

Learning Continuity and Attendance Plan Template (2020–21)

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

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General Information

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

Fountain Valley School District began to closely monitor the status of the COVID-19 virus as early as January, 2020. In fact, FVSD's first communication to parents regarding the status of COVID-19 was sent to families and staff on January 30, 2020, notifying all that the District was aware of the developing situation and sharing health/hygiene tips with families in the hopes of limiting the impact of the virus on the Fountain Valley community. FVSD followed up this initial communication with a message to families on March 4, 2020 containing additional information about the proliferation of concerns, globally, about the spread of the COVID-19 virus, reiterating the health/hygiene tips, and providing families with links to important health agencies including the Centers for Disease Control (CDC), California Department of Public Health (CDPH), Orange County Health Care Agency (OCHCA), and the California Department of Education (CDE). On March 12, 2020, FVSD messaged families and staff with information about additional cleaning and disinfecting protocols that the District was implementing on a daily basis, The cancellation of large-group school activities such as assemblies, field trips, professional development for staff, Open House events, and parent-group events (jog-a-thons, fundraisers, etc.). The District also shared suggestions for parents on ways to talk with their children about COVID-19, as it was becoming clear that the immersion of news related to the global pandemic was beginning to have a social-emotional impact on both students, staff, and families.

On March 13, 2020, Fountain Valley School District's Board of Trustees voted to enact School Dismissal due to the COVID-19 pandemic. This initial action included the dismissal of all schools, before/after school programs, and the District's pre-school programs through March 27, 2020. FVSD immediately initiated a robust communication protocol with families, utilizing district messaging protocols, web postings, and direct email messaging to keep families updated regarding the status of the District's response to COVID-19. After the initial communication to families on Friday, March 13, 2020, the District followed up Monday, March 16, 2020 with details about initial Distance Learning resources, plans to provide access to technology to families, and modifications to the District's nutrition program to better meet the needs of families during the pandemic.

On March, 18, 2020, the District communicated that School Dismissal due to the COVID-19 pandemic would be extended through the end of FVSD's Spring Break, April 17, 2020, and notified families that the distribution of Grab-and-Go lunches for all students 18-years-old or

younger would be available Monday-Friday from 11:30 AM to 12:30 PM. In addition to providing Grab-and-Go lunches, FVSD began an aggressive campaign to distribute Chromebooks to families in need of technology to support the District's Distance Learning initiative. During the week of March 23-27, FVSD distributed over 2,000 Chromebooks to families, and continued to make them available as needed throughout the School Dismissal period. FVSD also made internet "hot spots" available to families on an as-needed basis.

On March 31, 2020, FVSD communicated to parents and staff that the decision had been made to extend School Dismissal through Friday, May 1, 2020. On April 2, 2020, FVSD communicated to families that Governor Newsom and State Superintendent of Public Schools, Tony Thurmond, announced that all California schools would be closed to students through the end of the 2019-20 school year.

Throughout the COVID-19 School Dismissal period of the 2019-20 school year, FVSD focused on on four "priority areas" - providing access to meals, providing access to technology, providing engaging distance learning, and providing professional development for staff on technologies to support distance learning. As previously mentioned, FVSD quickly initiated a Grab-and-Go lunch program to support the needs of families (Priority Area #1). This was done so in a manner that protected the safety and well-being of FVSD staff and families by requiring staff to prep and serve food in a manner consistent with the guidelines provided by state and federal healthcare agencies. FVSD served approximately 2,000 free meals per day to families, utilizing distribution centers at the schools with the largest concentration of low-income, English learners, Foster youth, and students experiencing homelessness. FVSD also provided access to technology and support for technology to families (Priority Area #2), including Chromebooks, internet "hot-spots," and help-desk services via email and phone support throughout the School Dismissal period.

Providing students with an engaging and rigorous Distance Learning program (Priority Area #3) throughout the COVID-19 School Dismissal period was a mission-critical priority for the District. FVSD's approach to Distance Learning followed a 5-phase plan including Mobilization, Procurement, Activation, Expansion, and Full-implementation. The Mobilization Phase was initiated during the week of March 16th through March 20th, consisting of an Online Activity Brochure which included activities to support independent reading, math, science, social studies, and art activities. The Procurement Phase, March 23rd through March 27th, introduced the FVSD community to the grade-level specific templates that would be used as the framework for all future weeks of Distance Learning, with content being created by FVSD's cadre of teachers-on-special-assignment serving as a model for the work of site-specific grade level teams. In addition, FVSD communicated daily routines as suggestions for families, addressed the technology needs of families, as previously highlighted, and provided guidance for teachers as they prepared to assume full responsibility for developing weekly distance learning plans. During the Activation Phase, March 30th through April 3rd, school site teaching teams (grade-level specific) assumed responsibility for developing weekly grade-level learning plans addressing Reading, Writing, Math, and Wellness at the elementary levels, and ELA, Math, Social Studies, Science, and Wellness at the middle school level. The focus of content during the Activation Phase was reviewing and extending concepts that had previously taught during in-person instruction prior to School Dismissal. Throughout the Procurement and Activation Phases, District staff worked diligently to identify and initiate contracts with organizations that provided digital resources to support the District's Distance Learning Program - including Zoom, IXL, and NewsELA. The district also worked to re-structure the report card generation process to facilitate online distribution of report cards (during the weeks of May 18th for 2nd trimester and June 15th for 3rd trimester), as report cards had previously been distributed by teachers at the elementary level and via US Mail at the middle school level.

For the week of Spring Break, FVSD's district staff created an Online Activity Brochure focused on virtual tours of historic landmarks in the United States, America's National Park System, famous locations/cities around the world, and online adventure activities. During the

Expansion Phase, April 20th through 24th, FVSD further elevated expectations by introducing the new technologies of Zoom, IXL and NewsELA, and introducing the expectation that teachers would be connecting virtually with students on a weekly basis via Zoom (a minimum of two connections per week). FVSD entered the Full Implementation Phase of Distance learning for the period of April 27th through June 18th. This phase featured review and extension of concepts, as well as the introduction of new concepts, video connections with students, and a process for gathering feedback from stakeholders.

Throughout the phases of Distance Learning, FVSD worked diligently to provide academic content to students. Of equal, if not greater importance, FVSD took specific actions to address the social-emotional well-being of students and to ensure that students remained engaged in learning. FVSD's Support Services team assisted with a comprehensive update to the Mental Health and Wellness Resources component of the District's website, providing guidance to families regarding the sensitive issue of talking with students about COVID-19, Coping with Stress, and providing connection points for families with FVSD counselors, as well as partner agencies that are available to provide social-emotional support at no cost to families. In addition, FVSD's counseling team produced a "Wellness Wednesday" brochure that was distributed to students on a weekly basis during the School Closure period.

In order to ensure access to both academic and social-emotional content to all families, FVSD distributed these resources through multiple modalities. On a weekly basis, all content was published to the FVSD website in both HTML format and PDF format. These two formats were utilized to ensure access to content for families of English learners and direct links to web-based instructional resources (HTML format) and easy of printing for families (PDF format). In addition, FVSD principals "pushed" content via individual school websites and weekly messages to parents each Sunday. Classroom teachers also distributed learning content directly to their students via email. In short, redundant pathways were utilized to ensure FVSD students had unfettered access to weekly learning. To ensure students remained connected, teachers, counselors, principals, and FVSD's Support Services team members worked collaboratively to track engagement on a student-by-student basis throughout School Dismissal and actively reached out to families of students who were not participating or had limited participation. Through this work, FVSD was able to maintain a high level of engagement with students through School Dismissal. FVSD continued to leverage the talents of Instructional Aides, Bi-lingual Aides, and Reading Intervention Teachers throughout School Dismissal to provide targeted, and necessary, supports to students with Special Needs, English Learners, and students struggling to learn to read. FVSD's support services team also implemented protocols to target students identified as Foster youth or students experiencing homelessness received elevated levels of support needed to succeed academically and social-emotionally during the pandemic.

The abrupt transition from classroom-based instruction to virtual instruction presented a significant paradigm shift for public education. FVSD recognized the impact of this transition, and provided ongoing professional development opportunities for staff (Priority Area #4). Professional Development efforts focused mostly on providing training for teachers on the use of online technologies to support Distance Learning. Specifically, FVSD encouraged teachers to pursue Google Certified Educator and Google Certified Training opportunities which were self-paced and free of charge to educators. In addition, FVSD offered four total hours of online professional development for IXL, three total hours of NewsELA training, Zoom training, online training provided by Teachers College to support the Reading & Writing Project work that a number of elementary teachers had participated in over the summer of 2019, and virtual teaching professional development offered to all teachers through the National Board program. FVSD's Educational Services and Information Technology Teams also developed and distributed a number of "Quick-tip" resources for teachers to reference on topic including log-in support for technologies, documents to support virtual learning sessions, navigating Google Shared Resources/Google Classroom, and assistance with building weekly learning plans that integrated hyperlinks to online resources.

During School Dismissal, FVSD also worked to connect families with local agencies, such as the Boys and Girls Club of Huntington Valley, that continued to provide childcare services to families. Upon entering School Dismissal in March 2020, FVSD surveyed parents to determine the level of need for childcare within the community and it was initially determined that nearly all families had addressed this area of concern. Beginning on June 29, 2020, FVSD reopened the District's childcare program with the capacity to serve up to 120 students in pre-school through 6th grade. FVSD's childcare program opened successfully and continued to provide services throughout the summer of 2020.

Stakeholder Engagement

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

Fountain Valley School District has a long-standing tradition of working very collaboratively to ensure that we meet the high expectations of our parent, staff, and community. The District's approach to the Learning Continuity & Attendance Plan development was to involve stakeholders in the "input" process, rather than focusing on getting "feedback" on a plan developed solely by District staff. Under the guidance of FVSD's Superintendent, the District formed a Schools Reopening Advisory consisting of over 50 team members that began its work on June 24, 2020 - and meet on a weekly basis through the middle of August. The Advisory team consisted of elementary and middle school, special education teachers, district nurses and counselors, classified staff, pre-school staff, middle and elementary school principals, representative of each of FVSD's bargaining units, and district-level administrators. In addition to weekly meetings of the entire Advisory, there were eight subcommittees (Elementary Instruction, Middle School Instruction, Health-Hygiene- Protocols & Education, Maintaining Healthy Operations & Facilities, Pre-school & Childcare, Nutrition Services, Special Populations & Programs, and Transportation). In total, the Schools Reopening Advisory and its various subcommittees participate in over 30 meetings totaling well over 60 hours of research and active discussions to develop the 2020-21 Reopening Schools Plan for the Fountain Valley School District that was unanimously adopted by the FVSD Board of Trustees on August 6, 2020. This 27-page document provided the framework for Learning Continuity & Attendance Plan Document. The 2020-21 Schools Reopening Plan for the Fountain Valley School District also provides the framework for the work that will be done to ensure the continuity of learning for students and safety of students, families, and staff for the upcoming school year. A public presentation of the 2020-21 Schools Reopening Plan, with opportunities for public comment occurred at a Special Board Meeting on the evening of Monday, August 3, 2020, with additional opportunities for public comment on the Schools Reopening Plan provided at the Thursday, August 6, 2020 School Board Meeting prior to the plan being considered for adoption.

In addition to the extensive work of the Schools Reopening Advisory, input from multiple surveys provided guidance in the development of FVSD's Learning Continuity & Attendance Plan. The District considered results from multiple surveys in developing this plan including the following: FVSD Chromebook Survey (March 2020 - 1,035 responses), Elementary Parent Distance Learning Survey (May 2020 - 987 responses), Middle School Parent Distance Learning Survey (May 2020 - 429 responses), FVSD Certificated Staff Distance Learning Survey

(May 2020 - 236 responses), Fall Reopening of FVSD Schools Initial Parent Survey (July 2020 - 3,770 responses), Fall Reopening of Schools Initial Teacher Survey (July 2020 -271 responses), FVSD Reopening of Schools Initial Classified Staff Survey (July 2020 - 244 responses), ESP Childcare Needs Survey (August 2020 - 747 responses), and the FVSD Learning Continuity & Attendance Plan Survey (September 2020 - 1,067 responses). Collectively, these surveys represent over 8,700+ individual responses to surveys that have assisted with the development of this Learning Continuity & Attendance Plan. Due to the elementary/middle school ages of FVSD students, results from parent surveys were treated as data points reflective of the views of students.

