

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.]

Fresno County has been impacted through the closure of businesses and schools, and, for many, loss of income and employment. As in other counties throughout California, residents have been advised to stay home when possible, and practice social distancing and wear face coverings. Although all students and families in Fresno County have been impacted by the COVID-19 crisis, the district's English Learners, Low-Income, Foster Youth, learners with unique needs and students experiencing homelessness have been most vulnerable to economic, academic, social and emotional trauma.

In addition to providing support and fiscal guidance to the districts of Fresno County, FCSS includes a Court Schools division that operates Court and Community school programs. The mission of the Court and Community Schools is to assess students' educational needs; provide educational opportunities for all students which strive to develop positive self-esteem, academic skills, practical life and social skills; and provide relevant career technical education, assist students in completing their high school education, and/or in transitioning to other appropriate educational programs. Approximately 75% of Court and Community School students are enrolled for fewer than 69 school days.

Each site in the Fresno County Superintendent of Schools' Court Schools Division faces different challenges in addressing the needs of its students. The Alice M. Worsley school at the Juvenile Justice Campus' students complete schoolwork under Probation supervision, guided by Court School teachers' distance learning instruction. DNA Court School students complete coursework in the DN Associates' group home residences.. Violet Heintz Education Academy's students remain, and complete schoolwork, in their homes throughout Fresno County. Student meals are provided by the schools in their communities and districts of residency, and at school for students attending one-to-one sessions with their teacher. Meals for Worsley and DNA students are provided by their custodial agencies.

To further enable the Court Schools Division's ability to provide services to students during the evolving COVID-19 crisis, it created Reopening Plans for the Alice M. Worsley School at the Juvenile Justice Campus and DNA Court School; and the Violet Heintz Education

Academy, Project Hope and Delma Graves Adult School. FCSS identified four stages during the reopening plan, with Stage 1 being distance learning only, and Stage 4 being a return to general operations.

Stage 1: Keeping Essential Workers Safe

Stage 2: Modified Program

Stage 3: Modified Program with In-Class Instruction

Stage 4: Return to Normal Operations

Stakeholder Engagement

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

Staff and stakeholder groups included teachers; classified staff; administration; students; parents; custodial agencies; Fresno County Probation; Fresno County Mental Health; other support agencies; the DELAC and DAC; FCSS Bargaining Unit members; and the Juvenile Justice Commission.

Stakeholder engagement for the Learning Continuity and Attendance Plan began in July, 2020. A survey, available in students' home languages, was mailed and emailed to students, families and stakeholders, with physical copies provided at the Alice M. Worsley School at the Juvenile Justice Campus and Violet Heintz Education Academy during orientation. Four parent and stakeholder meetings were held, with translation services available. Participation options included telephone, Zoom or in-person, with social distancing, masks and all other safety measures provided. Staff surveys were emailed to classified staff, teachers and administration, and input was discussed at back to school meetings. Certificated and classified bargaining units and union members were provided the survey and discussion at staff meetings. The DELAC and DAC reviewed the LCP and were given the opportunity of providing feedback as well.

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

Access to the County Board Public Hearing and Approval meetings were facilitated by allowing written responses in the home language, phone communication, remote meeting access, and in-person presence with social distancing, masks and other safety measures in place.

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

Students have expressed that FCSS' distance learning program has allowed them to progress at their own pace, and that they feel well-informed by their teachers. Others mentioned the difficulty in gaining access to the curriculum when their internet devices were not functioning properly. Some noted the feeling of isolation that comes from the lack of physical contact with peers, staff and teachers. In addition, many students mentioned the importance of daily support from their teachers for academic help.

Parents and stakeholders have noted that they appreciate being informed of changes to delivery of instruction and other areas of concern during the COVID-19 crisis. They also desired awards and positive reinforcement for students with good attendance and learning participation.

Staff and local bargaining unit members noted the difficulty of maintaining connection with distance learning, though Zoom, Teams and Google Classroom were becoming more comfortable and useful in that regard. They requested continued staff development in the areas of online engagement, and the ability to track and support students with poor attendance or participation. Staff also expressed concern with students' social and emotional health.

The DELAC and DAC expressed the need to maintain additional communication and support to families and parents of Foster Youth and students experiencing homelessness.

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

Student concern that their internet devices were not always functioning properly is addressed in the distance learning offerings section. The LEA will make weekly inquiries into proper device operation, or a student's need for a device if theirs no longer functioned. Stakeholders and parents will remain informed by regular written, email, and phone communication from each school. Students and staff also mentioned the need for daily communication with their teachers, which is reflected in the Distance Learning Program and FCSS will continue to regularly check and support students and staff emotional health and provide support via Teams, phone or home visits, as noted in the Distance Learning Program. Staff expressed a desire for continued staff development in the areas of remote learning so that students could remain engaged, and a means of identifying and supporting students with less attendance and participation. Staff development will continue, as noted in the Distance Learning Program and In-Person Learning Program. Tiered systems of support, as noted in the Engagement and Pupil Learning Loss mitigation sections will be instituted by the district and at each school. To address parent and stakeholder desire for positive reinforcement for student attendance and engagement, school sites will continue to maintain its PBIS teams as noted in the Pupil Engagement and Outreach section. DELAC and DAC members expressed the need to provide additional support and communication to parents of Foster youth and students experiencing homelessness, which is noted in the Pupil Learning Loss Strategies section.

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 noted above, the LEA developed a four tier system in order to allow for varying levels of in-person and distance learning, depending on the status of Fresno County and COVID-19. Fresno County currently remains on the COVID-19 county watch list. In-person instruction takes place during Stages 3 and 4, as described below.

Alice M. Worsley School at the Juvenile Justice Campus

The Alice M. Worsley Court School provides comprehensive educational services for students who are under the custodial care of the Fresno County Probation Department at the Juvenile Justice Campus. The school is in session year round. Enrollment at Alice M. Worsley School varies for each student as determined by the adjudication process of the juvenile courts.

STAGE 3

Students will report to classrooms for a combination of in-class live instruction with their teachers coupled with extended learning in their living units five days per school week. The combination of live synchronous/asynchronous instruction will at minimum be 240 minutes per day in accordance with the California Department of Education's Learning Continuity Plan required under SB98. Classroom size will not exceed nine students in order to maintain six feet of distance from one desk to the next. Classrooms will be assigned by students' living unit/household to prevent interaction or mingling of students from other households.

Should local authorities determine a need to temporarily suspend student movement from housing units to classrooms, school staff will continue to provide weekly student learning portfolios and remote teaching will be determined by the status of the campus. Assessments will be provided via Illuminate and through weekly checks by teachers. The data will be analyzed on a weekly basis by teachers and administration in order to guide instruction. Fresno City College and AW administration will continue to collaborate regarding the students in the current dual enrollment course. The FCC professor will modify instruction to be provided through written assignments. The distribution and collection of portfolios follows the same process as the general education process, whereby Probation continues to support. Prior to the school closure, identified dual enrollment courses and dates were scheduled for the 2020-2021 school year. FCC and AW administration will identify supports for continuing with the plan.

Teachers will teach from assigned home rooms in a semi-departmentalized manner. The beginning of the teachers' instructional day will begin in their homeroom for the block and then will move to another assigned classroom for the remainder of the instructional day. Teachers, juvenile correctional officers will wear masks (teachers choosing to also wear a face shield with an attached drape may pick one up in the school office). Students will wear their masks as issued to them in their housing units/households, and extra masks will be made available for

students in the classroom. This may change as current conditions and orders allow. In addition, mobile plexiglass desk shields will be available for classroom teachers as an extra layer of protection. Meals will be provided by the custodial agency, Fresno County Probation.

