



# 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
French Gulch-Whiskeytown Elementary School District	Moira Casey Superintendent/Principal	mcasey@frenchgulchschool.com (530) 359-2151

## General Information

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

The Covid-19 pandemic came right on the heels of the devastating CARR Fire of July 2018. The community of French Gulch has been on the road to recovery from that natural disaster. Two years later, some but not all of the homes that were destroyed in the fire have been or are in the process of being rebuilt. The PTSD effects from that event are still worn on the sleeves of children and adults in the community. The world wide pandemic, just a year and a half after the fire, has compounded the physical, emotional and mental stressors felt within this small, isolated community. The loss of employment for some families, the difficulties of signing up for and receiving unemployment, the temporary losses of medical, mental health and legal aid services all have had, and continue to have, a profound effect on the community. Although French Gulch is populated with truly resilient people, the magnitude of events in the past two years has been particularly challenging for many residents.

French Gulch-Whiskeytown School has traditionally been a community hub for French Gulch in times of natural disasters and continues to serve that role in this time of unprecedented world wide upheaval. During the initial countrywide Covid-19 lockdown, the school provided grab and go lunches for children 18 and under in the community. In some cases when parents were unable to come to the school to pick up the meals, door to door service was provided.

Distance learning during the lockdown period was primarily paper based. Digital technology was employed but its use was complicated by the lack of universal internet connectivity in the community. French Gulch is the "poster child" illustrating the much talked about but not completely understood "digital divide." While it is widely mentioned, it is a poorly addressed issue. For students living in rural areas connectivity may be limited through either financial circumstances, geographic location or both. "Hot spots" might be one way to improve the connectivity for some of our students, others really need to have a reliable "sweet spot" where a signal can be received within that hot spot. For some in this area, that sweet spot is a moving target. Providing hot spots is one aspect of the issue but the dynamics of connectivity but geography and infrastructure are critical factors outside of our control.

Despite those hurdles, during the national lockdown, teachers with aide support, provided students with activities that were tailored to meet the current levels of individual academic skills from mid March through the first week of June. Text messaging, zoom meets, FaceTime, phone conferences and one on one meetings with students practicing safety guidelines (masks, social distancing ) were all employed. Supplies for activities that required things such as art materials (crayons, glue sticks, paintboxes, scissors) or manipulatives for math games and inquiry such as dice were supplied. Although the distance learning was not as robust as it might have been given more dependable internet connectivity, it was responsive to individual student needs to the extent possible. Laptop computers were provided for students upon request.

As the pandemic continues, the community moves forward in adapting to the myriad of guidelines that govern "safe" movement within a world in which the Covid-19 virus continues to spread. As with much of the world, it has not been an easy time emotionally, mentally or physically. The recent lightning strike fires that have resulted in California being a state literally on fire has renewed the apprehension of those who survived the CARR Fire in 2018. People literally have evacuation bags packed.

In terms of school reopening, even with a hybrid approach, the challenges remain many. The staff is learning new skills in order to provide FGWS students with creative and accessible access to both digital, paper and on site instructional opportunities. 25 new chrome books were received by the school in June from CDE. They have been issued to students. The district continues to explore improving connectivity within the community. One avenue that is being explored is the possibility of the school internet provider setting up a second relay station which will pick up the signal from the primary transmission tower on top of Shasta Bally. Loading activities on flash drives for use with the chrome books is another tactic being taken.

Finances always are a concern and definitely impacted the school negatively due to the national Covid-19 lockdown. FGWS is designated as a small necessary school. Funding bands are determined by ADA. To maintain our level 2 Funding Band we needed to have an ADA of 24.5. With 23 students registered for much of the school year, this was not feasible. However by February, 2020 enrollment was up to 27. We started a Saturday School Program to improve our ADA up to that point. The first session was held on March 7. 19 students were in attendance. 3 more were home sick and even called in "absent!" A second session was scheduled for March 14 but was canceled due to the spread of a 24-48 hour gastrointestinal "bug" making the rounds at school. The weekend was devoted to deep cleaning in an attempt to "flatten the curve" before that was even a concept on the national radar. The national lockdown came the next week so Saturday School was canceled permanently for the year. ADA was determined to be the yearly figure recorded on February 28, 2020. Our ADA was determined to be 24.21- .29% short of the needs threshold for funding band 2. Several letters were written to the CDE fiscal department, state superintendent of schools Tony Thurmund and the California State School Board requesting a waiver. Our Saturday School efforts were mentioned. No correspondence in response to the waiver requests have been received.

