



Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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General Information

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

The Fruitvale School District 2020-21 Learning Continuity and Attendance Plan was approved by the Fruitvale Board of Trustees on Tuesday, September 29, 2020

Spring 2020 Closure and Impacts due to the COVID-19 pandemic:

The Fruitvale School District closed school effective March 17, 2020, and students initially began with 2 weeks of learning packets. By March 23, 2020, the first of three rounds of Chromebooks were distributed, for a total of over 1100 Chromebooks checked out to students. Teachers at all grade levels, Preschool-8th grade utilized Google Classroom, Google Meet, and Zoom to connect and provide bi-weekly content to students and in the beginning, over 60% of students were making contact on a regular basis. Special Education, including speech, counseling and OT maintained small group and 1-1 online contact with students with appropriate lessons. Meals (breakfast and lunch) were provided for all students at all four elementary school sites through the Spring closure. The District Office maintained office hours every Tuesday and Thursday through closure while site offices worked remotely. The district website is ADA certified and has been improved to provide access for all stakeholders with questions regarding schedules and resources during the COVID-19 closure, including step by step instructions for accessing the district approved learning sites. Refunds were distributed for all students not utilizing the district extended daycare.

Fall 2020 Reopening and Impacts due to COVID-19 pandemic:

On July 21, 2020, the Fruitvale Board of Trustees approved the FSD Reopening Plan which consisted of moving the school start date from August 12, 2020, to August 19, 2020, providing extensive staff development in preparation for the mandated distance learning format, and established Full Distance Learning as the format for instructional delivery for Fruitvale School District students. The Board specified that schools in the Fruitvale School District will reopen once local conditions remove Kern County from the Governor's Watchlist. The Board provided a two-week transitional period to ensure all precautions and/or mandated safety precautions are in place for students to return to school campuses. This return option could begin in a hybrid format and transition into traditional in-person instruction.

The response to the COVID-19 pandemic has resulted in a complete shift from traditional instruction to virtual instruction. This shift was first experienced in the Spring of 2020 and has since been completely overhauled to improve student instruction.

The District adopted the Canvas platform as the primary resource for students, families, and teachers to interact during distance learning. The District Office Curriculum Department coordinated extensive staff training on Canvas (new learning platform), Zoom (new video conferencing platform), Aeries (new Student Information System), Social-Emotional Instruction in the Virtual Format, English Language Learner Support in the Virtual Format, Mandated Reporting within Virtual Classrooms, Acadience Testing (new testing and data program to mitigate learning loss), Walk to Learn Tier 1 Instructional Program (new intensive reading instruction program to mitigate learning loss), Virtual Special Education Support, and Personal Care during Distance Learning to support staff emotional needs. Staff has also been provided training on a variety of digital instructional tools to utilize during Distance Learning including Screencastify, Flipgrid, Padlet, and many more. Parent/Guardians have also been provided training on the learning platforms. Six sessions over two separate days were open for families to learn how to use the Canvas and Zoom tools their children would be utilizing during Distance Learning. A plethora of resources have been sent and made available for caregivers regarding Distance Learning which include tips for success, technology troubleshooting, and strategies on how to respond to the stress of distance learning and self-care.

The District Technology department has worked tirelessly to provide, connect, exchange, and troubleshoot Chromebooks for over 3000 students. They are also continuing to eliminate connectivity barriers and have connected over 200 hotspots for families without working internet services. Additionally, the IT department has provided 200 staff with Lenovo 500 devices and configured workstations to allow for Digital Instruction. Approximately 85% of teachers have chosen to deliver instruction to students from their classroom on campus while 15% are serving students from their home offices. With the reopening of campuses for the main office and staff, custodial staff have been trained in new sanitation procedures and provide services as never before. Instructional aides are providing support in a variety of modes including virtually, in-person assistance in making copies and building materials bags for student pick-up. Food Service is diligently providing breakfasts and lunches for students to pick up. Our Bus Drivers are assisting in the delivery of meals to various bus stops throughout the district boundaries.

The COVID-19 pandemic has required every facet of our traditional educational model to be reviewed and adjusted to fit a Virtual Environment. Back-to-School nights have become digital, parent conferences are now via zoom, counseling and speech therapy are provided through a screen, and of course, instruction is provided digitally for the majority of students. It is challenging to truly capture the full impact of the COVID-19 pandemic on our District and community.

Stakeholder Engagement

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

Parents, staff, and district leadership have all participated in a variety of surveys to inform the District on the development of the LCAP. The District held in-person meetings in the spring with pupils at each school site to solicit input. Student groups included low income and English Language Learners. Families and guardians were included in multiple site and district meetings. Teachers, Administrators, and other school personnel provided feedback for the plan in staff meetings. In an effort to solicit input from stakeholders without internet access, the district advertised phone connection for comments. The Learning Continuity and Attendance Plan was shared with the Parent Advisory Committee and the Superintendent requested feedback from members, however there were no comments or questions for which she needed to provide written responses. Board meetings have been held digitally and in-person, when allowed, to discuss and receive comment regarding the plan for learning continuity and attendance.

The District also developed a Task Force made up of Administrators, District Office Leaders, Teachers (Primary, Intermediate, Jr. High, and Special Education), and classified staff. The Task Force was charged with reviewing and developing the plan for instruction under the requirements set before them. Once the decision to provide only Distance Learning, the Task Force carefully developed the FSD Distance Learning Plan with input from Parents and Staff alike. Both the Certificated Bargaining Unit, Fruitvale Teachers Association, and the Classified Bargaining Unit, California School Employee's Association, provided input in the plan through a number of meetings and a Memorandum of Understanding process. The continued communication and collaboration between all stakeholders provided valuable input for decision making.

