



## 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 major impact of the COVID-19 school closure was the fact that our students were not in school. School is a learning ground for many areas of life, not just academics. The COVID-19 pandemic changed the daily lives of our students, staff, families, and community dramatically. During that time, we found it essential to reach out to our families via phone. Initially our conversations revolved around how the families were doing and if we could help in any way. During this process, our staff gave parents their personal contact information and

encouraged them to call when they had questions concerning academic assignments, instructional support services, or school closure information. A consistent theme that families and our community expressed during these conversations were how their children missed school, the Flournoy staff, their friends, extra-curricular activities, and how in-person learning is the most beneficial for social and academic success. Even though the message we received from our families and community was that our students need to be in school, they also expressed a strong message of positivity and support towards our Flournoy School Staff.

## Stakeholder Engagement

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

Since our school size is so small, 44 students, we are not required to have a School Site Council and we do not receive Title I funding. The avenue we used for a parent advisory committee was checking-in and gathering feedback from parents, staff, and community members via phone communication six times between March and August 2020.

Beginning in March 2020, staff started a series of phone communication with families during the school closures. Staff contacted all families at Flournoy School via phone calls on the following dates; March 24th, April 3rd, May 4th, May 21st, June 24th, and August 3rd. The first phone contact conversation revolved around how families were doing and if there was anything we could do to help. In addition, we surveyed families needs for internet availability, devices, collected parent emails, their preference to receive online instruction or packets, and provided them with staff contact information. On the July 24th phone call, we went through the main points of the Tehama County Schools' Reopening Plan. After summarizing the important points of the plan to parents, we asked for questions and input. During the week of August 3rd-7th we contacted all parents at our school, to tell them the specific details of our school's reopening plans. It is important to note that at the end of all of six phone conversations, families were asked to give their input or ask questions on the topics that were discussed. Parent feedback, questions, and input to all phone communication contact were documented and recorded to help with the planning and development of our LCAP.

Our staff has been involved with providing input and feedback through this process as well. We have had staff meetings on the following dates to provide input to the Learning Continuity and Attendance Plan; July 22nd, August 8th, August 21st, and August 28th. Staff members were also sent the electronic survey on July 28th, and the Learning Continuity and Attendance Plan summary input survey on September 1st.

Electronic surveys were sent to all stakeholders on July 28, 2020, to seek feedback regarding the reopening of our school. An automated call was sent to stakeholders regarding our survey and options to access that survey. Completion of the survey could be done via a text message link or visiting our Flournoy School website. Families that did not have access to the survey electronically were contacted by staff members to complete the survey over the phone, or families were able to utilize the school's devices to complete the survey on campus.

On September 1st a google form with a summary of the Flournoy School Learning Continuity and Attendance Plan was sent to all stakeholders.

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

A zoom meeting link for the Flournoy School Board meeting was provided at least 72 hours in advance of the meeting on the posted agenda at the school and on the website. The board meeting was September 23, 2020 at 6:15 p.m. The same information for remote participation was provided to the public ahead of the public hearings. The public hearing was on September 22, 2020 at 6:15 p.m. Stakeholders provided feedback during the designated time on the agenda. All stakeholders were provided an opportunity to discuss strengths, barriers, accommodations, and concerns for the plan and the 2020-2021 school year.

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

Some of the parent comments regarding the Tehama County Schools' Reopening plan were;  
You have to allow parents the ability to access campus, even if they have to follow the health check procedures.  
Kids should not wear masks, it is unhealthy. I do not want my child wearing a mask.  
I don't believe in masks.  
I hope they will not be required to wear masks.  
I do not believe masks will be effective.  
I am not sure I will send my student if masks are a requirement.  
I work in the health field and believe masks cause more risk of infection.  
I don't want my kids to wear masks. I just want everything to go back to normal.  
I hope there is SERRF because I don't know how I will be able to pick them up from school at the normal time.

During this phone conversation, we also asked families if they planned on letting their student return to school for in-person learning in August. 93.3% of families said that their student would be returning for in-person instruction in August. The overall consensus we received from families was the concern of masks being a requirement for students. The majority of families do not believe that wearing a mask is beneficial.

The phone call that took place on August 3, 2020 discussed Flournoy School Reopening Plan Appendices. Most parents again were concerned with students wearing masks. Parents asked about the health screening procedures and if students would be disciplined for not wearing their mask correctly. Also, they were concerned that students would have to wear their mask during recess and P.E. Some parents did not agree that older students were being required to wear masks and younger students were not being required to wear masks. Parents were very disappointed and concerned that there would be no sports at Flournoy School due to the COVID-19 restrictions.

We had 100% of our families participate in our Flourney School Re-opening Input Survey that was sent out on July 29, 2020. Results for a learning model preference for the 2020/2021 school year were; 98.6% In-person instruction, 2% distance learning, and 6.5% independent study. Results for access to WiFi at home included; 44.9% of the families have adequate WiFi at home, 38.7% have limited WiFi, and 19.4% have no access to WiFi.

Answers to parents' concerns about their child returning to the school campus for in-person instruction was based on a scale of 1-5, 1 being the lowest concern and 5 being the highest concern. 0% of the parents selected 5, 9.7% selected 4, 22.6% selected 3, 22.6% selected 2, and 45.2% selected 1. Learning loss concerns were also answered using the same scale as mentioned above. 45.2% selected 5, 38.7% selected 4, 0% selected 3, 12.9% selected 2, and 3.2% selected 1.

18% of families indicated that their students are in need of academic counseling services, and 2% felt their child would benefit from social-emotional counseling. A written summary of the Learning Continuity and Attendance Plan was posted on our website and there were also paper versions available for those that do not have access to the internet. In addition, stakeholders were sent a google form with a summary of the plan in order for them to read and provide feedback. They were asked for input or additional services that were needed in the plan.

