



Learning Continuity and Attendance Plan Template (2020–21)

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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General Information

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

Our children, and our community, cannot catch a break!

When the 2019/20 school year ended in early June, staff was developing a five-phase continuum for the re-opening of schools. At the time, our county was starting to re-open at a rapid pace and the COVID-19 statistics were trending in a positive direction. While a multi-phased plan was being developed that ranged from 100% distance learning to 100% in-person instruction, our belief was that we would be able to re-open in Phase 4 on the continuum - 100% of the students in attendance with significant safety protocols in place. The information provided to the District from Solano County Public Health, as well as established protocols, had the ability to mitigate the spread of COVID-19 within the school buildings. In addition, while we can point to statistics provided by the school sites that our students were engaged during the spring distance learning program, feedback from staff, students, and parents suggested that "Pandemic Instruction" better defines what took place in March, April, May, and June.

In mid-July, the COVID-19 data started to change for our community and county. With increasing infection rates, Solano County was placed on the watch list. At that time, Fairfield had one of the highest infection rates in the county. Businesses that were allowed to re-open had to close again. The District engaged in conversations with stakeholder groups and brought a recommendation to the Board to open in either Phase 1 (100% distance learning) or Phase 2 (hybrid with 25% of the students attending daily). Before the Board could take action, the Governor announced that all schools in counties that are on the watch list must open in distance learning.

Given the Governor's announcement, subsequent guidelines from the California Department of Education, and the State legislature, staff shifted gears and started planning for a Phase 1 re-opening. In a matter of four weeks, with significant stakeholder involvement, staff created

a comprehensive distance learning plan, negotiated the impacts, communicated the plan to stakeholders, provided a significant amount of professional development, and began the distribution of materials so that distance learning could start on August 19, 2020.

As staff prepared for this first day, many commented that this was the saddest and/or strangest re-opening of school, no matter how long they had been in education. There is something very special about the first day of school that our children, their families, and educators, would not get to experience. However, we were prepared to make the experience as positive and engaging as possible.

On the eve of the first day of school, the LNU Lightning Complex fires raged through our community. Starting around 3:00 am, staff members who live in North Vacaville evacuated while the fire barreled through their community. Multiple staff members had minutes to get out of their homes and flee to safety. Power was cut off to the area, which meant that staff who were not evacuated had no access to power to conduct classes. In an attempt to keep things as normal as possible, we decided to still hold "school." The District sent messages out to staff and families letting them know that we were moving forward with the first day of school but that the fires in Vacaville could impact a teacher's ability to hold class. Many of our teachers reported to their school sites so that they would have power and a welcoming location to conduct their first day with students.

Sadly, the fire in Vacaville continued to rage and by late morning made its way to Fairfield. Portions of our community were being evacuated and four of our schools were located in mandatory evacuation zones. The District's three high schools were set up as evacuation centers. Given the uncertainty of the fire direction, the lack of electricity in portions of our community, and the poor air quality, in the interest of the health and safety of our staff, we evacuated all schools. Based on information provided by Solano County Office of Emergency Services, as well as our local fire departments, the decision was made to close schools for three days.

Between COVID-19 and LNU Lightning Complex fire, there is not one word to correctly describe the impact these emergencies have had on our students, families, staff, and community. While some families made the necessary adjustments with relative ease, the majority of our families were thrown into a chaotic world of losing employment, working from home, or having to report as an "essential worker." All of this was in conjunction with supervising children in a distance learning model. With the support of the Fairfield-Suisun Unified School District (FSUSD) educators through the distance learning platform, parents had to quickly become facilitators of the core curriculum instruction.

In addition to learning loss that is not yet fully assessed, FSUSD students and families have lost out on many of the most memorable, milestone moments. They lost out on a graduation or promotion ceremony, prom, end-of-year activities and beginning-of-year activities. They missed the in-person meetings and conferences with educators. They grieved the loss of familiar socialization and routines that happen when attending school on campuses. They lost out on interactions with their teachers and peers. They lost out on hugs, handshakes and high-fives.

In order to support our students, our staff and our community, FSUSD has created and implemented robust plans to support in-person instruction, distance learning, remediation and enrichment activities, mental health/social-emotional well-being, pupil outreach, and student meals. The plans focus on meeting the needs of all students while also calling out targeted supports and services for our students who are socio-economically disadvantaged, English learners, or foster youth. The Learning Continuity Plan describes the process the district followed, the services the district is providing, and the funding allocated to implement the services.

It is during such times of crisis in which resilience and grit are developed and exhibited. FSUSD staff displayed great leadership and compassion as the District forged new territories unlike anything ever experienced.

Stakeholder Engagement

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

Stakeholder engagement is very important to our District. In order to create a comprehensive plan, staff initiated a number of steps to obtain feedback regarding the development and implementation of a 5-Phase Continuum Plan. In May 2020, the District organized multiple committees to begin planning for the re-opening of school. The committees included site and district level administrators, classified staff, and teachers. The committees planned and coordinated end-of-year procedures, summer school remediation/enrichment programs, and a 5-Phase Continuum Plan. In July, the committee work became more focused on a distance learning plan, student attendance procedures, and remediation/enrichment activities.

To help guide the work of these committees, the District secured input from multiple stakeholder groups. The District completed the following:

- Held two town hall meetings (both in English and Spanish) where staff responded to questions submitted by community members regarding the re-opening of school
- Held two stakeholder meetings with union representatives to discuss re-opening of school plans
- Provided presentations on re-opening school plans during four Governing Board meetings
- Conducted surveys in English and Spanish of staff (749 responses), students (71 responses), and families (3,775 responses) to seek input regarding distance learning
- Met with Student Advisory Council and Parent Leaders to seek input regarding distance learning

Once a draft plan was created, the District reviewed the plan with the following stakeholder groups:

- Draft plan on website and in Central Office lobby for stakeholders to provide feedback
- September 1, 2020: District English Learner Advisory Committee
- September 2, 2020 and September 3, 2020: Bargaining Units/Associations
- September 10, 2020: Parent Leaders Advisory Committee
- Public Hearing during Governing Board Meeting

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

All stakeholder engagement participants were provided the option of participating in the GoogleMeet Governing Board meeting via computer or telephone. In addition, copies of the plan were available on the website and in the lobby of the Central Office. Individuals could provide comments which were included as "Additional Information" for the Governing Board and public to review. The District provides translation services so that non-English speaking stakeholders can participate in scheduled meetings.

