

Fullerton School District - Learning Continuity and Attendance Plan (2020/2021)

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
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| Fullerton Elementary School District | Robert Pletka, Ed. D., Superintendent | robert_pletka@myfsd.org 714-447-7400 |

General Information

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

The Fullerton School District (FSD) has continued to support students and families through a Distance Learning Model since schools closed in March 2020. The unprecedented COVID 19 pandemic has affected the entire community and has drastically altered the lives of our students, families, and staff. The unexpected closure of schools in March 2020 has impacted the physical, emotional, social, and educational needs of our students and their families.

Fullerton School District, located in North Orange County, is recognized for its commitment to excellence in education. The district currently serves approximately 12,850 students in grades preschool through eighth. There are 20 schools in the district: three Junior High Schools serving grades seventh and eighth; two kindergarten through eighth grade; and fifteen kindergarten through sixth grade schools. There are a variety of preschool options at varying schools as well as transitional kindergarten classes. The Fullerton student population continues to grow more diverse. The ethnic distribution breakdown is as follows: 51% Hispanic, 17% White, 22% Asian, 2.1% Filipino, 1.2% African American, and 6.7% Two or More Races/Other. Approximately 44% of students qualify for the National School Lunch Program and 23% of students are identified as English learners. Approximately 75% of the district's English Learner population speak Spanish and 17% speak Korean. There are 34 languages represented in the Fullerton School District.

In developing the Learning Continuity and Attendance Plan (LCP), the district met with stakeholders to discuss learning options for families, access to instructional materials, and programs and services to help mitigate the learning losses due to the pandemic's disproportionate impacts on students and families who were already experiencing inequitable outcomes to include English learners, foster and homeless youth, and Students with Disabilities. FSD stakeholders worked tirelessly to create FSD 360° Program Options that are inclusive and provides equity for all families and our students.

As the district and our stakeholders have planned to "return together" - in the physical and/or virtual space - addressing the learning loss that students experienced during spring and over the summer is a priority. This is especially critical for the student groups experiencing disproportionate impacts from the pandemic. Using this lens, FSD will continue moving forward in support all of our families and their children, with a focus on our most at-risk students per our district's core values and vision: "The mission of the district is to work collaboratively with the community to provide an innovative, high-quality educational program for all students in a safe learning environment. Our motto, "Great Schools - Successful Kids" exemplifies the belief that all students will achieve academic excellence, acquire interpersonal skills, and develop technological expertise to contribute as productive citizens in a democratic society."

The LCP will include adherence to all state and county public health orders to safely return from a distance learning model to in-person instruction. FSD 360° Program Options will meet the needs of students in order to mitigate learning losses by assuring that all students are given an equal opportunity to participate and access all learning opportunities.

FSD has provided resources and materials, both in terms of curricular content and technical support resources. Students and families are able to access resources via district websites, school websites, and individual teacher websites. Additionally, parents are able to pick-up technology devices, textbooks and workbooks provided by school sites to all Pre/TK-8th grade students during distance learning.

A series of professional learning webinars is available to all staff, both live webinars and archived afterward, to support their efforts on providing high-quality learning opportunities for students. Digital learning curriculum, as well as the tools needed to teach virtually, is addressed in these webinars. In addition to grade level lessons provided by classroom teachers, the district created FSD Extended Play live webinars for students. The webinars provide students

additional learning opportunities in the areas of English language arts, mathematics, physical education, enrichment, science, technology, engineering, mathematics (STEM) and visual and performing arts.

After School programs continue to offer distance learning experiences which includes weekly academic support and a variety of facilitated enrichment opportunities such as the arts, virtual tours through museums, parks, and monuments, with correlating discussions and activities. Music, physical activities, health and wellness, and science experiments were integrated weekly.

During the spring closure, FSD collaborated with the City of Fullerton to launch an educational television cable channel, FSD TV. FSD TV incorporated both original standards-based content and content from our educational partners to support students and their families. Shows were recorded and archived to continue to help support families with additional content throughout this current school year.

Families without internet access are provided free hotspots from the district. Teachers are trained on distance learning technologies through webinars and one-on-one coaching sessions. Families can utilize specially designated phone numbers for technical support in English or Spanish, which are monitored throughout the day. IIS technical support personnel followed up on requests for technical support within the day or less. Additional devices were purchased for those students who did not have access at home.

School Year Start Under Current COVID-19 Mandates

In accordance with orders from the California Department of Public Health and the Governor's recent mandates, the district begin the school year on August 11, 2020 in a Distance Learning Model. FSD will be offering several options for learning when the district receives clearance to reopen to in-person instruction. All FSD 360° Program Options will incorporate the following:

Classroom Instruction:

- Live interaction with teachers and classmates with synchronous and asynchronous learning
- Rigorous content aligned with state standards

Daily Tracking of Attendance and Participation:

- Regular attendance checks
- Monitoring of participation and interaction with learning
- Positive reinforcement to engage students
- Professional development and supports for educators

Professional development for Educators:

- Research-based strategies and instructional materials needed to deliver high-quality instruction per essential learning standards
- Utilizing learning management systems to ensure access for students

Assessments and Accountability:

- Assessments administered throughout the school year that evaluate how students are progressing in meeting grade level standards
- Report Cards for each student will continue to be sent home each trimester and/or quarter

Academic Support and Enrichment:

- Academic intervention will be offered to students performing below grade level and for students with learning loss
- Distance Learning accommodations and modifications made for students with special needs through Individualized Education Plans
- Gifted and Talented Education and Honors Classes Instruction
- Enrichment opportunities through supplemental resources

English Language Development for English Learners:

- Integrated and designated ELD for English Learners and continued assessments of English language proficiency

Social emotional supports:

- Support from our mental health staff and counselors
- Social Emotional Learning lessons

Providing the above supports represents FSD's efforts to ensure that our community understands the expectations of our district for providing consistent, high-quality instruction and other services that meet the academic, social, and emotional needs of staff, students and families. Our individual and collective response to the challenges in this pandemic represents an opportunity to continue to build strong foundations, by working collaboratively with all stakeholders, in educating our students that will allow them to thrive in 2020/2021 and beyond.

Stakeholder Engagement

A description of the efforts made to solicit stakeholder feedback.

FSD values collaboration with all stakeholders in developing effective and meaningful engagement opportunities for staff, parents and community members. Engaging in outreach with our stakeholders continues to provide valuable input to inform planning in academics, participation, attendance and engagement, interventions, mental health services, and nutrition.

The district convened members of our current Local Control Accountability Plan (LCAP) and our Champions for Learning committees to actively involve all stakeholder groups in the development of the LCP. Meetings were held with representatives from parent advisory committees (LCAP, Champions, DELAC, PTA), employee bargaining units (FETA, CSEA), and site and district administration. Translation/interpreters for DELAC meeting and input sessions were available.

FSD has utilized a variety of methods, including virtual meetings and surveys, for stakeholders to be involved and provide input into the development of our FSD 360° Program Options and vital services and support to families and students during the pandemic. Stakeholders have been meeting since the school closures last spring to develop our "return together" program options. The district's efforts to engage stakeholders in providing input began early so that the information received would meaningfully inform plan development.

Students, in consultation with parents, are able to provide input into district programs through our Youth Truth Survey and student voice is reflected in the parent/community feedback in regards to programs and services that meet the needs of their children.

The following opportunities included brief overviews of the district's vision for reopening schools, including guiding principles and state and local mandates to inform planning. Dedicated sessions were held to elicit input and feedback. Translators were provided to ensure equity within our community.

April - July 2020

Key stakeholder groups were engaged to develop and review FSD 360° Program Options, safety protocols, interventions, and social-emotional well-being of students and their families for "returning together". Engagement of stakeholders included virtual meetings with staff, DELAC representatives, PTA representatives, and school site parent representatives occurred on the following:

- Attendance and Participation Committee (Administration, CSEA, FETA) (4/6; 4/10; 4/17; 4/27; 7/29)
- Program Options Meetings and Safety Protocols (Administration, CSEA, FETA) (5/7; 5/14; 5/15; 5/19; 5/20; 5/21; 5/27; 5/28; 7/1; 7/19)
- Program Options Meetings Champions for Learning Parent Representatives (Site Reps, DELAC, PTA) (5/29; 6/1; 6/3)
- MyFSD Academy Homeschool Parent Webinars (7/24; 7/27; 7/29; 7/31)

- Health and Safety Committee Meetings (Administration, CSEA, FETA) (6/16; 7/21)
- Health and Safety Parent Meeting (Site Reps, DELAC, PTA) (7/13)

August - September 2020

Engagement of stakeholders included presentation of draft material and/or solicitation of specific input to inform program implementation related to Senate Bill 98 occurred on the following:

- LCAP Stakeholder Group/Champions for Learning Parent Representatives (8/4; 8/18)
- Distance Learning Committee (Administration, CSEA, FETA) (8/20)
- Attendance and Participation Committee (Administration, CSEA, FETA) (8/3; 8/5)
- MyFSD Academy Homeschool Parent Webinars (8/4; 8/6)
- District English Learner Advisory Committee (DELAC) (8/21)
- Districtwide Parent Survey - Program Options (8/20 through 9/4)
- Parent Webinars SB 98, LCP, Program Options and Safety Protocols (9/8; 9/9; 9/10)
- Memorandum of Understanding (MOU) Certificated (7/27; 8/24)
- Memorandum of Understanding (MOU) Classified (8/6)

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

Participation in Stakeholder Meetings:

All LCP and FSD 360 Program Options stakeholder meetings are currently via Zoom. Understanding that not all families may have access to technology or in using online tools, stakeholders are able to contribute to the public meetings and public hearings for the LCP by submitting comments in writing via email or by phone. Translators are provided at all meetings, as necessary.

