



## FREMONT UNION HIGH SCHOOL DISTRICT

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

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

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## General Information

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

This Learning Continuity and Attendance Plan was presented to the FUHSD Board of Trustees in a study session on September 1. There was a public hearing in open session. The Board of Trustees approved the plan on September 15.

On Friday, March 13, 2020, the decision to close schools in the FUHSD was made in conjunction with the Santa Clara County Public Health Department and the Santa Clara County Office of Education. While practicing social distancing, school and district staff reported to their worksites for several days (week of March 16), where they developed remote learning plans. Beginning March 23, 2020, instruction continued for our students, with staff providing lessons and assignments through our online tools, including School Loop, Schoology and Google Classroom. The remote learning schedule included virtual office hours for students to drop in with questions and dedicated time for teacher preparation periods, staff meetings and professional learning community collaboration.

In early March, the FUHSD formed a COVID-19 Task Force to review and advise on areas related to the pandemic. The group was composed of 10 students, including three 11th graders; 9 parents (PTSA or Senior All-Night Party/Grad Night); 6 staff members (3 certificated and 3 classified); 9 administrators (2 site-principals, 1 site-APs, 6 District Office); and 2 Board members. The group convened on March 12, 19 and 26 and April 9 and 23. In late April the Task Force was expanded and composed of 19 students including two from the Cupertino Teen Commission (3 9th, 1 10th, 8 11th, 7 12th); 18 parents (including PTSA, Senior All-Night Party/Grad Night, School Site Council); 17 staff members (13 certificated and 4 classified); 13 administrators (5 site-principals, 8 District Office); 2 Board Members; and the FUHS Foundation Co-Presidents. This group met on May 7 and 21 with subcommittee meetings (student, staff, parents) to discuss planning for the 20-21 schoolyear occurring prior to the June 11 meeting. The final meeting of the school year was held on June 25. On August 13 the Task Force met one final time with the purpose of district leadership providing back to school updates and soliciting stakeholder input.

The Special Services Administrators worked with Student Advocates and School Psychologists to design and implement a Wellness Check-In process for students and families to seek support. In coordination with the Associate Superintendent of Student and Special Services mental health and parenting tips and resources were added to the Mental Health section of the District school closure webpage. In May two events were held in support of parents: a webinar on supporting children and their relationship with the internet hosted by My Digital TAT2 and a conversation with a Student Advocate and the Program Specialist for Mental Health Services via Zoom. The Wellness Check-In process was paused for the summer and teletherapy was provided by school-based therapists during Summer Academy. The Wellness Check-In process was relaunched for the 2020-21 school year on the first day of instruction, August 17.

During Emergency Remote Learning, District Administration engaged in significant discussion about how to handle grading. This involved input from stakeholders and resulted in a decision to move to Credit/No Credit, no changes were made in requirements for graduation. On April 28 the following item was reviewed by the Board of Trustees and resulted in adoption of Credit/No Credit: Adoption of Resolution #1920-22 for the Suspension of Current District Grading Policy and Adoption of a Temporary Alternative Grading System for Student Distance Learning During School Closures Caused by the Coronavirus (COVID-19) Pandemic. District leadership has continued to emphasize that Credit/No Credit was a decision for Emergency Remote Learning and traditional grading will be reinstated for the 2020-21 school year. In support of all students, the District implemented a process of narrative comments to accompany Credit/No Credit at the conclusion of the 2019-20 school year, a detailed progress report that students (particularly those in the Class of 2021) will be able to choose to include in their college application process (Remote Learning Report for Spring 2020), an expanded letter of recommendation process for the Class of 2021 that was launched in May, and a partnership with Collegewise including four webinars and FAQs with one of the managing partners. During the Fall of 2020, Collegewise again will offer webinars specific to the college planning process for seniors and their families.

District Administrators met weekly with the Deans and Assistant Principals responsible for senior activities and graduation. A unified decision was made to hold virtual graduation including a walk-thru drive thru celebration where students could wear their cap and gown for a photo that they would receive free of charge. On the afternoon of virtual graduation, each school hosted a car parade. At the end of July 2020 these administrators returned to meeting weekly with District Administration to support the opening of the 2020-21 school year including freshman orientation, materials distribution and extracurricular activities.

On Thursday, July 16 the FUHSD confirmed that the 2020-21 school year would begin in remote learning. The Board confirmed the remote learning schedule on August 4. During this time of remote learning the District will continue to hold monthly Parent and Community Webinars, Special Services will provide parent webinars aligned with the grading periods, and the school sites will provide a combination of written and

video communication and webinars to keep parents/guardians informed. Each of these types of outreach also provide for comment, input, and Q&A.

## Stakeholder Engagement

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

The FUHSD engaged with our stakeholders in the following ways:

- Parent and Community Webinars on the following dates from 3:30 p.m. to 4:30 p.m.: June 29; July 13; July 27; and August 10.
- Special Education Webinar: Aug. 2, 3:30 to 4:30 p.m.
- COVID-19 Task Force Meetings were held via Zoom from 4:00 to 5:30 p.m. on the following dates: June 11; June 25; and August 13.
- In March, following the school closures, the District added a standing item to the Board agenda: Update on School Activities During COVID-19 Crisis. This agenda item has provided an opportunity for the Superintendent and her staff to update the Board and public on a regular basis and to provide opportunity for public comment. In May this item was expanded to include updates on planning for the 20-21 school year. The COVID-19 Operations Written Report was approved by the Board on June 16. The following meetings have occurred since that time: July 7 at 3 p.m.; July 21 at 3:30 p.m.; August 4 at 3:30 p.m.; and August 18 at 3:30 p.m.
- A Remote Learning Feedback Survey was provided to all stakeholders (staff and families) prior to the conclusion of the 2019-20 school year. A version was available in Spanish and Mandarin.
- In March and April, the Associate Superintendent for Student and Special Services and the Coordinator of Curriculum and Assessment worked with SCCOE and site staff to implement an outreach process, that became a protocol, to support students who are homeless and foster youth (McKinney-Vento). The process helped staff identify students who needed technology access and referrals to community agencies for additional support. At the start of the 2020-21 school year the group again utilized the protocol to individually check-in by phone with and seek feedback from each student identified as homeless or foster youth.
- In addition, at the start of the 2020-21 school year the protocol was adapted for students participating in English Language Development (ELD). The ELD Coordinator and Program Assistant at each site contacted students by phone to confirm their access to remote learning and other resources and to seek their feedback. This was in lieu of holding a District English Language Advisory Committee (DELAC) meeting given that the group is not yet fully formed so early in the school year.