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

Based on the feedback from the meetings and surveys, common trends included the following needs:

- A more structured school day
- More instructional interaction between teacher and students
- More support for teachers, which included time to collaborate with colleagues
- More time for parents/families to connect with teachers
- More social-emotional support for staff, students, and families
- More opportunities for the students to interact with each other
- More tutoring and/or remediation opportunities for students

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

Without question, the feedback from the stakeholder groups strongly influenced the development of the Learning Continuity Plan.

Our Distance Learning schedules have a significant amount of structure and more synchronous minutes than what was provided in the spring. The District provided a significant amount of professional development this summer around the technology tools, distance learning teaching methodology, and adopted curriculum in a distance learning setting. Staff members attended over 2,200 synchronous sessions. Staff also had the opportunity to enroll in asynchronous professional development.

During the summer, the District rolled out a summer school enrichment program that received such rave reviews. It will be replicated in the fall. Finally, the District has developed a three-tiered intervention program that includes time during the school day for remediation and community partners to provide after-hours tutoring.

Input from the surveys and the meetings indicated social-emotional well-being was a high priority. The District shifted two Positive Behavior and Intervention Supports (PBIS) coordinators to Multi-Tiered Systems of Support (MTSS) coordinators so that their work could incorporate a tiered approach to student wellness. The District secured additional curriculum that will be incorporated in the middle grades. Recognizing that student engagement helps foster social-emotional well-being, the district is expanding extra-curricular and co-curricular opportunities. Finally, the District partnered with Kaiser Permanente and the Alliance for a Healthier Generation to expand the social-emotional supports for staff, as well.

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.]

Approved by the Governing Board on July 20, 2020, the District created a 5-Phase Continuum Plan, outlining the instruction and support in each phase. Prior to its adoption, the committee structure used to create the plan, as well as elements of the plan were shared at the Governing Board meetings on June 4, 2020, June 18, 2020, and July 16, 2020. In this phased approach, Phase 1 calls for distance learning, Phase 2 has 25% of the students reporting daily, Phase 3 has 50% of the students reporting daily, Phase 4 has 100% of the students reporting daily, and Phase 5 is "back to normal." Phases 2 thru 4 have significant safety protocols in place to protect the health and safety of the staff and students.

The District remains committed to ensuring the safety of our students and staff. FSUSD's five phase continuum is subject to updates based on any new health orders or guidance. The 5-Phase Continuum provides information on the following topics: (1) What triggers each phase; (2) The role of staff and students during each phase; (3) The established safety protocols in each phase; and (4) Child nutrition in each phase.

In order to best support all students and determine the degree of learning loss due to school closures in the 2019/20 school year, the District administered the Measures of Academic Progress (MAP) assessment during the first month of school. The assessment results were used by school sites to re-group students as well as to determine which students needed immediate intensive intervention.

The phased plan includes opportunities for in-person instruction prior to Phase 4 and based on the guidance from Solano County Public Health. In Phase 1, teachers will be able to provide small group instruction and after-school interventions. In addition, staff are implementing a plan so that some of the related services identified in a student's Individualized Educational Plan can be provided in-person when the virtual sessions are not positively impacting the child. Further, the District contracted with local tutoring companies to provide in-person support after school hours. In Phase 2 and 3, 25% - 50% of the students will attend daily. During these phases, the District plans to have higher percentage of students who receive special education support and/or English language instruction have the opportunity to access in-person instruction at a higher rate than other students.

Another area of focus for in-person instruction is literacy development for children in grades K - 2 and math skills in grades 3 thru 5. During Phase 1 of the plan, teachers can provide in-person small group instruction to support literacy development. In addition, the District is securing contracts with outside vendors to provide more intensive in-person intervention.

Additional information on the 5-Phase Continuum Plan may be found on the District website at <https://www.fsusd.org/covid19>.

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

Description	Total Funds	Contributing
Secure Personal Protective Equipment (PPE) to ensure staff and students have the necessary supplies to minimize the risk of contracting COVID-19.	\$500,000	No
Hire eight Licensed Vocational Nurses to ensure each campus has access to a health professional who can monitor COVID-19 symptoms.	\$550,000	No
Secure signage for school buildings (inside and outside) that remind staff, students, and families of safety protocols.	\$5,000	No
Conduct In-Person Special Education assessments so that staff can develop compliant Individualized Educational Plans (IEPs).	\$25,000	No
Hire additional teachers to keep classes near the class size averages identified in the contract.	\$300,000	No
Contract with Aeries to provide master schedule professional development on cohorting students at secondary schools.	\$4,500	No
Hire additional custodians to ensure classrooms/shared spaces are cleaned more regularly and cleaning supplies remain stocked.	\$500,000	No
Secure and train staff to provide in-person ELPAC assessments to ensure accurate results. The results are used for student placement, as well as reclassification so it is important for the children that the results reflect their growth from prior assessments or provide an accurate baseline for future comparisons.	\$30,000	Yes

Description	Total Funds	Contributing
Transportation of students who require transportation services as a function of their IEPs.	\$4,400,000	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.]

The District worked with multiple stakeholder groups to develop a comprehensive Distance Learning Plan that is much more robust and more structured than what was provided in the Spring. The District provides live interaction with a teacher for every student, every day. In addition, the District is providing above the State minimum number of instructional minutes.

TK/K - 210 minutes per day

1st - 8th Grade (Elementary) - 255 minutes per day

Middle School/High School - 300 minutes per day

The instructional minutes are a combination of synchronous and asynchronous instruction. The following definitions are used to describe these two delivery models:

- Live Synchronous Instruction: Live instruction is synchronous instruction via Google Meet. Students are required to attend and attendance will be taken. During this time, teachers may deliver direct instruction, facilitate peer-to-peer collaboration and discussion, conduct whole-class discussions, administer assessments, or demonstrate worked examples (such as mathematical equations). Students may be required to give live presentations or to work collaboratively.

- Asynchronous Instruction - Elementary Schools: Students receive asynchronous instruction throughout the school day as students work independently or in groups on learning activities aligned to grade level standards. Asynchronous learning opportunities allow students with additional practice, enrichment, and support to master grade level standards. Teachers assign asynchronous learning assignments to all students each day through Google Classroom and monitor students' learning, progress, and completion of assignments.

- Academic Time/Small Group Instruction (asynchronous) - Secondary Schools: Academic Time scheduled in the afternoon is part of the

student and teacher school day. Students are assigned independent learning/graded classwork per period that can be completed during this time. This work may be completed independently (offline), in peer groups (offline/online) or online with the teacher's guidance. Teachers may schedule individual or small group appointments with students for additional support or small group discussions and projects. Teachers may hold mini-workshops or review sessions depending on the subject area and grade level.

