

Learning Continuity and Attendance Plan (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 Fullerton Joint Union High School District (FJUHS) was organized in 1893 and serves grades 9-12. It serves a fifty-square-mile area that includes the elementary districts of Buena Park, Fullerton, La Habra, and Lowell Joint. Six four-year comprehensive high schools are operated by the District -- Buena Park High School (BPHS), Fullerton Union High School (FUHS), La Habra High School (LHHS), Sonora High School (SOHS), Sunny Hills High School (SHHS), and Troy High School (TRHS). La Vista High School (LVHS), a continuation high school, and La Sierra High School (LSHS), an alternative high school, also serve FJUHS students. The District serves a varied ethnic and socioeconomic population of families: 58% Hispanic, 18% Asian, 14.5% White, 3.6% Filipino, 3.3% Two or More Races, 1.9% African American, .4% Pacific Islander, and .1% Native American or Alaskan Native. English Learners (EL) make up 10.7% of students and 1.5% are in English Language Development (ELD) courses. Active parent organizations, an involved business community, and supportive higher education institutions are enjoyed by the District. Total Enrollment: 13,125 students. Staff includes 550 certificated employees represented by the Fullerton Secondary Teachers Organization (FSTO) and approximately 350 classified employees, most of whom are represented by the California School Employees Association (CSEA), Chapter 82.

On March 13, 2020, Governor Gavin Newsom issued executive orders that all California schools be closed to in-person instruction and move to Distance Learning (DL) due to the COVID-19 pandemic. The District, having anticipated the executive order, provided concentrated training to teachers in the use of new and previously acquired online learning tools over the next two school days. In turn, District teachers put together lesson plans that would ensure that their students would be able to move into 100% DL with as little learning loss as possible. The District also surveyed all students to determine who among them did not have internet access at home. Survey results indicated that 480 students needed portable Wi-Fi hotspots. The District ordered and received the needed Wi-Fi hotspots and the devices were distributed to the students who needed them by Tuesday, March 17, 2020. As most stakeholders will know, the District invested in Chromebook learning devices for all students in the spring of 2017. So, all students (and teachers) had already been using Chromebooks for instruction and learning prior to the executive order. Other assistive devices were provided to students who required them based on their unique learning needs as outlined in their Individual Education Plan (IEP), 504 Plan, or other related plans.

As a result of the District's forethought in providing the technology and training required to move to DL, the District began DL on Wednesday, March 18, 2020 for all District students. Not surprisingly, the teaching staff responded with professionalism and a determination to make the

best of the situation. The regular bell schedule was adhered to. It allowed both students and teachers to maintain a somewhat normal daily schedule. As this was uncharted territory for all involved, the District allowed for flexibility in several areas of the instructional program, including temporary changes to the grading system, homework and assessments, and asynchronous learning.

The grading system was temporarily altered so as not to harm students. Students could earn an A, B, or C. If students had a D going into DL, those students were given the benefit of the doubt and given a C-, or higher if their performance demonstrated it. Students who were failing prior to DL either earned a higher grade (A-C) or were given a “No Credit” mark on their grade report. Teachers were flexible in assigning due dates for assignments and in the ways in which students could demonstrate their learning. Teachers used Google Meet and Zoom to have live interactive sessions with their students when possible. Google Classroom became the main agent for lesson delivery and assignments. Screencastify was purchased for the entire District to help teachers create short lessons on a video platform that could be played repetitively or at the student’s convenience. Students worked synchronously and asynchronously to complete assignments.

Each District school monitored the attendance and participation of students in DL. Despite the District’s efforts to provide all students with internet access, each school had some students who did not attend classes and/or did not complete assignments. Each school engaged staff members to reach out to the families of students who were not participating to eliminate barriers that kept them from engaging with their teacher(s). Nevertheless, there was a general decrease in student participation districtwide. Informal discussions with District teachers indicated that as much as 25% to 30% of students did not participate regularly in DL.