The ADA of 24.21 figure for the 2019-20 school year will also be the starting funding level for 2021-22 regardless of 2020-21 enrollment which is currently at 27. This is a devastating financial loss for this small school. To be .29% short of meeting the funding band 2 threshold, knowing we were on our way to making it up is a painful reality. This financial "hit" is substantial. Had there not been a Covid-19 school shut down, the district is quite certain that that .29% deficit would have been made up through the Saturday School program and the increased enrollment we received at the beginning of 2020.

## Stakeholder Engagement

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

During the spring lockdown, teachers and staff connected with most families face to face on a daily basis through the grab and go lunch program. Check ins were often beyond that - How is it going? Is the work too hard/ too easy? How can work be modified to make it more manageable for your student? For your family? How is the family doing overall? What can the school provide to ease some of the burden at home? If this continues into the fall: What worked? What didn't? How can it be done better?

Because the connectivity issue is so great, families were offered the opportunity to provide alternative activities to meet the school work requirements during the lockdown period. One family tore down and rebuilt a garden shed. Another student designed and installed an irrigation system on his family's property. As we move into a new school year, the accountability for assigned work will be greater but we received a great deal of feedback on what worked and what didn't moving forward in terms of distance learning. Moving forward, the biggest hurdle continues to be unreliable internet connectivity.

A draft of a Reopening Plan for 2020-21 was shared with all families in the community, posted on the website as well as the community bulletin board outside of the local post office. Connect Ed messages were sent as well. Feedback was actively solicited. The plan was developed with guidelines from CDC, CDE, Shasta County Health Dept. as well as feedback from school families, staff and community members the Board of Trustees and the LCAP Advisory Committee. Before school even began, some families were calling requesting distance learning options. The parameters of Covid-19 guidelines coupled with the difficulty of internet connectivity, made a town hall type of stakeholder input virtually impossible. Zoom sessions are iffy at best in this community. Assemblies of 10 persons or fewer would not provide the interaction of group input by the time parents, students, staff and community members were represented in that group of 10. Surveys were sent home with families for both parent and student in put but only several were returned.

Because of the size of the district, input through personal contacts at this time is the most reliable manner in discerning what stakeholders feel regarding a path moving forward from the national lockdown.

A hybrid approach seemed to best address the varying needs of stakeholders as a whole. Parents choosing the hybrid plan over total distance learning were given a choice of which cohort best met their families' needs: Monday/Tuesday or Thursday/Friday. The flexibility of this approach did tend to dovetail with work schedules. Those choosing the hybrid plan definitely had strong preferences for either the beginning or end of the week cohorts. It was voiced that consecutive days of attendance were preferable to nonconsecutive days. Wednesdays devoted to providing additional 1:1 instruction to students who need more intensive academic intervention, particularly for students on IEPs addressing both parental and staff concerns. One of the fine arts programs that can be safely taught following guidelines is also being offered on Wednesdays.

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

In the springtime, Board of Trustees Meetings were offered through scheduled Zoom meetings. Passwords were available on request to join the meetings. Additional provisions were made for the public to email comments or concerns prior to the meeting. The school message machine was designated as yet another avenue to leave a message prior to a board meeting for hearing of the public comments for those without internet service. Two special meetings were held over the summer. They were posted on the school website as well as at three separate physical locations within the community. Connect Ed messages were sent to school families regarding these meetings.

Teachers continued to send group texts to families, checking in on their well being, getting feedback on what school might look like for the upcoming school year and what they would like to see happen. Registration papers with the Reopening Plan were hand delivered to all families and options were explained and discussed. Feedback was solicited yet again in these face to face meetings.