Board of Trustee Meetings:

FSD Board of Trustee meetings are currently held in-person and the public can also participate through live streaming. Stakeholders may access meetings by dialing posted numbers and entering passwords. Written public comments may be submitted prior to each meeting.

Board Meeting Public Hearing and Approval:

- September 8, 2020: Public Hearing and first reading of the Fullerton School District LCP
- September 24, 2020: Presentation and Action for approval of the Fullerton School District LCP

A summary of the feedback provided by specific stakeholder groups.

FSD stakeholders expressed their deep commitment to provide the necessary instructional programs and resources to ensure that the implementation of both distance learning and in-person instruction meets the needs of all staff, parents and their children. Input meetings and surveys provided important information that guided the decision-making process. Senate Bill 98 guidelines also provided stakeholders additional clarity of the expectations when students return to school in a distance learning model and as well as when schools are able to reopen for in-person instruction.

Based on feedback from all stakeholders, it became evident that maintaining consistency of assigned staff, instructional programs and services that were offered prior to school closures would ensure a smoother transition for students and parents once schools are able to return to in-class instruction. The feedback that we received centered on the following key areas:

Health and Safety: Stakeholders expressed deep concerns about the health and safety of both staff and students once in-person instruction resumes. Stakeholders reviewed the requirements and guidance established by the California Department of Public Health (CDPH) for the district to address health and safety concerns, to establish clear protocols and communicate them to all stakeholders, and to provide training for students, staff, and parents. Additionally, stakeholders discussed the importance of expanding mental health and counseling services to provide support for those students who have experienced loss of structure, social interactions and isolation during this pandemic.

Continuity of Programs, Options for Return and Staffing: Stakeholders had many questions regarding program options that would be offered, the assurance of the continuity in teachers, and maintaining the consistency of programs that are an integral part of the FSD core values, school cultures and Board of Trustee established goals. Stakeholders provided input for the program options and wanted to ensure that families were able to have different choices for returning whether in-person or to remain in a distance learning model. Additionally, families want to assure that their children would remain with their assigned classroom teacher to provide a continuity of learning for students. Extended learning opportunities were also discussed to ensure that students are provided with additional interventions and enrichment opportunities. The need to focus on our most vulnerable students in our planning and implementation continued to be at the forefront and included our English learners, homeless and foster youth, and students with disabilities.

Learning Loss and Academic Progress: Stakeholders discussed ways to mitigate the learning loss experienced by students, especially our at-risk students, during the sudden school closures in March. Mental health is a key concern as students' learning may regress due to the lack of social interaction. Parents also shared that their children missed the social interactions with their classmates and peers and were looking forward to more class time for virtual meetings and direct instruction during distance learning and in-person instruction. Additionally, parents who have returned to work continue to struggle to find child care for their children and spaces in their home that are conducive for their children to engage in learning. Stakeholders expressed concerns about inequities of student access to devices, internet, and instructional materials. Strategies and resources that can be either continued or expanded once school returns were part of the discussion. They also expressed the importance of teachers, students and parents on the need to be trained and highly proficient at delivering distance learning in order to help mitigate the loss of learning. It was important to all stakeholders that appropriate interventions and assessments be continued and expanded to accelerate learning and to measure academic progress for at-risk students.

Student Engagement and Participation: Stakeholders expressed concern for families who reported difficulties in accessing the instructional platform and materials when schools were closed in the spring and how to best meet the needs of those who lack the needed resources. Parents and staff also shared the concerns about the ability of students with exceptional needs to engage in the instructional program in a meaningful way. One of the challenges for students and families was that live synchronous instruction was occurring only part of the day/week and was inconsistent among schools and individual classrooms. There emerged a clear need for increased coherence and consistency in the implementation of daily, synchronous, live instruction. Stakeholders discussed the need to implement specific strategies and supports, that can increase student and family engagement and participation, in order to mitigate the losses of learning. Students, teachers, and parents expressed concerns about the lack of attendance, grading and feedback that was provided during distance learning in the spring and how to ensure processes to address these issues are put into place prior to returning to school in August.

Outreach to Families: Outreach to families, to ascertain needs during this pandemic, revealed the need for additional technology support in terms of training on devices and programs and access to internet services. Additionally, many of our families expressed the need for additional resources to help their children be successful during distance learning such as internet hotspots and technology devices. The district was able to provide all families with devices and internet hotspots in the spring and during the summer months. Parents expressed their deep appreciation for the outreach that was provided during the spring school closures and the continued educational summer programs and nutrition services provided during the summer months. Our DELAC parents discussed issues that are affecting their families and children and the need to increase services to students, identify the gaps in learning, the lack of social interactions, ensure safety procedures, and provide training in Spanish and Korean to help navigate the technology. They shared a desire for the distance learning school day to include additional content and offer increased opportunities for such as mental health services as some of our students continue to experience depression. DELAC parents expressed the need to have training videos translated in Spanish and Korean. It was important to families that school sites continue to provide outreach and communication to each School Site Council, English Learner Advisory Committee, and Parent Teacher Associations.

Common Platforms/Access to Technology: Stakeholders expressed the need for consistency in the use of learning and communication platforms during distance learning. During the spring school closures families without internet access were provided free hotspots from the district. Sites provided all students with iPad devices to be taken home for distance learning. Parents specifically requested that, as much as possible, to have a common platforms such as Google Classroom, Zoom and Seesaw, for all grade levels to promote ease of use as they are supporting their children with instruction in the home environment. On behalf of their children, parents expressed both gratitude for the devices provided to them and the timely support they received from the district Innovation and Instruction Support department, but also felt frustration with managing technology issues on their own. They asked that additional support be provided through webinars, training videos, and in-person phone support and to include translations whenever possible.

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

FSD stakeholder input throughout the spring and summer has significantly influenced the district’s LCP both through the impacts on development of the district’s FSD 360° Program Options and through direct feedback on the plan’s components. This input has influenced the following aspects of the district’s LCP and is addressed in-depth within the plan. The following aspects will be addressed in the appropriate sections of the LCP:

- Health and safety precautions have been put into place to ensure the health and welfare of all staff and students. Safety equipment is in place throughout the district and school sites.
- Per Senate Bill 98, the development of clear expectations for daily, live classroom instruction for all students and includes the minimum number of minutes for both synchronous and asynchronous lessons and assignments per all FSD 360 Program Options.
- Development and implementation of Social Emotional Learning (SEL) lessons focuses on universal themes that support connecting, belonging, and other aspects of social and emotional well-being.
- Criteria by which student attendance, participation and engagement will be measured, and a description of attendance and engagement/re-engagement strategies have been developed.
- Strategies, interventions and resources are addressed to support English learners, homeless and foster youth, students with disabilities, homeless and foster youth. To improve differentiation of instruction and addressing individual student needs, the district will provide professional development for teachers to include specific supports to mitigate the loss of learning for our at-risk students.
- Professional development and training opportunities for staff and parents will be expanded to support distance learning and in-class instruction.
- Webinars are available, and translated in Spanish and Korean, for staff and parents to access to help navigate technology devices and use of learning platforms.

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.

Transition After Clearance from Local Health Agency

FSD has implemented safety enhancements to meet Covid19 guidelines for in-person learning. Once Orange County is removed from the Covid-19 California Watch List for 14 consecutive days and resultant clearance from the Orange County Healthcare Agency is received, FSD schools will transition to offer in-

person instruction. Based on current information, FSD in-person instruction will be on September 21, 2020 for students receiving specialized services in special education and on October 13, 2020 for all other students. Re-opening dates are subject to change based on direction from state and local authorities. Information FSD met with stakeholders throughout the spring and summer to develop in-person learning options that would best meet the needs of our students, families and staff.