A summary of the Learning Continuity and Attendance Plan was sent to stakeholders on September 1st and September 14th, 2020 on a google form. Stakeholders were encouraged to provide input, questions, and feedback on the plan. Some of the stakeholder responses were as follows;

"The plan is tailor to what we are needing to keep the school open ensuring the safety of the students and staff, the plan also give us a clear template to follow if we need to go distance learning.

Good job Flourney."

"I truly hope Flourney school remains opened because I believe children need social interaction and direct learning.

Everything in this plan appears fine, and I know its not by choice. Not all communities are the same. My hope is that Mr. Newsom identifies rural communities as less impacted by covid-19 and allows their schools to remain open.

Thank You to all the staff that work hard to give our children a chance at normality in our "new normal".

"I appreciate all that is being done to keep our children safe. I would like to see more physical activity included in the plan."

"It looks like a good plan. We will just have to see how it works and make adjustments as necessary."

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

The strong message we received from families through phone communication during the closure, the August input survey, and LCAP summary google form was that their children need to be back in school for in-person instruction. Parents indicated that their children greatly benefit academically and socially when they are on campus for in-person learning. Also, a majority of the families were highly concerned with the amount of learning loss that took place during the school closure. Aspects of the plan that were influenced by stakeholder input included; In-person instructional offerings, distance learning, and pupil learning loss. Despite many obstacles and challenges, we made returning to school this year a priority in order to address the need of learning loss and socializing concerns voiced by families. Our school

board, community, and families made it very clear that our students need to be back in school. In addition, our distance learning plan was based on stakeholder input. The feedback helped us determine that a hybrid distance learning model would help address some of the concerns we received from families. It would allow for some in-person instruction, students would have more opportunity to socialize and interact with their peers, and staff would be able to provide additional support for student learning loss.

## 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.]

Flournoy School will be open for in-person instructional offerings for all students. With guidelines changing daily, this is going to be a challenge, but our goal is having students on campus 5 days a week. During in-person instruction, a high priority is to ensure the safety and health of our students, staff, families, and community. In order to ensure personal health and safety, we will be implementing the following practices: proper hygiene, social distancing, cohorting of student groups, protective equipment, cleaning and disinfecting, working with employees to provide necessary training and accommodations, and communicating with students, parents, employees, health officials, and the community.

Students will be provided learning opportunities in English Language Arts, Mathematics, Science, Social Science, Health/physical education, and social emotional learning.

Teachers will use California State Standards to drive instruction and ensure consistency across the grade level as well as vertically to ensure students are growing toward the next grade level's expectations. Teachers will continue to focus on providing students with opportunities to engage in learning. Students and their parents/guardians will meet with their teacher as necessary to discuss areas of focus and learning forward. Discussions will revolve around the student's academic strengths and weaknesses. Meetings might be conducted in-person, by phone, or via zoom. Diagnostic, formative and summative assessments will be conducted during in-person instructional sessions. Students will be held accountable for their work, and Progress Reports and grades will be issued accordingly. Students who are English Learners will be provided with supports to meet their language needs from their classroom teacher. Students with IEPs or 504 plans will be provided with supports to meet their individual needs, and the special education staff will work collaboratively with the classroom teacher to meet these goals. To identify students who have experienced significant learning loss due to the COVID-19 school closures, diagnostic, formative, and summative assessments will be conducted. Assessment data will help determine an appropriate instructional support system for students that have experienced learning loss, or are at greater risk of experiencing learning loss due to future school closures. Instructional support might include; paraprofessional led intervention, small group instruction, progress monitoring, or supplemental instructional materials. Constant communication with families on student's progress and areas of concern will be essential in supporting the student academically.

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

Description	Total Funds	Contributing
<p>Technology-Devices:            Flournoy purchased additional Chromebooks in order to ensure every student has a Chromebook. Every student needs a device so they access online curriculum and assessments that will be utilized by students during in-person instruction.</p>	2000.00	Yes
<p>Flournoy purchased additional cleaning and disinfecting materials to assure the safety for staff and students. We ordered free-standing hand-sanitizing stations and cleaning materials that are approved cleaners for school and cleaners that are for killing viruses.</p>	4000.00	No Yes
<p>Learning Loss Support/intervention:            Classified and certified instructional staff will provide small group or one-on-one support to students that have experienced learning loss.            Our instructional staff will be providing and delivering intervention to students that are need of support. They will use supplemental curriculum programs to deliver intervention and track growth/development.</p>	253043.00	Yes
<p>Curriculum:            In order to provide intervention, learning loss support, standards based assessments, and standards based curriculum we have purchased the following programs; Simplify Writing, StemScopes, i-Ready, Easy CBM, Formative Loop, Reflex, Read Live, and Jump Math.</p>	8202.00	Yes
<p>Attendance/Grade Reporting/Communication            Flournoy purchased a Student Management System called TeacherEase. This program is a grade reporting, attendance tracking, and lunch program system. Parents have access to the</p>	737.00	No

Description	Total Funds	Contributing
<p>program with personalized log-ins to track their child's attendance and current grades within all subject areas.</p>		
<p>Professional Development: To provide teacher support with delivering intervention programs and supplemental curriculum programs we have provided staff professional development in the following programs; Jump Math, Simplify Writing, Distance Learning, TeacherEase, and StemScopes professional development were completed by certified and classified staff.</p>	100.00	Yes
<p>COVID-19 Supplies: Personal protective equipment, signage, and thermometers have been purchased in order to ensure the safety for students and staff and in order to follow the guidelines of COVID-19 requirements. Face masks, face shields, disposable gloves, and disposable aprons have been purchased for our school. We provide students with a face mask/face shield when they are need of one. Also, all staff have been provided with face shields and face masks. Disposable personal protective equipment will be purchased on a regular basis throughout the school year. Also, social distancing markers have been placed on the floor in classrooms, and social distancing and hand washing signage have been hung throughout the school. We have purchased thermometers to use for health screenings.</p>	5000.00	No
<p>Special Education Student Support Flournoy School has an MOU with TCDE for Resource Specialist Program Services. TCDE provides resource specialist program during the 2020/2021 school year based on student needs.</p>	11,586.31	Yes
<p>MOU with TCDE Title III Consortium</p>	0.00	No