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

1. Community input was limited due to some of the challenges mentioned previously. Personal contacts and interviews were conducted. While the virus is considered "real" by many, a strong contingency expressed their beliefs that it has been blown out of proportion. Some mentioned that they consider Covid-19 to be no more than the flu and the community, indeed the country, should return back to normal sooner than later. For some, but not all, this includes school being back in session 5 days a week. Several admitted that while masks are used when they are in town, they are rarely used within the community itself. Several community members did mention their distain for wearing masks and will concede to wearing them with their noses uncovered so that they can "breathe" when entering a store in town. On the opposite end of the continuum, novels donated to the community which were left at the post office free for the taking, were removed (destroyed) by a community member who expressed the opinion that leaving them in a public place put the entire community at risk for the virus. Sandwiched between the two extremes were those that expressed a "cautious" but not fatalistic attitude about it all. Regardless of the varying view points, all communicated a general weariness of the uncomfortable social climate that Covid-19 has brought to the landscape.

2. Parents and guardians talked about the challenges that they currently have juggling work schedules with the prospects of distance learning, hybrid cohorts and their feelings about the upcoming school year in general. Some remained quite concerned about possible

spread of the virus within the school community. A number of homes are multi generational and this concern was expressed. Each family provided input.

Some were quite divided on what they wanted the beginning of school to look like. A few would have welcomed a return to 5 day a week on campus. Some expressed the idea that even state guidelines should be relaxed should students return to school because "if there is Covid-19 exposure in the community then everyone has already been exposed." Others were pleased with a hybrid approach. Still others were adamant that they were not comfortable with onsite attendance for their children and preferred and even requested a total distance learning option. One parent mentioned that he didn't think the "community took the situation seriously enough."

A majority of FGWS families indicated that they did not have updated technology at home. A significant percentage said they had "iffy" internet connectivity.

3. Staff, both certificated and classified, met in person several times throughout the summer as well as maintained continuous text and email threads discussing plans for the year ahead. Because FGWS is a nonunion site, there were no formal negotiations meetings held with CTA or CSEA regarding. The age of over half of the staff members puts them in a higher risk category for adverse effects of the virus should it be contracted. This concern was expressed. Additionally, there was a debate regarding a return to 5 days a week on site. There was apprehension on the possibility of another lockdown scenario as the county began recording more positively identified cases throughout the summer. Staff felt a hybrid approach allowed for further honing of distance learning protocols during this "testing the waters" period of reopening. This would allow for greater skill development with distance learning as well as time to explore avenues to improve internet connectivity for all of our families. Additionally, it would provide an environment more conducive in which to assess current student skill levels, determine learning loss over the lockdown period and plan for the academic program moving forward.

4. The Board of Trustees held several special meetings to consider the best opening plan for the school and community. Weighing stakeholder input, they approved of the hybrid opening. Liability remains without question a concern. Starting with smaller numbers of students in order to instill solid guideline practices in students (wearing masks, social distancing, etc) seemed like a viable avenue to mitigate potential risk when the school opens 5 days a week.

5. LCAP Advisory Board took into mind the input of all stakeholders as well. The hybrid model resonated as a positive start to a difficult reopening decision.

6. Students were eager to return to class on campus mainly for the purpose of social engagement with peers. While some students did meet with friends over the summer break with very few restrictions, some parents carefully orchestrated who their children played with under more strict guidelines. Some cohort days were chosen by parents specifically so that their children would be able to interact with their friends on a more regular basis.

The reopening plan calls for a review after 4 weeks to evaluate what's working and the best direction moving forward based on federal, state and county guidelines. This was welcomed by all stakeholders across the varying groups represented. Knowing there was flexibility in the plan is significant.

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

Clearly stakeholders in the community view the threat of Covid-19 differently: some very casually to those exercising excessive caution. With both a hybrid approach and a total distance learning option, the FGWS Learning Continuity Plan provides the opportunity for students to engage with one another on campus as well as through technology. It can't be stated strongly enough how much Internet connectivity remains a very real issue. That being said, all students' families do have cell phones so text messaging, FaceTime and conference calls on speaker phone all provide a way in which every student has the opportunity to interface with one another whether they are on or off campus on a daily basis.

Google Classroom provides further opportunities for teachers and classmates to interact on daily for those families with reliable internet connectivity paired with robust data plans. Although not always convenient, the community is aware that the school's WiFi is available to all FG residents. Access to the signal does not extend beyond the parking lot

The built in flexibility of the FGWS LCP allows for review on an ongoing basis as the climate and dynamics of the pandemic changes. The ultimate goal is to return to students in school 5 days a week.