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

- The Parent and Community Webinars were live with the Superintendent and Cabinet featuring a prepared presentation and time for Q&A and comments, as well as recorded for on-demand viewing.

- The Special Education Webinar was hosted live by our District Office Special Services staff featuring a prepared presentation and time for Q&A and comments, as well as recorded for on-demand viewing.
- The COVID-19 Task Force meetings featured an update on district and school site activities and plans due to remote learning. The meetings were held via Zoom with active participation in the chat function and direct question/answer and commenting dialogue. A summary of each meeting is posted on the district website.
- Community members were able to attend Board meetings and utilize the “raise hand” function in Zoom to participate in communication for non-agendized and agendized items.

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

The Parent and Community Webinars as well as the COVID-19 Task Force meetings provided important input into our plan. For example, community members asked how curricula will be adapted to remote learning? How will hands-on activities like science labs be taught? They asked for 180 minutes per class, per week of instruction. They asked for a parent-feedback loop to continue throughout the year. They made suggestions on instructional strategies like using a flipped classroom; they wanted to make sure that teachers teaching the same courses are using the same curriculum. They wanted teachers to be “present” the entire 90 minutes of each class. They wanted opportunities for 1:1 student-teacher check-ins. They encouraged teachers to adopt rules requiring students to keep their cameras on. They wanted teachers to be available for the entirety of the office hours each week. They wanted class assignments posted in one place, on a pre-specified schedule so that students know when the assignments will be available. They wanted a space (virtual for now) for extracurricular clubs to meet. Contact with students who are homeless or foster youth has found them to be attending and engaged with no additional input. Contact with students who are English Language Learners elicited input that their remote learning experience is more positive than during Emergency Remote Learning. Students expressed that while they understand why remote learning is necessary at this time, they prefer learning in person. A question was added to the protocol from last spring to ask about access to a productive work space; the majority of students are able to coordinate space and quiet with their family.

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

The FUHSD adopted many of the suggestions. We have 180-minutes of synchronous instruction per class, per week for every period. Principals have committed to having parent meetings/webinars to get parent feedback. Opportunities are embedded into the schedule for 1:1 student/teacher interaction (e.g. Advisory period, Office Hours), and teachers will be present for the entirety of the Office Hour period. All teachers will be using one platform, Schoology, to post assignments and grades. We created an opportunity in the schedule (Wednesday afternoons) for clubs to have an opportunity to meet. In addition, the Remote Learning Report for Spring 2020 was created in support of parent and student concerns that their progress during Emergency Remote Learning be clearly portrayed for the college application process.

# Continuity of Learning

## In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

As deemed appropriate by the CA Department of Education and Santa Clara County Public Health, the FUHSD will focus initial in-person individual and small group support on supporting the speaking and listening needs of English Language Learners, in-person assessment, in-person delivery of mental health support including for students with disabilities, and in-person skill building and reteaching of skills and content from the English and math classes for students who are struggling to meet standard including students who are homeless or foster youth, students with disabilities, students considered to be in racial and ethnic minorities, students who are low-income and English Language Learners. While a specific decision has not been made about the schedule that would be in place upon a return to in-person instruction, it has been discussed that a common schedule would be utilized to complete the academic year and the Wednesday asynchronous instruction and additional teacher collaboration time would decrease.

### Teaching and Learning

In light of the transition to Emergency Remote Learning from March to June of 2020 due to COVID-19, during the first grading period of the 2020-21 school year the Department and Team Leads will confirm the areas of the curriculum that were deemed less essential and not taught during Emergency Remote Learning. Based on that information, teachers within their collaborative teams, will establish plans and strategies to refresh and reteach skills and content to address learning loss and accelerate student progress. Information from this process will be utilized to further prioritize students who benefit from individual and small group support to address learning loss.

### Mental Health and Social and Emotional Well-Being

The Wellness Check-In process and the opportunity to access mental health support in person and through teletherapy will remain in place during remote learning and a transition to in-person instruction.

### Health and Safety

The Director and Coordinator of Facilities and Directors of Human Resources are regularly developing and implementing procedures and systems to improve the preparedness and response efforts including staff training and professional development on sanitation and minimizing the spread of infectious disease. The Associate Superintendent of Student and Special Services has been coordinating the Social Distancing Protocol which includes signage and messaging reinforcing the need to social distance and wear a mask, implementation of self-screening for all staff members when they are working on site, and cleaning processes when a staff member leaves ill as well as follow-up should they test positive for COVID-19. This protocol will be reviewed for expansion as in-person instruction of students is implemented. The facilities team oversees the purchase of personal protective equipment and sanitation supplies.

### Athletics

During Summer 2020, per the guidelines of Santa Clara County Public Health, Santa Clara County Office of Education and the California Interscholastic Federation, the District coordinated voluntary in-person athletic conditioning for students who would be participating on Fall

sports teams. Through this process it was learned that best practice would be to have the head coach coordinate and support pods of 12 students working with an assistant coach rather than working with a pod themselves. In addition, due to the Fall season not anticipated to start until December, Fall conditioning may be longer than the typical Fall season. This may necessitate reviewing stipend amounts.