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

The California Department of Education release the Learning Continuity & Attendance Plan template on August 3, 2020 and the plan must be adopted by the FVSD Board of Trustees to submit to the California Department of Education by September 20, 2020. Although this timeline coincides with the most challenging opening to a school year in the history of public education, FVSD remains deeply committed to providing ample opportunity for remote participation in public meetings and public hearings to solicit stakeholder feedback. An initial draft of the Learning Continuity & Attendance Plan was presented to FVSD's Cabinet Team on Monday, August 17, 2020, to the FVSD Administrative Leadership Team on Thursday, August 20, 2020, and to FVSD's DELAC on Friday, August 21, 2020.

Similar in nature to the Local Control Accountability Plan Leadership Team, that FVSD forms on an annual basis, the District created a Learning Continuity & Attendance Plan Advisory to review the initial draft of the plan and provide additional input. The Learning Continuity & Attendance Plan Advisory consisted of members of the 2019-20 Local Control Accountability Plan Leadership Team (teachers, classified, parents, and administrative staff), the 2020-21 Schools Reopening Advisory (teachers, classified, parents, and administrative staff), representatives of the District's 2019-20 DELAC (parents and staff), members of each of FVSD's bargaining units (teachers and classified), and FVSD administrative staff (district- and site-level). Due to the short approval timeline for the plan and social distancing requirements, the Learning Continuity & Attendance Plan Advisory met on August 25, 2020 - with ongoing opportunities for input into the plan via survey through September 13, 2020). In addition to the Learning Continuity & Attendance Plan Advisory online meeting, FVSD conducted an Online Community Forum on September 16th that provided an overview of the Learning Continuity & Attendance Plan, and provided the opportunity for participants to submit questions/comments prior to the event that were responded to by District staff. FVSD staff also conducted a "Study Session" that was accessible to the public as part of the September 3, 2020 regularly scheduled meeting of the FVSD School Board, with subsequent opportunities to comment publicly on the Learning Continuity & Attendance Plan during the September 24, 2020 Special Board Meeting when the Board of Trustees considered the Learning Continuity & Attendance Plan as an action item. After the September 3, 2020 "Study Session," a paper copy of the Learning Continuity & Attendance Plan was available for review at the District Office to accommodate parents and community members without access to technology to review the plan online. All meetings were conducted virtually, and members of FVSD's Bilingual Interpreter team were available to support families. In addition, printed copies of Board meeting agendas with opportunities for public comment are posted in easily accessible areas for families.

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

FVSD Parent Groups

Efforts to gather feedback from parents regarding the reopening of schools for the 2020-21 school year began as early as May 2020. In order to better inform FVSD's future decisions related to programming for distance learning, FVSD conducted a survey of parents to which the District received 1,416 responses (roughly 22% of FVSD parents). The survey results indicated that 26% of families experienced a "smooth transition" to distance learning, 58% reported that the transition had been "challenging, but was working," and 18% of parents responded that they were "struggling." Overall, 78% of parents reported that their child's distance learning experiences were "very positive" or "somewhat positive." Most significantly, FVSD learned that 34% of elementary families and 43% of middle school families felt that there were "too few" live, interactive virtual learning sessions taking place. Based on this feedback, FVSD immediately elevated the requirement for teachers to provide two or more "live" virtual session each week, which will be elevated to multiple sessions of "live daily virtual interaction" entering the 2020-21 school year. In early June, FVSD again surveyed parents to gather information regarding their preferences for the opening of the 2020-21 school year.

The "Fall Reopening Parent Survey," conducted during the first week of June 2020, received 3,629 responses. Not surprisingly, after three consecutive months of distance learning, 78% of parents indicated that they were "likely to prefer their child attend school in a normal/traditional in-person setting," while 22% of parents indicated that they would prefer for their child to continue in "full time virtual/distance learning." The survey also inquired as to the need for childcare in the event that the school district opened for 2020-21 school year with some type of Hybrid/Blended learning model. Nearly 42% of families indicated that they did have a need for childcare on days when students were not going to be in class. Parents also expressed concerns related to requirements for students to wear face masks and have limited interactions with their peers. As one might suspect, the percentage of parents that wanted their children to participate in in-person instructional models decreased as scenarios with more restrictive settings related to facial coverings and social distancing were presented. This survey also included an open-ended item for parent comments, to which over 1,850 participants submitting surveys with responses to open-ended items. FVSD staff analyzed the comments using a 2-tiered comment coding practice which helped to further identify parents' greatest areas of concern. Comments occurring with the highest frequency included "requests to return to classrooms/regular school," "safety/hygiene/cleaning related comments not specific to masks," "mask-related comments," and "concerns about the social-emotional well-being of students."

In late-July 2020, the District again surveyed parents regarding the reopening of schools for the upcoming school year, receiving 1,750 responses. Information regarding the District's three proposed instructional models for the 2020-21 school year - Virtual/Remote, Blended/Hybrid, and Modified Traditional - were shared via parent message and accompanying video explaining the models presented by FVSD's Superintendent and Assistant Superintendent of Educational Services. Mirroring the prior survey, most parents (67%) continued to indicate that they preferred In-person instructional models (either Modified Traditional or Blended/Hybrid), with the remaining parents (33%) indicating that they preferred the Virtual/Remote Model for the upcoming school year. The survey also indicated that nearly 38% of parents would have a need for childcare in the event that schools reopened in either a Blended/Hybrid or Virtual/Remote model. As was the case with the prior survey, FVSD staff analyzed the open-ended comments using a 2-tiered comment coding practice to further identify parents' greatest areas of concern. Comments occurring with the highest frequency included "preference for virtual learning," "return to classrooms/regular school," "appreciative comments for the district's efforts to prepare for reopening," and comments related to the safety of staff/students." In addition, FVSD used the open-ended comments from the survey to create a "Frequently Asked Questions" document that was subsequently distributed to families.

In early-August, the District conducted a survey specific to the Learning Continuity & Attendance Plan. FVSD was pleased to receive 750+ responses from parents to this survey. The results of the survey showed:

- * 93% of parents responded favorably to the statement that "the District has engaged stakeholders in the process of gathering information for the plan."
- * 90% of parents responded favorably to the statement that "the plan for In-person instruction incorporates appropriate safety measures."
- * 87% of parents responded favorably to the statement that "the plan for In-person instruction will help ensure that all students succeed."
- * 87% of parents responded favorably to the statement that "the plan for Virtual/Remote instruction will help ensure that all students succeed."
- * 89% of parents responded favorably to the statement that "the plan incorporates social-emotional supports and Pupil-engagement actions that will help to ensure all students succeed."

In addition to surveys, several FVSD parents served as members of the Schools Reopening Plan Advisory (8) and the Learning Continuity & Attendance Plan Advisory (4). Their contributions to the work of the developing the Schools Reopening Plan and the Learning Continuity & Attendance Plan are greatly appreciated. FVSD conducted presentations/feedback sessions related to the Schools Reopening Plan and the Learning Continuity & Attendance Plan with the District English Learner Advisory Council (DELAC) in both July and August. Finally, a comprehensive overview of the Learning Continuity & Attendance Plan was presented as a Board Study Session as part of the August 3, 2020 regularly-scheduled School Board Meeting. Subsequent to the presentation, the Board conducted a public hearing on the plan, providing parents and community members with the opportunity to submit comments.

FVSD Certificated and Classified Staff

Efforts to gather feedback from parents regarding the reopening of schools for the 2020-21 school year began in June 2020. In order to better inform practices related to the reopening of schools and the development of the Learning Continuity & Attendance Plan, FVSD conducted multiple surveys with certificated and classified staff, similar to those conducted with parents, receiving over 225 responses. FVSD's initial survey of staff was conducted in June 2020. This survey showed that 52% of staff indicated an initial preference for a "Traditional model with a distance learning option" for school reopening for the 2020-21 school year, 33% indicated a preference for a "Hybrid model with a distance learning option," and 10% indicated a preference for a "Distance/virtual model for all students." The initial survey also showed that 36% of staff would need childcare for their own children during the upcoming school year, and that 13% of teachers were interested in being assigned to teach in a full-time/distance learning model.

In late-July 2020, the District again surveyed certificated staff regarding the reopening of schools for the upcoming year, receiving over 335 responses. The July survey showed that 65% of teachers preferred to return for the 2020-21 school year for In-person instruction (either Modified Traditional or Blended/Hybrid), with the remaining 35% of teachers preferring the Virtual Remote Model. The survey also revealed that 69% of elementary teachers preferred an AM/PM hybrid model, with students in grades TK-5 receiving in-person instruction nearly every day. Meanwhile, 70% of middle school teachers preferred an "alternating day" schedule. The survey also validated the prior survey, finding that nearly 30% of teachers would need childcare for their own children during the upcoming school year. This survey also included an open-ended response item, the results of which FVSD staff analyzed comments using a 2-tiered comment coding protocol to further identify areas of concern. Comments occurring with the highest frequency included "preference for virtual learning," "return to classrooms/regular school,"

"appreciative comments for the district's efforts to prepare for reopening," and "comments related to the safety of staff/students." In addition, FVSD used the open-ended comments from the survey to create a "Frequently Asked Questions" document that was subsequently distributed to both certificated and classified staff members.

Coinciding with the survey of certificated staff, FVSD conducted a survey of classified staff members, receiving nearly 250 responses. The survey of classified staff showed that 51% of classified staff preferred to return in a Modified Traditional setting, 33% of classified staff preferred to return in a Blended/Hybrid setting, and 16% preferred to return in a Virtual/Remote setting. The survey also helped FVSD determine that a much smaller percentage of classified staff members had a need for fee-based childcare provided by the District (16%).

In early-August, the District conducted a survey specific to the Learning Continuity & Attendance Plan. FVSD was pleased to receive approximately 50 responses from certificated and classified staff members to this survey. The results of the survey showed:

- * 95% of staff responded favorably to the statement that "the District has engaged stakeholders in the process of gathering information for the plan."
- * 89% of staff responded favorably to the statement that "the plan for In-person instruction incorporates appropriate safety measures."
- * 89% of staff responded favorably to the statement that "the plan for In-person instruction will help ensure that all students succeed."
- * 87% of staff responded favorably to the statement that "the plan for Virtual/Remote instruction will help ensure that all students succeed."
- * 84% of staff responded favorably to the statement that "the plan incorporates social-emotional supports and Pupil-engagement actions that will help to ensure all students succeed."

In addition to surveys, many FVSD staff certificated (30) and classified (15) staff members served as members of the Schools Reopening Plan Advisory and/or the Learning Continuity & Attendance Plan Advisory. Their contributions to the work of the developing the Schools Reopening Plan and the Learning Continuity & Attendance Plan are greatly appreciated. Over the course of the summer, FVSD and both the Fountain Valley Education Association (FVEA) and the California School Employees Association (CSEA) Chapter #358 engaged in ongoing collective bargaining sessions, working collaboratively on the task of developing Memorandums of Understanding (MOUs) to address the unique circumstances associated with the 2020-21 school year due to the COVID-19 Pandemic. Overall, FVSD's certificated and classified staff have played a significant role in helping to develop the District's Learning Continuity & Attendance Plan.

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

Numerous aspects of the Learning Continuity and Attendance plan have been influenced by specific stakeholder groups. Feedback received by FVSD in a variety of formats including Advisory Group meetings, negotiations with certificated and classified associations, and surveys of various stakeholders have provided significant guidance in developing both the Learning Continuity & Attendance Plan and the 2020-21 Schools Reopening Plan for Fountain Valley School District which serves as a complementary document to the LCP.

Access to Technology

In terms of technology, both devices and instructional platforms, input from parents, teachers, and staff served to inform the volume of devices and internet hot-spots needed to support families, the acquisition of multiple educational technology platforms to support teaching across all instructional models, and the professional development needed by staff in order to leverage devices and instructional platforms to maximize the positive impact of technology on students' learning experiences. FVSD is well-prepared to provide the needed devices for all students, and to provide streamlined communication with families over the course of the 2020-21 school year, as the District transitioned from Blackboard to Parent Square to provide enhanced communication. FVSD will also continue to provide help-desk services for staff and families via both email and phone support on an as-needed basis. FVSD also developed multiple "quick-tips" reference guides to support staff and families as they engaged in the use of new technologies.