In addition to the required instructional minutes, the District's Distance Learning Plan also includes daily office hours, intervention time for small group instruction, and dedicated designated instruction for English learners.

To ensure a seamless transition between distance learning and in-person instruction, the District is using the Board adopted curriculum during distance learning. In addition to online access to most adoptions, instructional materials were distributed to families. The combination of tangible materials and online resources will help students to balance screen time. The Board adopted curriculum, as well as the additional resources to support the students can be found on the District website at <https://docs.google.com/document/d/1XmEDXUplohlutX3Jb42IE5MtKfPIfKEuA5G4O2rtKLs/view>.

The English and Spanish 2020-21 Distance Learning Plan is posted on the District's website at <https://docs.google.com/document/d/1rf2RCGVd2cDCqYiN0xKO-B9TwQEKHORz2ZTM3a4s8AY/view>.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

The District has a variety of procedures in place to ensure all students are issued a device and have access to connectivity in order to support distance learning.

The District created a questionnaire for students and families to request access to a device or support needed with internet access. Each site monitors the responses and provides support to families as needed.

Each teacher is issued a device and has access to district technology and a classroom space as needed to ensure access and connectivity for distance learning. The district uses a digital inventory system to issue devices to each student. Students and families can reach out for support by contacting the school site or emailing technology support.

The District acquired hot spots to distribute to families with unique circumstances to ensure access and connectivity. In addition to the District questionnaire for students and families, a survey was conducted at the Back to School Resource Fair to engage with families and provide additional support with accessing devices and connectivity.

The District has a process for school site administration to work with their staff to reach out to students and families who were unable to access devices and connectivity. This includes calling home, providing resources, and potentially conducting a home visit through attendance liaisons.

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.]

Each school site has created a schedule based on the instructional minutes outlined in the District's Distance Learning Plan.

Transitional Kindergarten/Kindergarten: 60 minutes synchronous + 150 minutes asynchronous = 210 instructional minutes

1st/2nd Grade: 125 minutes synchronous + 130 minutes asynchronous = 255 instructional minutes

3rd/4th/5th Grade: 145 minutes synchronous + 110 minutes asynchronous = 255 instructional minutes

6th/7th/8th Grade (Elementary): 195 minutes synchronous + 60 minutes asynchronous = 255 instructional minutes

Middle School/High School: 210 minutes synchronous + 90 minutes asynchronous = 300 instructional minutes

In order to effectively monitor student participation and progress, each teacher will take daily attendance in Aeries. The attendance accounting reflects student participation in synchronous and/or asynchronous opportunities. A weekly engagement record is completed for each student. The record tracks each student's daily participation and assignment completion. Daily participation is documented based on the student's daily synchronous (real-time learning event with others) and asynchronous (learning event occurring apart others) instruction and participation. The tracking of assignments will be managed through Google Classroom.

A student who does not participate in synchronous or asynchronous instruction will be marked as a non-participant for the day. Families of students marked as such will receive an automated phone call the same evening notifying the parent/guardian of the student's non-participation. Absences for non-participating students without a valid excuse will be marked "unexcused" and students with a valid excuse will be marked "excused." Students that do not participate for 10% or more of their instructional days will be deemed chronically absent. The District's Attendance Liaisons and Community Outreach Liaisons will work with families whose children are not engaged to help identify and eliminate the barriers.

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 following details the professional learning opportunities for FSUSD teachers and staff prior to the start of the 2020-21 school year. All professional learning took place in a virtual setting. Options ranged from self paced tutorials to live synchronous sessions. There were 100+ sessions of professional learning offered over a three-week period. Most of the sessions are facilitated by FSUSD teacher leaders.

The FSUSD Professional Development Committee curates a list of training and webinars available for buy back and salary credit. Staff can begin these courses at any time and work at their own pace. Topics range from social-emotional wellness to technology tools for Distance Learning. FSUSD uses Google Apps for Education and provides multiple sessions on specific products within the Google platform.

All curriculum implementation training provided teachers with the needed supports to get started using Board adopted materials in a virtual setting. Topics for curriculum based professional learning include: program overview and vertical alignment, curriculum materials components and instructional strategies, ELA and ELD (Designated and Integrated), instruction, and technology components.

The K-12 Math Summit professional development provided three foundation sessions on the building blocks of student-centered math practices in distance learning. Additional sessions of choice provided teachers and classroom staff with the opportunity to dive deeper into a topic around formative assessment, supporting diverse populations, creating a positive math culture, or orchestrating mathematical discourse.

FSUSD partnered with Better Lesson to offer a series of three sessions focused on how to integrate technology and student-driven personalization to allow innovative instructional design, meaningful tasks and assessment, and ensure continuity of learning regardless of physical learning configurations. This initial series centered on preparing for distance learning.

The District will continue to offer ongoing professional learning around best practices in Distance Learning throughout the 2020-21 school year.

Staff Roles and Responsibilities

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

The District has made some adjustments to roles and responsibilities as a result of COVID-19.

The District created an Executive Director position whose sole responsibility is to ensure the COVID-19 plans are carried out.

While communication has always been a high priority for the Superintendent's office, staff have been even more present on social media. In addition, staff regularly push out messages via emails and all-calls to staff and families when plans are finalized or modified.

In Human Resources, one of the Assistant Directors has taken on an expanded role of responding to ADA accommodations and leave requests. This individual also works with Solano County Public Health to conduct contact tracing if staff are impacted by COVID-19. The department has also had to spend a significant amount of time negotiating Memorandums of Understandings (MOUs) with each bargaining unit. Finally, the department was tasked with hiring additional teachers, custodians, and nurses.

In Business Services, additional tasks include procuring and distributing Personal Protective Equipment (PPE). In addition, they have made budget adjustments and provided guidance to the District regarding the legal requirements and risk assessment, as well as budget adjustments in response to the Learning Loss Mitigation Funds.

In Educational Services, assignments were shifted to free up time for staff to create the 5-Phase Continuum Plan, the Distance Learning Plan, and the Start of School Year Guide for Families. The summer activities were adjusted so that the District could provide an extended student enrichment program and extensive professional development to support our staff in the distance learning delivery model. In April, the District decided to open a virtual school. Administrative staff shifted assignments in order to have sufficient time to create and open the school. In addition, clerical staff shifted assignments so that they could take on the student registration into the school. In August, an Assistant Principal was moved from one of the elementary campuses to take over as the interim principal of the school.