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

Description	Total Funds	Contributing
Purchasing cleaning and disinfecting facilities - Disinfecting Chemicals, Sanitizing Wipes, and cleaning supplies	\$245,000	No
Purchasing Personal Protective Equipment (PPE) equipment - Mask, Gloves, Face Shields, Hand Sanitizer	\$175,000	No
Air filters and air quality testing (Merv 13 filters)	\$155,000	No
Custodial overtime for deep cleaning and disinfecting	\$150,000	No
Self-Screening application in compliance with the Social Distancing Protocol	\$25,000	No
Additional coach stipends to help keep pods of sports and/or activities small for outdoor conditioning and/or practice.	\$112,500	No



# Distance Learning Program

## Continuity of Instruction

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

Since March 2020 the District, lead by the Coordinator of Communications, has issued numerous messages and documents to students, families and staff. All messages were translated in Spanish and Mandarin (traditional and simplified Chinese). There were three staff members per language available for support given the volume.

Beginning with the 2020-21 school year, Schoology, a learning management system, is in place. All teachers are utilizing the platform for student access to Zoom, providing instructional guidance, and the process of assigning, posting and grading assignments. The FUHSD master schedule includes the full complement of core academics, electives, English Language Development, support classes, and Career Technical Education which will be taught to the same robust standard as traditional, in-person instruction.

The Coordinator of Curriculum and Teacher Leadership has created a guidance document to support teachers in considering a variety of strategies for small group time.

All teachers will be online and available for students to drop in with questions during the scheduled Office Hours period. Teachers will establish in their Remote Learning Green Sheet a method for conducting Office Hours (e.g. Zoom). While students are not required to attend Office Hours, teachers should encourage their participation and remind students that this is a time to get help or ask questions that they may have during the week.

The District facilitated the following efforts:

- Collaborated with the teacher's union, FEA, to establish a weekly schedule for synchronous remote learning that included staff meetings, collaboration time and office hours for students.
- Collaborated with the classified employees union, CSEA, to establish a memorandum of understanding.
- Developed and implemented a Guide to Remote Learning for Staff and a Guide to Remote Learning for Students and Parents.
- Created Video Conferencing Guidelines for Staff and Students.
- Drafted an addendum to the Student Technology Use Agreement and coordinated review by an attorney; final version incorporated elements of the Academic Honesty Policy.
- Continued to work with Guidance Counselors and Career/College Advisors on the process created in Spring 2020 for students to request letters of recommendation from their teachers as a support for students applying to college. As of 8/18/20 over 1,500 letters had been written.
- Initiated the development of a "warm hand-off" referral process for high school counselors to help transition non-grad seniors to the Adult Education counselor and staff so they can continue progress toward a high school diploma or high school equivalency (GED or HiSet) exam.

- Credit recovery was available through a remote learning version of Summer Academy. These efforts included addressing the needs of low-income students, students with disabilities, homeless, and foster youth and English Language Development for English Language Learners and Specialized Academic Instruction for students supported through special education.

The Coordinator of Curriculum and Teacher Leadership facilitated the following efforts:

- Coordinated with Curriculum Leads (CLs) to provide resources for professional development, with a continued focus on alternative assessments.
- Provided resources for enrichment learning (created website).
- Curated resources for online education options and created a website for staff (Massive Open Online Courses (MOOC)).
- Worked with CLs to support Professional Learning Communities (PLCs) during remote learning.

The Director of Educational and Special Services facilitated the following efforts to continue to meet the needs of our students with disabilities:

- Continued to follow established procedures that align to Individuals with Disabilities Education Act (IDEA) practices and uphold Individual Education Program (IEP) compliance.
- Provided transparent and ongoing communication to families of students with IEPs to understand the temporary remote learning plans for special education services. This included a mass mailing prior to school starting and then a follow-up system of communication from case managers.
- Created a Parent's Guide to virtual IEPs
- Worked with service providers to develop appropriate consent forms for teletherapy services.
- Updated electronic forms via Informed K12 for implementation of consent for teletherapy and IEP and 504 forms to assist with attendance signatures and parent consent.
- Participated in webinars designed to support special education service delivery during closure. Used that information to inform and communicate our practice.
- Created videos to share updates with staff districtwide.
- Held weekly meetings with key stakeholders to monitor progress and implementation.
- Developed a support document to help teachers meet individual students needs based on different disabilities and levels of complexity.

## Access to Devices and Connectivity

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

The FUHSD continues to ensure access to classroom materials, devices and connectivity for all students to support remote learning, including: if students do not have access to a device and/or internet, Chromebooks and internet hotspots were provided. Families indicate their need via phone, email, in-person, or online request (2020 Distance Learning Technology Request). Devices are distributed at school sites to individual students as the requests are received, or during the scheduled food distribution periods. Additionally, schools held Material Distribution days during the week of 8/10/20 where students/families visited campus, following safety and social-distancing protocols, during scheduled times to collect materials. In addition, District staff provide technological support to ensure access to devices and connectivity via



phone, email, and online: <https://www.fuhsd.org/parents/assistance-with-online-tools>.

## 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 FUHSD Remote Learning Schedule provides for five days of live contact and synchronous learning where teachers are present for the entirety of the period: Monday/Thursday 90 minute blocks for periods 1, 2, 3 and 7; Tuesday/Friday 90 minute blocks for periods 4, 5, 6; and Wednesday 60 minute advisory. During these instructional periods attendance will be taken, participation supported and assignments monitored.