Description	Total Funds	Contributing
<p>Title III Consortium provides professional development targeted to meet the specific needs, based on data analysis, of English Learners in the school or school district. They will provide up to 200 hours of professional development/coaching. Also, they will reimburse costs for additional materials and equipment for trainings for EL assistance to "catch-up" EL students during their school closures.</p>		Yes
<p>MOU with TCDE IT Department: TCDE will provide support services for Flournoy School. TCDE technology support services will provide desktop support, server hosting, student information system support, library management of software services, Escape financial system data processing services, and Docstar document imaging.</p>	7601.00	Yes
<p>TCDE MOU Speech Services: TCDE will provide speech support services for the 2020/2021 school year. Speech services will be provided to our qualified students on a weekly basis via online during in-person learning or distance learning.</p>	600.00	No
<p>Substitute Teacher Costs: Throughout the school year we will be utilizing substitute teachers for educational and professional development purposes. Substitute teachers will assist in assessment data collection, intervention support, and providing instruction to allow teachers time for professional development opportunities.</p>	11250.00	No

# Distance Learning Program

## Continuity of Instruction

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

We will provide continuity of instruction by: sticking to grade-level content and instructional rigor, focusing on the depth of instruction, rather than the pace, prioritizing content standards and learning, maintaining the inclusion of each and every learner, and identifying and addressing gaps in learning and unfinished learning through instruction.

Students will be provided learning opportunities in the following areas: English Language Arts, Mathematics, Science, Social Science, Health/Physical Education, and Social-Emotional Learning. Teachers will use CA State Standards to drive this instruction and ensure consistency across the grade level as well as vertically to ensure students are growing toward the next grade level's expectations.

In order to prepare for a hybrid distance learning or distance learning model, teachers will provide students with opportunities during in-person instruction to practice operating our online platforms. Also, distance learning expectations will be explained to students and parents in case we must transition from in-person instruction to distance learning. Online programs and platforms will include; Simplify Writing, StemScopes, i-Ready, Reflex, Google Classroom, ClassDojo, Google Hangouts, Typing Club, TeacherEase, and Zoom.

Our primary distance learning plan will be a hybrid model. During distance learning, our main goal is to ensure the safety of our students and staff. If local or state conditions require full closure, we will transition to full distance learning. Both models will adhere to applicable state or local public health orders or guidance.

Within the hybrid distance learning model, small group in-person instruction will be provided to the primary grades multiple times per week on our campus. In addition, small group in-person instruction will be provided to students who are at a greater risk of learning loss and students that are in need of internet availability. The distance learning portion of our plan will be a combination of synchronous and asynchronous learning through our digital platforms and via phone communication.

Note: The terms 'synchronous learning' and 'asynchronous learning' are used throughout this document. The following are definitions of these terms:

**Synchronous Learning:** Synchronous learning is any type of learning that takes place in real time where a group of students are engaging in learning simultaneously and through live instruction and interaction.

- Most resemble a real classroom
- Learners can ask questions and receive feedback simultaneously
- Allows for collaboration between students
- Teachers can provide immediate feedback, assessment, and make adjustments as needed

- Synchronous learning can occur using computer interaction through Google Classroom or video.

Asynchronous Learning: Asynchronous learning occurs separately and without real-time interaction.

- Directly aligned to live learning and instruction
- Feedback and opportunities for questions come later
- Students can absorb content at their own pace
- Provides opportunities for students to develop questions and reflections on learning
- Allows for more flexibility in scheduling
- Asynchronous learning can occur through classwork, videos, group work, or with other support from a teacher

One of the district's key expectations for distance learning instruction is that the class/course expectations for the week are communicated to students and families by every Monday (or first day of the school week), using the district's templates. These templates include the scheduled Zoom/Google Hangout times for synchronous instructions, learning intentions, content to be taught, criteria by which student success will be determined, and all assignments with related rubrics and due dates. This communication is a critical component of the district's effort to help parents/guardians gain a deeper understanding of their student's learning process and how to effectively partner in their education. This has never been more critical than now, with parents/guardians and family members taking on a much more prominent role in the daily learning of their students within the distance context.

Students and their parent/guardian will meet every 10-15 days with their teacher (in-person, by phone, via google hangouts, or via zoom) during the teacher's duty day to discuss areas of focus and learning forward.

Diagnostic, formative and summative assessments will be conducted, as appropriate during the Distance Learning time. Students will be held accountable for their work, and Progress Reports and grades will be issued accordingly. Students who are English Learners will be provided with supports to meet their language needs from their classroom teacher. Students with IEPs or 504 plans will be provided with supports to meet their individual needs, and the special education staff will work in concert with the classroom teacher to this end.

A robust Distance Learning plan will include a combination of synchronous and asynchronous learning. Flourney School acknowledges that distance learning is challenging and does not envision students, teachers, and parents/guardians sitting in front of a screen all day long. The district's planned distance learning model is flexible and includes breaks, with balance between synchronous and asynchronous learning and between whole class and small group support.

## **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.]

Families have completed an input survey in order to determine the need for internet connectivity within our student population. 38.7% of our families have adequate WiFi and 19.4% have no WiFi. Families that are in need of access to devices and connectivity, and families with unique circumstances will be provided with Chromebooks and a solution to lack of internet availability. We are in the process of determining possible internet providers or hot spots that we can purchase for families in order to ensure connectivity for all of our students. If internet

accessibility or hot spots are unattainable based on our rural location, we will provide students access to the internet on our school campus or a community site, consistent with social distancing guidelines.