After transitioning from distance learning to on-site instruction, the district will offer different in-person learning options based on state guidelines under Stage 2 of the CA Roadmap (<https://covid19.ca.gov/roadmap/>.) The district will continue to communicate with parents/guardians and students regarding in-person options for returning and to solicit their input regarding the option that best meets their needs. FSD recognizes that each of its students and families have different preferences for returning, and different criteria that will make them feel safe. To assess individual student and family preferences for returning to in-person instruction, a survey was administered in August. This survey included questions to assess learning option preference for distance, blended, in-person instruction. Information obtained from the survey will continue to inform the district's efforts to create the best possible learning conditions for all students, parents/guardians, and staff. Parents will have the opportunity to choose their preferred option and the option by submitting their request online or by completing forms via hard copy. Forms are available online: [Learning Models and Consent Form](#).

Option 1: Five-day at School Learning Model

- Students will be on campus for a regular school day Monday through Friday, similar to a traditional schedule.
- Students will be physically in the classroom with their core teacher 2 full days per week and select Wednesdays. In-class instruction days are: Monday and Thursday (Cohort A) OR Tuesday and Friday (Cohort B).
- Students will engage in a combination of in-person and on-line Zoom instruction, both in their assigned classroom as well as an alternative and supervised space.
- For elementary, students will receive core instruction in the morning and enrichment opportunities in the afternoon, five days per week.
- For most junior high schools, students will receive their individual schedules that reflect a four period-day, Monday, Tuesday, Thursday and Friday and seven shortened periods on Wednesdays.

Option 2: Hybrid Learning Model

- Students will engage in a combination of in-person and on-line Zoom instruction in their assigned classroom and at home.
- Students will be physically in the classroom with their core teacher 2 full days per week and select Wednesdays. In-class instruction days are: Monday and Thursday (Cohort A) OR Tuesday and Friday (Cohort B).
- For elementary, students will receive core instruction in the morning and enrichment opportunities in the afternoon, five days per week.
- For most junior high schools, students will receive their individual schedules that reflect a four period-day, Monday, Tuesday, Thursday and Friday and seven shortened periods on Wednesdays.
- On days that students are not physically in their assigned classroom, they will attend class via Zoom from home.

For More information on learning options, resources and safety guidelines can be found at: <https://www.fullertonsd.org/apps/pages/LearningOptions>.

Safety Guidelines

FSD is committed to ensuring that all students and staff are kept as safe as possible and that measures are put into place so that students and staff feel comfortable and safe when returning to school/work. The district has met, reviewed, discussed, and received input and feedback into the health and safety measures from our employees, parents, and community stakeholders.

The measures that will be put into place are based upon the California Department of Public Health's (CDPH) document, "[COVID-19 Industry Guidance: School and School-based Programs](#)", and the Governor's current executive orders. FSD has provided [School Guidance Information](#) for staff and parents which

outlines the related health and safety protocols that will be put into place before staff and students return for in-classroom instruction for the 2020/2021 school year:

Face Coverings: will be worn by all staff and students indoors and outdoors. Exceptions will only be provided for individuals with medical conditions, mental health conditions, or disabilities. Students will be provided with a mask if needed. Face shields with drapes will be available as a face covering option for employees.

Social Distancing: measures will be put into place in the different physical environments at school. “Distancing Dots” will be placed on the ground in line areas, the number of desks will be reduced in classrooms and appropriately spaced apart. Hallway and gates will be used by smaller numbers of students at the same time and incidental contact will be avoided.

Screening Procedures: will be put into place for all students and staff as they arrive to work/school in the morning. All students and staff will have their temperature taken with a “touchless” device and secondary screening and hydration processes will be in place.

Increased Hygiene: will be reinforced and put into daily school routines including: increased hand washing for 20 seconds with soap and water (portable hand wash stations will be located throughout campuses) or the use of approved hand sanitizer when hand washing is not feasible, covering coughs and sneezes with a tissue or elbow, and avoiding touching of the nose, eyes, or mouth.

Intensified cleaning, sanitation, and ventilation: will be put into effect at all schools and work locations. High-touch items will be cleaned and sanitized daily. Classroom and students work areas will be cleaned and sanitized when a new group of students will be using the location. School-approved EPA listed disinfectant products proven to eliminate the COVID-19 virus will be utilized. HVAC filters will be changed out with MERV-13 filters and outside air will be drawn in to improve air circulation.

Stay home when sick: will be promoted and encouraged with all students and staff in order to keep everyone safe and healthy.

Student meals: will be eaten in the classroom or location that is the student’s “home base” for the day. Food items will be packaged and handed to students by District staff wearing the appropriate personal protective equipment (PPE).

Limit student gatherings: by posting the maximum number of students in any one location based on social distancing guidelines. Line-up and waiting procedures meeting social distancing guidelines will be put into place.

School buses: will be seated with one student/family per seat. Buses will be cleaned and sanitized between routes. Students will be temperature screened prior to getting on the bus.

iPads and student devices: will be sanitized when they are repaired or replaced using a UV light sanitizing device.

No sharing of classroom materials and supplies: will be put into place as students will use their own set of materials and supplies. Any items that must be shared will be properly sanitized between uses by different students.

Training: will be provided to all students, staff, and parents on COVID-19 signs and symptoms, preventing the spread, and health safety measures.

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

| Description | Total Funds | Contributing |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------|
| To assist in the mitigation of learning losses for our most at-risk students and in order to meet the educational needs of targeted student groups, long-term substitutes are being hired to support interventions, small group instruction, and extended learning opportunities. | \$4,000,000 | Y |

| Description | Total Funds | Contributing |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------|
| Provide Purchase Personal Protective Equipment (PPE) and mandated COVID 19 testing for all staff to enhance health and safety measures for students and staff and provide enhanced sanitation to classrooms and school offices. This also includes testing per Governor mandate for all staff members. | \$2,500,000 | N |
| Purchase voice amplifiers for teachers so students are able to easily hear their teachers during class, while wearing a mask for student and staff protection. | \$100,000 | 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.]

FSD 360° Distance Learning

FSD is committed to providing high-quality instruction during distance learning that is aligned to rigorous state standards and highly-engaging to students. Instruction will simulate classroom experiences through live synchronous whole-group and small-group instruction to maximize interactions between teachers. Additionally, instructional time will be asynchronous, requiring students to engage in material and content on their own. Teachers will communicate and follow-up with all families to ensure that academic support is provided. Instruction will target grade-level Common Core state standards and guaranteed and viable curriculum/standards based on Marzano research. A Distance Learning website was created to keep all stakeholders informed.

Distance learning means instruction in which the student and the instructor are in different locations and students are under the general supervision of a teacher or other certified employee of the district. Distance learning may include, but is not limited to all of the following:

- Interaction, instructions, and check-ins between teachers and students through the use of a computer or other communications technology.
- Video or audio instruction in which the primary mode of communication between the student and teacher is online interaction, instructional videos, or other instruction that relied on computer or communications technology.
- The use of print, video, and audio materials incorporating assignments that are the subject of written or oral feedback.

One of the key expectations for distance learning instruction is that the class/course expectations for the week are communicated to students and families. All school sites and teachers will include their scheduled zoom times for synchronous instructions, learning intentions, content to be taught and all assignments with due dates on a weekly basis. This communication is a critical component to help families gain a deeper understanding of the learning process and how to effectively partner in their education.

Students in the elementary grades will meet for blocks of time in the morning and afternoon based on individual, agreed upon bell schedules. Junior high students will meet with their instructor at assigned times for ELA, math, history-social, science, and electives online. Delivery method will be through Zoom meetings, Google Classroom, or Seesaw. In the primary grades, paper packets may be provided as well.

All grade level teams prioritize guaranteed and viable standards within their Professional Learning Communities (PLC). Standards are selected based on student achievement data which prior enables teachers to more effectively address learning gaps through targeted, in-depth instruction and interventions. Teachers will provide classroom instruction through to ensure all students have access to live daily instruction and are able to interact with their peers as well

as complete assignments through independent practice. Classroom instruction will include a combination of both synchronous and asynchronous learning with a minimum daily instructional minutes as follows:

Synchronous daily (live) instruction will:

- Most resemble a real classroom
- Facilitate students to ask questions and receive feedback simultaneously
- Promote collaboration between students
- Allow teachers to provide immediate feedback, assessment, and make adjustments as needed

Asynchronous learning (independent practice) will:

- Directly align to live learning and instruction
- Permit students to work at their own pace
- Provide opportunities for students to develop questions and reflections on learning
- Allow for more flexibility in scheduling

| Grade(s) | Daily Instructional Minutes Combined Synchronous and Asynchronous |
|-----------------|------------------------------------------------------------------------------|
| TK/Kindergarten | 180 minutes/3 hours |
| Grades 1-3 | 230 minutes/3.8 hours |
| Grades 4-8 | 240 minutes/4 hours |

FSD 360° homepage provides the district’s distance learning plan, the learning model timeline and a link to FSD’s [Distance Learning Interactive Guidebook](#). The guidebook provides information related to student learning, wellness, special education services, student technology access, as well as an FAQ page. Parents are also provided resources to support their child’s learning, including academic support and enrichment activities to do at home.