Synchronous Instruction: teachers will start every class synchronously with a uniform format to take attendance, for interactive review of class expectations, and for the final 10 minutes. For example, but not limited to:

- 30 minutes of classroom check in: take attendance, review content and the day's activity.
- 50 minutes of synchronous class activities. Group work, project, discussions, content research, content practice, etc. This aspect can be done in breakout rooms (Zoom), individually, in a Zoom meeting, chat room, etc.
- 10 minutes of video classroom, review classwork, attendance check, exit ticket, etc.

Teachers are expected to engage in:

Communication with school:

- Communicate with your Principal or site administrator if you are having technical challenges or have questions or concerns about performing your instructional duties.
- Take attendance in IC for each period (A=absent, P=present). Follow up with Attendance Tech, Guidance Counselor, or an Administrator if you notice students are not attending.
- Communicate with a Guidance Counselor, ELD Coordinator, Special Education Case Manager, AVID Teacher or Administrator if students are attending and/or not engaging/ participating.

Communication with students and parents:

- Provide a Remote Learning Green Sheet which outlines your expectations for students. This should be sent out no later than your first class session.
- Post assignments and update grades in Schoology to communicate about work and students' progress.

Families will be contacted if/when a student has been absent for two days. The site team will utilize tiered re-engagement strategies and coordinate with the District Teaching and Learning team. Refer to the Pupil Engagement and Outreach section for more detail.

## 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.]

As previously stated, FUHSD implemented a new Learning Management System (LMS), Schoology. In support of staff, the District offered a Schoology-sponsored series of workshops. This series was composed of six 90-minute weekly live-webinar sessions, held from June 30 through July 28. During these sessions, participants engaged in the following topics: Driving Instruction with Digital Assessments; Creating Videos for Online/Blended Instruction; Leveraging the Power of Schoology with Google; and Planning for Flipped Instruction.

To support our teachers and teacher teams as they engaged in the planning process, FUHSD's Curriculum Leads (CLs) developed five (online) Schoology learning classes/modules: Summer Learning Modules. Each of the modules explored an essential pedagogical practice in the context of remote learning: Determining learning that is most essential; Designing assessments; Identifying criteria for success; Checking for understanding; and Providing feedback. In addition, over the summer CLs adapted curriculum for remote learning that may be utilized by individual teachers and course-alike teams.

Throughout the school year, the CLs will continue to hold subject-specific professional development opportunities for teachers to attend. Additionally, the CLs will be available to help by: (a) Supporting the process of lesson and unit planning; (b) Searching for curricular resources (texts, examples of assignment sheets/task cards and rubrics, etc.) or discussing resources found in a shared resources folder; (c) Providing follow-up support connected to the Summer Learning Module topics (listed above); and (d) Problem-solving in regard to remote learning.

The Coordinator of Curriculum and Teacher Leadership supported teachers within the ELD program with additional collaboration time during Summer 2020 to adjust curriculum to remote learning.

The Educational Technology Coordinator and Coordinator of Academic Interventions created various videos and courses for staff to complete designed to walk every instructor through the basic course setup steps within Schoology. Additionally, the District Educational Technology Coordinator created videos and quick tips on Zoom and integrating Zoom into the LMS. The District Educational Technology Coordinator scheduled on-going virtual Schoology Q&A sessions to support staff.

Finally, the District Remote Learning schedule allows for extensive teacher collaboration time so that teachers can support one another emotionally, professionally, and through curricular coordination during this challenging time period: 60 minutes on Tuesday and Friday and 105 minutes on Wednesday.

## Staff Roles and Responsibilities

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

In coordination with the MOUs established with both FEA and CSEA, the following guidance was provided to certificated and classified staff:

Certificated Staff:

- Psychologists: support the intervention process, assessment, and IEPs. All interactions with students and families are to be recorded in the Infinite Campus Student Contact Log.
- Guidance counselors: meet with individual students (via Zoom, Schoology Conferences, Google Hangout), follow up with students and families (via phone or email), develop curriculum, and monitor student progress. They will maintain the same schedule as teachers for Office Hours so students can drop in with questions. All interactions with students and families are to be recorded in the Infinite Campus Student Contact Log.

#### Classified staff:

Classified staff are critical to our mission to support students and teachers during this period of continued remote learning. At the direction of the administrator, staff will be carrying out duties at school (or remotely), monitoring student progress, and reaching out to students and families to follow up on attendance/ participation and to offer logistical or technical support. All student/parent interactions are to be recorded in a manner directed by the supervisor. The following bullets provide additional tasks classified staff may be asked to help with:

- Athletic Trainer and Health Clerk (for sites who have one person in both jobs): help with communication with/from the District Nurses; support emergency plans with sports (first aid kits, registration, clearances, etc.); coordinate support for conditioning with Athletic Directors and coaches.
- Media Library Specialist: bar coding and Destiny tracking; help with Schoology login and technical support; check out books to students; publicize/organize and assist with check-out of electronic books; assist in processing delinquencies for lost textbooks.
- Paraeducator I and DT: paraeducators that provide support in special education refer to the Reopening Procedures for Special Education.
- Paraeducator-(Science)-Lab Assistant: help with requisitions and ordering; coordinate the supply needs for home lab work with teachers and students; help teachers demonstrating labs in the classroom via Zoom and reinforce safety protocols when working with students; assist in the break-out rooms
- Printing Center Technician: help with clerical work, preparing packets for teachers, and large mailers.
- Student Conduct Specialist: help connect with students; make phone calls home to student(s)/family; conduct home visits with an administrator or other site team member.
- Peer Tutorial Clerical Assistant: collaborate to support tutors and tutees; consider Wednesday afternoons (collaboration and time for students to be tutored); help to connect with community organizations and provide resource(s) to students; provide tutoring break-out rooms.

