

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.]

Although Sutter County has had low numbers of COVID-19 cases, the pandemic continues to have an on-going impact on our families and surrounding community. In a small town with limited job opportunities, every business is vital and closures result in job losses as well as loss of services. Impacts to parents include: having to quit their jobs to stay home with their children, increased child-care costs, and increased cost for technology and internet services. Families are under a great deal of stress and so are our students.

Remote learning cannot replicate the traditional classroom learning experience, nor its outcomes across all content areas. In-person learning with face masks and social distancing cannot give students the sense of normalcy they crave. Regardless of age group, students are feeling the effects of COVID-19, first grade students missed 1/3 of their kindergarten year and middle school students are feeling a loss of social connection. As a result, we added additional aide support to classrooms and two days per week of counseling services for social emotional groups, check-ins, and general social emotional support. Other financial impacts for the LEA include purchasing Chromebooks for K-3 and 7-8, purchasing 20 hotspots, the cost of personal protective equipment (PPE), and added employees to deploy technology and for extra cleaning.

Stakeholder Engagement

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

During this time of uncertainty, it was important for Franklin Elementary School District (FESD) to understand the needs of our community. In spring 2020 we surveyed parents, students, and staff about the spring distance learning experience as well as their preferences for fall reopening and the 2020/21 school year. Based on responses and state requirements, the Learning Continuity Plan was drafted. Feedback on the draft plan was then collected through virtual and in-person meetings. Stakeholders were encouraged to email the school or comment through our website to submit input as well. We utilized our email system and website to inform parents about opportunities to give feedback, ask questions, and receive timely information. In addition to parents, FESD gathered information regarding the Learning Continuity Plan from certificated staff, classified staff, students, the parent advisory group, and the ELAC.

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

Instructions for sending written comments in advance of public discussions for the LCP were posted with meeting agendas and the public hearing notice. Written comments are read by the Clerk during the public comment portion of the board meeting or the principal during stakeholder meetings. A zoom link was provided for community members to login to stakeholder meetings and the public hearing to make comments. The draft of the LCP was posted on the website from the end of August through September 8 for public viewing and public comment.

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

Survey data provided insight from staff and students on the strengths and struggles of last spring's distance learning experience as well as reopening and the Learning Continuity Plan. Seventy-five students responded to an online survey sent by the Sutter County Superintendent of Schools Office. Students reported they were almost always able to access their work online (73%) last spring. In terms of how much effort they put into their school-work students reported: a great deal 36%, quite a bit 43%, some 16%, a little 4%, and no effort 1%. When asked what teachers were doing well, students responded that they were still teaching, were available for help, were communicating and trying to keep this as normal as possible, but most of all they were showing students that they cared. Students wanted more Zoom meetings so teachers had the time to give better instructions and so they could see their friends.

Sixteen staff members responded to an online survey. Of the respondents 56% had no barriers to working from home 100% had the connectivity they needed to work at home. Teachers had the technology they needed to complete their work and 80% felt confident using the technology to support distance learning. Teachers accessed professional development offered by the district (90%), the county (70%), and 94% sought professional development on their own. Staff connection and support remained strong through distance learning in the spring. Resources and practices teachers found helpful during distance learning: Google Classroom, Zoom, Screencastify, hands on assignments, connecting with and engaging students. Additional professional development needs include: Google Classroom, Aeries, effective distance learning instructional strategies, and engaging students in an online environment. When school reopens teachers think students will need support in: feeling safe, coping with new requirements of safety guidelines, and reconnecting with the school.

In May 2020 parents were asked to respond to an online survey on fall reopening, 209 parents/guardians responded. When asked how concerned they were about sending their child back to school in the fall: 76% were not concerned and planned to send their child, 14% were somewhat concerned and wanted to know the school was closely following guidelines, 8% were very concerned and wanted strict prevention strategies in place, and 2% were extremely concerned and didn't plan to send their child to school in the fall. A little over half the families responded that they would not have severe child-care issues if the school were forced to switch to alternating days of instruction but 43% of respondents would have severe difficulty finding child-care for an alternate school schedule. When given the choice between having their child attend school with social distancing in place and distance learning, overwhelmingly, parents wanted their child to be in school even if that meant strict social distancing. Very few families, 7% would need breakfast and lunch on days their child was not in school. For most students, 89%, school provided transportation is not critical. The two most voiced concerns about returning to school were wanting normalcy and safety. Parents expressed concerns for their child's physical and emotional well-being if they had to experience school with mandatory mask wearing and social distancing and the associated requirements. The second most voiced concern was for safety. Parents feared that safety guidelines would not be followed and their child would contract COVID-19 or infect a family member.

