

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.]

In the midst of a global pandemic, Fowler Unified School District (FUSD) has been a beacon of stability in its community, as the District worked diligently to minimize the impact of school closures on students and families. The manner in which the District responded in the Spring of 2020 is summarized below. These processes have had an impact that will last beyond the school closures. They have helped the District establish connections with its stakeholders and the community that provide a foundation for community input and staff innovations that will inform the Learning Continuity and Attendance Plan.

As soon as the initial school closure was announced, the District's focus was immediately placed on providing an equitable education for all students and ensuring children were being fed breakfast and lunch through the meal program. Fowler Unified was quick to implement a well-designed plan to ensure learning of new content continued for all students through the platform of distance learning. Every student enrolled in an FUSD school in grades TK through 12 were given core instructional materials, a Chromebook, and internet access in efforts to minimize learning gaps. Teachers received ongoing training and support on how to use technology tools to maximize instructional effectiveness and focused their efforts on unduplicated student populations. Using the tool Google Classroom, each Fowler Unified teacher created and posted multiple standards-based instructional videos weekly and assigned students' work that correlated with those videos. In addition, each teacher held office hours daily for two hours to further support student learning. Special Education case managers and related service providers documented data on student goals and objectives, contact dates/times with students/families and service activities delivered.

Teams of administrators worked tirelessly to support students and families by communicating often and directing families in need to available resources. Fowler Unified created a website for parents that included distance learning policy information, technology support, and contact information. District administration held parent webinars throughout the school closures to disseminate information, built parent knowledge of what can be done at home to support learning, and offered opportunities for the community to pose questions and have them answered through Zoom meetings. Because the protocols used for informing families worked very well, those were the foundation for the 2020-21 school year distribution. Counseling and mental health services were provided to students, using virtual tools such as Google Meets. Social-

emotional learning activities were provided to students and families to do asynchronously at home, including, but not limited to, creating routines, managing stress and anxiety, and how to talk with children about COVID-19.

The District's efforts focused on equity and access, even through the distance learning format. School and district leaders ensured that English learners, foster youth, and low-income students had Chromebooks and internet access. Students in these unduplicated pupil groups were given priority when the District distributed hotspot internet boxes, and every effort was made to connect students to their teachers in the online platform. In addition to digital tools, students also had access to adopted core materials through textbooks or consumables. English learners, 21.7% of Fowler students, continued to receive instruction in both designated and integrated English language development. Teachers held face-to-face office hours daily to meet specifically with English learners and provided designated ELD instruction by utilizing District adopted curriculum. Integrated ELD was incorporated into core subjects as teachers provided scaffolds and supports for English learners. Foster youth, 0.7% of the FUSD student population, were supported by teachers and school administrators to ensure learning continued, and provided support so students could overcome barriers. In Fowler Unified, 77.5% of the student population falls into the socioeconomically disadvantaged classification. Administrators, in conjunction with teachers, worked to make sure that students in this group were engaging in distance learning and offered additional support when needed. Fowler Unified has continued to support students in the unduplicated student populations to ensure they are participating in distance learning, gaining new content knowledge, and are growing academically.

These efforts supported continued connections between staff and the at-risk students whom they serve. However, the District recognized the need for additional online materials that better supported student engagement, accelerated learning, and English language development and will purchase those to help mitigate learning loss.

Weeks before school closures went into effect, Fowler Unified began developing a comprehensive distance learning plan. This enabled the District to quickly implement once the decision was made to close the doors at school sites. The last day of in-person classes was on March 16, 2020, and students were sent home with adopted core curriculum materials and Chromebooks; students were taught how to use various online tools to prepare them to learn from home. On March 17, teachers were supported with technology training and prepared lessons to be delivered in this new format. The first day of distance learning instruction began on March 18, which limited loss of instruction. It became clear that staff members varied across a broad spectrum in their comfort and fluency with delivering instruction through distance learning. Consequently, supports were specific to staff members to support those varied needs, a method that proved effective for the staff, and that will be continued in this plan.

Every FUSD teacher utilized Google Classroom as a vehicle for instruction, making it easier on students and families to access materials and assignments. Each week, all teachers created multiple videos of themselves teaching new concepts with attention to State Standards. Assignments correlated with the instructional videos were pushed out through Classroom and each teacher held virtual office hours for two hours per day, Monday-Friday, to support student learning.

All stakeholders were offered support in various ways to meet the goals of distance learning. Families found resources at a website that was dedicated specifically to distance learning, parent webinars were hosted by leadership to educate on policy information and how parents could support their children's learning at home, and Chromebook repair was offered at the District Office. Families who did not have internet access were provided WiFi at no cost to them. All teachers and administrators received professional development and had access to

technology support daily from 8:00am - 6:00pm. School staff worked relentlessly to engage students in learning from home. The District discovered, over time, that the number and variety of applications caused some confusion. In order to best support instructional growth, Fowler Unified will be limiting the use of applications and programs to a reasonable amount. By focusing on a manageable amount of applications, teachers and students can more easily grow their proficiency with selected tools. In addition, the narrowed focus will allow the district to provide targeted parent support through parent education nights.

The Fowler Unified distribution process began with self-monitoring and screening prior to stepping foot into the kitchen. All employees were required to stay home if they had a fever, feel unwell, or had shortness of breath. Part of the screening process was asking each employee a series of questions when they reported for duty. FUSD practiced general sanitization by providing PPE for every employee. They were required to frequently wash hands, change gloves, use hand sanitizer, wear a mask and remain 6 feet apart while in the kitchen and preparation areas. FUSD served multiple days' worth of meals at a time. This allowed for a crew to come in and sanitize when no one was in the kitchen to prepare for the next serving day. During meal distribution, employees were to remain 6 ft apart from one another. They were also not permitted to touch the recipients in the food que. The recipients of the meals were required to remain in their vehicles. They popped their trunk or rolled down a passenger window so the food could be dropped onto the seat without any hands coming in contact with each other. All equipment, tables, trays, and carts used for distribution were sanitized.

Meals were served from Fowler High School twice a week and from Malaga Elementary once a week. The District delivered meals to high need areas and in some cases to personal homes when the families had no means of transportation. When it came to the personal homes, social distancing and PPE was practiced. Food distribution numbers were very high at the beginning of school closures but after spring break there was a slow decline. The biggest challenge was providing a variety of different foods. Distributors were servicing multiple schools in Central California and sometimes the manufacturer could not keep up with the demand. The biggest success was the classified staff who showed up to feed the students in the communities of Fowler and Malaga.

Staying connected with students to support learning and well-being during school hours was an emphasis throughout the District. Fowler Unified utilized certificated, classified, and administrative staff members to maintain relationships and further the learning of new content. Each day, all FUSD teachers were available at a consistent time for two hours during the day to meet with students via Google Meets or Zoom. The time frames for office hours were posted in each teacher's Google Classroom and were shared through other District communication tools. These daily office hours gave all students an opportunity to have face to face interactions with their teachers and instructional aides. Conversations during this daily time allowed staff to check in on the mental well-being of students, as well as provided instructional scaffolds to support the learning of Common Core State Standards.

Teachers used this daily time to read stories to young learners, to guide students in live interactive learning games that allowed students to interact with their peers, to provide English language development lessons, to support special education students, to teach skill-based lessons, to answer student questions to clarify learning, and sometimes simply to lend a listening ear to students who just missed their teacher. Administrators at each school site also held face-to-face office hours during the school day to support check-ins with students and families. In addition, phone calls to students and families were made regularly by site administrators, general education and special education teachers, and paraprofessionals to check in and offer support and resources. Instructional aides made regular phone calls to check in with targeted students to encourage them to continue to engage in distance learning, as well as offered resources when appropriate.

The administration at each school site oversaw the documentation in contact logs. The process of documentation through logs prepared the teachers and support staff for the state's requirements and proposed template for attendance accounting for distance learning.

The experiences of the Spring of 2020 have shaped the manner in which Fowler Unified will move forward in the 2020-2021 school year. Fowler Unified will be using federal and state funding sources received as a result of COVID-19 to enhance instruction and safety, in order to provide all Fowler USD students with the highest quality educational experience possible. The district will be offering students in grades K-12 a fully online educational experience in conjunction with independent study through the Fowler Virtual Learning Academy. In grades K-5, Fowler USD teachers will provide live instruction daily using district adopted curriculum. In grades 6-12, students participating in this program will utilize the A-G compliant curriculum from Edgenuity. Students will receive daily support from Fowler USD teachers and also have the option of a virtual tutor support through Edgenuity in the evening hours. Funds will also be spent on improving technology for both students and staff. Fowler USD will be purchasing more Chromebooks and WIFI hotspots to ensure all students have equipment that is functioning properly. Teachers will receive updated technology to enhance instruction for students for both distance learning as well as in-person instruction. Safety is the highest priority in Fowler USD and funds will be spent on PPE and proper sanitizing materials.