Consistency of Learning and Frequency of Teacher-Student "Live Interaction"

Across multiple stakeholder groups, the need for frequency and consistency of interaction between teachers and students emerged as important information guiding the development of FVSD's three instructional models, the Virtual/Remote Model, Blended/Hybrid Model, and Modified Traditional Model. Guidance from this input helped FVSD to construct daily instructional schedules for each model that ensured daily live interaction between teachers and students, and the District's decision to invest in an online learning platform that would transcend each instructional model to provide students and teachers with the desired consistency, regardless of the likely need to "pivot" quickly between In-person and Virtual learning at points in the 2020-21 school year. Each of the daily instructional schedules ensure that students receive the appropriate number of instructional minutes for their grade-level span, include designated times for "Zoom-breaks" to prevent technology fatigue, and designated times for cleaning of learning spaces in each of the District's in-person models.

Safety/Hygiene/Cleaning

All stakeholders consistently expressed concerns regarding the District's plan for ensuring safe, clean learning environments and that steps be taken to ensure appropriate hygiene measures were incorporated into the schooling experience. The emphasis of all stakeholders on this aspect of returning for the 2020-21 school year can not be overstated. Many of the measures that are being taken to ensure safe, clean learning environments for students are the byproduct of committee work, input from parent surveys, and suggestions by community members received through the district's general email account.

Social Emotional

The District received significant feedback expressing concerns about the social-emotional well-being of students and staff members, and addressed those concerns by developing a comprehensive plan to provide social emotional support. FVSD will provide both virtual support and in-person support (when approval is received) including Social-Emotional Learning (SEL) lessons, counseling provided by FVSD staff, and referrals to outside agencies as deemed appropriate. FVSD parents, in particular, strongly expressed their desire that the District provide and promote social interaction in safe, appropriate ways in both Virtual and In-person settings.

Childcare Services

Both parents and staff communicated the need for robust childcare services that could support instructional activities taking place across all instructional models. Parents expressed the need for childcare regardless of their student's Instructional Model - both before, during (for the Hybrid model), and after the school day. FVSD is providing childcare for families at the lowest possible cost for parents. FVSD staff also communicated their need for childcare, which FVSD's Extended School Program will make available to District employees at reduced rates. FVSD's Extended School Program team will be incorporating the same safety/hygiene/cleaning standards being implemented on campuses

for the school day, and has incorporated specific protocols for dropping off and picking up students that help to ensure the safety of students, parents, and staff.

In summary, the District has considered so many points of input from stakeholders regarding all aspects of the Learning Continuity & Attendance Plan that it is difficult to isolate specific actions in the plan. With over 8,000 data points from surveys, all of which have been taken into consideration in planning, countless hours of meetings with the Schools Reopening Advisory, input from the Learning Continuity & Attendance Plan Advisory, collective bargaining meetings with both FVEA and CSEA, and public meetings at which the LCP and the District's Schools Reopening Plan have been shared, feedback from stakeholders has been the fuel driving FVSD's work related to School Dismissal, School Reopening, and the development of this plan.

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.]

Health and Safety Considerations

Fountain Valley School District is eager to facilitate the return of students to classroom learning environments. Throughout the pandemic, FVSD has relied on guidance from the Centers for Disease Control, California Department of Public Health, Orange County Health Care Agency, California Department of Education, and the Orange County Department of Education to help ensure the safety of students, families, and staff as they interact to provide the best education possible in light of the COVID-19 pandemic. Using these resources, the District developed a 2020-21 Reopening Schools Plan that documents a wide variety of safety measures to facilitate the reopening of schools. An electronic copy of this 27-page plan is available on the FVSD website at www.fvsd.us/apps/pages/SchoolsReopening and a paper copy of the document is available upon request by contacting the FVSD Main Office at 714-843-3200.

Highlights of FVSD's 2020-21 Reopening Schools Plan include:

- * Student and Staff Daily Screening Procedures and Incident Protocols
- * Daily Cleaning and Disinfecting Procedures that include Mid-Day Cleaning of Classrooms during Scheduled Breaks/Lunch
- * Social Distancing Guidelines for Students and Staff
- * Physical Distancing of Student/Staff Workstations, as well as Transparent Study Carrels for Student Desks
- * Protocols and Procedures for Transportation of Students
- * Protocols and Procedures for Preparing and Serving Lunches

Teaching and Learning Considerations

Fountain Valley School District has developed two models, a Modified Traditional Model, and a Hybrid/Blended Model, for in-person instruction in the event it is deemed safe for Orange County schools to return to classroom instruction. Both models would include significant safety measures including the wearing of masks/facial coverings (in accordance with California Department of Public Health (CDPH) guidelines, designated times for hand sanitation throughout the school day, physical barriers, social distancing, stringent guidelines for entering school facilities (classrooms and general campus areas), and daily health screenings for staff and students. FVSD's 2020-21 Schools Reopening Plan includes comprehensive guidance related to the presence of students, teachers, and staff on campus, as well as guidance that significantly limits access to campuses. FVSD is aware that the COVID-19 pandemic, and many of the measures taken to prevent further spread of the virus, has placed new stressors on staff members, students, and families in general. Therefore, supporting the mental health needs of all members of the FVSD family is also of paramount importance in FVSD's In-person learning models. Teachers, counselors, and administrators, while tending to their own social-emotional needs, embrace the responsibility of supporting students and families through the pandemic, and will be integrating Social-Emotional Learning into lessons with in each of the In-person instructional offerings.

Description of Modified Traditional Model:

Students will be on site five days per week with full virtual/remote learning available should a classroom, school site, or the entire district be closed for shorter periods of time. The Modified Traditional Model offers students and staff a structured learning environment in a face-to-face setting with modified social interactions. This model creates strong routines for students at both the elementary and middle school levels. Social distancing and PPE are required for students and staff. In addition, modifications to daily schedules support additional recess and lunch blocks in order to allow for social distancing. Classrooms and lunch areas will be set up in a manner that ensures 6-feet of social distancing, and transparent "study carrels" will be fixed to student desks as an additional precaution. FVSD's Modified Traditional Model meets all of the statutory instructional minutes requirements of the State of California. Based on Public Health guidance, there may be a transition between in-person and virtual learning during the school year. As a result, FVSD has identified a web-based learning platform (Florida Virtual Schools) that will be utilized across all instructional settings to provide consistency and continuity for staff and students. Schedules are built in a manner that ensures that all requirements for daily instructional minutes are met, there are designated blocks of instructional time, and that the schedule aligns with other instructional models in order to facilitate any "pivot" that might become necessary during the school year.

Details of Modified Traditional Model for Elementary Schools:

As with all models of instruction, the focus is on ensuring the health and safety of staff and students. Drop-off and Pick-up protocols have been developed to meet the unique campus features of each elementary school to ensure social distancing and appropriate safety/hygiene guidelines are strictly followed by parents, students, and staff. The daily schedule for elementary schools include staggered start times and dismissal times, designated times for hand-washing, as well as designated times for cleaning before, during, and after the school day that are intended to be supplemental to the regular nightly cleaning schedule for campuses (which are also enhanced for the 2020-21 school year to mitigate opportunities for the spreading of the COVID-19 virus). The schedules developed for the elementary school level include an "early release" schedule for Mondays, and full-day schedules for Tuesday through Friday each week. Schedules are built in a manner that ensures

that all requirements for daily instructional minutes are met, there are designated blocks of instructional time, and that the schedule aligns with other instructional models in order to facilitate any "pivot" that might become necessary during the school year.

The Daily Instructional Schedule for "Early Release" Monday in the Modified Traditional Elementary Model is as follows:

- * 15-minute Check-in
- * 90-minute Instructional Block #1
- * 20-minute Recess/Hygiene/Cleaning Block
- * 90-minute Instructional Block #2
- * 10-minute Close-out/Reminders
- * 105-minute Teacher/Site Planning, Office Hours, Self-guided Remote Student Work

The Daily Instructional Schedule for Tuesday through Thursday in the Modified Traditional Elementary Model is as follows:

- * 15-minute Check-in
- * 90-minute Instructional Block #1
- * 20-minute Recess/Hygiene/Cleaning Transition
- * 90-minute Instructional Block #2
- * 30-minute Lunch/Cleaning Block
- * 90-minute Instructional Block #3
- * 10-minute Close-out/Reminders

Details of Modified Traditional Model for Middle Schools:

As with all models of instruction, the focus is on ensuring the health and safety of staff and students. Drop-off and Pick-up protocols have been developed to meet the unique campus features of each middle school to ensure social distancing and appropriate safety/hygiene guidelines are strictly followed by parents, students, and staff. The daily schedule for middle schools include designated times for hand-washing, as well as designated times for cleaning before, during, and after the school day that are intended to be supplemental to the regular nightly cleaning schedule for campuses (which are also enhanced for the 2020-21 school year to mitigate opportunities for the spreading of the COVID-19 virus). As is the case for elementary schools, the schedules developed for the middle school level include an "early release" schedule for Mondays, and full-day schedules for Tuesday through Friday each week. Middle school daily schedules are built on the premise of an A-week, B-week model for Mondays only model where students attend their Period 1/3/5 or Period 2/4/6 classes for "check-in." For Tuesdays through Thursdays, students would attend Periods 1/3/5 or Periods 2/4/6 on alternating days. Schedules are built in a manner that ensures that all requirements for daily instructional minutes are met, there are designated blocks of instructional time, and that the schedule aligns with other instructional models in order to facilitate any "pivot" that might become necessary during the school year.

The Daily Instructional Schedule for "Early Release" Monday in the Modified Traditional Middle School Model is as follows:

- * 15-minute Check-in
- * 50-minute Instructional Block #1
- * 5-minute Transition/Hygiene
- * 50-minute Instructional Block #2
- * 20-minute Break/Hygiene/Cleaning Block

- * 60-minute Instructional Block #3 (includes Close-out/Reminders)
- * 105-minute Teacher/Site Planning, Office Hours, Self-guided Remote Student Work

The Daily Instructional Schedule for Tuesday through Thursday in the Modified Traditional Middle School Model is as follows:

- * 15-minute Check-in
- * 90-minute Instructional Block #1
- * 20-minute Break/Cleaning Block
- * 90-minute Instructional Block #2
- * 30-minute Lunch/Tutorial Block #1
- * 30-minute Lunch/Tutorial Block #2
- * 90-minute Instructional Block #3 (includes Close-out/Reminders)

Description of Blended/Hybrid Model (AM/PM) for Elementary Schools:

As with all models of instruction, the focus is on ensuring the health and safety of staff and students. Drop-off and Pick-up protocols have been developed to meet the unique campus features of each elementary school to ensure social distancing and appropriate safety/hygiene guidelines are strictly followed by parents, students, and staff. The daily schedule for elementary schools include designated times for hand-washing, as well as designated times for cleaning before, during, and after the school day that are intended to be supplemental to the regular nightly cleaning schedule for campuses (which are also enhanced for the 2020-21 school year to mitigate opportunities for the spreading of the COVID-19 virus). As is the case for all instructional models, the schedules developed for the elementary school hybrid model includes an "early release" schedule for Mondays, with both cohorts participating in remote learning. The schedules developed for the Elementary Hybrid Model for Tuesday through Thursday also feature an AM Cohort of students (In-person from 8:00 AM - 10:35 AM), followed by an PM Cohort of students (In-person from 11:30 AM - 2:05 PM). Arrival and dismissal times are staggered by 15-minutes for primary grades (TK-2nd) and upper grades (3rd - 5th). Students would engage in independent learning activities from remote settings during the instructional block when they are not attending in-person instruction. Schedules are built in a manner that ensures that all requirements for daily instructional minutes are met, there are designated blocks of instructional time, and that the schedule aligns with other instructional models in order to facilitate any "pivot" that might become necessary during the school year.

