



Continuous Pursuit of Excellence

Learning Continuity and Attendance Plan Template (2020–21)

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

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

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

Due to COVID-19 Fallbrook Union High School District closed as of March 13th, 2020. The closure for the district led directly into the LEAs Spring Break, and students returned to a distance learning model of instruction on April 14th, 2020. While prior to April 14th, 2020 many

teachers provided supplemental resources to provide ongoing education for students at home, the result at that time was a decrease in participation and attendance, which resulted in significant learning loss during this time. When students returned April 14th the attendance was lower than anticipated, and social emotional turmoil that many students and parents experienced was acute.

The district quickly moved into prioritizing and strategizing around the needs of students. In addition to identifying new ways to provide nutrition to students who were forced to remain at home, the district began rapid efforts to provide equitable services to the greatest extent possible to students, including but not limited to ensuring chromebooks were repaired, purchasing and providing hotspots to families in need, and providing tangible weekly work packets for families in rural areas with poor access to internet services. The district moved into a collaborative effort to provide professional learning and technology strategies to teachers, bilingual and special education paraprofessionals, and administrators.

The district established a Reopening Committee and district and site administration have been working around the clock since March 13th to account for the needs of students and staff during this time.

Stakeholder Engagement

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

Fallbrook Union High School District engaged stakeholders in a variety of ways prior to reopening on August 17th, 2020. The district utilized multiple sources to inform, educate, solicit, engage and gather input from stakeholders. Surveys, reopening committees, existing committees such as DELAC, PAC, and School Site Council were sources of guidance and information as the district developed a plan to reopen. All surveys to families were sent out in English as well as Spanish to ensure accessibility and equity of feedback.

Surveys:

A variety of surveys were used to gather information about the status of distance learning in the spring of 2020. An internet and device accessibility survey was widely used and disseminated to families. While students at Fallbrook Union High School District have one to one chromebook access, this survey provided valuable information about how, where, and when students and families access internet in order to participate in distance learning. This survey also allowed targeted development of work packets for students with limited internet access and/or dire need to utilize handheld resources.

On a weekly basis a survey was sent out to teachers, to parents, and to students to identify a variety of items such as: identifying distance learning practices that proved to be effective and engage students in learning, how to develop accountability for attendance, the level of social and emotional distress that students were facing that prevented them from fully engaging in distance learning, the stressors placed upon parents as they attempted to support students from home, and their feedback in the development of more effective methods of

instruction and outreach to students, the most widely utilized platforms for both students and teachers, and the amount of support needed for students, parents, and teachers to navigate those platforms. The weekly data was used to inform the instructional technology coach team as they developed resources and outreach to address areas of need on a weekly basis.

Reopening Committee:

The district involved administrators, teachers, and paraprofessionals to create a committee of over 30 people who were tasked with developing geographically fluid plans to open school in the fall of 2020 in response to the global COVID-19 pandemic. The committee addressed Learning and Instruction, Health and Safety, Social and Emotional Support, Operations, and Family and Community Engagement. The committee agreed to theory of action to guide their work: Fallbrook Union High School District's theory of action is to create a safe, equitable, effective, and programmatically diverse instructional model that is both, geographically fluid to account for the numerous uncertainties in the 2020-2021 school year, while rigorous and engaging, allowing students to socially and academically collaborate in a safe manner. The result of the committee was a schedule and blended learning model that could be utilized in an online learning environment, hybrid and cohorted environment, and a fully traditional environment. The development of this blended learning model allows for complete fluidity should students be safely welcomed to campus, and would allow for no disruption of education should the school be closed and online learning required.