## 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 response to stakeholder input and recommendations of the American Pediatric Association that children need the socio-emotional benefits of returning to school face to face if possible, FGWS' plan is to begin the school year with both hybrid and distance learning options. The hybrid option features up to 3 days of in person learning for students. Two cohorts were established with this program. One meets all day Mondays and Tuesdays. The other meets all day Thursdays and Fridays. Wednesday is designated for those students who need additional support on assignments, intensive 1:1 instruction, or additional guided practice, particularly but not exclusively for students currently on IEPs. Although many of the local schools on hybrid programs chose a MTH or TF schedule, FGWS felt the consecutive day attendance of our MT/THF cohort schedule better supports the learning of new concepts particularly for younger students.

One advantage of FGWS' hybrid plan is that it gives the teachers a chance to more thoroughly determine students' current academic skill levels and needs. Baseline assessments to determine current skill levels of students coming back after the lockdown drives the need for review, reteaching and/or more intensive remediation particularly in the curricular areas of ELA and Mathematics as indicated. Because FGWS is a "micro small" school with only two teachers K-8, each program is multigraded: lower elementary TK-4 (18 students) and upper elementary 5-8 (9 students). These multigraded programs offer some student benefits but not without many instructional challenges.

Eight years ago the school adopted Montessori pedagogy which is multigraded by design, however, FGWS' current configuration exceeds the 3 year age span of that design. The hybrid start allows the two FGWS teachers an opportunity to focus on beginning year assessments more effectively and thoroughly to determine if skill gaps exist and if so, in which curricular areas.

Currently with only half of the students attending on any given day, teacher and aide support is able to be given on a 1:1 basis for some segments throughout the day. After school tutoring will be offered for students who need that service to assist in closing any identified skill gaps.

All students, hybrid or 100% distance learning, are supported with a personal chrome book. The devices have been bookmarked with programs that have been acquired this year to support all student learning. Parents and students have received training to maximize the use of the chrome books. Additionally, individual flash drives have been acquired for each student so that information/activities can be preloaded and opened when internet connectivity at home on non cohort days is not reliable.

Older students have requested the myON digital book library through Renaissance Learning. 20 books may be down loaded at a time. While we continue to follow the protocol of "no shared equipment" this provides student with a reliable source of novels while we wait to receive guidance on the status of loaning hard copy library books.

FGWS' goal is to provide a safe environment physically, mentally and emotionally in which rich and robust standards-based instruction is available to all students regardless of which platform their families have chosen: hybrid or all distance learning. Our expectation is that all students will meet grade level standards through focused instruction with formative and summative assessments to guide next steps. Emphasis is on essential standards particularly in ELA and Mathematics. Students whose parents have chosen distance learning as the platform of choice are always given the opportunity to meet in person with teachers at times that meet their parents' personal comfort levels. In the past teachers have met with parents and students both before and after school.

Google classroom is used daily to support all learners whether they are on site or at home either on total distance learning or non cohort days for collaboration with peers, and clarification/assistance with assignments as needed. Paper assignments are provided as a back up for students not on campus particularly for those who lack reliable internet connectivity to take advantage of some of our online programs/assignments such as grade level content areas for social studies and science through programs such as IXL, Smarty Ants and Zingy Science.

Project SHARE provides students with assistance in completing assignments that were not completed or require revisions or corrections.

Recognizing that we are unable to mitigate all risk factors involving the current pandemic, by following guidelines coupled with sound practices and procedures we can promote and support a safer environment when students are on campus with an eye to expanding in person learning to 5 days a week. These include:

1. requested parental checks for symptoms at home before students are dropped off at school
2. recorded temperature checks for every individual entering the school building
3. required masks (even for our K-2 students)
4. 6 ft social distancing, both in and outside of the classroom
5. establishment of student cohorts
6. minimization of non cohort individuals entering classrooms
7. proper hygiene with particular emphasis on hand washing and use of hand sanitizer when hand washing is not available
8. promoting fresh air circulation inside the building by periodically leaving doors open up to 1/2 hour at a time throughout the day
9. cleaning, sanitizing and disinfecting classrooms and common areas such as the office vestibule on a daily basis (disinfection one a week with electrostatic spray gun- cleaning and sanitizing throughout each day)
10. protocols in place to isolate individuals onsite should they become symptomatic
11. protocols to inform staff and parents of confirmed cases of Covid-19
12. quarantine protocols in place should they need to be employed in response to confirmed cases of Covid-19 within the school community