Although the final decision regarding Distance Learning Instruction was imposed by the Governor, the District's plan of response has been greatly influenced by all stakeholders. Our special stakeholder populations, including the homeless, foster youth, low-socioeconomic subgroup, and ELD population continue to be contacted by staff (Food Service, Counselors, Special Education Department, Technology Support, ELD Coordinator, teachers, and administrators) to remove barriers and solicit input regarding each group's unique needs. They are contacted in a variety of ways including email, phone, in-person, at materials and/or meal pickup, and/or on home visits. The District continues to hold ELAC and DELAC meetings to solicit input and provide support to our English Language Learner population. The attendance portion of the plan was also developed in cooperation with Fruitvale School District staff and our partners in the Kern High School District Attendance Review Team.

All stakeholder feedback was considered throughout the process of collaborating with our stakeholder groups in the writing of our Learning Continuity and Attendance Plan. We held our public hearing on September 28th and our board adopted the Learning Continuity and Attendance Plan on September 29, 2020.

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

Public meetings were immediately offered in Zoom digital format upon the imposition of state mandates restricting public meetings. We promoted our stakeholder engagement opportunities via our website as well as social media and by word of mouth as we interacted with our various stakeholder groups. Additionally, we allow for questions and answer sessions as we meet with parents and teacher groups etc. This has been helpful in clarifying information and it also allows for stakeholders to express their concerns.

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

The nature of the Digital Learning format for Instruction and family communication has provided a variety of means for parent and stakeholder communication/input. During parent meetings such as Back-to-School Zooms, IEP's, Teacher Conferences, District Parent Trainings, Board Meetings, and small group or individual contact, the District has received excellent feedback to inform the plan. Initially, primary feedback was in regard to the mode of instruction planned for the Fall. Stakeholders, including parents and staff were polarized on their stance about in-person instruction options and safety measures regarding Covid-19. Information provided from stakeholders involved concerns for improved distance learning and student learning-loss, primarily in the area of reading. Special Education Students were represented with advocacy for their special instructional needs as well as specific subgroup needs including low socioeconomic status, ELD, homeless, and foster youth. Student and family social-emotional well being concerns were also raised.

The District deployed different surveys for parents/community member, Certificated Staff, and Classified Staff. 926 Families and 305 staff members responded on regarding a number of aspects of the plan.

Preferred models of instruction for the fall:

Parent Response: 60% Traditional In-School, 32% Hybrid, 16% Full Distance Learning

Staff Response: 52% Traditional In-School, 21% Hybrid, 8% Full Distance Learning

Safety Measure Preference Responses:

Temperature Checks upon entry: 92% Parents Agree & 91% Staff Agree

Parents Checking Student Symptoms (Passive Screening): 96% Parents Agree & 93% Staff Agree

Staff Checking Student Symptoms (Active Screening): 88% Parents Agree & 87% Staff Agree

Hand Washing: 100% Agree

Hand Sanitizer Use upon entry and transitions: 95% Parents Agree & 97% Staff Agree

Face Masks for Staff: 71% Parents Agree & 71% Staff Agree

Face Masks for Students: 50% Parents Agree & 60% Staff Agree

Limited Outdoor Recess: 40% Parents Agree & 47% Staff Agree

Meals Consumed in the Classroom: 58% Parents Agree & 46% Staff Agree

Parent/Caregiver Need Responses:

All caregivers working outside the home: 53%

All caregivers working from home: 6%

Daycare needed traditionally (before&after school): 27%

Daycare needed if hybrid: 23%

No Daycare needed: 63%

Transportation Responses:

Transportation Needed Before/After School: 25%

No Transportation Needed: 72%

Direct Stakeholder Quotes:

"Thank you for requesting input from parents. Our family definitely prefers on-campus learning. May God watch over you and the decisions you will need to make in the upcoming weeks."

"accommodating my son and other students who are receiving speech services by increasing the allotted time due to the lack of social interactions and peer language modeling interactions as a result of COVID-19."

"If distant learning is put in to effect this school year, could you possibly incorporate some online parent workshops?"

"My concern is with the level of homework assigned online. I was very disappointed with the level of work that was assigned after COVID 19 stopped school attendance. The children need grade level work sent to them online and the teachers need to grade it. I was very disappointed with having my child being responsible for turning in the homework yet the school did not give out grades."

"I'm open to online instruction as long as a teacher is still facilitating, teaching and clear on what is due and expected of the child."

"Mental and social elements for the children. Will the distance learning hurt them in the long run?"

"Ensure a plan for IEP students, distance learning is a struggle."

"A SDC student will face a whole new set of challenges getting used to this new norm and I worry the anxiety it will bring on."

"Doing distance learning/online learning is very hard for these kids in our school district. Our children are falling behind academically and this has and will set them back by years."

I am concerned about the loss of learning in a distance model. After losing the end of last year, children are already facing a deficit. Very concerned about making sure all standards are met."

"Low level kids will not get the support they need. Mental Health of children. "

"My son is in the Special Day Class. School is very important to his development. He is in a small class size already. If it comes to it please consider the possibility that SDC meet the 5 day traditional school days. These kids have enough obstacles they have to work through. Please do everything you can to keep my son in school."

"How will interventions take place? Would students receive individualized additional instruction via distance support? Students are already significantly behind and not sure how they can keep up in the next class."

"My greatest concern is equitable access to education."

"Training and technology for students for distance learning if it becomes necessary. Implementing measures to access students use of the distance learning. If parents are to be fully responsible for the distance learning it will not be successful. So students must know they will be held accountable. Teachers will need technology and training to ensure the highest quality of instruction will be provided through distance learning. Education may need to be redesigned to address disparity in learning levels... grade level not determined by age but by foundational skills and comprehension."

"Will each student have a Chrome book? Access? How will we ensure everyone is assisted?"

"Education to be top priority."

"I am concerned about our special populations, SPED, ELD, Low Socioeconomic, Homeless, Foster."

