



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.]

The community of Fallbrook is located in northern San Diego County. The Fallbrook Union Elementary School District (FUESD) serves approximately 4700 students in Grades TK-8. Approximately 68% of the student population represents unduplicated groups, including Hispanic (62%), White (32%), other ethnicities (6%) English learner (EL- 28%), Low Income (SED - 66%), Students with Disabilities (SWD - 14%), Foster Youth (<1%), and Homeless (<1%). Six of our schools are located in Fallbrook and two are located on Marine Corps Base Camp Pendleton. On March 13, 2020, FUESD, along with all other San Diego County school districts, closed schools in order to slow the spread of COVID-19. School closures have the potential to have a significant impact on a community, especially a community as diverse as Fallbrook. Understanding this impact, FUESD began planning for the potential school closure possibility weeks before we actually closed. This preplanning ensured that we were ready to support students on the first day of the school closure, March 16, 2020. FUESD students were able to access meals and their grade level and Standards-Based Distance Learning Plans. Additionally, teachers immediately began reaching out to their students/families via phone calls, google meets, texts and email. The district served an average of 1200 meals per day during the early part of the school closure. The Instructional Technology department quickly developed a plan to determine families who

needed a Chromebook and/or internet. District distribution occurred the week of March 30, 2020. In total, more than 3600 Chromebooks, 70 iPads and over 100 Hotspots were distributed to our students, including a Hotspot placed in a campground on Camp Pendleton to serve a portion of our homeless population. A technology Help Desk was established for families and staff via phone, email or a form on the district website. District support was available Monday-Friday from 7:30am-4:00pm. We are proud that we were able to ensure that 97% of our families had a device and internet connectivity. The district worked throughout the summer to formulate a plan to address that last 3%, which includes a rural area that does not access the internet.

Upon the "Stay at Home" order being given on March 16, 2020, administrators and teachers began working on plans to move into a remote learning environment, considering the many barriers that our highest need students and families might encounter with distance learning. As a district, we believe that all decisions we make should be done with an equity lens in mind while considering the unique needs of our diverse student population. District staff developed weekly units of instruction that were based on grade level standards and teachers began synchronous and asynchronous instruction via Google Meet and Google Classroom. These weekly learning units of instruction were provided both digitally and in print to our families. The units included ELA, Math, ELD, with the integration of science and social studies, social emotional learning and PE. Additionally, teachers reached out to students/families weekly to maintain a social/emotional connection and to offer support or necessary resources.

Throughout the closure and into the summer, the District involved students, families, and staff in decision making and planning for the 2020-21 school year. The District had various action teams who met to prepare for a continuum of learning environments (100% Face to Face, Blended Learning, and 100% Distance Learning). These teams included parents, classified staff, teachers, administrators and community members. Additionally, a Curriculum Committee was developed which included administrators, general and special education teachers from across the district and representing all grade levels. This team responded to stakeholder (student, parent and staff) input as they made recommendations about learning platforms, new supplementary curriculum, professional development and common communication protocols and tools. The District conducted public information sessions and worked with administrators and unions to provide better clarity around expectations for students and staff during the upcoming school year.

FUESD has developed a phased in reopening plan based on the public health safety protocols and guidelines. The District's number one goal has been and will continue to be offering a quality educational program while prioritizing the health and safety of our students and staff. Reopening schools for in-person instruction creates significant challenges and requires very careful planning. FUESD is committed to bringing students back to school for in-person instruction when local conditions allow. Our school year began on August 17, 2020 and our students are participating in 100% Distance Learning. Since San Diego County has been removed from the California "Watch List", it is our plan to begin in-person instruction with a 50/50 Blended Learning model on October 5, 2020. Planning teams are currently working to ensure that our facilities are ready and protocols are in place to ensure a smooth reopening. Our goals and actions for this year, regardless of whether we are learning from home or in person, are focused on serving our unduplicated student population, addressing possible learning loss in students, educating our students with special needs, while providing a rigorous education for all students.

Stakeholder Engagement

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

FUESD used the following process for stakeholder input:

1. Developed a Needs Assessment using a variety of tools:

- a) Student Access to Technology the last two weeks of March 2020
- b) Student Distance Learning Survey (WestEd) for grades 3-8 in June, 2020 (Approximately 1800 responses)
- c) Parent Distance Learning Survey (WestEd) in English and Spanish (Approximately 800 responses)
- d) Staff Distance Learning Survey in June 2020
- e) Staff Professional Development Survey in June 2020
- f) Certificated and Classified Needs Survey in June 2020
- g) District and Site generated All Calls to parents via Infinite Campus voice messaging, text and emails in English and Spanish
- h) District generated parent letters delivered by mail in English and Spanish
- i) Intent to Enroll Parent Survey (in person versus digital learning preference) in May and September 2020
- j) School Planning Parent Survey (childcare and transportation needs) in June 2020
- k) Superintendent Presentation to Staff 2020
- l) Superintendent Parent Webinar (Spanish translation provided)
- m) Parent Engagement Committee Meeting in May and July 2020
- n) Superintendent Facilitated Districtwide Parent Engagement Focus Group in May 2020 (Spanish translation provided)
- o) 9 COVID-19 related presentations to the Governing Board (Spanish translation provided)
- p) Each school held a SSC, PTA and ELAC meeting in May of 2020 to share Distance Learning Models and solicited feedback (Spanish translation provided)
- q) District Migrant Parent Advisory Council meetings in May and August of 2020 to share Distance Learning Models and solicit feedback
- r) District DELAC meeting in September to share Distance Learning Models and solicit feedback
- s) Special Education Community Advisory Committee (CAC) meeting in May to share Distance Learning Models and solicit feedback in June 2020

2. Analyzed survey responses to determine needs of students, staff, and families as we planned for the Continuum of Learning Environments for the 2020-21 school year and developed the Learning Continuity and Attendance Plan.

3. Developed a structure by which teams, composed of administrators, staff, parents and community members, met throughout the summer to develop Reopening Action Plans that would serve as the basis for our Safe School Reopening plans and prepare for the continuum of learning environments that we might encounter during the 2020-21 school year. These teams included: Curriculum & Instruction, Technology, Human Resources, Business Services, Operations, Facilities, Transportation, Child Nutrition, Student Services, Counseling Services, Child Care, and Parent & Community Involvement.

4. Conducted meetings with bargaining units, administrators, teachers, classified staff, ELAC, and DELAC, during which participants were asked to provide questions and feedback regarding the planning for the Continuum of Learning Environments (100% Face to Face, Blended Learning and 100% Distance Learning) for the 2020-21 school year and the development of the Learning Continuity and Attendance Plan (LCP).
5. Provided a draft of the 2020 LCP on the district website for all stakeholders to review prior to all public comment meetings.
6. Advertised and conducted a public hearing to seek input on the LCP at the September 14, 2020 Governing Board meeting.
7. Adopted the LCP at the September 28, 2020 Governing Board meeting.
8. Each school site developed Safe School Reopening plans based on input from our Reopening Action Teams and California Department of Public Health (CDPH). Plans are posted on the District and Site Websites.