Stakeholder Engagement

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

In anticipation of planning the re-opening schools in ways that might differ from traditional means, the District convened a Reopening Schools Task Force that included several subcommittees. These were:

- Elementary Schedules
- Secondary Schedules
- Workplace Safety and Transportation
- Curriculum and Instruction
- Athletics
- Student and Family Support/Special Education/Health Services/SEL & Mental Health

The subcommittees met throughout the month of June to seek ideas, discuss, and make suggestions to the overall Task Force. Participants included parents, teachers, classified staff, and administrators representing every District school. Also represented were students from the secondary schools, District Office staff, and members of the community at-large.

“Virtual Town Hall” meetings for all interested stakeholders were held on July 13, 2020 [<https://tinyurl.com/FUSD--Virtual-Town-Hall>]. At those meetings, the District presented public health information, state and county guidance, and possible options for re-opening district

schools for the 2020-21 school year. Survey data from 956 parent responses were presented showing school format preferences. Also presented were data from staff showing their re-opening preferences. Detailed information on each format option was presented, and stakeholders were able to ask questions and provide suggestions. Stakeholder groups were asked to provide input regarding the preferences and challenges for each model. During Stakeholder meetings, participants (migrant, ELD, homeless parents, board members, teachers, classified, and students) provided:

- Clarifying questions and/or comments.
- Input/suggestions for assessing and addressing learning loss, supports for students who are struggling or have special needs, supports for social and emotional well-being, and access to technology. Ideas were solicited in case of each of the three different scenarios presented. There was a greater focus on input for the 50/50 and Distance Learning models.
- Concerns and suggestions for providing student meals in each model.

On July 16, Governor Newsom's Executive Order requiring distance learning for all schools in Fresno County made the decision for the District to open with that model. Subsequent stakeholder input focused on the distance learning model and the other elements of the state's Continuity Learning and Attendance Plan template. The information gathered from the Task Force and stakeholders was used to inform the District's plan.

Even after school started and the determined model was implemented, the District sought input to inform the major portions of the plan enumerated above. The also reached out to families to encourage participation. All materials, surveys, communications, and presentations were provided in English and Spanish.

Continuity Plan Stakeholder Timeline:

District Administration/Principals Meeting --September 8, 2020

Classified Bargaining Unit, including all Classified Staff Stakeholder Input Meeting -- July 29, 2020

Certificated Bargaining Unit, including teachers Stakeholder Input Meeting -- July 30, 2020

Student Input Survey -- August 20-31, 2020. School climate surveys were completed by 6th through twelfth grade students in August of 2020.

The Public Comment period ran from September 8-15, 2020. A draft of the Continuity Plan was made available to stakeholders by request at the sites, the district office, and on the school website. Comments could be provided to school site administrators for consideration or virtually by completing a Google Form.

PAC Input Meeting -- September 2, 2020

DELAC Input Meeting -- September 3, 2020

There were no comments or questions submitted by the PAC or DELAC committees.

Public Hearing for LCAP and Budget -- September 9, 2020

Board Adoption -- September 23, 2020

Submit to FCSS -- September 24, 2020

For stakeholders who did not have internet access, the district provided phone numbers for all virtual meetings so that stakeholders could participate by phone. In addition, all draft documents were available to the public at the Fowler Unified District office, as well as all school site offices. Stakeholders were able to submit questions and comments at those locations as well.

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

Due to the participation of over 70 members, all meetings for the Fowler USD Reopening Schools Task Force were held virtually through Zoom or Google Meet in order to maintain safety practices. These meetings were available via electronic device or phone call ins.

Fowler Unified School District held a Parent Advisory Committee (PAC) meeting to review and provide input on a draft of the Learning Continuity and Attendance Plan (LCP) on September 2, 2020. The meeting was accessible to the public for in-person attendance in limited numbers in order to follow social distancing requirements at the District's Instructional Services building. This meeting was also made accessible virtually through Zoom so the public could access via electronic device or by phone call. A Spanish translator was available in the event that parents needed to access those services.

On September 3, 2020, the District English Learner Advisory Committee (DELAC) met to review and provide input on a draft of the Learning Continuity and Attendance Plan (LCP). The meeting was accessible to the public for in-person attendance in limited numbers in order to follow social distancing requirements at the district office boardroom. This meeting was also made accessible virtually through Zoom so the public could access via electronic device or by phone call. A Spanish translator was available and parents utilized those services.

In order to maintain safe social distancing practices, the public hearing for the LCP draft was held on September 9, 2020 at a regularly scheduled school board meeting and was accessible to the public via Zoom. Attendees had access to this meeting through their students' devices or by phone. The agenda for the public hearing was posted more than 72 hours prior to the public hearing and included the locations where the LCP was available for public inspection, in accordance with Education Code.

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

The Student Input Survey that was completed by Fowler Unified students in grades six through twelve at the end of August 2020 provided useful data and insight to students' perspectives of the education they received in the Spring of 2020 as well as the education they were receiving at the start of the 2020-2021 school year. Close to 600 students responded to the survey and 74% of students reported they preferred in-person learning over distance learning. Almost 100% of students stated their teachers will using Google Classroom as the learning management system where students can find lesson, assignment, and Meet link information. In addition, 85% of students responded that having a set schedule which requires them to log into live instruction with their teachers helped to focus their learning. The open-ended questions that were included on the survey came directly from the California Department of Education's website at <https://www.cde.ca.gov/ls/he/hn/guidanceplanning.asp> in the section labeled Preparing Families and Staff for Distance Learning Considerations- Student Perspectives on DL.

When asked what students liked best about distance learning, Fowler USD students responded in various ways. Many students made

comments that relate to their being in favor of the schedule as well as they felt safer from exposure to COVID-19. Other students expressed positive comments regarding having a reduced course schedule. For example, during a standard school year students at Fowler High School would have a course load of seven classes. However, during the 2020-2021, the course load has been reduced to three or four courses at a time to allow students to narrow the focus for their studies. A question regarding challenges of distance learning was posed to students. Some students stated they struggled with not being able to build as strong of relationships with their teachers and classmates and this is concerning to them. Other students expressed difficulties with internet connections. There were also comments made in regards to being able to fully focus on learning while in the home environment. Fowler Unified will use this information gathered from students to make adjustments to distance learning instruction and in the supports offered to students and families.

Members of the Parent Advisory Committee (PAC) provided feedback that the communication Parent Square was different than the tools that they were used to. They expressed the idea of the district using Parent Square to send out a message to families regarding the importance of attendance, as well as sending a reminder with information regarding meal distribution in a format that was more user-friendly. The district will act on this by sending out messages on Parent Square to all families that contains this information. A parent also brought up the idea of having teachers increase the amount of handwritten assignments that are given to balance the amount of writing assignments where students are required to type responses. Another idea presented was utilizing staff to hold forums outside of instructional time to provide students additional opportunities to interact with their peers with the goal of building friendships. The PAC also brought up providing additional supports for students who are struggling academically. Teachers providing additional intervention groups outside of regular school hours was discussed.

Members of the District English Learners Advisory Committee (DELAC) provided feedback that some families were having trouble gaining access to the internet, even though they had been provided a Chromebook and WIFI hotspot because they live in more rural areas where connection signals are not as strong. The district will work with individual families to provide solutions. DELAC members expressed they would like additional supports for struggling students offered outside of school hours in a small group format.

There were no comments or questions submitted regarding the Learning Continuity and Attendance Plan by any members of the PAC or DELAC committees. There was no feedback from stakeholders or community members as a result of the public hearing and posting of the plan.

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

Fowler Unified strongly believes in the involvement of all stakeholders and highly values the input they provide. Based on feedback from parents, the district will offer additional student academic supports outside of school hours through small group instruction. These groups will be formed based on diagnostic and formative data and teachers will provide targeted lessons based on the data. Teachers will use a variety of district curriculum and materials that best meet the needs of students. Students will be assessed for growth and a focus will be on serving the unduplicated pupils population. This is reflected in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section of the LCP.

In addition, Fowler Unified will use Parent Square to communicate often with families to keep them up-to-date with the latest information. This will include information regarding Fowler USD's tiered re-engagement plan to ensure all students are actively participating in learning, as

well as information about child nutrition services. This is reflected in the Pupil and Family Engagement and Outreach section, the Pupil Participation and Progress section, and the Child Nutrition section of the LCP.

Fowler USD will continue to work closely with individual families to provide technology and access in order to make sure all students have equal access to their education. This is reflected in the Access to Devices and Connectivity portion of the LCP.

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.]

