

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>.

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General Information

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

The students and families of the Fuente Nueva community have had their lives deeply impacted by COVID-19. The sudden closure of the school left students, parents and teachers with no chance to prepare for what was to come. A sense of grief fell upon us all as each family began to experience the new normal of living through a pandemic.

Students suddenly lacked access to in person education and the family routine was greatly interrupted. The economic hardship in greater society impacted families in a variety of ways. Parents had to take on the role of educator and the staff had to figure out how to take a brick and mortar Spanish immersion program to a virtual platform. Fears of the coronavirus shook the confidence of families and educators. The emotional trauma that COVID-19 conditions can create are varied. From mild tensions and fears of one’s safety to extreme losses of income or even the life of a loved one, students and families are under a tremendous amount of stress.

Parents and caregivers were put into the role of co-educator with no warning or training. Teachers scrambled to provide support for education to continue at home, but the new format required a lot of learning for the entire community. All of these factors led to learning loss. While the community worked hard to implement systems to provide support for remote learning, the beginning days were difficult for all.

The parents need and wish the schools could open so their child can have access to education and all the services that a school provides and so that they can go to work. And yet parent opinion changes regularly as to if it is safe or not to send their child for in person learning. Therefore, several parents are in a very difficult position of choosing to parent their children or make money to care for them. Students with the highest learning needs are not getting the regular access that they need to make academic progress.

Many staff members are parents themselves and face the challenges of caring for their children while also attempting to fulfill the duties of their jobs. As Spanish Immersion educators, teachers struggle to see how we can provide the educational program our students are accustomed to as it only works when students are on campus. In addition, we have had to learn how to provide quality education remotely, regardless of the language of instruction.

Financially, the school budget is also struggling. We projected an increase in enrollment for this school year of about 11 students. Due to the fact that there is currently no funding for student growth and that we also incurred losses last year in both the school lunch and extended day program, we find ourselves wondering how to meet our basic financial obligations. This is leaving us in a tough position to meet the new financial needs that we have due to COVID-19.

The school community learned what worked and what did not during spring instruction. While everyone did their very best, the program did not leave us feeling that students needs were met. We used what we learned in the spring to recreate a robust distance learning plan as well as a hybrid learning model that we will implement this school year. Improvements vary from large to small including the addition of Clever portal for a single sign on experience for all students and weekly material exchange. There are many ways that we will improve upon what we learned from the spring to provide a program to meet the needs of our students.

Stakeholder Engagement

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

Several Meetings were held to gain stakeholder feedback. In the spring the Charter Director held weekly meetings via zoom for parents and students to provide feedback, ask questions and share idea. The meetings were regularly attended and feedback was documented and shared with the educational and leadership team to help us shape the program.

Surveys were also used to get feedback on the spring distance learning program and input into the creation of this year's distance and hybrid learning models. Students were regularly asked for input during their classroom restorative circles.

In addition to these informal meetings, we also held several open board meetings via zoom that parents, students and community members are welcomed to attend. Meetings were held on 3/24/20, 3/31/20, 4/8/20, 6/3/20, 6/17/20, 7/16/20, 7/20/20, 8/12/20, 8/19/20, and 9/9/20 and 9/23/20. Parents also were invited provide feedback and share their needs through coffee hour with the Director and by reaching out to connect with teacher and administration.

Prior to the start of the school year we had six in-service days in which several meetings were held to get input from the teachers, resources staff and classified employees. Weekly staff meetings are held to provide input into the plan.

For all meetings for families, the parents' and guardians were notified of the meetings through email, phone and on our website. For families who did not have access to the internet, we offered phone in options to the tele conference meetings.

Fuente Nueva's population includes parents who do not speak English well enough to engage in the meetings. Each of these families has members who are fluent in Spanish. Therefore, communication goes home in English and Spanish. At meetings we have the ability to provide translation so that Spanish speaking individuals are able to participate.

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

The zoom invitation for remote meetings was sent to parents via email as well as posted on our school website. The zoom invitation included options to call in via a phone as well as video conferencing. Invitations were also delivered in paper format through the weekly material exchanges and mailings. A reminder of the public hearing was sent via the school notification system. Parents who do not have access to the internet are able to phone into to video conferencing to ensure they have access to participation.

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

Parents indicated that the following items were important for their family's needs in light of COVID-19.

- The pandemic gives us an opportunity to reimagine education and explore new ways of teaching and learning.