The Daily Instructional Schedule for "Early Release" Monday in the Elementary Hybrid Model is as follows:

- * 60-minute Whole Class Session (AM and PM Cohorts online together)
- * 60-minute Small Group #1 with teacher/Small Group #2 self-guided work
- * 60-minute Small Group #1 self-guided work/Small Group #2 with teacher
- * Dismissal
- * 90-minute Teacher/Site Planning, Office Hours, Self-guided Remote Student Work

The Daily Instructional Schedule for Tuesday through Thursday in the Elementary Hybrid Model is as follows:

- * 15-minute AM Group Check-in
- * 60-minute AM Group Instructional Block #1
- * 20-minute Recess/Cleaning Block

- * 60-minute AM Group Instructional Block #2
- * 55-minute Lunch/Cleaning Block
- * 15-minute PM Group Check-in
- * 60-minute PM Group Instructional Block #1
- * 20-minute Recess/Cleaning Block
- * 60-minute PM Group Instructional Block #2

Description of Blended/Hybrid Model (Alternating Days) for Middle Schools:

As with all models of instruction, the focus is on ensuring the health and safety of staff and students. Drop-off and Pick-up protocols have been developed to meet the unique campus features of each middle school to ensure social distancing and appropriate safety/hygiene guidelines are strictly followed by parents, students, and staff. The daily schedule for middle schools include designated times for hand-washing, as well as designated times for cleaning before, during, and after the school day that are intended to be supplemental to the regular nightly cleaning schedule for campuses (which are also enhanced for the 2020-21 school year to mitigate opportunities for the spreading of the COVID-19 virus). As is the case for all instructional models, the schedules developed for the middle school hybrid model includes an "early release" schedule for Mondays, with both cohorts participating in remote learning. The schedules developed for the Middle School Hybrid Model for Tuesday through Thursday also feature alternating days of in-person and remote instruction, with students participating in longer instructional blocks for three periods per day. Students would engage in independent learning activities from remote settings on days when they are not attending in-person instruction. Schedules are built in a manner that ensures that all requirements for daily instructional minutes are met, there are designated blocks of instructional time, and that the schedule aligns with other instructional models in order to facilitate any "pivot" that might become necessary during the school year.

The Daily Instructional Schedule for "Early Release Monday" in the Middle School Hybrid Model is as follows (remote for all students):

- * 25-minute Instructional Block for Period 1
- * 5-minute Transition Block
- * 25-minute Instructional Block for Period 2
- * 5-minute Transition Block
- * 25-minute Instructional Block for Period 3
- * 20-minute Break
- * 25-minute Instructional Block for Period 4
- * 5-minute Transition Block
- * 25-minute Instructional Block for Period 5
- * 5-minute Transition Block
- * 25-minute Instructional Block for Period 6
- * 60-minute lunch
- * 90-minute Teacher/Site Planning, Office Hours, Self-guided Remote Student Work

The Daily Instructional Schedule for "Tuesday-Friday" in the Middle School Hybrid Model is as follows (remote for all students):

- * 15-minute Check-in Period Group A (Period 1 In-person Tuesday/ Period 2 In-person Thursday) Group B (Period 1 In-person Wednesday/ Period 2 In-person Friday)
- * 90-minute Check-in Period Group A (Period 1 In-person Tuesday/ Period 2 In-person Thursday) Group B (Period 1 In-person Wednesday/ Period 2 In-person Friday)
- * 20-minute Break/Cleaning Block
- * 90-minute Check-in Period Group A (Period 3 In-person Tuesday/ Period 4 In-person Thursday) Group B (Period 3 In-person Wednesday/ Period 4 In-person Friday)
- * 30-minute Lunch/Cleaning #1/Tutorial #1
- * 30-minute Lunch/Cleaning #2/Tutorial #2
- * 15-minute Check-in Period Group A (Period 5 In-person Tuesday/ Period 6 In-person Thursday) Group B (Period 5 In-person Wednesday/ Period 6 In-person Friday)

Prioritizing Access to In-person Instruction:

FVSD is committed to supporting students to the greatest extent possible in all models; however, we recognize the importance of providing students that have experienced learning loss and those who are at a greater risk of learning loss due to future school closures require accommodations. Honoring the initial instructional model selection of families, FVSD is also committed to prioritizing access to in-person instruction for families with students in the aforementioned groups, as well as for English learners, low-income students, students experiencing homelessness, foster youth, and students with special needs.

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

Description	Total Funds	Contributing
Purchase of Personal Protective Equipment for FVSD staff to ensure the safety of staff and students while on campus. This items purchased include signage for classrooms and campus exteriors, masks for staff/students, transparent desk shields for student desks, transparent barriers to separate staff from visitors, disposable gloves, face shields, "no-touch" thermometers, additional classroom cleaning supplies, and resources to designate routes for movement on campus.	\$196,122	No
FVSD has or will purchased various educational technology platforms to support in-person and remote instruction. Specifically, FVSD purchased NewsELA (non-fiction reading resources and reading comprehension activities for 3rd-8th grade students), IXL (independent learning activities across all core content areas K-8), and Accelerated Reader (individualized reading progress monitoring). These resources contribute to meeting the increased or improved services requirements for foster youth, students experiencing homelessness, English learners, and low-income students, as they provide teachers with resources to	\$140,094	Yes

Description	Total Funds	Contributing
differentiate instruction, create unique learning plans for students, and differentiate reading levels related to the same academic content to support English learners.		
FVSD recognizes the need to provide students with individual equipment to support academic instruction (specifically in science and physical education). FVSD will procure needed quantities of such equipment to support in-person instruction. These resources not only help to prevent the potential spread of the COVID-19 virus, they contribute to meeting the increased or improved service requirements for foster youth, students experiencing homelessness, English learners, and low-income students as they ensure every has the equipment necessary to engage in inquiry-based learning experiences in the sciences and in resource-enriched physical education instructional activities. (Doubet & Hocket, 2018)	\$25,000	Yes
FVSD invests heavily in the professional development of teachers on an annual basis, and full acknowledges that the unique circumstances of non-traditional learning models for in-person instruction necessitate extensive, targeted professional development for teachers/staff. Specifically, FVSD created a robust training program for teachers and staff related to NewsELA, IXL, and Accelerated Reader entering the 2020-21 including multiple sessions for the platforms. This action contributes to meeting the increased or improved service requirements for foster youth, students experiencing homelessness, English learners, and low-income students inasmuch as we know that well-trained teachers, with access to ongoing support systems, benefits all students, but disproportionately benefits students from economically, ethnically, culturally, and linguistically diverse groups (Cole, 2008).	\$46,800	Yes
In order to ensure social distancing and wearing of appropriate PPE during student ingress, lunch service, and student egress, FVSD will increase hours of supervision staff, and add additional staff as deemed necessary to support In-person instructional models.	\$100,000	No
In order to conduct more thorough cleaning of classrooms on a nightly basis, and to conduct cleaning of campus areas during designated cleaning break blocks in FVSD's Daily Instructional Schedules, FVSD anticipates the need for additional custodial support to ensure campus facilities remain clean and disinfected to the greatest extent possible.	\$350,000	No

Description	Total Funds	Contributing
<p>In order to conduct more thorough cleaning of classrooms on a nightly basis, and in-day cleaning of campus areas during designated cleaning break blocks in FVSD's Daily Instructional Schedules, FVSD anticipates the need for additional cleaning supplies and cleaning supplies needed specifically to facilitate disinfection of surfaces in classrooms and other campus facilities.</p>	\$19,452	No
<p>In order to safely and confidently have employees return to the workplace, and to ensure compliance with regulations established by the California Department of Public Health and California Department of Education, FVSD procured the services of CompanyNurse to conduct daily health screenings of all FVSD employees. The service includes immediate reporting of results for all employee health screenings directly to FVSD's Human Resources Department. Information is stored securely to ensure confidentiality, while also helping FVSD to verify, to the greatest extent possible, the status of every employee's health on a daily basis.</p>	\$167,000	No

Distance Learning Program

Continuity of Instruction

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

Fountain Valley School District is dedicated to ensuring continuity of instruction, and learning, for pupils throughout the 2020-21 school year, regardless of the instructional model(s) through which they participate in school. FVSD is referring to its Distance Learning Program as the Full Virtual/Remote Model, as the program has been significantly elevated from the distance learning that was associated with school dismissal during the 2019-20 school year due to COVID-19 School Closures. To ensure that distance learning is elevated to the level of Virtual/Remote schooling, FVSD has identified an online content platform that will be leveraged by FVSD classroom teachers across all learning models that is aligned with CA standards, supports academic rigor across all content areas, integrates components for both enrichment and intervention, and provides students with an engaging media-rich student user interface. Beyond this platform, FVSD will rely on its greatest resource - our talented, dedicated classroom teachers - to plan, develop, deliver, and differentiate learning for students. FVSD teachers have participated in extensive training in Balanced Literacy, as well as Cognitively-Guided Instruction for mathematics. Many

FVSD teachers have been trained in the use of Depth & Complexity Prompts (typically associated with differentiation for Gifted students, but utilized by FVSD teachers to enrich instruction for all students), the use of data to drive instructional decisions and actions, and a wide range of web-based learning resources to support the District's Distance Learning Program. As is the case for FVSD's Modified Traditional and Blended/Hybrid models, well-crafted daily instructional schedules have been created that take into consideration many variable to integrate, and link, the learning experience across models.

Description of the Full Virtual/Remote Model:

For the Virtual/Remote Model, students will not be onsite at FVSD campuses, and the curriculum and instruction is completely online for the entire school year for families that select this model. The Full Virtual/Remote Model includes daily live, virtual interaction between teachers and students. Students can work at their own pace, based upon teacher direction, and complete work on their own schedule. There is a lowered safety risk associated with this model that FVSD anticipates will be needed by a significant percentage of families (approximately 33% based on initial parent survey results). At the same time, there is limited direct interaction with other students in the Virtual/Remote Model, it will require more intensive home support by families, FVSD suggests that families create a designated at-home learning space, and FVSD recognizes that families with students in this model may still have childcare needs. The Full Virtual/Remote Model will require a levels of independence, self-monitoring, and motivation on the part of the student. Please note that in the event that students that have opted to participate in an in-person model, the Virtual/Remote Model will be utilized if the District receives guidance that a transition to virtual learning is necessitated due to COVID-19 pandemic issues at any point in the school year. FVSD is also aware that the COVID-19 pandemic, and many of the measures taken to prevent further spread of the virus, has placed new stressors on staff members, students, and families in general. Therefore, supporting the mental health needs of all members of the FVSD family is also of paramount importance in FVSD's In-person learning models. Teachers, counselors, and administrators, while tending to their own social-emotional needs, embrace the responsibility of supporting students and families through the pandemic, and will be integrating Social-Emotional Learning into lessons with in each of the In-person instructional offerings.

Daily Full Virtual/Remote Learning Model for Elementary Students:

FVSD made extensive considerations for the Full Virtual/Remote Model, prioritizing that the model be consistent with both the Modified Traditional and Blended/Hybrid Model due to the possibility of students needing to transition between either of the In-person Models and the Virtual/Remote Model during the 2020-21 school year. FVSD's Virtual/Remote Model meets all of the statutory instructional minutes requirements of the State of California, includes daily "live" connections between teachers and students, features built-in breaks to prevent "Zoom Fatigue," provides consistent instructional blocks of time each day, and designated time each afternoon for enrichment, intervention, club activities, and "pull-out" programs. The Virtual/Remote model features an "early release" schedule for Mondays, to ensure continuity with in-person models, as well as Tuesday through Thursday schedules that extend structured learning blocks into each afternoon.