All students have received their appropriate grade level workbooks in ELA, math and science. Classwork will be assigned, collected, and graded through Google Classroom, Seesaw and traditional gradebooks. Some assignments may be submitted through screenshots or a photograph. Paper and pencil assignments can be scanned, photographed, or dropped off at the school site. Students will have access to a full curriculum of similar quality regardless of method of delivery through district-adopted materials available in both offline and online formats. Each student will be provided a device to access the digital curriculum whether we are providing instruction for distance learning or in-person. English language arts and English language development materials are accessible through McGraw-Hill’s Wonders and Study Sync. Mathematics is accessible through Houghton-Mifflin’s Go Math. Science is accessible through Discovery Science and Amplify Education. History-Social Science textbooks and online supplemental materials are accessible for all teachers and students.

Virtual Learning Model

For parents who opt to keep their children at home and not return in-person:

- Students will login to their assigned classroom Monday through Friday via Zoom.
- Schools will make every effort to ensure that students are assigned to their current teacher.
- Junior High students will receive a course schedule.

MyFSD Academy Homeschool

MyFSD Academy Homeschool will operate more like a traditional independent study with the teacher assigning work through Canvas, a learning management system. Classwork will be assigned, collected, and graded through Canvas. Some assignments may be submitted through screenshots or a photograph. Paper and pencil assignments can be scanned, photographed, or dropped off at the school site. Working closely with each family, the curriculum will be tailored to the unique needs of each student. Students will have access to a full curriculum of similar quality regardless of method of delivery. Students will have access to the curriculum offered by Florida Virtual School and other district-adopted resources including McGraw-Hill's Wonders and Study Sync, Houghton-Mifflin's Go Math, and Discovery Science or Amplify Education for science and Nearpod for History-Social Science.

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.]

The district has provided access to devices for all students and technology support for families that include online help request and phone in services. Families can utilize specially designated phone numbers for technical support in English, Spanish and Korean, which are monitored throughout the day. Innovation and Instructional Support (IIS) department provide technical support and follow-up on requests for within the day or less. Additional help and contact information is available at [Tech Support for Families](#). Videos have been created for parents to access for support on how to navigate the various learning platforms and are posted on the district website via [Parent Tech Resources](#).

All students and families have access to the following:

- All students TK-8 are provided with devices to utilize in the classroom and to take home.
- Internet hotspots are made available for those families who request access.
- Parent outreach to those students who have not logged into distance learning to ascertain technology needs.
- Technical support personnel are consulting with families on problems with devices and providing onsite and offsite support so that families can continue to access distance learning materials.
- Additional technicians have been hired to ensure that prompt technology support can be given to families to ensure access to distance learning with district devices.
- Additional hotspots, iPads, and laptops have been purchased in order to ensure access for all staff and students.

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.]

Within each learning model, FSD will be tracking/monitoring student's daily participation through the following means:

- Teachers will keep a weekly record documenting a student's daily participation and track student's assignments.
- Provide resources and professional development for engagement strategies to assist staff.
- Teachers will regularly communicate with parents and guardians regarding a student's academic progress.
- Parents will have access to training videos in English, Spanish and Korean to support student attendance and participation.
- Students will be provided a set schedule at each school site with defined times for live, synchronous and asynchronous grade-span instructional minutes.

Quantifying Participation: Teachers will monitor and track student participation in daily learning activities. The purpose for collecting this data is to identify students who may not be participating to provide additional support. Each grade level and/or teacher level will:

- (a) define what counts for submitted work
- (b) identify what each participation means for their grade level
- (c) and will share this information with the principal for inclusion in the school site plan
- (d) ensure that attending a Zoom session counts for attendance

Teachers will determine participation to include the following, but not limited to:

Asking questions; Sending messages; Showing up to Zoom; Discussing (live or post); Submitting work through Seesaw and Google Classroom; Parent contact with teacher (email); Completing in-class assignments; Participating in online apps; Note-taking; Involved with synchronous/asynchronous instruction; Using the Chat feature; Using shared documents; and Interacting with peers.

Time value of student work will be determined by the grade level/department agreement based upon the quality and quantity of work completed to be equivalent to in-classroom instruction. The grade level/department will base their decisions on the amount of work needed to be proficient in each subject matter as specified in the content standards and on district-adopted curriculum's scope and sequence. Attendance will be reported daily and participation will be reported weekly through PowerSchool.

Student academic progress and performance will be measured through both formative and summative assessments. Report cards will be distributed at the end of each grading period based on student understanding of grade level standards, with traditional grading policies and practices.

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.]

FSD provides professional development on platforms that will be consistent throughout the district in order to ensure that staff, students and parents would be able to navigate and access these platforms to support effective delivery of distance learning.

A two-day "Distance Learning Bootcamp" was provided to all teachers and support staff in order to prepare for the start of school in a distance-learning model. The first day focused on ensuring teachers have access and the capacity to instruct via distance learning. Teachers were trained on the basics of Zoom, with tips on how to maximize their virtual instructional time. Teachers were also trained on how to deliver content through screen recordings and how to assign lessons through Google classroom and Seesaw.

The second day focused on instructional best practices in a distance learning environment. The training focused on 5 main elements of distance learning: Curriculum, Instruction, Assessment, Communication and Participation. The topics of the training were centered around essential questions that teachers may be asking related to the 5 elements of distance learning. For example, under the area of assessment, one session focused on what academic interventions would look like in a distance learning environment. At the end of the training, teachers were grouped into grade level PLCs to share best practices and collaborate.

All sessions were recorded and are housed on the teacher Professional Development website. In addition, the district will offer live webinars during the school year to offer further support to teachers. A [teacher professional development website](#) was created to house digital learning resources and tech tools. Teachers on Special Assignment (TOSAs) for Innovation and Instructional Support (IIS) are available for coaching sessions during the day as well.

Teachers have additional opportunities to further strengthen their skills and knowledge on strategies needed to deliver high-quality instruction by participating in the following workshops and trainings:

- Zoom, Google Classroom, Nearpod

- Supporting English Learners through Integrated and Designated ELD
- Dual language delivery in a distance learning
- Using core adopted materials: Wonders, Study Sync, Go Math, Discovery Education, Amplify
- Student Engagement, Grading and Attendance Strategies via Illuminate and PowerSchool
- Social Emotional Learning (SEL) and Restorative practices
- Readers and Writers Workshop

Teachers have also been creating curriculum and securing resources and have shared via Google Drive to support distance learning. Teachers and support staff have multiple opportunities for technology support. Staff can enter help tickets on their devices, call into the IIS department for help, or visit with a site TLMA (Technology Library Media Assistant) for basic triage of issues. Teachers can also reach out to the IIS TOSAs for personal support of how to utilize certain tools or for technology integration in distance learning.

Staff Roles and Responsibilities

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

School closures during the pandemic and the resulting transition to a distance learning model have significantly impacted the roles and responsibilities of staff across the district. New roles and responsibilities are still being refined and will continue to evolve as the district prepares to reopen sites for in-person instruction. Following are the key changes to roles and responsibilities of staff:

Memorandum of Understanding (MOU) with Certificated Employees: FSD has developed a MOU with its certificated teachers that addresses teaching and learning in all the proposed models and safety protocols. Changes to employees' roles and responsibilities will be made to meet the needs of students, staff, and families. Additionally, one of the provisions of the MOU that was agreed upon was the changes to the hours per each grade level or span to ensure both synchronous and asynchronous instructional minutes meet the guidelines established through Senate Bill 98.

Memorandum of Understanding (MOU) with Classified Employees: FSD has developed a MOU with its classified association that addresses the ever-changing needs during the COVID-19 climate. As a result, changes to employees' roles and responsibilities can be made to meet the needs of students, staff, and families. Additionally, one of the provisions of the MOU is that employees' hours, duties, and/or location may be adjusted with the joint agreement of the supervisor and the employee.

School Principals/Assistant Principals: Ensure all students and staff have access to the materials, training, and tools to engage effectively in distance learning. Publish current bell-schedules to ensure instructional minutes are available for students and parents. Monitor teaching and learning virtually to provide feedback and support to teachers to improve student learning. Engage in collaborative time with teachers virtually and facilitate regular virtual staff meetings. Ensure that support staff, co-teachers, and paraprofessionals can work as co-teachers in Google Classroom.

