# Learning Continuity and Attendance Plan Template (2020–21)

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

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

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

The Fontana Unified School District (FUSD) is a diverse community of students within the urban city of Fontana serving 36,160 students spread over 30 Elementary Schools, 7 Middle Schools, 5 Comprehensive High Schools, 2 Continuation High Schools, and 1 Adult School. The District has a population that includes 84% Socioeconomically Disadvantaged, 27% English Learners, 12% Students with Disabilities, 1% Foster Youth, 1% Homeless Youth, and 0% Migrant Education. The city has 8,455 positive cases of Coronavirus (COVID-19) including 113 deaths as of data last reported on October 17, 2020. Since the decision of the FUSD Board of Education in March to close schools from March 24, 2020 to May 1, 2020 with the option of extending this closure if necessary, the District has put several systems in place to address the diverse needs of the students and community at large. In April, following the recommendations of the Governor, State Superintendent of Public Instruction, the Department of Public Health, and the San Bernardino County Superintendent of Schools, the superintendent announced the extended closure of Fontana schools through the end of the traditional school year in order to prioritize the safety of students, staff and their families.

During this school closure period the District continued to provide students with quality learning opportunities and supports including both digital and printed resources, the latter of which were made available on the District's website at www.fusd.net/learning. Maintaining quality instruction and student services supports to students and families continued to be a priority to Fontana Unified during the COVID-19 emergency. Fontana Unified School District established committees to determine the immediate and short-long term needs of students, taking into consideration there would be loss of learning and supports during the school shutdowns. These teams then began to move forward to create the programs for our students mentioned below. A Distance Learning Survey was made available to parents to help determine what needs the District had to prioritize and what adjustments needed to be made. This survey helped to determine the need to move up the 1:1 laptop distribution, purchase hot spots for students, and ensure printed packets were made available for families who didn't have online access.

While the District moved to mitigate the exposure of COVID-19 to its employees, the District did maintain staff in person at the District and at the site level to answer questions by the school community. As well, many of the support positions worked from home to ensure a lapse of support systems did not occur. This included enrollment for new students, family and community engagement, food and nutrition services, special services for students with disabilities, and other student supports.

With a high population of students qualifying as an English Learner, Foster Youth, or Socioeconomically Disadvantaged (85%), many students required additional supports during distance learning and the COVID-19 emergency. The District had begun to implement their 1:1 device rollout during the 2019-20 school year, issuing laptops to all 9th through 11th-grade students. With a high percentage of students not having a device or internet access, the District fast-tracked the rollout of devices, expediting a 3-year plan and issuing all devices to students in grades 3-12 during this time. Priority was given to 12th-grade student to ensure they were able to meet all graduation requirements established. Approximately 24,000 devices have been issued to students to date in time for the first day of instruction of the 2020-21 school year. As well, the District will be providing at-home internet access to all students to ensure that all students have access to online learning options. During the implementation of this network, the District purchased approximately 5,000 hot spots to be issued to families in need in addition to allowing WiFi access in school parking lots.

In order to provide high-quality instruction and reduce any loss of learning occurring due to COVID-19, the Teaching & Learning Division developed distance learning lesson plans for all content areas across the TK-12 grade span for the months of April and May. These plans included modifications for English Learners and Students with Disabilities. Students were provided with two different sessions of distance learning opportunities with the option of accessing the lessons online through the District and school websites or packets were available for pick up at the District and site level for families who did not have internet access. Students were then able to return the packets at the end of April and obtain the May packet, which was turned in the end of May to finish the school year. Distance-learning packets were translated into Spanish for students as an accommodation as well. Teacher had office hours and online learning opportunities through Microsoft Teams and were accessible to students and families during the instructional day. These were in addition to the prepared packets developed by the District office.

To accommodate the instructional needs of our English Learner students, all Spring distance learning packets/lessons were translated into Spanish for students and parents so parents could provide additional at-home support for students. Integrated and Designated English Learner Development instruction for all English Learners were designed for all core and content subject areas. Additional accommodations were designed within the lessons to support all student groups such as: foster youth, homeless and low-income. The literacy and math instructional needs of English Learners, foster youth and low-income students were supported through the additional and targeted distance learning interventions received from Elementary ISTs and Secondary Intervention Teachers.

In addition to core and content subject areas, additional supports for students to access during distance-learning included physical activities that were linked to STEM activities, VAPA courses for teachers to integrate into their lessons, and Integrated and Designated English Learner Development instruction for all English Learners.

The Food Services department, in cooperation with the City of Fontana, helped to ensure that all children in the community had access to food during the COVID-19 emergency by beginning Grab and Go meal service on the first day of school closures beginning March 16, 2020. Distribution started with offering breakfast and lunch Monday through Friday at 10 sites throughout the District, which provided easy access for community members. Meals were also transported to families who were home-bound and unable to physically go to a school site to obtain meals. Seeing a high need within the community, supper and weekend services were added on April 24, 2020. In addition, Food Services has kept staff and the community safe by ensuring all CDC guidelines regarding Food Services has been followed.

For the 2020-21 school year, the District continues to work through multiple models of instruction that take into consideration the safety of students, teachers, and employees, while offering the highest quality of instruction. Families will be offered several choices for their students as the District continues to move forward, modifying and adjusting instruction to meet the needs of its families. Each department continues to

work on additional professional development for teachers and staff, as well as training and supports for families to ensure a minimal loss of learning.

For the 2020-21 school year, the Teaching & Learning Division reevaluated pacing guides for all core and content subject areas. Modifications were made to adjust for the loss of in-seat instruction for the remainder of the 2019-20 school year. The updated pacing guides will review the lessons that were intended for the spring of 2020 and all assessments schedules were adjusted for this consideration. To complement this, Student Services implemented multi-tiered systems of support for students, including support programs for students' socio-emotional needs while at home during spring of 2020, and began putting together programs and supports for students when they return to schools in the fall of 2020.

# Stakeholder Engagement

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

The District submitted the LCP for review and comment on September 2, 2020 to the District Parent Advisory Committee and on September 3, 2020 to the District English Language Advisory Committee. Parents were allowed to access the meeting with the student laptops that were issued by the District during 2019-2020 school year and over the summer. A representative from each school site was selected by the administrator to participate in the FUSD Parent Advisory Committee (PAC) and LCP review. Stakeholders who are representatives on the FUSD PAC are also active participants on School Site Council (SSC), English Language Advisory Committee (ELAC), District English Advisory Committee (DELAC), SELPA Community Advisory Committee (CAC), Early Education Committee (EAC), African American Advisory Committee (AAPAC), and active in PTA/PTO. Translators provided translation services during the presentation or at the end of each slide. Stakeholders had access to the chat and could ask questions and provide feedback. Families without Internet access were able to use the assigned student devices with a hotspot to access both meetings and provide feedback. Parents who could not login or participate in the TEAMS live event selected an alternate or provided feedback to the site administrator. In addition, the meeting content was recorded and made available for families to access.

Over the summer, the Teaching and Learning Division sent out a parent survey regarding preference for traditional, in-person, or hybrid instruction. Of the 6,983 Responses received, 26.9% came from the High School level, 21.2% came from the Middle School level, and 51.8% came from the Elementary School. Families were asked to respond to their preference for Traditional instruction where 37.3% indicated a preference, Hybrid instruction where 39.6% indicated a preference, and Online instruction where 23.2% indicated a preference. Also, families were asked to respond to their preference for frequency of instruction with 39.1% indicating a preference for 2-3 Days per week, 33.3% indicating a preference for Half Days, and 27.6% indicating a preference for 1 Day per week.

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

To promote stakeholder engagement, the language included in the Fontana Unified School District Board Meeting Notice to the Public has been updated pursuant to the Governor's Executive Order N-29-20 dated March 17, 2020 authorizing the Board to hold meetings via teleconferencing and to make these meeting accessible electronically to all members of the public seeking to observe and address the Board. Members of the public are welcome to participate through the public comment process. If they wish to comment on an item on the

agenda or within the subject matter jurisdiction of the Board, they can e-mail comments in advance to: fusdboardmeeting@fusd.net. The public comment window for email submissions will open at 1:00 p.m. on September 8, 2020, and close at 1:00 p.m. on September 9, 2020, four (4) hours before the beginning of the Board meeting.
Public comments received via email will be compiled, presented to the Board members for their review prior to or during the meeting, and included in the minutes for the meeting when published. Email addresses are redacted for privacy protection. If any member of the public wishes to comment on a specific agenda item, the member of the public must include the agenda item in the subject line of the email. Public comments that are outside of the Board's subject matter jurisdiction will be excluded. Pursuant to Education Code section 7054, the public comment process shall not be used to show support or opposition for any ballot measure or candidate for political office, including candidates for the District's Board of Education.

Members of public were notified about the LCP as the agenda was posted online on the District's website (in English & Spanish) on Friday, September 4, 2020 (available online at www.FUSD.net or https://go.boarddocs.com/ca/fusd/Board.nsf/Public) and also posted outside the Piazza board room, outside the District office administration building, and Enrollment Center within the 72-hour requirement to be reviewed and commented on by members of the public at the public hearing scheduled on September 9, 2020. Parents could view the LCP and provide feedback via email or submit a comment card at the District office beginning at 1 pm September 8 until 1pm September 9. The LCP was adopted by the FUSD board on September 30, 2020.

Public comments received via email will be compiled, presented to the Board members for their review prior to or during the meeting, and included in the minutes for the meeting when published. If any member of the public wishes to comment on a specific agenda item, the member of the public must include the agenda item in the subject line of the email. Public comments that are outside of the Board's subject matter jurisdiction will be excluded. Pursuant to Education Code section 7054, the public comment process shall not be used to show support or opposition for any ballot measure or candidate for political office, including candidates for the District's Board of Education. Since school closures, FUSD board meetings have been streamed live and past meetings can be viewed via the links on the District's website.

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

Stakeholder feedback was taken from the District Parent Advisory Committee (PAC) virtual Teams meeting on September 2, 2020 and from the District's English Language Advisory Council (DELAC) virtual Teams meeting held on September 3, 2020. Stakeholders wanted to know what learning options were available once schools re-opened; how would students have access to sports, music, and art during the school closures; that teachers would still offer programs online; and that students and staff would not be able to hold physical practices or events due to public health guidelines. Parent and students could communicate with teachers, counselors, and administrators via Q Parent Connection (parent portal) or TEAMS. Currently 83.4% of FUSD parents have Q accounts (parent portal) and can communicate with the school site, review grades/assignments, and monitor attendance. Parents who do not have access can contact the school site or District and can request a meeting via phone or schedule a time to pick up materials at the school site or District. Responses were provided directly during the LCP presentation by the Teaching and Learning Department and Family and Community Engagement. The Superintendent also provided feedback from the comment cards that were submitted regarding the LCP and are posted on the Superintendent's webpage on the district website.