## COMMUNICATION

Teachers at FGWS have found that group text messages, particularly for the upper elementary program to be the most effective form of communication with parents. Text messaging also seems to result in more timely responses from parents involving their particular students. A school newsletter is issued weekly. It is posted and archived on the school website and sent out as a hard copy or emailed directly to parents' accounts per their preferences. Paper copies are available upon request. Connect Ed communications are also sent as text messages but limited in their content due to character limitations. Weekly teachers' meeting are conducted to collaborate, debrief and strategize.





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

Description	Total Funds	Contributing
Cleaning, sanitizing and disinfecting products	4000	No
Individual student containers for mill shipment supplies (crayons, pencils, sharpeners, etc) to discourage sharing of materials	500	Yes
After school tutoring	5000	Yes
Project SHARE	3500	Yes
Curricular software	5000	Yes
Tech support for training staff, parents, students	2000	Yes
Furniture to support social distancing in the classroom	2000	Yes
Technology software for virtual platform: Zoom License, Internet security subscriptions	3000	Yes

Description	Total Funds	Contributing
Social Emotional Learning resources	1000	Yes
Supplemental materials for learning loss	5000	Yes
Plexiglass dividers for lower elementary "flower" tables	10000	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.]

There are 4 different phases of school operation for 2020/21 that may be applied based on the health status of Shasta County and state and federal guidelines/mandates as issued.

The district will begin the 2020/21 school year in Phase 2:

Phase 2: Hybrid Learning, a combination of in-person and remote learning, with reduced numbers of students on campus, cohorted attendance days and a day to focus on mitigation of

If Shasta County is moved to the "watchlist," we may then move to Phase 1:

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

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

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

## 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 received 25 new chrome books in June. We are in the process of ordering more but such devices are currently backordered with all of the vendors we've contacted. We do have older chrome books that can be issued to fill gaps in the meantime if and when needed.

Ours is a geographic area that clearly illustrates the digital divide over which we have little control. This is not strictly an issue of family/school district socioeconomics, but to a large degree a failure of infrastructure to provide connectivity to areas that:

1. have topography rendering it challenging to receive satellite or microwave signals
2. low population density making it economically undesirable for companies such as AT&T to run fiber optic cables which would be a total game changer in this regard.

In the case of the community of French Gulch, visual sight of Shasta Bally's peak is a prerequisite, albeit not an absolute guarantee, of reliable internet reception. Connect 299 is a program focused on making rural areas along the stretch of 299 W digitally connected but its vision has not been realized yet.

Some feel that all that is needed are "hot spot" to improve the situation. This is a misnomer, however. Where reception is "iffy" a hot spot may improve the situation temporarily but in those areas it is finding the "sweet spot" within the hot spot that matters. That sweet spots has a habit of moving constantly. Reception can drop with a slight movement.

Several avenues have been pursued by the district in hopes of improving the connectivity issue. Geo Links, the district internet provider, was contacted to see about the possibility of having a relay tower erected in the local mobile home park where the bulk of the student population lives. This tower would pick up the school's wifi signal and transmit it within the park. The initial inquiry on this yielded a negative response.

BIIG was contacted next. FGWS might be included in an experimental project to bring connectivity to rural areas using new technology to transmit signals. Inclusion in the project is based on population density in a given neighborhood among other things. A preliminary aerial examination of the Clear Creek Mobile Home Park in French Gulch indicates that at least 70 homes are clustered in that area. Many of our FGWS students reside within the park. A density of 70 homes within a neighborhood is one of the prerequisites for inclusion in the project. The school did receive verification that our site had been added to the list of potential recipients. Now it is hurry up and wait. In the absence

of reliable internet connectivity for some of our families we are using other forms of technology to communicate including texting, FaceTime, cell phone conference calls as well as preloading flash drives with a variety of activities and information for student use at home.

