves.

With COVID-19, the connections between the school and the Fort Ross community have had to be altered or paused. When possible, we have continued to provide community supported enrichment through virtual experiences. Another challenge brought by COVID-19 is due to Fort Ross being very rural and isolated from resources, including internet. Although most people have internet in our community, their service is through antiquated technology or unpredictable satellite, both of which are also extremely expensive. Additionally, it is cost prohibitive for families to upgrade their internet plans in order to attain the internet required for Distance Learning. Furthermore, there is little to no access to cellular service, which has also made internet connection more challenging. These challenges are heightened since supports provided by California Department of Education, County, and local agencies require cellular service (i.e. hotspots, T-Mobile iPad program). Many community members have also relied in the past on utilizing the school campus in order to access internet, but we have had to minimize this due to safety precautions for COVID-19.

COVID-19 has had a devastating impact on Fort Ross Elementary School District and its students. Academic and Social-Emotional learning has been disrupted in significant ways. We have faced the challenges of students and families disengaging from learning, frustrations with technology, and hardship placed on families who are balancing both working and Distance Learning. We have had to spend an unanticipated and large amount of funds to provide an equitable education to all students. Staff has spent massive amounts of their own time and money engaging in professional development, with everyone having a sense that the moment we are facing is akin to a first year teacher without those positive, hopeful feelings associated with beginning a career in education. We have also faced recent fires, evacuations, and the death of a beloved employee whose passing was due in part to the stress and anxiety brought on by the COVID-19 pandemic. Needless to say, we

are seeing high rates of depression and anxiety in students, staff, family, and community members, and we are all concerned about the long-term impacts ahead of us.

Stakeholder Engagement

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

FRESA has reached out to the community through surveys, meetings, emails, and phone calls in order to determine needs. Our certificated and classified staff helped develop and provide input on our Return to School Plan for 2020-2021 which includes guidance of health and safety, Distance Learning, and In Person Learning. Families and the Fort Ross Community were also provided opportunity during Board of Education meetings to provide input. We have used Google Forms to compile information. We have sent home multiple newsletters to staff, families, and the community and have gathered feedback from correspondence solicited from these communications.

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

Board of Education meetings and public hearing agendas have been posted in advance of 72 hours from each meeting and have provided the option to participate in person, through Zoom, or over the phone.

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

INSTRUCTIONAL MODELS

- Families of 100% of students chose school-based instruction as their 1st choice out of school-based, distance, or hybrid (a mixture of the school-based and distance learning)
- Families of 83% of students indicated they are comfortable with distance learning (none were opposed)
- Topics that families indicated worked well during Distance Learning from March through June 2020 included: Organization, Instructional assistant support, Being on-time, Safety, Routine, Seeing each other, Being read to, Zoom meetings
- From their experience during Distance Learning in March through June 2020, families suggested we make improvements towards: Increasing one on one student instructional support, Limiting sitting for long periods of time in front of the screen, Incorporating movement throughout the learning, Balancing screen activities with non-screen activities, Helping support internet connectivity issues at home, Providing direct access to family tech support

SAFETY PROTOCOLS

- Families of 100% of students indicated having access to masks
- Families of 100% of students indicated interest in school provided student masks
- Families of 83% of students indicated permission for school assistance with putting masks on their children as long as safety precautions were used (gloves, clean hands, etc.)

- Families of 100% of students indicated their children were comfortable with wearing masks (although did not prefer it)
- Families of 100% of students indicated their children were experienced with physical distancing and safety measures (hand washing, etc.)

TECHNOLOGY

- Families of 100% of students indicated access to internet at home
- Families of 100% of students shared concern about internet reliability at home
- Parents were varied in terms of their own comfort with technology: 50% skilled, 50% not skilled
- Families of 83% of students indicated their child was skilled with technology

TRANSPORTATION

- If school-based instruction is occurring and a morning bus is provided: 1 student will ride the morning bus, 3 students might ride the morning bus, 2 students will not ride the morning bus

SOCIAL-EMOTIONAL NEEDS

- Concerns of families regarding their children included: Socializing, Changes in demeanor since shelter-in-place, Not being able to take part in extra-curricular activities, Being exposed to other families who may not be practicing physical distancing as safely as they would like

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

For all students we looked carefully at how we will differentiate for each individual student's academics within a broader focus on supporting social-emotional needs. We also looked carefully at how to support students who are "At-Promise." We have a high percentage of English learners, most of our students are SED, some have special education services, and all are far from resources due to our remote location. Because of these needs, we planned for robust English language, intervention, technology, nutrition, and social-emotional supports.