All communication and survey tools are provided in English and Spanish.

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

Due to the Governor's Executive Order N-33-20 for COVID-19, meetings of the Board of Education were to be held via video conferencing with Spanish translation available. To comply with Executive Order N-29-20, public meetings are made accessible telephonically or otherwise electronically to all members of the public seeking to observe the meeting and/or address the Board of Education.

Public comments are accepted via a google form on the day of the said meeting as stated on the posted agenda. The Board President acknowledges receipt of the public comments, if any, and the Clerk reads the comments aloud.

Follow up communication from public comments has been provided in a variety of formats: individual phone calls or emails to parents or staff, content added to frequently asked questions based on themes, and content to all staff notifications and parent letters.

The District has conducted various meetings via Zoom and Google Meet throughout the school closure which allowed for virtual participation and opportunities to provide feedback to help inform next steps in developing our Learning Continuity and Attendance Plan.

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

The District provided various and multiple opportunities for feedback. All feedback was reviewed in considering the school reopening plans and elements of the LCP. Stakeholder input was categorized into five broad categories:

Safety-Safety concerns were a top priority from parents and staff. Considerations were the ability to social distance, mask requirements, sanitizing and disinfecting, availability of PPE, and the overall safety of students and staff on a school site.

Student Achievement and Mitigating Learning Loss-Parents and staff expressed concern for all students including English learners, Homeless, Foster youth and Students with Disabilities. Concerns included proper assessment of learning loss, instructional materials and strategies to mitigate learning loss and the development of new instructional timelines to highlight essential standards and which standards might be taught synchronously or asynchronously.

Social Emotional Support-Parents and staff shared that there would be a need for additional social emotional support for our students as they process the effects of the pandemic, begin the new school and ultimately return to our school campuses.

Learning Options for Families-Teachers and parents expressed the need for a variety of options for teaching and learning environments. Many expressed the desire to return to in person learning as soon as possible, and others requested that an option be available for those who wished to remain in Distance Learning once the district moved to in person instruction, whether it be 100% Face to Face or a 50/50 Blended Model.

Professional Development-Parents requested additional support in the use of the Google Suite, specifically Google Classroom and Google Meet. Staff requested Professional Development in the Google Suite as well, with a focus on tools that best meet the challenge of remote teaching. Additional professional development was requested around materials and strategies that would support distance learning and provide additional support for English learners, Students with Disabilities, Homeless, Foster Youth and other student needs.

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

Stakeholder input was grouped into the categories of safety, student achievement and learning loss mitigation, social emotional learning support, learning options for families and professional development.

These categories were identified for consideration and contributed to specific actions within the LCP.

Safety

The District's Safe School Reopening Plans outline a comprehensive plan for providing personal protective equipment, personal hygiene supplies, plexiglass barriers, and various other safeguards to ensure a safe environment for students and staff when we return for in-person instruction. Funding has been allocated for temperature screening at each site and on our school buses with the use of a high tech thermometer scanner. Masks, face shields, gloves, plexiglass sneeze guards, disinfectant and disinfectant sprayers from the CDC "N" list, hand sanitizer, portable hand washing stations, and individual student desks have been purchased. Additional staffing has been hired to ensure social distancing and more frequent cleaning and sanitizing on our buses and school sites. Class sizes in grades 4-8 have been reduced to increase social distancing within the classroom.

Student Achievement and Learning Loss Mitigation

FUESD is maintaining the current level of staffing and to meet the needs of our unduplicated students, including our Bilingual School Community Support Service Assistants, English Learner Newcomer teachers, and Reading Specialists. The District has also hired additional teachers to lower class size and provide support small group instruction and maximum social distancing; four Teachers on Special

Assignment (TOSA), including one who will primarily work with Special Education teachers, have been hired to support teachers with best practices for online learning and synchronous/asynchronous instruction; and site subs have been secured and trained to support small group instruction and potential teacher absences. Additional evidence-based learning materials were purchased to support instruction and intervention such as STAR360 and Freckle, a Mathematics and English Language Arts diagnostic tool and a computer adaptive program, which will support individualized instruction at the student level in ELA, Math, Science and Social Studies.

Social Emotional Learning Support

The District will continue to fund counselors for each of our schools, the increase of 3.0 counselors will allow for a full time counselor to be assigned to each of our schools, and two counselors at Potter Junior High. Additionally, a new psychologist has been hired to support the anticipated needs of our students, both in Special Education and General Education as a result of the pandemic and school closure. School Counselors will continue to utilize and support the Second Step Social Emotional Curriculum, Steven Covey's The Leader in Me, and Kelso's Choice for students in TK-8. Additional training in the area of Trauma Informed Practices will be provided.

Learning Options for Families

The District has created a menu of learning environment options for our families. The District has lowered class sizes in grades 4-8 to allow for maximum spacing of desks and social distancing when our students are allowed to return to in-person instruction. This will be of benefit whether we are able to return to 100% Face to Face instruction or the 50/50 Blended (A/B) model. We also have created a Virtual Academy to accommodate those families who wish to remain online with distance learning throughout the 2020-21 school year. Lastly, we have redesigned our Homeschool Academy to allow for families who wish to remain online, but desire more flexibility with their schedule. The program is now 5 days a week online, has a newly purchased comprehensive curriculum (Edgenuity) and additional teachers to support the increase in student enrollment.

Professional Development

The District will continue to provide comprehensive professional development. The plan for the 2020-21 school year incorporates professional learning in all curricular and instructional areas to improve student outcomes for all students with an emphasis on high need groups such as English learners, Students with Disabilities, Homeless, and Foster Youth. Teachers were paid an hourly rate, prior to the beginning of the school year, to participate in quality professional learning in the use of Google Suite and other tools to support online instruction. Additionally, the District provided training on the new supplementary curriculum purchased as a result of the curriculum committee recommendations, STAR 360, Freckle, and Defined Learning. A series of professional development sessions were offered to support our mathematics curriculum, best practices around synchronous and asynchronous instruction and the use of Pear Deck to increase student interaction during online instruction. Lastly, additional training in the area of Trauma Informed Practices will be provided to support the social emotional needs of our students.

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.]

Instructional Model Overview

Due to the Governor's "Learning and Safe Schools Guidance," issued on July 17, 2020, we began the school year in a distance learning format beginning August 17, 2020. When San Diego County is off the watchlist and we are able to open for in-person instruction, we will closely monitor Fallbrook COVID-19 data and will plan for a two week transition period for our teachers and families to prepare for the hybrid schedule Monday through Friday with an A/B schedule. We will divide the classes into 2 sessions to reduce the number of students during the school day. Group A will attend on Monday and Wednesday, Group B will attend on Tuesday and Thursday. Fridays will be distance learning for most, with equity based small group instruction for four to six week blocks at a time. When we transition to an A/B hybrid schedule, the classroom teacher will provide direct instruction, shared and guided practice to release students for an independent (asynchronous) portion of learning to occur when students are working at home. Teachers will continue to use their learning management system, Google Classroom, to communicate clear expectations to students and support them during independent practice outside of the school day. The district developed sample hybrid schedules, and our instructional committees and curriculum partners have created hybrid remote learning plans for ELA and math to support teachers in their planning.