## **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.]

Students will receive daily live interaction with both a certificated/classified employee and their peers for the purpose of instruction, progress monitoring, and to maintain school connectedness. Live interactions will be delivered through zoom, google hangouts, phone conferencing, or in-person. The minimum required minutes for distance learning;

- 180 instructional minutes in TK/kindergarten.
- 240 instructional minutes in grades 1st-8th, inclusive.

Documentation of live interaction and daily participation will be recorded on a district form on a daily basis. Students will be counted for attendance if they participated in one of the following; in-person learning, Zoom/Google Hangouts, phone conferencing with peers, email, online platform interaction, work/assessments submitted, or staff contact. In order to fulfill daily live interaction requirements, students must participate in one of the following; in-person learning, zoom/google hangouts, or phone participation with peers. Attendance and live interaction participation will be entered into our online student management system, TeacherEase.

In order to assess pupil progress through live contacts and synchronous instructional minutes, teachers will conduct diagnostic, formative and summative assessments. During the delivery of synchronous lessons, teachers will be checking for understanding. This might be a series of short comprehension questions following a reading or a practice question following a math lecture segment. These brief, informal opportunities are embedded into lessons and provide teachers a real-time assessment of collective and individual student understanding of a specific concept or skill. This information in turn allows a teacher to determine whether additional practice or reteaching is needed before moving forward with the lesson. It also allows for identification of specific students' needs and supports differentiation of instruction.

Teachers will be responsible for assigning the time value of assignments given in their respective classes/courses. This will allow for more precision in assignment of time value given that teachers are routinely modifying instruction and assignments based upon ongoing assessment of individual and collective student needs.

## 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.]

It is essential for our staff to receive distance learning professional development in order for students and families to receive and experience a high-quality distance learning program. Also, it is very important for families to be provided with support and valuable information to help guide them with digital platforms and expectations.

During the school closure in the spring, our teaching staff participated in distance learning webinars. They included; Simplify Writing, Stemscores, and ClassDojo. In addition our teachers and staff will be participating and utilizing the numerous resources that are provided by the California Department of Education Website. They provide webinars, sample distance learning plans from other schools, and important written information on distance learning instruction.

In the month of August, there will be three in-service days for staff to prepare and understand the requirements of distance learning. Even though we are currently open for in-person instruction, we must be prepared to transition to distance learning at any moment. Distance learning in-service days will include:

- Overview of distance learning
- Webinar titled, "Fostering Successful Distance Learning"
- Remote Learning 101 for TeacherEase Clients
- Jump Math Distance Learning Resources
- Operating and delivering in our multiple digital platforms
- Google Classroom
- Class Dojo
- StemScores
- Simplify writing
- Zoom/Google Hangouts

Staff and families will be provided continuous technology support throughout these times. Support will be provided by TCDE IT department, fellow staff members, the site Administrator, and Student/Parent/Teacher Tutorials.

## Staff Roles and Responsibilities

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

Flexibility will be the key to implementing new practices within our district. Staff will provide the necessary support to make each of our children and their families successful. We will work together to ensure our students receive a high-quality education and a nurturing/supportive environment necessary for success.

All of our staff have taken on new roles and responsibilities as a result of COVID-19. Public health has required our school to have staff trained in contact tracing, so our business manager and custodian have completed 24 hours of contact tracing training. All staff are trained to be health screeners, but our custodian is our primary health screener. All staff members are cleaning and disinfecting high-touch surface areas on a daily basis. In addition, all staff members are prepared to fill-in as a cook, custodian, health screener, or yard duty.

### 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.]

It is essential to ensure that our pupils with unique needs are given appropriate support during distance learning. We will be in constant communication with families and students in order to provide students with a distance learning education that meets their individual needs. An initial meeting with families and staff, will be a collaborative discussion on what the best model of support and communication is for each family. Each family will have unique needs and visions of what the best model of support and delivery of services will look like and what will work best for them. Examples of support might include; zoom meetings, phone conferencing, or in-person meetings.

The key is to have ongoing communication with families. Reaching out often and sometimes through multiple avenues is critical to ensure connectedness and support, particularly for families who may be in crisis. Collaborative, ongoing discussion about an appropriate path forward once school sites reopen for each student, given each student’s unique needs and circumstances, is critical to ensuring equitable access and offering of FAPE for students with disabilities. We will work with each family and student to determine what FAPE looks like for each student and family during COVID-19.

The goal remains for English learners to achieve the same rigorous grade-level academic standards that are expected of all students, within a reasonable period of time.

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

Description	Total Funds	Contributing
WiFi Hotspots: We are currently working with our TCDE IT staff to look into the possibility of purchasing WiFi hotspots for families in need of internet. If we were to transition to distance learning, it would be essential for all of our families to have access to internet.	0.00	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 first weeks of school will be a combination of reviewing English Language Arts and math skills, assessments, and re-engaging students into the school environment. Some of the review lessons will be delivered in the areas of writing, reading fluency, reading comprehension, and basic math skills and operations. The purpose of the lessons will be to review concepts or skills that might have been forgotten or not mastered and to informally observe a student's current academic abilities. Assessments will include; writing pre-assessments, i-Ready Diagnostic Tests in Reading and Math, reading fluency words per minute, reading level, and benchmark math assessments. In addition, on-going assessments of student learning and progress will be conducted throughout the year. Last, but not least is re-engaging our students into the school atmosphere. We want our students to be able to ease back into the classroom setting and to feel safe, secure, and welcomed back into our school family.

## **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 strategies used to address pupil learning loss will include intervention, assessing regularly to diagnose needs, review lessons, essential lessons, direct instruction, group work, and communicating with families about their student's areas of strengths and improvement. Students that are in need of extra support will receive individual or small group intervention with our instructional staff. Students will be assessed on a regular basis in order to determine the next steps of instruction. Review lessons will be important in order to determine students' current learning needs and academic abilities. When delivering standards based curriculum, it will be important to bridge lessons in order to solidify prior knowledge. Included in the strategies, will be boosting mental math fluency and reading fluency. On-going communication with students and families will be essential for student academic success and growth.