STAGE 4

Return to normal operations with continued instruction on good hygiene, which includes a full day of face to face instruction and normal class sizes.

DNA Court School

The DNA Court School provides instructional services to group home students with DN Associates as the custodial agency. The students are typically enrolled for one to two semesters. Students with IEPs receive RSP instruction, academic counseling and support from a Central Unified School District RSP teacher and school psychologist. General instruction, including students with Section 504 and SST Plans receive whole-class, small group and individual support, provided by two Court School teachers. Emotional and mental health needs are met by DN Associates staff and programming. All transportation and school meals are provided by DN Associates, the custodial agency.

STAGE 3

Learning will include the weekly student learning portfolios and online instruction as STAGE 2, with 240 minutes of a combination of synchronous and asynchronous instruction. The combination of live synchronous/asynchronous instruction will at minimum be 240 minutes per day in accordance with the California Department of Education's Learning Continuity Plan required under SB98. Classroom size will not exceed nine students in order to maintain six feet of distance from one desk to the next. Classrooms will be assigned by students' group home to prevent interaction or mingling of students from other homes.

In addition to in-class learning, students will attend online classes using the Google Classroom suite, with whole-class, small group and individual support. Group home staff will provide transportation for individual and small groups of students to campus to receive additional academic support in person with teaching staff. Assessments will be provided via Illuminate and through weekly checks by teachers. The data will be analyzed on a weekly basis by teachers, the DN Associates staff, Central Unified School District staff, and administration in order to guide instruction. Meals will be provided by the custodial agency, DN Associates.

STAGE 4

Return to normal operations with continued instruction on good hygiene, which includes a full day of face to face instruction and normal class sizes.

Violet Heintz Education Academy and Project Hope

The Violet Heintz Education Academy (VHEA) and Project Hope are Fresno County's educational program for expelled and probation/court referred youth. VHEA's approach is a treatment-oriented program among Fresno County Superintendent of School (FCSS), Fresno County

Probation, Fresno City Police Department, FCSS All 4 Youth, substance abuse programs, and other collaborative partners. The school program provides educational programming for students who are court-ordered, probation-referred, on formal or informal probation, or who have been expelled from district schools. Students are provided with an educational program tailored to meet their individual academic learning level and behavioral needs. Students are typically enrolled for one to two semesters with the goal of transitioning back to their school of origin, college and/or career.

STAGE 3

VHEA will commence with socially distanced classrooms of 6-8 students. Parents/Students will be contacted and informed they can come to school and receive their work with individual appointments, and may attend classes with 6-8 students. They may also spend time with teacher going over assignments and receiving additional support. All meetings and classroom sessions will be conducted under the FCSS COVID-19 guidelines which are as follows:

- Social distancing (staying at least six feet away from others)
- Wearing a facial covering
- Good respiratory etiquette
- Hand hygiene
- Frequent cleaning and disinfecting of surfaces

Online Classes and Independent Study will continue to be offered should parents and students not feel comfortable coming into class to receive work at their weekly assigned meeting time, or to attend class session with 6-8 students. Again, times will be scheduled for students to meet with teachers for instruction through Google Meets (An application similar to Microsoft Teams and Zoom). Assessments will be provided via Illuminate and through weekly checks by teachers. The data will be analyzed on a monthly basis by teachers and administration in order to guide instruction.

Equity for all students is ensured by issuing a wireless hotspot and Chromebook for access to remote teaching. For students not wishing to use online learning, instructional packets and textbooks will be provided.

Academic support and advocacy services will continue to be provided to Foster Youth and their families in collaboration with FCSS, VHEA school staff, Probation Department staff, supporting agencies, and receiving school districts. Services for our Foster and Homeless youth include: access to a school issued laptop, counseling support, academic advising, school psychologist counseling, and when students return to their district of residence referrals for services for students in need of nutrition, housing, medical, and transportation needs will be made by our youth liaison.

All FCSS school staff continue to implement and monitor individualized services for all students, including learners with special needs. Individualized Education Plans (IEP), Section 504 and Student Success Team (SST) plans are maintained and evaluated through weekly portfolio assignments. This includes curriculum-based activities that have been scaffolded to meet individual student needs. IEP, 504 and SST meetings continue to be held remotely in order to discuss planning and implementation of current and new plans for students, and RSP teachers will provide additional support beyond that offered by general education teachers.

English Learners will receive individual support by Cross-Cultural, Language and Academic Development (CLAD) teachers in order to continue English language acquisition. Instructional and support staff monitor enrollment rosters and communicate needs with assigned staff for review, implementation and monitoring of services.

Fresno County Superintendent of Schools (FCSS) Curriculum and Instruction (C&I) coaches, Visual and Performing Arts (VAPA) and Instructional Technology coaches will provide professional learning and coaching in the areas of Instructional Technology, Visual and Performing Arts, English Language Arts/English Language Development, Math, and Science for teachers and school site administrators. Through this training teachers and students will strengthen their ability to utilize online resources that are individualized at the student level and can be jointly viewed by teachers. Social Emotional Learning (SEL) strategies and building student engagement in a remote learning environment will be integrated into this training and shared with staff at the weekly professional learning communities.

School meals will be provided through district of residence school sites, and provided onsite for students attending in-person instruction. VHEA/Project Hope will provide list of available options.

Staff will use a variety of strategies to re-engage students including weekly phone calls, letters home, offering changes to appointment schedule, services via telephone or by remote Microsoft Office TEAMS to offer counseling for mental health, substance abuse, anger management, and check-in for emotional support.

STAGE 4

Return to normal operations with continued instruction on good hygiene which includes a full day of face to face instruction and normal class sizes.

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

Description	Total Funds	Contributing
The LEA will purchase and utilize all personal protective equipment and other classroom materials in order to create a safe space for in-person instruction during COVID-19, in addition to maintaining facilities in good repair.	\$243,762	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.]

As noted above, the LEA developed a four tier system in order to allow for varying levels of in-person and distance learning, depending on the status of Fresno County and COVID-19. The Distance Learning Program takes place during Stages 1 and 2. If the COVID-19 crisis requires shifts between in-person and distance learning models, the LEA will ensure that the curriculum will continue to be utilized, as will the rigor of instruction. Fresno County currently remains on the COVID-19 county watch list.

Alice M. Worsley School at the Juvenile Justice Campus

STAGE 1

Students during this phase remain in their living units should local authorities determine a need to temporarily suspend student movement from living units to classrooms. In this instance, instruction will take place via individual student portfolios as Internet is not accessible in the living units. The PD will schedule a 240-minute instructional day between the hours of 8:00 AM-12:20 PM for students to complete their work. Teachers will enhance the portfolios and provide support to their students with phone check-ins. Weekly engagement records will be maintained by teachers noting how much synchronous or asynchronous instruction and support students have received. Instructional minutes shall be certified by the teacher and will be based on the time value of the assignments. Assessments will be provided via Illuminate and through weekly checks by teachers. The data will be analyzed on a monthly basis by teachers and administration in order to guide instruction.