Classroom Teachers: During Distance Learning, the district has adapted the roles and responsibilities of teachers to fully support both synchronous and asynchronous instruction via the virtual classroom. Teachers support student learning loss and acceleration needs by meeting the required minutes of live instruction, providing student interventions, supporting the social and emotional needs of learners, and employing both engagement and re-engagement strategies.

Special Education Staff (classroom teachers, speech and language pathologists, psychologists, adaptive physical education teachers, occupational therapists): During Distance Learning, the roles of these employees have been adjusted to facilitate IEP goals and services via the virtual classroom. These staff members have received training and given communication tools to hold and conduct meetings with students and parents in an online format that protects the privacy of students.

Positive Behavioral Intervention and Supports (PBIS) Coach: As a result of COVID-19, FSD has increased the support of a Positive Behavioral and Intervention Supports (PBIS) coach from a 40% contract to a 60% contract. Increased responsibilities for the coach include providing training to teachers, administrators, and certificated management in the following areas: student engagement strategies; Distance Learning success strategies; self-care; Social and Emotional Learning (SEL); and PBIS engagement in the distance learning environment. The coach works with school site PBIS teams to meet both staff and student needs.

School Counselors and Mental Health Staff: School counselors and mental health staff are meeting the social-emotional learning (SEL) needs of students during Distance Learning by providing services and instruction in the Second Step SEL program via the virtual classroom. Counselors and Mental Health staff are supporting engagement recovery and learning loss efforts through personal outreach to students and families. This is an adaptation and modification to the roles and responsibilities of these employees.

Long-Term Substitute Teachers: To support Distance Learning, FSD has employed long-term substitute teachers to assist in the classrooms. A long-term substitute is assigned to each teacher with a combination class or two or more grade levels so that breakout groups, instruction, and interventions can be facilitated in the digital classroom. Long term substitutes also provide support for teachers and students in classrooms to assist in providing interventions and small group instruction to help those most at risk students.

Instructional Assistants Regular, Bilingual, Special Education: Modifications have been made to employees filling various instructional assistant classifications. They work with teachers during Distance Learning in a variety of ways including but not limited to: Zoom breakout groups; working with small virtual groups; and 1:1 student support.

Bilingual Social Services Assistants (SSA) and Community Liaisons: SSAs and community liaisons provide outreach to families to ascertain needs such as social-emotional support and services, technology needs and student attendance and participation issues. SSAs will reach out and connect to students/families and support instruction to focus on newcomer students.

Childcare: FSD is now providing no-cost childcare to FSD employees who are working on-site at a school or district facility. FSD classified staff members (Instructional Assistant, Recreation and Bus Drivers) supervise employee childcare, which is a modification to the roles and responsibilities of these staff members.

Playground Supervisors: These employees have been reassigned during working hours to assist with lunch distribution for grab-and-go lunches with the Nutrition Services staff. They also assist with phone calls to parents and students regarding distance learning and other office tasks.

Custodians and Deep Cleaning: FSD has increased cleaning responsibilities for school-site and district custodians. Throughout the day, custodians clean and disinfect all high-touched surfaces (door knobs, restrooms, countertops, conference rooms, or other areas deemed a necessity by the site). In the evenings, custodians perform deep cleaning using an electrostatic sprayer similar to what is used in hospitals. All of FSD's approved products are guaranteed to eliminate the Corona Virus pathogen according to the Environmental Protection Agency (EPA) and Center of Disease Control (CDC). Additionally, FSD has secured custodial substitutes to assist with cleaning throughout the day and with nighttime deep cleaning.

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 Language Learners

Principals, teachers and support staff are provided training on requirements and best practices for ELD in a distance learning model and how to address the need for access and equity for English Learners (EL). EL students received copies of their ELD instructional materials at varying language proficiency levels to use from home. All teachers have access to multilingual resources available through the core curriculum to provide primary language resources to students

and their families. EL students received all elements necessary to learn in a distance learning model (i.e. access to digital technology, internet connectivity, learning materials needed to participate in lessons, and school supplies)

When planning for the various Distance Learning models, teachers consider language learning in their scheduling and curriculum decisions. Students proficiency levels are taken into account when designing synchronous and asynchronous learning options. Teachers of English Learners prioritize synchronous daily designated ELD instruction, targeted support for learning English through integrated ELD and opportunities for students to actively foster interactions in the target language with an emphasis on oral language through a virtual space. Teachers plan for EL instruction through built in PLC collaboration time on a weekly basis.

Homeless and Foster Youth

Several action steps have been taken to meet the needs of homeless and foster youth. District personnel identified all low-income and foster youth students, and the family of each of these students received a personalized call from a district-employed Social Services Assistant (SSA). SSAs check-in with families regarding: general well-being; home internet; food, clothing, and shelter needs; social emotional support; distance learning support; and language/translation support. SSAs connect families to district and community resources and documented action steps and referrals. Ongoing follow-up calls are made to ensure each family's continued access to support services. District partnerships were used to curate resources and help provide ongoing access to meet the basic needs of families. District departments collaborate to pool resources to connect families with food and community resources. FSD's website provides additional information to access resources such as: counseling referrals; technology support for home devices and low-cost or free internet options; and food pantry locations at school sites and other community locations are also provided. Information is also made available to families about the Pandemic-Electronic Benefit Transfer (P-EPT), a food benefit for children on the free-reduced meal program impacted by school closures; eligible families can receive up to \$365 per eligible child on their P-EBT card to use on groceries. Additionally, partnerships with the Fullerton Library and local churches have resulted in free reading books distributed to Title I families.

Students with Exceptional Needs

Students identified for special education are provided with an individualized Distance Learning Plan specific to students' Individualized Education Plan (IEP). The Distance Learning Plan outlines the services, accommodations, and modifications provided during Distance Learning. Parents received a Prior Written Notice, before school began, informing of the District's distance learning program, support during school closure and optional learning models once school reopens. Parents have access to specialists, such as special education teachers, behavior supervisors, and related service providers to meet via Zoom for consultation, office hours, or during IEP meetings to develop appropriate strategies and supports during Distance Learning. Additionally, Counselors, School Psychologists and Mental Health Associates are available to provide social-emotional support, behavioral support and parent training as aligned to the student's IEP. Outside counseling referrals and community resources are available for all Fullerton School District students and families. Additionally, district teachers on special assignment have offered parent webinars related to navigating technology through Distance Learning as well as topics related to special education. Classroom teachers and related service providers continue to provide all student resources and necessary supplementary aids and devices for use in the home (i.e. visual schedules, picture cards, token boards, AAC devices, student desks, chairs, sensory seat cushions, slant boards, sensory tools, orthopedic tools, etc.). Students identified with medical conditions requiring health plans will be fully supported through orders from the doctor and monitoring from school nurses once school reopens for in-person instruction. Continued oversight of student health and regular parent check-ins is ongoing during distance learning by school office staff and nurses through Zoom, email and phone calls.

Actions Related to the Distance Learning Program

| Description | Total Funds | Contributing |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------|
| Contracted with city of Fullerton to provide FSD TV shows and programming targeted towards low-income pupils, English Learners, and pupils with exceptional needs who may not have consistent access to online learning or a different way to access the learning. These shows included videos created by the district with our own experts and a library of videos from Discovery Learning. The programming included language arts, mathematics, science, visual and performing arts, physical education, history, and social emotional programming support for all grade levels. | \$50,000 | Y |
| Purchased an online music program for junior high school and elementary school instrumental music teachers to provide online support for students to ensure that learning music and collaborating with peers continued through school closures. | \$15,000 | Y |
| Purchased art supplies for Art Kits and which enabled low-income students and students experiencing homelessness to participate in the arts during distance learning. The kits came with an art lesson and QR code to a video with instructions on the art project. Additional links provided access to other lessons online using materials supplied in the kit. Students also used the supplies for other projects and assignments provided by the classroom teacher. | \$43,000 | |
| Provide additional time for personnel and purchased instructional materials and awards for FSD Extended Play lessons focusing on English language arts, mathematics, physical education, and project-based learning that support by students to during distance learning. The extension activities benefit all students throughout the district. | \$215,000 | Y |
| Purchased additional devices (iPads, laptops) and internet hotspots, principally target for socio-economically disadvantaged families, so they can access instruction, materials and interventions. | \$260,000 | Y |
| Purchase Zoom meeting licensing so district staff can interact with all students and parents. The service we purchased also allows recording of classroom instruction and translations so students and parents can participate and have access to educational programs. | \$125,000 | Y |

Pupil Learning Loss

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

Classroom teachers and support staff will administer assessments in English language arts, English language development, and mathematics to identify academic strengths and needs. Based on the identified assessments results, interventions will be provided to students identified through the assessments results. Teachers are continuously using formative assessment data to adapt their instruction and provide interventions and small group instruction. Teachers meet in their grade level PLCs on a weekly basis to discuss individual student progress and instructional strategies to increase student achievement.