## **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 provided to address learning loss will be measured by the ongoing assessments of student progress. This will include diagnostic, formative, and summative assessments. Our assessments will include; i-Ready, formative math loop, Easy CBMs, Read Live, Unit/Chapter math tests, StemScopes science tests, ELA unit/reading comprehension tests, and Simplify writings

assessments. Formative assessments and progress monitoring will take place during the lesson and provide actionable information about students' learning status relative to the desired lesson goal. Teachers will use data from the formative assessments immediately to adjust their instruction and ensure students progress towards learning goals.

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

Description	Total Funds	Contributing
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

**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.]

A large factor that will contribute to us supporting our students, staff, and families during these uncertain times is based on our small school size. Our smallness is definitely a positive aspect of Flournoy School. It creates a family like atmosphere, and a real personal connection between staff, students, and families.

We have been and will continue to take several measures to support our students and their families during this COVID-19 emergency. We will be in constant communication with our students and their families via phone, daily conversations, email, and through our all-call system. Our staff has also provided families with their personal contact information and encouraged them to call with academic or social/emotional support.

Since the school closure in March, our staff has been in consistent phone communication with our families. We provide them with updates, check-in with student academic and all-around well-being, and answer any questions or concerns. Recently, staff communicated with all of our families via phone in August, just prior to school beginning the 2020/2021 school year. We explained our reopening plans to students and parents, and addressed any questions or concerns with re-opening.

Prior to calling, a survey was sent out to families in order for parents to express any concerns or support they need for their students in the area of social emotional learning. 2.27% of our families expressed a need for social emotional counseling on our input survey. The biggest social emotional concerns that our families expressed were that wearing masks are ineffective, distracting, and will inhibit learning for their students.

Our check-ins throughout the year, whether in-person or distance learning, will include how students/families are doing and providing any social/emotional support that might be needed. Also, we will continue to implement and teach our character building program, "Character Counts."

Prior to school beginning, we had a student/parent orientation for all of our incoming kindergartners, and new students that would be attending our school this school year. This provided an opportunity for our new students and families to become comfortable with our school and the new guidelines and procedures that will be implemented for the 2020/2021 school year.

In addition, we have an MOU with TCDE for Nursing and Psychological Services support. Our assigned nurse supports staff and students on many health issues and social and emotional support. For example; manages student vaccination requirements, conducts student hearing/vision screenings, and any other additional health concerns that might arise at our school. Our psychological services are provided to us on as needed basis. If a student is in need of counselling or SEL support, they would be provided with these psychological services. In order to determine a student need for this support; multiple methods and situations are examined. For example; communicated through parent surveys, conversations/requests with parents, student, and staff members, or a recent trauma experienced by the student.

## 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.]

If distance learning becomes reality for Flourney School, it will be key to be in constant communication with families in order to maintain student engagement. We will be documenting daily participation for each student on each instructional day for which distance learning is provided. Daily participation will be used to track attendance, and will include: evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between employees of the LEA and the student or parents/guardians.

A student who does not participate in distance learning for at least part of an instructional day is considered as absent for that instructional day. In addition, certified staff will be completing weekly engagement records, to verify daily participation, and track assignments of students. The weekly engagement and daily participation documents will be used to indicate whether students received synchronous or asynchronous instruction for each whole or partial day of distance learning.

Distance learning re-engagement strategies:

1. A student who does not participate in distance learning for at least part of an instructional day is considered as absent for that instructional day.

2. When a student receives three "absences," the teacher will make personal contact with the parent.
3. Inform parent the student has received three absences.
4. Identify a plan for determining how the student needs to re-engage.
5. Inform parent that an attendance referral will be made after the next absence is received (after the phone call)
6. Teacher notifies the office of the parent meeting date/time and of the plan developed.
7. On the fourth absence, office will document and send out an attendance letter (letter 1 of SARB process)
8. On the fifth absence, the office will document and send out the second attendance letter with an attendance SST scheduled.
9. On the sixth absence, the office will document and send out the third attendance letter and a SARB referral will be made.

## 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.]

Flournoy School will be providing free nutritional meals to all students. Breakfast and lunch will be served during in-person learning and distance learning. As always, our Nutrition Services will continue to prepare and serve meals following national, state, and local health and safety guidelines. During distance learning, meal distribution procedures will ensure safe and effective meal delivery services. These include use of a drive-thru, curbside pick-up process that ensures 6-10 feet of social distancing for staff and community members, use of appropriate personal protective equipment (PPE) by all staff, and clear signage at all distribution points to reinforce social distancing practices and now use of masks for community and staff required per state and county health orders. Flournoy School will notify parents and the school community about school meal service and options. ? We will communicate to students and families with a variety of communication methods such as social media, all-call system, school websites, digital platforms, or google forms.

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

Section	Description	Total Funds	Contributing
School Nutrition	Nutrition Services Materials and Supplies: Additional materials needed to provide meals during school closures and, upon return, in a manner that is safe and consistent with public health guidelines. For in-person learning now, kitchen staff have been provided with a supply of disposable hair nets, aprons, and rubber gloves to use when serving food. Disposable personal protective equipment for the kitchen will be purchased on a regular basis throughout the year.	1000.00	No
Mental Health and Social and Emotional Well-Being	Positive behavior intervention and Supports (PBIS) and Social Emotional Learning (SEL): Maintain existing staffing and supports to implement district programs. Current programs include Second Step and Character Counts. Professional development for staff to ensure support and connectedness for students during distance learning.	1000.00	Yes
Mental Health and Social and Emotional Well-Being	TCDE MOU Psychological Services: TCDE will provide our school with psychological services for the 2020/2021 school year. Our district will be invoiced based on the actual usage of services. Students that are need of this type of support will be provided psychological suport.	3028.00	No Yes
Mental Health and Social and Emotional Well-Being	TCDE MOU School Nursing Services: TCDE will provide a full-time 0.025 equivalent of school nursing for the 2020/2021 school year. Our assigned nurse supports our staff and students with student vaccination requirements, hearing/vision screenings, social/emotional support, and any other health concerns that might arise at our school.	2670.00	No Yes