- That taking care of ourselves is difficult during a pandemic and that is important to remember in all our daily work
- Physical health and safety as well as emotional well-being are priorities in all models of education at Fuente Nueva.
- Child care is important for 8.5% percentage of our families. Those who need child care were in high need.
- Families are concerned about the learning loss and request that we are able to share data on student's academic progress.
- Parents and caregivers also expressed the need to have adequate access to curriculum to support learning at home.
- Robust online learning options for their child as well as hands-on learning regardless of the teaching model.
- Spanish language development is a concern. Families asked that teachers create opportunities for students to practice Spanish.
- Teachers and staff require training to learn how to teach in a remote and a hybrid learning program.
- Staff role reassignment is necessary to meet the new needs as a result of COVID-19, the addition of a Technology Administrative Assistant, and additional custodial and educational paraprofessional support.
- Students asked for a more clear way to know what is assigned every day and where to find their zoom links.
- Time in school to provide the best environment for social emotional, academic and behavioral health.
- Outdoor education opportunities and clean indoor air filtration systems to provide a safer campus experience.
- The ability to choose distance learning for their students and to know what flexibility there will be to switch from remote to in person learning and vice versa.
- As a school with one class per grade level, teachers asked for opportunities to work in teams to increase collaboration.
- For students who participate in either resource services and or intervention services, parents asked for assurance that the services would continue with the same rigor and support that was in place prior to the switch to distance learning last spring.
- Families also expressed the importance of continuing social emotional learning and providing counseling support to students.
- Students requested socialization and enrichment opportunities
- Families with parents who speak a language different than English (currently Spanish speaking parents) requested that instruction that occurs in English be supported with some directions in Spanish for parents to support their child.
- School meals was asked to be in place so that the needs of the whole child continue to be supported by the school.
- For safety protocols to be followed such as masking, cleaning and disinfecting protocols, and all the other measures as recommended by the Humboldt County Department of Public Health.

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

The plan was impacted in many ways by stakeholder feedback. Below is a short list of what we were able to include from the feedback that was received.

- Innovative learning management system that includes student friendly, grade level appropriate ways using Google Sites, Google slides that present Bitmoji virtual classrooms and Google Classroom.
- Daily mindfulness activities are offered to all students and staff
- Follow the safety protocols for masking, cleaning and disinfecting, socially distancing and all the other measures as recommended by the Humboldt County Department of Public Health
- Partner with HSU for social work internship to help support emotional well-being of students and families.
- Adopt learning platforms that provide specific norm referenced data on student's academic progress.
- Adoption of learning platforms that offer standards-based curriculum to support learning at home and at school.
- Robust online learning options for their child as well as hands-on learning regardless of the teaching model.

- Spanish language development learning platform purchased for at home on in school learning.
- Professional development provided for certificated staff to create and implement distance and hybrid learning model.
- Staff roles were reassigned as to meet the new needs as a result of COVID-19, the addition of a Technology Administrative Assistant, and additional custodial and educational paraprofessional support.
- Working towards offering on campus time at school to provide the best environment for social emotional, academic and behavioral health.
- Outdoor education classrooms are under construction and clean indoor air filtration systems are ordered to provide a safer campus experience.
- Parents will have the choice of distance learning for their students and to know what flexibility there will be to switch from remote to in person learning and vice versa.
- Teachers are working in grade-level teams to increase collaboration.
- Families with parents who speak a language different than English (currently Spanish speaking parents) are provided instructions in Spanish to support their child's learning in English through both written communication and the learning programs that are implemented.
- Resource services and/or intervention services will continue at the same level prior to COVID-19
- Social emotional learning and counseling support will be provided to students.
- School meals will be served daily

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.]

Providing in person instruction to best meet the educational needs of our students is a priority. Following several guidance documents for reopening of schools, Fuente Nueva created a Site Specific Protection Plan that outlines procedures for safety on campus for students, staff and parents. The plan was reviewed by the Humboldt County Department of Public Health who provided feedback which was incorporated until all parties were satisfied with the plan's completeness.

Out of an abundance of caution, the Fuente Nueva Charter Council chose to begin the year with a distance learning model with an on-campus presence. This model allows us to bring the most vulnerable students on campus for assessment, connection and services. Using a Multi-Tiered System of Support the team identifies which students have the highest need and are at the greatest risk of experiencing learning loss due to campus closures. The plan is to first bring these students on campus and then to scale up to allow for all students to have opportunity to return to campus for small group instruction.

The charter council set the intention of transitioning to an on-campus hybrid cohort model with a target date of 12/1/20. Hybrid learning models are by nature a combination of both in person instruction and distance learning. This program maximizes in person instruction while also leveraging technology to provide personalized learning. Through increased teacher contact in the classroom setting students can receive support for the distance learning projects as well as receive the many benefits of being in a social community setting.

The backbone of instruction will be the same as what is offered during distance learning. Teachers are working in grade level pairs to create project-based learning lessons that will be delivered through a learning management system. Individual learning platforms will be used to provide at level learning experiences for students in math, English and Spanish language arts. The students will be assessed using a norm referenced program that offers multiple ways to examine student learning data. Individualized learning plans will be offered through Freckle and iStation and in some grades, Khan Academy. Lessons in mindfulness will be offered in all classrooms and restorative practices will help to build classroom community.

To create a physically safe and emotionally welcoming environment for students and teachers' we are in the process of creating outdoor classrooms. Additionally, all windows have been serviced to provide maximum airflow in the classrooms. Each classroom is equipped with a high volume air purifying systems that was chosen using the expert advice of aerosol engineers. To provide ample space in the classrooms storage for extra classroom furniture is being provided so that the maximum space between students is available. On campus learning will occur in a trauma sensitive manner, taking into account that students must have a lowered affective filter in order to learn. Teachers have created break spaces for students that allow for social distancing and no-touch areas, with most of the areas outside.