Finally, the District and our CSEA bargaining unit developed a Memorandum of Understanding which allows some classified staff to conduct work outside of their classification. As a result, bus drivers, campus monitors, noon duty staff, etc. will be able to maintain their positions and conduct other assignments that support the students while the District is in distance learning.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

English Learners:

English learners will receive a number of differentiated supports to meet many of their unique needs. Third grade English learners who are at risk of becoming long term English learners, primarily due to struggles in reading, will participate in a virtual extended day reading intervention three days a week for over an hour each session. Each session will focus on foundational literacy skills as well as building vocabulary and comprehension by being exposed to grade level and above through Repeated Interactive Read Alouds (RIRAs). Sixth grade English learners who are struggling in analyzing and comprehending grade level text will also participate in targeted virtual extended day reading intervention structured similarly to the third grade reading intervention.

Long-term English learners in grades 4 - 8 will participate in virtual extended day implementation of English 3D in order to strengthen academic language skills at least two hours per week that is supplementary to the designated English Language Development (ELD) instruction they receive daily. Moreover, English learners who have been in the United States' schools less than two years will engage in the web-based version of Rosetta Stone to build their conversational English language skills. Rosetta Stone is also supplementary to daily virtual high-quality standards-based designated ELD lessons that are aligned to Board adopted core instructional materials.

The District is providing an additional counselor whose sole focus is on English learners at the high school level. All EL students also have their regularly assigned counselor. This support is in addition to the support a student who is an English learner receives from their high school counselor. The EL Counselor establishes ongoing relationships with families of English learners and closely monitors/supports EL students on their path towards graduation and eligibility to apply for a California State University or University of California college if the students choose to do so.

Finally, in addition to the instructional minutes all students receive, students who are English learners will also receive additional 30 minutes of Designated ELD instruction.

Foster Youth:

Seven Attendance Liaisons focus on identifying, tracking and updating records of students living in foster situations. The liaisons monitor students whose families self-report as foster, in addition to reconciling those records with CALPADS list of identified foster youth. Part of this record keeping is to ensure the foster youth are on track to complete high school. In addition to the support provided by the liaison, each site has a designated site foster youth coordinator who builds meaningful connections with the youth and trains staff on the rights of foster

students. Within the first few weeks of school, the foster coordinator develops an Individual Learning Plan (ILP) with every foster student to map out goals, strengths and areas to build upon. This plan is shared with the respective liaison to inform and guide the initial implementation of the research-based intervention program, Check & Connect. This intervention is offered to every student in foster care and involvement of family members is strongly encouraged. This intervention includes home visits/virtual visits, phone conferences, goal setting/progress tracking, and addressing needs that go beyond what is typically provided by the school, such as food, mental/physical/dental health, clothing, and laundry services. When foster families opt out of the Check & Connect Intervention, the liaisons continue to closely monitor engagement and respond with timely home visits and other methods of connecting with families (i.e. text, email, phone calls, virtual meetings, mail) to assist in breaking down any barriers students/families are facing and to increase student engagement. Further, the District supports Group and Foster Homes with interactive tutoring and assistance with technology needs.

Pupils experiencing homelessness:

The district has three Family Resource Centers (FRC) at three elementary school sites. FRC staff include a Manager, Secretary, and five Community Outreach Liaisons. Sites are trained annually on the rights of students living in homeless situations. As families are identified as qualifying as “homeless,” the family is asked to complete a McKinney-Vento affidavit. The FRC secretary receives the homeless affidavit and immediately processes the free/reduced meal application for every student identified in the family unit. If the school submitted a request for transportation, it is also processed at this time to ensure transportation is in place when in-person instruction resumes. If a FRC resource referral is also submitted to the FRC for services beyond meals and transportation, the FRC secretary assigns the family to one of the FRC liaisons. When a referral is received, within 24 hours the liaison contacts the parent to set up an intake meeting. During this meeting, the liaison surveys and interviews the parent/caregiver to identify needs and provide services, resources and other supports. The FRC Liaison is prepared and equipped to aid the family in accessing community resources which may include parenting classes, employment, legal services, child care, housing assistance, food, health insurance, vaccinations, clothing, laundry and school supplies.

Additionally, site staff are trained annually on the rights of, and resources for, families living in a homeless situation and the District partners with the Police Department's Homeless Task Force Team to complement and strategize efforts and support. The FRC liaisons monitor students living in homeless situations to ensure they are engaged and on track to complete high school. Additionally, the respective liaison or site designee develops an Individual Learning Plan (ILP) with every homeless student to map out goals, strengths and areas to build upon.

Students with Exceptional Needs:

In addition to time listed within the general education environment, students with IEPs will receive their specialized academic instruction and related services to the maximum extent possible. Case managers will provide each parent with the following information, including the frequency and duration of each service. The frequency and duration for all services will be determined and listed individually. The chart below identifies the supports and services provided to students with exceptional needs.

Student received these services, accommodations and/or modifications:	Students receive this level of service, accommodation, or modification	Frequency and Duration
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Specialized Academic Instruction (SAI)	Assignments will be modified/accommodated as per student's IEP, SAI may be offered via Google Classroom and Meet, through Synchronous and Asynchronous session, class dojo	Depending on the grade level and intervention need
Speech-Language Services	Speech and Language Therapy (SLP) services will be provided through Google Classroom or Google Meet. SLPs serve both group and individual services as stated on the IEPs through synchronous instruction. The department may complete pre-recorded videos, presented as a lesson and push out via Google Classroom.	As specifically listed within the IEP
Occupational Therapy	Occupational Therapy services will be provided through Google Classroom and Google Meet to provide synchronous services. Folders contain links to specific ideas/activities/worksheets. In addition, the department may complete pre-recorded videos, presented as a lesson and push out via Google Classroom.	As specifically listed within the IEP
Behavior Services	Behavior Intervention Staff (BIS) work with regional program case managers on Evidence Based Practices to determine what supports staff and families may need during Distance Learning. BIS create Google Classroom as needed, and use Google Meet or phone calls to discuss any behavioral concerns.	As specifically listed within the IEP
Mental Health Clinicians	Mental Health Clinicians (MHC) will create a Google Classroom and use Google Meet to provide synchronous individual counseling services as documented in IEPs. As needed, materials may be printed and distributed to families with designated pick up times and pick up points. Groups may also be facilitated via Google Meet.	As specifically listed within the IEP
School Psychologists	School Psychologists work with site administration to determine the needs of all students. They, too, use Google Classroom for group services. Psychologists provide individual counseling and psych services listed on the IEP, via Google Meet.	As specifically listed within the IEP
Adapted Physical Education	Adapted Physical Education Specialists (APE) will use Google Classroom to provide services through synchronous instruction. The department may complete pre-recorded videos, presented as a lesson and push out via Google Classroom.	As specifically listed within the IEP
Visual Impairment and Orientation and Mobility	Visual Impairment and Orientation and Mobility Specialists (VI/OM) use Google Meet for students not requiring braille. Services will be provided synchronously, as possible. Materials and devices will be available for pick-up at designated locations.	As specifically listed within the IEP