The portfolios for students in need of specialized academic instruction in accordance with an Individualized Education Plan, 504 Plan services, and English Language Development will be modified by the applicable teacher and school staff. Special Education teachers will work in coordination with the general education teacher to modify instruction to meet the needs of their students. Special education teachers will also work with their students via phone check-ups in this stage. IEP meetings will continue with families and students via phone calls or when possible by video conferencing with Microsoft TEAMS. Academic support and advocacy services will continue to be provided to Foster Youth and their families in collaboration with FCSS, Worsley school staff, PD staff, supporting agencies, and receiving school districts. Fresno City College and AW administration will continue to collaborate regarding the students in the current dual enrollment course. The FCC professor will modify instruction to be provided through written assignments. The distribution and collection of portfolios follows the same process as the general education process, whereby Probation continues to support. Prior to the school closure, identified dual enrollment courses and dates were scheduled for the 2020-2021 school year. FCC and AW administration will identify supports for continuing with the plan.

For students who are eligible for special education, if instruction or services, or both, cannot be provided to the student either at the school or in person for more than 10 school days due to emergency conditions caused as provided by law, the IEP will be implemented by the

alternative means of distance learning. State and local public health orders and guidance will be taken into account in determining how the IEP will be implemented via distance learning during the emergency conditions. "Distance learning" means instruction in which the student and instructor are in different locations, and may include, but is not limited to, interaction, instruction, and check-ins between teachers and students through the use of a computer or communications technology (video/audio), and/or the use of print materials and assignments with oral or written feedback. It is the intent of the LEA to continue to implement each student's IEP despite needing different means or methodologies to implement it during distance learning. Total IEP and instructional minutes per day may be reduced due to the reduced required instructional minutes as described in SB98. By way of specific example of how this will work, students served through the Fresno County Superintendent of Schools' Special Day Classrooms will be provided with a continuity of instruction by daily live instruction, daily pre-recorded lessons, and weekly consultations with families. In addition to the specialized academic instruction, students will receive instruction consistent with the services on their Individualized Education Program (IEP) as described in a Distance Learning Plan and/or emergency conditions section of the IEP. Related Service providers will provide services as outlined in IEP through a distance learning model or in-person instruction. The curricula used will be consistent with the core curriculum that students receive during in-class instruction or with the alternative curriculum outlined in the students' IEP. English Learners receive individual support by Cross-Cultural, Language and Academic Development (CLAD) teachers in order to continue English language acquisition, with progress closely monitored and analyzed on a weekly basis by teachers and administrators in order to guide their individualized and small group instruction. Instructional and support staff monitor enrollment rosters and communicate needs with assigned staff for review, implementation and monitoring of services.

Distance learning at this stage will include the preparation and delivery of weekly student learning portfolios. The portfolios will be prepared by teachers who will work in accordance with assigned, staggered schedules and locations to ensure health and safety. The school conference room and Commitment Library have been designated as work stations in compliance with social distancing measures for the creating/receiving of the instructional portfolios.

The school office, work stations, staff lounge, common use areas have been labeled with posters identifying off-limit areas, hand hygiene, respiratory etiquette, social distancing (including six feet of distance from one seat or work station to the next), and mask wearing requirements to encourage behaviors that reduce the spread of COVID-19. In addition, work stations in the office will be outfitted with FCSS Facilities-approved partitions where applicable.

School staff and PD administration will continue to collaborate on the weekly collection and distribution of the portfolios from the school office to the housing units by PD identified personnel and schedule of daily phone calls to students in their living units.

STAGE 2

Distance Learning will include the weekly student learning portfolio process outlined in STAGE 1 and will be enhanced with distance teaching by the teacher using Microsoft Teams for daily live interaction with their students. A combination of synchronous and asynchronous instruction will be made available to students daily.

Daily and weekly engagement records will be maintained by teachers noting how much synchronous or asynchronous instruction students have received. Instructional minutes shall be certified by the teacher and based on the time value of the assignments.

The portfolios for students in need of specialized academic instruction in accordance with an Individualized Education Plan, 504 Plan services, and English Language Development will be modified by the applicable teacher and school staff. Special education teachers will work in coordination with the general education teacher to modify instruction to meet the needs of their students. Special education teachers will also touch base with their students via phone check-ins in this stage. IEP meetings will continue with families and students via phone calls or when possible by video conferencing with Microsoft TEAMS or in person one-to-one for assessment. Academic support and advocacy services will continue to be provided to Foster Youth and their families in collaboration with FCSS, Worsley school staff, PD staff and supporting agencies, and receiving school districts. Assessments will be provided via Illuminate and through weekly checks by teachers. The data will be analyzed on a weekly basis by teachers and administration in order to guide instruction. On a weekly basis, school staff will check to ensure that student devices and internet access are working properly.

All LEA school staff continue to implement and monitor individualized services for all students, including learners with special needs. Individualized Education Plans (IEP), Section 504 and Student Success Team (SST) plans are maintained and evaluated through weekly portfolio assignments. This includes curriculum-based activities that have been scaffolded to meet individual student needs. IEP, 504 and SST meetings continue to be held remotely in order to discuss planning and implementation of current and new plans for students. English Learners receive individual support by Cross-Cultural, Language and Academic Development (CLAD) teachers in order to continue English language acquisition. Instructional and support staff monitor enrollment rosters and communicate needs with assigned staff for review, implementation and monitoring of services.

Students will report to classrooms for distance teaching with the teacher in accordance with PD's standard practice of being escorted by a juvenile correctional officer. Classroom size will not exceed fourteen students. Classrooms will be assigned by students' living unit/household to prevent interaction or mingling of students from other households.

Should local authorities determine a need to temporarily suspend student movement from living units to classrooms, school staff will continue to provide weekly student learning portfolios outlined in stage 1.

DNA Court School

STAGE 1

Distance learning at this stage will include the preparation and delivery of weekly student learning portfolios. The portfolios will be prepared by teachers who will work in accordance with assigned, staggered schedules includes working from the assigned classroom while students reside in their group homes. Teachers will enhance the portfolios and support to their students with phone check-ups. Assessments will be provided via Illuminate and through weekly checks by teachers. The data will be analyzed on a monthly basis by teachers and administration in order to guide instruction.

Weekly engagement records will be maintained by teachers noting how much synchronous or asynchronous instruction students have received. Instructional minutes shall be certified by the teacher and based on the time value of the assignments. The portfolios for students in need of specialized academic instruction in accordance with an Individualized Education Plan, 504 plan services, English Language Development will be modified by the applicable teacher and school staff. Special education teacher will work in coordination with the general

education teacher to modify instruction to meet the needs of their students. Special education teachers will also touch base with their students via phone check-ups in this stage. IEP meetings will continue with families, group home staff, and students via phone calls or when possible by video conferencing with Microsoft TEAMS.

All LEA school staff continue to implement and monitor individualized services for all students, including learners with special needs. Individualized Education Plans (IEP), Section 504 and Student Success Team (SST) plans are maintained and evaluated through weekly portfolio assignments. This includes curriculum-based activities that have been scaffolded to meet individual student needs. IEP, 504 and SST meetings continue to be held remotely in order to discuss planning and implementation of current and new plans for students. English Learners receive individual support by Cross-Cultural, Language and Academic Development (CLAD) teachers in order to continue English language acquisition. Instructional and support staff monitor enrollment rosters and communicate needs with assigned staff for review, implementation and monitoring of services. On a weekly basis, school staff will check to ensure that student devices and Internet access are working properly.