Parents, staff, the parent advisory group, and ELAC were all given the opportunity to give input in the development of the Learning Continuity Plan. The common theme among all groups providing input is the desire to return to in-person instruction even if it has to be a hybrid model and the concern about students' social emotional well-being.

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

The Learning Continuity Plan was developed based on State requirements and stakeholder input. Input from all stakeholder groups made it clear the goal is to return to classroom-based instruction as quickly and safely as possible. All students, every day is preferred but a hybrid model would be acceptable instead of distance learning. In response, FESD will apply for a waiver from the county health department once they are being accepted. In addition, based on feedback, the In-Person Instructional Offerings section allows for all students to return full-time with the exception of kindergarten which would have am/pm sessions. Stakeholders expressed concerns about the social-emotional impacts social distancing and masks have on students. Keeping those concerns in mind, the Learning Continuity Plan was developed to maximize social distancing and minimize the need for masks. Other aspects of the plan influenced by stakeholder feedback is the ability to borrow devices and hotspots from the district and additional social emotional supports for students.

Teachers and students both desired live interactions, therefore, frequent synchronous (live) classes are scheduled throughout the day. In addition, times for intervention and office hours give students optional times to engage with their teacher and supplemental programs and resources are in place to support virtual classroom instruction.

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.]

There are three main entrances to the campus. For the first three weeks of school ALL students will go through a screening process at one of the entrances. Temperatures will be taken at the gates by school personnel. After three weeks parents will be asked to do screenings at home. Students that show any symptoms or have a temperature of 100.4 or above will be asked to stay home. A second temperature check will be conducted by classroom teacher mid-day. All staff will be asked to take their temperature and do a self-check to ensure that they are not exhibiting COVID symptoms.

Staff will eat lunch in their classroom, outside or six feet apart from another person. Teachers will be asked to NOT congregate in the staff room. Staff will be asked to practice social distancing at all times. Parent Volunteers will not be allowed on campus. Any person entering campus or coming to office to excuse a student will wear a face mask. The office has been equipped with Plexiglass to help protect the office staff.

All employees of Franklin School will be asked to wear a face covering when they cannot have a six foot distance between themselves and colleagues, students, etc. Students and parents will NOT be allowed on campus without a face mask. If parents or

students refuse to wear a mask while entering or exiting campus, Administration will ask them to leave campus. All staff have been provided PPE. Face shields and masks have been ordered for all students and staff.

If a student becomes ill they will be quarantined in one of three designated quarantine areas. A school employee will monitor the students while waiting for the parent/contact to pick student up. The student will be sent home immediately. The employee will be ten feet apart from the sick individual and wear a mask. The quarantined area will be immediately cleaned after the student departure. All School employees will be asked to leave campus if they become ill. Employees have been told if they are sick then they need to stay home.

Healthy Hygiene Practices will be taught to all students. The routine of washing hands for 20 seconds, not touching your face, etc. will be reinforced daily at all grade levels. Staff should model and practice using hand sanitizer or handwashing. Students will be asked to practice healthy hygiene practices when:

- Entering the bus
- Arriving at the school
- Before and after eating
- After coughing, sneezing, or blowing the nose
- After being outside
- Before and after using the restroom
- After having close contact with others
- After using shared surfaces or tools

Hand sanitizer will be located in key areas around the campus for easy use. Hand sanitizer will be in all classrooms on campus. All classrooms have sinks, water and soap. Time will be built in throughout the day for routine hand washing by both students and staff. Signage will be posted throughout the campus on how to stop the spread of COVID-19, properly wash hands, and promote everyday healthy hygiene practices.