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.]

In-Person Learning may take place when Sonoma County Public Health determines it is healthy to return to school, the State gives the county permission to open school due to the county being removed from the County Watch List, and our Board of Education has determined FRESM has the necessary materials and capacity. In the interim, a thoughtful and supportive distance learning program will be in place and will provide support for students who are "At-Promise" as well as students who were most affected by Distance Learning in 2019-20, specifically those who are SED, are English language learners, receive special education services, have poor internet connectivity or access, and/or have experienced trauma.

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

Description	Total Funds	Contributing
SAMSHA Counseling Services for 3rd - 8th Grade Students	\$0	No
Counseling for TK - 2nd Grade Students	\$2,000	No
PPE and Infrastructure Improvements	\$8,000	No
Bilingual Family Liaison	\$1,000	No
Technology Liaison	\$1,000	No
Instructional Aides to Support Working with Students Who Have Experienced Learning Loss	\$19,080	Yes
ELD / Reading Intervention Teacher	\$14,000	Yes

Description	Total Funds	Contributing
Technology Hardware (2 Chromebooks/iPads for each student in order to always have a device at school for In Person Learning, accessories for devices, Devices for Instruction)	\$4,000	No
English Learner Supports (including IXL Supplemental Program, West Ed PD, West County Consortium PD)	\$0	No
Curriculum (for example Lexia, Second Step, Dreambox, etc.)	\$4,000	Yes
Enrichment (including Music, Outdoor/Environment Education, etc.)	\$4,000	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.]

FRESD teachers will record daily schedules that describe both synchronous and asynchronous learning and will include a description of each lesson. These daily schedules and lessons will be available for all staff, students, and families to review daily. The lessons and schedules will be posted in Google Classroom and/or See Saw during both In Person and Distance Learning. The schedules will meet or exceed the required minimum number of daily instructional minutes as directed by the CDE and will ensure alignment to state standards.

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.]

Each student will receive a device for use at home during Distance Learning. Additional devices have been ordered so that when we transition to In Person Learning, each student will also have a device at school. For the few students who have cellular services at their home, they will be provided a mobile Hotspot. Because most of our families do not benefit from the state's connectivity support through T-Mobile and iPads, we will be providing our own support to families through monthly internet plan subsidies in order to help with the higher

than average cost of rural internet and/or families' ability to increase their data capacity. We have partnered with local community organizations who have offered to provide safe access to their internet. Our school will provide a Technology Family Liaison so that families have readily available support for any technology needs.

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.]

All students are required to participate daily, by the end of the day, through synchronous and/or asynchronous learning or they will be marked absent. Teachers must provide daily synchronous instruction that includes interaction with both the teacher and students' peers. Synchronous and asynchronous lessons will be provided that meet or exceed the minimum instructional minutes as required by the CDE. Transitional Kindergarten and Kindergarten will receive a minimum of 180 minutes of daily instruction, 1st through 3rd grade will receive a minimum of 230 minutes, and 4th through 8th grade will receive a minimum of 240 minutes. Instructional time for distance learning is calculated based on the time value of synchronous and/or asynchronous assignments made and certified by a certificated district employee. Students who are absent from Distance Learning for more than 60% of the instructional days in a school week shall participate in a re-engagement process.

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.]

Teachers were encouraged to attend workshops over the summer to increase their knowledge in the area of distance learning. Zoom, Google Classroom, and virtual learning workshops were attended. We will also engage in professional development for ELD (West Ed, West County Consortium), SEL (Second Step, Resilience during Crisis, Trauma Informed Practices), Health and Safety (COVID protocols and guidelines), County Office Bi-Weekly Tech Meetings, County Office PD (Teacher Meetups, Disrupt Conference), and Content Areas (IXL, Jo Boaler/Youcubed math). Each bi-weekly staff meeting will include time to review and discuss academic and/or SEL professional development.