At the PAC meeting held on September 2, 2020, the following specific stakeholder feedback was collected (which was shared at the September 3 Teams meeting) as participants asked questions and posed comments in the Teams chat including:

“Will the District provide small in-person groups for students that are struggling to learn virtually?” The District responded by sharing that small group instruction will be made available for students as they receive intervention and additional support time.

“Were the professional learning opportunities for the teachers that were centered around technology mandatory or optional?” The District responded by sharing that all teachers were expected to participate in the District’s Academic Institute on August 3 – 5, 2020 where they could select from multiple workshops that were centered around technology, instruction, and social emotional support.

“How is the District keeping track of children who are not logging on or not staying on for the time needed.” The District responded by sharing that teachers keep track of student participation in Teams, our student information system Aequitas, and that the Student Services Division has outlined steps for sites to take when students are excessively absent or don’t log in.

“Is there Wellness (Mental Health) Checks for teachers too? I don't think teachers are getting enough credit for all they are doing.” The District responded by sharing that the MTSS Department is working on providing support to teachers.

“Are the schools still going to honor good grades?” The District responded by sharing that students will receive grades this year unlike the end of the spring when COVID hit.

“Any plans for seniors graduation this year my son is a student at Summit.” The District responded by sharing that it is too early to determine how things will look in May or June in terms of having a traditional ceremony but that students will be recognized and honored in some capacity. “If not traditional, the 2020 Graduation at the Speedway was AMAZING!!” “GOOD JOB FUSD for putting that together.”

At the DELAC meeting held on September 3, 2020, the following stakeholder feedback was collected as participants asked questions and posed comments in the Teams chat including:

“When can we have copies of the translated slides?”

“Will the PowerPoint be emailed or made available online?” The District responded by sharing that the PowerPoint are being translated and will be made available by the Family Community and Engagement Office both on the District’s website and through email in both English and Spanish. Parents can come in to pick up a hard copy.

“With high schools offering the 4 by 4 schedule and students take 4 classes or subjects per semester or term such as English, math, science, and history, some students will be very busy with four rigorous courses and want to know if there’s a way to provide a more balanced schedule to students including a PE or art class?” The District responded by sharing that each of the high schools is working to accommodate students with a balanced schedule of classes within the confines of making the master schedule work for all students

“What is the date to return to class or stage 3?” The District responded by sharing that as we are on the county’s watchlist we will have to wait for guidance on when the percentage of COVID-19 cases is consistently on the decline for 14 or more days

“What are options for home school compared to the VLA particularly for students who attend DHIA where there are DLI and PYP as parents don’t want their children to lose their spots when returning to a hybrid or traditional model.” The District responded by sharing that the VLA (Virtual Learning Program) is a viable option offering a separate online curriculum and technological support compared to a more parent-driven home school process with little support. Also, parents who enroll students in the VLA accept the requirements and are agreeing to leave the traditional standard DLI (Dual Language Immersion) and PYP (Primary Years Program) and make a commitment to stay the entire year. The school site will make the attempt to place the child back at DHIA (Dolores Huerta International Academy) if possible.

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

The aforementioned stakeholder engagement process influenced the following sections of the LCP:

Continuity of Learning In-Person Instructional Offerings, Distance Learning Program schedule, Pupil Learning Loss strategies and actions, Mental Health and Social and Emotional Well-Being, and Pupil and Family Engagement and Outreach.

Actions and Expenditures with their descriptions and justifications that were influenced by stakeholder engagement can be found throughout this document.

# 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.]

Beginning August 24, 2020 the Fontana Unified School District instructional program began with full distance learning. Currently San Bernardino County is at the Widespread risk level (purple) and has been directed by our Governor to remain in full distance learning mode until we move down from that risk level. The Fontana Unified School District has plans to move to a hybrid learning model as soon as we are able. In this model students will attend school in smaller groups to allow for social distancing in classrooms. Our hybrid model includes two days a week of in person instruction and three days of both online, live, synchronous instruction and independent, self-paced, asynchronous instruction. Teachers will be supporting students with social emotional academic development in both models of teaching and learning. Teachers will design lessons using a multimedia approach to engage students, curate a collection of resources for students to explore content, and gather students together through Microsoft Teams to teach content. Students will communicate learning and apply skills by using web tools to communicate, create and collaborate. Teachers will collect student work and provide authentic feedback, guide students learning progression and set goals for students. Students will also be provided additional activities to extend their learning. Schools and classrooms will continue to maintain school connectedness through regular social, emotional teacher student check-ins, family support and engagement activities, and virtual school spirit days. Student Support time is embedded daily to assure students who need additional support and connection have opportunity for small group or one on one instruction. The District employees seven Climate and Culture Teachers on Assignment, three Climate and Culture Specialists and two LFMTs. The twelve employees work directly with site level counselors to identify students in need to follow up with either one to one or small group meetings to address issues of social-emotional well-being. Teachers will use daily checks for understanding and other formative assessments to determine student needs. Teachers will also meet with their grade level professional learning communities to analyze current formative assessment data and determine next steps in addressing learning loss.

When we are able to reopen classrooms for in-person instruction, the instructional schedule will include plans and protocols to ensure the safety of students and staff, consistent with public health guidance, including considerations for campus access, hygiene practices, protective equipment, physical distancing, and cleaning and disinfecting to ensure physical health and safety in school facilities and vehicles. The District has established several measures to ensure physical distancing and proper sanitation, including daily disinfecting with fogger sprayers, foot decal stickers, appropriate signage campus and desk stickers to ensure physical distancing in the classroom. Further, each school was inspected for COVID-19 preparedness by an outside expert consultant. In addition, buses are disinfected daily and each classroom has disinfectant wipes and/or spray with paper towels.

Also, the District has begun providing a startup order of Personal Protective Equipment (PPE) for each site. The warehouse began delivering a package to each site beginning July 13, 2020 including the following items:

- Twelve 1 Gallon bottles of hand sanitizer
- One 16 oz bottle of hand sanitizer for each classroom on site
- 100 Disposable masks
- 2 Thermometers w/ batteries
- 1 Box of gloves

The District also installed thermal imaging units to check temperatures of individuals upon entering the office at each school site as well as at the District administration office as staff begin to return to their respective school sites or department offices, understanding that each staff member must have their temperature taken with no exceptions. Also, all visitors, vendors, and contractors will also have their temperatures taken. Offices are to designate a person and point of entry to ensure this occurs and sites must also ensure that proper social distancing (6 feet or greater) is maintained during this process. If a person's temperature reads at 100.4 degrees Fahrenheit (or 38 degrees Celsius), they are not allowed to enter schools or offices and must be sent home or away.

Masks are required of each and every person, entering a school site or department office. The District has purchased reusable cloth masks for all employees (and students) who must wear them on campus or in the office when in the presence of others or in a public space. Staff may take off their mask if they are in their own personal work area and not near others (i.e., properly social distanced). If an employee refuses to wear a mask, they are to consult Human Resources to seek an accommodation.

The aforementioned supplies were just a startup order to prepare for staff and students to return and many more supplies have been delivered since. The District warehouse is stocking PPE items that all sites throughout the District can order as needed by entering a stores requisition. These items will be at no cost to sites and are subject to availability in the Warehouse:

- Gallon gel hand sanitizer
- Non-contact thermometer
- 16 oz hand sanitizer gel w pump
- 1 Gallon pump for hand sanitizer
- Clear face shield - adult size

- Clear face shield – children size
- Disinfecting wipes (as available due to limited quantities)
- Disposable 3 ply masks 50 per box – adult size
- Disposable 3 ply masks 50 per box – children's size
- Cloth masks – adult size
- Cloth masks – children's size
- AAA batteries for thermometers
- Gloves nitrile – xl, large, and medium

To understand the extent of learning loss and design instruction that will accelerate learning for students, FUSD has enhanced its balanced assessment system with additional opportunities to monitor student progress and provide flexibility as the instructional model shifts from distance learning to a hybrid model to an in-person model. FUSD will implement a systematic cycle of assessments that include diagnostic, formative, interim-growth monitoring, and summative assessments that can all be administered either remotely or in person. Teachers have been provided with resources and training opportunities that will guide them in understanding the role of assessment in distance learning, hybrid, and in-person instructional models, the remote administration of various types of assessments, how to use a variety of formal and informal online assessment tools, and how to strategically think through which types of assessments are best administered in-person or remotely in a hybrid instructional model.

The NWEA MAP assessment will be administered in fall and spring to all students in grades K-12. This assessment will be used to determine the learning losses from the Spring of 2020 and to measure the extent to which learning was accelerated over the course of the school year by measuring individual student growth. To monitor the level of learning and competency development throughout the year, teachers will have access to a variety of diagnostic, progress monitoring, and formative assessments and assessment tools for day-to-day classroom assessments. Just a few examples of tools implemented specifically to support instruction and assessment of student learning in distance-learning and hybrid models include Nearpod, Kahoot, and Pathblazer. In addition, all grade level PLC teams will administer a minimum of three (3) common formative assessments in both English language arts and math that will help them to gauge school-wide student learning.

To identify and address the social-emotional learning (SEL) needs of students, SEL surveys will be available to all school sites to administer to all grade levels in fall, winter, and spring using the Panorama platform. Administering the surveys in the fall will establish a baseline and provide schools with access to actionable data and to resources and strategies in the Panorama platform that can be employed to address the identified needs of students. Administering the surveys in winter and spring will allow FUSD schools to monitor growth in social-emotional development.

The District has established protocols and procedures to administer the Initial ELPAC (I-ELPAC) to incoming Kindergartners during the summer and before the start of the school year (August 24, 2020). Timely administration of the I-ELPAC provides administrators and teachers data on newly identified English Learners. Instructional staff will use the data to make program and instructional decisions to provide appropriate EL program services immediately upon beginning the academic year. Measures are being taken to support the safety and well being of students and staff as the in-person I-ELPAC is administered.

For ongoing identification of English Learners, grades TK-12, the Language Assessment Center (LAC) will remain open to administer and score the I-ELPAC to students whose Home Language Survey indicates the need for follow-up testing. Appropriate measures are being taken to support the safety and well being of students, parents, and staff as in-person testing and consultations are completed.

The District is establishing a plan to administer the 2019-2020 summative ELPAC (S-ELPAC) to currently identified English Learners that did not have the opportunity to complete the yearly summative ELPAC assessment. Cohort of students who could possibly meet the reclassification criteria will be given priority to complete the assessment before the state deadline of October 2020. Measures are being taken to support the safety and well being of students and staff as the in-person S-ELPAC is administered.