## 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.]

Students with Disabilities

When certificated and classified staff returned for the 2020-21 school year, prior to the first day of instruction, the Director of Educational and Special Services provided a districtwide communication that included a document to consider the accommodations and needs for students with disabilities. They were reminded that students with disabilities identified on an IEP or 504 have additional support and protections related to their education that must be considered; they need flexibility and understanding on how to apply their existing accommodations but also an awareness that school closure has removed a significant foundation for them; and that many students are not at their baseline of functioning and therefore require additional time, and additional academic support to be successful. The intent of the document is to share ideas and information that teachers can use to support the diverse learners in their virtual classroom while schools are closed and impacted by COVID-19. The original document was published by Michigan Virtual University and was adapted in the spring to provide the FUHSD staff with information to consider as they developed lessons and supported our students. In additions, staff are able to access a document of resources for specific strategies based on a student's disability: Autism; Cognitive Impairments; Other Health Impairment; Emotional Disturbance; Deaf or Hard of Hearing; Visual Impairments; Physical Impairments; Specific Learning Disability; Speech and Language Impairment; Traumatic Brain Injury; and Other Resources to Consider.

At the start of the 2020-21 school year, Special Services provided every family of a student served through special education with Prior Written Notice of the plan for remote learning. This was followed by an individualized Distance Learning plan for each student. Specialized Academic Instruction, support within general education, and related services all continue to be implemented during remote learning. Teams continue to hold annual and triennial meetings and all goals/objectives will be updated at the end of the first grading period as another step in continuous monitoring of learning loss.

#### Students who are Homeless, Foster Youth and English Language Learners

The individual check-ins with students (families) who are homeless or foster youth and students who participate in our English Language Development program serve to ensure their needs are met at the start of the school year, that teachers and other staff members are able to receive information to inform instruction and guide provision of additional support, and to continue the dive deep into the systems in place within the FUHSD to identify and support these students.

In response to continued remote learning due to COVID-19, the FUHSD will implement a series of parent/ family trainings (tier 2) and individual reengagement coaching (tier 3) through a community agency and school/district learning support (tier 3) to address the needs of students who are homeless, foster youth, English Language Learners, and low income. This support will also be available to other students who are failing to make progress due to disengagement. This process will be monitored by Educational Options and Special Services staff at the district in coordination with each site.

Instructional staff are regularly reminded of things to consider for all students:

- Provide consistent structure and predictability of your class schedule and routine.
- Communicate expectations verbally and in writing so there is a reference.
- Ask yourself, do you offer different modes of teaching the curriculum, such as video, PowerPoint, shared documents, or student presentations? Multiple means of representation can help you reach all students.
- Communicate with the student's support team and parents as much as possible and especially if the student is not succeeding in your class.

- It is strongly suggested that you consider direct one-on-one “office hours” or tutorials for the students that you see struggling.

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

Description	Total Funds	Contributing
Additional functions for Infinite Campus: Remote Learning Report for Spring 2020; Remote Learning attendance	\$8,500	No
Virtual Graduation for 6 sites	\$30,000	No
Materials necessary for remote learning	\$10,000	No
Zoom licenses for all staff and students	\$35,000	No
Chromebooks and hotspots for students without devices at home.	\$220,000	Yes
Timesheets for schedule building, materials drop off in May/June, materials distribution in August, Lead Resource Specialist (LRS) time, Chinese diagnostic testing	\$16,000	No
Timesheets for letters of recommendation - The Spring 2020 semester led to many disruptions for us all. For students, particularly juniors, who will not have grades and test scores for this semester, colleges and universities may place more emphasis on essays and letters of recommendation in their holistic review processes to glean a fuller picture of a student's achievements. We have heard from some colleges and universities that confirm this view. As a result, we want to provide students the opportunity to secure these letters of recommendation from their teachers who can provide insight about the student's character, work habits, and contributions to the classroom and school community. Moving this process to spring is meant to be a solution for this year's junior class, to allow teachers more time in spring/summer to write these letters since they may carry more weight for fall college applications.	\$70,000	No

Description	Total Funds	Contributing
Beginning with the 2020-21 school year, Schoology, a learning management system (LMS), is in place. It was decided that Schoology would be the LMS used for remote learning. In support of staff, the District offered a Schoology-sponsored series of workshops.	\$30,000	No
Mass communication (mailer) to all families served by our Special Education Department.	\$1,000	No
Management and staff time: Marianne Hew, Menko Johnson, DO Data Team (Betty Lee, Diane Bodwin, Bhavini Kamarshi, Madhuri Kuchibhotla)	\$80,000	No
Interpreters/translation of documents and communication around remote learning.	\$6,000	Yes
Lost textbooks	\$500,000	No
Schoology - Learning Management System	\$100,000	No

## Pupil Learning Loss

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

At the beginning and throughout each school year the teachers of the FUHSD assess student strengths and weaknesses in order to support their successful progress in all curricular areas including ELA and math. ASSESSMENT In light of the transition to Emergency Remote Learning from March to June of 2020 due to COVID-19, during the first grading period of the 2020-21 school year the Department and Team Leads will confirm the areas of the curriculum that were deemed less essential and not taught during Emergency Remote Learning.



**STRATEGY** Based on that information, teachers, within their collaborative teams, will establish plans and strategies to refresh and reteach skills and content to address learning loss and accelerate student progress. **MONITORING** Teachers will review and prepare in their course-alike teams during collaboration, three times per week in the 20-21 remote learning schedule, and address identified needs with their students each day of instruction, twice per week in the 20-21 remote learning schedule.

During the beginning of the 2020-21 school year within the English Language Development (ELD) courses, levels 1-3, staff will administer the Gates-MacGinitie Reading Tests. These tests will provide diagnostic information in reading and vocabulary with a grade level equivalent for reading. This process will assist in confirming proper placement in ELD. For instance ELD 1 = 3rd-5th grade reading levels. Following up on the placement process is particularly important this year as there was advancement at the conclusion of the 2019-2020 school year due to attrition, not assessment, which reinforces the need to assess each student at the start of the year. It is reasonable to expect that some students will test lower due to the school closures from March-June.