Section	Description	Total Funds	Contributing
Pupil Engagement and Outreach	SARB Program Participation Contract: The department will provide an employee(s) who will be assigned to perform activities related to student attendance issues. The contract assists and supports our staff with the appropriate steps to follow when dealing with truancy issues with our students. This contract will help us keep students and families participating and attending on a regular basis during in-person learning and distance learning.	967.00	Yes
Pupil Engagement and Outreach	Catapult CMS was purchased by Flournoy School. We manage our website through this program. Our school website is a tool to communicate to our students, staff, parents, and community about important information regarding our school. Examples of important information our websites posts include; stakeholder surveys, emergency closure information, and upcoming events at the school.	1069.20	No Yes
Pupil Engagement and Outreach	Flournoy School purchased Catapult Connect. This all-call system is used to communicate to families about our school events or school emergency situations. For example; School Fundraiser Details, Stakeholder surveys, or emergency school closure information.	1170.00	Yes

## 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
13.27%	28,700

## 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.]

There are actions that are contributing to the increased/improved requirement that are being implemented across the district. These actions in turn are divided into those that already exist within the previous Local Control and Accountability Plan (LCAP) and those that are unique to the school closures/distance learning context.

Two actions related to device and connectivity access are being applied across the entire district, but are primarily intended to provide access for low-income students who may not have full access at home. During the spring closures, the district distributed Chromebooks to any student in need of a device, and will distribute devices again if forced to transition to distance learning. In addition, we are in the process of purchasing Wi-Fi for families that are need of internet.

School meals is another action that is being applied across the entire district, but is primarily intended for low-income students that are in need of consistent nutritional meals. Flournoy School will be providing free nutritional meals to all students. Breakfast and lunch will be served during in-person learning and distance learning. As always, our Nutrition Services will continue to prepare and serve meals following national, state, and local health and safety guidelines. During distance learning, meal distribution procedures will ensure safe and effective meal delivery services.

The expanded learning program at Flournoy, SERRF, is offered to all students at our school. In order to keep our cohorts during the day consistent, SERRF was able to hire an additional staff member to be in charge of our K-4 cohort. Without this staffing addition, our after school program would not of been possible for this school year. SERRF provides homework support, tutoring, academic enrichment and alignment, recreation, social skills development, healthy lifestyle choices and prevention activities. In addition, this after school program is especially beneficial to our low-income students, which provides them with physically and emotionally safe, healthy, enriching environment through expanded learning opportunities.

TCDE provides our school with support in the areas of curriculum coordinators, training specialists and professional development opportunities. They support our instructional staff in subject areas of Science, Mathematics, English Language Arts, History/Social Studies. For the past four years, our staff has participated in TCDE Summer Institute. Our instructional staff was able to focus on a subject area and create pacing guides, lesson plans, and assessments with the support of curriculum coaches. The lesson plans were also multi-subject areas. The social studies lesson plans incorporated Reading English Language Arts Common Core Standards. After the training in June,

three follow-up sessions were provided throughout the school year. Incorporated into the week like training was Universal Design for Learning (UDL). Our lesson plans we created incorporated UDL strategies in order to meet the needs of our students with special needs, low-income students, students performing below grade-level, and our EL students.

To support English Learners, Flourney School is part of Title III Consortium, part A, English Learner Student Program Sub-Grant Consortium. Within this, we may receive up to 200 hours of professional development and coaching. Also, costs will be reimbursed for additional materials and equipment, trainings for EL assistance to "catch-up" EL students during their school closures. Professional development activities may include; effective EL instructional practices to consortium teachers using ZOOM, distance learning techniques, PD targeted to meet the specific needs of English learners in the school or school district. Also, funding and/or support to provide further family involvement and education.

Special Education Student Support will be provided through support from TCDE. Flourney School has an MOU with TCDE for Resource Specialist Program Services. TCDE provides resource specialist program during the 2020/2021 school year based on student needs. Our resource specialist assigned to our school is responsible for, practicing and working towards individual student's IEP goals, assessments, progress monitoring, progress reports for parents on student's progress, planning and leading IEP meetings, and meeting the individual needs of the students on their caseload.

We will continue to offer Positive Behavioral Interventions and Support (PBIS) and Social Emotional Learning for our students at Flourney School. Our current programs are Character Counts and Second Step. Additional support will also be provided through our MOU with TCDE Psychological Services. Our programs and support are intended to develop each individual's social and emotional capacity to be successful in college, career, and life. While a positive school culture and climate are important for all students, they are particularly important for unduplicated pupils and other groups who have historically and continue to experience disproportionate discipline and other unhealthy impacts of a negative school climate and culture. English Learners and Low Income students are also more likely to be impacted by negative school culture and climate. These programs and systems of support, while continuing their previous work, will adapt their range of supports for staff and students during distance learning. It will be important and essential to maintain connectedness during distance learning in order to maintain a sense of belonging. The PBIS and SEL programs will be critical elements in communicating and teaching best practices for integrating SEL into daily instruction and establishing clear classroom and school wide supports to build positive culture and climate.

Nursing services are provided through TCDE. Our assigned nurse supports our staff and students with student vaccination requirements, hearing/vision screenings, social/emotional support, and any other health concerns that might arise at our school. In addition, the nurse provides support and guidance with our students with special needs. Examples of support have included unduplicated students with special dietary needs. The helped with the process of making modifications within the school lunch program to meet the student's dietary needs.