The District has developed Learning Centers at Sequoia Middle, Fontana Middle and Shadow Hills Elementary Schools during the full closure. The Learning Centers will remain open once the transition to the hybrid instructional model occurs so that the students can continue to have access to learning. The Learning Centers will ensure access to the internet, nutrition as well as a safe place to learn for our Homeless students. The students will be at the Learning Center from 7:30 until 3:30 Monday through Friday. While at the Learning Center the students will receive a grab and go breakfast, lunch and dinner. The Learning Centers will be staffed by After School Program staff. In addition, the District will provide staff from our Comprehensive Health Department to support the Health Office at each site. Program staff will assist in ensuring that the students connect and to the extent possible with questions which arise. Staff to student ratios were developed using guidance from the California Department of Public Health.

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

| Description | Total Funds (not by funding source) | Contributing |
|---|---|---|
| The District will continue to provide bilingual aides to support access to core instruction and language development to English Learners with services provided to English Learners who have been identified as having the most need and or loss of learning. Every school site will be provided with a minimum of 1 Spanish language bilingual aide position. An additional District assigned Arabic language bilingual aide position will be established to provide Districtwide services to Arabic speaking ELs with greatest linguistic and academic needs. | $5,337,521 | Y |
| The District has developed Learning Centers at 3 locations for homeless students during the school closure and will remain open once the transition to the hybrid instructional model occurs so that the students can continue to have access to learning, to the internet, and nutrition as well as a safe place to learn | $144,686 | Y |

| Description | Total Funds (not by funding source) | Contributing |
|---|---|---|
| The District will continue to provide elementary students in need of supplemental and intensive literacy interventions, with targeted instruction from the Title I Instructional Support Teacher. Each of the District's 30 elementary schools will continue to receive one full-time IST focused on closing the achievement gap for low-income and EL students. ISTs will offer daily supplemental and intensive literacy interventions for K-5 students during small group distant learning instruction through Teams. To ensure students do not miss first instruction, intervention instruction will occur when students are not receiving synchronous teacher-directed core instruction. ISTs will provide instruction when students are working on asynchronous distance learning or during Student Support Time. Families of K-3 students will receive take-home instructional materials for working remotely with the IST. Each 4-9th grade student utilizing Read 180 Universal intervention curriculum will receive one take-home headset to replicate the classroom learning environment. | $4,110,347 | N |
| The District will continue to provide secondary Intervention Teachers to deliver ELA and math interventions for low-income and EL students. Each of the District's middle schools will receive one full-time ELA Intervention Teacher and two full-time math Intervention Teachers. Each of the District's high schools will receive one full-time ELA Intervention Teacher and one full-time math Intervention Teacher. (L101) In addition, the District will continue to monitor secondary student progress using assessments, grades and teacher feedback. At-risk students will be provided additional instructional support through the Student Support Time built into the daily schedule. Teachers will schedule, reach out and provide small group instruction. Subgroup populations such as EL, Special Education and Foster will continue to be provided additional support services permissible as specified in CDE Cohort Guidance Document. | $4,089,670 | Y |
| The District will continue to implement the NWEA MAP Growth assessment and the IO/Illuminate Student Assessment Management System to maintain a balanced assessment system (L120) Implementation of these assessments and analytics systems leads to improved services for targeted student groups and others with identified achievement gaps by providing the tools needed to monitor student progress, identify academic needs, identify students in need of support, and design instruction that targets identified needs. | $517,427 | Y |
| The District will administer social-emotional learning and climate surveys to identify and support student needs. (L405) The use of these survey tools provides the data needed to improve services for student groups and individual students by identifying specific areas of need for targeted supports. | $111,650 | Y |

| Description | Total Funds (not by funding source) | Contributing |
|---|---|---|
| The District will continue to identify and implement Spanish assessments as part of the District's balanced assessment system including the Dual Language Immersion program to measure the students' academic achievement in the target language. | $188,000 | Y |
| The District will provide Thermal Screeners and PPE to all school sites to ensure the health and safety of students, staff, and the community | $2,536,660 | N |

# 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.]

Fontana USD has embedded daily Student Support Time in all grade levels to ensure that students who need additional support and connection have opportunities for small group or one on one instruction for remediation and acceleration. Teachers will use daily checks for understanding and other formative assessments to determine student needs. Teachers will also meet with their grade level professional learning communities to analyze current formative assessment data and determine next steps in addressing learning loss.

Elementary – Transitional Kindergarten teachers will be expected to deliver content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction, provide academic supports for students who are not performing at grade level, maintain school connectedness through regular live check-ins, and monitor student progress and continue to use World of Wonders and My Math as resources include additional supplemental resources. This will be done within the 180 minute daily State requirement for TK.

Elementary – K-5 Teachers will be expected to deliver content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction, provide academic supports for students who are not performing at grade level, maintain school connectedness through regular live check-ins, and monitor student progress. Teachers will continue to use Wonders and My Math as resources, Pathblazer as an online resource that is aligned to MAP as well as additional supplemental resources, focus on streamlined grade level standards, spiraling, and scaffolding as needed, and focus on depth of instruction, not pace. Teachers will design lessons using a multimedia approach to engage students, curate a collection of resources for students to explore content, and gather students together through our online instructional platform Microsoft Teams to teach content. Students will communicate learning and apply skills by using web tools to communicate, create and collaborate. Teachers will collect student work and provide authentic feedback, guide students learning progression and set goals for students. Students will also be provided additional activities to extend their learning. Schools

and classrooms will continue to maintain school connectedness through regular social, emotional teacher student check-ins, family support and engagement activities, and virtual school spirit days. Student Support time is embedded daily to assure students who need additional support and connection have opportunity for small group or one on one instruction. Teachers will use daily checks for understanding and other formative assessments to determine student needs. Teachers will also meet with their grade level professional learning communities to analyze current formative assessment data and determine next steps in addressing learning loss. This will be done within the 180 minute daily requirement for Kindergarten, 230 minute daily requirement for 1st – 3rd grades, and the 240 minute daily requirement for 4th – 6th grades. The elementary distance learning schedule is described as follows with required daily live interaction:

- Teacher Prep: 330 minutes
- Student Support Time: 300 minutes a week. Student Support Time is allocated to provide additional supports and intervention for students with identified academic needs: combination of synchronous and asynchronous
- Wednesday Asynchronous Time –Asynchronous work will need to equate to 240 minutes per day, not per subject (keeping in mind students have 4 classes). It is recommended that PLCs work together to determine how much and what type of work should be assigned.
- Wednesday Wellness and Attendance Check-in: Students check-in with teacher for attendance & wellness check
- Teachers may use the block of time to determine if they would prefer full class check-in, 10 students at a time, half the class at a time, etc.
- Time blocks will vary based on age and ability level of the students as required daily instructional minutes are as follows: TK/K: 180 min daily; Grades 1-3: 230 min daily; Grades 4-12: 240 min daily

Middle Schools will continue to provide students access to District adopted curriculum through the use of online curriculum. For ELA, StudySync is provided, for Social Studies TCI is provided. Discovery Education Math Techbook and Science Techbook are District-adopted supplemental online resources purchased to provide students the necessary standards-aligned and rigor required in math and in science (NGSS). Teachers will receive instructional support weekly through the District's instructional coaching team and are provided with professional learning community (PLC) to plan and design online instruction. Students will be provided 240-minutes of daily instruction as required for middle school. The middle school distance learning schedule is described below. Each day, students will be provided with daily live instruction as required in SB98.

- Teacher Prep: Teachers will receive 2 x 90 = 180 plus 30 minutes 5 days a week =330
- Student Schedules and Instruction: Students will be provided 6 classes, with periods 1,2,3 on M/Th and 4,5 6 on Th/Fri - Each class is a 90-minute block. Instruction will include synchronous and asynchronous work. On Wednesdays, students will complete asynchronous work to meet ADA and instructional minutes.
- Daily Live Interaction (DLI): Teachers are required to provide DLI each day within each period. Teachers will need to work within their PLCs to design blended learning and engaging activities for the 90-minute period. Teachers may assign independent (asynchronous) activities during these 90-minute block times, but should remain available for students during this time frame. Asynchronous assignments will be documented in the FUSD student management system (Q).

- Wednesday Asynchronous Assignments, Wellness & Attendance Check-in: Students will check-in with each period for a 15-minute attendance & wellness check. Teachers should provide **38 minutes of asynchronous work** for each period each Wednesday. Asynchronous work will need to be documented in Q. It is recommended that PLCs work together to design a weekly lesson plan and determine this asynchronous work for attendance & wellness check.
- Student Support Time: 445 minutes a week of Student Support Time is allocated to provide additional instructional supports and intervention for students with identified academic needs. Teachers are expected to reach out to students.
- Time blocks will vary based on age and ability level of the students as required daily instructional minutes are as follows: Grades 4-12: 240 min daily.
- In the event that FUSD schools return to a Hybrid model, the daily period schedule will remain the same. The difference will be cohorts added. The cohorts will need to be implemented in order to reduce the number of pupils per class to meet the safety requirements and guidelines. As such, this will change will require FUSD to adjust the live instructional minutes per week.
- Subgroup populations such as EL, Special Education and Foster will continue to be provided additional support services permissible as specified in CDE Cohort Guidance Document.

High Schools will continue to provide students access to District adopted curriculum through the use of online curriculum and resources. Springboard Digital is provided for ELA, HMH Integrated as well as a the supplemental online resource: Discovery Education Math Techbook is provided for math. McGraw Hill online curriculum and resources is provided for Social Studies. District ELA and Math pacing guides have been adjusted to include content missed in Spring of 2020. Teachers will receive instructional support weekly through the District's instructional coaching team and are provided with professional learning community (PLC) time to plan and design online instruction. 240-minutes of daily instruction as required for high school. The high school distance learning schedule is described below. Each day, students will be provided with daily live instruction as required by SB98.