To monitor student academic, social emotional and behavioral levels the Multi-Tiered System of Support team will meet weekly to review student data, discuss challenges and make action plans for support services, student study teams and parent teacher conferences. The team will support staff to integrate social emotional learning and classroom behavior management.

The school envisions moving in and out of distance learning throughout the school year. The models that are created are done so to provide the most flexibility and consistency for students, parents and staff.

The on-campus learning models all include plans for daily procedures that promote the safety of all students and staff. The plans and procedures include consideration for ingress and egress from the campus, hygiene practices, protective equipment such as masking and safety shields, physical distancing rules and cleaning/disinfecting protocols. The plan has been reviewed by the Humboldt County Department of Health. The plan and procedures are reviewed and updated regularly with a site task force that includes the, Charter Director, the site Safety Coordinator, a Charter Council Member with experience in the health care system, a teacher and a paraprofessional.

Model	In person instruction opportunities	Childcare	School lunch	Special Education and intervention
Distance Learning- Limited Campus Presence: <i>Synchronous and asynchronous instruction - with teachers off campus, lessons provided on zoom with no on campus instruction.</i> <i>Administration and operations have daily campus presence</i>	Not offered	Not offered	Brown Bag lunch	Services provided through a combination: <ul style="list-style-type: none"> • video conferencing • phone calls • in person 1-1 sessions
Distance Learning- With Campus Presence:	- When possible, students offered in person 1-1 or 2-1 instruction	Not offered	Brown bag lunch	Services provided through a combination:

<p><i>Synchronous and asynchronous instruction - with teachers on campus, lessons provided on zoom with very limited on campus instruction.</i></p>	<ul style="list-style-type: none"> - time allotted depending on need with the most time offered to our most vulnerable students 			<ul style="list-style-type: none"> • video conferencing • phone calls • in person 1-1, or 2-1 sessions
<p>Hybrid Cohort Model: 50% of students on campus with the other 50% on distance learning <i>Synchronous and asynchronous instruction - with teachers on campus, lessons provided on zoom.</i></p>	<ul style="list-style-type: none"> - Up to 12 students per cohort - 2 days per week full day instruction - in person instructional minutes are 45% of normal - one day per week used to provide distance learning oversight 	Not offered	On campus lunch and brown bag lunch	<p>Services provided through a combination:</p> <ul style="list-style-type: none"> • video conferencing • phone calls • in person 1-1 and small group session
<p>Blended - 75% students on campus <i>Synchronous and asynchronous instruction - with teachers on campus, lessons provided on zoom.</i></p>	<ul style="list-style-type: none"> - Up to 17 students per class - 4 days per week full day instruction - In person instructional minutes 90% of normal - one day per week used to provide distance learning oversight 	Child care offered for on campus students in cohorts after school. Child care is located primarily in classrooms but cycles through use of room 7 & 8 on a rotation.	On campus lunch and brown bag lunch	<p>Services provided through a combination:</p> <ul style="list-style-type: none"> • video conferencing • phone calls • in person 1-1 and small group session
<p>Blended - 75-100% students on campus <i>Synchronous and asynchronous instruction - with teachers on campus, lessons provided on zoom.</i></p>	<ul style="list-style-type: none"> - Up to 24 students per class - 4 days per week full day instruction - In person instructional minutes 90% of normal - one day per week used to provide distance learning oversight - depending on the number of students on distance learning we can consider scaling up to 5 days per week 	Child care offered for on campus students in cohorts after school. Child care is located primarily in classrooms but cycles through use of room 7 & 8 on a rotation.	On campus lunch and brown bag lunch	<p>Services provided through a combination of:</p> <ul style="list-style-type: none"> • video conferencing • phone calls • in person 1-1 and small group session

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

Description	Total Funds	Contributing
Creation of additional position for 3.75 hours per day to assist with additional custodial needs.	\$6900	N
Site modifications to allow for more space in the classrooms, clear instructions on how to move about the campus and keep a safe distance.	\$500	N
Creation of outdoor learning spaces	\$7,000	N
Purchase and provide/install appropriate personal protective equipment and other safety equipment in order to support staff and students including gloves, face masks, hand sanitizer, plexiglass barriers, sanitation equipment and supplies.	\$3,000	N
Provide stipend for staff to complete training in COVID-19 related needs such as proper mask and handwashing hygiene and proper sanitizing procedures. The staff trainings were provided through Keenan Safe Schools.	\$4500	N

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.]

To provide the most flexibility for families a distance learning program will be offered for the duration of the 2020-2021 school year. When on campus learning is offered, parents and guardians may opt into a distance learning option. The chance to switch to in person will be offered at the beginning of each trimester. Students who are participating in the on-campus program will have the option of switching to distance learning at any time during the year, but it is requested for the benefit of students to aim for consistency.