The community knows that a WiFi signal is usually available in the school's parking lot although this also can be a "wandering game" to acquire the strongest signal. Some students used the parking lot signal during the spring lockdown.

## **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.]

Both classrooms are using google classroom as a base everyday to connect students on total distance learning and those at home on non cohort days with students who are on site. Synchronous instructional minutes look different than they would if FGWS had single grade classrooms. The lower elementary program covers up to 6 grade levels from TK-4 while the upper elementary program covers 4 grades: 5-8. This make synchronous single subject instruction difficult at best since the standards and skills for each grade level can vary considerably particularly in the early grades when such a wide spread is represented in one classroom.

Because half of the students are onsite on a given day, the teachers work to make Google classroom sessions meaningful, skill oriented and "available" to all students who are able to join in. Some examples of sessions in the upper elementary program include discussions of current events on a variety of levels: local, state, national and global, determining facts from opinions, reviews of mathematical functions: long division, division with decimals, word problems to work on collaboratively, editing skills and more. Students are asked about their progress on assignments and will get further instructions or clarification when needed. This is a time for mini lessons if certain students need that which may even include a time when students might teach fellow students within the Google session.

Conference calls, FaceTime and group texts are also employed to make sure the opportunity for ongoing contact for each student to interface with classmates daily.

Every student must check in daily, usually through a text sent before 8:30 in the morning to let their teachers know they are well and ready to start the school day. Google Meets are scheduled for 9:00 am.

Daily work progress is texted to the teacher by the end of each day. With lower elementary students, parents are contacted with frequent check ins on how the work is going. Teachers coordinate turning in paper work completed to be reviewed for accuracy. Older students are also able to submit completed assignments through google classroom. As younger children become more fluent with their chrome books they will be expected to submit work online when/if they are able depending on connectivity at the moment.

The amount of work assigned for each day is based on the expectation of work for a typical day on site.

For students with reliable internet, time logged on assigned online programs such as IXL and Smarty Ants are reviewed by the teacher and added to the required instructional minutes for the different grade levels: 180 for K, 230 for grades 1-3 and 240 minutes for grades 4-8.

## **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 and aides are honing skills on all things "google" including google docs, sheets and google classroom among other online platforms through professional development provided by SCOE, CSUC, Mountain Valley JPA and other program specific trainings.

## **Staff Roles and Responsibilities**

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

At such a small school, every person covers a number of roles.

The FGWS office manager is also the foods program director and food preparer.

One of the classified employee has two assignment: instructional aide and part time custodian.

The part time superintendent/principal provides speech and language services 3 times a month for students on IEPs.

One of our aides who used to stay in the classroom with students as they arrived in the morning to provide supervision, now takes and records temperatures of everyone entering the building which affords the lower elementary teacher less flexibility for before school prep work since she now must remain in the classroom to supervise students.

As is the case at most schools this size, staff sees the need and fills in. It is a challenge to be mindful particularly of classified work hours. Staying within contracted hours is important but there are times when there is no way to avoid overtime.

Covid-19 has further stretched the staff but it is somewhat manageable.

## 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.]

At this time, FGWS has no EL or foster/homeless youth. Students on IEPs receive additional 1:1 support when on remote learning, usually through the use of Zoom and modified assignments. Teachers and parents have daily contact usually through texting and phone calls to mitigate any instructional difficulties. Modifications and adjustments are made when necessary to scaffold assignments. Currently all students on IEPs are in the hybrid program but come to school 3 days a week rather than 2 for the additional day of support.

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

Description	Total Funds	Contributing
Tech support	1000	Yes
	1000	Yes
	2000	Yes
	5000	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.]

Learning loss will be determined through formal measures: both formative and summative assessments will be used including: Shasta Reach Higher End of the year Assessments in math for primary grades, Aimsweb math assessments for grades 4-8 , BPST for grades 1-3. Aimsweb CBM and Maze grades 2-8. Baseline data from AR as well as Montessori measures will also be used.