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

Description	Total Funds	Contributing
Open a Virtual Academy so that families who know they do not want their children to return to a comprehensive school during the 2020/21 school year have an option. The District has had an interest in opening a virtual school for over five years.	\$2,000,000	No

Description	Total Funds	Contributing
Purchase technology hardware so that students and staff have the necessary tools to access distance learning.	\$2,500,000	No
Provide professional development to prepare staff for distance learning instructional model.	\$743,000	No
Hot Spots and WiFi accessibility for students.	\$300,000	Yes
Virtual co-curricular and extra-curricular activities to engage students, including a summer enrichment program.	\$271,250	No
Technology Support Staff to provide support to the distance learning platform.	\$1,400,000	No
Educational Technology Learning Coaches to support teachers with developing engaging virtual lessons during the 2020/21 school year.	\$100,000	No
GoogleMeet support for teachers, provided by the nine FSUSD teacher librarians.	\$40,000	No
Additional curricular materials needed to support the distance learning program.	\$218,000	No
Provided teachers with Designated ELD lesson design and professional development.	\$88,000	Yes
Secured additional digital library resources through Sora.	\$24,000	No

Description	Total Funds	Contributing
Initiated a contract to provide Edgenuity, an online distance learning program, to be used by Independent Study teachers/students and the summer credit recover program.	\$301,000	No
Secured Seesaw, an online platform used by teachers in the primary grades.	\$25,700	No
Expanded the contract for Unique Learning Systems (ULS), an online platform that supports students receiving special education services.	\$19,000	No
Staff training on how to write 504s and IEPs that align to the requirements set forth in SB98.	\$5,000	No
Provide students with access to Rosetta Stone, an online curriculum that supports language development for our students who are English learners.	\$51,100	Yes
Sponsor a new teacher induction program and a pre-induction program to ensure teachers are ready and supported while teaching in a distance learning program.	\$260,000	No
Acquire a library database so that students have access to an expanded digital library during the 2020/21 school year.	\$31,000	No
Accelerate the acquisition of the K-5 History Social Science adoption so that staff and students have appropriate materials for distance learning.	\$832,000	No
Purchase Gale supplementary eBooks that align to the History Social Science board approved curriculum.	\$200,000	No

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.]

Our District is using an online version of NWEA's Measures of Academic Progress (MAP) to assess pupil learning status in English language arts and mathematics. The first assessment was administered in September and serves as the baseline for developing small groups for intervention, as well as identify students for more intensive after school tutoring/intervention. As a compliment to MAP, the District also uses the tools embedded in the program, such as Khan Academy and MAP Skills, to provide individualized targeted support. In addition to the assessment in September, MAP will be administered in the winter and spring so that we can make the necessary adjustments based on the student progress.

Following the fall administration of MAP, the District convened a committee to determine if additional tools are needed to better assess learning progress and needed intervention. For example, the District will explore if the Primary Literacy Assessment is more beneficial than MAP for the K-2 students. The District's review of assessment tools will be completed prior to the mid-year assessment timeline.

The District also administered the English Language Proficiency Assessments for California (ELPAC). The "initial" assessment is taking place in September, in person, and will not only meet the State requirement, but provide staff with important information to better support our English learners. The District will continue with ELPAC testing into October to gather the necessary data regarding all FSUSD students who are English learners and qualify for this assessment.

In addition to MAP and ELPAC, teachers use the assessments embedded in the curriculum to evaluate learning status. Each of the English (TK - 12), mathematics (TK - 8), and English language development (TK - 12) have online curriculum embedded assessments that teachers use to measure learning status, guide instruction, and identify students for intervention. To learn more about the FSUSD adopted curriculum, visit fsusd.org/CIA.

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.]

Pupil learning loss is a great concern.

Our first strategy to address learning loss is to keep students engaged. As stated in the Distance Learning Plan, school sites use many of the following strategies to encourage participation and engagement from students and families. Sites regularly review these strategies and make modifications and adjustments to the best practices.

- Families receive regular, clear, and timely communication from the teachers and site administration through a variety of platforms (phone, email, dialer, Facebook, Twitter, Virtual Classroom/Office etc).
- Each school has a predictable set weekly schedule for live synchronous instruction and office hours to create routine and stability.
- Consistent and appropriate “agreements for engagement” in both live synchronous instruction and asynchronous learning activities will be developed at each site and clearly communicated between teachers, students, and parents.
- Each school site develops and teaches norms, organizational and procedural routines.
- GoogleClassroom/GoogleMeet is the distance learning platform utilized to deliver instruction, embed assignments, and link students to resources.
- Teachers include relationship-building activities and intentional strategies to make connections between the student and school in instruction, including site developed study skills and social-emotional/behavioral lessons.
- Live instruction includes both whole group and small group (peer to peer) discussion and utilizes systems for calling on (both oral and “chat” forms) students and noticing who hasn’t participated. Live instructional sessions will be prioritized for activities that promote connection of ideas, discussions of concepts, and interactions both among students and between the students and teacher.
- Asynchronous learning time is designed intentionally to prepare students for discussion and interaction in the live sessions, and will support students in finding, using, creating, and sharing information.
- Teachers utilize strategies and tools to provide students specific feedback about their work in progress, and for students to provide feedback to one another.
- Teachers provide a mixture of learning tasks that are performed both independently and in collaboration with others, with opportunities for projects, choice, developing multiple perspectives, open-ended questions, problem-solving and hands-on activities focusing on essential skills and content required for standard mastery, and with consideration toward avoiding screen time overload.
- Students have access to a similar variety of extra-curricular and co-curricular activities provided digitally to the extent possible, including clubs, activities, and virtual school events.

In addition, our District is using the Mutli-Tiered Systems of Support (MTSS) approach, with a tiered approach to academically supporting students. The District has embedded intervention time as part of a teacher's duty day so that students can receive support through small group intervention from their teacher. The District has also allocated \$900,000.00 to provide after school intervention from our classroom teachers or local tutoring companies. The teachers and site administrators use the data from the MAP assessments to determine the intervention support required by our students.