To prepare for this school year, Fuente Nueva has partnered grade level teachers to collaborate on curriculum development and implementation. Students will receive instruction through the lens of project-based learning. Students will be provided weekly learning packets that will go home during a material exchange. Students will receive and return hand written work. Additionally, hands on materials will go home for students to use during their lessons. To track student learning teachers will use their own created assessments in the form of paper and pencil as well as a variety of online platforms such as Flipgrid and Padlet. Written work will be assessed through performance-based methods, student portfolios and rubric expectations.

To provide a backbone of instruction and in math and English language arts students will receive regular assessment through STAR 360 Accelerated Reading and Math. These assessments will inform a personalized learning plan for every student in Freckle math and English

language arts. Teachers will monitor student learning progress with the extensive teacher portal in Freckle. In addition, teachers can push out specific lessons that will target standards to support learning outcomes in regular classwork projects.

Spanish language arts will be assessed using iStation. This online platform gives students an adaptive assessment once a month which provides insight into students' areas of growth and acceleration. The assessment creates an individualized adaptive learning plan for the student to move through over the course of the month.

Teachers have created websites that will act as a Learning Management System for student work whether instruction is occurring in person or through distance learning. The system includes a Google Sites, Google Classroom and Clever. Daily assignments are delivered to meet or exceed the minimum instructional minutes per grade level. By providing a consistent presentation and familiarity of how learning occurs regardless of which model is currently implemented students will transition smoothly between instructional models.

To meet the needs of our medically fragile students and other COVID related concerns, Fuente Nueva will offer distance learning as an option for all students during the 2020/2021 school year. This option can be made by parent request and requires a partnership between students, teachers, families and school administration. Distance learning, referred to as distance education, e-learning, and online learning, is a form of education in which the main elements include physical separation of teachers and students during instruction. Distance learning models use various technologies and methods to facilitate student-teacher and student-student communication. Commonly, there are four primary characteristics of distance learning.

Distance learning is by definition, carried out through schools; it is not self-study or nonacademic learning. Physical separation is assumed in distance learning. Distance learning connects students within a classroom to other students and the teacher. Interaction is essential to distance education, as it is to any education. The connections of learners, teachers, and instructional resources become less dependent on physical proximity as communication systems become better developed and widely available.

Distance learning, like any education, establishes a learning group, which is composed of students, a teacher, and instructional resources—i.e., the books, audio, video, and graphic displays that allow the student to access the content of instruction. Social networking on the internet can promote the idea of social connection. In a distance learning setting, such networking can enable students' connections with each other and thereby reduce their sense of isolation.

Asynchronous Learning: Students will access each week's activities through assignments given through grade level websites. To the extent possible, assignments will be designed to be self-directed and accessible to students with minimal support. Assignments will sometimes refer to paper packet materials that will be sent home through a weekly material exchange. Assignments will also be delivered through on-line content of teacher created videos and pre-created videos from various resources.

Teachers will design lessons to teach and reinforce state standards through a variety of platforms that track student progress. Inquiry based lessons will be assigned to further deepen students' understanding of the core content taught through the online curriculum platforms.

Enrichment activities and extended learning opportunities will also be available on grade level websites. These are in place to meet the diverse needs of our students including academic remedial support, advanced extension lessons, social emotional lessons, STEAM and physical wellness.

Synchronous Learning: Lessons and check-ins focus on student connection while also covering core content areas. The goal of synchronous learning lessons is to provide the continual development of academic growth while teaching on a foundation that allows for student

connection in a supportive online learning environment. Office hours are an additional method for teacher/student/family check-ins and academic support. Students are both intentionally invited to join teachers and can self-select to attend.

To the extent possible, on campus connection with certificated staff will be offered to our most vulnerable students provided.

Content	Asynchronous Learning	Synchronous
Core Content – SLA, math, science and social studies	Including: <ul style="list-style-type: none"> - Teacher created learning videos - paper/pencil learning packets - just right reading materials - Freckle math (in Spanish and English) - inquiry based lessons - arts and crafts - iStation Spanish Language Development - Khan academy 	Five 50-minute lessons per week Two 50-minute study hall sessions per week Four 30-minute tutoring sessions held per week
English Language Arts	Including: <ul style="list-style-type: none"> - Teacher created learning videos - paper/pencil learning packets - just right reading materials - Scholastic News - Literature Circle books for 4th and 5th 	4 th - 5 th grade, one 50-minute lesson per week Two 50-minute study hall sessions per week Four 30-minute tutoring sessions held per week
Art/Music/Physical Education	Including: <ul style="list-style-type: none"> - Teacher created learning videos - Various learning videos such as GoNoodle - Hands on learning materials - Fitness challenges 	Special appearances in Core Content lessons
Character Education - Mindfulness and Resilience	Including: <ul style="list-style-type: none"> - Teacher created learning videos - Various learning videos such as GoNoodle - Hands on learning materials 	Embedded in Core Content lessons
School Assembly - Reunion		All school – two 20-minute assemblies per week
Zoom “Recess”		Four 25-minute sessions per week

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.]