It is unknown the extent of learning loss that may have resulted from DL in the spring. It seems reasonable to assume that students who did not participate in classes and/or who did not complete assignments experienced some level of learning loss, even if it was just in relation to content. But because DL was difficult for all involved, even students who signed into virtual classes each day and completed assignments, may have lost learning simply because conditions did not allow teachers to cover the amount of content they normally would have if students had been in a traditional school setting. Students may also have lost learning in academic skills, all of which are improved with guided practice. Reading comprehension, math calculations, and writing are skills that can regress if not practiced for periods of time.

The District has had the benefit of the summer to prepare for the fall 2020/21 school year. District and school staff members have worked tirelessly to ensure both students and staff are able to return to school in the fall equipped learn and teach in an engaging, effective, and efficient learning environment, regardless of whether we are in DL or a Hybrid learning model.

At the time of this draft, two things have occurred that changed the course of fall planning: 1. On July 17, 2020 the governor issued orders that all schools will begin the school year in DL until such time that the county in which a school district resides meets certain minimum health metrics related to COVID-19 for fourteen (14) days. 2. As a result of the new orders, the District shifted negotiations with the Fullerton Secondary Teachers Organization (FSTO) from a desired Memorandum of Understanding (MOU) on a hybrid instructional model to negotiations on a DL model. The Board of Trustees approved a Memorandum of Understanding (MOU) on DL with FSTO on July 23, 2020. The approved DL model includes professional development focused on best practices and technology that will better engage students and improve instruction and learning outcomes.

Through the recommendations of the Reopening Schools Task Force, best practices were identified for all students but included specific recommendations for English learners, students with disabilities, students experiencing homelessness and foster youth.

Stakeholder Engagement

A description of the efforts made to solicit stakeholder feedback, including a description of the options provided for remote participation in public meetings and public hearings and a summary of the feedback provided by specific stakeholder groups.

To make sure that representative stakeholders were involved in the creation of the LCP, District created a Reopening Schools Task Force. The task force met three times (June 18, 22, and 24) and focused their attention on developing a plan for instruction and learning for the fall 2020/21 school year.

Sub Committees of the Reopening Schools Task Force met according to the schedule below and included additional representatives of all stakeholder groups including students, parents, teachers, classified staff, and administration. Based on initial feedback, the task force formulated subcommittees to address key areas of focus for the fall reopening of schools:

- Health and Safety Committee – Met seven times – June 30, July 2, 7, 9, 14, 29 and 30
- Instruction and Student Progress Monitoring Committee – Met eight times with several sub-sub-committee meetings in between – July 1, 6, 8, 13, 15, 20, 27 and 29
- Mental Health and Social/Emotional Learning Committee – Met three times – June 29, July 8, and 13
- Communications Committee – Met three times thus far – August 27, September 3 and 10.

The result of the Reopening Schools Task Force and subcommittees was a tentative recommendation to the Board of Trustees to begin the 20/21 school year with a Hybrid learning schedule (detailed below) and formulated the basis for the Learning Continuity Plan.

In addition to the subcommittees, the District English Learner Advisory Committee (DELAC) was provided a summary of the LCP on Tuesday, August 18, 2020 for review and provided the opportunity to give feedback to the District through virtual means and electronic mail. The draft LCP will be translated into Spanish and Korean and made available to DELAC and ELACs from the various schools in both electronic and hard copy formats for further review and comment.

Each of the meetings described above took place entirely in either a virtual setting or in-person with appropriate social distancing that also included remote access for participants. Thus, all participants were able to choose whether to meet in-person or remotely through platforms like Zoom or Google Meets.

Surveys were conducted to gather feedback from students, parents, and staff. These surveys were conducted online. To prevent undue person to person contact, surveys were not administered in-person. Surveys were translated into Spanish and Korean for non-English-speaking parents.

In accordance with SB 98, a public hearing was held to present and allow for comments regarding the LCP at the regular meeting of the Board of Trustees on September 1, 2020.