When classroom-based instruction is permitted, kindergarten students will be placed in AM/PM classes thus reducing the number of students in each group (Maximum 11 students in a cohort). Students will be seated six feet apart from one another. Each kindergarten teacher has an instructional aide. This additional adult will help work with small groups, thus reducing the class size even more. Additional classified employees may be asked to work with kindergarten classes, thus decreasing the students working together to no more than four students. Teachers and Aides will wear face shields or face coverings at all times. If kindergarten students choose to have lunch on campus they will sit in the cafeteria six feet apart. During recess, kindergarten students will choose one activity. Each activity will have limited numbers of students. After recess, any play equipment touched by a student will be sanitized. Kindergarten students will wash hands before and after recess activity. Restroom doors will remain open for ventilation. There will be no students allowed to wait in the restroom. Students will use hand sanitizer before entering the restroom and they will wash their hands upon exit.

Students in grades one through three will be seated in classrooms six feet apart. The primary classes at Franklin School are relatively small, so classrooms have been cleared of tables, furniture, etc. to allow desks to be six feet apart. Students in grade 3 will wear masks when they are unable to maintain a six foot social distancing protocol. Students will be seated in "pods". As much as

possible, student pods will work together to minimize the contact between students. Teachers and Aides will wear face shields or face coverings at all times. First through third grade classrooms all have an instructional aide. The aides pull small groups for instruction. The smaller groups go to an outside area or to an additional work area, thus decreasing the number of students in a cohort. During recess, students choose one activity. Each activity will have limited numbers of students. After recess, any play equipment touched by a student will be sanitized. Primary students will wash hands before and after recess activities. Students will eat lunch outside or in the classroom. Yard Duty Supervisors will monitor lunchtimes. Students will be seated apart from classmates and they will not be excused until the end of the lunchtime bell. Students will be released to walk back to classrooms (if eating outside) at staggered times. Students will be reminded to walk back to the classroom and maintain social distancing. Restroom doors will remain open for ventilation. There will be no students allowed to wait in the restroom. Students will use hand sanitizer before entering the restroom and they will wash their hands upon exit.

Students in fourth through eighth grades will be placed 2-3 feet apart from each other in the classroom, all facing forward. Students will wear face coverings in the classroom. Teachers will wear face masks. The fourth and fifth grade classrooms have an instructional aide. The aide will pull small groups to a different location, thus decreasing the number of students in the classroom for a portion of the day. The same “pods” of students will be pulled each day to help minimize student contact. During recess, students will choose one activity. Each activity will have limited numbers of students. After recess, any play equipment touched by a student will be sanitized. Students will wash hands before and after recess activities. Students will eat lunch outside or in the classroom. Yard Duty Supervisors will monitor lunchtimes. Students will be seated apart from classmates and they will not be excused until the end of the lunchtime bell. Students will be released to walk back to classrooms (if eating outside) at staggered times. Students will be reminded to walk back to the classroom and maintain social distancing.

When students return to classroom-based instruction they will be taught grade level content using our standards-based, adopted curriculum in all core subjects as well as social emotional learning (ELA: Wonders for K-5 and StudySync for 6-8; math: GO Math! for K-5 and CPM for 6-8; science: Amplify Science for K-5 and IQWST for 6-8; and social studies: Studies Weekly for TK-5 and McGraw Hill for 6-8. As teachers find skill gaps, they will deliver instruction in those skills. FESD will ensure foster youth, students experiencing homelessness, and students with unique needs have equitable access to all school activities. English learners will receive a comprehensive program of designated and integrated English Language Development (ELD) instruction targeted to their proficiency level, and appropriate academic instruction in a language acquisition program. Students with disabilities are included in our classroom-based model and in addition to their general education placement will receive their full IEP accommodations, modifications, and supports.

A systematic cycle of assessment using IXL and STAR Math will be completed three times per year beginning as early in the year as possible. An analysis of data is used to identify students who have experienced learning loss or are not meeting grade level mastery. Students with skill gaps will be grouped for WIN (Whatever I Need) time. Two to five days per week for 30 minutes grade level teams, support staff, and specialists will work with small groups of students for skill development sessions. Progress will be monitored during weekly grade level team meetings and interventions adjusted as needed.

Parents have access to grades and assignments through Aeries and Illuminate. They are encouraged to log in frequently to monitor their child’s progress.