In-person instruction will begin once Governor’s Office, the Fresno County Health Department, and County Superintendent of Schools have notified the district it is allowed to open for in-person instruction. The district would open partially as described below, enabling school officials to comply with all of the guidelines and regulations required by the health department, which require districts to have a plan in place to mitigate the spread of COVID-19. The Fowler Unified School District Reopening Plan is designed to follow:

- The federal, state, and local guidelines for the safe reopening of schools
- The survey data and other input from parents and staff
- The recommendations of the Reopening Schools Task Force

The health and safety of Fowler and Malaga students and staff is the top priority when making the decision to physically reopen Fowler Unified School District school campuses. In order to guard against students’ exposure to COVID-19 and experience greater learning loss, the District will follow School Safety Guidelines. These guidelines will be distributed to all students and parents, and will include:

- Children should be screened at home for COVID 19 symptoms prior to being sent to school.
- All students will be screened for symptoms and receive a temperature check before entering school.
 - Children should not come to school, and should notify school officials if they or a family member become sick with COVID-19 symptoms, test positive for COVID-19, or have been exposed to someone with COVID-19 symptoms or a confirmed or suspected case.
- Students should not stand in close proximity to anyone.
- Students should come to school with a cloth face covering (mask). Face coverings should not be placed on children younger than two years-old.
- Children who display a fever and/or any other symptoms of COVID -19 cannot remain on campus, and must be picked up.

Similar safety guidelines will be in place for employees and school activities.

Each school site will create an individual reopening plan for based on the needs of the grade levels, size of the school, and resources available. Student breaks/lunch will also be reconfigured to adhere to social distancing guidelines with some grades eating lunch in their classroom. Classrooms and office spaces will be cleared of non-essential furniture to maintain social distancing.

AM /PM Staggered Schedules (Marshall School)

All grade levels TK-2nd grade would be on AM/PM rotations so each student would attend on-site classes each day. There would also be staggered start and dismissal times. The bell schedule would accommodate multiple recesses, lunch periods, and multiple meal distribution points, along with time for students to engage in hand sanitizing before entering classrooms.

Sample Marshall Elementary School Schedule (AM/PM Hybrid with Distance Learning)

Kinder & Second Grades

AM Group 8:00 am--11 am

8:00-8:20 Breakfast
8:20-9:00 Instruction
9:00-9:50 PE / ELD
9:50-11:00 Instruction
11:00 Dismissal

Trans. Kinder & First Grades

AM Group 8:30 am--11:30 am

8:30-8:50 Breakfast
8:50-10:00 Instruction
10:00-10:50 PE / ELD
10:50-11:30 Instruction
11:30 Dismissal

PM Group 12:00 pm--3:00 pm

12:00-12:20 Lunch
12:20-1:00 Instruction
1:00-1:50 PE / ELD
1:50-3:00 Instruction
3:00 Dismissal

PM Group 12:30 pm--3:30 pm

12:30-12:50 Lunch
12:50-2:00 Instruction
2:00-2:50 PE / ELD
2:50-3:30 Instruction
3:30 Dismissal

A /B (Two-Day) Alternating Days Blended Learning Model (Malaga, Fremont, Sutter, FHS)

Students report to school on two designated days based on cohort for on-site instruction. On the other days, students are engaged in distance learning aligned with academic goals. On Mondays, all students would be engaged in distance learning opportunities and teachers in collaborative planning and/or professional learning opportunities. An important consideration is maximizing instructional minutes. Family members would be included in cohorts across Fremont, Sutter, and FHS as much as possible.

Regular Schedule (Fowler Academy)

Due to the small enrollment numbers and the option for parents to place their students on fully online learning, it may be possible for this school to return fully and allow for six feet of distance learning in all classrooms.

Virtual Learning Academy (Option)

The Fowler Virtual Learning Academy will provide a fully online learning experience to students who have health conditions, family members with health conditions, cohabitate or regularly interact with high-risk individuals, or otherwise identify as “at-risk” by the parents or guardians. Fowler Unified will purchase the A-G accredited Edgenuity curriculum to be used as core content for students attending the fully online model

in grades six through twelve. To provide additional support to pupils, the district will also purchase the coaching feature through Edgenuity. This will allow students to have access to a live tutor seven days a week and in the evenings. Fowler Unified teachers who are instructing the Edgenuity courses will work with a distance learning coach who will offer support in best practices of the program.

Daily instructional minutes will be: 180 minutes (three hours) for TK/K, 230 minutes (three hours, 50 minutes) for grades 1-3, and 240 minutes (four hours) for grades 4-12.

School sites would be limited to school personnel and students. Due to the nature of the COVID-19 (asymptomatic) and to keep with state and local guidelines (tracing, tracking), volunteers and parents would not be allowed on the grounds, except for emergencies. Each school site will have a plan describing drop-off and pickup procedures. Students and staff will be required to wear a mask at all times when they are in transit to another location and any situation when social distancing is not possible. Every person will be required to wear a mask when entering FUSD grounds.

Transportation may be an issue under this plan. It is likely that transportation routes will have to be limited due to the reduced number of students that can be safely transported at time, as social distancing policies will need to be followed. Buses and vans used for transporting students will be cleaned after each route and hand sanitizer will be provided. Windows on buses will be kept down, except under inclement weather conditions, to increase air flow.

In the survey, some parents also indicated they don't feel safe sending their children to school. Twenty-three percent of families will be selecting an alternative choice. Parents will be asked to commit to one of these two options before the beginning of the 2020/2021 school year. Once assigned, students will be required to be in the program they selected for the entire semester, to not interfere with the health and safety of others.

The District will continue safety protocols that include cleaning and disinfecting of all hard surfaces with EPA registered Disinfectant for Human Corona Virus. If necessary, maintenance staff will receive additional training on the proper use of safety equipment, including stringent safety precautions. The immediate response protocol will remain in case of suspected virus contamination, which includes, but is not limited to, requiring any district personnel exposed to stay home with pay for 14 days. The district will continue to adjust school operations, as necessary, throughout the schools' closure to adhere to the state health department guidelines and to continue all essential services needed to maintain the well-being of students, staff, and community.

Grades will reflect students' performance and will be reported through progress reports every six weeks. Final grades for students at the secondary level will be reported at the completion of each semester and pupils in the elementary grades will receive final grade reports at the completion of each trimester.

Formal progress monitoring will take place through diagnostic assessments at several points throughout the school year. Informal assessment will be ongoing daily, through teacher observation, grades, and checks for understanding. Both will allow teachers to provide clear, actionable feedback, which research (Hattie, 2008) shows is crucial to fostering each student's ability to recognize when they are learning, when they are not, and how to go about improving [<https://tinyurl.com/StudentTeacherRelationships>]

- Progress monitoring will be provided by the classroom teacher/RSP/ELD/Resource teacher as dictated by students' needs. Determination of those needs will be data-driven and based on multiple measures. These measures include, but are not limited to iReady and iMath assessments, IAB district benchmark assessments, Math Diagnostic Testing Project (MDTP), primary grades' reading levels, grades, and teacher observations.

- The digital learning schedule as described in "Pupil Participation and Progress" will include structured times for students to engage in direct digital instruction. As needed, teachers will conduct formal check-ins with students in need of intervention and additional supports in order to discuss areas of concern and provide support in the areas in which they are struggling, or to strengthen academic and social-emotional skills.

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

Description	Total Funds	Contributing
<p>1. Safe Classroom Environment: All classrooms will be supplied with disinfectant wipes, hand sanitizers, and no-touch trashcans to support healthy hygiene behaviors. Additionally, each classroom will have extra face masks if a student should forget or loses their face mask. Desk plexiglass dividers will be provided to primary grades classrooms that have workstation tables for students. All teachers will be provided with sanitization training aligned with the CA Department of Public Health guidelines and district policy.</p>	55,500.00	No
<p>2. Minimizing Class Sizes: At the elementary school level, available classroom spaces will be used to minimize the number of students within each room. New temporary teachers will be hired to occupy normally empty classrooms to reduce classroom numbers and allow the district to better address student learning loss and accelerate learning while adhering to social distancing guidelines.</p>	174,535.00	Yes
<p>3. Classroom Technology: Classroom technology will be updated in order to make learning clearly visible in classroom spaces. Larger screens will be installed in classrooms to enable all students to clearly view lessons and projected materials from all points within each classroom.</p>	58,000.00	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.]

In order to ensure that all pupils continue to progress in their education, Fowler USD will provide instruction that is continuous for students, regardless of the learning format. All curricula will be fully accessible to each Fowler Unified learner and the highest quality of instruction will be delivered daily by credentialed teachers. Through the distance learning format, students will log on at scheduled times to participate in live instruction through the tool Google Meets. This will enable teachers to deliver lessons using district adopted curriculum that is standards based. Students will have multiple opportunities daily to engage in learning with their assigned teacher or teachers. Each day, pupils will also have opportunities to work collaboratively with their peers to engage in new learning.

Fowler Unified teachers will work together closely to align instructional pacing across the various elementary sites, grade levels, and departments. By having common lesson and assignment pacing, students will easily be able to flow from distance learning to in-person formats without disruption in their learning. Students and teachers will also use the same adopted curriculum in both distance learning and in-person learning to ensure smooth transitions and uninterrupted progress in student learning.