## **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.]

Due to the school closures from March-June 2020, English Learners might be expected to test lower in reading, writing, speaking and listening. Given that it is anticipated that writing skills may be lacking, a writing sample is part of the assessment. Therefore, following the diagnostic assessment the District Coordinator will support teachers in thinking about the pace by which they will move instruction forward, gauging certain skills to spend more time on. Paraeducators will provide 1:1 support and extra time in small groups.

In support of students who are English Language Learners, foster youth and homeless and students with disabilities, teachers, in their course-alike teams, will build inquiry in the areas such as: How well do students write in an argumentative form? What are other indicators of student reading level/math level? Is there equity of voice in academic language production? Collaboration occurs three times per week in the District Remote Learning Schedule.

In response to continued remote learning due to COVID-19, the FUHSD will implement a series of parent/ family trainings (tier 2) and individual reengagement coaching (tier 3) through a community agency and school/district learning support (tier 3) to address the needs of students who are homeless, foster youth, English Language Learners, and low income. This support will also be available to other students who are failing to make progress due to disengagement. This process will be monitored by Educational Options and Special Services staff at the district in coordination with each site.

## **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.]

ASSESSMENT

- At the end of the first week of instruction the District Office Data Team will run a list of students who have not logged into Schoology and students who are absent
- At the end of the third week of instruction the DO Data Team will run a list of D and F grades from Schoology for each site
- At the end of the first grading period the DO Data Team will run a list of D,F,I and compare to the first grading period of the 19-20 school year; each site will review D,F,I data. STRATEGY Data will be utilized to consider learning loss in connection with COVID-19 and remote learning.

**MONITORING** Continued review of student progress every three weeks.

Inquiry from course-alike efforts on behalf of all students including students who are English Language Learners, foster youth and homeless and students with disabilities will result in next steps such as differentiating use of office hours by identifying teachers and paraeducators who will focus on reteaching of particular skills and/or content; utilizing small group break-outs within Zoom; and providing various methods by which students may complete an assignment or project.

For students supported through special education, plans continue to hold annual and triennial meetings and all goals/objectives are being updated at the end of the first grading period as another step in continuous monitoring of learning loss.

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

Description	Total Funds	Contributing
Three 4-week Virtual Parent Coaching Programs through contract with community agency (English, Spanish, Mandarin) (Tier 2 reengagement)	\$3,000	Yes
Short-term Intensive Behavior Support through contract with community agency (Tier 3 reengagement): 2 months per family for up to 25 families	\$100,000	Yes
Short-term Intensive Behavior Support through contract with community agency (related service per IEP team decision): 2 months per family for up to 25 families	\$100,000	No
School or District learning support (Tier 2 reengagement)	\$400,000	Yes
School or District learning support (per IEP team decision)	\$400,000	No

Description	Total Funds	Contributing
Residential placement: impact of COVID-19 increase student need	\$400,000	No
Team lead stipends to support the measurement of learning loss and implementation of supports and strategies	\$115,000	Yes

## 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 FUHSD continues to incorporate a trauma informed lens into the planning for mental health support, campus climate, remediation and learning loss. At the start of the 2020-21 school year, all District staff continued to be informed about Trauma Informed Care, an approach to working with an awareness that nearly two out of every three children experience a potentially traumatic event by age sixteen and everyone is currently living with the trauma of the COVID-19 pandemic. Trauma impacts a child's school performance, impairs learning, and causes physical and emotional distress. Staff are reminded that, "In work with students right now, educators should let relationships be the focus. It is important to ensure students have structure and to hold high expectations. But students will fare best if they know their teachers care about their wellbeing just as much as their behavior and assignment compliance." Many students share the experience of the pandemic, racial injustice, and economic crisis. Their responses can vary widely depending on their unique circumstances. In our commitment to support our students' wellbeing as they respond to these stressors, we want to prepare staff with some general information and specific tools they can use to help students. Mental health staff are able to provide teachers opportunities to learn about and practice integrating social emotional learning into instruction and offer ideas to help students build community and feel empowered so that they build critical thinking and emotion regulation skills, as well as their own sense of identity and belonging.

At the start of the 2020-2021 school year all families were sent a message that contained information about the Wellness Check-In form, mental health staff members at each site, live links to resources for self-care for parents and children, live links to resources for emotional and behavioral supports for children, and answers to frequently asked questions about mental health concerns that are arising due to COVID-19 and the shelter-in-place.

In addition to the support for community-based referrals through School Linked Services, the District will contract with Care Solace to support mental health referrals for families with private insurance. The agency vets all providers in a specific area to make sure that all therapists are

fully licensed, and all are legitimate businesses; FERPA compliant with Google-based webservices that are HIPPA compliant; provide hand-hold parent/referring party for 30 days, calling 2x per day until link is made; and link people to vetted providers within 24-72 hours.

In support of the mental wellbeing of FUHSD staff, through our partnership with Seneca Family of Agencies we will offer live self-care trainings with Q&A that will be made available for on demand viewing.

Each school's Student Assistance Team will notify staff how to access the referral process specifically at each site. Additionally, staff can reach out to the School Based Therapists, Guidance Counselors or School Psychologists who are available from 8:00-3:30 across the school day. On the district and at each school's website, there is a Wellness Check-In form to provide to students or families with concerns: Wellness check-in and crisis protocol.