Feedback from stakeholders fell naturally into four categories:

- Health and safety of students and staff was preeminent for all stakeholders.
- Student attendance, engagement and assessing and recovering identified learning loss were identified as concerns.
- Mental health has been a significant concern from the outset of school closures in March 2020.
- Communication, specifically how the District would ensure that students would have the ability to connect wirelessly to their teachers and how the District would inform students and parents of student progress was a significant topic, especially with the parents of DELAC who are concerned that communication to parents will not be in their primary language.

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

Of concern to all stakeholders is the health and safety of students and staff. Feedback resulted in the development of a preliminary school safety plan template that is based on the [Orange County Together School Reopening Checklist](#) which was developed out of the [Orange County Health Officers Orders](#) of June 20, 2020 (section 5). Each school, utilizing the Checklist, will have a detailed and site-specific safety plan.

Student attendance, engagement and assessing and recovering identified learning loss were identified as concerns and will be a focus for the 20/21 school year. Accordingly, The District has and will continue to make significant investment in technology and professional development to maximize student engagement and learning.

Mental health has been a significant concern from the outset of school closures in March 2020. Based on feedback from stakeholders, the District created a mental health/social emotional resource page, which includes resources for students, their families, staff members, and their families. The District also partnered with several outside agencies to provide social/emotional support to all students that included specific support to students who have special needs and/or who are experiencing homelessness, foster care, and to English Learners (EL).

The District provides each student with a Chromebook. The District purchased Wi-Fi portable hotspots to ensure that all students have internet connectivity. Communication to families all have either been translated, will be translated, or have translation functions built into the communication medium to ensure that families of EL receive information from schools in their primary language. Specific training sessions will be provided to EL parents on the use of the Aeries Parent Portal, Google Classroom, and Zoom so that they can better support their students.

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.

As stated above, at this time, all schools in Orange County are beginning the 20/21 school year in a Distance Learning model. It is anticipated that state and county health officials will, at some point in the near future, issue new orders allowing schools to begin in-person instruction. Based on that assumption, the District, in concert with representatives of all stakeholder groups as noted above, developed a classroom-based Hybrid instructional schedule for the fall 2020/21 school year. The tentatively Board approved Hybrid schedule is, as of the

writing of this plan, in discussions between the District and its bargaining units. Assuming the plan is approved as presented, students of each school will be placed into one of three cohorts. Students who wish to attend in-person, classroom-based instruction will be placed in either cohort A or cohort B, depending upon class loads for each period in order that appropriate social distancing can be accomplished within each classroom in addition to other recommended health and safety precautions. Students who, for reasons outlined in Senate Bill 98 (SB 98), do not wish to return to in-person instruction may choose to be in cohort C, a completely virtual instructional schedule. In either case, cohorts A and B or cohort C, the District has invested in technology and training to provide live-stream/virtual learning for students regardless of whether the student is at home or in-person. Students who have special needs will be provided instruction in the least restrictive environment and in accordance with their individual education plan (IEP) goals with their accompanying accommodations and modifications. Each day, time has been built into the hybrid schedule to allow for students to be able to meet with their teacher to help make up for learning loss, provide current learning interventions, or to provide students with enrichment activities.

The draft Hybrid schedule is linked here: [Hybrid Learning Schedule](#)

To appropriately implement the Hybrid schedule, the District invested in Personal Protective Equipment (PPE) that will provide for a safe learning environment for both students and staff members. Each District school will develop a School Safety Plan that will serve to attest to staff, students, and their families of the school’s implementation of the [Orange County Health Officers Orders](#) of June 20, 2020. The safety plan will also guide staff and students in appropriate training and safe interactions while on campus. Appropriate safety measures will include safe distancing, temperature checks, and specific classroom procedures as related to safety (i.e. – cleaning and disinfecting), hand washing, mask procedures and sanitizers. Additionally, safety-training procedures are provided for all staff and students at school sites and district offices.