Daily instructional minutes will be: 180 minutes (three hours) for TK/K, 230 minutes (three hours, 50 minutes) for grades 1-3, and 240 minutes (four hours) for grades 4-12 at a minimum. Participation is mandatory and students will be held accountable for all work assigned.

Daily instructional schedules throughout the district will require students to log in to Google Meets at set times to participate in live learning sessions. These set schedules will be the same across grade spans and school sites in Fowler Unified. In grades TK-5, students will begin class at 8:30 a.m. and in grades 6-12 instruction will begin at 9:00 a.m. All daily schedules in grades transitional kindergarten through twelfth grade will end with office hours where students can get additional support. Built into the schedules for all grade levels is time to address learning loss that occurred in the spring of 2020 or that may occur in the 2020-2021 school year. Teachers will work in conjunction with instructional aides to provide targeted support to students based on data to fill gaps caused by learning loss. Instruction will generally be whole class, but teachers may provide some synchronous small group instruction based on students' needs. Paraprofessionals may also provide synchronous small group instructional support with the teacher's guidance.

All Fowler Unified teachers will use Google Classroom to organize lessons, materials, assignments, and Google Meet links. All pupils in transitional kindergarten through grade twelve will join their teacher's virtual Google Classroom and will be supported in how to access the resources that are housed in this tool. Teachers across the district will organize their Google Classrooms in a similar manner so when parents view the Classrooms they will see similar set ups, making it easier for families to navigate. When students log into their Google Classrooms they will see an outline of the curriculum topics that will be covered for the week, as well as assignments students will need to complete. Teachers will include links to resources and materials that students will use daily and will also include assignments for students to complete daily. On occasion, teachers may post instructional videos to reinforce selected concepts. Students and teachers will access and use Google Classroom throughout the school year, regardless of what learning format they are currently engaged in.

In order to best support instructional growth, Fowler Unified will be limiting the use of applications and programs to a reasonable amount. By focusing on a manageable amount of applications, teachers and students can more easily grow their proficiency with selected tools. In addition, the narrowed focus will allow the district to provide targeted parent support through parent education nights.

Progress monitoring will be provided by the classroom teacher, RSP Teacher, and other instructional staff members to identify students in need of intervention and additional supports for students considered highly at risk and unduplicated students. Student needs will be data-driven and will be determined using multiple measures. These measures include, but are not limited to iReady and iMath assessments, IAB district benchmark assessments, Math Diagnostic Testing Project (MDTP), primary grades' reading levels, grades, and teacher observations. Formal progress monitoring will take place every quarter and informally daily through grades and checks for understanding.

Both informal and formal progress monitoring will allow teachers to provide clear, actionable feedback, which research (Hattie, 2008) shows is crucial to fostering each student's ability to recognize when they are learning, when they are not, and how to go about improving.

As needed, students will have formal check-ins to discuss areas of concern and get support in the areas they are struggling in or strengthen academic and social-emotional skills. Unduplicated students and students with exceptional needs who are considered high risk (academically, socially emotional) may be placed on a schedule for weekly face-to-face instruction for additional support.

The first week of teacher/student contact will focus on becoming acclimated with online routines and expectations, with a significant focus on developing distance learning student-teacher and collaborative student-student relationships. [<https://ncte.org/blog/2020/07/building-student-relationships-online/>]

Students who have been identified as for social-emotional intervention may be placed on a face-to-face schedule to meet with a student support specialist, school psychologist, or other appropriate support staff. During this time, student goals will be reviewed and monitored. This will also serve as a counseling session for students.

For the 2020-2021 school year, Fowler Unified is offering a full-time virtual learning option dubbed the Fowler Virtual Learning Academy. This option will be open to any family who would like their child to continue their learning from home due to health concerns regarding COVID-19. Fowler Unified will dedicate teachers to instructing and supporting students in this new format, which is a combination of distance learning and independent study. In grades kindergarten through the fifth grade, students will be assigned to a virtual classroom where they will follow a set schedule to receive instruction from their teacher and will be able to collaborate with their peers. Teachers will use district adopted curriculum and will follow the same pacing as students in the other learning formats. This will allow students to transfer seamlessly into another format, should they so choose. At the secondary level, students will engage in a variety of courses that will be supported by Fowler Unified teachers. Some courses such as physical education and freshmen orientation will utilize Fowler Unified curriculum while many of the core content courses will use Edgenuity as the A-G compliant curriculum. Regardless of the course or grade level, all students who participate in this model will be required to attend daily scheduled live sessions with Fowler Unified teachers. As an additional support to students who are engaged in course work through Edgenuity, Fowler Unified will be purchasing a tutoring feature that will allow students to get additional support from a live person from Edgenuity seven days a week and in the evenings on week days.

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 an 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 instruction 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 modes of delivery or methodologies to provide FAPE during distance learning. Total IEP and instructional minutes per day may be reduced due to the reduced required instructional minutes as described in SB98. Students with disabilities served in a resource program or within a Special Day Classroom will be provided with 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 the 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. Each case manager will address any concerns with attendance or disengagement during distance learning and transition back into the school environment when it is safe to do so.

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.]

It is critical that all Fowler Unified students have a functioning device and are connected to the internet in order for pupils to fully participate in distance learning. The District has made a significant investment in technology to ensure that all students have equitable access to online learning. All students will be provided a Chromebook, and a WIFI hotspot will additionally be provided if there is not internet access already in the home. By having the proper equipment, pupils will be able to actively participate in daily live instruction provided by their teachers, engage in collaborative learning experiences with their peers, receive academic and mental health supports, and access all learning materials and curriculum to further learning.

To best support our English learners, homeless, foster youth, and students with disabilities, who may be at greater risk of learning loss due to the COVID-19 pandemic, the LEA will prioritize these groups in the distribution of these devices. Technology support will be provided to all pupils and families in the maintenance of the devices to ensure students are connected and are progressing through their coursework at the district office. This action increases the level of support to close the opportunity and achievement gap by providing equitable resources to these student groups.

Case managers will contact families of students with disabilities within the first 10 days of school to ensure devices and connectivity are available for each student. Students will be issued devices and/or hotspots as needed to ensure access to live and recorded lessons. Technical support will be provided as necessary to maximize instruction and access.

Teachers will have access to the necessary computer and presentation hardware and software, and necessary bandwidth to use for providing synchronous instruction, video conferencing with students, and attending online meetings.

A system for maintenance of devices and hotspots will be key in keeping all pupils connected throughout distance learning. District I.T. staff will provide on-going technical support to students, families, and staff to avoid disruptions to the delivery of instruction and access to learning resources. When pupils are experiencing issues with their electronic equipment, they will be able to bring the equipment into the district office where a team of technology troubleshooters will resolve those issues.

The IT department will filter and monitor student content in compliance with the Children's Internet Protection Act (CIPA).

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 ensure that all pupils continue to progress in their education, Fowler USD will provide instruction that is continuous for students, regardless of the learning format. All curricula will be fully accessible to each Fowler Unified learner and the highest quality of instruction will be delivered daily by credentialed teachers. Through the distance learning format, students will log on at scheduled times to participate in live instruction through the tool Google Meets.

Students' schedules will be based on grade levels, with students participating in the following fashions:

Grade TK -- 180 minutes of synchronous (live) interaction with teachers daily, including:

- Daily morning meeting for wellness check-in and overview of the day, structured brain breaks
- Daily 15-minute lessons each for reading, writing, phonics, math, small group sessions, and ELD lessons for language learner students

30 minutes of independent asynchronous work daily, including:

- 30 minutes of independent work daily, submitting assignments online

Grade K – 180 minutes of live interaction with teachers daily, including:

- Daily morning meeting for wellness check-in and overview of the day
- Daily 40-minute lesson for math/independent practice
- Daily 15-minute lessons each for reading, writing, phonics, small group sessions, and ELD lessons for language learner students

60 minutes of independent asynchronous work daily, including:

- 30 minutes of independent work daily, submitting assignments online

- 15 minutes iReady reading practice daily
- 15 minutes iReady math practice daily

Grades 1-2 -- 195 minutes of synchronous (live) interaction with teachers daily, including:

- Daily morning meeting for wellness check-in and overview of the day
- Daily 30-minute lesson for math
- Daily 20-minute lessons each for phonics, reading, writing, and ELD lessons for English language learner students
- Daily 15-minute small group sessions

60 minutes of asynchronous (independent) work daily, including:

- Daily reading of 20 minutes
- 30-45 minutes of independent work daily, submitting assignments online including:
- 20 minutes iReady reading practice daily
- 20 minutes iReady math practice daily

Grades 3-5 -- 195 minutes of synchronous (live) interaction with teachers daily, including:

- Daily 10-minute morning meeting for wellness check-in and overview of the day
- Daily 30-minute lessons each for math, reading, and writing
- Daily 20-minute ELD lessons for language learner students
- small group sessions

80 minutes of asynchronous (independent) work daily, including:

- Daily reading of 20-30 minutes
- 30-60 minutes of independent work daily, submitting assignments online including:
- 15 minutes iReady reading practice daily
- 15 minutes iReady math practice daily

Grades 6-8 -- 180-260 minutes of synchronous (live) interaction with teachers daily (e.g., Socratic seminars for humanities classes, math workshops, collaborative learning time), including:

Middle school:

- Four 45-minute sessions of synchronous academic instruction daily, one for each course (4 classes per day)
- Attend 20-minute small groups as decided by teacher

Up to 60 minutes asynchronous assignments or recorded lessons daily (each class will assign no more than 15-minutes' worth of work outside of live instruction)

Grades 9-12 – 180-260 minutes of synchronous (live) interaction with teachers daily (e.g., Socratic seminars for humanities classes, math workshops, collaborative learning time), including:

High school:

- Four 45-minute sessions of synchronous academic instruction daily, one for each course (4 classes per day)
- Attend 20-minute small groups as decided by teacher

Up to 80 minutes of asynchronous, assignments or watching recorded lessons daily (each class can only assign 20-minutes' worth of work outside of live instruction, with the exception of AP and honors courses)

All Students, Grades K-5:

Students will have access to reach their teacher virtually during office hours

Additional intervention and learning supports will be provided by an aide based on individual need.