- Student Schedules: Students will have access to 3 or 4 class periods per day (depending on grad plan).
- Teacher Prep: Teachers will receive 4 x 80 minutes per day (M/Tu/Th/F) = 320 minutes.
- Class Periods of Instruction: 80 minutes per period Mon/Tues/Thurs/Friday. Instruction will include synchronous and asynchronous work. On Wednesday, students will complete asynchronous work to meet ADA and Instructional minutes.
- Daily Live Interaction: Teachers are required to provide DLI each day within each period. Teachers will need to work within their PLCs to design blended learning and engaging activities for the 80-minute period. Teachers may assign independent activities during these 80-minute block times, but should remain available for students during this time frame.
- Wednesday Asynchronous Assignments, Wellness & Attendance Check-in: Students will check-in with each period for a 15-minute attendance & wellness check. Teachers will provide **80 minutes of asynchronous work** for each period each Wednesday. Asynchronous work will need to be documented in FUSD's Student Management System (Q). It is recommended that PLCs work together to design a weekly lesson plan and determine this asynchronous work.
- Student Support Time: 375 minutes per week has been allocated to provide additional support and intervention for students with identified academic needs. Teachers will need to reach out to identified students.
- Time blocks will vary based on age and ability level of the students as required daily instructional minutes are as follows: Grades 4-12: 240 min daily

- Subgroup populations such as EL, Special Education and Foster will continue to be provided additional support services permissible as specified in CDE Cohort Guidance Document.

In the event that FUSD schools return to a Hybrid model, the daily period schedule will remain the same. The difference will be cohorts added. The cohorts will need to be implemented in order to reduce the number of pupils per class to meet the safety requirements and guidelines. As such, this will change will require FUSD to adjust the live instructional minutes per week.

All teachers will use Microsoft Teams as the instructional online platform to communicate and instruct. Teachers will design lessons using a multimedia approach to engage students, curate a collection of resources for students to explore content, and gather students together to teach content. Teachers will incorporate instructional practices to meet the needs of their students and will collect student work, provide authentic feedback, and guide students to meet targeted learning goals. Students will also be provided additional activities to extend their learning. Schools and classrooms will continue to maintain school connectedness through regular social, emotional teacher student check-ins, family support and engagement activities, and virtual school spirit days. Furthermore, Student Support Time is embedded daily to assure students who need additional support and connection have opportunity for small group or instruction. Teachers will use daily checks for understanding and other formative assessments to determine student needs and will meet with their grade level professional learning communities weekly to analyze other current formative assessment data and determine additional steps needed in addressing learning loss. Reteaching and intervention will be provided during this time. This will be done within the 1,200 minute per week state mandate for high school.

The FUSD Balanced Assessment System, as described in the in-person instruction section, is robust and flexible enough to provide the range of assessment types and assessment tools to gauge student progress, measure growth, and evaluate student achievement whether the District is implementing a distance learning, hybrid, or in-person learning model.

In order to seek feedback on the distance learning model, a parent survey will be conducted during weeks 5 and 6 of the school year. The purpose of the survey is to collect information about how the distance learning instruction is going for students and parents in order to make adjustments and strengthen support for students and families. Parents will be asked questions on the following topics:

- learning model: use of digital tools, challenges/positives
- student needs: peer and adult relationships, social/emotional/physical health
- communication: frequency, clarity, methods

To ensure meeting the needs of English Learners, all teachers TK-12 will design lessons that incorporate Integrated ELD (I-ELD) and use the core ELD curricular materials to support subject matter lessons with linguistic and content scaffolds to build comprehension and access to the core learning. In addition, English will be provided Designated ELD (D-ELD) synchronous instruction to address specific language needs followed by asynchronous instruction when appropriate and needed.

## 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.]

This process included contacting parents through surveys, school site principal report outs regarding parents requesting computers and internet connectivity, previous data on parent use of electronic submission of District digital forms as opposed to paper submissions of forms to see what kind of access to devices and connectivity they had to inform our next steps.

To ensure that all students in the Fontana Unified School District have access to devices and connectivity, the Innovation and Technology Division in partnership with the Teaching and Learning Division worked together to provide approximately 37,000 devices to students and close to 5,000 hotspots since March, 2020. The plan to roll out one-to-one devices beginning in January 2020 before COVID-19 hit as the District began distributing laptops to the first cohort of students 9th – 11th grades with the plan of distributing laptops to the second cohort of students in 6th – 8th grades during the 2020/2021school year and subsequently to the third cohort of students in elementary schools in the 2021/2022. With the abrupt onset of school closures in March, the three year plan to distribute one-to-one devices became a three month plan. Innovation and Technology made a quick adjustment to the timeline rollout of devices and partnered with library services to distribute over 22,000 devices to all remaining FUSD students. A phone, text, social media and website campaign was launched to contact all households during the summer months to inform parents and students about the distribution of devices. A distribution calendar was developed and provided to the community where they could go and check out a device.

In addition, computers were also provided to our Transitional Kindergarten through 2nd grade students as well to make sure they started out in the fall with some means of communication and connectivity with their teachers. This group of students was originally not in the one-to-one distribution plan as they those grade levels were part of the United to Read program that would focus most of the computer work in the classroom. A separate phone, text, social media and website campaign was launched to communicate with the parents of this group of students and inform them they could also get a device for their children. Parents were asked to sign up and make an appointment where they were directed to go to one of two middle school locations to pick up a device for their child(ren). Parents who showed up to the wrong school could check out a device as a walk on. New families who showed up with out having processed their student in the database system were assisted in doing so then provided a device the following day once an account was created for their child and were given the correct credentials to be able to sign into the device.

The District partnered with T-Mobile and Verizon to purchase hotspots to be provided to all school sites and be made available to families in households that did not have internet availability. Families could go to the homeschool of their child to check out a hotspot through their school libraries. All families requesting hotspots were provided with at least one. If there were more than two students in a household needing internet connectivity, then they were able to check out more hotspots to insure the best connectivity possible.

Also, the District partnered with Crown Castle's network testing vendor MobileNet to measure the signal level of the wireless networks around various homes in the Fontana community to help confirm how well the outdoor wireless devices provide wireless services into homes and to help us deliver the optimal user experience for our students. In addition to purchasing approximately 5,000 hot spots to be issued to families in need in addition to allowing WiFi, the District has also provided access in school parking lots.

## Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

The District utilizes the Aequitas ("Q") student information system to monitor attendance. This information system will be utilized while in distance learning. At the start of every live session teachers will be required to take attendance within the first 10 minutes. Once attendance is taken, designated office staff will begin contacting students not present and verifying the reasons for the absence. This process is not unique; however, the District has considered the fact that connectivity/technology issues may be a reason for the fact that the student was not able to participate and has created additional attendance reporting codes so that the reason can be appropriately documented. In addition, an attendance code was created to reflect circumstances where a student may not participate in a live session, but submitted work. Training sessions occurred with site administrators and support staff on August 18, 19 and 20 to discuss the attendance taking practices and the new codes. Teachers will utilize Microsoft Teams to carry out the daily live interaction. Microsoft Teams can document when a student joins or leaves a session. Microsoft will also be providing a dashboard showing student time spent on Office 365 applications that will assist teachers in determining which programs students are using for their assignments. ClassLink analytics can also be used to determined the amount of time students are spending using programs and applications in ClassLink that teachers have assigned other than Microsoft programs. Staff has been trained in the features of the program and at the conclusion of the day/instruction can re-log in to Q to make any updates/corrections. The Q student information system provides an easy attendance monitoring system. Sites can collaborate with Student Services to identify students not engaging/participating so that a tiered intervention plan can be enacted to re-engage the students. Classroom staff will identify participation and work completed during asynchronous instruction through the Class Engagement Application in the Q student information system. Synchronous instruction is also tracked through the class attendance application through Q as well. Both of these generate weekly reports where teachers certify that daily instructional minutes were met per CDE requirements. Site administration will have the opportunity to monitor both synchronous and asynchronous participation through Q as well.

1. Q has developed a Student Engagement system to keep track of the synchronous and asynchronous instruction.
2. Student Participation will be Measured Through
3. Logging on to Microsoft Teams and using the Microsoft Dashboard
4. Using ClassLink Analytics to determine use of applications and programs assigned through ClassLink
5. Responding to teacher announcements or emails
6. Completing assignments or assessments
7. Contacts between teachers, students and parents by email or phone
8. Participating in daily check-in surveys
9. Contact with members of the School Attendance Review Team

Student Services is collaborating with District sites to monitor student attendance/participation and to assist in the development of a Tiered Intervention system to re-engage students. Sites will reach out to students/families on a daily basis in instances where instruction is missed. In the event a student misses 60% or more of instruction within a week sites are to utilize the daily Student Support time in which counselor and or site administration may work with student/families to identify root causes and to implement interventions. On Wednesdays there is increased time to go in-depth with interventions. The District will continue identifying students who are chronically absent and habitually truant. SART and Excessive Absence letters will continue to be generated. The Q attendance monitoring system is set up so that the sties and District can clearly differentiate between instance of truancy and connectivity. When issues of connectivity occur, the intervention will be focused on re-connecting. During instances where there are instances of habitual truancy sites will continue utilizing the District level process to refer to the School Attendance Review Board (SARB).

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.]

Due to the global pandemic and school closures, in Spring of 2020, staff suddenly found themselves attempting to navigate unfamiliar technologies in settings that had not been previously used as dedicated learning spaces. Staff made this shift with little professional learning and varying levels of readiness for working remotely and teaching online. Our new normal, for at least a while, has made us adapt our teaching, mentoring, and supporting of our learners to meet the academic, emotional, and social needs within the reality of this new normal. Given that information, it was determined that our educators will need to know how to support students' emotional and instructional needs, strengthen teacher-student connections during distance learning, and promote students' self-regulation so they can stay engaged.

As plans developed for Reopening of Schools and returning to work, Professional Learning was made a priority. An assessment of how comfortable teachers were with facilitating distance/online learning was sent out to teachers in May, to plan for what learning and support was needed for the 2020-21 school year. Teachers were in a variety of places. High School Teachers, English Language Arts and Math teachers at Middle Schools, and our Ed Tech School teachers were familiar with integrating technology into their lessons, due to having access to student devices. Other teachers were brand new to online teaching when schools were forced to close. Some teachers indicated that they needed basic training around technology, while some were ready to use digital tools on a deeper level. As a result of that data, it was determined, a one size fits all, approach for professional learning, was not going to work.

Teachers and staff were being held responsible for a list of things, they had little influence over. A system of professional learning was needed to empower teachers to direct their professional growth to be ready and equipped with the necessary skills needed when students returned to school. Because FUSD has focused on Teacher Clarity and Collective Teacher Efficacy for the past two years we know that the number one influence on student achievement is teacher efficacy (teachers' confidence in their own abilities to guide students to success). By shifting our practices to support and strengthen teacher agency allows teachers to add value to the educational experiences of their students and colleagues. This also sends the message that their knowledge is valued.

Teachers know the content they are teaching and need to continue to focus on the basics: (1) getting clarity about our learning; (2) maintaining best practices. The professional development they need now focuses on building a growth mindset of resiliency, comfort with ambiguity and the flexibility they will need as things change rapidly. Professional development must also involve the kind of engagement that teachers are expected to create in classrooms. As well as provide teachers time to reflect on their own personal biases as they seek to provide culturally aware teaching practices that are inclusive for all students.