STAGE 2

Distance Learning will include the weekly student learning portfolio process as STAGE 1 and will be enhanced with virtual teaching by the teacher using Microsoft Teams, CyberHigh, Google Classroom and Google Meetings. All students have been issued a Chromebook from the school to support virtual teaching in their group homes. Teachers will enhance the portfolios and support to their students with phone check-ups and remote sessions. Assessments will be provided via Illuminate and through weekly checks by teachers. The data will be analyzed on a monthly basis by teachers and administration in order to guide instruction. On a weekly basis, school staff will check to ensure that student devices and Internet access are working properly.

Daily engagement records will be maintained by teachers noting how much synchronous or asynchronous instruction students have received. Instructional minutes shall be certified by the teacher and based on the time value of the assignments.

The portfolios for students in need of specialized academic instruction in accordance with an Individualized Education Plan, 504 plan services, English Language Development will be modified by the applicable teacher and school staff. Special education teacher will work in coordination with the general education teacher to modify instruction to meet the needs of their students. Special education teachers will also touch base with their students via phone check-ups and remotely using remote platforms previously listed. IEP meetings will continue with families, group home staff, and students via phone calls or when possible by video conferencing with Microsoft TEAMS.

All FCSS school staff continue to implement and monitor individualized services for all students, including learners with special needs. Individualized Education Plans (IEP), Section 504 and Student Success Team (SST) plans are maintained and evaluated through weekly portfolio assignments. This includes curriculum-based activities that have been scaffolded to meet individual student needs. IEP, 504 and SST meetings continue to be held remotely in order to discuss planning and implementation of current and new plans for students. English Learners receive individual support by Cross-Cultural, Language and Academic Development (CLAD) teachers in order to continue English language acquisition. Instructional and support staff monitor enrollment rosters and communicate needs with assigned staff for review, implementation and monitoring of services. Social/emotional wellness of students will be evaluated with collaboration between DNA group

home staff and FCSS teachers, in addition to support from Central Unified school psychologists and RSP teachers. DNA group home administration will maintain therapeutic services and communication with FCSS staff.

Violet Heintz Education Academy and Project Hope

STAGE 1

Online Independent Study Classes will be offered with times scheduled for students to meet with teachers for instruction through Google Meets (An application similar to Microsoft Teams and Zoom). Students will have appointments set up with their teacher for 9:00-11:30 AM scheduling and 12:30-3:00 PM scheduling. Grades 7, 8, 9, and 11 will be scheduled in the morning while grades 10 and 12 will have appointments in the afternoon. Schedules were planned using the numbers of students in each grade we are expecting to attend VHEA. Assessments will be provided via Illuminate and through weekly checks by teachers. The data will be analyzed on a monthly basis by teachers and administration in order to guide instruction. On a weekly basis, school staff will check to ensure that student devices and Internet access are working properly.

Equity for all students will be ensured by providing all students with Internet hotspots and Chromebook for access to remote teaching. In addition, academic support and advocacy services will continue to be provided to Foster Youth and their families in collaboration with FCSS, VHEA school staff, Probation Department staff, supporting agencies, and receiving school districts. Services for our Foster and Homeless youth include: access to a school issued laptop, counseling support, academic advising, school psychologist counseling, and when students return to their district of residence referrals for services for students in need of nutrition, housing, medical, and transportation needs will be made by our youth liaison.

All FCSS school staff continue to implement and monitor individualized services for all students, including learners with special needs. Individualized Education Plans (IEP), Section 504 and Student Success Team (SST) plans are maintained and evaluated through weekly portfolio assignments. This includes curriculum-based activities that have been scaffolded to meet individual student needs. IEP, 504 and SST meetings continue to be held remotely in order to discuss planning and implementation of current and new plans for students, and RSP teachers will provide additional support beyond that offered by general education teachers.

English Learners receive individual support by Cross-Cultural, Language and Academic Development (CLAD) teachers in order to continue English language acquisition. Instructional and support staff monitor enrollment rosters and communicate needs with assigned staff for review, implementation and monitoring of services.

Fresno County Superintendent of Schools (FCSS) Curriculum and Instruction (C&I) coaches, Visual and Performing Arts (VAPA) and Instructional Technology coaches will provide professional learning and coaching in the areas of Instructional Technology, Visual and Performing Arts, English Language Arts/English Language Development, Math, and Science for teachers and school site administrators. Through this training teachers and students will strengthen their ability to utilize online resources that are individualized at the student level and can be jointly viewed by teachers. Social Emotional Learning (SEL) strategies and building student engagement in a remote learning environment will be integrated into this training and shared with staff at the weekly professional learning communities.

School meals will be provided through district school sites, and at VHEA during one-to-one sessions with teachers. VHEA/Project Hope will provide list of available options.

Staff will use a variety of strategies to re-engage students including weekly phone calls, letters home, offering changes to appointment schedule, services via telephone or by remote Microsoft TEAMS to offer counseling for mental health, substance abuse, anger management, and check-in for emotional support.

STAGE 2

Individual appointment with teachers for in class instruction with option for continued distance learning and Independent Study. Parents/Students will be contacted and informed they can come to school and receive their work with individual appointments. They may also spend time with their teacher going over assignments and receiving additional support. All meetings will be conducted under the FCSS COVID-19 guidelines which are as follows:

- Social distancing (staying at least six feet away from others)
- Wearing a facial covering
- Good respiratory etiquette
- Hand hygiene
- Frequent cleaning and disinfecting of surfaces

Check In procedures will include staff taking temperatures daily of all staff and students. In addition, all staff and students will be asked if they are feverish, have chills, shortness of breath or a new/worsening cough. All will be asked if they have been in close contact with anyone diagnosed with COVID-19, or have been outside of the country in the past 14 days.

Online Classes will continue to be offered should parents and students not feel comfortable coming into class to receive work at their weekly assigned meeting time. Again, times will be scheduled for students to meet with teachers for instruction through Google Meets (An application similar to Microsoft Teams and Zoom). Assessments will be provided via Illuminate and through weekly checks by teachers. The data will be analyzed on a monthly basis by teachers and administration in order to guide instruction.

Equity for all students ensured by issuing a wireless hotspot and Chromebook for access to remote teaching. For students not wishing to use online learning, instructional packets and textbooks will be provided. On a weekly basis, school staff will check to ensure that student devices and Internet access are working properly.

Academic support and advocacy services will continue to be provided to Foster Youth and their families in collaboration with FCSS, VHEA school staff, Probation Department staff, supporting agencies, and receiving school districts. Services for our Foster and Homeless youth include: access to a school issued laptop, counseling support, academic advising, school psychologist counseling, and when students return to their district of residence referrals for services for students in need of nutrition, housing, medical, and transportation needs will be made by our youth liaison.

All FCSS school staff continue to implement and monitor individualized services for all students, including learners with special needs. Individualized Education Plans (IEP), Section 504 and Student Success Team (SST) plans are maintained and evaluated through weekly portfolio assignments. This includes curriculum-based activities that have been scaffolded to meet individual student needs. IEP, 504 and SST meetings continue to be held remotely in order to discuss planning and implementation of current and new plans for students, and RSP teachers will provide additional support beyond that offered by general education teachers.

English Learners will receive individual support by Cross-Cultural, Language and Academic Development (CLAD) teachers in order to continue English language acquisition. Instructional and support staff monitor enrollment rosters and communicate needs with assigned staff for review, implementation and monitoring of services.