All Students, Grades 6-12:

Students will have access to reach their teacher virtually during office hours, Tuesday-Friday

Additional learning block time to be used for:

- Intervention support based on individual need (focus on ELs, SpEd, SES, foster, homeless)
- Independent work study groups, electives, and clubs, depending on school schedules and individual student course load

The district has collaborated with instructional staff and stakeholders to develop guidelines for time value of student work. As of September 1, 2020, the district is using a Google spreadsheet template to track each student's participation and engagement daily for each class. The district's template has been modified slightly from the CDE template but still contains all necessary components. Fowler Unified uses AERIES as its student information system and once AERIES has all required components available for use, it is likely Fowler USD will switch to this system of tracking time value of student work.

Students with disabilities served in a resource program or within a Special Day Classroom will participate in daily live instruction in which synchronous instruction is provided by the students' assigned teacher along with classmates or age-appropriate peers. In addition, students will be assigned asynchronous work consistent with assigned materials and state standards. As allowed by State and local public health orders and guidance, some students with disabilities may be provided with in-person support to further support access to distance learning.

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.]

To support the success of Fowler Unified's distance learning program, the district will continue to provide ongoing professional development session for teachers, instructional aides, and site and district administrators, as an educator's belief in his or her ability to impact student learning is one of the most powerful determiners of student success (Hattie, 2008) and the District's offerings will provide professional development and support that builds each teacher's self-efficacy.

We will sharpen the focus of professional development sessions to enhancing instructional practices and tools through digital formats. These sessions were initially offered to teachers in the summer of 2020, in a format where each individual teacher selected areas in which they would like to personally grow. This format will not be a one-size-fits-all approach, but will continue to be differentiated based on prior teacher knowledge, allowing teachers to receive the tailored support they need.

Professional development sessions will continue throughout the school year in a variety of formats, including whole group sessions, small grade level/department sessions, and one-on-one sessions. Presenters will include consultants from the Fresno County Superintendent of Schools office, consultants from the Tulare County Office of Education, adopted curriculum experts, Fowler Unified district coaches, and Fowler Unified teachers who have experienced great success and are able to share their knowledge with colleagues. All teachers, instructional aides, and administrators will attend sessions on the best practices of using Google Classroom and a variety of other tools.

The Fowler Unified technology instructional coach will be available to all Fowler Unified staff to help prepare them to deal with potential minor issues regarding the interface between class and home technologies using the digital platform. The technology instructional coach will also provide ongoing coaching and professional learning in understanding the technical needs for lesson delivery. The District will purchase technology devices that will support teachers and other instructional support staff in the more effective delivery of distance learning lessons.

Teachers will collaborate regularly online to share insights into effective practices for distance learning and supporting a positive online classroom culture.

Staff Roles and Responsibilities

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

All Fowler Unified employees will work together for the benefit of serving students and their families during the pandemic. In some cases, this may require shifts in the work that some employees do. For example, those in the transportation department can assist in delivering meals to specific bus stops throughout the district to ensure students have access to meals while students are learning at home through distance learning. Instructional aides will continue to support students but will do so in a virtual format by running breakout rooms monitored by teachers that will focus on building skills with small groups of students. Instructional aides will also support office staff with contacting students and families that are struggling to engage on a regular basis. Fowler Unified's bilingual aides will focus on supporting English learners virtually by providing translations when needed.

Supports for Pupils with Unique Needs

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

The San Diego County Office of Education has identified three distance learning equity needs:

1. We must meet students' basic needs, including their emotional well-being.
2. We must ensure equitable access to learning resources.
3. We must proactively design and implement additional learning supports and accelerating learning

These needs are reflected in the District's Learning Continuity and Attendance Plan, including the specific steps below.

Progress monitoring will be on-going for pupils with unique needs at all grade levels. All teachers and paraprofessionals who provide services to English Learners, Foster Youth, homeless youths, and students with exceptional needs, will assess those students formally and informally to determine students' needs for intervention and additional supports. Determination of those needs will be data-driven and based on multiple measures. These measures include, but are not limited to iReady and iMath assessments, IAB district benchmark assessments, Math Diagnostic Testing Project (MDTP), primary grades' reading levels, grades, and teacher observations.

As needed, teachers will conduct formal check-ins with students in need of intervention and additional supports in order to discuss areas of concern and provide support in the areas in which they are struggling, or to strengthen academic and social-emotional skills. Parents will be notified by the counselor or classroom teacher when their child is identified for intervention and additional supports. Once students are caught-up or deemed no longer at-risk, additional supports may no longer be required.

FUSD students who are on an IEP and or 504 plans will continue to receive specialized instruction and support during distance learning and throughout the different phases of the district's reopening plan. All student accommodations/modifications (as appropriate and applicable) will continue to be implemented. Families will receive communication from their student's case manager/counselor regarding coordinating IEP meetings and 504 meetings respectively.

Students who receive educationally related mental health services through the school's psychologist, licensed marriage and family therapist (LMFT) or Counselor will be contacted by the provider to arrange for tele-therapeutic sessions and services. In-person sessions will be scheduled when deemed safe and necessary to provide support for students that need in-person interaction with their support provider.

Similarly, students who receive additional related services (speech and language, occupational therapy, etc.) will be contacted by the speech pathologist to schedule remote or in-person (when deemed essential and safe) sessions.

Teaching students remotely with special needs is challenging. However, it's important to note that first and foremost they are part of the general education instructional program and will be included in remote learning. Through structured progress monitoring, working as a team

and communication is in place with all stakeholders, it will be evident when further supports and accommodations or modifications are needed. As learning unfolds, special education teachers will monitor progress closely and connected with students throughout the week.

Experts have long known that difficult childhoods often experienced by Foster youth, Homeless youth, Immigrant youth, and children in poverty are linked with a wide range of health risks later in life. “A child's perception of events is as important as what actually occurred.” [Harvard Health Publishing, February, 2019, <https://www.health.harvard.edu/diseases-and-conditions/past-trauma-may-haunt-your-future-health>] Those who have been identified for social-emotional intervention will be placed on a Zoom schedule, as appropriate, to meet with the school counselor or District psychologist. During this time, student goals will be reviewed and monitored. This will also serve as a counseling session for students.

Pupils who are identified as having acute academic or social-emotional needs may be scheduled for in-person instruction and/or counseling. If such meetings take place, all health and safety guidelines will be strictly enforced.

Instructional aides will continue to provide support for English Learners, students with exceptional needs, Foster Youth, or students experiencing homelessness who have experienced learning loss, or who appear to be in danger of doing so. These paraprofessionals will work closely with teachers to provide synchronous, small groups or individual instruction to accelerate learning.

The District will provide focused supports as described in the "Pupil Participation and Progress" section for at-risk students, especially English Learners, students with exceptional needs, Foster Youth, children experiencing homelessness, and low-income students.

The partnership with the Fresno County Superintendent of Schools helps to offer a full continuum of services for students with unique needs. This partnership ensures access to specialized instruction by specialists, such as Deaf and Hard of hearing, Autism Specialist, Behaviorist, Occupational Therapists and Adaptive Physical Education Specialist as outlined in the students' IEP. IEP teams will take into account the unique needs of the students served when determining the most appropriate method of instruction and placements throughout the continuum.

Virtual Learning Academy (Option)

The Fowler Virtual Learning Academy will provide a fully online learning experience to students who have health conditions, family members with health conditions, cohabitate or regularly interact with high-risk individuals, or otherwise identify as “at-risk” by the parents or guardians. Fowler Unified will purchase the A-G accredited Edgenuity curriculum to be used as core content for students attending the fully online model in grades six through twelve. To provide additional support to pupils, the district will also purchase the coaching feature through Edgenuity. This will allow students to have access to a live tutor seven days a week and in the evenings. Fowler Unified teachers who are instructing the Edgenuity courses will work with a distance learning coach who will offer support in best practices of the program.