When the health conditions allow us to return to full in-class instruction, teachers will continue to use their learning management system as the key communication tool for families and students. In planning for in-class instruction, FUESD has hired additional teachers to lower class size in fourth through eighth grade, as well as purchased additional individual student desks and supplies. This will make the possible transition back to distance learning at any time seamless if deemed necessary.

FUESD's Learning Model Continuum and Safe School Reopening plans have taken into consideration the public health guidance and input from all stakeholders. These plans outline all procedures regarding safe campus access, hygiene practices, protective equipment, physical distancing, cleaning/disinfecting to ensure physical health and safety across our school environments (facilities and transportation).

Ensuring Equity and Eliminating Barriers

In order to anticipate equity and access barriers that students and staff may face during the 2020-21 school year, the instructional committee analyzed teacher feedback and survey results, parent technology surveys, WestEd Distance Learning Surveys for parents and students as well as the guidance from the California Department of Education (CDE) to develop our Distance Learning Model. Our Model includes distance learning schedules TK-6 and 7-8, clarified the requirements for live instruction, and best practices for the designated instructional blocks including synchronous, asynchronous, and small group breakouts, how to document attendance, monitor daily participation, and student interactions, the use of Individual Student Support Time/Office Hours, communication with families, building relationships from a

distance, social emotional learning, digital citizenship, planning, schedules, feedback, assessment, and professional learning opportunities. We have also worked on eliminating technology barriers by providing a device for every student (Chromebooks or iPads) and working with the community to provide internet at low to no-cost service to our families in need.

During the summer of 2020, teachers and paraprofessionals participated in a series of technology training supporting teachers with digital learning tools. In addition, all certificated teachers attended an Irvine Math Project training to introduce remote/blended learning instructional timelines and best practices for distance learning. Administrators and teachers were provided “The Distance Learning Playbook” (Fisher, Frey & Hattie) to begin a book study and were invited to participate in an online webinar to support the book. In addition, certificated teachers and paraprofessionals attended a 90-minute training on STAR 360 and Freckle. Our homeschool (K-8) and virtual academy (6-8) teachers were also trained in Edgenuity, our district 100% online curriculum.

To further support students with learning needs, additional teachers have been hired to support small group instruction, assessment, and expand instructional time during Student Support/Office Hour times. Additional PE assistants have been hired to lower the group size of students participating in scheduled PE classes at the Junior High. The District has also hired additional School Counselors to provide tiered social-emotional well-being support and provide guidance to staff as teachers are working to build strong relationships and create student connectedness.

Measuring Learning Loss and Tracking Progress

FUESD has a balanced assessment system, and each assessment administered is purposeful, and used to create equitable learning for all students. We are not eligible to begin school in-person on August 17th. Therefore, teachers will remotely administer the STAR 360 in English Language Arts and Mathematics diagnostic assessment as a screening tool in 1st-8th grade. All English learners will be given the “Express” in K-5th and the “Gap Finder” in 6th-8th to identify current language proficiency levels. The purpose of these diagnostics is to help teachers identify what students can do, which will allow teachers to build on student strengths as well as plan to address specific needs. This will also help teachers identify students who are at greater risk of learning loss due to the school closures, and adjust instruction accordingly. STAR 360 provides an individual performance level linked to Freckle, a computer adaptive program, which will support individualized instruction at the students level in ELA, Math, Science and Social Studies. Freckle will be part of each student’s asynchronous learning time to both mitigate learning loss and accelerate learning for students.

STAR 360 will be used as the District benchmark assessment, and will be administered three times during the 2020-21 school year, it also has a progress monitoring feature for teachers. This will allow teachers to monitor growth of students toward grade level proficiency, tailor instruction to meet individual student needs, and identify trends of mastery on grade level standards. “The Distance Learning Playbook” (Fisher, Frey & Hattie) will also be used as a resource for grade level teams to identify priority learning standards by concepts (nouns) and skills (verbs) and will use this to create learning intentions and success criteria. Using these side by side with STAR360 data will support teachers’ plans for both whole group and small group instruction to meet the needs of all learners. The recommendations from this “playbook” will be used to support instruction across our instructional continuum Distance Learning?A/B Hybrid?100% Face to Face providing the flexibility for seamless movement between the continuum as needed. With in-person instruction, teachers will be able to use the Fallbrook Common Instructional Framework, which supports intentional selection of instructional delivery models (gradual release model/direct instruction, 5 E model, etc) to support movement between synchronous and asynchronous learning.

Informal and formal ongoing assessment will support teachers with instructional decision making and feedback. Teachers will be using multiple measures to track student progress, some of these include:

- Interim Assessment Blocks and Interim Comprehensive Assessments (3-8)
- STAR 360 ELA/ Math (K-8)
- STAR 360 Early Literacy (K-2, or as needed)
- DRDP (preschool)
- Curriculum-based assessments such as FUESD/IMP Math Unit Assessments
- Express/Gap Finder for EL Proficiency Levels
- Performance Assessments in ELA and Mathematics
- Rubrics

All communication in regards to the Fallbrook Learning Model Continuum (DL, Blended Learning (hybrid), 100% Face to Face) will be translated into Spanish. The District also provides Spanish Interpreters for all public board meetings and is available as needed.

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

Description	Total Funds	Contributing
Hire 12 additional teachers to reduce class sizes for general education classes in grades 4 through 8	\$1,200,000	Yes
Provide additional custodial support (1 FTE per site)	\$560,000	No
Provide long-term substitute teachers (4 per site) through December 2020	\$550,000	Yes
Replace double student desks with single student desks for social distancing purposes	\$200,000	No
Purchase PPE (Face coverings, face shields, gloves) for staff and students; purchase additional necessary safety supplies (hand sanitizer, thermometers, signage, plexiglass barriers)	\$400,000	No

Description	Total Funds	Contributing
Provide portable sinks for hand washing, hand sanitizing stations; and additional storage containers at each site	\$100,000	No

Distance Learning Program

Continuity of Instruction

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

Prior to the COVID-19 school closure, FUESD was 1:1 Chromebooks in 3rd through 8th grade in all schools with Fallbrook Stem Academy, Mary Fay Pendleton, and San Onofre offering grades TK through 2nd grade as well. In the 2020-21 school year, we have implemented 1:1 in all grades including preschool. FUESD supports the use of Chromebooks in K-8th and iPads/or touch screen Chromebooks in PreK and TK. FUESD used Google Apps for Education as our digital platform for learning. Google Classroom is our Learning Management System (LMS) along with Google Meet as our primary application for live instruction. Teachers use other applications to support distance/remote learning and regular communication.