As teachers shift to virtual environments, everyone is moving through a progression of teaching and learning. Each teacher will require varying levels of support because of this. As we plan for professional learning to support teachers during this progression, there are four stages to shift from traditional to online teaching and learning:

Stage 1: Meeting Basic Needs
Stage 2: Adapting the Learning
Stage 3: Gauging the Learning
Stage 4: Analyzing the Impact

Professional Learning opportunities for teachers were offered in June, July, and August to support teachers with learning technology tools alongside digital curriculum, designing online lessons, responding to students' social emotional needs, and creating inclusive learning environments for all students. The annual Academic Institute for Teachers, "Learning Together When You're Apart" kicked off the school year with teachers. Teachers attended the following sessions:

- Catlin Tucker, "Online Learning: The building blocks of online course design."
- Digital Citizenship & Student Data Privacy
- Focus on SEL through Distance Learning
- Access & Equity in Distance Learning
- Turning Equity into Action

Teachers were also enrolled in a self-paced online course, "Preparing for Fall 2020: Blended & Online Learning", created by Catlin Tucker. This will allow for PLCs to work together to complete the course and implement the learning with planning instruction for students.

Ongoing, teachers and administrators are provided with instructional coaches (EL Teachers-on-assignment) to provide EL specific professional development to support language development lesson design, instructional strategies, and culturally and linguistically responsive pedagogy to ensure access and equity to English Learners.

Teachers and staff will be provided technology support through Instructional Tech Specialists as well as the site Digital Learning Leader to assist with successful integration of technology resources and proven practices. Training and support will be provided for Windows10, Office365, Teams and other applications included in the Microsoft Suite, Q, EdPuzzle, Nearpod, Flipgrid, Class Link, and other District supported technology platforms and tools. The District "Help Desk" supports teachers and staff with individual issues and troubleshooting.

Relationships and connectedness are at the core of the healthiest school communities. Learning communities share collective responsibility for the learning of all students within the school. Collective responsibility brings together the entire education community. All school sites have an Instructional Leadership Team (ILT) to support and improve instruction schoolwide to improve student achievement. The Teaching and Learning Division, in collaboration with sites, is building a foundation of systems, structures, and programs that support student learning, through the development of teacher clarity and effective PLC processes. It is important to build off the history and great work that has been done in Fontana by framing support around the big ideas of a PLC:

- Focus on learning,
- Building a collaborative culture and collective responsibility,
- Focus on results with evidence of student learning.

To ensure that the learning and the connected relationships continue, a Framework of Support has been developed to support the PLC Formative Assessment Cycle to Drive Instruction. The support includes:

1. Ongoing Facilitation Training
2. Flexibility for Logistics, Time, and Resources
3. Menu of PD Options for Support

Additional funding was given to school sites to provide additional time for ILT and PLC teams to meet for curriculum and instructional needs. This means that site leaders and PLC teams should schedule and plan specific time for PLC teams to engage in inquiry around effective distance learning tools and instruction, as well as the continued focus on the integration of assessment and the use of student data in the instructional planning process.

Teachers should move through the process as they begin using specific models, strategies, and technology tools with students. Technology should not be used for technology's sake, but used to replace, improve, and innovate. This requires that teachers work together to identify learning objectives and evaluate students' strengths and weaknesses at a grade level or in a specific subject area. This is accomplished by gathering evidence, discussing that evidence, and deciding how technology and blended learning models can improve learning outcomes for students.

The school schedule has allocated time on Wednesdays to continue to provide opportunities for staff collaboration and professional learning throughout the school year. We have Instructional Tech Specialist (ITS) to provide support and training for Microsoft Teams and other digital tools, as well as Teachers on Assignments to support with curriculum and resources, instructional strategies, equity and access to ensure all students are provided a high-quality teaching and learning experience. District mentors provide support to teachers in their 1st and 2nd year of teaching as well as more experienced teachers through, the Peer Assistance and Review Program. Teachers also can attend professional learning experiences on Learning Saturdays, after school and during school breaks.

Throughout the year, we will monitor teacher progress and survey their social emotional well-being, with the teacher check-in tool, to continue to differentiate how we provide support to teachers. We will complete the teacher check-in 3-4 times throughout the year. Because everyone is new to Distance Learning, it allows us to reframe "observations" and "instructional rounds" as a way for us to learn together without feeling like the process is evaluative.

## Staff Roles and Responsibilities

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

When schools were suddenly closed due to COVID-19, the HR team immediately began negotiating working conditions for all employees. During the initial phase of nearly complete shutdown, all certificated staff and management were asked to work remotely. This entailed using Microsoft TEAMS to maintain communication amongst management, as well as regularly scheduled communication with their teams. Certificated staff were asked to maintain contact with students and assist student through learning exercises that had been provided by the Teaching and Learning Departments. Certificated staff, including non-classroom certificated staff, was also asked to make phone calls and check in's with students who lacked the technology to connect virtually. Certificated staff were also asked to do regular "check-ins" with students in order to support their social and emotional needs. Administrative, instructional, and non-instructional staff worked together to support student's academic and social emotional well-being. Activities included but were not limited to: Providing instruction and instructional support to students and families, providing meals and feeding programs for all students, providing technical support and electronic resource distribution for all students, and providing home language support and communication with all families. For Unionized certificated staff, working conditions were determined through a negotiated Memorandum of Understanding.

During this initial phase only, essential classified staff were utilized with the remaining workforce either working from home, or attending virtual trainings, etc. in order to stay in paid status. Examples of essential employee were technology support and deployment personnel,

food service personnel, some clerical staff, fiscal and HR staff, Teaching and Learning staff, translation services and some maintenance and operations staff. Classified staff were utilized in various manners in order to support education, social emotional well-being, home language support for communications, food distribution, technology and textbook distribution, as well as communication between staff, students, and families. For classified staff, working conditions were also determined through a negotiated Memorandum of Understanding.

As the 2020-21 school year approached, the HR team worked with union leaders to negotiate a new set of more long-term working conditions for both Certificated and Classified employees. In both cases, items such as on-site working conditions, cleanliness standards, masking expectations, and social distancing requirements were clarified.

For certificated staff members, including administrators and non-classroom employees, virtual instructional practices, student contact requirements, and expectations of professionalism and evaluation were identified. This also included a shift in the school year calendar which delayed the start of school in order to provide more training for certificated staff and administrators. It also allowed for a final deployment of computers to TK-2nd grade students at all sites. This completed the deployment of technological devises to help students have the connectivity need to participate in a virtual learning environment. Expected schedules were also negotiated and clarified for implementation for the start of the school year.

If an employee is not needed in their regular role, alternative assignments have been provided. These have varied based on need and location. In all cases, the alternative assignments have been utilized to support the deployment of technology, food distribution, site set up for learning, and to maintain connections with students and families. As with work assignments in the Spring, all assignments remain flexible in order to best meet the academic, safety, and social/emotional needs of student and families.

Certificated staff have daily scheduled class and interaction with students. Staff may complete their work from home until such time that students return to site. Certificated staff may also work onsite to deliver virtual instruction, and may work on-site with individual students, or administer needed testing. In some cases, support services may be provided on-site for students needing additional assistance.

Classified staff members are working on-site in their normal roles or assigned support roles to provide regular services such as custodial, clerical, and food services. If regular roles are not needed such as school site aides, transportation, etc., those employees may be reassigned to other duties such as providing additional support for students, ensuring site readiness for return to in-person instruction, or assisting with communication with parents. If classified employees work may be accomplished at home, there is no need for them to report to sites, or appropriate distancing cannot be accommodated, the employee may work from home with supervisory approval.

While on-site, staff members must adhere to appropriate safety protocols at all times, which include temperature screening upon entry, masks to be worn in the presence of others, additional PPE to be worn based on assignment and the following of proper hygiene practices.

## 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.]

The following is a description of the specific actions the LEA will use to address learning and accelerate learning for pupils, and how those differ for: English learners, low-income, foster youth, pupils with exceptional needs, and pupils experiencing homelessness.

**English Learners:** Until reclassified, English Learners will receive comprehensive ELD instruction which includes both Integrated ELD (I-ELD) and Designated ELD (D-ELD). School site's will include ELD into their instructional schedules. Teachers will identify a specific synchronous instructional timeframe to teach D-ELD. Teacher lesson plans will demonstrate inclusion of I-ELD in all curricular areas. Administrators will implement and monitor the inclusion of I-ELD and D-ELD into master schedules and teacher lesson plans.

Teachers and administrators will engage in EL specific professional development in the ELD standards and effective research-based I-ELD instructional strategies and teachers will implement these into their content teaching. Administrators will monitor the implementation of I-ELD instructional strategies in all curricular areas.

As a centralized District service, EL and EL/Pathways to Biliteracy Teachers-on-Assignment (TOA) are assigned to each school site to provide job-embedded EL specific professional development in the ELD Standards, curriculum. Instruction, and assessment. Principals will work with their assigned EL TOA to develop and implement an EL Professional Development Plan to provide their teachers, instructional support staff, and parents identified training and support the coaching cycle with individual teachers to better serve their English Learners' academic and linguistic achievement and ensure access and equity to the standard instructional program.

TOAs and District administrators will engage in EL specific professional development in the ELD standards and effective research-based I-ELD instructional strategies to support and coach teachers implement these into their content teaching.

Pupils with significant learning gaps and not meeting state academic content standards are provided additional, targeted instruction/interventions during Student Support Time. The District uses a Title I reservation to provide each elementary school with one full-time Intervention Support Teacher. LCFF funds are used to provide each middle school with two full-time math intervention teachers and one full-time ELA intervention teacher. LCFF funds are used to provide each high school with one full-time math intervention teacher and one full-time ELA intervention teacher. At promise students are selected for intervention services using multiple data.

To enhance differentiated instruction for all students and particularly low-income, Foster Youth and English Learners, the District provides online instructional software in English and Spanish as well as intervention materials and curricula above and beyond the core.

