

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 COVID-19 pandemic has affected the entire Ferndale community and altered the lives of our students, families, and staff. The unexpected closure of schools in March 2020 impacted the physical, emotional, social, and educational needs of our students and caused high levels of stress and trauma to students and school staff and their families.

The closure of schools impacted many students and families by initially decreasing access to basic services. The broader economic impacts of the pandemic, including increased unemployment, have increased existing challenges such as food insecurity, access to childcare and access to technology/connectivity. Families and students were also impacted by the physical separation from targeted supports and services that are typically provided in-person, including many services for English Learners, Foster Youth, Homeless Youth, and Students with Disabilities. The COVID-19 pandemic also resulted in increased isolation and disconnection due to the physical and social separation from the classroom and school community. Curriculum pacing, traditional methods of instruction, and assessments of student learning were also disrupted.

Ferndale Unified is a small, rural district with one high school and one TK-8 school. The district serves approximately 450 students, 150 high school students and 300 elementary school students. 53.3% of students in the district are socioeconomically disadvantaged, 6.7% are English Learners, and less than 1% are foster youth or homeless youth.

In developing the Learning Continuity and Attendance Plan, FUSD acknowledges the pandemic's disproportionate impacts on students and families who were already experiencing inequitable outcomes. These students include socioeconomically disadvantaged students, English learners and students with disabilities. We identified the issues that made distance learning a challenge for our students and educators. Connectivity and device availability were not large issues for our district and we were able to provide all families in need with devices and connectivity options. Additionally, food service continued through the school year with a seamless summer nutrition program that allowed us to provide breakfast and lunch daily for all students during the school closure. The major challenges during the distance learning in March-June of 2020 were attendance issues among students and a lack of assignment completion across grade levels. Additionally, competing IEP

amendments as well as changes to Speech Therapy, Counseling and EL services due to no in person learning was a difficult process. The district worked to provide these services through distance learning but noted this is an area that needs improvement if the district must re-enter in to a full distance learning model.

Over the summer, the school board voted to return to in person learning and district administration with input from all stakeholders worked with the Humboldt County Department of Public Health and the Humboldt County Office of Education to submit School Site Specific Protection Plans for both of our school sites and a return to learning plan for both sites. The SSSPPs can be found on the school website at ferndalek12.org. These plans meet all the requirements from Humboldt County Public Health for our sites to return to in person learning on August 31, 2020. In addition site administration and staff worked together to come up with plans for a school day that would incorporate a distance learning option for families who need that option for high risk reasons. Also, as the pandemic is fluid, we are prepared to move into full distance learning if needed. Input sessions, information sessions and surveys were offered to all families and staff in the district and were made available in Spanish as well as English as all EI and non-English speaking families in the district at this time are Spanish speaking. All decisions and procedures during the 2020 school site closure to students and for the start of the 2020-2021 school year were communicated through mail, email and social media.

Stakeholder Engagement

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

Ferndale Unified's efforts to solicit stakeholder feedback to inform the district's School Site Specific Protection Plan, In person and distance learning options and the Learning Continuity and Attendance Plan began in June and have continued throughout the development process. The district's planning process toward the reopening of schools began with guidance from the Humboldt County Office of Education and the Humboldt County Department of Public Health. Engaging in outreach and surveying stakeholders has provided and continues to provide valuable input to inform the district's planning in Academics, Attendance & Engagement, Culture & Climate, District Communication, Nutrition Services, and Public Health. As the 2019-20 academic year came to a close and throughout the summer, the district administered surveys to families, students and staff to gain their feedback on distance learning and options for the fall. These surveys were made available in English and Spanish and administered via email, text message and social media through our all call system. A total of 220 families responded to the survey and detailed results can be found in various board packets. We also held staff and parent input meetings during July through Zoom and took input and provided updated information from CDE, HCOE and HCDPH. We also had an input session for Spanish speaking students, parents and families. The administration and school board also worked with the teachers through FUTA (Ferndale Unified Teacher's Association) to develop an agreed upon MOU for schedules and procedures during the pandemic. also The district's efforts to engage stakeholders in providing input to the Learning Continuity and Attendance Plan began early so that the information received would meaningfully inform plan development. From the surveys in June and July and input sessions in July as well as input sessions at the August

board meeting and from parent emails and phone calls throughout the summer, the district gained a lot of valid input prior to engaging in plan revisions during leading up to and following the public hearing in early September.