To help mitigate the loss of learning the district developed and has implemented, FSD Extended Play. This program provides students the opportunity to continue their learning outside of the classroom. ELA and math online lessons address grade level standards and are interactive lessons that include all elements of the learning process and incorporate strategies to engage the students as well as provide immediate feedback on their learning. Lessons were also

made available during the summer to all students. At-risk students were assigned to a credentialed teacher who offered not only academic support, but also mentoring to support students as they faced various challenges both academically and emotionally.

English learners were provided additional support through an EL Jumpstart program which focused on Science, Technology, Engineering, Art, and Math (STEAM) integrated English language development. The program provides students with live interactive opportunities to learn and practice English through the use of technology with a focus on Science, Technology, Engineering, Art, and Math. These students receive targeted language instruction based on the ELD standards at the varying language proficiency levels. Student and teachers have access to grade level "ELD Choice Boards" to provide additional practice in the areas of listening, speaking, reading and writing. Teachers can monitor and provide feedback on student responses.

Response to Intervention (Rt) teachers at each school site provide targeted, skill-based interventions for each student's identified area of need throughout the week. Students are progress-monitored regularly to measure academic growth and to adjust the intervention based on the student's current level of achievement. Based on availability, long-term substitutes have been assigned to RtI teachers to provide additional support to students experiencing learning loss. RtI teachers will implement the ELA Wonders Tier II and English learner support materials, SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words), LLI (Leveled Literacy Intervention), and other identified resources to provide intervention instruction.

Students who continue to struggle in meeting grade level expectations and/or struggle with social-emotional issues are referred to a Student Intervention Team meeting (SIT). Targeted interventions and resources will be implemented to meet the individual needs of the student and will be monitored weekly through assessments. Support to students and families may include academic interventions with classroom teachers and support staff.

All school sites will offer Delta Club, a math intervention program that provides support for those who are most at-risk. Students are assessed through the district's i-Ready diagnostics assessments to determine placement and the level of instruction for identified students. Delta Club includes small group instruction and differentiated lessons based on a student's skill level in mathematics. Additionally, students receive on grade-level support through an intervention teacher who provides direct instruction on a skill/standard that will be addressed by their math teacher the following week.

FSD is committed to supporting increased mental health and wellness needs for students and families during this unprecedented time. A tiered plan for outreach to determine student needs, including health and social services. An on-call mental health coordinator is available to link families and their children to a trusted professional or provide referrals for additional family resources and supports. Individual and small group counseling services are available. Teachers will monitor the social-emotional needs of their students and provide lessons through the district's Second Step program.

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.]

FSD is committed to mitigating the loss of learning for all students and understand that all staff provide a key role in helping students and families throughout this pandemic and beyond.

RtI teachers will focus on providing systematic sequential instruction in phonological awareness, phonics, and fluency in grades TK through second grade and upper grade students will receive interventions focused on foundational skills gaps, as needed. Classroom teachers will administer diagnostic assessments in English language arts, English language development, and mathematics to identify and target and grade level areas of need.

All teachers will leverage high-quality research-based strategies and core curriculum to instruct students. Staff will ensure that students have opportunities for social connections at school and in the virtual setting. Schools throughout the district will assist families by providing support to students, encourage students to attend online courses, verify students submit assignments in a timely fashion, and ensure technology at home supports the mode of learning. Additionally, teachers will provide various measures for numerous purposes and multiple ways for students to demonstrate their knowledge, skills, and abilities.

Classroom teachers provide, targeted small group, differentiated instruction to teach students on key elements identified. Short, tailored, concept-specific instructional videos accompany online activity or printed materials and are assigned as needed to groups or individuals. The core curriculum has interactive practice activities within computer adaptive instructional programs so students' progress can be tracked with built-in assessments.

Teachers focus on building in a variety of opportunities for students to work together and individually to keep the students motivated and engaged in the virtual classroom. Scaffolding is provided for students to problem solve, carry out tasks, or achieve goals through a gradual release of responsibility. Intervention programs are designed to specifically meet the needs of a smaller group of students who are exhibiting skills well below grade level and need explicit instruction and additional targeted practice to accelerate their growth toward grade-level ability. Planning for content teaching includes rich instruction that occupies multiple sensory channels and timely feedback with activities and assignments.

Outreach to families also provides an opportunity to assess the needs of the family to determine appropriate resources needed for the children to be academically successful. Through our parent outreach sessions, they expressed the lack of resources including of food, internet, devices, and adequate learning space in the home which can be a contributing factor in the lack of student academic achievement. FSD outreach will continue to support families with needed resources and information services in the community.

English Learners: District and school staff will reach out to students and families of English learners to determine their needs, support the distance learning process and strengthen home-school connections. Instructional assistants are working with designated teachers during distance learning in a variety of ways to support identified EL students through the use of Zoom breakout groups. Additionally, long term substitutes are hired to support small group differentiated instruction and interventions. Teachers will gather baseline data from the beginning of the year assessments to provide academic and English learner intervention to ELs experiencing learning loss. Students who are identified as having academic language needs will be provided with skill-based interventions. During Distance Learning, these students will also have access to daily classroom instruction through both live Zoom meetings, breakout groups, additional tutoring opportunities and access to recorded class sessions to review lessons. Teachers will receive training on analyzing data to determine learning gaps, and identify the most important content knowledge and skills students need to learn at the current grade level. Each grade level team will identify critical prerequisite skills for learning through their Guaranteed and Viable Standards. Dedicated designated and integrated ELD time will be planned for in all delivery models, and Integrated ELD in all delivery models. Extra EL students, who have experienced learning loss, will be provided instructional support through various options such as: individual tutoring, small group instruction, extended learning enrichment sessions in home language for dual language students and time set aside for assessing English proficiency.

Homeless Youth: According to the U.S. Department of Education's (2018) policy brief for the Education for Homeless Children and Youths (EHCY), the McKinney-Vento Homeless Assistance Act is a law that protects the rights of homeless youth. This means that homeless youth have rights such as: immediate school enrollment, even in the absence of records; transportation to and from school; and support for academic success. Furthermore, each school district is required to identify a local liaison to oversee the implementation of the McKinney-Vento law, ensure proper identification of homeless youth, and coordinate access to supports and resources, including attendance. The FSD Homeless Youth Liaison will work with FSD Social Services Assistants (SSAs) to call the families of all students experiencing homelessness and follow a script that addresses questions regarding learning needs, including learning loss and acceleration. Teachers will use beginning of the year assessments to gather baseline data and place students experiencing homelessness in skill-based groups to access academic interventions that address learning loss. Interventions will be provided on a daily basis on Mondays, Tuesdays, Thursdays, and Fridays, with an extensive teacher-led intervention block provided on Wednesdays. Students experiencing homelessness will be progress monitored, and data will drive learning loss needs, interventions, reteaching opportunities, and demonstration of mastery. During Distance Learning, these students will also have access to daily classroom instruction through both live Zoom meetings (using a district supplied iPad and hotspot) along with access to recordings of these sessions.

Foster Youth: The U.S. Department of Education and U.S. Department of Health and Human Services (2016) released the "Guidance on the Foster Care Provisions in Title I, Part A of the Elementary and Secondary Education Act of 1965, as Amended by Every Student Succeeds Act of 2015." This policy shows that like homeless youth, foster youth are also entitled to immediate school enrollment which includes bypassing proof of vaccinations, ensuring the stability and regular school attendance of the child. These resources must be coordinated by a designated foster youth liaison. The FSD Foster Youth Liaison will work with FSD Social Services Assistants (SSAs) to call all foster youth families and follow a script that addresses questions regarding learning needs, including

learning loss and acceleration. Teachers will use beginning of the year assessments to gather baseline data and place foster youth in skill-based groups to access academic interventions. Interventions will be provided on a daily basis on Mondays, Tuesdays, Thursdays, and Fridays, with an extensive teacher-led intervention block provided on Wednesdays. Foster youth will be progress monitored, and data will drive learning loss needs, interventions, reteaching opportunities, and demonstration of mastery. During Distance Learning, Foster youth will have access to daily classroom instruction through both live Zoom meetings (using a district supplied iPad and hotspot) along with access to recordings of these sessions. FSD's Foster Youth Liaison will work with social workers on case management, including providing ongoing communication about each foster youth's academic progress and grades.