Fresno County Superintendent of Schools (FCSS) Curriculum and Instruction (C&I) coaches, Visual and Performing Arts (VAPA) and Instructional Technology coaches will provide professional learning and coaching in the areas of Instructional Technology, Visual and Performing Arts, English Language Arts/English Language Development, Math, and Science for teachers and school site administrators. Through this training teachers and students will strengthen their ability to utilize online resources that are individualized at the student level and can be jointly viewed by teachers. Social Emotional Learning (SEL) strategies and building student engagement in a remote learning environment will be integrated into this training and shared with staff at the weekly professional learning communities.

School meals will be provided through district school sites, and onsite for students attending weekly one-on-one support sessions with their teacher. VHEA/Project Hope will provide list of available options.

Staff will use a variety of strategies to re-engage students including weekly phone calls, letters home, offering changes to appointment schedule, services via telephone or by remote Microsoft Office TEAMS to offer counseling for mental health, substance abuse, anger management, and check-in for emotional support.

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.]

At Alice M. Worsley School at the Juvenile Justice Campus, staff will collaborate with Fresno County Probation, the students' custodial agency, to provide laptops for online assignments and learning portfolios. DNA Court School staff will provide the DN Associates residential group homes with laptops sufficient for each student, in addition to learning portfolios. The group home acquired tablets in order to maintain student access to the Internet in case a student's Chromebook requires maintenance. The Violet Heintz Education Academy will contact students and families by home visits, phone calls and weekly mailers to identify students in need of laptops and/or wifi hotspots. Those identified will be provided with a Chromebook and a wifi hotspot. On a weekly basis, school staff will check to ensure that student devices and Internet access are working properly, and will arrange to provide a replacement device within 24 hours.

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.]

In order to accurately measure student progress, teachers will expect daily participation on the behalf of all students, and their attendance and participation will be monitored daily. Instruction will include online lessons using Microsoft Teams, Zoom and Google Classroom, daily assignments, and individual and small group meetings. These will be equivalent to 240 instructional minutes daily. For students with absences, the district will utilize a tiered system of phone calls, emails, remote meetings, home visits and written communication in order to mitigate learning loss. Regular communication from each school will be maintained for all students and families, in order to promote continued collaboration between schools and home during the COVID-19 crisis, and so parents may be informed with updated lists of community resources available to them and their child.

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.]

Fresno County Superintendent of Schools (FCSS) Curriculum and Instruction (C&I) coaches, Visual and Performing Arts (VAPA) and Instructional Technology coaches will provide professional learning and coaching in the areas of Instructional Technology, Visual and Performing Arts, English Language Arts/English Language Development, Math, and Science for teachers and school site administrators. They will also support teachers in the use of Google Classroom, Microsoft Teams, Zoom and CyberHigh for the delivery of online instruction.

These professional development opportunities will train teachers and students, strengthening their ability to utilize online resources that are individualized at the student level and can be jointly viewed by teachers. Social Emotional Learning (SEL) strategies and building student engagement in a remote learning environment will be integrated into this training and shared with staff at the weekly professional learning communities. Ongoing Trauma Informed Care and Positive Behavior Intervention and Supports training will continue, with adaptations for distance learning and in-person instruction and outreach.

The FCSS Distance Learning Academy will provide over 50 specialized sessions for staff in the areas of engaging online instruction, English Language Development via distance learning, serving students with disabilities and unique needs, providing equity in instructional design, and best practices for distance learning. Further professional development through the Foster Youth Services department will include meeting the needs of Foster Youth, students experiencing homelessness.

Staff Roles and Responsibilities

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

FCSS staff members have adopted new roles and responsibilities as a result of the COVID-19 crisis. Notably, teachers have been unable to teach in a classroom setting since Fresno County adopted Shelter in Place procedures in March, 2020. As a result, teachers have been providing instruction through distance learning. This will include daily online instruction with all students, and the maintenance of attendance and participation logs, in addition to regular communication with administration in regards to students with absences. Their professional

development will facilitate their ability to deliver instruction, provide social/emotional support, and meet the needs of students with IEPs, English Learners, Foster Youth, and students experiencing homelessness. Teachers on Special Assignment will support their peers in the delivery of online instruction, and will assist in maintaining contact with students and families with unique needs, low attendance, or other areas of need.

Administration will support teachers with distance learning practices, identify appropriate areas of staff development, maintain regular check-in meetings regarding student progress and areas of need, and communicate with families in need of aid for attendance, academics and social/emotional support. Guidance Learning Specialists will provide high level outreach to students and families remotely, and, if needed, via home visitations. In addition, weekly meetings with staff will allow for feedback to continue between classroom teachers and support staff.

All FCSS personnel will continue to collaborate closely with partners in regards to the well-being of the LEA's students. These partnerships include Fresno County Mental Health, FCSS All For Youth, CenCal Mentors, Fresno County Probation, Wellpath, Mental Health Systems Inc, Boys and Girls Club, DN Associates, Promesa, and other local health-care agencies and community-based programs, with updated information provided with parents and stakeholders via phone calls, letters home in the home language, and remote meetings using Zoom and Microsoft Teams.

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.]

All FCSS school staff will continue to implement and monitor individualized services for all students, including learners with special needs. Individualized Education Plans (IEP), Section 504 and Student Success Team (SST) plans are maintained and evaluated through weekly portfolio assignments, online instruction and individual meetings utilizing Microsoft Teams, Zoom and Google Classroom. This includes curriculum-based activities that have been scaffolded to meet individual student needs. IEP, 504 and SST meetings continue to be held remotely in order to discuss planning and implementation of current and new plans for students. In addition, RSP teachers will remotely attend whole-class, small group and individual instructional sessions to provide aid for students with unique needs.

English Learner students will receive individual support by Cross-Cultural, Language and Academic Development (CLAD) teachers and bilingual paraprofessionals, in order to continue English language acquisition. Instructional and support staff monitor enrollment rosters and communicate needs with assigned staff for review, implementation and monitoring of services. All teachers will continue to utilize SDAIE strategies and scaffolding in order to deliver instruction to English Learner students, so they can access the curriculum in a manner equitable to English only speakers.

Foster students, and students experiencing homelessness, will be identified upon initial enrollment through the Student Data Sheet which requests information regarding housing status from parents. This information is reviewed by the Foster/Homeless liaison. If necessary, the liaison will follow up with the parent/guardian for additional information including the Housing Survey Form.

If the student is identified as Foster or experiencing homelessness, the registrar will be informed and the information entered into Aeries. If the liaison, registrar or any school staff becomes aware of a change in the student's status, and if that change is verified, Aeries will be updated accordingly. The liaison will administer an informal housing survey at least once each semester in order to identify any changes in housing status following initial enrollment.

During distance learning, students will have access to a Chromebook and Internet hotspot, provided by the district. They will also have access to counseling services remotely (teleconference/Zoom) with district provided mentors, school psychologists, and school counselors (GLS). Referrals for services (nutrition, housing, medical, etc.) will continue to be made by the foster/homeless liaison. Transportation (FAX bus fare) will be provided if students need to report to the school site, and academic advising will be provided by the school counselor (GLS) via tele-conference or Zoom.

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

Description	Total Funds	Contributing
The unduplicated student population has some of the lowest rates of academic growth, and is vulnerable during the COVID-19 crisis. To address their needs, the LEA will continue to purchase, upgrade, replace technology to provide access to 21st century skills and prepare for Smarter Balance; replace outdated technology equipment; provide technical, coaching and software support for technology integration into the classroom. This will increase academic growth rates for the unduplicated student population during the COVID-19 crisis.	\$251,331	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.]

The LEA's Court School division will maintain, during distance and in-person learning, its highly individualized academic program in order to closely monitor each student's progress and mitigate learning loss.