The Elementary Full Virtual/Remote Daily Instructional Schedule for "Early Release" Monday is as follows:

- * 60-minute Whole-class Instructional Block
- * 15-minute Break
- * 60-minute Instructional Block for Small-group or Self-guided Work
- * 15-minute Break
- * 60-minute Instructional Block for Small-group or Self-guided Work
- * 60-minute Lunch/Break

* 90-minute Designated block for Teacher/Site-planing, Office Hours, and Self-guided Student Work

The Elementary Full Virtual/Remote Daily Instructional Schedule for Tuesday through Thursday is as follows:

* 60-minute Whole-class Instructional Block

* 15-minute Break

* 60-minute Instructional Block for Small-group or Self-guided Work

* 15-minute Break

* 60-minute Instructional Block for Small-group or Self-guided Work

* 60-minute Lunch/Break

* 30-minute Whole-class Instructional Block

* 90-minute Designated block for Office hours for teachers, Intervention, Enrichment, Pullout Programs and Self-guided Student Work

Daily Full Virtual/Remote Learning Model for Middle School Students:

FVSD continued to make extensive considerations for the Full Virtual/Remote Model, prioritizing that the model be consistent with both the Modified Traditional and Blended/Hybrid Model due to the possibility of students needing to transition between either of the In-person Models and the Virtual/Remote Model during the 2020-21 school year. FVSD's Virtual/Remote Model meets all of the statutory instructional minutes requirements of the State of California, includes daily "live" connections between teachers and students, features built-in breaks to prevent "Zoom Fatigue," provides consistent instructional blocks of time each day, and designated time each afternoon for enrichment, intervention, club activities, and "pull-out" programs. The Full Virtual/Remote model features an "early release" schedule for Mondays, to ensure continuity with in-person models, as well as Tuesday through Thursday schedules that ensure students have equal instructional time for each class period.

The Middle School Full Virtual/Remote Daily Instructional Schedule for "Early Release" Monday is as follows:

* 25-minute Instructional Block for Period 1

* 5-minute Break

* 25-minute Instructional Block for Period 2

* 5--minute Break

* 25-minute Instructional Block for Period 3

* 20-minute Break

* 25-minute Instructional Block for Period 4

* 5-minute Break

* 25-minute Instructional Block for Period 5

* 5-minute Break

* 25-minute Instructional Block for Period 6

* 60-minute Lunch Break

* 120-minute Designated block for Teacher/Site-planning, Office Hours, and Self-guided Student Work

The Middle School Full Virtual/Remote Daily Instructional Schedule for Tuesday AND Thursday is as follows:

* 60-minute Instructional Block for Period 1

- * 15-minute Break
- * 60-minute Instructional Block for Period 3
- * 15-minute Break
- * 60-minute Instructional Block for Period 5
- * 60-minute Lunch/Break
- * 30-minute Tutorial (connected to Period 5)
- * 75-minutes Student Self-guided Work (Office hours for teachers, Clubs, and Enrichment)

The Middle School Full Virtual/Remote Daily Instructional Schedule for Wednesday AND Friday is as follows:

- * 60-minute Instructional Block for Period 2
- * 15-minute Break
- * 60-minute Instructional Block for Period 4
- * 15-minute Break
- * 60-minute Instructional Block for Period 6
- * 60-minute Lunch/Break
- * 30-minute Tutorial (connected to Period 6)
- * 75-minutes Student Self-guided Work (Office hours for teachers, Clubs, and Enrichment)

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.]

In order to support Distance Learning, FVSD recognizes that students will need the ability to access digital resources through the internet on either a laptop, tablet, or Chromebook. FVSD is providing Chromebooks for families that need technology at home. The Chromebooks being provided to families have been formatted to provide easy access to FVSD's online learning platform (Florida Virtual Schools), as well as a wide range of educational technologies that will be used to support student learning throughout the school year. In addition, the FVSD Information Technology Team has install appropriate firewalls and security software to ensure that students use District devices appropriately, and are protected from inappropriate online content. FVSD is also prepared to provide internet "hot spots for families on an as-needed basis to ensure students not only have the device needed to participate in online learning, but internet services that ensure connectivity. FVSD has developed drive-thru device checkout protocols that comply with PPE and social distancing guidelines to ensure the safety of staff and parents. For parents that are unable to pick up devices on the designated dates/times, school offices will make arrangements with parents to pick them up in the school office prior to, and/or during the school year. All parents will be asked to sign a "Technology Acceptable Use Policy" and a "Chromebook Loaner Agreement" in order to receive a district-provided device.

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.]

FVSD is using both synchronous and asynchronous learning opportunities to meet the instructional minutes requirements for all three of our instructional models (Modified Traditional, Blended/Hybrid, and Virtual/Remote). The District's daily instructional schedules include designated time for asynchronous learning opportunities. Attendance will be taken daily and reported in the Aeries Student Information System (Aeries SIS). In addition, the District will leverage time-stamping capabilities of our various online platforms including our Learning Management System (Florida Virtual Schools), ST Math, IXL, NewsELA, and other web-based instructional programs used across the district. We place great value on the educational experience being provided for our students, and are fully committed to ensuring that students actively participate in daily learning. The District recognizes that non-participation in Virtual/Remote learning model requires verification of the absence, as well as ongoing monitoring of individual student attendance. FVSD is awaiting the release of the "Weekly Engagement Record/Log" that teachers will be required to complete for each student that will complement attendance reporting. In the event a student develops a pattern of non-participation, FVSD will utilize appropriate counseling supports - including direct outreach from teachers, principals, and counselors. If those efforts are unsuccessful in mitigating an attendance issue, FVSD will utilize School Attendance Review Team (SART) and School Attendance Review Board (SARB) to provide targeted support.

Distance Learning Professional Development

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

The abrupt transition from classroom-based instruction to virtual instruction that occurred in March 2020 presented a significant paradigm shift for public education. FVSD immediately recognized the impact of this transition, and provided ongoing professional development opportunities for staff. Professional Development efforts focused mostly on providing training for teachers on the use of online technologies to support Distance Learning. Specifically, FVSD encouraged teachers to pursue Google Certified Educator and Google Certified Training opportunities which were self-paced and free of charge to educators. In addition, FVSD offered four total hours of online professional development for IXL, three total hours of NewsELA training, Zoom training, online training provided by Teachers College to support the Reading & Writing Project work that a number of elementary teachers had participated in over the summer of 2019, and virtual teaching professional development offered to all teachers through the National Board program. FVSD's Educational Services and Information Technology Teams also developed and distributed a number of "Quick-tip" resources for teachers to reference on topic including log-in support for technologies, documents to support virtual learning sessions, navigating Google Shared Resources/Google Classroom, and assistance with building weekly learning plans that integrated hyperlinks to online resources.

In preparation for the 2020-21 school year, FVSD developed and delivered an even more comprehensive professional development program to ensure teachers possess the skills necessary to support students in the Virtual/Remote learning model. During the month of August, FVSD offered 36 different professional development sessions for teachers, totaling over 50 hours of training.

The August training program covered the following programs:

- * FVSD's Online Curriculum/LMS (training protocol included 6-hours of training over the course of the month)
- * IXL (two 1-hour sessions)

- * Zoom for Beginners Users (two 1-hour sessions)
- * Zoom for Advanced Users (two 1-hour sessions)
- * Edulastic for Elementary Teachers (1-hour session)
- * Edulastic for Middle School History & ELA Teachers (one 1-hour session)
- * Edulastic for Middle School Math & Science Teachers (one 1-hour session)
- * Discovery Science Part 1 - (three grade-level specific 3-hour sessions)
- * Discovery Science Part 2 - (three grade-level specific 3-hour sessions)
- * ST Math - (three 1-hour sessions)
- * SPIRE Reading for Special Education Teachers - (three sessions totaling 4.5 hours)
- * Sound Sensible Training for Special Education Teachers (two sessions totaling 3 hours)
- * Discovering NewsELA (1-hour session)
- * Flexible Learning with NewsELA (1-hour session)
- * Scholastic Reading Inventory - Getting Started Webinar (1-hour session)

In addition to the aforementioned professional development activities designed to support the delivery of "best-first instruction" in all of FVSD's learning models, all FVSD staff are required to participate in training related to safety and health protocols designed to prevent the spread of the COVID-19 virus. Beginning on June 1, 2020, FVSD required all employees to complete two training modules, "Coronavirus Awareness" and "Coronavirus: Cleaning and Disinfecting Your Workplace." These two training modules were subsequently included as part of the "on-boarding" for any new FVSD employees. FVSD's Human Resources Department also provided multiple print resources that employees were instructed to review, including:

- * Fountain Valley School District Workplace Protocols
- * Centers for Disease Control Guidance entitled "How to Protect Yourself and Others"
- * Centers for Disease Control Guidance entitled "Symptoms of Coronavirus (COVID-19)"
- * Centers for Disease Control Guidance entitled "How to Safely Wear and Take Off a Cloth Face Covering"
- * Centers for Disease Control Guidance entitled "Stop the Spread of Germs; Help Prevent the Spread of Respiratory Diseases like COVID-19"

Subsequently, in preparation for the start of the 2020-21 school year, FVSD's Human Resources Department provided training for school principals, assistant principals, and the administrative leadership team regarding updates to safety measures. These updates are captured in two documents that principals will be required to review and provide for staff entering the 2020-21 school year, including:

- * Fountain Valley School District COVID-19 Protocols and Employee Notifications
- * Revised Fountain Valley School District Workplace Protocols
- * 2020-21 Schools Reopening Plan for the Fountain Valley School District

FVSD is committed to continuing to take all appropriate measures to ensure the safety of staff and students, and will continue to provide training related to safety and health protocols. FVSD is working in close partnership with local and state agencies including the the California Department of Public Health, Orange County Public Health Agency, Orange County Department of Education, and the California Department of Education to ensure alignment of training with the latest guidance.

Staff Roles and Responsibilities

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

Fountain Valley School District recognizes the need to identify staff, including instructional and administrative team members, that will be solely focused on meeting the needs of students and families that choose our Virtual/Remote model. FVSD's Human Resources Department worked diligently to establish a process of staff selection for teaching positions within the Virtual/Remote model. This process leveraged existing procedures for voluntary transfers outlined in the collective bargaining agreement between Fountain Valley School District and the Fountain Valley Education Association, with additional considerations agreed upon as a component in a Memorandum of Understanding (MOU). These additional considerations included appropriate credentialing/authorizations, Unit members identified as "at-risk" or in close contact with a household member identified as at-risk per the most recent CDPH guidelines and supported by proper medical documentation, a commitment to ongoing training and professional development, and seniority. In addition to establishing new roles and responsibilities for teachers that are directly tied to the Virtual Remote Model, FVSD has created an additional administrative position to serve as a "virtual principal/administrator" that will oversee the program, monitor student participation, serve as a contact point for parents of student enrolled in the program, and provide an additional level of support for instructional technologies used within the program.

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.]

FVSD is dedicated to providing all student with the learning support needed to succeed academically and social-emotionally. At the same time, the District fully understands that some students need additional supports - especially, our English learners, students with special needs, students in foster care, and students experiencing homelessness. FVSD staff embrace the privilege of serving these students, and providing the additional supports they may need to be successful. Please reference the sections below which describe supports specifically designed for these student groups.

SUPPORT FOR ENGLISH LEARNERS

FVSD serves approximately 800 English learners, representing over 30 different languages, with our largest groups of English learners coming from homes where the primary language is Vietnamese, Spanish, or Arabic. FVSD's online Learning Management System for both the Virtual Remote and our In-person instructional models provides standards aligned English Language Development lessons for teachers to utilize during integrated ELA/ELD instruction and during designated times in instructional daily schedules for intervention and enrichment. In addition, FVSD will be utilizing our Bi-lingual Aide team to provide supplemental online support for our English learners that have been identified with "emerging" English skills. The bi-lingual aide team will be available to provide 3-5 additional 30-minute ELD lessons to students across our elementary schools. Middle school students with "emerging level" English language skills will continue to receive their

ELD instruction through a designated class period in their daily schedule, with additional support provided in their core academic courses by Bi-lingual Instructional Aides. Teachers at both the elementary and middle school level will continue to leverage SDAIE strategies to support English learners so that content knowledge is comprehensible. Students will continue to be monitored closely, using remote assessment tools, will engage in daily virtual learning sessions with their classroom teacher(s), and will continue to receive additional support from FVSD's team of Bi-lingual Instructional Aides during time periods designated for small-group interaction, intervention blocks, and/or tutorial periods in the Virtual Remote Learning Model. FVSD will continue to leverage instructional materials that include print, audio, visual, graphic, and online resources.