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

The aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input include:

1. Training and Preparation:

The District developed a Reopening Task Force comprised of teachers (all grades, sites, and special education), classified staff, site and district administrators to collaborate on the Fall Reopening. The Task Force evaluated all instructional options, Distance, Hybrid, and

Traditional Instruction. Upon the Board decision to begin the year in Distance Learning, the Task force developed the Distance Learning Plan. The District also pushed the Fall Start date from August 12, 2020 to August 19, 2020 to provide staff and family training for Distance Learning. During the week each school issued Chromebooks, Hotspots, and learning materials to students. Staff Training was provided for: Canvas Learning Platform, Distance Learning Instruction, Acadience Testing via Distance Learning, Aeries Student Information System Attendance/Gradebook, English Language Development in a Virtual Environment, Social-Emotional Learning for Staff and Students during Distance Learning, Mandated Reporting in a Virtual Classroom, Walk-To-Learn Reading Support Instruction, and a host of other Distance Learning related topics. The District also provided eight sessions of family training on the use of the Canvas Learning Platform in both English and Spanish and over 1300 district families attended. The District also provided support for families in managing stress and maintaining health during distance learning in addition to site specific meetings/sessions for students and families. Stakeholder feedback informed the District about the need for improved instruction in the Digital Learning model as well as the need to support the SEL needs of students, families, and staff.

2. Attendance, Access and Equity:

The District Adopted the Canvas Platform as the primary delivery method for Distance Learning. Canvas includes the Zoom video platform for Synchronous Instruction and the platform is used for Asynchronous learning through assignments, projects, recorded lessons, and much more. Canvas is utilized to record both Synchronous and Asynchronous Attendance and the required Assignment reporting for Distance Learning. The District purchased over 2,000 Chromebooks and 400 Hotspots for students. Over 3,000 Chromebooks have been distributed to date. The District actively seeks out students having connectivity challenges and provide devices and support to ensure their access to instruction. Numerous daycare settings and group learning hubs have received devices and hot spots for Distance Learning. The District held a 97%-99% Attendance rate throughout the first 3 weeks of instruction by diligently connecting with families and removing any and all barriers to learning. On week 2.5 there were three students in the entire district who had not yet connected online. They were contacted and all have been assisted with devices and connectivity. Attendance and participation is monitored closely as it is the key to continued learning for students. Students who are not engaged in Synchronous and/or Asynchronous instruction are contacted and offered assistance. Stakeholder feedback informed the District of the concerns for subgroups in need, accessibility concerns, and challenges regarding disconnection from instruction, especially learned from our abrupt spring school closure.

3. Excellent Instruction:

The Task Force developed a detailed Distance Learning Plan which includes intricate schedules for both Synchronous and Asynchronous instruction for students of all grades. Grade Level teams re-evaluated and prioritized pacing guides and grade-level standard progressions to fit the new Distance Learning Schedule. Stakeholder input influenced all aspects of instruction including the district-wide schedule, instructional focus, physical education and social-emotional integration. Staff and Family input shed light on the concern for improvement of virtual instruction as it was delivered in the Spring. The District adopted, created, and prioritized instructional programs, training, and methods of delivery.

4. Social-Emotional Needs:

One of the most commented areas from stakeholders was in regard to supporting student and staff social-emotional needs during the pandemic, specifically during distance learning. The District adopted the Positivity Project curriculum to be utilized daily with students. The District also adopted a Physical Education lesson bank that integrates physical activity with SEL standards. Additionally, staff was trained on

SEL for both students and self care. The District continues to offer SEL opportunities with a Kern County Social Worker presenter for students, families, and staff during distance learning as well.

5. Mitigating Learning Loss:

The effects of the spring school closure are a concern for the entire school community. Students missed 25% of the traditional instructional program and received instruction digitally, with great difficulties. As we met with parents and the Task Force, a plan for mitigating learning loss was on the forefront of all decisions. The District recognizes that critical instruction was lost in the Spring and we are determined to mitigate these losses, especially in reading/literacy instruction. The District has adopted the Walk To Learn program as a tier 1 and tier 2 support to the instructional core in reading. With the guidance of a consultant, Cara Bergen, and site leadership teams, all students will be assessed for very pinpointed skill deficits in reading. Students will receive daily leveled instruction (four groups: Intensive, Strategic, Benchmark and Enrichment) to meet their specific learning needs and/or enrichment levels. Walk to Learn is in addition to students' core instructional program and completely supports grade level learning, by addressing needs within the core. The district has acquired multiple instructional resources to be utilized addressing learning loss.

6. Special Education Needs:

A great majority of stakeholders expressed concern for students with disabilities. Instruction and support services are continuing to be provided virtually during Distance Learning. The District monitors the state and local Covid-19 conditions and guidelines/permissions for in-person instruction very carefully and the Board approved the reopening of school within 2 weeks of authorization. Initially, the District solicited permission to submit a waiver for our small groups of Special Day Students with the highest need. In collaboration with our labor union representatives, parents, and legal services, the District's waiver morphed into a "Request for Approval" from the Kern County Department of Public Health (KCDPH) for our small special needs group. As the request was being reviewed by our local health department officials, the state of California published the Guidelines for In-Person Instruction for Small Cohorts. The District received approval and encouragement from the KCDPH to begin the return of our students with disabilities. In this process the District prioritized specific groups of students based on the severity of disabilities and instructional needs. On September 8, 2020 the Board of Trustees approved the in-person instruction for special education students in a prioritized list: 1. Moderate-Severe Special Day Classes (Return date: 9/14/20) 2. Mild-Moderate Special Day Classes Preschool-2nd Grades (Proposed Return Date: 9/28/20) 3. Mild-Moderate Special Day Classes 3rd-8th Grades (Return Date: TBA) 4. Related Services: Speech, Occupational Therapy, Counseling, Assessments, and Distance Learning Support for subgroups including ELD, Low-socioeconomic, Homeless and Foster (Return Date: TBA)

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.]

On July 21, 2020, in response to the Governor's restrictions regarding in-person instruction, the Fruitvale Board of Trustees approved the FSD Reopening Plan and established Full Distance Learning as the only format for instructional delivery for Fruitvale School District students. The Board approved the return of students to in-person instruction, likely beginning in a Hybrid format and then transitioning when allowed, to a Traditional Model of instruction. The District monitors the state and local Covid-19 conditions and guidelines/permissions for in-person instruction very carefully. The Board of Trustees approved the reopening of school within 2 weeks of authorization.