This Hybrid schedule will allow students who have experienced learning loss the opportunity to reengage in rigorous in-person instruction and, through a multi-tiered system of support (MTSS), regain academic skills that may have been lost since March 13th as well as provide for the social and emotional support they may need in order to be successful moving forward. The District is partnering with both inside and outside experts to provide additional support in reading, math, ELD, and services to students with disabilities to accelerate learning for students who have experienced significant learning loss or are at a greater risk of experiencing learning loss due to future school closures. Ongoing assessments will help district schools identify students with significant learning loss or who are at greater risk of learning loss for appropriate interventions.

Actions Related to In-Person Instructional Offerings:

| Description | Total Funds | Contributing |
|---|-------------|--------------|
| Personal Protective Equipment for each staff member and student including but not limited to passive digital thermometers, masks, face shields, sanitizer, clear protective barriers for staff and students when six feet of social distancing is not feasible, | \$1,329,517 | N |
| Technology hardware and software to enhance and improve instruction in the Hybrid model | \$701,395 | Y |
| Professional Development for Staff members: March – August | \$150,000 | N |
| Reading, Math, ELD accelerated learning interventions | \$4,000,000 | Y |

Distance Learning Program

Continuity of Instruction

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

Both the hybrid and DL schedules were created so that students will be able to attend each of their classes every day regardless what model of instruction is in place at the time and they were created in such a way as to minimize disruptions in students' schedules when the opportunity arises to move from DL to hybrid and in the unfortunate event that schools will be required to move back to a DL model.

Under the DL and hybrid models, all students will receive live instruction each day in each of their classes, providing continuity of instruction. Utilizing interactive cameras in conjunction with Zoom or Google Meet, students will be able to interact with their teachers and peers each period, every day whether the student is at home or in-person.

The DL schedule is linked here: [Distance Learning Schedule](#)

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.

All students in the District receive a Chromebook in their freshman year that they may take home and use throughout their enrollment in the District. This practice was in place prior to school closures in March. Freshmen students receive their new Chromebook at student orientation at the beginning of each school year. Practicing appropriate social distancing, the incoming ninth graders all received their new Chromebooks for the 20/21 school year either by picking them up at the school or by delivery if students could not come to the school.

At the outset of school closures in March the District purchased sufficient Wi-Fi hotspots so that students who did not have internet capabilities at home would be able to connect with their teachers through DL. Because of the District's quick actions, every student who was identified as needing a Wi-Fi hotspot received one. For the 20/21 school year, new students and incoming ninth grade students needing Wi-Fi hotspots received them at student orientation or via delivery if they could not come to the school. The District has purchased additional WiFi hotspots and Chromebooks to insure that students will remain connected to their teachers and their school throughout the year.

Chromebooks are set up for each student in such a way that provides them access to all required online instructional materials.

Some of the educational technology utilized by staff and students includes but is certainly not limited to:

Pearson English Language Arts digital platform

Pearson Math digital platform

Read 180 Universal

Math 180 Universal

ALEKS math support platform

STEMScopes Science platform

Cengage ELD platforms for all levels of English Language Development (ELD 1, 2, 3, and 4)

Khan Academy

PBS Learning

Turnitin.com and Revision Assistant

Flip Grid

Go Formative

Go Guardian

Aeries

Google Meet

Zoom

Screencastify

Where hard copy instructional materials are required, like student workbooks, specific locations and processes are set aside for safe and healthy exchange of materials.

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.

FJUHSD uses the Aeries Student Information system to track and report student daily attendance. Teachers will take attendance each period every day. High definition interactive cameras, purchased by the District, and Chromebooks have built in cameras and microphones that allow for teachers to call roll in the traditional manner whether students are physically in class or at home. Teachers may also use other online tools to demonstrate that students are attending class and participating in the learning such as a “focus question” response from each student at the beginning of class.

Student progress will be measured in the completion of work assigned each week and can be monitored by teachers, parents and students in Aeries Gradebook.

Teachers will monitor student attendance and progress each day and will contact student’s family if the student is failing to attend or is not completing assigned work.