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

Description	Total Funds	Contributing
1. Online Virtual Learning Academy Curriculum & Support: Fowler Unified will purchase the A-G accredited Edgenuity curriculum, including the coaching component, to be used as core content for students attending the fully online model in grades six through twelve.	63,500.00	Yes
2. Pupil Devices & Connectivity: All students will be provided with the necessary technology tools to engage in distance learning. This includes a Chromebook that can access the Google Suite and online versions of adopted curriculum materials.	272,764.00	No
3. Hotspots: The District will identify students whose families do not have access to internet at home and provide free WIFI hotspots to those who do not have connectivity.	31,638.00	Yes
4. Programs to Support Student Learning: To best maximize pupil learning in the distance learning format and close achievement gaps, the LEA will purchase additional online programs.	41,939.00	Yes
5. Teacher Technology Tools: The District will purchase technology devices that will support teachers and other instructional support staff in the more effective delivery of distance learning lessons.	174,500.00	No

Pupil Learning Loss

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

Multiple measures will be used to assess learning loss from 2019-20, and in monitoring potential learning loss during the 2020-21 school year. To measure current learning loss, the district will use the following protocol:

Gather available assessment information on current students from Fall 2019, through Spring 2020, including, at a minimum, ELA/Reading, Math, and ELD assessments. These assessments may include reading and math inventories, ELPAC and other ELD assessments, IAB assessments, student diagnostic assessments, and standards taught.

- Students will again be assessed using the same multiple measures, as appropriate, for which there is 2019-20 data.
- The difference in scores will be determined as 2019-20 academic growth.
- The 2019-20 academic growth will be compared to what would have been constituted a year's growth for those assessments. Any difference that indicates less than one year's growth in that academic area will be considered learning loss for 2019-20.

This protocol is intended to uncover what students already know and may lack in order to minimize wasted instructional time and focus on accelerated learning experiences.

This same protocol will be used to measure learning loss after the conclusion of the 2020-21 school year. However, the District will follow a more rigorous on-going assessment process to support all students, with particular focus on unduplicated students in need of intervention and additional supports.

Formal progress monitoring will take place every quarter. Informal assessment will be ongoing daily, through teacher observation, grades, and checks for understanding. Both will allow teachers to provide clear, actionable feedback, which research (Hattie, 2008) shows is crucial to fostering each student's ability to recognize when they are learning, when they are not, and how to go about improving.

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.]

Examining the available research on learning loss, we found that “Preliminary COVID slide estimates suggest students will return in fall 2020 with roughly 70% of the learning gains in reading relative to a typical school year. However, in mathematics, students are likely to show much smaller learning gains, returning with less than 50% of the learning gains and in some grades, nearly a full year behind what we would observe in normal conditions.” (NWEA, Collaborative for Student Growth, April, 2020.)

Experience and prior years' data show that any learning loss experienced by the general student population is exacerbated among Unduplicated Pupils, homeless youth, and students with exceptional needs. To address that loss, and to accelerate learning for these students, the District will implement the following strategies:

To address learning loss and to accelerate learning, the District will continue its extended learning (after school) program.

The District will expand the use of iReady in ELA and math to accelerate learning for struggling readers and students experiencing math difficulties.

The District will offer math support classes at the high school level.

Fowler High English Learner students experienced a decline of over 29 points in ELA performance on the 2019 California School Dashboard. We anticipate that the closure of schools this past Spring may have resulted in additional decline. Consequently, the District will purchase Cengage for English Learners at the secondary level that will support accelerated English language acquisition improvement.

Glass and Smith (1979) found that "class size differences at the low end of the scale [5 students v. 25 students] have quite important effects on achievement' resulting in nearly one-half a standard deviation in improvement. In order to provide students with more focused instructional reinforcement, paraprofessionals will work closely with the teachers to provide synchronous, small group or individual support to accelerate learning in ELA, math, and ELD. The progress monitoring and assessment processes described in "Supports for Pupils with Unique Needs" will be used to determine small group placements, principally directed to students with disabilities and unduplicated pupils.

IEPs, SST's, ELD and RSP interventions and additional supports will take place during the afternoon block. For secondary, it may also take place after each period.

All Students, Grades K-5:

Additional intervention and learning supports will provided by the classroom teacher or an aide based on individual need.

All Students, Grades 6-12:

Additional learning block time to be used for:

- Intervention support based on individual need (focus on ELs, SpEd, socioeconomically disadvantaged, foster, homeless)
- Independent work study groups, electives, and clubs, depending on school schedules and individual student course load.

These are scheduled by the appropriate staff member. Students, teachers, and/or instructional staff will need to be present as needed.

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.]

Multiple measures will be used to assess potential learning loss during the 2020-21 school year. To measure current learning loss, the district will use the following, more rigorous, on-going assessment process to support all students, with particular focus on unduplicated students in need of intervention and additional supports.

Gather available assessment information on current students from Fall, 2020, through Spring, 2021, including, at a minimum, ELA/Reading, Math, and ELD assessments. These assessments may include reading and math inventories, ELPAC and other ELD assessments, IAB assessments, student diagnostic assessments, and standards taught.

- The difference in scores will be determined as 2020-21 academic growth.
- The 2020-21 academic growth will be compared to what would have been constituted a year's growth for those assessments. Any difference that indicates less than one year's growth in that academic area will be considered learning loss for 2020-21.

Informal assessment will be ongoing daily, through synchronous teacher observation, checks for understanding and other informal assessment strategies.

Progress monitoring will be provided by the classroom teacher, RSP Teacher, and other instructional staff members to identify students in need of intervention and additional supports, and provide face-to-face support for students considered highly at risk and unduplicated students. Student needs will be data-driven and will be determined using multiple measures. These measures include, but are not limited to iReady and iMath assessments, IABs, district benchmark assessments, Math Diagnostic Testing Project (MDTP), primary grades' reading levels, grades, and teacher observations.

Formal progress monitoring will take place every quarter, and informally daily through grades and checks for understanding.

Both informal and formal progress monitoring will allow teachers to provide clear, actionable feedback, which research (Hattie, 2008) shows is crucial to fostering each student's ability to recognize when they are learning, when they are not, and how to go about improving.

[\[https://tinyurl.com/StudentTeacherRelationships\]](https://tinyurl.com/StudentTeacherRelationships).

As needed, students will have formal check-ins to discuss areas of concern and get support in the areas they are struggling in or strengthen academic and social-emotional skills. Unduplicated students and students with exceptional needs who are considered high risk (academically, socially emotional) may be placed on a schedule for weekly face-to-face instruction for additional support.

This protocol is intended to uncover what students already know and may lack in order to minimize wasted instructional time and focus on accelerated learning experiences.

In Spring, 2021, students will again be assessed using the same multiple measures, as appropriate, from the Fall, 2020 assessments. The 2020-21 academic growth will be compared to what would have been constituted a year's growth for those assessments. Any difference that indicates less than one year's growth in that academic area will be considered additional learning loss for 2020-21.

Strategies implemented to address learning loss and accelerate learning will be evaluated based on the multiple measures use by teachers.

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

Description	Total Funds	Contributing
1. To address learning loss and to accelerate learning, the District will continue its expanded learning (after school) program.	172,305.98	Yes
2. The District will offer math support classes at the high school level.	34,625.57	Yes
3. The District will purchase Cengage for English Learners at the secondary level that will support accelerated English language acquisition improvement.	12,528.43	Yes
4. Paraprofessionals will work closely with the teachers to provide synchronous, small group or individual instructional support to accelerate learning in ELA, math, and ELD.	555,348.00	Yes
5. The District will expand the use of iReady in ELA and math to accelerate learning for struggling readers and students experiencing math difficulties.	64,505.00	Yes
6. The District will provide targeted small group instruction for students to address learning loss in the areas of mathematics, English language development, and English language arts.	66, 726.00	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.]

Because we know that social-emotional factors can impact learning loss, students will be regularly monitored for social-emotional needs. Those who have been identified for social-emotional supports will be placed on a Google Meet schedule, as appropriate, to meet with the student support specialist and/or school psychologist. This will also serve as a counseling session for students. If face-to-face meetings are deemed necessary, all health and safety guidelines will be strictly enforced.

Elementary students will begin each school day with a morning meeting and lesson from the Second Step curriculum to support emotional well-being.

The District is collaborating with FCSS to offer All4Youth counseling services and support at all grade levels.

Student Support Specialists send out calendars with “mental health tips” to support children and adults. Adults working in the District may access the services of these Specialists to support adult well-being.

School staffs will participate in professional development activities on how to support the social and emotional well-being of students and adults. Staff have had the opportunity to participate in social-emotional support training through FCSS. The District is researching different programs and will offer additional training after staff have been surveyed to determine their professional learning needs in this area.