Students who are English learners will receive a number of differentiated supports to meet many of their unique needs. Third grade English learners who are at risk of becoming long term English learners primarily due to struggles in reading will participate in a virtual extended day reading intervention three days a week for over an hour each session. Each session will focus on foundational literacy skills as well as building vocabulary and comprehension by being exposed to grade level and above through Repeated Interactive Read Alouds (RIRAs). Additionally, sixth grade English learners who are struggling in analyzing and comprehending grade level text will also participate in targeted virtual extended day reading intervention structured similarly to the third grade reading intervention. Long-term English learners in grades 4 -

8 will participate in virtual extended day implementation of English 3D in order to strengthen academic language skills at least two hours per week that is supplementary to the designated English Language Development (ELD) instruction they receive daily.

Seven Attendance Liaisons focus on supporting foster youth to ensure the students are on track to graduate. The liaisons support students by identifying and reducing barriers to learning. Within the first few weeks of school, the foster coordinator develops an Individual Learning Plan (ILP) with every foster student to map out goals, strengths, and areas to build upon. This plan is shared with the respective liaison to inform and guide the initial implementation of the research-based intervention program (Check & Connect).

The district has three Family Resource Centers, with liaisons who are prepared and equipped to aid the family in accessing community resources which may include parenting classes, employment, legal services, child care, housing assistance, food, health insurance, vaccinations, clothing, laundry and school supplies.

A robust plan has been developed to support learning loss for students with exceptional needs. In addition to receiving the services as outlined in IEPs and the benefits associated with successful MTSS implementation, students with exceptional needs are monitored by case managers who are able to quickly adjust program offerings and support if the data reflects a child is in need of additional support. The District has also secured supplemental digital curriculum to support their learning.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

In order to ensure the effectiveness of the strategies that will mitigate pupil learning loss, FSUSD staff will analyze weekly data retrieved from Aeries Analytics and Illuminate, specifically referencing student engagement and academic progress. In addition, weekly data collected by individual teachers and staff members through their personal and individual meetings with students will be discussed and considered. The Directors of Elementary/Secondary Education will meet with site leaders to discuss strategies for the effectiveness of implemented pupil learning loss strategies. Staff will meet monthly to discuss students with identifiable learning loss and plan for ongoing interventions where the targeted need is identified.

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

Description	Total Funds	Contributing
Measures of Academic Progress (MAP), an online assessment tool, will help guide staff in determining the needs for small group instruction and after-school tutoring. The assessment will be administered three times during the 2020/21 school year so that staff can also measure the learning progress of each student.	\$218,000	No
The District will provide after-school interventions. Both FSUSD staff, as well as local companies, will be providing this intensive support.	\$900,000	No

Description	Total Funds	Contributing
Prior to the start of the 2020/21 school year, the District provided a summer school program that helped develop English language arts and mathematics skills. The program targeted the needs of our English learners and socio-economically disadvantaged students.	\$234,500	Yes
The District provides 3rd grade and 6th grade reading intervention for students who are English learners.	\$75,000	Yes
The District provides English 3D, an English intervention program at Sem Yeto High School.	\$5,500	Yes
The District provides Read 180, an intensive English intervention program at the comprehensive high schools.	\$78,000	Yes
The District provides English 3D as an extended day intervention program for students who are Long Term English Learners.	\$48,000	Yes
The District provides professional development and coaching for teachers who are supporting the "Newcomer" students.	\$20,000	Yes
The District employs bilingual para-educators to support the academic needs of our Spanish speaking students.	\$39,000	Yes
The Attendance Liaisons and Community Outreach Liaisons help to re-engage the students who have dis-engaged in the learning process. They work with families to identify and remove the barriers that prevent the children from accessing the learning.	\$1,210,000	Yes

Description	Total Funds	Contributing
The District employs two Coordinators of Multi-Tiered Systems of Support (MTSS) who work with sites to ensure a tiered intervention system is being implemented to support the academic, behavioral and social-emotional development of the students.	\$325,000	No

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.]

Providing for the social-emotional well-being of the District starts with developing and implementing programs for our staff. The District has partnered with Alliance for a Healthier Generation and coordinated a district level Wellness Committee to develop and implement plans that better support the social-emotional needs of the staff. The District continues to provide a free, weekly yoga/wellness series for staff and is starting a "Workout Wednesday" video series for staff. Further, the District is implementing strategies for Kaiser Permanente's "COVID-19 Return to Work Playbook" that includes activities like regular check-ins of staff by site leaders. The District is working with Kaiser's Resilience in School Environment (RISE) program to provide professional development at four schools who qualified for the program. Finally, the District received a \$2 million dollar grant that provides the resources to implement Healing Centered Engagement, a program that focuses on the social-emotional needs of staff and students.

In addition to the staff wellness activities organized by FSUSD, the District is promoting the Nurturing Community Series, a Zoom event focused on enhancing personal wellness and the sense of connection to others within the educational community. These bi-monthly events are provided for free to all staff members and sponsored by the Solano County Office of Education and Kaiser Permanente.

Social-emotional well-being is also incorporated into the classrooms. The District's social-emotional curriculum includes InnerExplorer in the elementary and middle schools. In addition, all secondary schools have access to Cameron's Collection. At the elementary level, the implementation of the curriculum is supported by three behavior technicians (mindfulness coaches) who work with staff and students to implement mindfulness practices throughout the school day. The District's counseling team have developed a tool kit of supports and resources that can be accessed by staff and students. For example, FSUSD schools are opening virtual "Wellness Rooms" where students can obtain support and de-stress.

The District made shifts to the Multi-Tiered Systems of Support (MTSS) that will better support the social-emotional well-being of our students. With the additional two Coordinators of MTSS (formerly Coordinators of PBIS), the District has trained staff who are working with

the school sites to implement a tiered system for addressing the social-emotional needs. One of the key tools that is expanding during the 2020/21 school year is Check & Connect. Technically designed as a dropout prevention program, Check & Connect ensures that students who are at-risk of dropping out are able to build a positive relationship with a member of the school staff.

In preparation for Phase 2, 3 or 4 of the 5-Phase Continuum Plan, staff is developing a professional development series to support staff and students for the return to in-person instruction. The District's mental health clinicians, school psychologists, behavior analysts, and counselors play a significant role in developing and implementing this plan.