Following approval of our KCDPH "Request for Approval" and the newly released Small Cohort Guidance, on September 8, 2020 The Fruitvale Board of Trustees approved a tiered, prioritized in-person instruction plan for cohorts of students with special needs.

Tier 1: Moderate-Severe Special Day Classes K-8th Grades (17 students, 3 cohorts, 2 school sites) Return Date: September 14, 2020 9:00 a.m.-2:00 p.m. 5 days/week. Transportation will be provided by cohort for students who have curb-to-curb service in their IEPs. District Administration developed a In-Person Safety Plan in collaboration with the parents, teachers, classified staff, both labor unions, legal services, district insurer, and the Kern County Department of Public Health. The plan was reviewed and approved by KCDPH on 8/26/20.

Tier 2: Mild-Moderate Special Day Classes Preschool-2nd Grades (31 students, 5 cohorts, 2 school sites) Proposed Return Date: September 28, 2020

Tier 3: Mild-Moderate Special Day Classes 3rd-8th Grades (63 students, 6 cohorts, 3 school sites)

Tier 4: Special Education Related Services, Assessments, and Instructional Needs for Speech Services, Occupational Therapy, Counseling, Assessments, and/or Distance Learning Support. This tier includes students with IEPs, 504s and in high-need subgroups including ELD, Low-Socioeconomic, Homeless, and/or Foster Youth.

Tiers 3-4 have no specified date of return at this time.

The District has also evaluated in-person options including a Hybrid Model as well as a Traditional Return. In-person instruction models beyond Tier 1-4 will be considered in conjunction with coming guidelines from the California Department of Public Health and the Kern County Department of Public Health when state and local conditions permit.

Eventually, we look very forward to offering in-person instruction (traditional model) when possible. The Fruitvale School District looks forward to serving students at all four elementary sites and our one junior high school in all programs five days per week on a regular schedule when possible. In order to provide students with academic consistency we will continue in utilizing Canvas as its online learning management system. Canvas allows schools to build digital learning environments that are compatible with the unique needs of the students they serve whether in hybrid or in person learning formats. Teachers will be able to utilize Canvas during both in-person instruction as well as

when instructing through distance learning. This consistency will help minimize the number of students who experience learning loss due to changes in how they receive instruction. In addition, instructional staff will utilize approved core curriculum and instructional strategies in order to provide a high quality, Common Core-aligned education to students. Social emotional needs of our students will be addressed and counselors will be available to students and their families on an as needed basis. SEL factors will be addressed by teachers in all tiers of our reopening plans and counselors will be accessible virtually as well as in person when we are able to see students in person.

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

Description	Total Funds	Contributing
Special Education Cohort In-Person Instruction Safety Plan Development	5,000	No
Staff and Family Training	2,000	No
Safety Precaution Assurance: PPE, plexiglass shields, signage, disinfecting/sanitizing supplies, hand washing station rentals, bottled water filling stations, touchless thermometer kiosks, and classroom configuration	550,000	No
Certificated teacher and instructional assistants extra duty hours for use after school and/or on weekends /summer school in order to mitigate learning loss. Students will be invited to this opportunity based on their documented learning loss which will be based on assessments.	235,000	Yes
Supplemental instructional materials to mitigate learning loss	50,000	Yes

Distance Learning Program

Continuity of Instruction

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

The Fruitvale School District continues our commitment to the vision, "Excellence in Education for Every Child, Every Day." As we continue to strive for excellence in the changing educational environment we are committed to providing the rigorous and standards-based instructional program Fruitvale is known for. Our staff has spent the summer working hard to prepare for a dynamic distance learning program to properly meet the needs of our students during the 2020-2021 school year.

A Distance Learning Task Force was carefully created including Administrators, District Leaders, Teachers (Primary, Intermediate, Jr. High, and Special Education), and other staff members. The Task Force participated in a 3-day workshop and multiple planning sessions to develop a Distance Learning Plan for the reopening of school and beyond. We have completely re-imagined the way we provide instruction through a digital platform and continue to improve our practices. The flexibility and innovative spirit of the Fruitvale staff is to be commended while the patience and understanding of our students and families has been greatly appreciated.

The Distance Learning Plan can be reviewed in its entirety at the District Website: www.fruitvale.k12.ca.us

District staff will continue to deliver instruction utilizing all adopted curriculum for core subjects. Live session lessons will be recorded for students to access during Asynchronous learning time. Staff has sent home materials/books necessary for instruction. Digital components of adopted curriculum are utilized as well. Additionally, a host of resources have been acquired to ensure instructional continuity for students including: Walk to Learn Core Reading Support, Listenwise, Heggerty Digital Access, Spanish Digital subscription, Next Gen Mathematics, Music Support materials, Literacy Resources, Mindplay, Acadience Progress monitoring materials, Read Naturally, ELD Companion storybooks, Elective class support materials, IXL Mathematics, Dreambox Mathematics, Mystery Science, and extensive Distance Learning Materials for home use. As we begin returning students to in-person instruction, the Digital Learning Supports will remain to support the transition and potential return to Distance Instruction.

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.]

Initially, the District deployed two surveys for families to determine student device and connectivity needs. In the spring the District arranged several days for device check out at the District Office and each school site. At the end of the 2019-20 school year, only graduating students returned devices while continuing students kept them. Once the Board of Trustees approved Distance Learning as the instructional model for the fall, all schools scheduled multiple checkout dates for families desiring to utilize district equipment. The District sent out additional informational surveys to inform the purchasing of devices and hot spots. The District actively sought out families needing assistance with connectivity, providing devices, hot spots, and training for families including Zoom calls, in-person training at the District Office and numerous home visits. The District continues to monitor attendance and connectivity as well as families with unique circumstances to ensure all are contacted if/when barriers arise. The District purchased 2000 Chromebook devices to add to the previous device inventory and 200 Hot Spots for families. The District is closely monitoring student participation and responding quickly to any concerns. Zoom attendance in the

first three weeks of Digital Instruction this fall maintained a 97-99% attendance and connectivity rate. The three students who were not participating were contacted and provided assistance immediately.