Low-Income Youth: FSD district and school site Social Services Assistants (SSAs) will work to coordinate resources for both physical (food, clothing, shelter), social, and academic needs, while following privacy laws and guidelines for students who are receiving free or reduced lunch. FSD's SSAs will call identified low-income families and follow a script that addresses questions regarding learning needs, including learning loss and acceleration. Teachers will use beginning of the year assessments to gather baseline data and place low-income students in skill-based groups to access academic interventions. Interventions will be provided on a daily basis by classroom teachers, Rtl teachers, and support staff. Low-income youth will be progress monitored, and data will drive learning loss needs, interventions, reteaching opportunities, and demonstration of mastery. During Distance Learning, low-income youth will have access to daily classroom instruction through both live Zoom meetings (using a district supplied iPad and hotspot) along with access to recordings of these sessions.

Students with Exceptional Needs: Students identified for special education are closely monitored by the Individualized Education Plan (IEP) team. Based on the IEP team input and assessment data, teams will identify specific strategies, academic goals, accommodations, modifications and services to drive instruction and support students with learning gaps and challenges. Identified strengths of the student will be used to further develop progress in achieving IEP goals. Furthermore, special education teachers will assess student's present levels for baseline data and compare the results to March 2020 present levels. Student's progress and regression/recoupment will identify any learning loss and "make up" sessions will be provided to target the individual needs of students, as aligned to the IEP and team decisions. Teachers may conduct "make up" sessions during and after school (once school resumes) and will be supported by Instructional Assistants to reduce the adult to student ratio. During distance learning, Wednesdays will be used to offer interventions and additional teacher support utilizing supplemental programs that target reading foundational skills and mathematics. All special education teachers have been trained in the Orton-Gillingham approach and targeted skill interventions have been adapted to meet the needs of students with special needs through a virtual platform.

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.]

All students in grades second through eighth will be assessed using the i-Ready diagnostic assessment. i-Ready Diagnostic is an adaptive assessment designed to provide teachers with actionable insight into student needs. The i-Ready Diagnostic pinpoints student ability level, identifies the specific skills students need to learn to accelerate their growth, and charts a personalized learning path for each student, including target goals for each diagnostic test. The i-Ready diagnostic will be assessed three times during the school year. The first assessment is for baseline data and is used as a universal screener to identify students most at-risk to provide interventions at the beginning of the year. The next two diagnostic assessment data sets are used to determine if students are making adequate progress towards grade level mastery.

The i-Ready data also provides teachers the data needed to monitor progress and identify students needing intensive interventions. The i-Ready online lessons are assigned to students based on their most recent diagnostic data, providing students with personalized lessons at their academic achievement level.

Primary grade students will be assessed through various skills assessments, including DIBELS 8 as well as the District ELA and math benchmarks. The district ELA benchmarks assess skills such as letter names and sounds, blending, decoding, phonics, and oral text reading. District math assessments assess skills such as counting, writing numbers, addition/subtraction, and shapes.

English learner students and newcomers will be assessed utilizing the ELPAC and other grade level diagnostic assessments to determine areas of strengths and areas needing further support. English Learners will be monitored through assessment data in the areas of listening, speaking, reading and writing domains of language acquisition.

Students in grades third through eighth will be assessed using the SBAC interim assessments as well as the SBAC summative assessments. Teachers are providing a variety of diagnostic assessments such as phonics surveys, phonological awareness assessments, and running records to further assess students in literacy and mathematics acquisition.

Actions to Address Pupil Learning Loss

| Description | Total Funds | Contributing |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------|
| Identified English learner students attended the EL Jumpstart program which focused on Science, Technology, Engineering, Art, and Math (STEAM) integrated English language development. The program gave students extended opportunities to learn and practice English through the use of technology with a focus on Science, Technology, Engineering, Art, and Math. These students received targeted language instruction based on the ELD standards at the varying language proficiency levels. | \$60,000 | Y |
| Identified students with special needs attended a twenty-day Extended School Year program through a distance learning platform. Daily instruction targeted specific goals as aligned to the student’s individualized education plan. Teachers focused on social emotional learning, communication and pragmatic skills, reading foundational and mathematics skills. Teachers were able to meet virtually to provide 1:1 instruction, small and whole group lessons, and parent consultations. | \$150,000 | Y |
| Purchased i-Ready online reading and math lessons for all GK-G8 students. The online lessons are automatically assigned to students at their academic level based on their diagnostic assessment data. Teachers are also able to assign specific content to supplement their instruction. | \$250,000 | Y |
| Purchased literacy instructional materials to support students who need additional interventions including take home reading books. | \$20,000 | Y |

Mental Health and Social and Emotional Well-Being

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

PBIS: FSD implements PBIS at all school sites and it is built on the premise that students do not come to school knowing behavior expectations. Rather, these expectations need to be taught directly and explicitly, in the same way we teach reading and math to students. Therefore, PBIS is not a curriculum, but a research-based framework of proactive strategies for defining, teaching, and supporting appropriate behaviors. PBIS uses a tiered continuum of evidence-based supports and is inclusive of all school settings.

During the 2020/2021 school year, PBIS efforts will be driving by the following five focal areas:

1. **Restorative Practices:** Learning how to use Restorative Practices to improve student behavior and build positive relationships.
2. **Universal Behavior Screening:** Using the Student Risk Screening Scale for Internalizing and Externalizing Behaviors (SRSS-IE) to identify at-risk students and pair with appropriate resources, including counseling and mental health support.

3. **Tiered Fidelity:** Using the Tiered Fidelity Inventory (TFI) to assess fidelity to PBIS and areas for growth.
4. **Data Driven:** Using the School-Wide Information System (SWIS) to track discipline data and use as a tool for school-wide decision making.
5. **Coaching:** Driving school site PBIS by working with the district PBIS coach and school-site level PBIS coaches.

Focus areas will also include an overarching focus on building positive relationships with students, along with an emphasis on Social Emotional Learning (SEL) and Mindfulness. In-house sustainability trainings will be hosted during the school year. These trainings will be attended by the principal/assistant principal from our PBIS sustainability schools, along with the PBIS coaches at these sites, teachers, and Mental Health Associates.

St. Jude Grant: FSD has partnered with St. Jude Hospital to fund a Social Services Assistant (SSA) who supports the behavioral, emotional, and social needs of those students. This grant is continuing for the 2020/2021 school year and connects students and families to outside counseling services and community resources by making a minimum of 100 outside referrals per year.

Universal Behavior Screening: Universal behavior screening helps school staff to determine which students may benefit from additional behavioral supports. Screening takes place two times per year in the fall and spring. Students whose scores fall below a certain cut-off are identified as possibly needing more behavior interventions. The use of universal screenings refines and strengthens FSD's efforts to help all students be successful by taking positive and preventative measures as early as possible. FSD specifically utilizes a research-based universal behavior screening tool called the Student Risk Screening Scale for Internalizing and Externalizing behaviors (SRSS-IE). This tool focuses on social-behavioral behaviors affecting academic engagement. The SRSS-IE is completed by teachers and is available for parents to review. The SRSS-IE does not involve any additional time or testing directly with students, as it is a teacher rating scale. The results of the SRSS-IE are used to provide identified students with mentoring, social skill building, and other supports to help them engage positively in learning.

Wellness Advocacy Council: Through this wellness advocacy group with a cross-section of stakeholders from teachers to administrators to local community members interested in the health and wellness of the students, workshops for personal growth and wellness will be offered to FSD Staff. Workshops will include sessions on mindfulness, mental health, and fitness to combat the trauma of COVID-19. Workshops will be provided through experts on staff and through our partnership with St. Jude Medical Center.

Mental Health and Social-Emotional Well-being: The district offers a variety of mental health services and resources for students and families who may require emotional support due to, but not limited to, suicidal ideation, changes in the family, mental health challenges, anxiety, grief, loss or trauma. The district Mental Health Coordinator, School Counselors, Psychologists and Mental Health Associates support all students with social-emotional and mental health needs. Schools have assigned mental health experts to provide students with classroom lessons using the Second Step curriculum, 1:1 and small group counseling sessions, teletherapy or phone sessions. The district website also hosts extensive social emotional resources, lessons and links for parents and students to access anytime. Suicide prevention hotline numbers are posted on the website as well as outside resources and connection to community counseling centers. All school mental health team members are trained in crisis prevention and are capable of conducting risk assessments for any student expressing crisis, trauma or suicidal ideation. In partnership with Orange County Office of Education, site teams have been trained and ready to serve students, especially in these unprecedented times due to the pandemic. Care Solace is an online resource with a live 24X7 concierge line to assist individuals in finding local mental health related programs and counseling services. FSD uses Care Solace to provide referrals to outside counseling that take into account all types of private insurance including Medi-Cal, Medicaid, and Medicare and those that have no insurance. The concierge line is able to filter referrals that are aligned by age, gender, zip code and special requests in the mental health field. Once individuals connect and receive outside counseling, Care Solace follows up with school teams who collaboratively work with families to bridge outside counseling and school related counseling for complete wrap support. Additionally, all teachers were trained, prior to the start of the 2020/2021 school year, on supporting students with social-emotional learning. Teachers were provided with strategies, tools and lessons to conduct with their class during distance learning, as well as the Second Step curriculum available at all grade levels. Teachers and staff received training on social emotional strategies to aid themselves in monitoring their own emotional needs with directions on how to access personal counseling through the Employee Assistance Program and through community counseling agencies.