Guidance and Recommendations:

The district and site administration along with the Reopening Committee developed their plans and practices according to the San Diego County Office of Public Health, the California Department of Public Health, and Governor issued mandates such as the July 17th, 2020 mandate precluding all schools, both public and private from participating in on campus face to face instruction with teachers and students if the county is on the State of California Monitoring Watchlist. San Diego County was on the list and therefore was unable to open face to face on August 17th, 2020, and instead opened for students in an entirely virtual environment. As of August 18th, 2020, the County of San Diego began to see a decline in cases, which marked the beginning of the 14 day countdown of consecutive days of declining cases resulting in the possibility of schools reopening campuses for in-person instruction should the school be able to meet the requirements and criteria established in the San Diego County and California Department of Public Health guidelines. While the district and site administration and Reopening Committee have developed a plan to reopen in a hybrid model to account for and address the public health guidelines, the committee and administration continue to meet to review information as the situation is liable to change on a daily basis and plans are continually reviewed and revised. During the development of our reopening plan Assembly Bill 77 and now Senate Bill 98 are also reference and used in the continual development of our 2020-2021 COVID-19 Reopening Plans.

As of July 13th, 2020 The Board of Trustees made the recommendation that on August 17th, 2020 Fallbrook Union High School District would begin instruction in a distance learning format for the first grading period of the 2020-2021 school year ending on September 23rd. At that point the district and The Board of Trustees will revisit the determination and prioritize English learners, Special Education students, McKinney Vento, and high risk students with inadequate learning environments as the district assesses their ability to safely reopen to on-campus in-person instruction.

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

The district utilizes a variety of digital resources to inform students, parents, staff and community of online meetings and hearings. All Board meeting agendas are posted on the homepage of the district website and instructions are included for virtual Zoom attendance and identifies opportunities to provide public comment. The page allows for translation into languages other than English, and parents and community members may request interpretation at all board meetings. Additionally the superintendent Ms. Ilsa Garza Gonzalez has a student committee representing a cross section of the student body, from all schools in the district that has met twice online in the spring of 2020 and once online in the fall of 2020 to provide input and feedback regarding distance learning and planning for the future. A DELAC Committee, PAC Committee, and SSC has met to provide input and feedback as well. Via surveys and through other means, such as distribution of ChromeBooks and hotspots, the district has identified and continues to identify families in need of internet.

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

The reopening committee along with district and site leadership evaluated the common themes and feedback by a variety of stakeholder groups.

Themes:

Maintain safety for students, staff, and families as a priority: Reopening Committee, DELAC, School Site Council, teachers, parents, certificated bargaining unit, classified bargaining unit

Access to devices and connectivity: DELAC, School Site Council, teachers, parents, certificated bargaining unit, classified bargaining unit

Services and supports for English learners, students with disabilities, McKinney Vento, and students who struggle with online learning and/or may have home environments that are not conducive to online learning.

Clear and consistent communication with all stakeholders: DELAC, School Site Council, teachers, students, parents, certificated bargaining unit, classified bargaining unit

Communication via dial outs, emails, letters, and social media such as facebook and instagram: DELAC, School Site Council, teachers, parents

Early communication when possible: Parents, teachers, certificated bargaining unit, classified bargaining unit

More collaborative conversations around decision making: School Site Council, teachers, parents

Provide social and emotional resources to meet the needs of students as they navigate online learning, interaction with their peers, and work and study skills: Teachers, parents, students

Provide timely, high-quality professional learning opportunities for certificated and classified staff: Teachers, classified staff, certificated bargaining unit, classified bargaining unit

Provide a model of instruction that allows for geographic fluidity during these uncertain times, while addressing and mitigating learning loss: Reopening committee, district and site administration, certificated bargaining unit, classified bargaining unit

Procedures for identifying and supporting staff who are either sick or have been exposed to COVID-19: Reopening Committee, teachers, classified staff, certificated bargaining unit, classified bargaining unit

Plan for how Public Health orders for social distancing, cleaning, masks, and symptom checks will be handled: Reopening Committee, teachers, classified staff, certificated bargaining unit, classified bargaining unit

Plan for appropriate technology to conduct on campus online learning in the event of a hybrid model when cohorts of students will be on campus vs. at home: Reopening Committee, teachers, classified staff, certificated bargaining unit, classified bargaining unit
Time for collaboration, creation of online lessons, and professional learning: Reopening Committee, teachers, classified staff, certificated bargaining unit, classified bargaining unit
Rapid return to campus once permissible and when able to adhere to health guidelines: CTE teachers, teachers, students, parents

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

All feedback from stakeholder groups was considered in the development of the Learning Continuity and Attendance Plan (LCP).