2019-2020 School Year and Summer School

The Guidance Learning Specialists, Teachers on Special Assignment and Administration continued to collaborate weekly with classroom teachers in order to evaluate all subjects, including English Language Arts and Mathematics data and determine individual students in danger of learning loss. In order to mitigate learning loss, teachers continued to utilize the core curriculum and worked with their students using online instruction and individualized portfolios, with attention paid to those students falling behind, not attending learning sessions, or not completing work. FCSS coaches supported teachers with strategies to increase student engagement and pupil learning loss mitigation. Assessments were completed using weekly projects, CyberHigh and Illuminate. For students demonstrating learning loss, contact was made with students and parents via Zoom, Microsoft Teams, and Google Classroom, with additional support through 1/1 meetings.

English Language Development continued with teachers using SDAIE strategies, and with bilingual instructors and paraprofessionals providing individualized support during regular teaching sessions and individualized 1/1 meetings, using the core curriculum to mitigate learning loss due to the switch between in-person and distance learning. In addition, FCSS coaches provided teachers with online English Language Development resources and activities. The Guidance Learning Specialists, Teachers on Special Assignment and administration met with teachers on a weekly basis to identify English Learners experiencing learning loss, and offer additional support for the students, families and parents online, over the phone, or during home visits.

2020-2021 School Year

The Guidance Learning Specialists, Teachers on Special Assignment and Administration will continue to collaborate weekly with classroom teachers in order to evaluate all subjects, including English Language Arts and Mathematics data and determine individual students in danger of learning loss. In order to mitigate learning loss, teachers will continue to utilize the core curriculum and worked with their students using online instruction and individualized portfolios, with attention paid to those students falling behind, not attending learning sessions, or not completing work. Further support from FCSS coaches will allow teachers to engage in teaching strategies that facilitate participation and student engagement, in addition to methods that are effective in reaching out to and helping students compensate for learning loss. Assessments will be completed using weekly projects, CyberHigh and Illuminate. For students demonstrating learning loss, contact will be made with students and parents via Zoom, Microsoft Teams, and Google Classroom, with additional support through 1/1 meetings.

English Language Development continued with teachers using SDAIE strategies, and with bilingual instructors and paraprofessionals providing individualized support during regular teaching sessions and individualized 1/1 meetings, using the core curriculum to mitigate learning loss due to the switch between in-person and distance learning. In addition, FCSS coaches provided teachers with online English Language Development resources and activities. The Guidance Learning Specialists, Teachers on Special Assignment and administration met with teachers on a weekly basis to identify English Learners experiencing learning loss, and offer additional support for the students, families and parents online, over the phone, or during home visits.

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 FCSS staff will continue to deliver a highly individualized program for enrolled students, during in-person and distance learning. In addition, the district recognizes that English Learners, Low-Income, Foster Youth, and students experiencing homelessness, and those with exceptional needs are particularly vulnerable to learning loss due to the COVID-19 crisis.

English Learners will benefit from their teachers using SDAIE strategies, and with bilingual instructors and paraprofessionals providing individualized support during regular teaching sessions and individualized 1/1 meetings, using the core curriculum to mitigate learning loss due to the switch between in-person and distance learning. In addition, FCSS coaches provided teachers with online English Language Development resources and activities. The Guidance Learning Specialists, Teachers on Special Assignment and administration met with teachers on a weekly basis to identify English Learners experiencing learning loss, and offer additional support for the students, families and parents online, over the phone, or during home visits.

All students are identified as Low-Income due to their eligibility for free or reduced meals. They will benefit from their teachers, staff and administration collaborating to identify students in most danger of learning loss. In order to mitigate this, teachers will continue to utilize the core curriculum and worked with their students using online instruction and individualized portfolios, with attention paid to those students falling behind, not attending or participating in learning sessions, or not completing work. Further support from FCSS coaches will allow teachers to engage in teaching strategies that facilitate participation and student engagement, in addition to methods that are effective in reaching out to and helping students compensate for learning loss. Assessments will be completed using weekly projects, CyberHigh and Illuminate. For students demonstrating learning loss, contact will be made with students and parents via Zoom, Microsoft Teams, and Google Classroom, with additional support through 1/1 meetings.

Foster Youth and students experiencing homelessness are particularly vulnerable to learning loss due to fluctuating access to communication with their teachers and access to Internet access and devices necessary for distance learning. Foster students, and students experiencing homelessness, will be identified upon initial enrollment through the Student Data Sheet which requests information regarding housing status from parents. This information is reviewed by the Foster/Homeless liaison. If necessary, the liaison will follow up with the parent/guardian for additional information including the Housing Survey Form.

If the student is identified as Foster or experiencing homelessness, the registrar will be informed and the information entered into Aeries. If the liaison, registrar or any school staff becomes aware of a change in the student's status, and if that change is verified, Aeries will be updated accordingly. The liaison will administer an informal housing survey at least once each semester in order to identify any changes in housing status following initial enrollment. During distance learning, students will have access to a Chromebook and Internet hotspot, provided by the district. They will also have access to counseling services remotely (teleconference/Zoom) with district provided mentors, school psychologists, and school counselors (GLS). Referrals for services (nutrition, housing, medical, etc.) will continue to be made by the foster/homeless liaison. Transportation (FAX bus fare) will be provided if students need to report to the school site, and academic advising will be provided by the school counselor (GLS) via tele-conference or Zoom.

Students with exceptional needs will be provided with full access to the curriculum. All FCSS school staff will continue to implement and monitor individualized services for all students, including learners with special needs. Individualized Education Plans (IEP), Section 504 and Student Success Team (SST) plans will be maintained and evaluated through weekly portfolio and online assignments. This includes curriculum-based activities that have been scaffolded to meet individual student needs, and 1/1 meetings with an RSP teacher. RSP teachers will also attend regular classroom sessions to facilitate student access to the curriculum. IEP, 504 and SST meetings continue to be held by phone or online in order to discuss planning and implementation of current and new plans for students.

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.]

On a weekly and monthly basis, FCSS staff will analyze data from teacher gradebooks and student progress reports, in addition to data from Illuminate, and attendance and engagement information from AERIES. This data will be utilized to identify students experiencing learning loss and track progress over time. It will also be used to guide instruction for individual students, small groups and whole class learning sessions. C&I coaches will work with teachers and administration to aid in analyzing data and making appropriate changes to the instructional program.

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

Description	Total Funds	Contributing
The unduplicated student population has some of the lowest rates of academic growth, and is particularly vulnerable during the COVID-19 crisis. To address their needs, the LEA will fund mobile tech support to repair Internet Hotspot and computer devices. This will increase academic growth rates for the unduplicated student population during the COVID-19 crisis.	\$15,215	Yes
The unduplicated student population has some of the lowest rates of academic growth, and is particularly vulnerable during the COVID-19 crisis. To address their needs, the LEA will purchase wireless hotspots to allow access to the curriculum during distance learning. This will increase academic growth rates for the unduplicated student population during the COVID-19 crisis.	\$2,520	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.]

School psychologists, Fresno County Mental Health and All 4 Youth will continue to provide tele-health and counseling support, in addition to support from Fresno County Probation, Wellpath, Mental Health Systems Inc, Boys and Girls Club, Focus Forward, Sierra Education and Research Institute, a Clinical School Social Worker from Fresno Unified School District and others. During distance learning, students will have access to a Chromebook and internet hotspot, provided by the district. They will also have access to counseling services remotely (teleconference/Zoom) with district provided mentors, school psychologists, and school counselors (GLS). Referrals for services (nutrition, housing, medical, etc.) will continue to be made by the foster/homeless liaison. Transportation (FAX bus fare) will be provided if students need to report to the school site, and academic advising will be provided by the school counselor (GLS) via tele-conference or Zoom. CenCal Mentors provide additional support remote meetings and by phone.