Families also play a significant role in supporting the mental health and social-emotional well-being of their students. The District has increased family communication to include a bi-weekly parent newsletter and weekly videos with strategies on how to support their children. The District also created a comprehensive "Start of School Year Guide" that was distributed in English and Spanish. The guide includes strategies to support the social-emotional well-being of their children, as well as community resources should a child need greater support.

In its support of parents, the District is home to three Family Resource Centers (FRCs). The FRCs connect families in need with community resources that include rent support, transportation support, and employment support. The FRCs also coordinate classes, depending on the issues that are trending in the community. Finally, the District employs bilingual Community Outreach Liaisons and Attendance Liaisons who work closely with families to help reduce barriers to children being engaged in school. These supports work together to help mitigate external circumstances that negatively impact ones mental health and social-emotional well-being.

Finally, when crisis situations arise, the District has a team of mental health experts who are able to coordinate support services for staff and students. This team includes seven Board Certified Behavior Analysts, three Behavior Intervention Specialists, eleven Mental Health Clinicians, and thirty-one School Psychologists. The team can be deployed, at a moments notice, to provide intensive support and crisis counseling.

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.]

The District follows a three-tiered approach to preventing and addressing student disengagement during distance learning.

Tier 1

This tier represents universal strategies to encourage daily participation and engagement for all students. Prior to the start of distance learning, the district administered surveys both electronically and in-person to identify, target and take preemptive action (e.g., assessment of preferred correspondence language, direct coaching in that language regarding technology usage/needs, completion of free/reduced lunch form, support accessing basic resources, etc.) The District distributed both electronic and hard copies of comprehensible information linking families to academic support services, in addition to publishing YouTube videos and family engagement newsletters on topics requested by parent voices, such as “Navigating Google Classroom” and “Preparing for Distance Learning at Home.” Further, proactive outreach efforts targeted 7th grade students in need of the tetanus, diphtheria, and pertussis (Tdap) immunization. These students were invited and encouraged to attend one of three free Tdap clinics.

Upon commencement of Distance Learning, school staff and teachers focus on providing good first instruction, continuing to troubleshoot access to basic needs as well as building meaningful relationships with students and families. The school community understands that weekly engagement is defined by student participation and ability to demonstrate learning via meaningful interactions and demonstration of academic understanding. Weekly engagement is assessed and tracked by teachers. Families of students not meeting their daily participation requirement are contacted the same day to evaluate the reason for non-participation. The student’s school community responds by working with the student’s family to ensure barriers to participation/attendance (including access to a device and/or WiFi) and engagement are addressed and eliminated.

Tier 2

The second tier includes targeted interventions for students needing more support to successfully engage in distance learning. At this tier, correspondence offering support and concern are sent to families of chronically absent students. These families are invited to participate in a School Attendance Review Team (SART) meeting. SART meetings are solution-based and provide families access to a team of people brainstorming solutions and offering resources to re-engage the student in Distance Learning. Students in this tier may receive a targeted evidence-based intervention known as Check & Connect. Further, the District’s Attendance, Community Outreach, and Family Resource Center Liaisons collaborate and partner with site teams to identify needs, strategize efforts/actions and support families and students in breaking down barriers.

Tier 3

The final tier offers intensive and individualized supports for students facing the greatest challenges to engaging in distance learning. Comprehensive teams (which may include community partners) work with the student and their family to generate an individualized plan for ensuring the student is attending distance learning and monitoring attendance and engagement.

All correspondence and outreach to families for students dis-engaged, and not meeting their compulsory education requirement, is conducted in the family’s home language (including American Sign Language) and follows the tiered re-engagement strategies outlined above.

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.]

FSUSD's Child Nutrition Department will provide nutritionally adequate meals for all pupils during both in-person instruction and distance learning by implementing a plan that considers national, state, and local health and safety guidelines. While in Phase 1 of the 5-Phase Continuum, all currently enrolled students will have the opportunity to pick up a box of nutritious meals from one of five school sites per week to take home and consume. This box will include five breakfasts and five lunches to cover five days worth of distance learning instruction. One box per student per week is allowed. All students will receive these boxed meals at no charge. The District is also offering meal deliveries to our special education students starting on Monday, September 21st. Bus drivers will deliver boxes to the home or bus stop of students that sign up for the program.

As we move into Phases 2-3, the number of weekly boxed meals will be adjusted to reflect the number of days the student is participating in distance learning. The days that students are on campus for in person learning, the cafeterias will be open for normal meal services that follow current guidelines for social distancing and hygiene/sanitation practices. Students will continue to have access to these meals for free. Home deliveries will no longer be an option due to the bus drivers having to return to normal duties.

When the District moves into Phase 4 and Phase 5 on the Continuum, meal service will return to normal operations.

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

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Behavior Technicians (Mindfulness Coaches) to provide coaching and instructional support in the elementary schools.	\$161,746	No

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Weekly sessions of mindfulness activities for staff. This includes short lessons on the impact of wellness on a body/mind, followed by an hour of yoga.	\$10,000	No
Mental Health and Social and Emotional Well-Being	Implement Check & Connect as a strategy to re-engage students who have dis-engaged from the learning process.	\$13,695	Yes
Mental Health and Social and Emotional Well-Being	Healing Centered Engagement professional development, coaching, and social-emotional development activities for students.	\$300,000	Yes
Mental Health and Social and Emotional Well-Being	Implement Inner Explorer, and online social-emotional curriculum for elementary students.	\$25,000	No
Mental Health and Social and Emotional Well-Being	Cameron's Collection eBooks to support Social-Emotional Learning at the middle and high schools.	\$63,500	No
Mental Health and Social and Emotional Well-Being	Counseling and College/Career Center Technicians at the high schools and middle schools are supporting the social/emotional needs of the students. Especially during distance learning, the Counseling team are setting up virtual wellness rooms, as well as connecting with students and families who are needing additional assistance.	\$2,765,000	No
Mental Health and Social and Emotional Well-Being	The District maintains three Family Resource Centers who provide support to families. This social support reduces stress in the home. In addition, it can reduce the barriers that prevent children from attending school.	\$130,000	Yes