**Students with IEPs:** Pupils with exceptional needs will be served across the full continuum of placements during COVID 19. To begin the school year, all students will be served in a distance learning model. This means our students will receive the daily required instructional minutes via a combination of synchronous and asynchronous instruction along with their designated related services aligned as feasibly possible with the services outlined in the students' IEPs. The delivery model and frequency of delivery will be communicated to parents/guardians via a Service Learning Plan that will be disseminated within the first week of school. Services will be provided using a digital platform that allows students to interface with the provider (s). Additional platforms that are more student and parent friendly for particular ages such as Seesaw for ages preschool through kindergarten and for our moderate/severe population are being purchased. Services will be coordinated to provide consultation to staff working with the student, collaboration with the staff and student during synchronous lessons, and direct support to students in small group and/or one on one times scheduled on a routine basis. The consultation with staff will ensure general education teachers are providing accommodations that enable students with IEPs to participate in the lessons with non-disabled peers and access the curriculum. The small group and/or one on one sessions will be utilized to reteach, frontload and focus on IEP goals. Already approved District supplemental programs and resources are being vetted by the SELPA office to ensure staff have adequate resources to target students' specific academic needs virtually while simultaneously monitoring progress and collecting data. If necessary, the SELPA office will make recommendations to the District for additional supplemental programs to be purchased. When

school re-opens, students in Special Day Classes will return four days/week if classroom layouts allow for social distancing. If not, students in Special Day Classes will return on a hybrid model that follows the District general education schedules. Upon returning to school, related services will be coordinated to minimize student movement and exposure to other students. Once the new school year begins, IEP meetings will be held via TEAMs to maintain current annual and triennial timelines. In person assessments will be scheduled to complete triennial assessments. Additional assessors will be hired temporarily to complete past due triennial assessments.

**Students in Foster Care and Unhoused Students**: The District's Foster Youth have the right to immediate enrollment to ensure that learning continues. To ensure the safety of our community and our employees flex schedules have been developed. With the implementation of flex schedules our employees are working either in person or remotely. The District has implemented online enrollment procedures to ensure that services continue. We also realize that not everyone in the community has the same access to online resources and need in person services. To meet the need Student Service support staff have been trained in how to enroll to help support community members needing walk up services. This walk-up service has been utilized by our Foster and Homeless Youth population.

AB167/216 gives Foster Youth who change schools after their second year of high school the right to either remain in school for a fifth year or complete only the state graduation requirements (130 credits in specific classes) if credit deficient. Child Welfare and Attendance staff were trained on the requirements and how to identify students in July and were to reach out to their assigned high schools to work with counselors and administrators on identification procedures.

The District has established Learning Centers at three school sites, Fontana Middle School, Sequoia Middle School and Shadow Hills Elementary School. The purpose of the Learning Centers is to provide a safe place for our students experiencing homelessness to go and participate in Distance Learning. The Learning Centers will provide the students with breakfast, lunch and dinner. The Learning Centers are staffed by After School Program staff. The Learning Centers are open five days a week from 7:30 a.m. until 3:30 p.m. When the District returns to the hybrid instructional model, we will continue with the Learning Centers so that the students continue to have a safe place to go to on the days where the students learn remotely.

Additional teacher and staff supports are provided through on going on-line professional development trainings to support the special needs population. Instructional aides were provided opportunities to learn strategies for behavioral support, instructional support and utilizing the on-line platform TEAMS. Special Education teachers were provided on-line resources and trainings to support special needs students during distance learning. Parent resources were developed and posted on the District website to help parents of special needs students with behavior, motivation, social emotional needs and organization during distance learning.

In-person special education related services and cohorts for students with moderate to severe disabilities will be made available on school campuses on a voluntary basis to student's requiring additional supports due to their unique needs. The first phase will include offering in person one to one meetings with related services, behavior services and RSP support on campus to students who are having difficulty accessing services through on-line distance learning platforms. The in-person support will be a voluntary option for parents and students who wish to have face to face interaction. The services will be one to one or small group, following the State and local guidelines for essential service providers.

The second phase of in -person special education services will include developing cohorts of students who are served in our moderate to severe programs. Cohorts must be no more than a total of 16 persons, including staff and students. Cohort attendance will be voluntary. Parents of students in the target group will be surveyed to determine their preference between in-person cohort instruction for a portion the

school day not to exceed three hours or continued distance learning only. Staff will be allocated based on the outcome of the surveys to continued distance learning or cohort and distance learning assignments. Transportation will be provided to students who would regularly receive transportation during the school year. Food services will be arranged at school sites that have cohort classes.

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

| Description | Total Funds | Contributing |
|---|---|---|
| To facilitate the enrollment process for Foster and Homeless Youth, the District has implemented online enrollment procedures and provided training for Student Service support staff on how to enroll students and to help support community members needing walk up services. This process ensured that our students were provided quick access to education. | $141,842 | Y |
| The District provided training to Child Welfare and Attendance staff were trained on the requirements of AB 167/216 for Foster Youth and how to identify and reach out to students. This process will ensure that we are identifying high school students that experience homelessness, notifying them of the supports in place to helping them and putting them on the path to graduation. | $66,366 | Y |
| The District will provide TK-12 core curriculum instructional materials that are standards-aligned including technology based resources to all students including foster youth, English learners or low-income students | $10,500,000 (L129) | Y |
| The District will provide supplemental core standards-aligned instructional materials including technology-based resources such as Discovery Education Math and Science Techbooks for 6th-12th students, and printing of K-12 supplemental materials to all students including foster youth, English learners or low-income students | $1,321,039 (L122) | Y |
| The District will continue to provide elementary students in need of supplemental and intensive literacy interventions, with targeted instruction from the Title I Instructional Support Teacher. Each of the District's 30 elementary schools will continue to receive one full-time IST focused on closing the achievement gap for low-income and EL students. ISTs will offer daily supplemental and intensive literacy interventions for K-5 students during small group distant learning instruction through Teams. To ensure students do not miss first instruction, intervention instruction will occur when students are not receiving synchronous teacher-directed core instruction. ISTs will provide instruction when students are working on asynchronous distance learning or during Student Support Time. Families of K-3 students will receive take-home instructional materials for working remotely with the IST. Each 4-9th grade student utilizing Read 180 Universal intervention curriculum will receive one take-home headset to replicate the classroom learning environment. | $4,110,347<br>Please note, this action is also listed under in-person instruction actions | N |

| Description | Total Funds | Contributing |
| --- | --- | --- |
| The District will continue to provide secondary Intervention Teachers to deliver ELA and math interventions for low-income and EL students. Each of the District's middle schools will receive one full-time ELA Intervention Teacher and two full-time math Intervention Teachers. Each of the District's high schools will receive one full-time ELA Intervention Teacher and one full-time math Intervention Teacher. (L101) | $4,089,670<br>Please note, this action is also listed under in-person instruction actions | Y |
| Long-term ELs and At-Risk of Long-Term ELs will be enrolled in Academic Language Development (specially designed ELD courses) to support their unique literacy and language development needs and move than to reclassification in a timely manner. ALD teachers and administrators will engage in EL specific professional development in ELD Standards, ALD curricular materials, and effective researched-based ELD instructional strategies. Administrators will monitor the implementation of ALD courses, ALD curriculum, and ELD instructional strategies in the ALD courses. | $- | Y |
| Bilingual Aides will engage in EL specific professional development in the ELD standards and effective research-based ELD instructional strategies to support teacher designed mini lessons and ensure access to the standard instructional program. | $- | Y |
| EL and EL/Pathways to Biliteracy Teachers-on-Assignment (TOA) and Multilingual Program and Services administrators will continue to engage in EL specific professional development in the ELD Standards, curriculum. Instruction, and assessment to better support and coach the implementation of I-ELD and D-ELD at school sites. | $- | Y |
| The District will provide 1 Coordinator Distance Learning, 8 Distance Learning teachers (L319) | $1,076,068 | Y |
| The District will purchase learning software to differentiate instruction and meet the needs of students receiving special education services. | $853 | Y |
| The District will purchase learning devices to support the distance learning needs of students enrolled at Non-Public Schools | $16,406 | Y |
| The District will purchase technology tools to support staff interaction with students receiving special education services during Distance Learning | $1,176 | Y |
| The District will provide substitute staff to support the implementation of Individual Education Plans (IEP) for students receiving special education services during Distance Learning | $232,221 | Y |

| Description | Total Funds | Contributing |
|---|---|---|
| The District will provide additional distance learning opportunities through online courses for credit recovery and acceleration for high school students | $261,651 (L320) | Y |
| The District will provide a Virtual Learning Program for K-12 students | $- | Y |
| The District will provide 1:1 devices for TK-12 students and wireless internet access | $6,700,000 (L321) | Y |
| All teachers will engage in professional development around building Professional Learning Communities (PLCs), high quality first instruction and support for the instructional program and multi-tiered system of academic supports | $1,632,000 (L112, L117) | Y |
| All teachers and staff will engage in professional development on technology integration including the use of online resources, digital tools, digital literacy and computer science | $305,000 (L322) | Y |
| The District will provide a digital platform that allows students with exceptional needs to interface with the provider(s). Additional platforms that are more student and parent friendly for particular ages such as Seesaw for ages preschool through kindergarten and for our moderate/severe population are also being purchased. | $298,474 | Y |
| The District will provide interactive, student-centered video lessons, District-wide through EDPuzzle. | $33,000 | Y |
| These actions contribute to meeting the increase or improved services requirement as described in the Increased or Improved Services section. | $3,090 | Y |

## Pupil Learning Loss

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

FUSD's Balanced Assessment System has been enhanced to ensure additional flexibility and opportunities to measure learning loss and to monitor student growth throughout the school year with a systematic approach that includes diagnostic, formative, interim-growth monitoring, and summative assessments. The NWEA MAP Growth assessment will be administered to all students, K-12, in the fall and again in the spring to measure learning loss and growth in reading, language, and math. MAP Growth will be used to determine systemic learning loss, design differentiated instruction, and measure the extent of accelerated growth over the school year. Fall 2020 data from the MAP Growth assessment will be compiled to understand systemic learning loss by grade level and by student groups by comparing Fall 2019 to Fall 2020 growth to the typical FUSD fall to fall growth from previous years. The Spring 2021 administration of the MAP Growth assessment will provide data to evaluate the extent to which the identified learning loss was mitigated over the school year. In addition, frequent formative

and summative assessments using a wide variety of tools including Interim Assessment Blocks (IABs) and robust item banks, will be used to monitor learning and adjust instruction systematically throughout the school year. Teachers in all subject areas have access to curriculum-based assessment tools to measure student learning and mastery of standards throughout the school year.

The ELPAC Initial and Summative assessments are being used to understand student's current levels of English proficiency and needs for English Language Development (ELD) instruction. Nearly 75% of all FUSD EL students completed the Summative ELPAC in Spring 2020 prior to school closures. The District is establishing plans to complete the 2020 Summative ELPAC testing in the fall for as many students as possible based on a prioritized list of English Learner students. EL students are being prioritized for completion of ELPAC testing based on potential reclassification status and grade level, with students currently in grades 7 – 9 designated as the highest priority. Teachers will use ELD assessment resources from the adopted core curriculum to monitor student progress in English Language Development throughout the year.