Before school began, Chromebooks were distributed to every student. To do this the school had to purchase minimal number of Chromebooks as we made large order last spring anticipating the need for the future. This action was taken to assist low income families in having a proper device for both in person and distance learning, but all students will benefit from having a school supplied device that is prepared for student learning.

Internet connectivity access has been assessed for every family and when needed, support has been provided to gain access to or improve connectivity services. This assessment occurred through a survey that was sent to all families. For those who did not respond a follow up phone call was made to ask the same questions that were on the survey. When there is a concern, the front office team works with the family to find a suitable solution for adequate internet connectivity for the student to engage in distance learning.

There are weekly Technology Support nights for parents and during the day there is a Technology Team to support working devices and adequate connectivity for all students. We are looking into the option of purchasing hot spots for families whose internet is working at a lower capacity making it difficult for consistent engagement. Additionally, we are aiming to procure additional Chromebook units to be prepared for device failure.

Chromebooks are Clever enabled, providing a single sign on experience for students. Once logged in, students are directed to their class website. From there students can access their classwork, zoom links and enrichment activities. To offer an additional level of security, Zoom links are embedded in the students' Clever portal.

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.]

Daily assignments are provided through the grade level Google Sites. All school days offer synchronous live learning opportunities through zoom. If that is not possible, email, phone and text are also used to achieve daily live interactions with students and families. The total number of instructional minutes per grade level meet or exceeds the requirements put forth by the State of California.

180 daily instructional minutes (3 hours) in TK/kindergarten.

230 daily instructional minutes (3 hours 50 mins) in grades 1 to 3, inclusive.

240 daily instructional minutes (4 hours) in grades 4 to 12, inclusive.

Zoom lessons are the first platform teachers will use to track daily student engagement. Other methods teachers will use to measure participation and time value of pupil work include; assignments tracked through Google Classroom, completed written work that is handed in weekly, time tracked on-line learning platforms. Student engagement is tracked by the credentialed teacher and marked in the school information system, Schoolwise.

If a student is disengaged, the teacher follows up within one school day via email, text or phone depending on the student. When contact is unsuccessful a team is assigned to support the family to promote daily engagement. The team consists of the administrative assistant and

the MTSS team (principal, school counselor, resource teacher and English teacher). The team will conduct a needs assessment with the family and implement a plan of action to promote student engagement. Strategies will include: assigning a mentor to the student to provide regular check-in/check-out, coming to Zoom a few minutes early to connect with the teacher, assignment of individual support during study hall, meeting with the student in a socially distant and covid-19 safe manner to build relationship as well as other strategies we learn as we move through the school year.

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.]

All credentialed staff completed 12 hours of professional development that focused on technology in the classroom, learning management systems and on-line learning platforms. Additionally, they have completed 4-6 hours of training specific to learning platforms that were adopted to meet the needs of the distance learning model. Over the course of the past several months many free and low-cost professional development opportunities were offered to all credentialed staff. Through partnerships with the Humboldt County Office of Education, The World Languages Project, and North Coast Teacher Induction Program, additional training will be offered throughout the school year.

Technological support is provided to all teaches by our Technology Administrative Assistant. When necessary, additional technological support may be accessed through the sponsoring district Director of Technology. As the school year begins, new resources are investigated and when agreed upon by teachers and administration, additional professional development will be provided.

All teachers are provided with updated computers to facilitate the distance learning program. Classified staff are also provided with devices that support required tasks such as zoom lesson support. Adequate Wi-Fi is available at the school campus to support synchronous Zoom lessons and other on-line activities.

Staff Roles and Responsibilities

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

The school counselor has shifted their focus from character development lessons and small group counseling to offering individual support for our most vulnerable students and families. Their role has shifted to include many tasks that are similar to a social worker. In addition, the counselor is now the Homeless Liaison

The front office team has been rearranged with one job description redeveloped to meet the technological demands of a distance learning classroom. This position moved from Clerical Assistant to Technology Administrative Assistant. The front office will also regularly monitor the hallways and supervise the ingress and egress from campus.

A position that was slated to be a custodian when students are on campus has shifted to include teacher support during distance learning.

Paraprofessionals serve as classroom aides in zoom lessons as well as attending to the myriad of tasks that are present to implement a distance learning program that includes weekly material exchange with students. When we resume in person learning the classroom aides will support cleaning more than typical. Teachers and all other support staff will also play an important role in increasing our cleaning procedures.

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.]

Students with exceptional needs will be served primarily through video conferencing lessons (Zoom) and phone calls and emails with parents. As conditions allow, the most vulnerable students will be brought onto campus for assessment and individual support. English language learners will be provided specific support within their daily lessons that occur in their primary language. In addition, targeted English Development small group and 1-1 services will be provided through zoom, phone calls and emails with parents.

Counseling services will be provided as needed for special needs students including low-income, homeless and foster youth. Video conferencing or phone calls will be used as a means to provide services. As conditions allow, the most vulnerable students will be brought onto campus for assessment and individual support.