FVSD will continue its long-standing commitment to involving families of English learners. Each school site with 21 or more English learners will continue to host online English Learner Advisory Council (ELAC) meetings to complement the work of School Site Councils, and FVSD will continue to host online District English Learner Advisory Council Meetings (DELAC) to provide guidance to the District as it strives to provide the highest levels of support for students identified as English learners. FVSD conducted multiple DELAC meetings to involve parents of English learners in the development of the Learning Continuity and Attendance Plan, including meetings on Thursday, August 6, 2020 and Friday, August 21, 2020. In addition, a member of the DELAC was invited to serve on the District's Learning Continuity and Attendance Plan Advisory, which met on Tuesday, August 25, 2020 to review and provide input on this plan. FVSD's District Translator and Bi-lingual Testing Technician engaged in strategic outreach activities to encourage participation in all of these events, were available to provide translation services during the sessions, and will be translating the FVSD Board Adopted version of this plan to post to the FVSD website.

SUPPORT FOR STUDENTS WITH EXCEPTIONAL NEEDS

FVSD believes all students can learn and progress, and we know the importance of partnering with parents of students with disabilities to ensure they have equal access to distance learning opportunities. Teachers and staff engage in ongoing and frequent communication with parents of students receiving special education services, documenting their preferred mode of communication, and the support/resources they need. Parents and staff participate in virtual IEP meetings to coordinate and articulate how services delineated in the student's IEP will be delivered in the context of a distance learning model. IEP teams develop Emergency Conditions Plans, as described in Senate Bill 98, including distance learning plans, which outline and clearly communicate the duration and frequency of services to be delivered in accordance with the IEP to the greatest extent possible. FVSD ensures that students with disabilities have access to technology, including Chromebooks, iPads, assistive technology, and internet hot-spots as needed. The social-emotional well-being of students with disabilities is supported by FVSD's team of school psychologists, psychologist interns, and school counselors who have all received training in Psychological First Aid, Risk and Threat Assessment, and Tele-therapy. Additionally, the strategic use of para-educators, SLPAs, and other support staff ensure our students with disabilities have equal access and supplemental support to access distance learning opportunities.

SUPPORT FOR FOSTER YOUTH AND STUDENTS EXPERIENCING HOMELESSNESS

FVSD serves a very small number of students that reside in foster care or are experiencing homelessness. As such, the Support Services Department is able to provide a very high level of support for these students and their families. FVSD has designated a liaison specifically to track the academic achievement, attendance, and social emotional progress of students of these students. The Support Services Liaison will connect with these students' classroom teacher(s) on a regular basis, connect students with FVSD counselors and psych interns, and help connect students and their families with support from outside agencies through CareSolace as needed. FVSD will ensure that these students have access to Chromebooks, hot-spots, and any other instructional materials needed to ensure they have everything needed to

succeed. FVSD staff will conduct a needs assessment upon students enrolling or starting the school year, will work to connect with these students, and will keep detailed records of their contacts with the students - as well as the supports that are being provided. Students identified as living in foster care or experiencing homelessness will be prioritized for academic and social-emotional intervention. In the event that a foster youth or homeless student is also identified as an English learner with "emerging level" English language skills, they will be prioritized for frequent support from FVSD's cadre of bi-lingual aides.

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

Description	Total Funds	Contributing
<p>FVSD recognizes the fact that providing students with a rigorous, engaging, full-year Distance Learning Program (Virtual Remote Model) requires the acquisition and implementation of instructional technology. The District has partnered with Florida Virtual Schools to provide teachers with a comprehensive, standards-aligned instructional platform and learning management system to ensure that the tools teachers need to provide the highest possible quality of online instruction are at their fingertips. In addition, FVSD has entered into an enterprise-wide agreement with Zoom in order to provide teachers and staff with the ability to virtually connect with students and families. This action contributes to meeting the increased or improved service requirements for foster youth, students experiencing homelessness, English learners, and low-income students inasmuch as we know that a consistent learning platform for students, that will bridge between learning models helps to ensure continuity of learning with the minimal possible disruption to instruction.</p>	<p>\$464,060</p>	<p>Yes</p>
<p>FVSD invests heavily in the professional development of teachers on an annual basis, and full acknowledges that the unique circumstances of non-traditional learning models for in-person instruction necessitate extensive, targeted professional development for teachers/staff. Specifically, FVSD created a robust training program for teachers and staff related to the Florida Virtual Schools Platform and Zoom. This action contributes to meeting the increased or improved service requirements for foster youth, students experiencing homelessness, English learners, and low-income students inasmuch as we know that well-trained teachers, with access to ongoing support systems, benefits all students, but disproportionately benefits students from economically, ethnically, culturally, and linguistically diverse groups (Cole, 2008).</p>	<p>\$113,400</p>	<p>Yes</p>

Description	Total Funds	Contributing
<p>In order to provide the highest level of support for teachers, students, and families, FVSD has selected a fully-credentialed and experienced school administrator to serve as the "virtual principal" of FVSD's Virtual/Remote Program. FVSD's Virtual Principal will serve as the primary liaison with Florida Virtual Schools, a guiding resource for teachers assigned to teach in the Virtual/Remote Program, and a point-person to facilitate student access to services such as counseling and social-emotional supports available to all FVSD students. This action contributes to meeting the increased or improved service requirements for foster youth, students experiencing homelessness, English learners, and low-income students inasmuch as it will provide a designated administrative point of contact for families to assist with accessing technology, connecting to social-emotional resources, coordinating student engagement activities, and serving as a liaison to the community.</p>	\$190,107	Yes
<p>FVSD has entered into a partnership with Care Solace, Inc. to function as a "concierge service" for families to help connect students/families/staff with mental healthcare support available within the community. CareSolace works directly and confidentially with families to match them with mental healthcare support services that align with their personal health insurance plans, or with subsidized services in the event that a family does not have health insurance. This action contributes to meeting the increased or improved service requirements for foster youth, students experiencing homelessness, English learners, and low-income students inasmuch as families with students from these groups tend to have greater need for social-emotional supports, yet have difficulty accessing community-based resources that FVSD can help connect them with through the partnership with CareSolace.</p>	\$5,057	Yes
<p>In order to provide additional social emotional support for students in need, FVSD will hire a team of School Psychologist Intern positions and has assigned each of them to provide support at specific schools. School Psychologist interns have completed all required academic coursework and will be working to complete a specified number of hours of internship work to earn their clear credential. This action contributes to meeting the increased or improved service requirements for foster youth, students experiencing homelessness, English learners, and low-income students inasmuch as access to social-emotional health resources/support tends to be less accessible for families of students in these target groups, than it is for their peers that are more affluent and more well-versed in navigating healthcare systems/social services.</p>	\$23,984	Yes

Description	Total Funds	Contributing
<p>In order to ensure students and staff have access to devices, and to secure Virtual/Remote and Hybrid learning environments, FVSD procured 2,000 Chromebooks, 100 ViewSonic document cameras, and 100 "Internet Hotspots" to provide for families. In addition, FVSD acquired new firewall hardware and device security services to help ensure that the district has implemented significant safety measures to protect students using district-owned devices from inappropriate internet content. This action contributes to meeting the increased or improved service requirements for foster youth, students experiencing homelessness, English learners, and low-income students inasmuch as access to technology and internet tends to be a more significant hurdle for families from these targeted groups than it is for their peers that are more affluent and have greater access to technology.</p>	<p>\$602,344</p>	<p>Yes</p>

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.]

FVSD recognizes that School Dismissal due to COVID-19 during the 2019-20 school year, and continued changes to instructional delivery models for the 2020-21 school year, have resulted in significant learning loss for far too many students. Efforts to mitigate learning loss for students began during the Summer of 2020, when FVSD developed and distributed two separate four-week modules to support continuous learning during the summer months. The first 4-week module consisted of grade-level specific daily lessons utilizing a variety of educational technologies (IXL, NewsELA, Khan Academy, Epic, etc.) to provide students with a review of the most essential skills that were taught during the 2019-20 school year. The review program was well-received by parents, and data collected from the various technology platforms indicated a high level of usage among families. The second 4-week module also consisted of grade-level specific daily lessons, but focused on providing students with a preview of essential skills that they will be taught during the 2020-21 school year. The elementary grade modules of both programs covered reading, writing, math, and wellness, while the middle school modules of both programs covered reading, writing, math, science, and wellness. All of the content for the summer learning programs was published online in HTML format so that families could use the Google Translate functionality of the District's website to access the program, and families of TK-7th grade students were allowed to keep Chromebooks that had been checked out during the 2019-20 school year over the summer.

At the start of the 2020-21 school year, FVSD is committed to utilizing common formative assessments to identify and monitor the academic progress of students to identify learning gaps of individual students. FVSD will leverage a Multi-tiered Systems of Support (MTSS) approach

to supporting students throughout the school year. The District will use multiple methods of assessing the needs of students including Scholastic Reading Inventories, Fountas & Pinnell Reading Assessments, curriculum-based assessment instruments, and district-developed assessment instruments at regularly schedule increments to closely monitor the progress of students. The primary focus of interventions and supports will be addressing gaps in the areas of English Language Arts/Reading and Mathematics. Daily schedules for FVSD's instructional models include designated time slots for small-group instruction (elementary models) and tutorial blocks (middle school). In addition to this designated time in instructional schedules available for classroom teachers to differentiate instruction for students, FVSD's team of Reading Intervention Teachers, Special Education Instructional Aides, and Bi-lingual Instructional Aides are available to provide additional support for students as deemed appropriate.

FVSD's various instructional technology platforms also contain resources that teachers can use to provide interventions and differentiated support for students. The Florida Virtual Schools platform that FVSD will be utilizing as the bridge between all three learning models during the 2020-21 school year includes modules that provide intervention and re-teaching. The system includes the ability to customize learning experiences for students by pulling content from multiple grade levels to address learning gaps, has integrated text-to-speech capabilities to assist non-readers, and provides extended time for assignments and the ability for students to re-watch instructional modules as needed. Each learning module begins with a pre-test, that helps to identify a student's prior knowledge and learning gaps, enabling teachers to present students with customized learning experiences. FVSD will also be utilizing IXL as a supplemental resource to support students in Math, Language Arts, Science, and Social Studies. The IXL system features a student diagnostics component that allows teachers to quickly assess student learning needs, pinpoint their current levels, and provides individual students with a customized skill plan to complement the content area instruction they receive on a daily basis. The program also closely monitors student progress on an individual basis, providing teachers with real-time information about frequency of use and the progress of students through the skills plan.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

English Learners, low-income students, foster youth, students experiencing homelessness, and pupils with exceptional needs certainly are at the greatest risk of learning loss due to the unique educational circumstances surrounding the COVID-19 pandemic. FVSD recognizes and embraces the challenge of elevating the effectiveness of initial instruction, targeted interventions, and ancillary support services to meet the unique needs of students from these groups.

SUPPORT FOR ENGLISH LEARNERS

The impact of the COVID-19 School Dismissal period on the language development of English learners is immeasurable. FVSD had completed ELPAC assessments for approximately half of the District's English learners when Schools Dismissal began in March 2020. As a small school district with limited staff and a very limited capacity to provide training on the scale necessary for new team members, completing the 2019-20 Summative ELPAC assessments, while simultaneously completing the required 2020-21 Initial ELPAC assessments,

presents the District with yet another difficult dilemma. Without adequate time, staff, or resources to complete the 2019-20 Summative ELPAC assessments, the District will be focusing on navigating the unique circumstances surrounding the administration of the 2020-21 Initial ELPAC assessments in an in-person setting. In light of the challenges of working from very dated assessment data, FVSD will work diligently to review the variety of beginning of the year assessments in reading and math to identify English learners in greatest need of support. Classroom teachers will use curriculum resources to provide integrated English Language Development into core instruction, and will utilize SDAIE strategies and GLAD strategies to meet the needs of students. In addition, the District's team of Bi-lingual Aides will be strategically deployed to provide regularly scheduled supplemental support for students identified with "emerging level" English language skills. English learners with intermediate level English proficiency skills will be prioritized for supplemental reading intervention provided by the District's team of Reading Intervention Teachers. Throughout the year, FVSD will closely monitor the progress of English learners utilizing multiple sources of data including pre-assessments integrated into each lesson in the Florida Virtual Schools platform, other curriculum-based assessments, and district-created assessments. Our goal will be to accelerate learning so that no discernible learning loss is present by the end of the 2020-21 school year.