## Pupil Learning Loss Strategies

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

Data will be disaggregated by student group to better inform the next steps for how to address learning loss and to accelerate learning progress for students. Such strategies will include having each school's respective PLCs to answer the 4 questions of a PLC including:

1. What do we want students to learn?
2. How do we know if they learned it?
3. What do we do know if they learned it?
4. What do we do if they didn't learn it?

For English Learners, research-based ELD strategies including scaffolded instruction will be used while low-Income, foster youth, homeless, and students with exceptional needs, will receive appropriate research-based strategies including identifying learning targets and success criteria in kid-friendly language, pacing, wait time, cues, etc. All students will receive tiered academic interventions including universal supports for all students, supplemental supports for students needing additional help, and more intensive supports for students needing more targeted supports.

The District is also using Pathblazer as an online digital resource for K – 6$^{th}$ grade students that is aligned to MAP. Pathblazer is a personalized intervention program that provides online instruction with motivating content that builds foundational skills in math and ELA immediately identifying where students are struggling and providing targeted instruction to close early learning gaps. Teachers are able to monitor student learning in Pathblazer as students complete their work.

## 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.]

The effectiveness of pupil learning loss strategies will be evaluated using pre and post data from the NWEA MAP Growth assessment. All K-12 Students will be assessed in the Fall of 2020 to establish a baseline and determine the systemic learning loss from the Spring 2020 school closures in reading, language, and math. Systemic learning loss will be determined by comparing the Fall 2019 to Fall 2020 growth to the typical fall-to-fall growth for FUSD students in past years. Students will take the MAP assessment again in the Spring of 2021 to measure their growth for the 2020-21 school year in each subject area. The average Conditional Growth Index will be used to measure the extent to which growth was accelerated for students on a systemic basis. The Conditional Growth Index compares each student's amount of growth to the typical growth of like-peers allowing FUSD to determine whether individual and groups of students have exceeded typical or expected yearly growth or not. A finding that FUSD students have exceeded expected growth would indicate that student learning was accelerated and Spring 2020 learning loss was mitigated. The degree to which learning loss was mitigated will be determined based on the degree to which expected growth is exceeded.

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

| Description | Total Funds | Contributing |
|---|---|---|
| The District will continue to implement the NWEA MAP Growth assessments twice a year and the IO/Illuminate Student Assessment Management System to measure learning loss (L120) | $517,427 | N |
| The District will purchase Pathblazer as an online digital resource for K – 6th grade students that is aligned to MAP to serve as a personalized intervention program for students and to provide targeted instruction. | $1,697,500 | N |
| To enhance differentiated instruction for all students, particularly low-income, Foster Youth and English Learners, the District will continue using Title I funds to provide online instructional software in English and Spanish as well as intervention materials and curricula above and beyond the core. | $2,137,815 | N |

# Mental Health and Social and Emotional Well-Being

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

The District has in place the office of Multi-Tiered System of Supports which is tasked with collaborating with individual school sites to promote and develop a positive school culture and working to implement interventions that meet the social and emotional needs of our students. The office currently employees 16 staff members, which include a Director, 2 coordinators, 1 counselor, 2 Licensed Marriage and Family Therapists (LFMT), 3 Climate and Support Specialists and 7 Climate and Culture Teachers on Assignment. When the school shut down occurred, the 16 staff members shifted into a remote working environment. While working remotely the staff responded by providing virtual counseling sessions to students in need and also provided staff development to our counselors on how to respond to students in crisis as well as to create staff development for teachers on creating nurturing online learning environments.

In April of 2020, the District entered into a contract with Care Solace, an outside agency that connects students and employees in crisis with counselors. Staff development was provided to all site level administrators and counselors on how to utilize the service. In an 8-week time period 655 student and 105 employee referrals were made and followed up on. The past July the Board of Education approved a contract with Care Solace for the 2020-2021 school year to ensure that the service continues. Additionally, the District has a contract with South Coast Counseling Services. This is another outside counseling agency utilized to provide outside counseling services. The 16 dedicated staff members are also providing direct support as needed.

Of the 16 MTSS staff members, there is a Coordinator that is dedicated to assisting sites implement PBIS. The Coordinator has been working with school sites since the closure on maintaining contact with students and meeting social and emotional needs. On Wednesday, August 12 we learned that 8 of our schools, Cypress Elementary, Deloris Huerta International Academy, Date Elementary, Juniper Elementary, Sequoia Middle, Southridge Middle, Truman Middle and Fontana High School were recognized by the state as PBIS Community Cares Schools. These 8 schools were recognized due to how well they were able to connect with and maintain relationships during the school closure.

The District has established a partnership with the Public Defender's Office in San Bernardino to provide support to families in need. As part of the partnership the Public Defender's Office assigned a Social Worker to support the families. While the School Attendance Review Board (SARB) will look much different this school year, we will continue to utilize the services of our Social Worker from the Public Defender. Additionally, we have 2 LMFTs and one At Promise Counselor, that works with students in need that are identified through the SARB process. The 3 employees have either coordinated referrals for support to outside agencies or provide direct support. As part of the tired re-engagement process attendance is monitored closely. When students stop engaging the District will act quickly to re-connect students.

The MTSS Department provided staff development to teachers on August 3, 4 and 5 on re-engaging students. Future staff development topics will include:

- Trauma Informed Care and Practices for teachers and counselors by Consultant Tasha Arnold
- Social Emotional Learning Tiers I and II for Counselors by Consultant Tasha Arnold
- Staying Safe in Sane Times for teachers and counselors by Consultant Tasha Arnold
- Introduction to Restorative Practices/Using Circles Effectively for teachers and counselors by Consultant Karen Junker
- Using Restorative Practices with Parents and Families for teachers, counselors and administrators by Consultant Karen Junker
- Unconscious and Implicit Bias for teachers, counselors and administrators by Consultant Tia Martinez
- Restorative Dialogue for teachers, counselors and administrators by the California Conference for Equality and Justice
- Restorative Justice Implementation for teachers, counselors and administrators by the California Conference for Equality and Justice
- Conscious Classrooms for teachers by the California Conference for Equality and Justice
- Conscious Classroom Implementation for teachers and administrators by the California Conference for Equality and Justice

The District has been partnering with the County of San Bernardino to implement PBIS. The partnership will continue during the 2020-2021 school year, however, trainings will occur after school virtually.

The District has purchased the Second Step Social and Emotional Learning Curriculum which will be utilized for grade K-6. At all levels grades K-12 there is a daily designated Student Support Time. Student Social and Emotional needs will be met. In addition, every Wednesday time is provided for staff to go in depth to meet Social and Emotional needs.

The District has a Medical Clinic located in the Enrollment Center that is staffed by the two Registered Nurses, three Licensed Vocational Nurses and one Health Assistant. The Clinic is directly overseen by the Coordinator of Comprehensive Health. The District partners with Kaiser Hospital and collaborates with Dr. Stacie Cruz (a Fontana Unified graduate). The clinic provides immunizations to students in need. In addition, the Comprehensive Health Staff has been collaborating with school sites to assist in equipping the Nurses Office and the Designated Care Rooms for suspected COVID patients and preparing staff to work in our current environment.

Stakeholder engagement was critical in the development of the plan. A Safety Team was established, which consisted of site and District level leaders as well as teaching staff met to review the Stronger Together documentation and to develop a plan to put the document in to action. The committee met on June 1, 5, 12, 19, 26 and July 10.

# Pupil and Family Engagement and Outreach

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

For students absent from distance learning, sites can collaborate with Student Services to identify students not engaging/participating so that a tiered intervention plan can be enacted to re-engage the students.

A grade book does exist in the Q student information system. The District is encouraging but not requiring teaching staff to utilize this feature as it will help to keep track of student work submission and asynchronous participation. In the event that teaching staff does not utilize Q, they will need to submit copies of their gradebook to the site administration office.

Student Participation will be Measured Through:

1. Logging on to Microsoft Teams
2. Participation in virtual office hours
3. Responding to teacher announcements or emails
4. Completing assignments or assessments
5. Contacts between teachers, students and parents by email or phone
6. Participating in daily check-in surveys
7. Contact with members of the School Attendance Review Team
8. Assisting parents with Q Parent Connection accounts (parent portal) to monitor attendance, assignments, and teacher communication
9. Delivering technology, learning materials, and resources to families that have been impacted by COVID-19
10. Conducting wellness checks, connectivity issues, and attendance verification

11. Providing updates on the website, Q Parent Connection, Blackboard Connect, and social media regarding online learning, resources for families, and COVID-19.

Student Services and FACE is collaborating with District sites to monitor student attendance/participation and to assist in the development of a Tiered Intervention system to re-engage students. Sites will reach out to students/families on a daily basis in instances where instruction is missed. In the event a student misses 60% or more of instruction with in a week sites are to utilize the daily Student Support time in which counselor and or site administration may work with student/families to identify root causes and to implement interventions. On Wednesdays there is increased time to go in-depth with interventions. The District will continue identifying students who are chronically absent and habitually truant. SART and Excessive Absence letters will continue to be generated. The Q attendance monitoring system is set up so that the sties and District can clearly differentiate between instance of truancy and connectivity. When issues of connectivity occur, the intervention will be focused on re-connecting. During instances where there are instances of habitual truancy sites will continue utilizing the District level process to refer to the School Attendance Review Board (SARB). Bilingual Community Aides will be available to assist in communicating with parents who speak languages other than English.

# 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.]

Since March 16, 2020 the District has been serving meals curbside for our students and children in the community. From March 16, 2020 to August 19, 2020 over 5,000,000 million meals have been served by the District. During the school closures in spring, the District offered a daily service of breakfast and lunch at ten school sites strategically located throughout the city. On April 24th, supper and weekend meals were added. When summer began in June, an eleventh site was added and the District switched to a weekly service with food that families could use to cook at home. Meals also included half gallons of milk fresh fruit and vegetables.

Meals were also transported to families who were home-bound and unable to physically go to a school site to obtain meals. Seeing a high need within the community, supper and weekend services were added on April 24, 2020. In addition, Food Services has kept staff and the community safe by ensuring all CDC guidelines regarding Food Services has been followed.

Immediately following the school closure period which continued to the end of our traditional school year, meals were still made available to families over the summer and at eleven instead of ten designated sites available for pick up on Wednesdays. Service has been modified to the curbside to maintain social distancing during meal distribution where each serving site has at least three stations for food pick up with stations spaced 10-20 feet apart with only 3-4 staff per station. Meals are loaded into trunks, when possible, to avoid contact with the community. If trunk service is not available, meals are placed into a back seat if unoccupied. If the backseat is vacant, food is provided to the side where families can load the food into their vehicles.