Our Montessori program uses the sequential Albanese math series for teaching and reviewing specific skills in computation and application through the early primary grades through 8th grade. It is aligned with CA state mathematical standards. The program is designed to benchmark current levels of math competency skills clearly and precisely. Houghton-Mifflin math materials are also use in grades K-6. CPM is used for grades 7-8. The assessments provided in those state adopted series will add to the repertoire of assessments cited above to help determine student progress or loss during the lockdown period of 2019-20.

Currently FGWS uses the Wonders ELA series in grades K-6 while grades 7-8 use McGraw Hill. There are a number of Montessori materials that are used for ELA skill development as well. All of the resource assessments available in these programs will be selectively used along with others mentioned previously to determine functional levels in ELA areas-both reading and written language skills.

Finally, anecdotal notes and observations will be recorded by teachers in Montessori Compass to provide an "organic" functional picture of student skill competencies to add to formal assessments. Portfolios of student work were establish during the lockdown months and will continue to be maintained through 2020-21.

There are no EL students currently enrolled in FGWS at this time.

## **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.]

Mitigating student learning loss begins with accurate determination of current skills. Once that is documented FGWS has the actions planned:

1. Additional instructional support will be provided to any student who needs the intensity and focus of a 1:1 or 1:2 instructional setting. We are prepared to offer that both in person during class time utilizing part time certificated assistance, remotely through Zoom, FaceTime or Google Classroom or face to face at a scheduled time depending on the circumstances and parental preference. While still on the hybrid schedule, students who need reteaching, guided practice and further scaffolding will be provided opportunity for that on Wednesdays. After school tutoring will be provided.

2. While FGWS does not currently have any EL, foster or homeless youth enrolled, students on IEPs and a significant number of students in low-income are in attendance. These students will be given first priority to receive services above, within and beyond the regular instructional day as needed. Focused materials, including but not limited to specific online programs, leveled reading materials, manipulatives, and intervention materials to augment what is currently available on site will be acquired to meet the instructional needs of all students but will be targeted first and foremost on the needs of low income and students with exceptional needs. Our unduplicated population is based on low income status but currently, our special needs students straddle both categories.

3. Parent support and training is seen as crucial to the process of mitigating learning loss. Teachers will work with parents to assist them in providing the additional support their students may need at home.

### 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.]

Ongoing formative and summative evaluations will be used to measure student progress in a timely, regular and consistent manner. Every 6 weeks, individual student progress will be reviewed to evaluate if the current approach/plan being used is working or not. Study Teams will meet when progress appears stalled or unusually slow in order to strategize next steps to meet the desired goals.

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

Description	Total Funds	Contributing
part time certificated instructor to work with students 1:1	6000	Yes
after school tutoring program	7000	Yes
acquisition of remediation materials such as specific online programs, school access to TpT materials	3000	Yes
Leveled readers	3000	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.]

1. FGWS administration and staff will take part in trainings provided by SCOE, Mountain Valley Consortium, Shasta County Mental Health, Help Me Grow and other organizations to better understand the dynamics of social and emotional well being during this challenging time.



2. Frequent check ins with parents are already part of a practice established particularly during the lockdown: How are things going at home? How can the school assist you? I noticed Johnny seemed a bit quiet today. Is everything ok?
3. Parents are provided with resources in the weekly school newsletter that address mental health issues and social services that are available such as the Cal Fresh program. Staff is available to guide parents through social agencies. Even if a parent does not solicit help when talking about making a contact with a mental health or social agency, a "would you like help in navigating this?" offer is made.
4. Montessori Compass, mentioned previously, is a program in which electronic anecdotal notes can be taken and retrieved in chronological order. Teachers are encouraged to use it daily rather than rely on memory to record impressions of student behavior so that those observations can be reviewed more accurately for trends, occurrences of different behavior on certain days of the week, etc when/if needed.
5. Staff received training in Capturing Kids Hearts which also promotes frequent "check ins" with kids. Taking an emotional pulse reading of our students has always been a practice. At staff meeting concerns about students are often shared. Frequent references are made to the works of Heather Forbes (Help for Bill), Dr Bruce Perry and Dr Nadine Burks in order to better understand and respond to individual student's socio-emotional needs. Staff has taken training in Trauma Informed Best Practices. It remains an ongoing area of study.
6. Administrative check ins with staff is a regular practice. Staff is reminded of the need for self care- easy to consider, harder to implement.