TK-6th grade students receive 240 instructional minutes daily, including a whole class meeting at the beginning of each day and a minimum of four instructional blocks in which grade level standards are addressed in whole group, small group or individually. Grades 7-8 are using 90 minute Block Schedules on Monday-Thursday, periods 1, 3, 5 and 2, 4, 6 meeting twice a week and all six periods meeting on Friday. Additional Parent/Student Support Office Hours are offered daily for TK-8 to connect with students and families who may need individual support or re-engagement. Teachers use Google Meet to provide whole class synchronous instruction (direct instruction or guided), as well as small group breakouts for differentiated instruction. They use video lessons, read aloud, and a variety of offerings to ensure gradual release to asynchronous instruction/independent practice time. Certificated classroom teachers and support teachers design lessons and assignments through our LMS using instructional tools such as Pear Deck, Jamboards, Flip Grid and other applications to ensure student engagement.

All students have access to a Guaranteed Viable Curriculum through the use of core curriculum to meet the grade level needs of students, as well as supplemental programs and curriculum to support differentiated learning needs. All students will be set up to access the Google Suite and the District's selected LMS. Both physical and digital learning materials will be provided to all students. Prior to the start of the school year, each school will provide student learning material bags with appropriate learning materials, such as journals, pencils, highlighters, whiteboards, white board markers, crayons, etc. Fallbrook/IMP Math books will be distributed along with assigned textbooks,

novels or required assigned learning materials. Material distributions will be done as needed based on the teachers instructional planning. Digital resources will be pushed out through the Google Classroom and/or Clever.

FUESD will continue to use our adopted materials:

English Language Arts/English Language Development - Treasures/Tesoros (TK-6) or Holt (7-8)

Mathematics - Fallbrook Math Units of Study (K-8th)

Science - Fallbrook Instructional Units using Discovery Education

Social Studies - Scott Foresman (K-5), TCI (6-8) - and supplemental materials-

Mystery Science (Science)

FOSS Kits (Science)

Lingual Learning (ELD)

Ready Common Core (ELA)

Discovery Education - Social Studies (5-8)

OverDrive-A digital reading platform linked to San Diego Public Libraries

In addition, the District offers students grade level appropriate computer adaptive programs such as Freckle, Waterford, Defined Learning, and Reading Plus to support differentiated, leveled instructional needs to accelerate and mitigate learning loss for ELA, Math, Science, and Social Studies. We also support online universal screening through STAR 360. Teachers provided supplemental digital teaching resources, such as Ready Common Core ELA Teacher Toolbox, RazzKids/Reading A to Z (PreK-2), MyOn News (newcomers), iStation Spanish, Thrively, STAR 360 to support instruction across our learning continuum (Distance Learning to 100% Face to Face). The STAR 360 suite includes diagnostic and standards mastery assessments, dyslexia screening, and CMB reading and math to identify foundational skills needed. This system will be used to support student progress monitoring as well as reports to support teachers and inform instruction. The data will be used to support personalized learning pathways to create equitable learning experiences for our students.

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.]

To ensure equity of access, every student in grades PreK - 8 is offered a Chromebook or iPad to access online curriculum resources. Families needing high-speed Internet are encouraged to sign up for free or reduced cost Internet with service providers in our community. The District provided Wi-Fi hotspots to families unable to secure reliable internet service for distance learning purposes including a Hotspot placed in a campground on Camp Pendleton to serve a portion of our homeless population. The District also provided Wi-Fi hotspots to three childcare facilities on Camp Pendleton and one in-town (Fallbrook) childcare facility so that students accessing those facilities would have access to the internet to participate in distance learning.

Parents and students may request technology support by submitting an online request via our website or by telephone.

Student Devices and Connectivity

We have implemented 1:1 in all grades for the 2020-21 school year by offering every student a device. Chromebooks are used in grades K-8 and iPads/or touch screen Chromebooks are used in PreK and TK. New students beginning after the start of the school year will be offered a device that can be checked out through the school media center. All student devices are provisioned through our Mobile Device Management solutions and the Clever application is used to give students access to the District's core curricular apps and digital tools.

Students and families were surveyed by teachers and site-level administrators at the beginning of the 2020-21 school year regarding their internet access. District personnel followed up with families who identified as having no internet access or slow/intermittent internet access. District personnel discussed options for free or reduced price internet access through local service providers or offered a no-cost W-Fi hotspot. Due to having a limited number of hotspots, priority was initially given to families with no internet access. Additional hotspots are now available and are being offered to families reporting spotty/intermittent internet.

Teacher Devices and Connectivity

All teachers are provided with a MacBook laptop and most are providing virtual instruction from their classroom utilizing the District's robust and reliable internet connection. Teachers are permitted to take their MacBook home and other classroom devices like a document camera in the event they need to provide distance learning from home. Teachers are required to have a minimum internet download speed of 100Mbps in order to teach from home.

Technical Support and Assistance

Technology support is available to parents and students Monday through Friday from 8:00am – 11:30am and 12:30pm – 3:30pm. Support is available in both English and Spanish. Technology support technicians may call families to resolve technology-related issues or may have them visit the Technology Department for in-person support. District staff and teachers continue to be supported by requesting assistance via email, phone or by submitting a ticket using the District's online work order system.

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.]

FUESD has put into place procedures for tracking daily attendance and distance learning participation. Participation will be monitored by teachers beginning with participation in synchronous "live" daily, /or individual "live" contacts, and completion of asynchronous assignments (classroom assignments turned in, paper pencil assignments such as journal entries, and white board samples) will equal time value of student work and contributes to the 240 minute instructional day. The District will use our SIS system to track both attendance and participation daily. Pupil Progress will be tracked via our universal screening and progress monitoring assessments, teacher progress reports sent home mid-trimester, and our District standards-based report cards each trimester. In addition, a monthly attendance and participation report will be used to track student participation and progress.

The District has developed a tiered Re-engagement Plan to support students struggling with participation. Tier 1 begins with the students being personally contacted by the classroom teacher and invited to participate or to discuss barriers preventing them from participating. School attendance clerks will also make daily contact with the parent or guardian of absent or non-participation students, referring multiple

absences or low participation to the administrative team. If participation does not occur, the School Counselor will support re-engagement strategies for tier 2 students. If re-engagement still does not occur following Tier 1 and 2 supports, students will be referred to tier 3 with the Student Services department beginning the SART and/or SARB process.

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.]

Annually, FUESD provides a Districtwide Professional Development Plan that is designed to be ongoing, need based, and that provides job-embedded learning through the support of instructional coaches/TOSAs. The content of these sessions was determined by the needs surveys and committee recommendations. The sessions included the use of digital tools such as core content student learning platforms, learning management systems, and the use of multimedia tools to help instruct, communicate with, assess, and support students within our learning continuum. The plan incorporates professional development hosted by district personnel, and outside vendors that specialize in the area of need. Our professional development sessions are offered remotely “live”, recorded, and small group in-person (1:1 coaching, PLCs, etc.) complying with the Safe School Reopening plans and public health and safety guidance. Our professional development experiences are designed to promote equity for our students by addressing the variety of cultures, intellectual, social emotional, and physical needs of our learners.