Each site's PBIS team, including school psychologists, will meet weekly to address the needs of students and identify those potentially in need of a higher level of care and support. Administration will meet weekly with staff to discuss not only students' emotional health, but will check on individual teachers, office and administration's well-being.

FCSS' Curriculum and Instruction department will provide staff development in regards to addressing student and staff social/emotional health. The Human Resources department and administration will continue to communicate with staff in regards to self-care and social/emotional health resources. This will include suicide prevention, trauma-informed practices, mental health aid, and more. Trainings will be offered online when necessary.

The district will continue to work with community-based resources to identify and provide information about services to students, families and staff.

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.]

Student engagement and participation is essential to success in a traditional in-person school setting, as well as during Distance Learning. The following tiered re-engagement strategies have been developed to help teachers and related service providers reach out to families, case managers and/or school/program administration to ensure multiple opportunities are provided to reinforce positive and productive engagement, as well as re-engage students in their learning should there be a series of absences and/or disengagement.

Tier 1: Student attending regularly

Person(s) Responsible:

Teacher

Para-educator

Related Service Providers

Teachers on Special Assignment

Guidance Learning Specialist

Actions:

- Positive recognition/rewards for students
- Reinforce positive with parents and/or custodial agencies and commend
- Send U.S mail to reinforce

Tier 2: Single day absence

Person(s) Responsible:

Teacher

Para-educator

Related Service Providers

Teachers on Special Assignment

Guidance Learning Specialist

Actions:

- Person responsible contacts the student and parent/guardian through their preferred mode of communication and let them know that the student was missed during the day's activities; remind them of the next day's schedule of activities; offer to help/set up additional 1:1 time.
- Ask what areas of support the student and family need.

Tier 3: Consecutive absences (student is absent from instruction for 2 consecutive days)

Person(s) Responsible:

Teacher

Para-educator

Related Service Providers

Teachers on Special Assignment

Guidance Learning Specialist

Principal

Actions:

- Person responsible contacts the student and parent/guardian to check-in/identify reasons for absences; see if they need to change their schedule time and/or are in need of technical support to access online learning; verify contact information and preferred mode of communication; offer additional 1:1 support.
- Consider updating/adjusting Distance Learning Plan/Independent Study plan to address student/family needs.
- Teacher contacts related service providers to check on level of communication and engagement they are getting from families.
- Teacher consults with fellow teachers for best ways to engage students and family
- Teacher notifies Principal of absences

Tier 4: Student is absent from instruction for 3 consecutive days or more than 3 days per week

Person(s) Responsible:

Teacher

Para-educator

Related Service Providers

Teachers on Special Assignment

Guidance Learning Specialist

Principal

Actions:

- Principal works with students, parents and/or custodial agencies to create solutions to attendance barriers; offer additional 1:1 support
- Consider adjusting Distance Learning Plan/Independent Study plan
- When student attends, provide highly preferred reinforcement(s)
- Principal notifies FCSS supervisor

Chronic Absences: Student is absent for instruction more than 3 days per week for consecutive weeks

Person(s) Responsible:

Teacher

Para-educator

Related Service Providers

Teachers on Special Assignment

Guidance Learning Specialist

Principal

CCS Executive Director

Actions:

- Teacher notifies Principal of student absences and reasons provided by family

- Principal works with parents to create solutions to attendance barriers
- Principal notifies FCSS supervisor
- Schedule an IEP, 504 or SST meeting with students to more formally address attendance/student engagement.
- Consider initiating SARB process with student district of residence

Teachers will provide online instruction to all students, on a daily basis, with lessons and activities designed to increase student participation and engagement. In addition, students will have weekly meetings with their teachers to check on progress and participation. Site administration will provide additional support, and school psychologists, guidance learning specialists, and teachers on special assignment will also aid students and families via phone calls for students needing additional re-engagement in school. School sites will continue to send correspondence to parents and families, in their home languages, with information about community resources, school programming, and information about their student's progress. In addition, each site's PBIS teams will provide positive reinforcement for students with high levels of attendance and engagement.

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.]

As a COE, FCSS's efforts to ensure their students' access to nutrition differs from mainstream districts. The Alice M. Worsley school at the Juvenile Justice Campus will collaborate with Fresno County Probation, the students' custodial agency, which provides meals for all students at the campus. DNA Court School will work with DN Associates, the students' custodial agency, which provides meals for all students at their group home facilities. Violet Heintz Education Academy will inform parents by mail, in their home languages, of meal distribution locations in their communities and school districts of residence, and will provide breakfast and lunch to students attending stage 3 and 4 in-person instruction.

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

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	The unduplicated student population has some of the lowest attendance rates, and is vulnerable during the COVID-19 crisis. To address their needs, the LEA will provide mentoring services to include prevention/intervention, increase attendance, career preparedness, after school programming and transition services. This will support the social/emotional well-being of students, resulting in creased engagement in class and positive interpersonal skills, in addition to an increase in school attendance for the unduplicated student population during the COVID-19 crisis.	\$147,572	Yes
Mental Health and Social and Emotional Well-Being	The unduplicated student population has some of the highest rates of social/emotional needs and concerns, and these may be exacerbated during the COVID-19 crisis. To address their needs, the LEA will employ school psychologists, nurse and transition support staff to support student's social/emotional needs, transcript analysis, transition services as they exit school program and transition to other educational programs. This will support the social/emotional well-being of students, resulting in creased engagement in class and positive interpersonal skills, in addition to an increase in school attendance for the unduplicated student population during the COVID-19 crisis.	\$496,018	Yes
N/A	The unduplicated student population has some of the highest rates of social/emotional needs, particularly during the COVID-19 crisis. To address their needs, the LEA will continue positive behavioral systems support implementation, provide staff to implement and provide program support of PBIS, train staff in trauma informed care practices and with coaching to support implementation; and provide incentives for positive student outcomes. This will address the social/emotional needs of the unduplicated student population during the COVID-19 crisis.	\$228,583	Yes

Section	Description	Total Funds	Contributing
N/A	The unduplicated student population has some of the lowest rates of academic growth, and they are particularly vulnerable during the COVID-19 crisis. To address their needs, the LEA will continue to provide professional development for California Standards implementation and curriculum support, integration of technology in classrooms; contract with curriculum and instruction experts to provide professional development and coaching in curriculum implementation; English Language Development curriculum implementation and classroom instruction support; Arts Integration; coaching to support student engagement strategies and literacy across the curriculum; and substitute teacher costs. This will increase academic growth rates for the unduplicated student population during the COVID-19 crisis.	\$320,000	Yes
N/A	The English Learner student population has some of the lowest rates of academic growth, and may be vulnerable during the COVID-19 crisis. To address their needs, the LEA will provide intervention support for identified intermediate, early advanced, and advanced EL students; and intervention support for strategic learners. This will increase academic growth rates for the unduplicated student population during the COVID-19 crisis.	\$115,233	Yes
N/A	The LEA will provide school communications to parents of regular and Special Education students in the home language; provide bilingual services for parent meetings, including IEPs during the COVID-19 crisis.	\$97,625	No
N/A	The unduplicated student population has some of the lowest rates of parent/advocate involvement, which may be exacerbated during the COVID-19 crisis. To address their	\$28,713	Yes