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

All public and staff input sessions were available through zoom link and teleconference. Notification of these meetings and the information needed to join were sent through email, mail, text message and social media. All messages were sent in Spanish to Spanish speaking families.

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

All stakeholder groups had the following concerns in common: Increased communication from teachers regarding distance learning requirements and schedules; an option for synchronous learning, especially synchronous instruction. Parent and staff survey results suggested that 85% of families in the district and 80% of teachers in the district preferred in person instruction if possible. The majority of those surveyed also requested 5 day a week in person instruction. Stakeholders represented students with IEPs and other supports voiced concern over ensuring those supports remained in place in the most true to the plan form if distance learning is in place. Additionally, members from most stakeholder groups shared their concerns over PPE, sanitizing procedures and cohort planning.

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

All aspects (including an in person instruction model, the offering of distance learning to families who referred that choice, the development of protection and safety plans and procedures and schedules) of the Learning Continuity and Attendance Plan were influenced by stakeholder input as all areas of concerns were addressed in our School Site Specific Protection Plans (as monitored by the county office of education and the county public health department) and the specific site plans for in person and distance learning models. The School Site Specific Protection Plans are also posted on the school websites.

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.]

Based on the survey results suggesting that 85% of families in the district and 80% of teachers in the district preferred in person instruction if possible, the district moved forward throughout the summer with planning for in person instruction. Coordination with the Humboldt County

Department of Public Health, the Humboldt County Office of Education, the Ferndale Unified Teacher's Association and input from all stakeholders, the district worked to create the required School Site Specific Protection Plans and an MOU between the district and the teacher's association. In order to meet all suggestions and guidelines for safely re-opening schools many things had to be considered and planned carefully for both Ferndale Elementary School and Ferndale High School. On August 31, 2020, Ferndale Elementary (TK-8) began the school year with 221 in person/on site students and Ferndale High School (9-12) began the school year with 128 in person/on site learners. In order to also serve students whose families requested distance learning due to risk factors in their home environment, the school schedules were designed to meet the required daily instructional minutes for 2020-2021 (K = 180 minutes daily, 1-3 = 230 minutes daily, 4-12 = 240 minutes daily) with an earlier than usual release time at both sites to provide an opportunity for added assistance for distance learners from 1:15-3:15 pm daily. Additional changes that had to be made were smaller classroom/cohort sizes, directional movement in the hallways, students staying in their classroom cohorts for lunch and recess, a reduction to 2 periods a day instead of 4 periods a day (block schedule) for the middle school, and a reduction from 7 periods a day to 4 periods a day at the high school (semester broken into two 4 period quarters). Also, additional cleaning and sanitizing were scheduled throughout the day, all students and staff are required to wear masks while at school, social distancing of 3-6 feet is maintained between student work stations, hand washing and sanitizing were increased throughout the day, and outdoor eating and instructional spaces were created. Masks, face shields and protective barriers were provided to all staff and masks are available for any students who need them. Also, symptom and temperature check stations are required for entry into the school buildings every morning. Initial assessment for learning loss helped teachers to plan for additional instruction needed as well as arrange for intervention and support where needed. The smaller class sizes due to social distancing requirements will also support students with learning loss. These smaller class sizes did require additional teaching staff at the elementary school. All other supports are in place in the in person and distance learning school days for students (math intervention, IEP accommodations and supports, EL support and instruction, and OT and Speech Therapy support. Additionally, all teachers are instructing their in person learners on the use of the digital learning platforms that will be used should a cohort or school quarantine or closure be necessary. Finally, NWEA assessments, MAP assessments, and local assessments are used to assess learning loss from the spring of 19-20 so interventions can be planned and implemented accordingly.