If school closure is mandated by the Local Health Officer, the district will resume distance learning. Parents will be appropriately notified by text, phone call, or email through our messaging system.

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

Description	Total Funds	Contributing
Home to school transportation for all in-district students but especially benefits low-income students	\$100,000	Y
Academic interventions for students experiencing learning loss, with emphasis on unduplicated students (including socioeconomically disadvantaged, English learners, foster youth, and students with disabilities)	\$111,921	Y

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.]

FESD is committed to providing continuity of instruction to students during the school year, whether it be classroom-based or through distance learning. Teachers identified priority standards that will be the focus of their instruction and work has begun on creating common assessments. During distance learning, FESD teachers deliver instruction using the same adopted core curriculum as they use during classroom-based instruction. This consistency makes sure students are growing toward the next grade level's expectations regardless of where learning is occurring. Distance learning schedules mirror classroom-based schedules and lesson format and academic expectations are consistent with those in classroom-based instruction.

A Learning Management System (LMS), Google Classroom or SeeSaw, is used in both distance learning and classroom-based instruction. However, in distance learning the LMS becomes the digital classroom where lessons, assignments, messages, and communication happen. Teachers use instructional tools including but not limited to: Zoom, Flipgrid, Jamboards, as well as print materials to deliver instruction and connect with students. All students have access to a Chromebook so they can engage in the online work. If a student needs access to connectivity they are provided a hotspot. Teachers offer online office hours daily to support students' instructional needs as well as regular intervention times. Students with IEPs or 504 plans are provided supports to meet their individual needs, special education staff works in with the classroom teacher to support student learning, and English learners are receiving designated and integrated ELD services,. Teachers monitor and support student access to the curriculum through the LMS. Students not engaging in distance learning are referred to the Reengagement Team.

When classroom-based instruction resumes, parents will be given appropriate notification and those who wish to stay in distance

learning due to health concerns may continue to do so.

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.]

FESD actively assessed the home device and connectivity needs of students through emails, surveys, and phone calls. Since some families live in rural areas and some in more urban areas, needs vary. The school board directed that there be one device for every student so 384 Chromebooks were ordered so all students use the same type of device. Prior to school starting, the school issued 192 Windows laptops and 135 Chromebooks. Families living in the urban areas of the community were given information for Comcast's reduced rate. Twenty Kajeet hotspots are available for loan as need is determined. A limited number of students unable to connect to the internet and access distance learning through any other means, work in the school's multi-use room under the supervision of one to two staff members. Distribution and assessment of technology will continue throughout the year as needs of families frequently change.

The technology coordinator worked closely with teachers to determine how they were going to deliver distance learning so equipment and programs would be in place to meet their needs. Teachers monitor student engagement and alert the technology coordinator to potential device or connectivity issues.

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.]

Pupil engagement includes daily live interactions, district assessments, curriculum based assessments, teacher created assessments, and assignments of at least 180 daily instructional minutes for TK/K, 230 minutes for grades one through four, and 240 minutes for grades four through eight. Live interaction, pupil and/or parent contact, assignment completion, and engagement in the LMS is the basis for attendance and is recorded in Aeries as well as for daily and weekly engagement. Weekly Engagement Records include student attendance, participation, progress, assignment completion, and the time-value of the assignments. Time-value is based on curriculum pacing guides and the expertise of the teacher.

Support staff reaches out to students who are absent or not engaging fully in distance learning. During weekly grade level meetings teachers review gradebooks and engagement logs and students who are not making adequate progress or engaging are referred to small group intervention during WIN time and/or the Reengagement Team.

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.]

Beginning in spring 2020 professional development activities focusing on distance learning were available to teachers. Ninety percent of teachers surveyed participated in PD through the school site and 70% participated in PD through the county from March to

June. All teachers worked with a facilitator to identify priority standards and begin developing common formative assessments. Additional trainings included Google Classroom, SeeSaw, science and social science digital support, and technology seminars. Weekly Zoom meetings were held throughout the summer to identify professional development needs as reopening plans and distance learning plans were drafted. Teachers are encouraged to access training available through the county office curriculum department.