Staff Roles and Responsibilities

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

Teachers have expanded their support of students and families due to COVID-19, and as a result we have created the additional stipended roles of Family and Technology Liaisons. Instructional aides have become an important part of daily instruction providing the support needed to allow for increased individual and small group time. Our librarian has shifted her work to include virtual reading support for all students. Our bus driver has shifted during Distance Learning to support food services distribution. Our office staff has the extra tasks of ordering and distributing health and safety materials, curriculum, technology, as well as helping to coordinate the additional health and safety services needed (e.g. increased HVAC maintenance). All staff have added the responsibility of daily cleaning and disinfecting of high use items. Administration have added responsibilities of monitoring and managing an entirely new and highly fluctuating instructional system.

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.]

Each student is provided daily whole group instruction as well as 1:1 support to differentiate their specific learning needs. Our students with special education services are provided with their individualized supports whether we are participating in Distance or In Person Learning. Our classroom teachers ensure that daily integrated and designated ELD is provided to each English Language Learner. Targeted reading intervention is provided to each student who is needing extra support. Because we have such a small school, we contract with a local consortium to provide the support needed for our At-Risk students. Our consortium has shifted their support dramatically to ensure they follow all special education laws and provide the support needed by our students. 1:1 assessments for special education and English Learners are done in a sanitized classroom with a Plexiglas barrier and with a distance of no less than 6 feet between the adult and student. During Distance Learning, IEPs are held virtually with the parents and the IEP team. Although we currently do not have any students who are homeless or in the foster care system, our Superintendent/Principal as well as our Family Liaison serves as our homeless and foster youth liaisons and are ready to reach out to these students and their families to provide social-emotional, financial, and any other supports that may be needed. We are also partnering with SAMSHA counselors through our county office to provide support and outreach to students and families who have experienced trauma. Wellness checks are done for any students who have not responded to repeated communication outreach.

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

Description	Total Funds	Contributing
Professional Development (including summer Distance Learning planning days, Google Classroom certification, and other online learning PD)	\$4,632	No
Online Programs and Platforms	\$2,000	No
Technology Hardware (including Chromebooks/iPads for At-Risk Students Who Remain on Distance Learning during In Person Learning, 2 Chromebooks/iPads for each student in order to always have a device at home for anticipated/unanticipated Distance Learning, accessories for devices, Devices for Instruction)	\$5,000	No
Family Internet Support (to include hotspots, subsidies)	\$7,000	No
PPE for Staff and Visitors	\$3,000	No

Description	Total Funds	Contributing
ALL IN PERSON INSTRUCTIONAL OFFERING ACTIONS APPLY TO DISTANCE LEARNING PROGRAM (COSTS ARE INCLUDING IN OTHER SECTIONS OF THIS DOCUMENT)	N / A	

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.]

Because each and every student is provided with daily whole group, small group, and 1:1 support, teachers will provide "Just in Time" interventions. Small group and individual sessions will focus on prerequisite skills that students need to successfully master the content rather than on solely reviewing whole class learning. Ongoing formative and summative assessments will be used to monitor students' academic and social-emotional progress. During staff meetings and teacher planning time, we will collect data, analyze strengths and obstacles, set/review/revise goals, select instructional strategies, and determine results indicators. We will utilize this process for both aggregated and disaggregated data. These reviews of assessment data are designed to monitor the effectiveness of the learning programs offered. For students who are not making expected progress, alternative solutions and interventions will be planned and implemented.

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.]

Teachers, instructional aides, and intervention staff will meet with students who are needing additional academic and social-emotional support. These break-out sessions will provide extra 1:1 and small group support for students who are "At-Promise" and will ensure learning is accelerated. We will approach pupil learning loss through the process of Multi-Tiered Systems of Supports.

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.]

During staff meetings and teacher planning time, we will collect data, analyze strengths and obstacles, set/review/revise goals, select instructional strategies, and determine results indicators. We will utilize this process for both aggregated and disaggregated data. These reviews of assessment data are designed to monitor the effectiveness of the learning programs offered. For students who are not making expected progress, alternative solutions and interventions will be planned and implemented.

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

Description	Total Funds	Contributing
Professional Development (including MTSS, IXL, Integrated ELD, English Learners with Disabilities, Universal Design for Learning)	\$0	No
Academic and Social-Emotional Assessment and Progress Monitoring	\$2,000	No

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.]