SUPPORT FOR STUDENTS FROM LOW-INCOME HOMES

COVID-19 School Dismissal also had a profound impact on the learning of low-income students. Approximately 25% of FVSD students are identified as coming from low-income homes. FVSD recognizes that students who are from low-income families will likely have less access to technology that will be essential in the remote learning settings associated with the 2020-21 school year. FVSD staff will work to proactively reach out to families to make sure that they have the devices (Chromebooks and/or Hot Spots) needed to participate in remote learning. As is the case for our English learners, students with reading deficiencies from low-income homes will be prioritized for supplemental reading intervention provided by the District's team of Reading Intervention Teachers. Throughout the year, FVSD will closely monitor the progress of our students from low-income homes utilizing multiple sources of data including pre-assessments integrated into each lesson in the Florida Virtual Schools platform, other curriculum-based assessments, and district-created assessments. Our goal will be to accelerate learning so that no discernible learning loss is present by the end of the 2020-21 school year.

SUPPORT FOR STUDENTS WITH SPECIAL NEEDS

In an effort to identify and mitigate potential learning loss, the teachers will assess their students with disabilities' instructional needs using a variety of formal and informal assessments. Based on the data, they will develop specially designed instruction to meet students' unique needs, including accommodations and modifications. IEP teams will meet to adjust the goal in accordance with the student's present levels and change the frequency and duration of services to match needs. Additionally, in-person assessments to determine students' eligibility for special education will be conducted in accordance with local and state health officials' guidance and leverage FVSD health and safety protocols. The Director of Support Services facilitated an Assessment Committee which identified considerations in the area of PPE, staff and students protocols, and assessment guidelines. All Special Education teachers and service providers have had an opportunity to participate in a robust professional development program related to distance learning and the online learning platform that will be utilized by all FVSD teachers during the 2020-21 school year. Speech and Language Pathologists have also participated in professional development, specifically in the area of tele-practice. FVSD remains deeply committed to mitigating learning loss for students with special needs, as we fully realize that this student group is among the most susceptible to the negative impacts of COVID-19 School Dismissal.

SUPPORT FOR FOSTER YOUTH AND STUDENTS EXPERIENCING HOMELESSNESS

FVSD serves a very small number of students that reside in foster care or are experiencing homelessness. As such, the Support Services Department is able to provide a very high level of support for these students and their families. FVSD has designated a liaison specifically to track the academic achievement, attendance, and social emotional progress of students of these students. The Support Services Liaison will connect with these students' classroom teacher(s) on a regular basis, connect students with FVSD counselors and psych interns, and help connect students and their families with support from outside agencies through CareSolace as needed. FVSD will ensure that these students have access to Chromebooks, hot-spots, and any other instructional materials needed to ensure they have everything needed to succeed. FVSD staff will conduct a needs assessment upon students enrolling or starting the school year, will work to connect with these students, and will keep detailed records of their contacts with the students - as well as the supports that are being provided. Students identified as living in foster care or experiencing homelessness will be prioritized for academic and social-emotional intervention. In the event that a foster youth or homeless student is also identified as an English learner with "emerging level" English language skills, they will be prioritized for frequent support from FVSD's cadre of bi-lingual aides. Throughout the year, FVSD will closely monitor the progress of our students from low-income homes utilizing multiple sources of data including pre-assessments integrated into each lesson in the Florida Virtual Schools platform, other curriculum-based assessments, and district-created assessments. Our goal will be to accelerate learning so that no discernible learning loss is present by the end of the 2020-21 school year.

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.]

FVSD will monitor the effectiveness of measures being taken to intervene on behalf of students that have experienced learning loss and are performing below grade level expectations, and will also monitor the effectiveness of ongoing instruction to prevent further learning loss during the in the 2020-21 school year. FVSD has built weekly "early release time" each Monday into our In-person and Virtual Remote instructional models, providing teachers with a 90-minute block of time to review student performance data related to their academic performance and attendance/participation. Teachers will also have the opportunity to collaborate with their peers and consult with support team members (counselors, reading intervention teachers, instructional aides, and bi-lingual aides) during this designated time block. In addition, district staff will be closely monitoring individual student performance on common assessments and attendance. Students identified as under-performing academically will be prioritized for academic interventions and students not participating in learning activities will be targeted for attendance interventions and social-emotional support. Students with Disabilities are assessed for learning loss using a variety of standardized, formative, and informal assessments as part of their IEP process. In addition to formal assessments, Special Education teachers and staff will utilize daily data collection (quantitative and qualitative) to track student progress toward their academic and behavioral goals, make adjustments to instructional strategies, and communicate directly with families through informal conferences and formal IEP meetings as needed.

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

Description	Total Funds	Contributing
FVSD will hire a team of 7-10 fully-credentialed teachers to serve as Reading Intervention Teachers during the 2020-21 school year. The Reading Intervention Teachers will be assigned to specific school sites to provide support for primary grade students that are demonstrating reading deficiencies utilizing Fountas & Pinnell Leveled Literacy Intervention	\$610,000	Yes

Description	Total Funds	Contributing
<p>Kits and other supplemental resources to help these students make accelerated progress toward meeting grade level reading targets. Reading Intervention Teachers will be available to support students learning in FVSD's Virtual/Remote Model (via Zoom) and/or in FVSD's In-person Model(s) once the District receives approval to provide in-person instruction. Students that receive support will be identified via reading assessment data collected at the beginning of the 2020-21 school year, with ongoing formative assessment data being used to track their progress throughout the year. These resources contribute to meeting the increased or improved services requirements for foster youth, students experiencing homelessness, English learners, and low-income students, as our historical achievement data shows that many students from these groups traditionally have participated in reading interventions than students from their peers that are not in these targeted student groups.</p>		
<p>FVSD will strategically deploy a team of Bi-lingual Aides to work directly with English Learners that are either "newcomers" or are not making the desired progress toward achieving English language proficiency. FVSD's team of Bi-lingual Aides provided over 1,000 hours of direct support to students during the School Dismissal period of the 2019-20 school year, and will continue to provide support in FVSD's Virtual/Remote Model (via Zoom) and/or in FVSD's In-Person Model(s) once the District receives approval to provide in-person instruction. FVSD's team of Bi-lingual Aides provide support to students in a variety of languages including Vietnamese, Spanish, Arabic, and Korean, on an as-needed basis. These resources contribute to meeting the increased or improved services requirements for English learners, as the students served require significant additional support to engage meaningfully in instructional activities.</p>	\$165,000	Yes
<p>FVSD has or will purchased various educational technology platforms to support in-person and remote instruction, and progress monitoring of students. Specifically, FVSD purchased Scholastic Reading Inventory (to track the reading progress of students in 3rd-8th grade), Edulastic (to provide teachers with assessment tools across content areas), and Illuminate (to serve as a central data bank for the collection and analysis of data sets from a variety of technology platforms). These resources contribute to meeting the increased or improved services requirements for foster youth, students experiencing homelessness, English learners, and low-income students, as they provide teachers with resources to closely track their academic progress and efficiently identify students in need of additional instructional supports.</p>	\$59,082	Yes

Description	Total Funds	Contributing

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.]

FVSD district and school staff are committed to supporting our students' and staff's social-emotional wellness by providing a robust support system. FVSD's mental health supports focus on the core competencies of Social Emotional Learning (SEL), as outlined by the Collaborative for Academic, Social and Emotional Learning (CASEL). CASEL is a trusted source for knowledge about high-quality, evidence-based social and emotional learning. For our students learning in both our in-person and virtual model, the live connections with teachers/staff that are built into FVSD's instructional model will provide a critical contact point for identifying social emotional needs. Teachers have additional resources available to provide SEL support in the form of SEL lessons that are included in the Florida Virtual Schools platform, as well as SEL lessons that are included in the NewsELA platform (content appropriate for students in 3rd-8th grade).

Families and schools will need to continue to work together to assess how students are feeling and identify their individual needs to provide support during these challenging times. FVSD's cadre of elementary and middle school counselors, nursing team (RNs and Health Care Assistants), school psychologists, and psychologist interns stand prepared to provide support and services to families. During the distance learning period of the 2019-20 school year, FVSD' counseling team began producing and distributing a "Wellness Wednesday" publication to all families, and will continue that practice throughout the 2020-21 school year. This weekly publication includes resources and information to support social-emotional learning, mental health, and wellness for all family members.

FVSD also provides families and staff with access to a variety of community-based resources through our District website. For students, families, and staff, FVSD has partnered with CareSolace to serve as a no-cost "concierge service" that assist with finding local counseling-related services. Working with CareSolace provides an elevated level of support for students, families, and staff, as they help families navigate toward service providers that accept private insurance, Medi-Cal, Medicaid, and Medicare, and if uninsured, CareSolace works to identify service providers that allow individuals to pay out-of-pocket for support. Also included on the FVSD website is information for families about a variety of community health partners, emergency resources, Substance Abuse and Mental Health Services Administration (SAMHSA) support, mental health resources available through Children's Hospital of Orange County (CHOC), and the Compass Center of Huntington Beach Union High School District.

For employees, FVSD provides the Optum Employee Assistance Program (EAP) which provides access to a wide range of professionals including clinicians, counselors, mediators, lawyers, or financial advisors that can provide short-term counseling or assist employees with accessing more extended care. The EAP program offers support for employees specifically targeted to assist with stress-related concerns that may have developed as a result of the "new normal" associated with the COVID-19 pandemic including stress, anxiety and depression, parenting and family needs, workplace concerns, sleep issues, and substance abuse.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Ensuring that all students participate in distance learning through the Virtual/Remote and Blended/Hybrid models is critical to their academic success. Pupil Engagement will be defined by FVSD as both attendance and participation in learning activities - in either the Virtual/Remote or In-person instructional models. Throughout the school year, attendance will be closely monitored using the district's online learning platform and recorded in the district's student information system. Families will receive automated calls to verify absences and principals will receive monthly reports from district office staff helping them to identify students that are not participating at the required levels. As attendance/participation issues are identified, FVSD will leverage the efforts of teachers, principals and school office teams, district office staff, and parents/guardians to provide three tiers of intervention/support for students and families.

TIER I SUPPORT

The impact of a strong teacher-student relationship on attendance and participation in instructional activities is well-documented. FVSD teachers are well-trained in delivering multimedia-enriched, high-impact instruction that helps to drive student interest in learning, and thus promote high levels of attendance and participation. In addition, FVSD teachers consistently demonstrate a commitment to building strong relationships with parents. It is anticipated that this first level of support will mitigate attendance issues, as teachers provide the primary contact point for the school district with both students and parents. In some cases, the solution will be as simple as making sure that students have the necessary technology (devices and/or internet hot spots) to engage in online instruction. These resources will be provided to families at no-cost, as will technical support for students/families provided by District IT staff.

TIER II INTERVENTIONS

In the event that efforts of the teacher(s) and parent do not fully mitigate attendance/participation concerns, site level communication from the school's administrator(s) will serve as the second tier of support. FVSD's Student Information System will generate attendance notices for administrators to review and send out to families when designated benchmarks for lack of attendance are reached. In addition, principals will serve as the main liaison with FVSD counselors and school psychologist interns, who stand ready to provide support for families in need of

more intensive supports. For families with primary languages other than English, FVSD's Bi-lingual Translator and Bi-lingual Aides will provide support to staff in the family's primary language. If attendance does not improve, Student Support Teams will be convened in order to develop a better understanding of the challenges students with infrequent attendance/participation are experiencing. Students in need of this level of support will be placed on site-level attendance contracts and "flagged" for regular check-ins by site administrators and counselors, and daily monitoring of attendance/participation will be implemented.

TIER III INTENSIVE INTERVENTIONS

In very rare situations, even when delivering full in-person instruction in non-pandemic circumstances, student attendance issue elevate to the level when support from the school district, and from outside agencies, is needed to support students. When site-level intervention efforts by teachers, administrators, and other site-based personnel are not successful in mitigating attendance issues, FVSD's district level team steps in to provide additional support. This practice will continue during the 2020-21 school year, as we fully understand that remote learning presents additional, and unique, challenges for families. If Tier I and Tier II interventions prove insufficient, FVSD will elevate attendance concerns to the School Attendance Review Board (SARB). FVSD's SARB panel consists of site and district administrators, district counselors and nurse, FVSD's school resource officer(s), social worker(s), and a probation officer (when appropriate). The SARB panel works to connect the family with community-based services and support to complement the efforts of school district staff.