Staff Roles and Responsibilities

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

All staff have had their responsibilities altered as a result of COVID-19. Classroom teachers used to teaching and managing students within their classrooms are now becoming technology experts as well as educators. Aides have shifted from spending part of their day supervising students at recess and lunch to working virtually with small groups of students on unfamiliar learning platforms. Bus drivers, no longer with students to transport, are helping teachers by supporting students and organizing materials. The crossing guard is working with two students who have no other means of support. Classified staff have been pulled from other duties to deploy and support technology for students and distribute meals. Certificated specialists are now part of the intervention support team providing small group instruction during WIN time.

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.]

To meet the academic needs of students with unique needs in the areas of English language arts, English language development, and math, students are assessed three times per year using IXL and STAR Math and WIN (What I Need) time is provided two to five days per week by classroom teachers, specialists, and instructional aides. Additionally, special education staff provide instructional support for students in accordance with their Individualized Education Plan (IEP).

FESD's English language development teacher meets with students by grade level band/EL level for half an hour each day on Zoom for designated ELD instruction using the ELD materials in the adopted ELA program, Wonders for K-3, and Academic Vocabulary Toolkit for grades 4-8. The EL teacher works with classroom teachers to support lessons in the classroom, makes sure all EL students have computers and connectivity, meets with students when they come to get materials to assess needs of parents and students, checks in with students, and reaches out to students if they aren't participating in distance learning. In addition, the EL teacher works with teachers to scaffold directions and lessons for students. EL students are further supported through the use of language support tools embedded in the online learning platforms, such as translation, dictionary, and read aloud features, as well as through the use of Google Translate.

Students experiencing homelessness are provided referrals in securing housing and food options. Technology devices and connectivity are provided to students in need, including all student groups. In addition, students having no access to internet may work at the school in the multi-use room. This is for a limited number of students and they must practice social distancing and wear face coverings.

Teacher led office hours are offered to all students with an emphasis on meeting with foster youth, English learners, and low-income students. This provides students additional time for reteach and/or reassessments or a little more time with the teacher. During office hours

teachers check-in with students and their parents to assess the needs of the family and determine if there are barriers to distance learning. Students with unique needs and their families do not usually feel comfortable asking for help in large groups so these smaller scheduled times will support their needs. Additionally, increased instructional aide support and virtual intervention times allow all students but especially foster youth, low-income, and EL students greater access to instructors who provide targeted, individualized academic assistance.

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

Description	Total Funds	Contributing
Devices and hotspots to support connectivity for students who would not otherwise have access to technology or connectivity during distance learning	\$122,132	Y
Academic interventions for students experiencing learning loss, with emphasis on unduplicated students (including socioeconomically disadvantaged, English learners, foster youth, and students with disabilities)	See In-Person Instructional Offerings	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.]

Specific student academic needs are determined through a systematic cycle of assessments using IXL and STAR Math, completed three times per year beginning as early in the year as possible. In addition, curriculum based assessments on grade level standards are administered to all students according to publisher pacing guides and student readiness. An analysis of data is used to identify students who have experienced learning loss or are not meeting grade level mastery. Students with skill gaps are grouped for WIN (What I Need) time. Two to five days per week for 30 minutes grade level teams, support staff, and specialists work with small groups of students for skill development sessions. Progress is discussed during weekly grade level team meetings and interventions are adjusted as needed. All classes are assigned instructional aides to support students and teachers offer office hours as well as intervention time.

As teachers find skill gaps, they deliver instruction in those skills. FESD ensures foster youth, students experiencing homelessness, and students with unique needs have equitable access to all school activities. English learners receive a comprehensive program of designated and integrated English Language Development (ELD) instruction targeted to their proficiency level, and appropriate academic instruction in a language acquisition program. Students with disabilities are included in our classroom-based model and in addition to their general education placement receive their full IEP accommodations, modifications, and supports.

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.]

Understanding learning loss may have occurred, FESD has taken steps to ensure learning opportunities are available and meaningful to all students, including economically disadvantaged, English learners, foster youth, homeless, and students with disabilities. In supporting students of special populations, teachers use multiple methods of providing instruction to meet students' needs such as whole group, small group, or one to one.