The District will continue to utilize teacher and parent referrals for specific or individual social emotional and mental health needs. Student Support Specialists, School Psychologist and All 4 Youth Clinicians will continue to serve students who were previously receiving services. Group or individual sessions will occur weekly using video-based tools, phone conferencing and in-person meetings as allowed by State and local public health orders and guidance.

Teachers are encouraged to support social emotional learning, monitor mental health and address trauma by:

- Creating safe environments and conditions: Being available, compassionate, and connecting visually or auditorally with students on a regular basis.
- Providing routines and structure: Creating weekly rituals and routines that help students self-regulate.
- Provide social and emotional support to students and caregivers: Be a support system and facilitate connections.
- Prioritize health and well-being: Promote healthy sleeping, eating, and exercise habits and consider the total workload placed on students.
- Identify children and families who need additional support: Connect families and students to resources based on assessed needs and fulfill all mandated reporter duties.

The District is keenly aware of the need to support the social emotional and mental well-being of teachers and staff. The Support Staff assists and supports staff as needed through consultations and resource referral.

Pupil and Family Engagement and Outreach

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

The District stresses clear, frequent communication. It has purchased Parent Square to facilitate communication among parents, teachers, and administrators, with student access at the high school level. The application also provides synchronous translation into the home language, as appropriate.

Orientations were conducted by instructors to describe remote learning processes and procedures as part of virtual “Back to School Nights.” Teachers will set aside and inform parents and students of a consistent time in which they will provide “office hours” to respond to questions, requests for support, and academic and social-emotional outreach.

To support student and family engagement, the District will create an online FAQ for its website that includes:

- Where can I find weekly and monthly schedules?

- Where can I find assignments and materials?

- How does my child submit work?

- How does my child retrieve graded work?

- How do I contact the teacher for academic help?

- How do I get technical help?

The District is exploring a plan for offering participation incentives to further interest and engage students within the structure of PBIS. Schools are also exploring possible ideas for “challenges,” special “themed” days, acknowledging birthdays, and other activities to stimulate active engagement by their students.

The District Learning Resources site includes updates from the Superintendent; school site information that includes a reminder of the importance of attendance, “video class expectations” and daily instructional minutes and schedules. Also included are links to tech support – Chromebook care and repair, WiFi tips and support, and how to use Google Classroom:

<https://sites.google.com/fowler.k12.ca.us/fusddlparentresources/home>.

Tiered Re-engagement for Students:

It is important to address absenteeism because research studies link it to an increased likelihood of poor academic performance, disengagement from school and behavior problems. Early absenteeism negatively impacts academic achievement in reading, math, and

general knowledge in the early school years. An average of one in 10 students younger than grade 3 nationwide is considered chronically absent, defined as missing 10 percent or more of school. The greater the number of absences in kindergarten, the greater the number of absences in first grade. Over one-half of chronic absences in kindergarten also were chronic absentees in first grade. Low-income and Latino children are especially at a disadvantage in first grade, particularly when they were chronic absentees in kindergarten: they score, on average, 10 points less in first grade reading achievement than white children with the best kindergarten attendance.

A common pattern is for chronic absence to be high in kindergarten, decrease by grade 3, but then start to increase substantially, especially during the transition to middle and high school. By grade 6, chronic absence can be associated with dropping out of school. By grade 9, missing 20 percent of school can be a better predictor of dropping out than grade 8 test scores. This re-engagement plan establishes practices and strategies that work to help improve levels of educational participation and attainment of disengaged learners. Focusing on grades K-12, it provides a description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements or if the LEA determines the pupil is not is not engaging in instruction and is at risk of learning loss.

There are many strategies or interventions that target disengaged learners, we have attempted to identify interventions that have been evaluated as effective with evidence of impact. Characteristics of disengaged learners are drawn in disproportionately large numbers from key groups including, children with disabilities, the culturally and linguistically diverse including English language learners, and those from socio-economically disadvantaged families. They often report relationships with learning best described as disjointed and problematic.

Key factors contributing to disengagement relate to four main areas: access, achievement, application and aspiration. Given the high-level needs, disengaged learners require targeted support across these dimensions in order to promote re-engagement. Strategies that are effective in helping re-engage learners fall into one of four categories related to the focus of the program and the conceptual foundations at play within effective programs: (1) outreach, (2) learner well-being, (3) pedagogy, and (4) pathways.

Outreach:

Fowler USD employs several site and district level positions that ensure students remain connected to school and provide outreach. These include attendance clerks who monitor student attendance and identify students who fail to attend school on a daily basis. Community liaisons reach out to students and families as to the cause of lack of attendance and connect students and families to wrap around services. School counselors and administrators identify students as a habitual or chronic truant. At the district level, the Student Services Director oversees the School Attendance Review Team (SART) and the School Attendance Review Board (SARB). SART's are composed of representatives from the individual schools and meet to help truant students and their parents or guardians solve school attendance and behavior problems prior to referring them to the district level SARB. The district level SARB is composed of representatives from community and county agencies, and helps chronically truant students and their parents or guardians solve school attendance and behavior problems through the use of available school and community resources. Fowler USD SARBs are convened monthly throughout the school year.

Learner well-being:

Fowler USD employs several site and district level positions that ensure the well-being of students is addressed. This includes school site administration and counselors. Counselors and administrators are responsible for identifying students who are disengaging in learning due to

an issue with their welfare. Counselors are specifically trained to seek out and address student issues around health and safety. Fowler Unified School District employs Student Support Services personnel that serve six school sites and provide mental health services to students identified as “at need.” Fowler Unified School District employs school psychologists to provide mental health services and evaluations when needed.

Pedagogy:

Fowler Unified School District teachers have been trained in engaging lesson design with an emphasis on hands-on learning, for which it is finding innovative ways to allow through distance learning. Teachers access prior knowledge and scaffold lessons to ensure students find success. Fowler USD has implemented iReady reading and math to address literacy and numeracy skills and remediation in grades kindergarten through eight. Fowler Unified provides technology devices to all students and provides subscriptions to learning applications. The District also provides a Second Step curriculum in the younger grades to address student engagement. Second Step is a program rooted in social-emotional learning (SEL) that helps transform schools into supportive, successful learning environments uniquely equipped to encourage children to thrive. More than just a curriculum, Second Step’s holistic approach helps create a more empathetic society by providing education professionals, families, and the larger community with tools to enable them to take an active role in the social-emotional growth and safety of today’s children.

Pathways:

The District provides each high school student with an orientation course which includes an interest inventory and career exploration component. In grades 10-12 Fowler High School provides four Career Technical Education Pathways and dual enrollment courses through Reedley College.

The strategies across the four elements are the basis for the Fowler Unified School District re-engagement program. While the strategies appear to be independent, the prevention programs work together to address disengagement from school and to re-engage students into the learning process.

All written or published communication to parents is provided in both English and Spanish. Translation services are provided to teachers or staff if the need is to reach parents or guardians who speak a language other than English.

For more in-depth information about the FUSD Re-engagement Plan, see the complete plan at: <https://tinyurl.com/FUSD-ReEngagement-Plan>.

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.]

Fowler Unified School District will continue to provide meals that are nutritionally adequate and meet the required guidelines for all students daily. These daily meals will be available to all students, which includes students who are eligible for free or reduced-price meals, regardless of the learning format that students are engaged in. Fowler Unified's distribution process will begin with self-monitoring and screening prior to stepping foot into the kitchen. All employees will be required to stay home if they have a fever, feel unwell, or have shortness of breath. Part of the screening process will be asking each employee a series of questions before they report for duty. Each employee will complete the daily screening questions through the Parent Square application in order to document the responses. Fowler USD will practice general sanitization and will provide proper PPE for every employee. All employees will be required to frequently wash hands, change gloves, use hand sanitizer, wear a mask and remain socially distanced while in the kitchen, preparation areas, and while serving.

Fowler USD will serve both breakfast and lunch at the same time each morning during distance learning to reduce the amount of contacts. This will also allow for crews to come in and sanitize kitchens during the afternoons in order to prepare for the next serving day. During meal distribution, employees will remain socially distanced from one another. They will also not be permitted to touch the recipients in the food queue. The recipients of the meals will be required to remain in their vehicles. Families will pop their trunks or roll down a passenger window so the food could be dropped onto the seat safely without any hands coming in contact with each other. All equipment, tables, trays, and carts used for distribution will be sanitized. Meal distribution for students who are participating in the distance learning format will take place each morning at Fowler High School, Sutter Middle School, Malaga Elementary, and Fremont Elementary. Students who attend Marshall Elementary participate in the meal distribution held at Fremont Elementary. However, students may pick up their meals at any Fowler Unified school site that is distributing meals. All Fowler USD students will be given a child nutrition identification card that will be scanned by a Fowler USD employee from a safe distance to document the child has collected their daily meals. Meals will be provided free of charge to all students under the age of 18.