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.]

FSD adopted the Canvas Platform and Zoom for Digital Instruction. Student attendance/engagement is measured during Synchronous Zoom meetings and in Canvas for Asynchronous participation. Classroom teachers monitor Asynchronous attendance and record participation in the District Student Information System, Aeries. Additional staff has been deployed to review each teacher's Asynchronous participation in the Canvas Platform. Additionally, the weekly assignments and lesson plans for all classes are captured from the Canvas platform and retained for reporting purposes. Staff reviews student use of Canvas as well as student academic progress daily to ensure proper attendance recording. Students submit work through the Canvas system, via email and the Google Suite options. Teachers monitor progress and participation, provide feedback, and record grades in Aeries. Parents have access to the student grade and attendance data in their child's Aeries portal. The First quarter, the district sent progress report letters to students of concern. This include students who are not providing work to demonstrate meeting grade level goals, and/or are not participating at the level necessary for success. The progress letter also provides an avenue to ascertain student barriers and communicate assistance.

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.]

The Fruitvale Board has approved expenditures for extensive training offerings. The District has provided and continues to provide, an abundance of support for staff during this transition with the understanding that these are very challenging times. The District contracted with Kern County Superintendent of Schools and multiple professional development providers to facilitate 7 days of pre-service professional training on the following topics:

Canvas Training: Communication Tools

Canvas Training: Customizing Content

Distance Learning Training

Acadience Refresher Training

Aeries Training: Attendance and Gradebook

ELD Instruction in a Virtual Environment

Social-emotional Learning for Staff and Students (included self-care)

Continued Professional Development:

The District Curriculum Team and Technology Department continue to hold office hours for Distance Learning assistance.

Site administrators have been assisting staff every day

The District has pushed out extensive training videos and tutorials to assist teachers and administrators with Canvas, Zoom, Screencastify, Flipgrid, and much more. The resources are updated regularly and available in district shared drives.

The Curriculum staff continues to provide personalized assistance sessions, which includes in-person demonstrations by the Curriculum team.

The Curriculum Team with the assistance of select Jr. High teachers have provided and will continue to offer on-site workshop/tutoring time for staff to support Distance Learning & Instruction.

The District hired multiple Canvas Mentors to provide accessible support for teachers on every campus.

The scheduled Minimum Days will include several choice options for Distance Learning support throughout the school year: September 23, 2020, November 4, 2020, January 27, 2021, and March 17, 2021.

Staff Roles and Responsibilities

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

The Task Force in collaboration with District Labor Union Representatives created Distance Learning Teacher Guidelines:
DAILY SCHEDULE ADHERENCE

1. Fulfills Work Schedule

Elementary Schedule/Work Hours: 7:55 a.m. - 3:30 p.m.

Distance Learning Schedule:

8:00 a.m. - 11:30 a.m. *Digital Instruction (specific meeting times vary by grade level) (includes 30 minutes of embedded break time)

11:30 a.m. - 12:30 p.m. Duty Free Lunch

12:30 p.m. - 3:00 p.m. (MTThF) Office Hours/Availability via Zoom, phone, email, other

3:00 p.m. - 3:30 p.m. (MTThF): Teacher Preparation

12:30 p.m. - 2:15 p.m. (W) Office Hours/Availability

2:15 p.m. - 3:30 p.m. (W): Professional Release Time, staff meetings

*Each site has specific schedules for WTL, RSP, IEP services, Reading Camp, PE, Music, ELD

Jr High Schedule/Work Hours: 7:50 a.m. - 3:25 p.m.

Distance Learning Schedule:

7:55 a.m. - 11:30 a.m. Digital Instruction (specific meeting times vary by grade level)

11:30 a.m. - 12:30 p.m. Duty Free Lunch

12:30 p.m. - 3:00 p.m. (MTThF) Office Hours/Availability

3:00 p.m. - 3:25 p.m. (MTThF): Teacher Preparation

12:30-2:15 p.m. (W) Office Hours/Availability

2:15 p.m. - 3:25 p.m. (W): Professional Release Time, staff meetings

INSTRUCTIONAL PROGRAM

1. Live, face-to-face Zoom Instruction Daily
2. Records and posts Daily ELA & Math Core Instruction and/or utilizes “flipped classroom” video strategies daily
3. Provides Daily Asynchronous learning experiences (Assignments, activities, projects connected to previous learning)
4. Maintains Grades in Aeries
5. Utilizes the Canvas and District-Adopted Online Platforms
6. Utilizes District-Adopted Curriculum as core instructional resource for ELA & Math
7. Provides Walk-To-Learn sessions with assigned group
8. Provides input/support to paraprofessionals with Walk-to-Learn sessions

PROFESSIONALISM

1. Professional Dress
2. Zoom Background Appropriate (full wall behind, no open rooms/hallways)
3. If working on campus, adheres to District Health and Safety Protocols (daily symptom self-assessment, face coverings, social distancing, daily check-in, immediate report of symptoms to supervisor)

OTHER RESPONSIBILITIES

1. Maintains Attendance Records (Accurate and Timely)
2. Maintains communication with parents/guardians (timely responses and availability during office hours)
3. Attends Professional Development/Staff Meetings
4. Available during work hours

Many staff members have had modifications to their roles and responsibilities in order to meet the academic and social emotional needs of students during the Distance Learning model. In order to meet the academic needs of students, many roles have been converted to Digital Learning Support roles. Teachers are providing instruction in drastically new ways through digital synchronous and asynchronous methods. Aide support has changed to include Zoom monitoring and/or facilitating breakout rooms, attendance clerk assistance, materials preparation and/or materials check-out. All support staff has shifted to provide academic support through a digital platform.