Students who are in need of specific assessment for special education services will be able to come to campus to be assessed in a COVID-19 safe manner. When necessary, nursing and counseling services will also be provided in person.

Students who are in foster care or experiencing houselessness will be connected to outside services depending on where the student resides. There are variety of family resource centers and other support organizations in our community who provide family support. When needed the school will assist with basic school supplies for the students.

Families of Students with Disabilities will receive regular (at minimum monthly) communication from their case carrier. Formal progress reports on their IEP goals will be given to families quarterly in accordance with the IEP. If a student is struggling to meet their goals and objectives, the team will hold an IEP meeting to discuss the concerns and identify strategies to support the student.

The Multi-Tiered System of Support team will continue to operate as normal identifying students who are in need of a Student Study Team meeting and when appropriate further testing and assessment for special education services.

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

Description	Total Funds	Contributing
Purchase of teacher computers to provide distance learning instruction	\$7,026	N
Purchase administration computer upgrade to actively engage in and provide oversight to the implementation of the distance learning program	\$2,100	N
Purchase annual subscription to Zoom	\$1800	N
Purchase annual Subscription of Student information System Schoolwise	\$1200	N
Purchase of additional Chromebooks for students so that we operate with one device for every student.	\$1200	Y

Description	Total Funds	Contributing
All credentialed staff participate in professional development and training to create and implement a distance learning platform	\$1980	Y
Purchase of tubs for weekly material exchange.	\$800	Y

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.]

Fuente Nueva has adopted several learning platforms that will allow us to measure learning status of all students in mathematics, English language arts and development, and Spanish language arts and development. The STAR 360 assessment suite provides norm referenced assessments in Math, English and Spanish. Students will take the assessments four times this year. Once in September, and then again at the end of each trimester. The English and math assessment data are then used to place students at their learning level within an instructional platform called Freckle. Freckle is an adaptive program that carries the student forward on their own learning plan. Teachers can monitor student progress while and assign specific lessons when extra reinforcement is needed to provide mastery of standards.

Additionally, students will be provided just right reading books and be given regular opportunities to read with an adult to provide progress monitoring. Students in grades 4 and 5 are assigned literature books as well as just right reading books. Students who need extra support in reading and writing will be invited to tutoring sessions which occur four days a week for all grade levels. Our highest needs students will also receive small group and individual instruction from the resource teacher.

Razz Kids is an online platform that also offers digital downloads of just right reading books. We will use this platform to read 1-1 with students on a regular basis and track their progress using running records.

To promote Spanish Language learning, we have adopted iStation. This program assesses students monthly and then provides an adaptive learning plan for that child to progress. Teachers can monitor student learning through the teacher portal. Additionally, teachers will provide regular opportunities for students to read, write and speak in Spanish to promote continual Spanish language development.

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 online learning platforms of Freckle and iStation provide individualized instruction to help the student progress their learning at their own level. This will enable students who are ready for a challenge to move through content that goes beyond their assigned grade level.

Additionally, it will provide support for students who struggle to meet grade level expectations by allowing them to work at their individual level as informed by the assessments. The classroom teachers will monitor student progress weekly and provide feedback to parents and the MTSS team if a student appears to be struggling and needs support.

English language learners will receive additional direct instruction using instructional materials that are designed to support their particular development needs. For our EL students who have Spanish as their primary language, they are provided daily instruction in their first language which further supports the transference of language skills to English. In addition, the learning platforms offer directions and some instruction in their primary language of Spanish. All EL students will be assessed using the ELPAC initial and summative test.

To communicate effectively with EL student families, school communication goes home in both English and the primary home language which current includes only Spanish.

Daily instruction from classroom teachers include optional additional student Study Hall to which all students are welcomed. EL students, low-income; foster youth; pupils with exceptional needs and pupils experiencing homelessness are invited to study hall and provided additional targeted support.

Small group intervention groups are provided through zoom for low-income, homeless/foster youth and for students who are struggling to meet grade-level standards or engage with the learning platform. When possible, in -person tutoring will be incorporated into a distance learning model for the most vulnerable students. The small group tutoring groups are led by classroom teachers, the resource teacher, the school counselor and social work interns.

Reading skills for students will also be supported through regular opportunities to read 1-1 with an adult. By using Raz Kids Plus students will read leveled passages while the adult is able to record student progress on running records. This program works both in person and through the digital distance learning program. EL students will have the opportunity to build both primary language reading skills while also working regularly towards English Language Development goals. Students who are socio-economically disadvantaged, foster/homeless youth and students who are identified as struggling readers will be receive these services at an increased interval.

A Learning Support Hub will be offered for students through a virtual platform and when possible in-person. The Learning Support Hub will be primarily managed by a paraprofessional with oversight from the resource teachers and school administrator. The Learning Support Hub will be offered three days a week and will provide students a place to get support with their daily assignments. While the learning hub will be available to all students, the school counselor and resource teacher will coordinate with families with EL students, socio-economically disadvantaged, foster/homeless youth to ensure that they have access to participate. When needed the school social work interns will coordinate a plan for families to have the necessary resources to access the learning hub.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

The effectiveness of the services and supports to address learning loss will be measured using the STAR assessment data, and progress reported in in Freckle, running record reading logs, teacher observation, classroom assessments and student portfolios.