When Fowler USD resumes in-person instruction, all health and safety guidelines will continue to be followed. Students will be served nutritionally adequate breakfast and lunch meals on campus and will be required to follow social distancing practices. This will include consuming meals outdoors on days when the weather permits, as well as eating lunch in classroom spaces to maintain student cohorts. School sites will stagger meal times to reduce the amount of students eating at the same times. Meals will be delivered to classrooms in a pre-packaged form or students will collect pre-packaged meals from grab-n-go kiosks to minimize contact. Surfaces that students eat at will be disinfected upon completion of the meal times.

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

Section	Description	Total Funds	Contributing
School Nutrition	Fowler USD Child Nutrition staff will practice general sanitization and will be provided proper PPE for every employee. In addition, cold/hot storage lines will be purchased along with Cambro for water.	30,000.00	No
Pupil Engagement and Outreach	The District has purchased Parent Square to facilitate communication among parents, teachers, and administrators, with student access at the high school level, and synchronous translation.	14,500.00	No
Mental Health and Social and Emotional Well-Being	Students will be regularly monitored for social-emotional needs. Those who have been identified for social-emotional supports will be placed on a Google Meet schedule, as appropriate, to meet with a student support specialist and/or school psychologist.	316,867.00	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
26.59%	5,286,772.00

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 actions included in the Learning Continuity Plan and marked as contributing to the increased or improved services requirement for foster youth, English learners, and low-income students are being provided on an LEA-wide basis, and are consistent with 5 CCR Section 15496(b) in that:

The District considered the needs, conditions, or circumstances of its unduplicated pupils as a result of COVID-19 as described below;

The actions, or aspects of the actions are based on these considerations; and

The actions are intended to meet the needs of the students in response to the COVID-19 pandemic.

In determining the need for increased services for the District's Unduplicated Pupils (low-income students, English Learners, Foster Youth), the District examined available data for objective indicators of academic risk. Because we were not able to reliably conduct the assessments that would normally give in the Spring of 2020, we used the most recent state assessment (SBAC, ELPAC) data available, and used our most recent local data (iReady, IAB, reading and math inventories, diagnostic assessments, standards taught).

2019 ELA – District-wide, Low Income Students were below the achievement level for All Students. English Learners and Students with Disabilities were significantly below standard, and below the All Students performance level. Current English Learners were 69 points below standard and had declined from the prior year. There was no data reported for Foster Youth or homeless students.

2019 Math – Very similar results as described above were also true for math. Current English Learners were 93.8 points below standard.

We also referenced the available research on learning loss, which indicated that “Preliminary COVID slide estimates suggest students will return in fall 2020 with roughly 70% of the learning gains in reading relative to a typical school year. However, in mathematics, students are likely to show much smaller learning gains, returning with less than 50% of the learning gains and in some grades, nearly a full year behind what we would observe in normal conditions.” (NWEA, Collaborative for Student Growth, April, 2020).

Experience and prior years' data show that any learning loss experienced by the general student population is exacerbated among Unduplicated Pupils, homeless youth, and students with exceptional needs. To address that loss, and to accelerate learning for these students, the District will implement the following actions/services. These actions/services are designed to increase or improve services and are principally directed toward unduplicated students:

Distance Learning Program

Action 1 -- Online Virtual Learning Academy Curriculum & Support: Fowler Unified will purchase the A-G accredited Edgenuity curriculum, including the coaching component, to be used as core content for students attending the fully online model in grades six through twelve. Edgenuity supports accelerated learning for English language learners by providing multiple exposures to vocabulary, setting high expectations, offering explicit instruction, activating background knowledge, making instruction accessible, using home language strategically, providing scaffolds to support close reading, and teaching metacognitive skills. Edgenuity is designed to include evidence-

based instruction that better meet the needs of students with disabilities and students at-risk:

- a. Provide explicit instruction
- b. Model learning strategies
- c. Make instruction accessible through multiple means of representation, expression, and engagement.
- d. Provide tools that support learning
- e. Provide appropriate feedback
- f. Capitalize on technology by using direct video instruction, interactive web links, virtual labs, graphic organizers, manipulatives, and simulations to encourage active engagement

Action 3 -- Hotspots: The District will identify students whose families do not have access to internet at home and provide free WIFI hotspots to those who do not have connectivity. Our low income students are generally those who lack sufficient, or any, internet connectivity at home, and it will be an absolute necessity for them to have to participate in online learning.

Action 4. Programs to Support Student Learning: To best maximize pupil learning in the distance learning format and close achievement gaps, the LEA will purchase additional online programs. These programs will be evidence-based and examined to ensure they meet the needs of our students who are struggling.

Pupil Learning Loss

Action 1 -- To address learning loss and to accelerate learning, the District will continue its expanded learning (after school) program. "Across grades K–12, increased learning time programs had a small but statistically significant positive effect on students' academic motivation (defined as school attendance, homework completion, teachers' assessments of students' work effort in class, and students' self-reports of their motivation to learn), compared with similar students who did not participate in the programs." [Kidron and Lindsay, 2014],

Action 2 -- The District will offer math support classes at the high school level. Based on research, having smaller class sizes with extra support in math to support acceleration is expected to increase learning outcomes for unduplicated students who are struggling. Feedback and acceleration in a small group setting is expected to have an effect size on improvement of almost twice (.76) the threshold for gains.

Action 3 -- The District will purchase Cengage for English Learners at the secondary level that will support accelerated English language acquisition improvement. Cengage is designed for effective, engaging distance learning, with these materials targeted to meet the language development and interest levels of our secondary ELs.

Action 4 -- Paraprofessionals will work closely with the teachers to provide synchronous, small group or individual instructional support to accelerate learning in ELA, math, and ELD. Feedback and acceleration in a small group setting is expected to have an effect size on improvement of almost twice (.76) the threshold for gains.

Action 5 -- The District will expand the use of iReady in ELA and math to accelerate learning for struggling readers and students experiencing math difficulties. The Curriculum Associates Research team found that "Students who are English Learners (EL), students with disabilities (SWD), and students with socioeconomic disadvantages (SED) using i-Ready Personalized Instruction all saw statistically significantly greater growth than students from the same subgroups who did not have access to the program during the 2017–2018 school year."

Action 6 -- The District will provide targeted small group instruction for students to address learning loss in the areas of mathematics, English language development, and English language arts. Feedback and acceleration in a small group setting is expected to have an effect

size on improvement of almost twice (.76) the threshold for gains.

Additional Actions

Action 3 -- Students will be regularly monitored for social-emotional needs. Those who have been identified for social-emotional supports will be placed on a Google Meet schedule, as appropriate, to meet with the school counselor and/or school psychologist. Research shows that SEL not only improves achievement by an average of 11 percentile points, but it also increases prosocial behaviors (such as kindness, sharing, and empathy), improves student attitudes toward school, and reduces depression and stress among students (Durlak et al., 2011) [<https://www.edutopia.org/blog/why-sel-essential-for-students-weissberg-durlak-domitrovich-gullotta>].

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

By directing all the supplemental and concentration funding toward actions principally directed toward our unduplicated students, the district has increased or improved services by at least the percentage calculated above as compared to the services provided for all students.

The following describes the are increased or improved actions and/or services being continued from the District's 2019-20 Local Control and Accountability Plan (LCAP) that will be provided for Foster Youth, English Learners, and low-income students:

- Summer school intervention, enrichment, and original credit classes.
- Intervention programs; data analysis system and student assessment programs for progress monitoring and data collection
- Improved and increased library services for all grade levels
- Supplemental and intervention materials, including technology-based instructional programs
- Properly credentialed teachers for the purpose of reducing class sizes
- Support and services to early education teachers
- An Extended Learning Program (After-School Program)
- ELD and supplemental and intervention programs and materials
- A Secondary ELD Intervention Specialist who will provide targeted intervention and English Language Development (ELD)
- Programs/tools for tracking progress and creating Individual Learning Plans
- EL curriculum and instruction experts to provide professional development
- ELD intervention and supplemental materials and Reading/Literacy/ Technology instructional programs
- Academic Coaches at sites to support intervention services
- Intervention and support at the 9-12 level
- Instructional aides to provide intervention and support for English Learners
- Personnel for coursework in the areas of Career Technical Education/ ROP classes, extra and co-curricular/ visual performing arts, and Science,

Technology Engineering and Mathematics (STEM) classes to increase the enrollment of unduplicated students in CTE/ROP courses

- Personnel to maintain technology devices and infrastructure and related costs in order to provide services for unduplicated students

- The LEA will provide frequent school/district communications and parent involvement opportunities grades Preschool – 12
- Expand and promote preschool/ Transitional Kindergarten/ Early learning services and opportunities for parents and community members
- Provide behavior support and at-risk intervention programs as well as training at all sites
- Contract with outside agencies to provide health services for students
- Contract with curriculum and instruction experts to provide professional development for core content teachers and instructional aides.
- Provide newly hired teachers with district created training/ professional development