Beginning August 26th, 2020 all school sites (except Birch and Citrus High Schools) opened for weekly meal service every Wednesday. Breakfast, lunch, supper and snack are provided for Monday through Friday, with an additional supper and snack included for Saturday and Sunday, bringing the total meals per week to 24 per student.

USDA provided several waivers allowing:

- Non-Congregate dining
- Parent pick-up
- Meal pattern flexibility
- Serving multiple meals at a time
- Time of meal service

Without these waivers the District would not have been able to work within the confines of the program during this pandemic. With support from multiple departments throughout the District and the community, Food Services was able to safely continue meal service to students.

When we are able to reopen schools, Grab-n-Go carts will be utilized for both breakfast and lunch meals at secondary sites. Multiple carts and staggered meal service will be implemented to promote physical distancing and to reduce the amount of students in one location. Staggered meal service will also allow for proper cleaning and sanitization of carts between meal service. To receive meals, students will remain at least 6 feet apart while in line adhering to the designated markings on the floor to ensure proper distance is maintained. Upon reaching the front of the line, each student will present their identification card, which will be scanned into the POS by Food Services staff with a handheld scanner to reduce contact. Food Services staff will wear masks and gloves while using the POS. Meals will then be consumed by the students outside at a designated location by the site. Supper and a snack will be provided in grab and go bags at the exit of the schools for students to consume at home. On Fridays, students will take home supper and snack for Friday, Saturday and Sunday.

Elementary students will retrieve their meals via one of two delivery methods. Some sites will pick up grab and go breakfast as they walk into the school, carts will be placed near the entrance. Other schools have opted to have breakfast delivered to their classrooms via meal transport bags and to be eaten at the beginning of the school day. Lunch will be similar to breakfast in the classroom at sites that do not have ample space in their common areas for social distancing during meal service. For sites that are able to socially distance, they will proceed to the cafeteria or Grab-n-Go cart to receive their meals. Lunch will be served in the cafeteria by class/cohort. The site will use staggered meal times to reduce the amount of students in one location and to allow for proper cleaning and sanitization between classes/cohorts of cafeteria service areas and/or Grab-n-Go carts. Students will remain at least 6 feet apart while in line adhering to the designated markings on the floor to ensure proper distance is maintained. Food Services staff will wear masks and gloves while using serving the meals. Supper and a snack will be provided in grab and go bags at the exit of the schools for students to consume at home. On Fridays, students will take home supper and snack for Friday, Saturday and Sunday.

All students in Fontana are served meals at no charge and will have access to breakfast, lunch, supper and snack.

# 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 | The District will continue to provide 1 Director, Multi--Tiered Systems of Support, 1 Coordinator of Positive School Culture and Climate, 1 Coordinator of Social Emotional Supports, 2 Social Emotional Specialists, 1 Counselor District- level, 1 Senior Secretary II, 1 Intermediate Secretary, 4 Culture Climate Specialists, 7 Teachers on Assignment, Climate & Culture Coaches to support mental health and social and emotional well-being of pupils and staff during the school year | $2,798,407 (L403) | Y |
| Mental Health and Social and Emotional Well-Being | The District will provide Positive Behavior and Restorative Practice Support Programs to support mental health and social and emotional well-being of pupils | $711,650 (L405) | Y |
| Mental Health and Social and Emotional Well-Being | The District will provide program support for Foster Youth, Homeless, and At-Promise students to support mental health and social and emotional well-being of pupils | $40,000 (L406) | Y |
| Mental Health and Social and Emotional Well-Being | The District will continue to provide Socio-Emotional Counseling and Support Programs to support mental health and social and emotional well-being of pupils | $250,000 (L407) | Y |
| Pupil and Family Engagement and Outreach | The District will continue to provide Marketing, Communications and Family Engagement support positions including 1 Executive Director Marketing, Communications and Engagement, 1 Director, Family & Community Engagement, 1 Marketing and Analytics Specialist, 1 Organizational Brand Specialist, 1 Senior Secretary II, 14 School Outreach Liaisons, 38 Community Aides Bilingual, 9 Community Aides, 3 CWA Attendance Liaisons to support Marketing and Communication Initiatives | $4,170,889 (L409, L411) | Y |
| Pupil and Family Engagement and Outreach | The District will continue to provide Parent Workshops focused on Foster, At-Promise, and Homeless parents | $14,500 (L412) | Y |

| | | | |
|---|---|---|---|
| Pupil and Family Engagement and Outreach | The District will continue to provide Professional Development to Support English Learner Parents, Communications and Family Engagement | $81,350 (L413, L414) | Y |
| Pupil and Family Engagement and Outreach | The District will use the Panorama platform to provide research-based survey content that will be used for all student and family survey needs, including both social-emotional learning, climate, and needs/feedback surveys. Panorama's analytics platform will allow the District and school sites to easily identify trends and areas of need, making the data relevant, timely, and actionable. | $111,650 | Y |
| Pupil and Family Engagement and Outreach | The District will utilize the ParentSquare platform as a communication tool to foster parent engagement and involvement as it offers multiple forms of communication platforms (such as email, text message, social media, phone call, integrated school calendaring, and interactive polls or surveys) and integrates with Q plus (FUSD's student information system). | $116,505 | Y |

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

| Percentage to Increase or Improve Services | Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students |
|---|---|
| 32.62% | $98,573,419 (Decrease of $1,179,494 from prior year) |

## 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.]

All actions in this plan that have or will be undertaken are principally directed and effective in increasing performance of English Learners, low income and foster youth students. The District has been diligent about providing people and resources to connect with the community and identify needs. At both the secondary and elementary levels each school has one person dedicated to working with the school community to connect, identify and communicate those needs. Through their work, the District was able to identify the need for technology

so that students were able to continue connecting with staff and learning. Through the work in the community the District was able to identify a need for our homeless students to have a safe place to go while in distance learning to connect.
The District has provided devices to all students. While all students have devices, not all students have access to the internet. In order to help meet the need the District has purchased Wifi Hot Spots. Even with the purchase of devices and Wifi Hot Spots, some of our Homeless Student population lack a quiet space to participate in distance learning. Based off the understanding of the need, the District opened 3 Learning Centers that will provide our Homeless Students with internet access as well as a safe place to go and learn when in person attendance is not possible. While at the Learning Center the students will also receive grab and go breakfast, lunch and dinner.

Some of our at-promise students are paired with a county social worker who is tasked with working with school sites to ensure coordination of services and continued success for the student. In March of 2020 the District hired a Student Service Support Representative. This person works with parents as they enter the District and also will intervene to help resolve disputes as they arise. The Student Service Support Representative has a background in social work and has during the pandemic worked with county social workers to provide a link to the school site to ensure the continued success of the student.

The Office of Child Welfare and Attendance employees a full time Community Liaison who work exclusively with our Homeless and Foster Students. The Liaison works to ensure that the students have the needed tools to connect on a daily basis and that they have basic necessities such as clothes, food and school supplies. The dedicated Homeless and Foster Liaison and our two CWA Attendance Liaisons have cultivated a positive relationship with our Foster Agencies over the years. The liaisons inquired as to the need for the Learning Center for any of our Foster students. At the time, the need did not exist, however, there is the understanding that if the need does arise for a Foster student to utilize the Learning Center they may. The District has a dedicated Enrollment Center which is overseen by the office of Child Welfare and Attendance. As students are enrolled the staff is on the look out for new enrollees that are either Foster Youth or Homeless. The families are then followed up with by Student Services to determine if the Learning Center is needed.
Our District receives the After School Education Service (ASES) grant. Under normal circumstances, ASES provides 3800 children in grades K-8 with extended learning opportunities. ASES staff will be utilized in the Learning Centers and will also staff a school work helpline for after school.
Language development is critical to ensuring the academic achievement of English Learners as language and literacy development are interdependent. When providing programs and services to English Learners, it is imperative, especially during these challenging times, that foundational services continue to be provided Districtwide. The expectation is that English Learners will continue to receive quality instruction by ensuring that core I-ELD and D-ELD instruction are delivered daily by the certificated staff. Teachers and administrators will continue to be provided with EL specific professional development to assist them in the implementation of core and supplemental ELD instructional materials and linguistically and culturally responsive pedagogical practices. The actions listed support the implementation of quality first instruction that embeds language development scaffolds addressing the unique needs of English Learners. Additional actions (ex: virtual translation services, EL parent workshops), support the socio-emotional needs of English Learners and their families as they navigate between in-person and on-line learning.

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

Our goal is to have all students participating in distance learning and learning at a high level. To meet this goal the District has:
-Increased the number of students equipped with a learning device to all students K-12.
-Opened 3 Learning Centers which will serve our Homeless and Foster student population
-The Office of Multi-Tiered Systems of Support is collaborating with school sites and the Child Welfare and Attendance Homeless/Foster Liaison to identify Foster Youth that are struggling with either the emotional or learning aspects (or both) and coordinating with agencies to provide support as needed.
-The Office of Child Welfare and Attendance will provide the Foster Liaison to help sites monitor the foster youth at the site and coordinate services to support student learning needs.
As we provide both in-person and on-line ELD instruction to English Learners, we are providing core and supplemental curricular materials in both hard copy and digital formats. The District continues to transition into providing instructional and assessment materials available through various mediums. As a result, additional materials will need to be identified, purchased and distributed as these may not have been available at the time of past adoption or purchase.
The actions in this section are principally directed and effective in meeting the District's goals for its unduplicated pupils, are provided on a Districtwide basis, and provide increased or improved services to unduplicated students above what is provided to all students in that there are additional dedicated and specialized staff who support these students and resources, such as learning centers, that are not provided to all students who do not require these services.

| Section | Description | Total Funds | Contributing |
|---|---|---|---|
| Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students | The District will continue to provide 1 Director, Multi--Tiered Systems of Support, 1 Coordinator of Positive School Culture and Climate, 1 Coordinator of Social Emotional Supports, 2 Social Emotional Specialists, 1 Counselor District- level, 1 Senior Secretary II, 1 Intermediate Secretary, 4 Culture Climate Specialists, 7 Teachers on Assignment, Climate & Culture Coaches to collaborate with school sites to identify the needs of our Foster Youth and to help coordinate services | $2,798,407 (L403) | Y |
| Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students | The District will provide Learning Centers so that students experiencing homelessness who lack both the internet and a safe place to learn will have a place to go and connect. | $144,686 | Y |

| | | | |
|---|---|---|---|
| Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students | The District will provide a Foster Liaison that will assist the sites in monitoring the academic progress, engagement and emotional well- being of our Foster Youth. The Liaison will work with the student's support system to coordinate services that will meet the needs of the student. | $66,365 | Y |