Devices and Connectivity:

FUHSD had adopted a one to one model for chromebooks prior to the start of the COVID-19 pandemic and had invested \$61,105.63 from LCAP supplemental concentration funds; however, after the pandemic hit, the district has purchased/budgeted \$649,985.92 for HotSpots, Chromebooks for teachers and paraprofessionals, Jigabots for hybrid/blended learning, wiring and drops for indoor and outdoor internet connectivity, extra chromebooks for students in the event of needed repairs, towers for classrooms to handle the online learning components in a hybrid model, microphones for hybrid/blended learning, Blocski for monitoring, and Zoom for synchronous instruction. Additional software, extensions, licenses, and learning tools are being purchased for teachers and departments based on the needs of the departments or teachers.

Professional Development and Support for Staff:

FUHSD has hired 5 Instructional Technology Coaches to support teachers' implementation and use of tools that support instruction and engagement. Instructional technology coaches will not only support teachers with the use of new technology, applications, and extensions, but they will also provide support targeted towards the effective use of our TLC learning model, supporting English learners, and students with disabilities in an online or hybrid learning environment. Additional software licenses and professional learning has been offered to the CTE department to assist them in running specialized programs. Prior to the COVID-19 pandemic, FUHSD began a collaborative partnership with Orenda to prioritize essential standards, develop a system of assessment, and reflective practice specifically in ELA and math. Orenda is also providing support to the site and district administration in order to take the model used in ELA and math and broaden the scope of work to other departments through the site administration. Due to the COVID-19 pandemic and the learning loss in the Spring of 2020, this work is even more critical at this time.

Safety and Cleaning Protocols:

While FUHSD engages in distance and online learning from August 17th, 2020 until the review and revisit date of November 9th, 2020, the district, site, and maintenance and operations administration have worked with their teams to develop safety and cleaning protocols to ensure a safe return to campus when the public health order allows for in-person, on-campus instruction. Each classroom has had and/or will have protective barriers installed for both the teacher and the paraprofessional or support staff, and depending on classrooms, certain classrooms and labs will have protective barriers installed for students. Handwashing stations will be placed throughout campus, and sanitizing equipment and supplies are dispensed to classrooms and offices. All staff and students will be required to wear face masks and/or face

shields on campus. Masks have been purchased for students and staff members, and face shields have been purchased for teaching staff. The district has developed plans and protocols for symptom checks, as well as procedures for when a staff member or student is sick or symptomatic. Students and parents will be provided information and training around mask wearing, hand washing, and symptom evaluation. All staff will attend a mandatory training before students are brought on campus to review symptom check procedures and to review practices and procedures to follow when a staff or student is sick or symptomatic. Additionally a system has been developed to number desks so that for alternating periods of the day students will sit in different desks with physical distancing, which allows the maintenance teams to clean and sanitize according to a scheduled system.

Minimize Learning Disruption through a Flexible Learning Model

FUHSD worked with the Reopening Committee to develop a learning model that would maximize instructional minutes to mitigate learning loss, and would allow for geographic fluidity in the event FUHSD is engaged in online distance learning, a hybrid/cohort model, or traditional instruction. Due to the volatile nature of the pandemic, the circumstances change continuously; therefore the TLC model was developed based on research based blended learning models. The Reopening Committee evaluated flipped classrooms, station rotations, and lab rotations to create a model that incorporated flipped instruction and versatile synchronous sessions to maximize instructional minutes and target students needs.

English Learners:

The district will continue to provide English learner services for English learners (ELs) and reclassified fluent English proficient (RFEP). English learner services include but are not limited to: English Language Development (ELD) courses, strategic placement for ELD 1 and ELD 2 students in heterogeneously grouped college preparatory English classes with their English teacher, bilingual paraprofessional support in designated and integrated ELD classes to support ELD 1 and ELD 2 students, continuation of the Dual Language Immersion program with Spanish Language Development courses, teatro en espanol, and biology and chemistry offered in Spanish, English learner support teacher to monitor ELD 3 and ELD 4 students and instructional technology coaching through the lens of English learner needs.