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

Description	Total Funds	Contributing
Purchase of annual subscription of Keyboarding Without Tears	\$432	Y
Purchase of annual subscription of Star 360 assessments	\$2183	Y
Purchase of annual subscription of Freckle Math and English Language Arts	\$3384	Y
Purchase of annual subscription of Razz Kids Plus	\$3200	Y
Partner with Humboldt State University to host Social Work interns who can provide additional services and help connect families with necessary resources to address learning loss.	\$300	Y
Additional employee support to staff the Learning Support Hub	\$7900	Y

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.]

At Fuente Nueva we believe that great teaching starts with a strong relationship with the students. Teachers are designing lessons that create class community and build relationship. These lessons include the use of the zones of regulation as a way to measure students’ readiness to learn. Restorative circles will be held to help students build connections between them as well as with the teachers.

Daily instruction at all grade levels will include lessons in growth mindset and mindfulness activities. Students will be encouraged to insert several brain-breaks into their learning schedules. When students are on campus, every classroom is equipped with a no-touch cozy corner where students can take breaks. The school has benches outside of every classroom that allow for students to sit outdoors while still under adult supervision. Additionally, a school garden and labyrinth provide a safe space for students to take a small break so that they can return to instruction ready to learn. Students who have the highest needs may also receive other supports such as check-in/check-outs or simply a chance to come to class early so they can set their intention for the day with their teacher.

We have also always aimed to build a strong home to school connection by knowing our families. Now with hybrid and distance learning as part of the of our instructional model, that need for a strong relationship extends even deeper and often involves more individuals than just the parents/guardians. To engage and support parents and caregivers, teachers help back to school night early so that the communications lines could be well defined. Teachers actively invited parents to participate in study hall during the first weeks of school and ask their own questions. As a small school, most of the parents already know one another, but that is not the case in the kindergarten. To promote adult connection, weekly zoom parties were held in the two weeks before school started and every week the first month.

The half time school counselor will support our highest needs students with individual and small group counseling. When appropriate we will connect families to mental health professionals through Bridges to Success. The school counselor is providing two articles a month to the

parents that give resources to support them with inherent challenges of living through a pandemic. These articles will be sent home in the monthly newsletter and also be available on the school website.

The school counselor will also regularly provide staff resources for maintaining their own stability. We provide a space for daily mindfulness activities for staff and have started a regular daily walking routine during breaks. Before the school year began all staff were trained in coping strategies for living through COVID-19. The training provided common sense strategies for how to take care of ourselves so we are available to take care of the members of our school community.

Several staff attended a variety of trainings on trauma sensitive schools. These trainings were offered through Humboldt County Office of Education and also through a number of different organizations both local and from global community. Resources from the trainings have been compiled and an all staff workshop will be held to share what we have learned about supporting students and families during the trauma of living through a pandemic as well as the variety of other pressures that exist in our society today.

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 is not engaging in instruction and is at risk of learning loss.]

Daily pupil engagement is tracked in the school information system, Schoolwise. Engagement in both the distance learning and hybrid model is first tracked through participation in daily live interactions with the classroom teacher. Further engagement is offered through the learning management system created on Google Sites. Student friendly websites offer access to both synchronous and asynchronous assignments. Students turn in work through a variety of methods such as Google Classroom, Padlet and Flipgrid. Handwritten work is collected at the end of every week through a material exchange.

To engage families the Google Sites have a parent page that provides weekly newsletters, videos on how to support students completing assignments and other resources to guide home learning. Parents also receive regular emails that provide the same information that is available on the classroom Google Site. Monthly school newsletters are also used to engage families and keep them informed about what is happening at school. For classrooms with students whose family has a primary language other than English, all communication is offered in their home language. Using the school's alert system, Bright Arrow we are able to send schoolwide messages to families in their home language. Finally social media is used as another way to provide connection to the school program offerings.

Families are required to notify the office if a student will miss a day of instruction. When the school is not notified in advance and a student is not engaged in daily live interactions or assignments, the teachers will reach out to the student and family to connect and discover the nature of the absence. Teachers use email, phone and text to connect with families. When a family does not respond, the front office will be notified and the Multi-Tiered System of Support team will create a plan to connect with that family. Based on what we know about the family the plan will include:

- Daily notification of student absence
- Phone, text and emails to home
- Letters home

- Regular student check-ins
- Training with technology or other learning platforms
- Offers of and referrals to additional supports offered through the community
- Assignment of a mentor using the HSU Social Work Interns
- Action Plan created with student and family
- School Attendance Review Team meeting
- Home visits
- Daily on campus instruction when available

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.]

Meals purchased through the Arcata School District will be served daily for pupils who are participating in both in-person instruction and distance learning. The vendor agreement requires a daily minimum lunch purchase. To ensure the service is available the school may need to purchase lunches that are not served. On average this is 2-3 meals a day of purchased and unserved meals.