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

Description	Total Funds	Contributing
Face coverings (masks and face shields) for any staff or students needing them (including high needs students)	20,000	Yes
Increased supply of hand soap and hand sanitizer. Hand sanitizer dispensers.	23,043	No
Thermometers for temperature check/health screening of students and staff.	2,000	No
Disinfecting materials and supplies (Disinfecting spray, Disinfecting liquid, disinfecting wipes, towels, gloves, etc.)	30,000	No

Description	Total Funds	Contributing
Signage, posters, floor decals for marking social distancing, unidirectional moment, exit/entry points, reminding students and staff to social distance, wear masks, wash/sanitize hands	1,000	No
Increased HVAC filter replacements and purchase of air filter and purifying devices for certain spaces	2,000	No
Plexiglass and plastic to provide barriers when close contact is likely	10,000	No
Supplies to limit sharing of instructional materials and equipment	10,000	No
Supplies to facilitate outdoor instructional spaces	5,362	No
Instructional materials and supports to address learning loss	15,881	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.]

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 resembles 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.

Ferndale Unified's distance learning plan will include a combination of synchronous and asynchronous learning. The district 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 has balance between synchronous and asynchronous learning and between whole class and small group support. The teachers will maintain teacher autonomy with distance learning curriculum that mirrors the in person curriculum. This will also ensure distance learners have equitable access to core curriculum.

As noted in the stakeholder feedback section, community input reflected some dissatisfaction with the distance learning model implemented from March-June. District staff have, in their own reflections, identified a number of areas in which significant improvements were needed. Daily, live instruction and interaction was a key area for improvement in the spring, with asynchronous learning being the primary model. The parents and families have strongly voiced their desire to see their teachers provide students the full classroom experience, including peer to peer interaction when possible. The requirement for daily, live instruction has been affirmed by Senate Bill 98. If full distance learning is needed again, Ferndale High School and Ferndale Elementary School will be offering consistent, daily, live instruction for every student with the option of participating through recorded instruction later. The option to later view recorded instruction is critical in supporting the different needs of learners, some of whom need to watch instruction over again as well as the individual needs of families during a shelter in place type order. The district believes that all students should receive the minimum required minutes of instruction and student support per day, which shall include both scheduled synchronous and asynchronous instruction. In addition to direct, live instruction every day for every student, a key expectation of the district's plan is teacher availability to students outside of that time. Access and availability is acknowledged as a key element enabling students to fully access the curriculum regardless of the mode of instruction. Whether at a distance or in-person, students - and family members - need consistent and reliable access to teacher support. This includes maintaining open communication channels and identified times at which support can be obtained.

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.]

During the spring and summer months the district assessed connectivity and technology needs of each students through he use of surveys, emails and phone calls to all families. At this time the district has purchased additional Chromebooks to allow for a 1-to-1 device ration so all students can be assigned a device for in person and/or distance learning. Additionally, during the closure in the spring, all students who needed assasinate with connectivity were provided with hot spots for distance learning,. The only barrier with connectivity are the few families who live where the only available internet connectivity is through satellite internet and we have had some issues with streaming and Zoom for those families. Hot spots were provided for families who could go to another residence to do school work or the school libraries were made available for wireless access as needed. We will continue to reach out to families with connectivity concerns and provide connectivity as needed should another transition to full distance learning be necessary.

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.]

The instructional plan is to meet the minimum instructional minutes of instruction that includes either synchronous and asynchronous instruction, including interaction with peers and support check-ins. Attendance will be taken in Aeries in both scenarios. Regular instruction, check-ins and assessments, plus information logged in from several daily "checking for understanding activities/discussions" as well as assignment completion and correctness will be used to monitor attendance, engagement and academic progress. The district will use Aeries and the CDE form for tracking distance learning requirements and instructional minutes.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Teachers were encouraged to attend distance learning training through the Humboldt County Office of Education and the SHIFT conference. A lead teacher from each site attended the SHIFT training on distance learning and shared their learning with the rest of the staff. With the focus on returning to in person instruction, teachers worked to incorporate their distance learning tools into the classroom. This includes Google Classroom, Zoom, online textbooks and learning tools and school email. Teachers cab request additional professional development and upon approval can attend sessions to improve their distance learning instructional model. Additionally, special education teachers attended SELPA trainings specifically related to challenges and solutions in special education service during the pandemic.