Students with Disabilities:

The district will maintain the co-teach courses and partnerships, specialized academic instruction courses, mild moderate courses, and special education paraprofessionals for student support. Other related services will continue such as: speech, counseling, adaptive PE, learning center, and an additional therapist to address students with disabilities.

During the continued school closure for the 2020-2021 school year, students with disabilities will receive direct instruction from general education and special education teachers (synchronous instruction), as well as independent work (asynchronous instruction).

Special ed services are provided in a variety of ways:

- Teacher-posted lessons, asynchronous (online or other media)

- Virtual class meetings, synchronous

- Personalized learning tools (virtual or paper packets, as available)

- Scheduled teacher appointments (virtual, as available)

- Scheduled email check-ins (parent or student)

- Virtual office hours (drop for parents and/or students)

The learning center is accessible for students who need pre-teaching, re-reaching, remediation, and extra time to complete classroom tests/assignments.

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.]

The Fallbrook Union High School District Reopening Committee evaluated instructional offerings for both online learning, a hybrid/cohort learning model, and a traditional model. When the current Public Health Order allows for a safe return to campus, the committee will reconvene to finalize miscellaneous elements of the the hybrid/cohort learning model and reopening plan. Based on the feedback of the Reopening Committee, DELAC, SSC, student, parent, teacher survey, and public health guidance, the district is developing an in-person, on-campus reopening plan that addresses public health guidance and stakeholder feedback with priorities on the following:

- safety protocols including but not limited to those issued in public health guidance: active screening of employees entering campus, training staff, students, and parents to reinforce healthy hygiene practices, providing protective equipment for employees and students, arrange classrooms to meet physical distancing guidelines and maintain 6 feet of distance between the teacher and students, cleaning and disinfecting with a focus on highly used areas, signage to reinforce policies and physical distancing.
- learning and instruction model
- mitigating learning loss
- student support
- teacher support
- bell schedule
- professional learning

Mitigating Learning Loss and Systematic Cycle of Assessment

Prior to the COVID-19 pandemic, FUHSD began a collaborative partnership with Orenda to prioritize essential standards, develop a systematic cycle of assessment, and reflective practice specifically in ELA and math. Orenda is also providing support to the site and district administration in order to take the model used in ELA and math and broaden the scope of work to other departments through the site administration. Due to the COVID-19 pandemic and the learning loss in the Spring of 2020, this work is even more critical at this time to allow departments and teachers to prioritize essential standards for courses and grade levels to allow teachers to better identify students' strengths and needs and collect evidence of student learning to measure progress and growth.

Data from both formative and summative assessments implemented throughout the district provide a variety of data points to inform all stakeholders of students progress and growth, guide instruction, strategize district wide professional learning, and program efficacy.

The district supports teachers in their implementation of both formative and summative assessments. The systematic prioritization of essential standards and the assessment cycle through Orenda is meant to be a formative guide of students' acquisition of essential standards, which provides teachers with information to support their planning and instruction. Among the formative assessments used to inform placement and instruction of students are: the Math Diagnostic Testing Project (MDTP), EDGE Lexile assessments specifically for English learners, the initial ELPAC, department and Orenda created common assessments, and informal class assessments.

Summative assessments occur through state academic testing (SBAC, CAST, CAA, and summative ELPAC, course unit and final exam tests, and updates from the California Department of Education, College Board, and IB continue to guide options for test administration during the 2020-2021 school year. All of the formative and summative assessment data guides district, programmatic, and instructional decisions.