Each year we interact with families several times throughout the year. For example; Back To School Night, Family Thanksgiving Feast, Winter performance, Spaghetti Feed Fundraiser, and Open-House. Due to COVID-19 restrictions and requirements, those activities have been postponed until the following school year. Parent conferences will still be conducted following safety and health precautions. In place of the many other activities, we conducted a new student orientation at our school before the beginning of the school year. Families came

at designated appointment times and followed all health and safety protocols. In order to prepare for distance learning, we will be providing a distance learning orientation for families. These engagement opportunities will not provide support for all of our families but especially our low-income and EL families. Families will get a hands-on experience of using all of our digital platforms that will be utilized during distance learning. Families will be explained the expectations and requirements of students. During the orientation, staff will communicate more opportunities for support and staff contact information.

Our instructional staff consists of three paraprofessionals and two full-time credentialed teachers. This school year we were able to add a paraprofessional staff member to our school community. With a strong and larger team, we are able to meet the academic needs of all of our students. We can provide extra support for our low-income students, students performing below-grade level, EL students, students with special needs, and students that experienced learning loss during the closures. Examples of support will include intervention and increased one-on-one support for students in need will be delivered by our instructional staff.

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

This entire plan addresses purchases and educational decisions that benefit our English learners and low income students. During in-person and distance learning, our main goal is to support our students academically, socially/emotionally, and nutritionally. To summarize, devices will be provided to all students that are in need of one during distance learning and in-person learning. Free breakfast and lunch meals will be distributed on a daily basis during in-person and distance learning. A safe and academically supportive expanded learning program will be provided to all students to provide enrichment and homework support for our low-income and EL students. Curriculum support and professional development will help meet the needs of students that have experienced learning loss, special needs students, EL students, and low-income students. Title III Consortium will provide professional development and training to allow EL students to "catch-up" as a result of the school closures. We will continue our MOU with TCDE in the following; Resource Specialist Services, Nursing Services, and Psychological Services to support our unduplicated pupils, EL students, and students that are in need of additional social/emotional support. Our family engagement and social/emotional learning will continue to be priority even with the COVID-19 restrictions and requirements. We will continue to make connectedness a priority and meet/teleconference with families while following local health department guidelines and requirements. Our instructional staff will deliver standards based curriculum, and support our students that our low-income, EL, special needs, and that experienced learning loss as a result of the school closures.

**Combined Daily Participation and  
Weekly Engagement Template**  
*Education Code (EC) Section 43504*

**Section A – Local Educational Agency (LEA) and Class Information**

<b>LEA:</b>		<b>Month of:</b>		<b>Certificated Employee:</b>	
<b>School Site:</b>		<b>Week of:</b>		<b>Grade Level/Class Title:</b>	

**Section B – Weekly Assignments**

Day of Week	Summary of Assignments/Assessments	Instructional/Assignment Delivery Method		Day of Week	Summary of Assignments/Assessments	Instructional/Assignment Delivery Method	
<b>Monday:</b>    Non-Instructional Day:		<b>In-person Instruction</b>		<b>Thursday:</b>    Non-Instructional Day:		<b>In-person Instruction</b>	
		<input type="checkbox"/> Full Day	<input type="checkbox"/> Partial Day			<input type="checkbox"/> Full Day	<input type="checkbox"/> Partial Day
		<b>Video or Online Synchronous Instruction/Assignment</b>				<b>Video or Online Synchronous Instruction/Assignment</b>	
		<input type="checkbox"/> Full Day	<input type="checkbox"/> Partial Day			<input type="checkbox"/> Full Day	<input type="checkbox"/> Partial Day
		<b>Asynchronous Instruction</b>				<b>Asynchronous Instruction</b>	
<input type="checkbox"/> Full Day	<input type="checkbox"/> Partial Day	<input type="checkbox"/> Full Day	<input type="checkbox"/> Partial Day				
<b>Tuesday:</b>    Non-Instructional Day:		<b>In-person Instruction</b>		<b>Friday:</b>    Non-Instructional Day:		<b>In-person Instruction</b>	
		<input type="checkbox"/> Full Day	<input type="checkbox"/> Partial Day			<input type="checkbox"/> Full Day	<input type="checkbox"/> Partial Day
		<b>Video or Online Synchronous Instruction/Assignment</b>				<b>Video or Online Synchronous Instruction/Assignment</b>	
		<input type="checkbox"/> Full Day	<input type="checkbox"/> Partial Day			<input type="checkbox"/> Full Day	<input type="checkbox"/> Partial Day
		<b>Asynchronous Instruction</b>				<b>Asynchronous Instruction</b>	
<input type="checkbox"/> Full Day	<input type="checkbox"/> Partial Day	<input type="checkbox"/> Full Day	<input type="checkbox"/> Partial Day				
<b>Wednesday:</b>    Non-Instructional Day:		<b>In-person Instruction</b>					
		<input type="checkbox"/> Full Day	<input type="checkbox"/> Partial Day				
		<b>Video or Online Synchronous Instruction/Assignment</b>					
		<input type="checkbox"/> Full Day	<input type="checkbox"/> Partial Day				
		<b>Asynchronous Instruction</b>					
<input type="checkbox"/> Full Day	<input type="checkbox"/> Partial Day						

**Section C – Daily Participation**

LEA:		Month of:		Certificated Employee:	
School Site:		Week of:		Grade/Class Title:	

**Legend: 100 – No Participation/Absent; 200 – In-Person Instruction; 300 – Student or Parent/Guardian Contact; 400 – Assigned Work Submitted / Assessment Completed; 500 – Other**