English learners focus on the same grade-level academic standards that are expected of all students. All English learners receive a program of designated and integrated English language development (ELD) instruction targeted to their proficiency level, and appropriate academic instruction in a language acquisition program. During distance learning, this instruction may include instruction via Zoom, supplemental physical and virtual resources, instructional packets, or projects. Instruction is tracked and services documented through the LMS.

Students with disabilities are included in all offerings by using the Individualized Education Plan (IEP) process to customize educational opportunities and provide support when necessary. Through parent feedback, special education staff determines what is working for each student in distance learning as well as what accommodations and modality of learning allow the greatest access. Special education teachers collaborate with general education teachers to ensure appropriate accommodations, modifications, and support are provided during distance learning instruction.

FESD ensures that students experiencing homelessness and foster youth have equitable access to all school activities, whether online or in-person. During distance learning, instructional aides reach out to, and support students who are not engaged and participating. Students are supported with free transportation when instruction is classroom-based and access to mental health providers to support students virtually and/or on-site. Families are provided with information, resources, and/or support for social and emotional well-being and trauma-informed approaches.

Students who are low income may not have access to the technology or connectivity necessary for distance learning. FESD has purchased devices and internet hotspots to ensure the technological needs of students are met. Food insecurities often contribute to a decline in a student's academic performance; therefore, five breakfasts and five lunches are provided each week for students participating in the free and reduced meal program.

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 specific student academic needs is measured through benchmark assessments (IXL and STAR Math), formative assessments, portfolios, publisher assessments, grades, and engagement in distance learning. Grade level teams meet weekly to review each individual student's progress and track changes. Common formative assessments are monitored during this review and intervention (What I Need) groups are formed. Supports and/or staffing is reallocated to address the needs of students.

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

Description	Total Funds	Contributing
Additional staff time to provide academic interventions for students experiencing learning loss, with emphasis on unduplicated students (including socioeconomically disadvantaged, English learners, foster youth, and students with disabilities)	\$13,000	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.]

FESD recognizes the need to support the whole child. We have smaller class sizes so teachers and support staff get to know their students, families, and challenges and strengths in ways that are not possible in larger schools. Teachers check-in with students during synchronous instruction and WIN time as well as through online surveys. Staff receives professional development in trauma informed training which involves understanding, recognizing, and responding to the effects of all types of trauma and suicide prevention.

In addition to school staff, the social emotional well-being of students is supported by a school psychologist 1 day per week and a newly hired, two day per week school counselor. Referrals for the school counselor can come from the student, parent, or staff and includes counseling services for social emotional groups, check-ins, and general social emotional support. Additional support is provided by the classroom teacher through parent Zoom office hours and connecting students with programs outside of school hours.

The staff has regular check-ins with administration to ensure and support the well-being of each staff member. Employees have access to collection of resources provided by the Sutter County Superintendent of Schools Office as well as the Employee Assistance Program (EAP).

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.]

Teachers engage with students daily, reach out to check in and offer support, and generally maintain as much contact as possible with students to support their progress and ensure students feel seen and heard by their teachers every day. In addition to engaging daily with students, teachers hold intervention sessions and office hours where students can ask questions or get support. When students are not engaging in distance learning, support staff call the parent and assess if there barriers to distance learning for the family.

If a student misses three days in a week or 60% the reengagement process starts. For absences 1-3, parents are called to notify of absences and determine if there are barriers to attendance. After the third absence, the tiered reengagement process begins.

Step 1: Absent another 3 days in a week or 4 days total: the parents are again contacted to discuss student attendance and/or participation, determine needs, and discuss transitioning pupil to full-time in-person instruction (as feasible).

Step 2: Absent 3 days in a week or days or 8 total absences: we contact parent/guardian to discuss student attendance and/or participation and discuss specific concerns; provide resources/support; send Distance Learning Attendance Letter 1.

Step 3: Absent 3 days in a week or 12 day total absences: contact parent/guardian to discuss student attendance and/or participation; make a home visit to discuss concerns; connect with/see the student; and send Distance Learning Attendance Letter 2.