In order to meet the social-emotional needs of students, the focus of instruction has drastically increased in the area of SEL. Teachers, support staff, and administration are utilizing the Positivity Project curriculum and weaving SEL throughout their lessons. The P.E. department is vetting different programs that intermingle SEL lessons with physical activity. Counselors and other support staff have been supporting students' social-emotional needs throughout the closure with new connection opportunities for students, parents, and staff. The district also continues to provide Self-care and Mental Health support to families through support sessions and parent trainings provided by Kimberly Breen, an SEL consultant and Stephanie Guzman, our Kern County Social Worker.

As expected with closure, many positions and job descriptions held by staff have shifted to fit the landscape of Digital Learning. Teachers are still responsible for instruction, yet the mode of delivery has required significant learning and adjustment on the part of the teacher.

Support staff have also had new learning experiences and adjusted to supporting education primarily through a screen. Everyone is doing their part to ensure the success of students during Distance Learning. The Aide workforce job duties have adjusted to include Zoom monitoring, leading small groups within the digital classroom, clerical support, food service assistance, attendance monitoring, and materials preparation. Transportation has adjusted to assisted with food deliveries and maintenance/custodial support. The technology department has never experienced the extensive need for support as they have in recent months providing connectivity support, coaching and mentoring students, families and staff, and ordering and preparing a multitude of products for Distance Learning. Curriculum and Site Administrators have become technological troubleshooters and are supporting staff in completely new and unexpected ways.

As we are returning students in small cohorts, some support staff and teachers are also providing new services connected to their role including: taking temperatures, monitoring social distancing, teaching hygiene practices, assisting in hand sanitizing, monitoring ppe use, and sanitizing/disinfecting student materials and/or high-touch items.

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.]

The Fruitvale School District continues to connect with and provide specific supports for students with unique needs. The District has actively sought out special subgroups with the intention to remove barriers and support families during Distance Learning. The District holds ELAC and DELAC meetings to invite input for our English Learner families. Two of the highly attended Parent Canvas training sessions were offered in Spanish and the District utilizes translators for families utilizing multiple languages. Any parent that communicates has an opportunity to provide their perspective and receive support in their language. ELL students receive their ELL supports in addition to core instruction and are provided ELL-specific companion materials to support their core instruction. ELL students have been explicitly taught the immersive reader tool for use in Canvas as well. The Fruitvale Board of Education approved related services, Distance Learning support, and/or assessments for pupils with unique and exceptional needs as soon as possible.

Special Education Students throughout the continuum of placements are receiving the supports and services found in their Individualized Education Plans via Distance Learning. Related Services including Speech Therapy, Counseling, and Occupational Therapy are also provided through a digital platform for students with exceptional needs. The District Special Education Department has developed a plan for the return to In-Person Instruction for our students with IEPs. The Fruitvale Board of Education approved a four tiered return plan on September 8, 2020 which includes detailed safety plans to return Fruitvale special education students to campuses when safe. The Moderate-Severe Special Day Students, Kindergarten-8th grades, returned for in-person instruction on September 14, 2020. The second priority group, Mild-moderate Special Day classes, Preschool-2nd grade, are set to return September 28, 2020. The third and fourth priority groups, Mild-Moderate Special Day 3rd-8th Grade Classes and All Other Related Services for SPED are still in the planning stages.

Students who were identified as Homeless in the 2019-20 school year were among the first students to be directly contacted and offered assistance. Additionally, students newly identified in the Homeless and/or Foster Youth subgroup have been personally contacted to seek ways the District could ensure participation and support during Distance Learning. The District provided devices and hotspot connectivity,

training on devices, and communication. The District Food Services department also ensured connection to families in need, adjusted delivery dates/times, and deployed buses to neighborhoods to provide food delivery to families. Classroom teachers, site and district administration, and the district liaisons are continuing to connect resources and support students.

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

Description	Total Funds	Contributing
Staff Professional Development [ELD Instruction (Dr. Jill Hamilton Bunch), Canvas (KCSOS), Distance Learning, Science of Reading (Dr. Stephanie Stollar), Grief Training, Counseling, Social Emotional Learning,	525,000	Yes
200 Lenovo 500 E Chromebooks & 200 Webcams for Staff as supplemental equipment in order to facilitate distance learning for all students	96,823	Yes
Canvas Staff Mentors to provide needed tech support (1/school site) \$640.00/month each mentor stipend. This action will enable teachers to be able to assist students with their technology challenges right away in real time.	31,986	Yes
Distance Learning materials such as academic work packets, paper, other general classrooms supplies for home use throughout distance learning - district wide.	50,000	Yes
Purchase of 2000 student Chromebooks for student use at home for accessing distance learning opportunities.	447,382	Yes
Purchase of student hot spots for internet connectivity for use at home for accessing distance learning opportunities.	19,679	Yes
Canvas accounts for teachers, students, and parents as our distance learning management platform.	17,225	Yes

Description	Total Funds	Contributing
Zoom License to provide distance learning to students	9,697	Yes
Screencastify License for recording lessons for asynchronous learning	3,750	Yes
Software for filtering data for the online safety of students and staff, and for teachers to monitor students' work on their devices	28,000	Yes
Supplemental support Programs: Heggerty Digital Access, Listenwise, Mindplay, Mystery Science, Positivity Project	12,302	Yes
Task Force Distance Learning Plan Development Training.	1,500	No
Repurposing Staff (instructional aides, yard aides) to assist with family phone calls for reengagement, on line learning assisting of teachers, small instructional break our rooms practice with teacher supervision.	20,000	Yes
Parent Square Communication Tool	4,800	Yes