This year we will pay close attention to every school member's sense of meaningful connection, both with their fellow community members as well as with their learning. The mental health and social-emotional well-being of our students, staff, and families is of the highest priority. Teachers and staff will work to gain a better understanding of the social-emotional supports needed for students throughout the school year. Staff and students will begin every school day together as an entire school during both Distance and In-Person Learning. Every day we will begin the day checking in with everyone and engaging in community building. We will also provide SEL instruction and utilize trauma informed practices. Much of students' learning experiences will utilize art and expressive modes in order to support their emotional-well being, sense of belonging, and positive self-image. Staff will participate in weekly staff meetings led by administration. These meetings will provide the space and opportunity to build upon and share feelings around COVID-19 related issues. SAMSHA counselors for 3rd - 8th grades as well as other counseling supports for TK-2nd grades will be available to students and families.

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 utilize the following relevant strategies as described in "Attendance Playbook: Smart Strategies for Reducing Chronic Absenteeism in the COVID Era."

The first tier of the re-engagement plan involves how we will welcome students and parents and engage them to promote a culture of attendance. This includes raising the awareness of school personnel, parents, guardians, caregivers of the effects of chronic absenteeism and other challenges to full participation in the educational program. We will provide Tier I interventions utilizing recommendations from the following categories as discussed in "Attendance Playbook":

- nudging families and students
- home visits
- positive messaging
- incentives
- healthy school buildings
- telehealth
- relevant and culturally relevant curriculum
- threshold greetings
- SEL instruction, restorative practice, and trauma informed care

The second tier of the plan ensures that students with attendance problems are identified as early as possible to provide applicable support and interventions at the school. Families with students who need Tier II supports may also take part in conferences with teachers or administration, the development of an attendance plan through the SST process, and regularly scheduled meetings with the principal and daily check-ins with staff. We will provide Tier II interventions utilizing recommendations from the following categories as discussed in "Attendance Playbook".

- early warning systems
- mentors
- addressing asthma
- targeted transportation
- students with disabilities
- school refusal
- immigrant enforcement

The third tier serves students who have exhausted the resources of the school by a referral to the school attendance review board (SARB). The SARB is composed of a diverse group of experts who will link the family to any needed school district or community services. The SARB will also identify and respond to grade level or student subgroup patterns of chronic absenteeism and will evaluate the effectiveness of strategies implemented to reduce chronic absenteeism rates. We will provide Tier III interventions utilizing recommendations from the following categories as discussed in "Attendance Playbook":

- truancy court
- interagency case management
- housing challenges

We will also provide support through our Family and Technology Liaisons.

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.]

Free lunches are provided for every student regardless of free/reduced-priced meal eligibility. Grab and Go meals are bagged to go for all children under the age of 18. Since in the past we have not administered a meal program, we have partnered with a neighboring district to make the lunches. Meals are provided twice a week and include lunches for every day of the week. Some families pick up meals at our school, and for those who have limited transportation available, we deliver lunches directly to their home.

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

Section	Description	Total Funds	Contributing
School Nutrition	Meal Service Costs (e.g. meals, mileage, supplies)	\$13,000	Yes

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Curriculum and PD	\$3,000	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
20.88%	\$37,497

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.]

Our enrollment is comprised of approximately 35% English Language Learners and 90% SED students. Because our school is so small, all staff are acutely aware of which students need additional support. These supports are provided on an equitable basis in order to ensure that students who need extra support receive that support. Supports are provided by thoroughly understanding each child's unique needs. Additionally, because we have a deep understanding of our school population, staff have made concerted efforts to reach out to these fragile students and families to ensure the line of communication is open, expectations are clear, and any needed supports are provided.

Our students know and trust our staff and look forward to the extra support. This help has been focused on emotional, technical, academic or basic guidance. We work closely as a staff to discuss each and every student and family's needs and develop strategies to help.

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

Students who are "At-Promise" are a major focus for our district. We have developed plans to incorporate our aides, counselors, librarian, reading intervention teacher, office staff, and bus driver to work with these students and constantly check for behavior signs of anxiety and depression or any other behaviors that seem concerning or out of sorts. Teachers spend daily 1:1 time in break-out sessions with our English learners and students who need extra support to provide what is needed.