To prepare for the learning continuum of instruction in the 2020-21 school year, FUESD allocated three full time instructional coaches/TOSAs to support distance learning, use of technology for instruction, and provide job-embedded support through modeling, designing professional development offerings tailored to staff needs, and provide lesson design support in PLCs. An additional Special Education TOSA was hired to focus on supporting Special Education instruction/services with distance learning and the learning continuum. The District purchased for all site administrators and certificated teachers "The Distance Learning Playbook" by Fischer, Frey, and Hatti as a resource to guide distance learning instruction. A one-hour recorded webinar on the book was shared, and our TOSAs will use this book to guide PLC meetings, weekly learning and teaching tips, and design professional development experiences. In July and August, both certificated and classified were offered the opportunity to participate in Summer Technology PD. This Summer Technology was a series of thirteen ninety minute sessions focused on Google Apps for Education (GAPE) and tech tools to support synchronous/asynchronous instruction. The series provided grade level breakout opportunities to support learning approaches using technologies that are developmentally and age appropriate. In addition, all newly hired teachers participated in an Educational Services Orientation focused on the FUESD instructional framework, how it will support both synchronous and asynchronous instruction, reviewed expectations of student progress monitoring and use of District systems to provide feedback and make instructional decisions.

In August, all TK-8th grade teachers were provided four 2.5-hour FUESD/Irvine Math Project training to introduce the grade level revised distance/remote learning instructional timelines, how to identify learning loss in mathematics, best practices and instructional strategies to support distance learning in mathematics, and the use of Pear Deck to support interactive remote learning. In addition, we will be offering two 2-hour make-up sessions for new teachers and classified who were unable to attend, and two 2-hour support sessions for teachers that need more support with the learning tools. To support staff (certificated/classified instructional) the District offered two 90-minute grade level breakouts to support our universal screening and progress monitoring program: STAR 360 and our differentiated computer adaptive platform

Freckle from Renaissance Learning. We provided training for our district Homeschool Academy teachers to support the use of Edgenuity, the newly purchased online and 100% Distance Learning curriculum. Our intervention staff and classified instructional paraprofessionals (Special Education assistants, intervention technicians) also participated in a GAFE training focused on distance learning to support small group and one on one instruction. Finally, to ensure learning continuity and support for our students, when teachers may be sick or out of the classroom, the District employed site subs for each school who were also trained in GAFE and managing a digital classroom. This training was also offered to the general substitute pool. Site Subs will also support beginning of the year assessments and small group instruction mitigating COVID-19 learning loss.

As our school year continues, FUESD will offer ongoing professional development to support staff (teachers/classified instructional) with developing personalized learning pathways for our students through the use of Thrively, a strength and interest inventory, and PBL (project/problem based learning) experience through programs like Defined Learning. In addition staff will participate in a deeper dive into our assessment reporting systems, such as STAR 360/Illuminate, so we can support administration, teachers, and paraprofessionals with understanding how to identify student needs, skills, and monitor student progress to guide instructional decision making. This job-embedded experience will support teachers with a greater understanding of how to mitigate learning loss for students, including Students with Disabilities, Homeless, Foster Youth, and English learners, by first identifying needs and then using that information to design and plan meaningful, targeted instruction. Further professional development will be offered to support our Language Learners (EL/Dual), as our district will continue our partnership with SDCOE's Multilingual Education and Global Achievement Department focused on ELD: Designated/Integrated and Oracy in a distance learning environment.

Staff Roles and Responsibilities

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

Working with both of the District's bargaining units, it was agreed upon that staff in positions impacted by COVID-19, whether it is lack of in-person face to face instruction or a need to respond to Public Health guidance, may be changed to support distance learning instruction, child care (essential works/or families with greatest need, such as connectivity, nutrition, etc), and/or preparation needed for in-person return to school, such as facility improvements for safety, classroom set up changes for social distancing, or cleaning/disinfecting/sanitation.

Some certificated classroom teachers will be assigned to our Fallbrook Virtual Academy (FVA) for 100% Distance Learning to support the families that have elected to remain on distance learning all year. A certificated administrator and office clerk have been hired to support FVA families and staff, monitor instruction, and evaluate staff.

Employees working in the transportation department have been reassigned under the facilities department to prepare for the required safety elements of our school reopening plans.

Classified employees, such as playground supervisors and/or district office paraprofessionals, may be reassigned to provide direct support to students in essential child care worker programs and partnership day camps or reassigned to support departments that are experiencing high demand, such as the technology department help desk.

Other classified paraprofessionals, such as classroom assistants, may be reassigned to support students directly by providing remote small group instruction, intervention, or one on one remote assessments.

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 will be provided services and support to help them make progress toward their goals as identified in their Individualized Education Programs (IEP). Students will begin the year remotely working from home then will transition to in-person instruction when it is safe to do so. Students' instruction will model that of their general education peers, which consists of both synchronous, live interaction with teachers and service providers, and asynchronous time where students may work independently or utilize one of the district's online programs. When schools are only able to operate via a virtual or blended learning model, IEPs will be implemented to the greatest extent possible. A Temporary Learning Plan (TLP) will be developed for each student by the case manager, general education teacher and any related service providers who service the child. The TLP will outline how goals will be serviced through distance learning and how accommodations and modifications will be implemented. Plans will be shared with parents who will provide feedback and help monitor the implementation of the plan.

Students with 504 Plans will be supported by their general education teacher. Consultation in the delivery of accommodations that are needed to support each student's access to instruction and curriculum through remote learning will be provided to parents, as needed, by teachers and school counselors. A Temporary Learning Plan (TLP) will be jointly developed between the school and parent that outlines accommodations from the 504 Plan that will be implemented or modified for use during distance learning. If there is evidence of a decline in student's skills and/or a lack of progress, a 504 team meeting will be scheduled to review and/or revise the Plan and determine what additional supports, accommodations and modifications are necessary.

Support for Homeless Students and Foster Youth will be directed by our Student Services Department and our Executive Director of Pupil Personnel Services who will work with school site counselors to support foster students, as well as students experiencing homelessness. Teachers, attendance clerks, counselors and administrators receive yearly training on identifying and supporting students experiencing trauma, including homelessness and out of home placement (foster or living with other family or friends). Student Services works with the San Diego County Office of Education and local Fallbrook agencies to address any concerns or disparities for foster and homeless children. Teachers and caregivers collaborate to ensure that each student receives the resources they need including school supplies, medical resources, and transportation to school.