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 is not engaging in instruction and is at risk of learning loss.]

Education Code Section 43504(f) requires each district to develop written procedures for tiered reengagement strategies for all pupils who are absent from distance learning for more than three school days or 60 percent of the instructional days in a school week. These procedures shall include, but are not limited, to verification of current contact information for each enrolled pupil, daily notification to parents or guardians of absences, a plan for outreach from the school to determine pupil needs including connection line with health and social services as necessary and, when feasible, line transitioning the pupil to full-time in-person instruction.

Three-Tiered Approach: The following tiered systems will be used to reengage students. English, Spanish, and Korean are the three primary languages used in FSD, and all outreach efforts will be available in each of these languages based on parent needs:

Tier 1: Tier I strategies are used when a student misses one day of participation. Tier I reengagement strategies include, but are not limited to the following: office verifies contact information for pupil; office sends out daily notification to parent for absences; teacher follow-ups with identification of the roadblock (email/phone/Seesaw/Google Classroom); teacher sends hyperlink to Google Classroom/Website for assignments missed; teacher checks to see if student/parent understand that asynchronous participation counts; positive phone calls home to reconnect students to the school; provide wrap around services.

Tier 2: Tier II strategies are used when a student misses two or three days of participation. Tier II reengagement strategies include, but are not limited to the following: teacher email/Blackboard Connect system to redirect and/or ask how they can help; parental communication to support notification (Blackboard); offer incentives; engage counselors and/or mental health staff with family outreach and Social and Emotional Learning (SEL); provide wrap around services; use the PBIS Check-In/Check-Out strategy.

Tier 3: Tier III strategies are used when a student misses four or more days of participation. Tier III reengagement strategies include, but are not limited to the following: post card in the mail; home visits conducted by site Social Services Assistants (SSAs) or administrators; School Attendance Review Team (SART) meeting with family; School Attendance Review Board (SARB) consultation and possible referral; send a note home in the mail from the principal or assistant principal; send notes in See-Saw or through Google from the principal or assistant principal; provide wrap around services; pair student with a mentor for daily check-in.

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.]

Nutrition Services will continue implementation of key operational procedures developed during the spring school closures that continued through the summer months that 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.

FSD applications for the National School Lunch Program can be completed on-line or parents may pick up an application at each school or the district office. During in-person and distance learning, free eligible students will be served meals at no charge, and reduced-priced eligible students will be charged \$.30 for breakfast and \$.40 for lunch. Meals served will meet or exceed the nutritional guidelines.

The district is currently providing meals at all 17 elementary school sites, Monday through Friday. Junior High School and elementary students can pick-up meals curbside, including breakfast and lunch, at any elementary school. Breakfast and lunch will be served curbside. Students must be enrolled in the Fullerton Elementary School District to receive meals. Students need not be present when picking up meals, however, parents must provide a School Identification Card (ID) card or a School ID number.

Once the district returns for in-person instruction, Nutrition Services is putting plans into place to maximize safety for all students. Meals will continue to be available for students on site with adherence to all safety protocols.

FSD continues to collaborate with community partners such as the Second Harvest Food Bank to offer additional food resources to our families in need. Additionally, the “Dolphin Market”, located at Pacific Drive School, is available for families to receive food items and other needed resources. During distance learning, a family can make an appointment and pick up boxed food items at no charge to the family. Families may access the “Dolphin Market” by appointment Monday through Friday. All volunteers and school staff are trained in food safety regulations and follow recommended protocols by wearing masks and gloves.

Additional Actions to Implement the Learning Continuity Plan

| Section | Description | Total Funds | Contributing |
|----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------|
| Parent Outreach | Provide parent outreach and training via Zoom to help parents assist their children in academics and to assist parents in navigating the educational system per the new guidelines. | \$30,000 | Y |
| Instructional Materials/Programs | Purchased additional instructional materials and instructional programs for English language arts and mathematics in order to ensure access for both online and in-person instruction. | \$80,000 | Y |
| Mental Health Program | Purchase additional mental health program to ensure that all teachers have access and can provide lessons for students who have experienced isolation and lack of social interactions during the pandemic. | \$150,000 | Y |

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

| Percentage to Increase or Improve Services | Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students |
|--------------------------------------------|------------------------------------------------------------------------------------------------------------|
| 10.79% | \$10,976,077 |

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.

Supplemental funds are budgeted district wide for expenditures to increase student achievement in meeting Common Core State Standards and to mitigate the learning losses due to the COVID 19 pandemic and school closures. Funds are targeted to support the following: personnel including instructional/intervention specialists; instructional technology; supplemental instructional materials; and professional development.

Funds are allocated to 20 school sites based on their unduplicated numbers of English learners, low income pupils, and foster youth to ensure that schools can make decisions to meet the needs of the targeted subgroups. School staff and School Site Councils align their Single Plans for Student Achievement to support the goals and actions that will best meet the needs of students and their families during the pandemic.

All FSD programs, professional development, and classroom teaching and learning are based on current research. John Hattie, *Visible Learning*, studied six areas that contribute to learning: the student, the home, the school, the curricula, the teacher, and teaching and learning approaches. *Visible Learning* research defines the core attributes/interventions of schooling that truly make a difference to student learning, the processing attributes that make learning “visible” to teacher, ensuring clear identification of the attributes, knowing the impact that they have on learning in the school for the student, the teacher and school leaders. The “visible” aspect also refers to making the teaching visible to the student, such that they become their own teachers, which is the core attribute of lifelong learning. For any particular attribute/intervention to be considered worthwhile, it needs to show improvement in student learning of at least an average gain----that is, an effect size of at least 0.40. Per Hattie’s research, the 0.40 is the hinge-point for identifying what is and what is not effective. Hattie calls this the “*Zone of Desired Effects*” – the influences that have the greatest impact on student achievement. Hattie developed a way of ranking various influences in different meta-analyses according to their effect sizes. He ranked those influences, from 1 being the highest influence to 150 being the lowest influence, which are related to learning outcomes from very positive effects to very negative effects on student achievement.

The LCP is developed specifically utilizing research-based instructional strategies and high quality professional development, that rank above 0.40 per Hattie’s research, and programs implemented including Response to Intervention, mathematics interventions, English learner support, Literacy training in the Big 5 (Phonological Awareness, Phonics, Fluency, Vocabulary, Comprehension), Thinking Maps, Project Based Learning, and Positive Behavioral Intervention Supports that are the most effective in order to prepare students to be successful and to be college and career ready.

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

Supplemental LCFF funds are allocated district wide and principally directed towards meeting the needs of unduplicated student subgroups. These funds are targeted to support low income, foster youth, and English learner students. Schools receive allocations for these groups of students and are able to provide increased services to these students. Proportionally, schools with higher concentrations of low income (9 Title I school sites), English learners, homeless and foster youth, are allocated funds to increase support and intervention services to ensure equity and close the achievement gap for identified subgroups.

Funds will be used to help mitigate the learning losses due to school closures:

- Additional personnel to support students in identified subgroups at all school sites both in-class and during distance learning
- Expand afterschool intervention support for literacy and mathematics both in-class and during distance learning
- Additional Instructional technology and supplemental materials to support student achievement and access to technology
- Hire PBIS specialist to increase services for social-emotional support
- Increase programs and personnel to promote attendance, participation and engagement and outreach to parents during Distance Learning
- Provide additional support and training to Special Education teachers in order to meet IEP goals and services in a virtual classroom
- Increase instructional aides and increased temporary hours to support small group instruction both in-class and virtually
- Provide professional development in the areas of identified need and goals targeted to subgroups specially related to virtual learning
- Implement professional development and materials support to ensure English learner students are making annual gains towards English proficiency
- Purchase additional supplemental instructional materials for online learning and in-class instruction

- Increase intervention opportunities and personnel to help mitigate learning losses due to school closures
- Increase parental involvement and engagement to ensure their needs are being addressed both during distance learning and a full return to school