Advisories: On Wednesdays, students will have an opportunity to meet with their Advisory teacher. Attendance is required and roll will be taken each session. Advisories will provide opportunities for student engagement that are different from the normal classroom curriculum. Students will be able to share highlights and concerns with their advisory teacher, as they travel through the new experience of Remote Learning. Additionally, topics that will be addressed in Advisory may include: how to use Schoology, how to ask for help/sources for assistance in school, academic integrity, Guidance Counselor presentations, college application procedures, goal-setting, mindfulness, sexual harassment prevention, anti-bias, anti-racist education, team building, and aspects of social-emotional wellness.

Student activity period: Wednesday afternoons are optional opportunities for students to engage with one another in a different setting than the class period. Students may choose to use this time to engage in club/extracurricular activities, or perhaps work on group projects with one another, or have individual time for homework and study. Additionally, the activity period can serve as a time when teachers make appointments with students to assist them with their learning. Meetings for IEP's, Department Leads, Student Assistance Team (SAT), etc. may also be scheduled here.

## Pupil and Family Engagement and Outreach

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

To support students and families in understanding the components of remote learning the Student/Parent Remote Learning Guide and the updated attendance procedures were distributed, including translated versions.

When a student is showing they are not making expected progress in their academic program and/or not engaging the intervention team/member of the intervention team at each site will initially make contact with the student and/or parent. Following initial review of needs based on grades and contact with teacher(s), student and parent the intervention team will utilize the Tiers of Reengagement to determine steps to take and when to escalate support to the next level. The intervention teams are primarily composed of administrators, guidance counselors, and mental health team members. This process will be monitored by Educational Options and Special Services staff at the district in coordination with each site.

#### TIER I Interventions for Student Engagement

- Ensure access to technology
- Building relationships and creating positive learning environment
- Rigorous and engaging instruction
- Phone call home when student has been absent for two days
- Remote Learning absentee letter sent for any absence during week 1 and/or 2
- Positive Messaging
- Incentives
- School-based Health/Mental Health Services
- Meal services
- Relevant—and Culturally Relevant—Curriculum
- Welcome and start of class greeting
- Restorative Discipline Practices
- Targeted support in office hours, and advisory
- Virtual Parent meetings
- Peer tutoring
- Interpreters/translated documents
- Staff (Guidance Counselor, Teacher, paraeducator) provide support for utilizing office hours/accessing teacher(s)
- Continued calls and other tier 1 interventions between 4-6 days of absence
- Chronic Absenteeism Intervention (CAI) letter 1 at 8 days of absence
- At the end of the first week of instruction the District Office Data Team will run a list of students who have not logged into Schoology and students who are absent;
- At the end of the third week of instruction the DO Data Team will run a list of D and F grades from Schoology for each site
- At the end of the first grading period the DO Data Team will run a list of D,F,I and compare to the first grading period of the 19-20 school year; each site will review D,F,I data. Data will be utilized to consider learning loss in connection with COVID-19 and remote learning.
- Continued review of student progress every three weeks.

#### TIER II Interventions

- School or District learning support
- Student Assistance Team Referral and Student Study Team meetings
- Home Visits

- Wellness check
- Partner agency collaboration: Alum Rock, Advent, Rebekkah's Children's Services, Asian Americans for Community Involvement
- Guidance counselor scheduling
- Read 180 support
- ELD class
- AVID
- School Linked Services Referral
- Chronic Absenteeism Intervention (CAI) Process (Letters 2-3)
- CAI Process: School Attendance Review Team (SART) (Letter 4)
- 4-week Virtual Parent Coaching Program (English, Spanish, Mandarin)

#### TIER III Interventions

- Short-term Intensive Behavior Support
- CAI Process: School Attendance Review Board (SARB) (Letter 5)
- 504/Special education assessment
- Medical Educational Placement
- Educational Options program consideration
- Juvenile attendance court
- Referral to county program

## School Nutrition

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

The Food Services Department of the FUHSD is offering drive thru, grab and go meals at three locations every Wednesday. Students or parents, including those students who are eligible for free or reduced-price meals, can pick up a full week's worth of meals (5 breakfast and 5 lunch) every Wednesday. Meal service will be contact free and all FUHSD students can go to any of the three pick-up locations to receive meals. FUHSD is also looking into additional remote sites to better reach out to families who do not live in close proximity to our schools. FUHSD is collaborating with USDA farm-to-families program and offering families free 20 pound chicken/pork/dairy boxes with their meal pick up.

Following food distribution during the first week of the school year, the Food Service team attempted to call every student (over 1,200) who receives a Free and Reduced Meal and did not pick up food on the first weekly service.



As plans are made for the return to in-person instruction, health and safety standards will be followed to address social distancing, food handling, and cleanliness. In addition, some level of drive thru food distribution will remain.

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

Section	Description	Total Funds	Contributing
School Nutrition	Food Distribution	\$40,000	No
Mental Health and Social and Emotional Well-Being	Contract with Care Solace to support mental health referrals utilizing private insurance	\$10,000	No
Pupil Engagement and Outreach	Loss of funds from extracurricular trips in Spring 2020	\$50,000	No
Distance Learning Program (Staff Roles and Responsibilities)	Child Care	\$50,000	No
Pupil Engagement and Outreach	Mileage reimbursement for staff members who conduct home visits (Tier 2 reengagement)	\$2,000	Yes
School Nutrition	Loss of Revenue/Increase GF Exp.	\$175,000	No
N/A	District Nurses - Extra Hours	\$30,000	No

Section	Description	Total Funds	Contributing
N/A	Legal Fees	\$250,000	No
N/A	Indirect Cost	\$245,000	No

## 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
3.44%	1,070,923

### Required Descriptions

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

The following actions included in the Learning Continuity and Attendance Plan are considered increased and improved actions principally directed at supporting English Learners, Foster Youth, and Low Income students but are being made available for all students across the FUHSD. The FUHSD is providing individualized check-ins for students who are homeless, foster youth, English Learners, and low income. They were of first consideration when developing our tiered reengagement strategies and plan for implementation of formative assessment by course-alike teams. In response to continued remote learning due to COVID-19, of significant note are the series of parent/ family trainings (tier 2) and individual reengagement coaching (tier 3) through a community agency and school/district learning support (tier 3) to address the needs of students who are homeless, foster youth, English Language Learners, and low income. This support will also be available to other students who are failing to make progress due to disengagement. This process will be monitored by Educational Options and Special Services staff at the district in coordination with each site. Through grade and attendance checks, with a break of no longer than 3 weeks in length, pupil progress and the potential impact of learning loss will be regularly monitored.