FUESD identified English learners (ELs) and those awaiting assessment to determine proficiency level, will receive daily English Language Development (ELD) via small group instruction provided by the classroom teacher in TK-6 and the Social Studies/ELD teacher in 7-8th. All English learners are assessed for language proficiency levels the first month of school to support instructional pathways for ELD. ELs identified at level 1 or entering level 2, in grades 3rd through 8th, who are new to the country within the last two years will be offered additional support through the District Newcomer Program led by one and a half certificated classroom teachers and two additional

intervention technicians. In addition to daily ELD instruction both designated and integrated time, EL students will be invited to participate in various intervention offerings, as needed ELA, Math, and ELD. Teachers are provided with a supplemental ELD curriculum, Lingual Learning and Educeri, to support language level proficiency instruction. FUESD also offers a dual language program K-6 and a Spanish Language pathway in 7th and 8th for those parents/students who choose this language learning support. FUESD will continue in the 2020-21 school year to support its English Learner Leadership Committee and our partnership with the San Diego County Department of Education's Multilingual Education and Global Achievement Department to provide professional development focused on Oracy and ELD through a series of virtual PDs. This Language Learner Leadership group began in 2018-19 and will focus the 2020-21 professional development for teachers on how to support our Language Learners across our continuum of learning environments: 100% Distance Learning, Blended/Hybrid Learning, and 100% Face to Face Classroom Instruction and mitigate learning loss for our ELs. Finally, the District provides Bilingual School Community Support Service Assistants to support ELs across our district with progress monitoring of EL students, providing additional EL assessments as needed, interviewing EL families of students new to the district to ensure an understanding of their unique needs, providing small group additional instruction during the asynchronous portion of a student's day, and supporting schools with home to school bilingual communication to ensure family engagement of our English learners.

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

Description	Total Funds	Contributing
Purchase chromebooks, internet hotspots, and instructional supplies for student use at home	\$850,000	Yes
Provide professional development for teachers and other appropriate staff on distance learning	\$200,000	Yes
Create Fallbrook Virtual Academy for families who desire to participate in distance learning regardless of community circumstances	\$1,000,000	Yes
Purchase software programs that support Distance Learning	\$550,000	Yes

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.]

Following the school closure in mid-March of 2020, FUESD shifted to distance learning and focused on maintenance of skills taught. Distance learning strategies included understanding how to use the Google Suite to support student learning, live instruction through Google Meet, and learning how to support students socially and emotionally during the COVID-19 pandemic. FUESD recognizes that pupil learning loss has been greatly impacted by the pandemic. As we continue into the 2020-21 school year, understanding pupil learning loss will begin with assessing all students to determine student academic levels and needs. Teachers will be identifying the essential grade level standards to focus on accelerating student learning through curriculum and instructional planning. Students will be engaged in personalized learning pathways including goal setting for ELA, ELD, and Mathematics.

Our balanced assessment system will support teachers with the data needed to target instruction and design lessons that support student personalized learning pathways. With our STAR 360 assessment program, our teachers are able to have three in-depth assessment windows along with shorter progress monitoring assessments that can be used to track student growth and progress in between. In addition, our teachers will continue to use the Express to support ELD placement. Beyond our assessment suite, teachers will continue to use the CAASPP Interim Assessment delivery system, Ready Common Core Toolbox, Illuminate, curriculum-based assessments, and teacher-created assessments. Most of these assessment tools will be done virtually or in person, when possible.

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.]

The data from these assessments will be used to support the goal of seamless transition between distance learning and in-person learning. Our teachers/staff will continue to use the 4R Protocol to analyze data results, which involves: Research, Recall, Reflect, and Respond. FUESD will continue to use our annual assessment plan to support alignment across the District. Teachers will use Illuminate, the district's student data system, to disaggregate student data and support instructional decisions. Teachers and teams will use this data to determine instructional groupings as well as determine which lessons and standards should be taught synchronously and asynchronously.

Teachers will use the District's Multi Tiered Systems of Support (MTSS) plans to address student learning loss and social emotional needs. All students will have access to newly purchased programs (STAR 360 and Freckle) that will assess and provide individual learning paths for students. These pathways may provide intervention or acceleration for mastery of standards.

The District has hired Intervention teachers and additional site substitute teachers to mitigate learning loss for students, as well as prevent future learning loss. Classroom teachers have designated time within the week to work with small groups of students to provide a double dose in the area of English language arts, English Language Development, and mathematics by providing intervention for students who are

struggling to meet the standards and need additional time. English learners (ELs) will receive daily English Language Development (ELD) via small group instruction provided by the classroom teacher in TK-6 and the Social Studies/ELD teacher in grades 7 and 8. ELs identified at level 1 or entering level 2 in grades 3-8, who are new to the country within the last two years, will be offered additional support through our district Newcomer Program led by one and a half certificated classroom teachers and two additional intervention technicians.

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.]

Effectiveness of Implemented Pupil Learning Loss Strategies

The effectiveness of these strategies and supports will be measured by formative and summative assessment data to monitor progress and determine proficiency of the content standards. Site and District leadership teams will use the Continuous Improvement 4R Protocol model to analyze data results, which involves: Research, Recall, Reflect, and Respond. All teachers were trained in this model during the 2019-20 school year. This model of continuous improvement can be used for any topic that impacts student learning. The goal is to maximize strategies that are working and abandon strategies that are not having a positive effect. The protocol allows for teachers to look at data objectively and then reflect on what factors contributed to success and/or which factors might have been absent from the instruction, and then respond by adjusting the instruction or conditions based on the findings.

Data collected from our balanced assessment system will assist in the Continuous Improvement process. Staff has been trained on how to disaggregate data by student groups and down to individual students. Lastly, teachers are able to monitor student usage and task completion of various online learning programs, using this data to adjust a student's individual learning path.

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

Description	Total Funds	Contributing
Hire 4 Teachers on Special Assignment	\$400,000	Yes
Hire 40% Intervention Teachers at each site	\$250,000	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.]

Mental Health and Social and Emotional Well-Being of Pupils

"Learning from Home Surveys" from WestEd were administered to students and parents in the Spring of 2020 to measure student and family well-being. The social emotional learning (SEL) survey helps us to analyze how students are doing with both the synchronous and asynchronous portions of distance learning and will help our site and district level teams to identify barriers interfering with student participation and act to alleviate them.

Tiered Support

To address social emotional needs, Fallbrook Union Elementary School District employs 9 full-time School Counselors which is an increase of 3 full-time from the 2019-20 school year. One additional School Psychologist has also been added to support an anticipated increase in social emotional needs. School Counselors utilize the Second Step Social Emotional Learning Curriculum, Steven Covey's The Leader in Me, and Kelso's Choice for students in transitional kindergarten through eighth grade. Preschool will continue to use the Preschool Framework to teach SEL and use the Desired Results Developmental Profile (DRDP) to measure student progress in these areas.

Tier 1

The District arranges for counseling and teaching staff to be trained in Trauma Informed Practices (TIPs). TIPs is used to mitigate the results of living in an environment that changes a person's perception of safety and threat. Students develop skills to self-soothe and self-regulate in order to be more prepared to learn. Our district-adopted SEL program, Second Step, will be implemented by all teachers in both a synchronous and asynchronous format. Students will engage in lessons teaching self-management, social awareness, self-awareness, relationship skills, and responsible decision making. These lessons will be taught throughout each week of the school year. Kelso's Choice teaches students how to distinguish minor problems from major problems and helps students to develop coping strategies and identify resources on campus who can support them to mitigate issues beyond their ability.