## 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.]

FGWS currently has all native speakers among students and their families. Fortunately we do not have to translate information, but we do need to use less educational jargon when we communicate with parents, particularly limiting the unending lists of acronyms! Forms such as SARB notices are never sent out without a personal cover letter from administration explaining what this about, asking how the school can help and requesting a phone conference. If a parent does not call back, we take the initiative and make the call from this end.

In our current distance learning program, we require daily check ins by parents and/or students letting us know they are ready for the school day. Almost without exception, they are compliant with the process. Checking into distance learning Google classroom sessions continues to

be problematic because of the internet connectivity issue we have in this community. Alternative means for engaging daily include conference calls, text messaging and FaceTime. Teachers are also able to check in on minutes of assigned online programs completed such as IXL to view the time a student was engaged on a particular day. Again, this is a bit complicated by connectivity issues on any given day.

At this time, no more than one day goes by without outreach if a student or parent has failed to "check in." A reminder of the process to receive attendance credit is reviewed when communication is established. Engagement with the parent and student to discuss the matter is made. Sometimes this is in person and sometimes over the phone.

Because every student is different with different skill sets, some modification of assignments may be when there are gaps in work completion. Although daily assignments are based on a typical school day's workload, there are instances when an individual student may have difficulty completing the same assignments at home for a variety of reasons. Lack of support is one critical element. Assignments can be modified so that the student can complete assignments in a timely manner. Students can request a particular topic of interest to study as part of a re-engagement strategy.

FGWS is a micro small school. Contact is made with every family, every day. Managing ongoing and consistent engagement has not been overwhelming problematic up to this point and is being addressed on a case by case basis. We are working on the quality of work returned with modification of assignments as needed.

## 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.]

FGWS provides qualified, nutritiously adequate lunches to all students 5 days a week whether they are on campus with their cohorts, at home on their non cohort days or on total distance learning. Parents are asked to check in daily with their students' attendance status. At that time, they may place an order for a grab and go lunch if they wish. Lunches are packed in to go containers and available for pick up starting at 11:30 am daily. Menus for the month are posted on the school website. Lunches for the upcoming week are published in the school newsletter each Friday. Parents are asked to let the school know of any food allergies their children may have so that alternative meals may be offered.

Parents new to FGWS or new to the public school system are always made aware that there is a program that provides free or reduced-priced school meals for students based on family financial eligibility. The paperwork for that program is specifically pointed out when a registration packet is provided. Assistance in filling out the form is offered by office staff in the event a parent appears confused or uncertain on how to fill it out. Periodically, parents are reminded that if their financial status has changed they may be eligible at this time to apply for free or reduced lunch program status.

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

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

## 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
29.82%	68,924

### 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.]

Educational equity coupled with the health and welfare of our school and community were at the forefront of all decisions we have made with Covid-19 mitigation and supplemental funds. Regardless of the instructional model, we are dedicated to providing our students with the best programs possible removing any barriers to maximizing educational opportunities for all FGWS students, particularly those at most risk.

FGWS currently has no foster/ homeless youth or English Language Learners enrolled. A significant percentage of the student body, however, reside in low-income homes. From surveys, 1:1 contact with parents, grandparents and guardians as well as past experience with these students, we recognize that resources common to other socio-economic groups, are not necessarily enjoyed by those in lower income brackets. Current technology, books, enrichment experiences outside of the home among other factors can create an uneven playing field. To the extent possible, FGWS looks to provide the necessary tools and resources in order to provide all students an equal opportunity to succeed in school.

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

In determining the most effective use of supplemental and concentration funds, expenditures were chosen primarily with our economically disadvantaged subgroup of students in mind. They represent FGWS' unduplicated pupil population. Some of these focused expenditures include:

1. District contribution to Project SHARE
2. After school tutoring
3. Curricular software
4. Tech support and training for staff, parents and students
5. Technology software (licensing for chrome books, internet security subscriptions, etc)
6. Part time certificated early literacy support
7. Leveled readers
8. Online homework support

These actions support both parents and our low-income students by providing more opportunities for 1:1 instruction for pupils, support for parents through a supervised after school program for their students as well as training for them on use of online programs, leveled readers to support student literacy, and online programs that calibrate to student skills.