Pupil Learning Loss

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

The Fruitvale School District has carefully considered the expectation of learning loss as a result of school closures and Distance Learning in the 2019-20 and current school year. The District has developed a plan to assess students and respond to their specific needs, especially in English Language Arts, English Language Development, and Mathematics. The District is implementing a Tier 1 and Tier 2 reading support system called Walk to Learn which addresses the needs of English Language Learners at each EL level. The District has hired a consultant, Cara Bergen, to facilitate the implementation, training, and progress of the program. The Walk to Learn Program is an instructional program designed to support the core learning of each grade level that is provided in the homeroom. The District has purchased the Acadience testing program to assess students' specific reading skills. Students are then grouped across grade levels by specific skill deficit or strength. Students in the specific groups are provided research-based reading instruction tailored to address each student's identified need. In the Intensive and Strategic groups teachers will be providing instruction on foundational skills that build up to reading success. The Walk to Learn program not only provides the opportunity for student deficits to be met, but also provides students working at or above grade level and opportunity for enrichment. Students will be regularly progress monitored and have the ability to move throughout the grouping system as they grow. The District has purchased a number of resources including Orton Gillingham, Heggerty, additional readers, Read Naturally, and 95% Group programs to support the Walk to Learn system. Staff continues to receive time for extensive training with the district consultant and administration, collaboration opportunities to review data, reflect on student needs, plan instruction for targets, and continue to build their own knowledge of the science of reading. The Walk to Learn program is an essential response to the need to mitigate student learning loss this year and for years to come. In Addition to Walk to Learn, the District has four reading specialists that run intervention groups as another level of support for struggling students. They utilize a number of programs in their small groups including Mindplay, and programs mentioned above. The District is also utilizing the Star Math and Reading assessments to inform staff of specific student needs in ELA and Mathematics. The District has purchased three mathematics systems to be utilized throughout grade levels including Dreambox, IXL, and Next Gen Mathematics. Each program is used to specifically target skill needs for students.

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 primary means of addressing learning loss and monitoring the acceleration of learning for students will be through their participation in our specialized Acadience and STAR testing. These diagnostic tools will be utilized with our low income, English Learners, Foster Youth, students with exceptional needs, those experiencing homelessness as well as all others in order to assess students' targeted instructional needs, especially in ELA and Mathematics. All students will receive core grade-level instruction with an additional Tier 1 core support of Walk To Learn. Walk to Learn groupings are determined by multiple testing measures that indicate exactly what skill instruction each student needs. All groups of students will be assessed on a quarterly bases as a minimum in order to track progress and further address a lack of acceleration for students who are not responding. Students working at or above grade-level will have enrichment opportunities connected to their core instruction.

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.]

Fruitvale School District will continue to use data and data analysis to help guide school sites and the overall district in the evaluation of program effectiveness. Weekly collaboration meetings of teachers within and among grade levels at each site will involve teachers comparing results from assessments and diagnostics in order to help guide instruction and assist in reflection and planning. The district's administrative team will assist with the analyzation of data and the coordination of learning loss supports for specific student groups during scheduled meetings with school sites. District priority standards will be reviewed and evaluated to determine if there is a need for additional pacing guidance and acceleration for certain groups of students based on their need such as low income, foster youth, and English Learners.

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

Description	Total Funds	Contributing
Walk To Learn Consultant to provide professional development and supplemental staff coaching for tiered literacy to support students. This will be especially helpful for students who are experiencing learning loss to ensure they are intervened with and supported appropriately.	75,000	Yes
Supplemental instructional materials from 95% Group to support Walk To Learn program.	100,000	Yes
Acadience Testing & Progress Monitoring Program, Training, and materials to assess students specific reading skills - for tiered grouping in to skill deficit or strength areas - this will help to mitigate learning loss learning loss.	26,650	Yes
Supplemental Renaissance STAR Program to support the measurement of learning loss and the documentation of academic acceleration.	12,500	Yes
Supplemental reading program (Read Naturally) to assist with reading fluency and comprehension to further mitigate learning loss.	30,552	Yes

Description	Total Funds	Contributing
Certificated teacher and instructional assistants extra duty hours for use after school and/or on weekends /summer school in order to mitigate learning loss. Students will be invited to this opportunity based on their documented learning loss which will be based on assessments. (Duplicate Action)	\$235,000	Yes
Certificated staff extra duty for professional development for the Walk to Learn program	65,000	Yes

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

The District has implemented a number of steps to monitor and support mental health and social-emotional well being of students and staff. The District has adopted and implemented the Positivity Project and continues to provide the Advisory homeroom at the Junior High School. Staff has received training on SEL lessons and strategies are utilized daily in instructional sessions. District staff received training on SEL strategies as well as mental health concern recognition specifically for Distance Learning. Staff was also provided professional development in how to monitor and respond to student concerns, including mandated reporting responsibilities, via a virtual classroom. Teachers and administrators experienced a pre-service training for self care and mental health for students and themselves. District counselors have added digital connection avenues for each student and family through classroom Canvas platforms and communicated options with all parents. Counselors have also received subscriptions and training in additional resources. The District continues to organize various options for Mental Health Support sessions for families provided by a County Social Worker.

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.]

The Fruitvale School District recognizes the crucial importance for student and family engagement in education, especially during Distance Learning. It is crucial students regularly participate in their academic program, virtually as much as in-person. Although the District has begun the school year in a distance learning environment, the same expectations apply: to instruct students in the standards of their grade level and best prepare students for the next grade level in school, while addressing learning loss and/or specific student academic needs. District staff is closely monitoring student participation and will make contact upon any concerns. The District's priority of re-engaging students is necessary to assist students and families who may need additional support or resources for success. The Fruitvale School District re-engagement process is an avenue to remove barriers and support families, rather than a punitive or negative process. A team of staff, including Administrators, Office Staff, and support staff, have been deployed to support the efforts of the classroom teacher in the event of student disengagement. The classroom teacher is monitoring synchronous attendance as they see their students engaging in zoom instructional sessions. Support staff is also reviewing student Canvas engagement and connection through assignments and digital participation. In the event of a student displaying a lack of participation and engagement, the team works together to connect with families to address any barriers in the way of student success. The barriers range from language barriers, technology and connectivity challenges, illness, personal family needs, and others. Staff connects families to resources to address any need including but not limited to referral to a counselor and ELD support.

Instance of Non-Engagement: (All communication seeks to support families)

3 Days: Teacher contacts the parent/guardian

7 Days: Teacher communicates with Site Administration. Office staff verifies contact information and contacts the parent/guardian. Staff conducts a parent/guardian meeting to address needs.

13 Days: The Office will verify contact with parent/guardian. Administration will contact parent/guardian and hold a meeting to address needs.