Distance Learning Program: the following efforts are effective because they address differences in access to technology and communication.

Chromebooks and hotspots for students without devices at home.

Interpreters/translation of documents and communication around remote learning.

Pupil Learning Loss: the following efforts are effective because they support the plan to assess, support and monitor student progress.  
Team lead stipends to support the measurement of learning loss and implementation of supports and strategies

Tier 2 Reengagement

School or District learning support

Home Visits

Three 4-week Virtual Parent Coaching Programs through contract with community agency (English, Spanish, Mandarin)

Tier 3 Reengagement

Short-term Intensive Behavior Support through contract with community agency

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

The Fremont Union High School District is required to increase services for EL, Foster Youth, and Low Income students by 3.44% which is equal to \$1,070,923 as shown above. This increased percentage is met by actions and services both included in the Learning Continuity and Attendance Plan and actions and services outside of this plan which are traditionally intended to support the increased outcomes for English Learner, Foster Youth and Low Income students

The unduplicated pupil percentage for the FUHSD as of October 2019 is 16.8% (1883/11071):

- Cupertino HS 2.7% (301/11071 - 2278 CHS)
- Fremont HS 7.3% (807/11071 - 2172 FHS)
- Homestead HS 3.8% (421/11071 - 2430 HHS)
- Lynbrook HS 1.5% (162/11071 - 1944 LHS)
- Monta Vista HS 1.4% (157/11071 - 2193 MVHS)
- Community Day School 0.07% (8/11071 - 15 CHS)
- Non-Public School 0.06% (7/11071 - 39 NPS)

Actions In the Learning Continuity Plan

In the plan you will see the following actions marked as contributing which are included as part of the increased percentage: Chromebooks and hotspots for students without devices at home; Interpreters/translation of documents and communication around remote learning; Team lead stipends to support the measurement of learning loss and implementation of supports and strategies; School or District learning support; Home Visits; 4-week Virtual Parent Coaching Programs through contract with community agency (English, Spanish, Mandarin); and Short-term Intensive Behavior Support through contract with community agency.

#### Actions outside of the Learning Continuity Plan

Actions to support EL, Foster Youth, and Low Income students that contribute to the increased percentage outside of the Learning Continuity and Attendance Plan are as follows.

Quantitatively, the expenditure of Local Control Funding Formula funds for additional personnel, materials, and services targeted primarily to unduplicated students is as follows above and beyond those provided to all students:

- Supplemental personnel targeted to assist Foster Youth, Low Income students, and English Learners
- For 2018-19, 2019-20, and 2020-21 efforts on behalf of English Learners included/will include additional support in the form of a .2 release for the GOALS teacher at FHS.
- Professional development targeted to assist in access to the Common Core for differentiation based on unduplicated students
- Research based materials to support access to Common Core curriculum for our unduplicated student populations.

Highlights of our services for Foster Youth and Low Income students include:

- Teachers' salaries for reading and academic intervention classes
- Parent and Community Liaison position
- Additional Student Conduct Liaison position
- Additional CTE classes above average # allocated to other schools
- Teachers' salaries and materials for summer bridge classes
- AVID or AVID-like interventions at all schools
- Lower class sizes in Algebra

Formalized for the 2016-17 school year, when a foster youth enters the FUHSD the Educational Options Guidance Counselor (GC) reviews their transcript and coordinates an academic plan with the school-site guidance counselor who is designated to support foster youth. The school site guidance counselor holds check-in meetings with the student over the course of the year. The Educational Options GC and designated site GCs meet during the school year to discuss any updates in the law and monitor District supports on behalf of foster youth. Site specific activities to support low-income students are monitored throughout the school year as part of the school plan process. Starting with the 2018-19 school year this process was extended to include students who are homeless.

Highlights of our EL program include:

- ELD classes at levels 1-3 (for students at CELDT levels 1-5)
- Sheltered content course with lower class sizes than similar courses for mainstream students (for newcomers and long term English Learners)

- EL Program Assistants who work with parents and teachers at each school
- EL Instructional Assistants assigned to support students in content area courses
- Targeted work with middle schools and the FUHSD enrollment office to ensure that incoming students are well placed
- Summer EL Academies
- District Wide EL Prof. Development
- Allocations of funds to school sites (pro-rated to # of EL's) for use in carrying out site specific activities/services for EL

The Fremont High School GOALS program for Long-term English Learners has been formalized with a course sequence. Across the district, site specific activities in support of English learners are monitored by a District administrator in coordination with the EL Coordinator and Administrative liaison.

Qualitatively: the following additional services will be provided for unduplicated students

- Assistance to foster youth, low income students, and English learners, and their families, from District enrollment Office and school-based guidance staff and school-based therapists, re: course selection; post-secondary options, and social supports necessary to support student success in high school.

The Fremont Union High School District Board of Trustees has adopted a set of Belief Statements about Teaching and Learning that call for a commitment to both “excellence” and “equity”. While justifiably proud of the large numbers of student who already achieve at high levels, the District gives and will continue to give added attention to students who need more support. Every one of our five schools has some students who need this additional support in orders to achieve at high levels; so our goals must generally apply to all schools.