Staff Roles and Responsibilities

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

Altered schedules allow for in-person teaching from the beginning of school until 1 each day at both sites. Synchronous learning happens through students zooming in to the in person classes. If a shift to full distance learning happens, teachers will teach from their classrooms and all students will zoom in for synchronous learning. From 1:45 until 3:15 daily, teachers assistant distance learning students through Zoom meetings, email, and telephone. RSP teachers, the EL teacher, intervention teachers and teachers aides assist distance learners throughout the school day to provide supports and accommodations as directed by individual student learning plans. Counselors continued to

monitor student mental health and emotional well being through Zoom meetings, telephone calls and emails. The School Site Specific Protection Plans and the MOU with the Bargaining Unit worked to increase safety and protection measures for both staff and students.

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.]

All students who need them can receive hotspots and devices to access synchronous instruction, recorded instruction, Google Classrooms and online programs as needed. General ed. and resource teachers collaborate to plan and evaluate the online, paper, and Zoom meeting results, as they are completed by students receiving differentiated and integrated ELD instruction. English Learners are invited to extra individual and small group instructional support Zoom meetings that are held for students to access designated and integrated ELD instruction. RSP teachers create accommodations and supports as well as assignments at each student's level to supplement the weekly general education assignments for differentiated and integrated lessons. Teachers hold office hours and/or check-in times Monday through Friday to help support students who have additional questions or need extra guidance. This includes phone calls and/or email contact. Students with a 504 or receiving services through an IEP, low income students, Homeless and Foster Youth, and English Learners are all served by having extra staff assigned or available to them. Support staff is sometimes scheduled through regular Zoom time. But more often, School Psychologist, Counselors, Speech Therapist and other resource staff members hold additional sessions to provide services for students and individual families based on their needs or Individual Educational Program. All students can schedule on site visits as needed for speech therapy, IEP supports and accommodations, connectivity, counseling, etc.

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

Description	Total Funds	Contributing
Chromebook purchases	84,680	No
Charger replacements for Chromebooks	1,000	No
Hot spot devices purchase	1,000	No
Hot spot data purchases	1,000	No
Hot spot devices and data purchases for high needs students (low-income, English Learners, Foster and Homeless Youth)	3,000	Yes

Description	Total Funds	Contributing
Online/distance learning tools and platforms	10,000	No
Technology purchases for staff use to enhance distance learning (microphones, cameras, headsets, etc.)	25,000	No
Increased server space, connectivity upgrades, ethernet extensions for Distance Learning connectivity and sustainability	45,000	

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.]

Students will complete formative/pre-assessments at the start of school to determine baselines so that staff can assess each students' learning status and plan accordingly to provide appropriate instruction to address learning loss and move forward with attainment of current year standards. Assessments used may include, but are not limited to: NWEA assessments, CAASPP Interim assessments, Grade level shared assessments and individual teacher created assessments.

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.]

English Learner Teacher and aides, Intervention teachers, small group instruction, teacher aide and tutor support will all assist in the general education teachers' strategies to address learning loss and achievement gaps. The EL teacher will continue to complete EL assessments as regularly scheduled for additional assessment data.

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.]

Growth from baseline will be the primary measure of effectiveness. Data from assessments and teachers will be reviewed at the end of quarters (high school) and trimesters (elementary school) to affect instructional planning and intervention planning.

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

Description	Total Funds	Contributing
<p>Actions will be determined throughout the school year as assessment results are analyzed and Instructional Leadership Teams can meet to make decisions for best addressing learning loss in wither the in person or distance learning model. NWEA, MAP, and local assessments will be used to determine learning loss. Differentiated classroom instruction, Reading Intervention, Math Intervention and Core Support programs will be used to mitigate learning loss.</p>	<p>No new spending</p>	<p>No</p>

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 school counselors, administrators and other support staff members held additional lessons online to provide services for students and individual families based on their social emotional needs during the school closure in the Spring of 2020. Counselors and administrators also completed home visits to offer additional support when needed. For the Fall of 2020, the school counselors are designing new virtual supports and resources for distance learning students and families. This may include a individual and small group sessions as appropriate as well as links to additional programs and support through our county office of education. In person students will continue to receive counseling services on site to support social and emotional well-being.

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.]