If the student continues to miss class or not complete assignments, the student will be referred to administration to determine what, if any, barriers are preventing the student from engaging in classroom instruction and to provide appropriate interventions for students to reengage them in learning.

Distance Learning Professional Development

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

The District and each District school has engaged in extensive professional development both to prepare for and improve DL instruction throughout the spring and summer. Professional development will continue throughout the DL and Hybrid learning schedules.

- Core subject area teachers met to clarify and identify anchor standards for each discipline and to share best practices.
- Teachers on Special Assignment (TOSAs) provided and will continue to provide training on best practices and to facilitate collaboration among subject-specific teachers
- Education Technology Coaches provided and will continue to provide training on education technology and best practices for online instruction. They also created District and school site resource pages that are filled with useful tips, videos, and “how to’s” related to the vast array of educational technology available to staff members.
- AVID teachers met several times and will continue to meet to implement best practices for AVID students in DL.
- Professional development opportunities and supporting resources are being identified and will be offered to Career Technical Education staff members as appropriate.
- ELD teachers have and will continue to meet to ensure English Learners are receiving instruction that is engaging, rigorous, and designed to recover learning loss where it is identified.
- Wednesdays, for both DL and Hybrid learning models, include time for teachers to engage in professional development in schoolwide, department, and other PLCs.
- Each subject area has a Curriculum Committee that, among other things, also helps identify professional development needs for staff members. This will continue throughout the school year.
- Resources that will be provided to staff to support the DL program are extensively listed above under “Access to Devices and Connectivity”

Staff Roles and Responsibilities

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

Where possible and in most cases, support staff continue to aid in the learning process and offer help to students and families in academic, social, and emotional domains as they always have. If possible, support staff are allowed to work from home.

The District purchased an annual license to “The Master Teacher”, an online training platform that has dozens of short training videos that are applicable to teachers as well as support staff. When not engaged in support to teachers, students, parents, or other staff members, they are able to engage in online training that will enhance their skills and knowledge.

Campus Supervisors, Counselors, Instructional Aides, Guidance Technicians, Bus Drivers, and others are helping to reach out in creative ways to students and families to remove barriers to student’s education. For example, bus drivers may be used to transport Chromebooks or Wi-Fi hotspots to student who cannot come to the school to get them. Support staff are not required to work above their classification.

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.

English Learners will receive additional support through the English Learner Family Liaison and the Assistant Principal of Student Services at each school. Both individuals are tasked specifically with supporting the educational needs of EL and connecting EL families to their student’s school. Therefore, ELs will receive specific support through their ELD teacher, if they are enrolled in an ELD course, the EL Family Liaison, and the AP of Student Services. ELs who do not attend classes virtually and/or do not complete assignments will receive phone calls from teacher and if necessary, the EL Family Liaison or administration. ELs will be assessed to determine if there has been significant learning loss and measures will be taken over the course of the school year to recover identified learning loss.

Foster and Homeless youth also have the benefit of additional staff members dedicated to their success. The EL Family Liaison and the APSS are also tasked with meeting with every foster and homeless student and their parent/care giver to inform them of their rights, to assess their needs, to provide them both supplies and resources, to provide them with needed social/emotional support and resources, and to make personal connections with them to make sure they feel welcome in their school. Foster and Homeless student attendance and performance will be reviewed by staff weekly. In addition, foster and homeless students are offered social emotional support through the Leaders in Resiliency mentoring program. Leaders in Resiliency mentors meet weekly with identified students, teaching them coping skills, providing tutoring, and activities that connect students with their school and with one another, even through DL.

Students who are experiencing barriers to attending school for family, emotional, or other reasons will receive support through both outside agencies (i.e. Seneca) and internal experts to work with both the student and the family to identify barriers and find ways with school staff to remove those barriers so that at-opportunity students may be successful.