Tier 2

Students with Tier 2 social emotional needs are identified by teachers, parents and/or the student and are then referred to School Counselors to address individually or in small online groups for skill development. School Counselors will use American School Counseling Association (ASCA) standards and strategies to address the social emotional needs of tier two students. School Counselors will focus on the standards of Mindset and Behavior. These standards are organized into 3 broad domains; academic, career, and social-emotional development. Students make progress towards these standards by engaging in classroom lessons, activities, and/or individual small group counseling.

Tier 3

Students with Tier 3 needs are referred to community agencies including Palomar Family Counseling who have the ability to provide more critical mental health support. FUESD has many different community groups that provide therapeutic services for students and families.

Mental Health and Social and Emotional Well-Being of Staff

Just like students, we will be measuring the emotional well-being of our staff during distance learning and providing support to them based on their needs. The survey will help us identify their ability to collaborate with colleagues during distance learning. The results will help us mitigate any barriers that might be preventing them from being able to virtually collaborate with their teammates and site administrators. Our staff survey also provides us with data on the participation of their students in distance learning, and will allow site administrators and Student Services to work collaboratively with teachers to identify student obstacles and find solutions so they are actively able to participate in distance learning. All staff members and their families are eligible for the Employee Assistance Program which offers free and confidential support for emotional, family, and other personal concerns.

Professional Development

Suicide prevention training is offered by Sandy Hook Promise for all 7th and 8th graders and their parents/teachers to understand the warning signs for suicide and depression. This collaborative partnership initiated by the San Diego County Office of Education provides middle school students who are experiencing bullying access to school counseling services to develop coping and advocacy skills. Families with trauma, addiction, or dual diagnosis may also be referred for additional help. Support for students struggling with repeated behavior challenges, specific diagnosis, outside issues such as family issues, or severe emotional challenges will be referred to our Behavior Specialist who may provide a behavior support plan supported by four full-time Behavior Technicians, or School Psychologist for an Educationally Related Mental Health Services (ERMHS) assessment. Based on the results of this assessment students may be provided with additional mental health services or may be referred to outside services provided by local agencies through the Fallbrook Healthcare District. The District also partners with Palomar Family Counseling who provides parent training and therapy services to students and families throughout the year.

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.]

Regular school attendance and classroom participation is critical to student achievement and maintaining school connectedness. This is particularly important for students who are participating in distance learning and for schools who are working to meet grade level standards and address their social emotional needs. A positive home-school partnership contributes to positive attendance. All parties work to create the conditions where barriers and aversions to student engagement are removed and student achievement is increased. Schools utilize a multi-tiered approach involving teachers, school staff, school counselors, FUESD Student Services, and outside mental health agencies to support positive attendance and re-engagement.

Development and Communication of Procedures for Re-Engagement

The district curriculum and attendance team used guidance from the California Department of Education (CDE) to develop procedures for student re-engagement. These procedures are part of the District's Distance Learning plan, which was shared with all stakeholders and is posted on the front page of our district website. Site and district administrators provide training on the implementation of these re-engagement strategies.

All communication regarding pupil engagement and outreach will be translated into the District's two primary languages; English and Spanish. The District also provides translation services for other foreign languages as needed.

Tier 1: Measuring Attendance During Distance Learning

Teachers will document daily attendance using the District's Student Information System (SIS) based on student participation in synchronous and asynchronous instruction and completion of independent activities.

To measure engagement, asynchronous and synchronous lessons and activities are assigned a time value. In the SIS, teachers assign a time value for each activity, indicate whether the activity is synchronous or asynchronous, and document each student's participation and engagement in each lesson and activity for each day of the week. This allows for student engagement analysis at the district, grade, and classroom levels.

Re-engagement Strategies-Ensuring Attendance and Engagement Equity

District teachers, site administration, and district office administration have defined roles and work together to eliminate obstacles to ensure that our students are engaged and are meeting compulsory education requirements. Prior to the start of the school year teachers, site administrators and attendance clerks are trained on attendance accounting procedures to ensure equity and consistency throughout the district.

Teachers and attendance clerks verify all contact information including telephone numbers, email addresses, and mailing addresses. Parents are provided a copy of the Compulsory Education Law and teachers reinforce attendance requirements at the start of the year. Teachers also monitor student engagement daily for each activity that is assigned, synchronous and asynchronous.

School Counselors reviewed WestEd data from last Spring's Learning from Home Survey which provided information on what level and types of supports would be beneficial to support students' distance learning. School Counselors developed attendance goals from the data for their school sites identifying intentional supports and information for parents and students. Regular classroom lessons through Stephen Covey's The Leader in Me focuses students on developing positive characteristics and leadership skills to develop life-long skills that will support their academic success.

Parents and caregivers are encouraged to participate in regular parent education sessions, or access resources on the District website, on topics to support parenting and family management. If there are barriers in communicating with the family, the school will conduct a wellness

check at the pupil's residence. Throughout this process, each family's individual needs, such as language barriers; access to the Internet and technology; food and nutrition; and social, emotional, and psychological needs are considered,

Tier 2: Re-engagement Strategies

The school site Attendance Clerk contacts families who have not engaged during a school day to verify the reason for the absence. Site administration supports the Attendance Clerk when contact is not made or attendance does not improve. If students miss 60% of the instructional week and/or are not engaged in the majority of activities for an instructional day on a consistent basis, site administration works with the School Counselor to improve engagement. Additional steps to engage the parent/guardian are initiated.

School Counselors meet with students individually or within small groups to reinforce positive attendance. Through counseling sessions, they work to identify the barriers and aversions to attending and/or participating in school. They also run social skills groups to connect students with others on campus for support. If additional intervention is needed, including 1:1 therapy sessions, those cases may be referred to outside counseling or mental health services. School Counselors will also look for ways to increase student engagement through school activities and clubs virtually and on campus when allowed. Peer and adult mentors may be assigned to support regular check-ins and accountability.

The District contracts with The Boys and Girls Club (BGC) of North County who provides an Expanded Learning Program under the After School Education and Safety (ASES) grant. BGC operates six Day Camps at three of our elementary schools and our junior high school in town, as well as our two schools on Camp Pendleton Marine Base. Student participation is prioritized for those who experience connectivity issues due to their remote housing location and those whose parents are not able to support their distance learning at home. Students from our farthest area in the district are provided transportation services to and from the Day Camps. The program is designed to support their distance learning during the school day with internet access for their chromebooks and staff available to support logging into their online lessons as well as any other academic needs. After classroom lessons, students are engaged in various enrichment activities including STEM, music, art, and physical play.

Tier 3: Re-engagement Strategies

If a student continues to not respond to support, the school site may utilize additional re-engagement strategies, such as providing outside community resources and supporting family engagement with counseling and social services. If a student continues to be absent, or has limited engagement and participation, after all support resources and services have been provided to the family, the school site will conduct a Student Attendance Review Team (SART) meeting and develop a SART contract with the family. If the student violates the SART contract the student will be referred to Student Services who will make a referral to the Student Attendance Review Board (SARB) for further review and action.