18 Days: The District Attendance Team will conduct a home visit.

Re-engagement letters are sent upon each level of non-engagement listed above.

The District has adjusted attendance reporting codes to better view individual, class, school site, and district level data to inform decisions. Attendance Codes for the 2020-21 school year include:

A: Absent, teacher is unable to verify the student was present either synchronously or asynchronously.

N: Connectivity Challenge, the student was unable to participate in school due to connectivity challenges; Note site administrator about connectivity challenges immediately. (Connectivity challenges are defined as a lack of reliable internet access, access to a device, or any other technological issue that prevents a student from accessing their learning, including logging-in etc.)

D: Digitally Present, the teacher verifies the student was present either on Zoom or Canvas, via email, and/or a call related to instructional content.

U: Unexcused, a student is absent without a valid reason.

I: Illness, a student is ill

E: Excused, a student is absent with a legally valid excuse.

In addition to Re-engagement letters, the District will still send Excessive Excused Letters for students who are missing instruction due to excessive excused absences at 5 and 9 excused marks.

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.]

The Fruitvale School District averages approximately a 52% free and reduced lunch rate. Each site varies, however all sites are above 50%. The District will continue to serve students on campus when in-person instruction is authorized.

In the Spring Closure the District fed all students with the USDA and Food and Nutrition Service/s Universal Waiver providing meals for all children. The fall 2020-21 opening began without the approval of the waiver, and the District experienced low participation rates despite deploying buses to deliver meals throughout the boundaries in addition to the site drive-through option. On August 31, 2020 the Food and Nutrition Service, pursuant to the authority of the Families first Coronavirus Response Act, extended the Seamless Summer Option of the National School Lunch Program to continue to operate through December 31, 2020. This waiver allows the District to provide access to nutritious meals to all students. The day after the waiver announcement, District meal service increased dramatically from 326 meals to 744 meals per day. The District recognizes that due to the extensive land covered by our boundaries, not all families have the ability to travel to the school site to retrieve meals. The District also understands families struggle to retrieve meals every day. On a case-by-case basis, some meals have been hand-delivered due to a family need.

As small cohorts return to in-person instruction, they are offered school meals on site.

DISTANCE LEARNING/HYBRID PLAN

MEALS ARE OFFERED AT ALL ELEMENTARY SITES Curbside Pick-up is 11:30 a.m. - 1:00 p.m.

MONDAYS & WEDNESDAYS ONLY* (Students pick up meals that will cover the other days)

Monday Pick-up will include two days of meals

Wednesday Pick-up will include three days of meals

BUS STOP MEAL LOCATIONS:

COLUMBIA:

Calloway/Frontage Rd./Enger 11:45-11:50

Suncrisp Ln. (Betw. Wolf River/Ribston) 11:53-11:58

Greenacres Dr./Hulbert St. 12:02-12:07

DISCOVERY:

Fruitvale Ave. (Pine View Apts) 11:40-11:45

Krebs Rd./Pescara 11:47-11:52

Viverone/Sarona St. 11:54-11:59

ENDEAVOUR:

Orcus Lane/Hoodsport 11:45-11:50

Southpass Dr./Chinook 11:52-11:57

Chinook Ave./Ranier St. 12:00-12:05

Siena Ln/Villa Lante St. 12:02-12:07 Treasure Island St/Vanessa Ave. 11:45-11:50
Pebble Creek Dr./Pebble Cove Ct. 11:57-12:02

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
10.53%	\$2,456,312

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.]

Based on stakeholder feedback including survey data, assessment data, staff observations, the following needs, have been identified for unduplicated students as a result of the COVID pandemic:

- lack of reliable internet connectivity to access their education for Distance Learning is a concern
- lack of computers and or other devices in good working order at home is concerning
- students will need intensive instructional support and resources in order to mitigate learning loss due to the COVID-19 pandemic
- mental health and social emotional well-being resources are a need

The Fruitvale School District has dedicated multiple action items in the Learning Continuity and Attendance Plan based on the identified needs above of unduplicated students. In order to support the mitigation of potential learning loss of our unduplicated students, we are implementing a supplemental literacy program district wide (Walk to Learn). We are purchasing additional supplemental programs and diagnostic tools to ensure that we are measuring and responding appropriately to student learning loss. Devices such as Chromebooks and internet hot spots are being provided to students and their families in order to ensure they have reliable access to their education from home. We are providing technology troubleshooting services from the district for students and their families in case they need assistance. Zoom accounts are being provided to all students and teachers to enable access for face to face time during teaching and learning. We have purchased Canvas licenses for each of our students in order to be able to access their classroom instruction online. Canvas is our learning management software. We provided extensive staff training on Canvas so that teachers are able to maximize the use of the platform. Certificated staff will provide additional small group instruction to students based on their learning loss needs after school once In Person or hybrid learning may reconvene. Additionally, it is extremely important to us that we effectively communicate with our stakeholders, therefore we will continue to use Parent Square for our communication tool.

In order to ensure equity for all students, the Fruitvale School District provides services and dedicates the above action items on an LEA-wide basis. This practice allows the district to best meet the intense academic and social emotional needs of the programs students in response to the COVID pandemic.

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

In summary, action items in the Fruitvale School District's Learning Continuity and Attendance Plan increase or improve services for low income, English Learner, and foster youth students by:

- ensuring that students have access to their education during Distance Learning by purchasing devices (Chromebooks) and hotspots for internet connectivity
- ensuring students have a robust learning management system (purchase of Canvas licenses) and can see and interact with their teachers virtually (purchase of Zoom licenses)
- ensuring teachers can support student learning by providing multiple professional development and coaching options and supports that will ensure technology and supplemental learning tools are operational for teaching and learning
- ensuring that students have additional supplemental learning/intervention opportunities after school to accelerating learning and mitigate learning loss
- ensuring that students have access to school supplies and materials as well as print packets to supplement their learning at home
- ensuring that our English Learners continue to be supported by effective supplemental instructional strategies and practices with additional professional development (Jill Hamilton Bunch)