Student	Monday			Tuesday			Wednesday			Thursday			Friday		
	100	200	400	100	200	400	100	200	400	100	200	400	100	200	400
		300	500		300	500		300	500		300	500		300	500
	100	200	400	100	200	400	100	200	400	100	200	400	100	200	400
		300	500		300	500		300	500		300	500		300	500
	100	200	400	100	200	400	100	200	400	100	200	400	100	200	400
		300	500		300	500		300	500		300	500		300	500
	100	200	400	100	200	400	100	200	400	100	200	400	100	200	400
		300	500		300	500		300	500		300	500		300	500
	100	200	400	100	200	400	100	200	400	100	200	400	100	200	400
		300	500		300	500		300	500		300	500		300	500
	100	200	400	100	200	400	100	200	400	100	200	400	100	200	400
		300	500		300	500		300	500		300	500		300	500
	100	200	400	100	200	400	100	200	400	100	200	400	100	200	400
		300	500		300	500		300	500		300	500		300	500
	100	200	400	100	200	400	100	200	400	100	200	400	100	200	400
		300	500		300	500		300	500		300	500		300	500

Legend: 100 – No Participation/Absent; 200 – In-Person Instruction; 300 – Student or Parent/Guardian Contact; 400 – Assigned Work Submitted / Assessment Completed; 500 – Other

Student	Monday			Tuesday			Wednesday			Thursday			Friday		
	100	200	400	100	200	400	100	200	400	100	200	400	100	200	400
		300	500		300	500		300	500		300	500		300	500
	100	200	400	100	200	400	100	200	400	100	200	400	100	200	400
		300	500		300	500		300	500		300	500		300	500
	100	200	400	100	200	400	100	200	400	100	200	400	100	200	400
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		300	500		300	500		300	500		300	500		300	500
	100	200	400	100	200	400	100	200	400	100	200	400	100	200	400
		300	500		300	500		300	500		300	500		300	500
	100	200	400	100	200	400	100	200	400	100	200	400	100	200	400
		300	500		300	500		300	500		300	500		300	500

**Section D – Certification**

I hereby certify that the information contained on this record is accurate and correct, that the assignments listed represent worth of instructional minutes on each day listed, and that daily participation, including absences was verified for each student in my class.

Teacher’s Printed Name: \_\_\_\_\_ Teacher’s Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Section E – Instructions

For distance learning, the minimum instructional day consists of 180 instructional minutes for transitional kindergarten and kindergarten, 230 instructional minutes for grades one through three, 240 instructional minutes for all other grade levels, 180 minutes for students enrolled in continuation high school, and for students concurrently enrolled at least part time in a community college, University of California, or California State University, and shall be based on the time value of assignments as determined, and certified to, by a certificated employee (EC sections 43501 and 43502).

Each LEA shall ensure that a weekly engagement record is completed for each student documenting synchronous or asynchronous instruction for each whole or partial day of distance learning, verifying daily participation, and tracking assignments (EC Section 43504(e)).

Each LEA shall document daily participation for each student on each instructional day, in whole or in part, for which distance learning is provided. A student who does not participate in distance learning for at least part of an instructional day shall be documented as absent for that instructional day. Daily participation may include, but is not limited to, evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between employees of the LEA and students or parents or guardians. (EC Section 43504(d)).

<p>In Section A enter the following LEA and class information:</p> <ul style="list-style-type: none"> <li>• <b>LEA:</b> Enter the LEA name.</li> <li>• <b>Month of:</b> Enter the first date of the school month for which the Weekly Engagement Records are being generated.</li> <li>• <b>Certificated Employee:</b> Enter the name of the certificated employee/teacher.</li> <li>• <b>School Site:</b> Enter the school site name.</li> <li>• <b>Week of:</b> Enter the weekly date range for which assignments are made and participation was verified.</li> <li>• <b>Grade Level/Class:</b> Enter the grade level or class title.</li> </ul> <p>In Section B enter the following weekly assignment information:</p> <ul style="list-style-type: none"> <li>• <b>Day of Week:</b> Enter the date within the weekly date range. If no instruction was provided, select the box next to Non-Instructional Day.</li> <li>• <b>Summary of Assignments/Assessments:</b> List student assignments/assessments for each instructional day.</li> <li>• <b>Instructional/Assignment Delivery Method:</b> Indicate if the instruction or assignments were delivered in person, video or online synchronous, or asynchronous and if full or partial day. If full day is marked, only one instructional/assignment delivery method should be identified. If partial day is marked, more than one instructional/assignment delivery method may be selected.</li> </ul>	<p>In Section C enter the following student daily participation information:</p> <ul style="list-style-type: none"> <li>• <b>Student:</b> List the names of each student in the class.</li> <li>• <b>Daily Participation:</b> For each student for each instructional day, identify if the student participated or did not participate in the instruction/assignments. If the student participated, indicate how student participation was measured. More than one box may be checked. If no participation is verified, the student is absent for the day.</li> </ul> <p>In Section D enter the following certification information:</p> <ul style="list-style-type: none"> <li>• <b>Certification:</b> Add in the time value of assignments to those the teacher is certifying. If the teacher is certifying to a full instructional day then input “a full day” into the fillable section. If the teacher is certifying to a specific time value in hours or minutes then input the specific number of minutes or hours being certified to into the fillable section.</li> <li>• <b>Teacher's Printed Name:</b> Print the name of the teacher certifying the record.</li> <li>• <b>Teacher's Signature:</b> The teacher certifying the daily participation and weekly engagement records must sign this section. For the 2020–21 school year only, districts and county offices can implement the use of electronic signature for weekly attendance reports, daily participation, and weekly engagement records without prior CDE approval, as long as the requirements listed on the 2020–21 Funding and Instructional Time FAQs under question 17 under the heading Attendance Accounting and Reporting are met. The FAQs can be found on the CDE website at <a href="https://www.cde.ca.gov/fg/aa/pa/pafaqs.asp">https://www.cde.ca.gov/fg/aa/pa/pafaqs.asp</a>.</li> <li>• <b>Date:</b> Enter the date that the record is signed.</li> </ul>
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