Students with exceptional needs will receive additional supports as determined by their IEP goals and progress reports or 504 plan. Accelerated learning opportunities will be provided both within the school day and outside the school day as determined by the IEP team. Additional support may come from experts within the District or may be provided through outside agencies to target specific learning needs depending upon the unique learning needs of the student.

Actions Related to the Distance Learning Program

| Description | Total Funds | Contributing |
|--|-------------|--------------|
| Technology hardware and software to enhance and improve instruction in the DL model (See Actions Related to In-Person Instructional Offerings above) | See Above | N |
| Outside agencies to provide social/emotional support | \$500,000 | Y |
| Professional Development (September – June) | \$200,000 | N |

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.

Learning loss must first be assessed and identified to address the learning loss needs of District students. To assess student learning loss District schools will review initial and benchmark assessments in reading (Nelson/Denny reading screening and/or Read 180), math (Math 180 and/or ALEKS) and ELD (Cengage and/or ELPAC Summative Test) prior to the closure of schools in March 2020. Using the same or similar assessments, District schools will test students at the beginning of the 2020/21 school year to determine learning loss since March of 2020. Benchmark assessments will be administered throughout the year and the results will be compared to previous years to assess student recovery of learning. Additional information will help assess learning loss specific to ELs, Foster and Homeless youth, low income, and students with disabilities: Teacher referrals via "Concerned Students" form, Student Intervention Team meeting notes, Informal assessments in ELD classes, and progress reports for students with IEPs.

As stated earlier, each day of the hybrid and DL schedule includes opportunities for students to meet with their teachers. Addressing learning loss will be an effective use of that time. In addition, the District will contract with outside agencies like Lindamood-Bell to provide intervention in reading, Read 180, Math 180 for students who have fallen behind in math skills, and ELD enrichment boot camps.

Instructional staff will receive professional development designed to use the data that will result from the assessments mentioned and design lessons that will address identified learning loss of their students, especially in the first several months of the school year.

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.

Reading:

Assessments/Screening Tools – Read 180 initial assessment and Nelson/Denny

Actions/Strategies - Lindamood-Bell, Read 180 Universal, System 44

Math:

Assessments/Screening Tools - Math 180 initial assessment, ALEKS diagnostics, Math placement tests

Actions/Strategies – Math 180 Universal Course 1, Math 180 Universal Course 2, ALEKS

These assessments and actions/strategies will apply to all students and include the unique learning needs of low-income, foster youth, and homeless students.

ELD:

ELD Enrichment Boot camps (virtual and hybrid)

Individual Learning Plans (ILPs) will be developed for every EL with goals related to each language domain, listening, speaking, reading, and writing. The EL Family Liaison and APSS, along with associated staff, will monitor students' progress quarterly and determine if additional academic supports are needed. For those that need it, the Read 180 program has an integrated platform designed specifically for ELs who may be struggling with learning loss such that their Lexile reading levels drop below 600 (System 44).

Student Intervention Meetings, with ELD student, guardian and teachers to discuss learning issues and develop a plan to provide support. Log entries and continue follow-up with student and teacher.

Instructional aide providing additional support to struggling students (extra reading time, support with writing and speaking)

Tutoring during student support period

Weekly Zoom meeting with ELD students and joining their google classrooms when invited to provide extra support.

Foster and Homeless students:

Leaders in Resiliency mentor program specific to academic and social/emotional support. Student's academic and emotional well-being are reviewed with school staff to ensure students are supported and are making progress.

Students with exceptional needs:

Similar and appropriate interventions will be applied to students with exceptional needs where appropriate. In most cases, the vast majority of students with exceptional needs fall into the mild to moderate category of learning disability. With appropriate modifications the assessments stated above will help staff members determine learning loss for each student and apply appropriate support to students using the same, though adjusted for students with exceptional needs, strategies.

For students whose disability is moderate to severe, additional and appropriate strategies will be employed to accelerate learning throughout the year and regain what was lost.

In each case the assessments and strategies to address learning loss will be applied in accordance with the student's IEP goals or 504 plan goals.