Step 4: Absent 3 days in the week or 16 days total absences: contact parent/guardian to discuss student attendance and/or participation; schedule SART/SST; Distance Learning Attendance Letter 3 (includes Chronic Absenteeism)

Step 5: Absent more than 3 days in the week or 20 days total absences: contact parent/guardian to discuss student attendance and/or participation; referral to SARB; Distance Learning Attendance Letter Notification of Referral to SARB

School Nutrition

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

Ensuring students have access to healthy meals is extremely important whether instruction is in-person or through distance learning. Changes to the food service operation include Health and Hygiene Promotion, Meal Preparation, and Cleaning and Sanitation protocols.

Promoting healthy hygiene practices apply to all staff and students and include: teaching and reinforcing handwashing and use of a cloth face covering by employees when near other employees or students; having adequate supplies including soap, hand sanitizer, and tissues; posting sign on how to stop the spread of COVID-19. In addition to standard food safety procedures followed in the food service department, standard operating procedures for sanitation of school kitchen and cafeteria has been updated; employees have been trained on health and safety protocols, including correct application of disinfectants, and maintaining physical distancing. As part of the updated standard operating procedures gloves, masks, disposable aprons, and other supplies are readily available. Only 2 people work in the cafeteria to prepare and serve meals. Three days per week the workers are from the same family so social distancing is not an issue and on the other two days, social distancing and safety practices are followed.

In addition to the previously mentioned safety protocols, other changes have been made to the food service program for classroom-based instruction. First through eighth grade students will eat lunch outside or in the classroom. Yard duty supervisors will monitor lunchtimes. Students will be seated apart from classmates and excused at the end of the lunch period to walk back to classrooms (if eating outside) at staggered times.

Sneeze guards and partitions have been installed at the food line and point of sale location. School lunch items are packaged to allow for easy selection. Students are served on disposable trays with disposable utensils.

During distance learning Franklin Elementary School operates a “Grab and Go” pickup at the school campus each Monday, Wednesday, Friday for students qualifying for free/reduced meals or those wishing to pay. Staff, trained in food safety procedures, assemble meals that meet all nutritional guidelines and are equipped with gloves and face coverings when handling food. Parents drive through the parking lot and stay in their vehicle while staff members wearing face coverings and gloves hands out breakfasts and lunches.

Information regarding meal service was sent to parents through email, posted on the school's webpage and posted on the window of the school office.

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

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	School counselor 2 days per week to provide mental health and social-emotional support for students.	\$12,143	Y

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
6.16%	\$239,805

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.]

English learners, low-income students and foster youth receive targeted supports and services as needed. To access digital instructional platforms, FESD purchased 384 Chromebooks so all students have the same device as well as hotspots to ensure connectivity for students. When returning to classroom-based instruction there will be a device for every student. Socioeconomically disadvantaged families have access to technology that they might not otherwise have, and can engage in school, even from a distance.

Safety equipment such as Plexiglass sneeze guards, hand sanitizer, gloves, face masks, signs for social distancing, and posters to remind students to socially distance and frequently wash hands have been purchased and installed. These safeguards ensure we can safely return to campus with students when it is deemed safe by the health department. Families who have a harder time acquiring child-care are more likely to need to send their children back to campus and these actions ensure all students are safe when classroom-based instruction resumes.

Teacher led office hours are offered to all students with an emphasis on meeting with foster youth, English learners, and low-income students. This provides students additional time for reteach and/or reassessments or a little more time with the teacher. During office hours, teachers check-in with students and their parents to assess the needs of the families and determine if there are barriers to distance learning. Students with unique needs and their families do not usually feel comfortable asking for help in large groups so these smaller scheduled times will support their needs. Additionally, increased instructional aide support and virtual intervention times allow all students but especially foster youth, low-income, and EL students greater access to instructors who are provide targeted, individualized academic assistance.

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

The Franklin Elementary School District receives approximately \$239,805 in supplemental funding for the 2020/21 school year. A review of the district's needs, along with stakeholder input, determined that utilizing the funds for the following services and programs would be the most effective use of funds to meet the goals for unduplicated pupils. Programs and services support the academic achievement and engagement needs of our students with unique needs. Programs and services principally directed for these student groups include: purchasing devices and hotspots; English language development services; benchmark testing, progress monitoring, and pre-referral supports for academic needs; Tier II intervention; supplemental literacy and English development materials; home to school transportation, and additional personnel focused on supporting students and engaging their families.