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.]

During the school closures in the Spring, FUESD served an average of 1,200 children a day with breakfast and lunch. The meal service evolved during the closures, throughout the summer and into the new school year. Meal service for 2020-21 during distance learning started under the National School Lunch Program (NSLP) and the National School Breakfast Program (SBP). These programs are different from the Summer Seamless Option (SSO) which was in effect March 16th through the summer. Guidelines allowed us to serve only FUESD students breakfast and lunch for each school day (previously we could serve anyone 18 years and under and we could provide meals for weekends as well). On August 26, 2020 FUESD received approval from the California Department of Education (CDE) for all sites to participate in the Community Eligibility Provision (CEP) which allows all students to receive breakfast and lunch at no cost. Currently, FUESD is offering breakfast and lunch to all students and distributing meals at each site two days per week. On Monday FUESD provides meals for 2 days and on Wednesday FUESD provides meals for 3 days. The District is also delivering meals along 2 bus routes to students with limited ability to get to a school serving location. As FUESD plans for the return of students in a 50/50 Blended Model, the District will continue breakfast and lunch distribution for all students, under the Community Eligibility Provision. The Director of Child Nutrition Services will work directly with the principals to coordinate a safe and efficient distribution process for students who are on campus and for students who are participating in online learning.

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	Hire 3 additional counselors so that each site has its own full-time counselor	\$350,000	Yes
Mental Health and Social and Emotional Well-Being	Hire an additional psychologist	\$130,000	Yes

Section	Description	Total Funds	Contributing
School Nutrition	Additional classified support staff to assist with varying meal delivery methods	\$50,000	Yes
Pupil Engagement and Outreach	Supported "Day Camps" to provide nutrition, transportation, adult supervision to support distance learning of our highest need students (EL's, Foster Youth, Low-Income)	200,000	Yes

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
19.93%	\$8,284,696

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 Fallbrook Union Elementary School District's financial priorities and expenditures outlined in the 2020-21 Learning Continuity and Attendance Plan reflect the District's efforts to increase and improve services provided for unduplicated pupils and grounded in our belief that standards-based instruction, based on a highly effective common instructional framework, effectively taught with technology and taught by a highly qualified, well supported teacher in every classroom is essential to student learning and success, whether we are 100% Distance Learning, Blended 50/50 Model or 100% Face to Face Instruction. We are improving services for English learners, Low Income, Foster Youth and Homeless Youth through targeted programs as well as districtwide efforts and actions. Because approximately two thirds of the students enrolled in FUESD are counted as unduplicated, all planning and expenditures are aligned and in support of these

populations. District programs and services are targeted at improving the educational experience for all students in FUESD and are principally directed toward and are effective in meeting the needs of Low Income, English learners and Foster Youth. The decided upon programs and services were determined necessary for our targeted subgroups and would be different without these student populations. Several of the actions in the LCP were provided in the 2019-20 school year and will continue in 2020-21 due to the effectiveness of the intervention and actions. However, as a result of stakeholder input and anticipated learning loss due to the COVID-19 school closures, there was a need to modify and/or add some programs/services. These changes are outlined in our 2020-21 Learning Continuity and Attendance Plan and specifically targeted our unduplicated students and students with exceptional needs.

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

FUESD recognizes that the unduplicated count pupils were disproportionately impacted by the school closures and may start the year with significant deficit in learning. Supplemental funds are allocated districtwide and principally directed towards meeting the needs of unduplicated student groups. The funds are targeted to support low income, foster youth and English learner populations and the actions developed by the district are specifically designed to provide increased support for Homeless Students, Foster Youth, low income and English learners by providing resources needed including staffing, materials, supplies, and transportation services if needed to allow for continuity in schooling. Three additional school site counselors and an additional full time psychologist were hired to support foster students, as well as students experiencing homelessness and low income students who may have experienced trauma due to COVID-19 and/or the school closure. Teachers, attendance clerks, counselors and administrators in addition to the annual training on identifying and supporting students experiencing trauma, including homelessness and out of home placement (foster or living with other family or friends), will receive additional training in trauma informed practices and how to support students with these unique needs. While in a distance learning model, FUESD will support the partnership with the Boys and Girls Club sponsored "day camps" to meet the needs of our Foster Youth, English learner, and low-income students that are in need of supervision, internet connectivity and nutrition during the work day. Additionally, Chromebooks and Hotspots were provided for students in need of a device and/or internet connectivity, including our unduplicated students.

Instructional Coaches/TOSAs were hired to provide job-embedded coaching to support teachers with best practices around assessment and on line instructional strategies to mitigate learning loss for our unduplicated students. School library technicians' work has been redirected to support and provide small group instruction focused on mitigating learning loss for these specialized groups and additional site subs provided at each site will be used to focus on the instructional needs of our specialized populations (FY, EL, SED). Additional, certificated teachers were hired to lower class size in grades fourth through eighth allowing teachers smaller class size benefiting differentiated instruction and learning focused on students individual strengths and interests through programs like Defined Learning. Diagnostic assessments (STAR 360) allow teachers to identify specific gaps in understanding which is an essential component to meeting the needs of unduplicated pupils. Access to this data and information targets the specific needs of the student and allows the teacher to differentiate instruction specific to students' individual needs and effectively monitor progress throughout the school year.

FUESD has increased/improved services to English learners (ELs) by providing additional teacher support at the beginning of the year to assess all English learners' language proficiency levels within the first month of school to support instructional pathways for ELD. ELs identified at level 1 or entering level 2, in grades 3rd through 8th, who are new to the country within the last two years will be offered additional support through the District Newcomer Program led by one and a half certificated classroom teachers, support from site subs, and

two additional intervention technicians. Teachers were provided with an additional ELD Supplemental material, Educeri, to support digital/remote learning language level proficiency instruction. FUESD offered a 100% distance learning opportunity (Fallbrook Virtual Academy) for our families who preferred to stay virtual all year. This school's enrollment represents about 10% of our district population and has a high concentration of EL students and students with disabilities. FUESD also offers a dual language program K-6 and a Spanish Language pathway in 7th and 8th for those parents/students who choose this language learning support. FUESD will continue in the 2020-21 school year to support its English Learner Leadership Committee and our partnership with the San Diego County Department of Education's Multilingual Education and Global Achievement Department to provide professional development focused on Oracy and ELD through a series of virtual PDs. This Language Learner Leadership group began in 2018-19 and will focus the 2020-21 professional development for teachers on how to support our Language Learners across our continuum of learning environments: 100% Distance Learning, Blended/Hybrid Learning, and 100% Face to Face Classroom Instruction and mitigate learning loss for our ELs. Finally, the District provides Bilingual School Community Support Service Assistants to support ELs across our district with progress monitoring of EL students, providing additional EL assessments as needed, interviewing EL families of students new to the district to ensure an understanding of their unique needs, providing small group additional instruction during the asynchronous portion of a student's day, and supporting schools with home to school bilingual communication to ensure family engagement of our English learners.