Section	Description	Total Funds	Contributing
	needs, the LEA will provide online parenting classes, SSC/ELAC meetings and other regularly scheduled parent-school engagement meetings; PTA outreach. This will increase the parent/advocate involvement rate for the unduplicated student population during the COVID-19 crisis.		
Stakeholder Engagement	The unduplicated student population has some of the lowest rates of parent/advocate involvement, which may be exacerbated during the COVID-19 crisis. To address their needs, the LEA will provide bilingual services for parents; materials and supplies for all parent/advocate members of ELAC/DELAC councils. This will increase the parent/advocate involvement rate for the unduplicated student population during the COVID-19 crisis.	\$36,943	Yes
N/A	The LEA will order state/locally approved California standards aligned curriculum for core subjects including English Language Development curriculum, and supplemental materials to support California standards integrated with English Language Development standards, in addition to their online resources for remote teaching. The LEA will also purchase on-line courses to support the core program and offer a selection of A-G course opportunities, advanced placement, and credit recovery during the COVID-19 crisis.	\$166,094	No
N/A	The LEA will retain/hire appropriately credentialed teachers for all core courses as positions become available, for in-person and distance learning; hire special education teachers to support students with unique needs; maintain clerical support for school operations; substitute teacher costs; administration costs; breakfast/lunch program during the COVID-19 crisis.	\$4,594,187	No

Section	Description	Total Funds	Contributing
N/A	The unduplicated student population has some of the lowest academic growth rates, and they are uniquely vulnerable during the COVID-19 crisis. To address their needs, the LEA will retain/hire appropriately credentialed teachers for all elective courses as positions become available, for remote and in-person teaching; paraeducator costs; summer school costs. This will increase academic growth rates for the unduplicated student population during the COVID-19 crisis.	\$1,295,642	Yes
N/A	The LEA will continue to coordinate services with FCSS Foster Youth Services Coordinating Program; provide transition support among agencies and schools; sustain staff to assist in the development of education plans for Foster Youth and students experiencing homelessness during the COVID-19 crisis.	\$444,458	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
6.06%	\$1,567,360

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.]

Using the calculation tool provided by the state, the Fresno County Superintendent of Schools has calculated that it will receive \$1,567,360 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). The supporting details of these actions and expenditures are specific to each service being provided in the plan. Each group's specific needs are addressed and located in this plan and other plans, if indicated. These actions are increased or improved beyond actions provided as part of our base program for all students and are carefully designed to serve our most at-risk population of English learners, low-income, and foster youth, who were of primary concern and consideration in their development. Each "contributing" action is designed intentionally to support the identified group(s) needs in order to close equity and achievement/performance gaps and accelerate learning. All services identified as "contributing" to increased or improved services focus on opportunities to serve our foster youth, English learners, and/or low-income students as identified by a thorough needs assessment that included a careful analysis of data and meaningful input from our stakeholder groups. Identified below are all "contributing" actions that are listed or referenced in this plan.

To address the attendance and social/emotional needs of the unduplicated student population, the LEA will:

- *Provide mentoring services to include prevention/intervention, increase attendance, career preparedness, after school programming and transition services.

Schoolwide: VHEA

Non-personnel

\$147,572

From 2019-2020 FCSS LCAP

- *Provide school psychologists, nurse and transition support staff to support student's social/emotional needs, transcript analysis, transition services as they exit school program and transition to other educational programs.

LEA-wide

Personnel

\$496,018

From 2019-2020 FCSS LCAP.

- *Provide positive behavioral systems support implementation, provide staff to implement and provide program support of PBIS, train staff in trauma informed care practices and with coaching to support implementation; and provide incentives for positive student outcomes.

LEA-wide

Personnel

\$228,583

From 2019-2020 FCSS LCAP

*Provide online and parenting classes and home services, SSC/ELAC meetings and other regularly scheduled parent-school engagement meetings; PTA outreach. This will increase the parent/advocate involvement rate for the unduplicated student population during the COVID-19 crisis.

LEA-wide

Non-personnel

\$28,713

From 2019-2020 FCSS LCAP

*Provide bilingual services for parents; materials and supplies for all parent/advocate members of ELAC/DELAC councils.

LEA-wide

Non-Personnel

\$36,943

From 2019-2020 FCSS LCAP

To address the academic needs of the unduplicated student population, the LEA will:

*Provide wireless hotspots to allow access to the curriculum during distance learning

Schoolwide: VHEA

Non-personnel

\$2,520.

From FCSS fiscal documentation

*Purchase, upgrade, replace technology to provide access to 21st century skills and prepare for Smarter Balance; replace outdated technology equipment; provide technical, coaching and software support for technology integration into the classroom

LEA-wide

Non-personnel

\$251,331

From 2019-2020 FCSS LCAP

*Provide professional development for California Standards online and in-person instruction, implementation and curriculum support, integration of technology in classrooms; contract with curriculum and instruction experts to provide professional development and coaching in curriculum implementation; English Language Development curriculum implementation and classroom instruction support; Arts Integration; coaching to support student engagement strategies and literacy across the curriculum

LEA-wide

Non-personnel

\$320,000

From 2019-2020 FCSS LCAP

*Provide intervention support for identified intermediate, early advanced, and advanced EL students; and intervention support for strategic learners

LEA-wide

Personnel

\$115,233

From 2019-2020 FCSS LCAP.

*Retain/hire appropriately credentialed teachers for all elective courses as positions become available, for remote and in-person teaching; and paraeducator costs

LEA-wide

Personnel

\$1,295,642.

From 2019-2020 FCSS LCAP.

*Provide mobile tech support to repair internet hotspot and computer devices.

LEA-wide

Personnel and Non-personnel

\$15,215

From FCSS fiscal documentation

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

The services described or referenced above in this plan as “contributing” are all principally directed toward our unduplicated student population and designed to help the Fresno County Superintendent of Schools balance the needs of all stakeholders, including educators, parents, students and community members, while streamlining meaningful stakeholder engagement and considering several preexisting plans. These services in this plan and other plans, if indicated, were developed specifically to be effective in meeting the pandemic-related educational needs of English learners, low income and foster students. Each service referenced in this plan that is marked as “contributing” contains the required justification of how that service first considered the needs of foster youth, English learners, and low-income students and how these actions are effective in meeting their needs. These actions are targeted toward foster youth, English learners, and low-income students and may be provided on a school-wide or districtwide basis in order increase their efficiency of delivery and effectiveness, particularly as 100% of students are unduplicated.

In addition to the services referenced above in this plan as "contributing", the LEA also provides a contract with Fresno County Probation; transportation costs; a contract with the FCSS Truancy Intervention Program; Career Technical Education courses; funding for extended learning sessions; purchasing and replacement of student instructional technology; staffing for transition support and transcript analysis, including for expelled youth. These services are referenced in the Fresno County Superintendent of Schools 2019-2020 LCAP.

The percentage to increase or improve services has been calculated at 6.06% using the dollar amount of \$1,567,360. By expending all of the allocated supplemental and concentration funds on actions principally directed toward our unduplicated students, the district has increased or improved services to unduplicated students by at least the percentage calculated above as compared to the services provided for all students. Therefore, our district has demonstrated that it has met the minimum proportionality percentage by expending \$2,937,770 on actions and/or services principally directed towards the unduplicated student population as explained in detail in every “contributing” service in this plan.