Students with exceptional needs:

Services and strategies to address learning loss will be determined by the student's IEP or 504 plan. But could include both outside and inside experts to accelerate learning.

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.

District schools will administer formative and benchmark assessments throughout the 20/21 school year, review the data and determine the extent to which learning loss has been recovered utilizing the services and supports provided.

Quarterly Read 180 Benchmarks and District review meetings with publisher and teachers to review data and determine student progress and further interventions if needed.

Quarterly Math 180 Benchmarks and District review meetings with publisher and teachers to review data and determine student progress and further interventions if needed.

Districtwide Math benchmark assessments

Districtwide English benchmark assessments

Actions to Address Pupil Learning Loss

| Description | Total Funds | Contributing |
|---|-------------|--------------|
| Outside agencies specifically to help social/emotional and academic support to Homeless and Foster students | \$200,000 | Y |
| Professional development to teachers to administer and evaluate reading and math screenings and develop interventions | \$20,000 | N |
| Data review of benchmark assessments | \$5,000 | N |

Mental Health and Social and Emotional Well-Being

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

The District will take a three-pronged approach in monitoring and supporting the mental health and social and emotional well-being of students and staff.

1. Professional Development/Education to student, parents, and staff (**Prevention**)
2. Service to Students Directly (**Intervention**)
3. Agency linkage & partnership (**Postvention/Follow Up**)

PD:

Site Specific Mental Health Trainings

- Mental Health Presentation to: AVID teachers, all APPS/APSS, all school psychologist, all nurses, all community liaisons, all school counselors
- Trauma Informed Schools Presentation to administration
- Social Emotional Learning Techniques to use in the Classroom (site staff)
- Suicide Risk Assessment Protocol and Procedures (school counselors)

School Counselors provided with resources and surveys for SEL sessions

- Links to community resources
- OCDE/Hatching Results training on SEL
- Strength-Based assessment on student's Coping Strategies

Staff Self-Care sessions Educator Wellness

- Weekly sessions developing techniques to be used personally and professionally

Agency Linkage:

- Informational email sent regarding CareSolace
- District website and site-specific websites will have links to mental health resources
- FAQ document will provide parents/families insight on school-based mental health services and community resources
- Leaders in Resiliency – specific SEL directed toward Homeless and Foster Youth

Service to Students Directly:

- Over 600 students referred to our agency partnerships for counseling supports
- Information provided during SITs, IEP, staff meetings
- Mental Health presentations at Parent Council Meetings,
- Development of DW Mental Health Work Group
- Mental Health presentation at a DELAC Meeting
- Developing Articulation meeting with ALL feeder middle schools to help incoming freshman link to appropriate mental health resources/services
- Bi-monthly meetings with Fullerton Collaborative- Health and Wellness Committee

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.

FJUHSD uses the Aeries Student Information system to track and report student daily attendance. Teachers will take attendance each period every day. High definition interactive cameras, purchased by the District, and Chromebooks have built in cameras and microphones that allow for teachers to call roll in the traditional manner whether students are physically in class or at home. Teachers may also use other online tools to demonstrate that students are attending class and participating in the learning such as a “focus question” response from each student at the beginning of class.

Student progress will be measured in the completion of work assigned each week and can be monitored by teachers, parents and students in Aeries Gradebook.

Teachers will monitor student attendance and progress each day and will contact student’s family if the student is failing to attend or is not completing assigned work.

If the student continues to miss class or not complete assignments, the student will be referred to administration to determine what, if any, barriers are preventing the student from engaging in classroom instruction and to provide appropriate interventions for students to reengage them in learning.

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.

Cafeterias in all seven (7) sites are ready to operate whether the District is 100% online learning for students or when the hybrid schedule is implemented (with the introduction of student cohorts). Where applicable, the District will be participating in all USDA waivers that allow for flexibility in response to the Covid19 uncertainties. Waivers include meal time flexibility, parent/guardian meal pick-up, student congregate requirements, and serve versus offer.