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Families have shared that distance learning has created stress in the home and that there needed to be more connection between the families and the district. The Coordinator of Parent and Family Engagement helps to reduce this stress by pushing out weekly "family friendly" newsletters and bi-weekly videos on strategies to support the child(ren) during distance learning. The Coordinator works with the Curriculum-Instruction-Assessment Department to organize and deliver parent/family workshops on the technological tools used by the students.	\$86,000	No
Mental Health and Social and Emotional Well-Being	School-based and districtwide extra-curricular and co-curricular activities to help engage the students. Some activities will take place in-person following guidelines set forth by Solano County Public Health. Some activities will take place virtually.	\$290,000	No
Mental Health and Social and Emotional Well-Being	In order to support the social-emotional needs of students, the District has hired three additional school psychologists and one Mental Health Clinician.	\$495,000	No
Mental Health and Social and Emotional Well-Being	Support a CARE class to help provide intensive support for our children who are most at-risk.	\$207,000	No
Mental Health and Social and Emotional Well-Being	Professional development for the District's School Psychologists on social emotional training, specifically for virtual counseling groups.	\$7,000	No
N/A	The District shifted staff responsibilities so that one administrator oversees the COVID-19 response plans.	\$220,000	No

Section	Description	Total Funds	Contributing
N/A	The District employs four translators to improve the communication with Spanish speaking families.	\$186,000	Yes
N/A	The District contracts with Language Line to provide audio/verbal translation services in any language.	\$65,000	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
12.16%	21,266,416

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

The District is implementing four overarching areas to provide services for students who are foster youth, English learners, and low-income. The District has a significant number of staff members who are dedicated to meeting the needs of our most at-risk populations. This funding allows us to hire five bilingual Community Outreach Liaisons who serve in schools to support a high number of Spanish speaking families. These staff members support the families by connecting them to community resources and reducing barriers that prevent child(ren) from attending school. In addition, the District maintains three Family Resources Centers that provide support to our families and classes to our parents. The annual Back-to-School Resource Fair served over 1,400 students and is just one example of the type of programs these staff

members provide. The District also employs four translators and multiple bilingual para-educators that help engage our Spanish speaking students and families. To compliment the work of the translators, the District has also expanded Language Line usage to all school sites.

Starting in the 2019/20 school year, the District hired a bilingual counselor to specifically address the needs of our English learners. Additionally, the District's nine attendance liaisons work in concert to support predominately foster youth and socio-economically challenged families by connecting the families and children to resources to reduce barriers to attending school.

A second area of support is that the District has secured additional curriculum that provides targeted support for our students who are English learners. The District has implemented a secondary newcomer ELD curriculum. The District has also implemented a 2nd grade reading intervention for English learner students, and specifically the Long Term English learners. Further, the District provides English Language Development instruction targeted at long term EL students in grades 4-8 utilizing English 3D materials. In addition, the District has implemented the Read 180 program to support our 9th graders who are reading two or more years below grade level. Finally, the District has implemented Board approved Springboard English Language Development (ELD) materials in secondary support classes.

The third area of support is through staff professional development. The District will provide mandatory training to all clerical staff (school sites and central office) on rules and regulations regarding enrollment procedures for foster youth and homeless students and completing Home Language Surveys to accurately identify EL students. Principally directed to support English learners, the District provides primary literacy professional development and coaching to better support the needs of the District's English learners. The District provides professional development/coaching for integrated and designated instruction, including Guided Language Acquisition Design (GLAD) professional development. In addition, teachers have access to research-based professional development, including coaching, modeling, and collaborative lesson development focused on rigorous academic conversations and integrated/designated English Language Development to teachers and administrators working with EL students. Further, the District provides professional development to embed rigorous academic conversations across all content areas and grade levels, as well as professional development opportunities for Universal Design for Learning (UDL). Finally, the District will provide professional development and ongoing coaching to support the implementation of English 3D as an extended day intervention for Long Term English Learners in grades four through eight.

The fourth area of support is through tutoring and mentoring. The District has created a three-tiered approach to supporting our students. In addition to dedicated time for daily Designated ELD instruction and small group instruction/intervention, the District has allocated funds for teacher provided after-school intervention, as well as for tutoring services provided by outside agencies. In addition, the District is working with local organizations to set up mentoring programs for our most at-risk students.

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

The District is implementing support for our foster youth, English learners, and low-income students that provide increased and improved actions/services by the required 12.16%. The District has identified and is implementing a robust program, above the base program, to support the needs of our foster youth, English learners and low-income students.

In 2020/21, the District will be in year five of the Multi-Tiered System of Support (MTSS) implementation. According to the American Institutes for Research, Districts implementing MTSS are finding that the model "provides an effective framework for turning around schools, reforming curricula to better meet student learning needs, and improving outcomes for all students - including those from culturally and linguistically diverse backgrounds. With a focus on improving outcomes for all students especially those who have been historically underserved, ESSA suggests that schools and districts implement a tiered system of support and allow states flexibility in developing the MTSS model for both behavior and academic needs."

The District is also one of ninety districts in the nation to be selected to participate in the Wallace Foundation's Principal Pipeline. The Principal Pipeline is a district strategy to support and coach site leaders. It focuses on well-communicated job standards, high-quality pre-service training, aligned on-the-job support, a leader tracking system, principal supervisor coaching, and systems to support and sustain the pipeline. The national research documents that districts who implemented Principal Pipeline strategies resulted in a positive impact on student learning, especially for students of color and/or participate in the free-and-reduced lunch program.

(<https://www.wallacefoundation.org/knowledge-center/Documents/Principal-Pipelines-A-Feasible-Affordable-and-Effective-Way-for-Districts-to-Improve-Schools.pdf>).

Finally, the District received a \$2 million grant from the California Department of Education to expand the implementation of Check & Connect and Healing Centered Engagement. Check & Connect is an intervention used with K-12 students who show warning signs of dis-engagement with school and who are at risk of dropping out. At the core of Check & Connect is a trusting relationship between the student and a caring, trained mentor who both advocates for and challenges the student to keep education salient. Students are referred to Check & Connect when they show warning signs of dis-engaging from school, such as poor attendance, behavioral issues, and/or low grades. A Healing Centered Engagement approach is holistic involving culture, civic action and collective healing. A healing centered approach views trauma not simply as an individual isolated experience, but rather highlights the ways in which trauma and healing are experienced collectively. The term healing centered engagement expands how we think about responses to trauma and offers more holistic approach to fostering well-being. The Check & Connect and Healing Centered Engagement programs will be an important resource, especially for our foster youth and socio-economically disadvantaged students.

Clearly, the District is committed to providing wrap-around services that encompass a multifaceted approach because as stated previously, our students cannot catch a break. The District is poised to support our foster youth, English learners, and low-income students through the implementation of MTSS, the strategies learned in the Principal Pipeline, and the supports garnered through Healing Centered Engagement. The work will be challenging, but essential to provide greater opportunities for our most under-served and at-risk student achievement groups.