With our small schools and class sizes, teachers know their students well and have the ability to address the academic or social/emotional needs as they arise. Students do not "fall through the cracks" in Ferndale schools, which is one of the strengths of the district. Family training for Zoom access and Google Classroom was provided in the Spring of 2020. Follow up phone calls (with a Spanish speaking translator when needed) were conducted to ensure apps and processes were fully understood by parents who spoke only Spanish. Special arrangements for technology, meals, class meetings and work exchanges were made and deliveries were arranged when needed. Teachers and administrators regularly contacted families of students who were not engaging with distance learning in the Spring to ensure connectivity and technology needs were met, to offer instruction for technology apps as needed and to ensure that all supports (EL, IEP, mental health, etc.) were in place and could be accessed. Surveys for the planning of the 2020-2021 school year were delivered through email, mail and social media links to allow all families to give input in English or Spanish. The schedule and procedures for the upcoming year was shared, along with options and recommendations for families who feel they need a different instructional model. Regular check-ins and follow-ups during the 2020-2021 school year will reinforce that attendance and learning are being monitored and there are expectations for success. If there is a lack of attendance or engagement, the district will follow regular outreach procedures (Phone calls, letters, conferences) for addressing those concerns.

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.]

Our regularly planned menus will be served for school breakfasts and lunches and will be provided in person and for pick-up and delivery for distance learners for the 2020-21 school year. Meal pick up times and locations will be communicated to parents via the all call system.

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

Section	Description	Total Funds	Contributing
School Nutrition	Supplies needed for individual serving/plating of school breakfasts and lunches.	25,000	No
Distance Learning Program (Staff Roles and Responsibilities)	On site custodial personnel in addition to contracted custodial services for increased cleaning and sanitizing.	52,852	No

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
9.03%	417,027

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.]

According to the LCAP, Supplemental and Concentration funds were used at Ferndale HS to provide .17 FTE (1 period) of College and Career Readiness (formerly AVID) and College and Career Readiness training, .34 FTE (2 periods) of Financial Management, .17 FTE (1 period) Math Intervention and 1.2 FTE of Counseling at the middle school and high school levels for social/emotional support for students. These services helped the student and families to understand both high school graduation and college entrance requirements. The counselor met with all unduplicated students and parents at least once each school year to update requirements, review the student's academic and career path, and to provide information regarding financial support for postsecondary education. These services are all geared towards assisting students to meet the high school graduation requirements and career/college readiness after 12th grade. The counseling support also helped encourage student attendance, increased students' positive perception of their school/education and

encouraged a positive school climate. Additionally, the AP Testing Fees were be paid by the District to remove any economic barriers that may prevent a student from participating in the testing.

At Ferndale Elementary School, Supplemental and Concentration funds were primarily used to support EL students in the acquisition of the English language and support within their Core Classes. A 1.0 FTE Certificated EL teacher and 2 .495 FTE EL aides provided direct assistance to these students. Additionally, NWEA testing was be used three times a year to assess the academic progress of these students and assist in identifying intervention needs by student group.

Additional technology was purchased and made available to unduplicated students for checkout/ borrowing to support their learning outside of the school day at the after school program and in the home. Districtwide we will increase/reinforce the technology available for instruction and student learning at all grade levels with the purchase of a combination of Laptops, Computers, Chromebooks and Ipads, Chrome Carts, and software programs; Accelerated Reader, Math IXL, Raz K, etc.. The District will contribute to the salary of a regional Foster Youth Liaison to serve the foster youth of the district for increased services and additional support. The District will provide CalSoap tutors at the middle and high school levels to support the academic development of unduplicated students.

The actions listed above were successful in providing the improved and additional services needed to help all students succeed in the District as we continue to adapt to an ever changing student demographics.

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

According to the LCAP, Supplemental and Concentration funds were used at Ferndale HS to provide .17 FTE (1 period) of College and Career Readiness (formerly AVID) and College and Career Readiness training, .34 FTE (2 periods) of Financial Management, .17 FTE (1 period) Math Intervention and 1.2 FTE of Counseling at the middle school and high school levels for social/emotional support for students. These services helped the student and families to understand both high school graduation and college entrance requirements. The counselor met with all unduplicated students and parents at least once each school year to update requirements, review the student's academic and career path, and to provide information regarding financial support for postsecondary education. These services are all geared towards assisting students to meet the high school graduation requirements and career/college readiness after 12th grade. The counseling support also helped encourage student attendance, increased students' positive perception of their school/education and encouraged a positive school climate. Additionally, the AP Testing Fees were be paid by the District to remove any economic barriers that may prevent a student from participating in the testing.

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