Students Online Learning:

- Through National School Lunch Program (in compliance with all meal patterns)
 - All schools will serve and offer meals during breakfast, lunch, and supper (at 4 qualified schools)
- All schools operating through Grab-and-Go (walk-up or drive thru) and delivering meals to eligible free & reduced students
 - Grab-and-Go (walkup or drive thru)
 - Motorized carts will be set up in student parking lot to serve all meals
 - Touchless payment implemented through use of scanners, student ID cards, and encouraging families to load monies online
 - Meal deliveries to students
 - Utilizing Bus drivers and Instructional aides to deliver meals to student homes or designated meal drop-offs

- PPE's and safety protocols in place following CDC, CDPH, CDE, and OCHA guidelines
 - All Food Service workers will be equipped with adequate PPE's (face masks, face shields, gloves, gowns, sanitizing supplies)
 - Food Service worker schedules will be staggered and social distancing measures in place
 - Signage/posters/ and decals with safety measures and protocols for both staff and students

Hybrid Schedule:

- Through National School Lunch Program (in compliance with all meal patterns)
 - All schools will serve and offer meals during breakfast, lunch, and supper (at 4 qualified schools)
- All schools will have on-campus operations & Grab-and-Go (walk-up or drive thru)
 - Grab-and-Go (walk-up or drive thru)
 - Motorized carts will be set up in student parking lot to serve all meals
 - Touchless payment implemented through use of scanners, student ID cards, and encouraging families to load monies online
 - On-campus operations
 - Meals will be served at the Cafeteria, snack bars, motorized cart in the quad
 - Touchless payment implemented through use of scanners, student ID cards, and encouraging families to load monies online
- PPE's and safety protocols in place following CDC, CDPH, CDE, and OCHA guidelines
 - All Food Service workers will be equipped with adequate PPE's (face masks, face shields, gloves, gowns, sanitizing supplies)
 - Food Service worker schedules will be staggered and social distancing measures in place
 - Signage/posters/ and decals with safety measures and protocols for both staff and students

Additional Actions to Implement the Learning Continuity Plan

| Section | Description | Total Funds | Contributing |
|---------|-------------|-------------|--------------|
| N/A | N/A | \$ 0.00 | [Y/N] |
| N/A | N/A | \$ 0.00 | [Y/N] |

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

| Percentage to Increase or Improve Services | Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students |
|--|--|
| 10.21% | \$12,784,321 |

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.

The Fullerton Joint Union High School District has a large population of EL, foster youth, homeless and low-income students. When considering the reality that of the 13,125 students who will all need additional support to recover learning loss due to COVID-19, there are populations of students that will have the most difficult time in connecting with their school while in Distance Learning. EL, foster youth, homeless students, and low-income students; these are the students who traditionally underperform. Additional actions and services ought to be, therefore, generated with them in mind first. To take that approach is consistent with the District's broad support of Universal Design for Learning (UDL). While all students will benefit from the supports outlined in this plan, they will do so because the District has considered first the equitable services that will meet the needs of those student populations who need the support the most. Social/Emotional support aimed first at foster and homeless youth who often struggle to make lasting and meaningful connections to school even in the best of circumstances, will benefit all students who are experiencing mental health and/or social/emotional issues.

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

Nearly 52% of District students fall into one of the unduplicated student populations listed above. Thus, dedicating a large percentage of the additional supports for connectivity, learning loss recovery, and social/emotional services benefits the majority of the District's overall enrollment. Dedicated support to ELs, foster youth, homeless students and low-income students from the EL Family Liaisons and the APSS constitutes a large human resource investment of the District into supporting our unduplicated populations. Also, the need for technology to maintain internet connectedness (Wi-Fi hotspots) for English learners (EL), foster youth, and low-income, are far greater than the need for other student populations. The vast majority of students taking advantage of the free Wi-Fi hot spots fall into one or more of the unduplicated student populations. Social/emotional support, utilizing outside agencies is used by foster youth and homeless youth at a much higher percentage rate than other student subgroups.