By leveraging the three tiers of intervention described above, FVSD is confident that it can address all pupil engagement and attendance concerns that may arise.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

The Fountain Valley School District's Food Services Program will provide meals that follow all appropriate guidelines provided by the United States Department of Agriculture Schools Meal Program guidelines. Food service workers will wear gloves and face coverings at all times. In addition, students will social distance and wear face coverings while picking up meals. Students will be served individually pre-plated meals in the kitchen and food will be consumed in outdoor eating areas (weather permitting). Parent lunch drop off tables, which are normally utilized in school offices, will not be permitted. Moreover, parents are encouraged to pre-pay for school lunches using their child's My SchoolBucks.com account, rather than pay for meals with cash. For students who participate in the Full Virtual/Remote Learning Model, Grab-and-Go lunches will be made available.

Nutrition Staff Safety Procedures

All school site kitchens, regardless of the educational model(s) being deployed, will be open to allow for safer working conditions and to provide an opportunity for meal distribution to occur at the home school of students. FVSD will be utilizing rigorous safety protocols and extensive training with nutritional staff to help ensure the safe preparation and distribution of meals. Each Food Services Worker will be recording their own health status each morning using FVSD's Company Nurse.com system. FVSD will be providing Food Service Workers with all the necessary Personal Protective Equipment including face shields, masks, gloves, and other resources to ensure the safety of staff and students at all times.

Distribution areas on each campus will utilize pop-up tents, cones, traffic directors, and sun screen. All equipment will be cleaned and stored properly on a daily basis. In addition, Food Service Workers will complete documentation of safety and sanitation practices on a "protocols checklist" each day. Food Service Workers will be trained and follow all Standard Operational Procedures listed under the FVSD Food Service Hazard Analysis Critical Control Points Manual.

Critical training areas covered in this manual include:

- * Hygienic Zones
- * Hot/Cold Food Holding Times
- * Personal Hygiene & Handwashing
- * Wearing Gloves & Masks
- * Social Distancing

Food Preparation Safety Practices

All FVSD Food Service Workers have earned "ServSafe Certified" status by taking online courses. Food Service Workers also participate in ongoing training to ensure they know and practice all local health department food safety and sanitation regulations. Cold foods at all FVSD facilities are stored in coolers and refrigerated at 41 degrees Fahrenheit, with hot foods being cooked to 165 degrees Fahrenheit and held in either ovens and/or hot bags at 140 degrees Fahrenheit. Detailed record keeping, including the tracking of time/temperature for all foods will be done by staff to ensure safety. Most of the food utilized by FVSD will be pre-packaged and cooked for students learning in on-campus models, and will be distributed frozen to families of students learning in Virtual/Remote models.

Meal Serving Logistics - Student Learning through In-person Models

The distribution of meals for students learning through In-person Models will be conducted in a manner to ensure the safety of both students and staff at all times. On each FVSD campus, students will follow "social distancing dots" along the traffic flow pattern for lunch lines. Transparent protective shields have also been strategically installed in all facilities to ensure safety. One area, designated for "transactions," is located prior to students entering the designated meal serving area. Students will be provided with a bar-coded lunch card that will be placed inside a transparent pocket and attached to a lanyard. Students will hold the lunch card up to the bar code scanner and then proceed to the next area to receive their meal. The second area in which students will interact with Food Service Workers, will be designated for "meal distribution." It is in this location that students will pick up pre-packaged hot lunches. At no time will students be allowed inside of kitchens or designated meal preparation areas.

Meal Serving Logistics - Students Learning through Virtual/Remote Model

For distribution of meals to students learning through the Virtual/Remote Model, FVSD will set up campuses in a manner similar to that which was utilized during the School Dismissal Period of the 2019-20 school year. School parking lots will be "routed" with meal distribution patterns that will be set up and taken down on a daily basis, with appropriate cleaning of equipment also taking place daily. Meals will be packed frozen and served using social distancing with each exchange from Food Service Worker to parent. Parents will need to provide Food Service Workers with their child's lunch card, which will be scanned to document each transaction. FVSD will utilize bar code scanning devices that facilitate scanning of cards through either a windshield or a window. FVSD staff will encourage families to use their MySchoolBucks.com account, and exact change will be required for any cash transactions.

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

Section	Description	Total Funds	Contributing
Stakeholder Engagement	FVSD will be utilizing Parent Square to provide families with a more comprehensive communication platform. Parent Square provides a more user-friendly interface and increased functionality over the platform that had previously been used by FVSD. The Parent Square platform will be used at the classroom level, school level, and district level to facilitate communication with FVSD's families. The system has embedded functionality that allows parents to select their preferred modality for receiving messages and for translating languages into a family's preferred language. This action contributes to meeting the increased or improved service requirements for foster youth, students experiencing homelessness, English learners, and low-income students inasmuch as the use of Parent Square helps to ensure that families of students in these targeted groups receive timely communication from FVSD at the classroom, school, and district level in the primary home language of the family - resulting in stronger home-to-school connections for these families.	\$25,440	Yes

Section	Description	Total Funds	Contributing
N/A	<p>FVSD will identify Curriculum Leads to support the implementation of FVSD Signature Practices, curriculum components, and educational technology platforms. Curriculum Leads will possess expertise in specific content areas or instructional programs, and will be available to provide teachers with targeted support and ongoing professional development. Each Curriculum Lead will receive a stipend to cover additional work hours for training preparation. This action contributes to meeting the increased or improved service requirements for foster youth, students experiencing homelessness, English learners, and low-income students inasmuch as we know that students being taught by highly-qualified and highly-effective classroom teachers experience knowledge gains at higher levels than students who receive instruction from teachers that are not as well prepared. Access to curriculum leads that possess expertise in content areas ensures that FVSD teachers are closely-connected with resources to support their work with foster youth, students experiencing homelessness, English learners, and low-income students.</p>	\$40,000	Yes
N/A	<p>FVSD will continue to provide an engaging Elementary Music Program for students in both the Virtual/Remote Instructional Model and In-person Instructional Model (when available). The District will fund 2.8 FTE positions that will support students at all seven elementary schools on a rotational basis during the 2020-21 school year. This action contributes to meeting the increased or improved service requirements for foster youth, students experiencing homelessness, English learners, and low-income students inasmuch as we know that students from these targeted groups have fewer opportunities for arts-enriched experiences, both at school and at home, than their more affluent peers.</p>	\$250,000	Yes

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	FVSD recognizes the importance of providing support for staff to help ensure that students receive the best educational experience possible during the 2020-21 school year. In order to do so, FVSD will be subsidizing a portion of the cost of childcare for district employees, if that childcare is provided by through the FVSD pre-school or extended school program.	\$85,500	No
School Nutrition	In order to provide students with meals, FVSD will provide appropriate PPE in both food preparation and food services areas. The District will incur additional costs for the installation of appropriate equipment, additional hours for food service workers, and additional food. This action contributes to meeting the increased or improved service requirements for foster youth, students experiencing homelessness, English learners, and low-income students inasmuch as we know that students from these targeted groups are served by school lunch programs to a greater degree than students from more affluent homes.	\$29,556	Yes

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
5.98%	3,167,000

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.]

Fountain Valley School District embraces the privilege and responsibility of providing our foster youth, students experiencing homelessness, English learners, low income students, and students with special needs with a world class public education. When developing plans to support the academic, social-emotional, and safety needs of students, FVSD puts students from these groups at the forefront of conversations. Their needs are prioritized when developing programs, designating supports, and building bridges with families. Frequent and systematic analysis of various data points related to academic outcomes and the social emotional experiences of these students helps FVSD to ensure they receive the support needed to succeed in school and in life. FVSD realizes that in these unique times, support for students in these target groups is all about connectivity. Not just connectivity to the internet and devices, which is certainly important, but connectivity to caring and committed adults that are deeply invested in helping students from these target groups succeed in life. Although the surface need of students for learning purposes may be the Chromebook or Wi-Fi hot-spot provided by FVSD, the provision of which is outlined in this plan, the true need is the for the meaningful human connection with well-trained educators - teachers, counselors, bi-lingual aides, para-educators, food service workers, custodians, nurses and health aides, bus drivers, childcare providers, and principals. Although all students certainly benefit from devices, academic support programs, and caring, dedicated educators, years of educational research point to the fact that foster youth, students experiencing homelessness, English learners, low-income students, and students with special needs benefit exponentially more when learning environments are infused with well-planned services and support providers.

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

The unique, and unfortunate, circumstances related to School Dismissal due to the COVID-19 Pandemic provided FVSD with the unexpected opportunity to deeply examine the services, resources, and systems that the District has built over many years to support foster youth, students experiencing homelessness, English learners, low-income students, and students with disabilities. The unexpected pivot to Distance Learning during the 2019-20 school year ushered in the immediate transition from classroom-based instruction to remote instruction. In navigating this transition, FVSD remained committed to maintaining the high-quality educational program that students experience when instruction is taking place on FVSD campuses.

In order to do so, FVSD infused numerous resources into its systems including additional devices, internet hot-spots, and educational technologies - all of which required significant professional development efforts through modalities that FVSD had not previously used for the purpose of system-wide training of employees. As Albert Einstein once said, "In the midst of every crisis, lies great opportunity." Programming to support targeted students groups provides validation of the fact that FVSD seized upon the opportunity created by the COVID-19 pandemic to infuse a wealth of new technologies into students' learning experiences. Entering the 2020-21 school year, FVSD students will benefit from 1:1 personal computing devices for the first time in the history of the school district - with internet hot-spots available to help ensure all families have the ability to connect to the internet from their homes. Although many of FVSD's affluent students previously benefited from devices and internet service, this was definitely not the case for all families, as over 2,000 Chromebooks and many internet hot-spots have been distributed to families. In addition to devices, FVSD students now benefit from access to a broad range of educational technologies that empower students to engage in learning including the Florida Virtual Schools Platform, ST Math, IXL,

NewsELA, Scholastic Reading Inventory, and Edulatic applications. These programs collectively provide "anytime, anywhere" access to standards-based, rigorous learning activities - a situation that may have been familiar to FVSD's more affluent students, but is now available to all students regardless of economic background, language proficiency levels, living circumstances, or disabilities that might previously have presented roadblocks to access.

Another notable benefit that has emerged as a result of increased technology proficiency of FVSD as an organization is the increasing frequency with which FVSD can interact with families through remote modalities. Rather than relying on in-person meetings as the primary method of communicating with families, parent conferences, IEP team meetings, and other meetings with district/school site staff have transitioned into web-based virtual settings - eliminating any potential inconveniences of having to travel to campus in order to connect with the school/district. Parents and guardians can now join meetings from a location convenient to them and more easily add their voice to school planning in a way that was not previously utilized.

The implementation of the Florida Virtual Schools learning management system (Buzz) and the platform's standards-aligned online curriculum being introduced for the 2020-21 school year will result in a marked improvement to FVSD's distance learning and in-person learning (when available). This platform will help to ensure "continuity of learning" in the event FVSD has to pivot between the two learning platforms during the school year. Having a platform that transcends learning models is particularly important for students from the targeted groups. Though all students benefit from the consistency and continuity, we know that implementing this approach has an especially positive learning impact for students from these target groups.

Finally, the importance of live daily interactions for these students can not be overstated. The importance of school-connectedness for students, especially those students in foster care, students experiencing homelessness, English learners, low-income students, and students with special needs, is of paramount importance. For these students, the positive impact associated with having caring adults outside of their homes that are committed to helping them succeed in life - and overcome obstacles to that success - is immeasurable. For our English learners, the need to apply English language skills in both academic and social settings, virtually or in-person, is critical for the development of their English proficiency. Having targeted support from bi-lingual aides serves an important catalyst for success along the earliest stages of the language acquisition journey. Similarly, having targeted support from special education para-educators helps students to overcome disabilities and have positive and successful learning experiences.