Students who are eligible for free or reduced-priced meals will be encouraged to participate by giving as much flexibility as possible for pick up times. The daily pick up window will be 11:15-12:00 but for students who miss that they may call the office to arrange a suitable time to receive their meal.

In accordance with safety and social distancing precautions in other areas of the school, the school lunch program will ensure that meals are served safely. Students will be served their meals in an outdoor courtyard. Meals will be served in a manner that promotes students to move through the line in a timely manner. The line will be kept with six feet of distancing between students by having signage and marking on the ground. The food service personnel will be masked and wear gloves while handling food and serving students. Food will be handed to students maintaining six feet of physical distance between the server and the students.

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

Section	Description	Total Funds	Contributing
School Nutrition	Support educationally compatible food service distribution	\$3500	N
School Nutrition	Employee staff to distribute meals to students on a daily basis	\$13,976	Y

Mental Health and Social Emotional Wellbeing	Employ .5 FTE school counselor to provide services needed to promote mental health and social emotional wellbeing so that students can engage in learning opportunities	\$34,261	Y
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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
7.79%	\$83,430

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.]

Action: Purchase of additional Chromebooks for students so that we operate with one device for every student.

This action potentially supports access for all students, but it is primarily intended to provide access for low-income students who may not have full access at home. The school purchased and distributed Chromebooks so that we have back-ups for devices that may fail. With targeted outreach the school was able to determine there are no immediate needs for internet connectivity but we are still seeking ways to purchase 5 hotspots to be prepared for any needs that arise.

Action: All credentialed staff participate in professional development and training to create and implement a distance learning platform

The professional development and trainings were targeted to support all students, meaning there was much addressed to support students with exceptional needs as well as the general population. The trainings provided knowledge about trauma informed instruction both in person and in distance learning. In addition, the teachers received training that specifically supports EL students, foster and homeless youth and socio-economically disadvantaged youth.

Action: Purchase of tubs for weekly material exchange.

This action supports all students who are on distance learning to have a hands-on experience with learning in addition to the on-line platform. At the same time provides equitable access to learning materials for all students regardless of their ability at home to provide simple things such as pencils and markers. The tubs also help families who may have two homes to have a safe and organized way to move instructional materials between homes.

Action: Purchase of annual subscription of Keyboarding Without Tears, Star 360 assessments, Freckle English Language Arts and Math and Razz Kids Plus.

The purchase of all these online supports was made with careful consideration of the needs of our English Learners, foster/homeless youth and low-income students. We chose platforms that offered students primary language support and the ability to work at their own level regardless of their assigned grade. Due to the multiple learning models the students will experience we felt it was essential for our most vulnerable students to have reliable and consistent ways to measure the academic progress. Each of these platforms allows us to do this for ALL students, but most importantly those who are at risk for not meeting grade level standards which is often our English Learners, foster/homeless youth and low-income students.

Action: Additional employee support to staff the Learning Support Hub

The learning hub may support all students, but services will be principally directed to English Learners, foster/homeless youth and low-income students by allocating the school counselor, resource teacher and social work intern to support families in any barriers that exist in allowing them to access this additional academic support.

Action: Partner with Humboldt State University to host Social Work interns who can provide additional services and help connect families with necessary resources to address learning loss.

This action will provide much needed additional support of two social work interns to provide extra support for including English Learners, foster/homeless youth and low-income students. Drawing upon their skills as a social worker, interns will work with families to connect them with resource they need during this trying time of living through a pandemic. From school meals to assisting with the learning hub, the social work interns will play an important role in rounding out the services to the most vulnerable students.

Action: Employ school counselor to provide services needed to promote mental health and social emotional wellbeing so that students can engage in learning opportunities.

The school counselor is allocated to provide services based on student need. With that said, the counselor is also the foster/homeless youth liaison as well as a member of our MTSS team that regularly monitors the needs of socio-economically disadvantaged students and English Learners. Therefore, the counselors time is primarily allocated to the needs of the most vulnerable students including English Learners, foster/homeless youth and low-income students.

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

Fuente Nueva has allocated the majority of our learning loss funds in ways that benefit all students, including English Learners, foster/homeless youth and low-income students. Of the actions listed above the

Of the \$62,985 learning loss funds allocated to the school, over 8% of those funds were used to improve services for English Learners, foster/homeless youth and low-income students through:

- The action of purchasing learning platform: total cost is \$21,079. The multiple learning platforms and assessment tools that are new to the school all offer unique ways to support students with special needs.
- The action of hiring additional paraprofessional support to provide direct services to students through the learning hub: total cost \$7900
- The action of maintaining a school lunch program: total cost \$17,476
- The action of partnering with Humboldt State for Social Work Interns: total cost \$300

- The action of employing a .5FTE school counselor: total cost \$34,261

Our student population with a total of 141 students. While these services may benefit all students, the needs of our most vulnerable population were at the center of our decision-making process. The above listed services will be principally directed towards English Learners, foster/homeless youth and low-income students but may still benefit students who do not fit into those categories.