Social Emotional Wellness

A Friday Advisory course has been put into place for the 2020-2021 school year to provide all students with strategies for time and stress management. While these skills are imperative in any year, the impacts of the COVID-19 pandemic place a heightened awareness around the need to support students with online and distance learning, coping with change, adjusting to new socialization expectations based on the restrictions and guidance provided by the governor and county and state public health guidance. In addition to providing students with guidance and structure to deal with the new reality of continuous change, new learning and socialization environments, the Friday advisory course also provides students with a space to explore college and career readiness by educating students about the opportunities available to them and how to navigate those opportunities.

Professional Development

Professional learning is made available to teachers and classified support staff around the blended learning environment, the prioritization of standards and systematic assessment cycle, and navigating the virtual environment with a variety of instructional tools that promote engagement, and support teachers in planned and "in the moment" strategies and scaffolds to differentiate for GATE, English learners, and students with disabilities.

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

Description	Total Funds	Contributing
Continue to provide base educational programs including AP and Honors and enrichment courses: credentialed teachers, managements staff, counselors, classified staff and support staff, standards aligned instructional materials for base programs, access to specialized base programs such as Special Education and English Learner programs, access to nutrition regardless of instructional model, and a safe and well maintained facilities.	25,607,533.00	No

Description	Total Funds	Contributing
Provide personal protective equipment, implement safety protocols, and train staff, parents, and students about symptom checking, mask use, handwashing, and what to do when symptoms are displayed.	146,484.95	No
In addition to the required base English Language Development program consisting of ELD 1-4, Newcomer ELD, Foundational Literacy, and Math Essentials, implement the Dual Immersion Program consisting of a Spanish 4 course, biology and chemistry courses offered in Spanish, and a theater course offered in Spanish.	127,686.00	Yes
Continue to provide bilingual paraprofessional staff to support English learners in ELD 1 and 2 designated and integrated courses.	304,398.62	Yes
Continue to provide ELD tutors to facilitate AVID style tutorials in ELD classes	28,359.51	Yes
Provide professional learning around ELD standards and differentiation strategies and scaffolds with a priority and focus on new staff.	23,461.65	Yes
Continue to provide a certificated staff member primarily focused on ELD 3 and 4 students to monitor their designated and integrated courses, provide guidance, coordination, and facilitated contact and communication between teachers, parents, and counselors of ELD 3 and 4 students.	27,000.00	Yes
Implement and staff additional STEAM based CTE pathways include Agriculture to support the needs of students particularly socioeconomically disadvantages, English learners foster youth, redesignated fluent English proficient students, homeless, and students with disabilities.	1,641,698.55	Yes

Description	Total Funds	Contributing
Offer a minimum of two dual enrollment courses with Palomar College to support the academic achievement of students particularly SED, ELs, FY, RFEP, HL, AL and SWD students	25,500.00	Yes
Staff a public relations and communication specialist.	137,000.00	Yes
Provide library and digital resources through Overdrive.	20,000.00	Yes
Continue to implement the Curriculum, Instruction, and Assessment Committee, the College and Career Readiness Committee and various other supplemental committees as decided through the differentiated assistance process in the 2018-2019 school year to ensure targeted support the academic achievement, and college and career readiness of students with disabilities and English learners.	6,750.00	Yes
Offer comprehensive SAT/ACT preparation courses to students free of charge with particular emphasis on SED, ELs, FY, RFEP, HL, AL and SWD students	4,000.00	Yes
Provide professional development to academic and college counselors related to college readiness to better address needs of all students particularly SED, ELs, and FY students	10,000.00	Yes
Implement Saturday Academy to target the needs of socioeconomically disadvantaged, English learner, foster youth, homeless, and students with disabilities and their families.	92,579.61	Yes
Provide additional ESL, Citizenship, INEA, and Computer courses specifically to target the needs of English learners, immigrants, and their families.	22,089.52	Yes
Increase number and variety of after school enrichment courses designed to increase engagement of all students especially SED, ELs, FY, RFEP, HL, AL and SWD students	277,964.00	Yes

Description	Total Funds	Contributing
Increase number and variety of courses to address academic needs of students struggling academically especially SED, ELs, FY, RFEP, HL, AL and SWD including summer enrichment courses	200,000.00	Yes
Implement the IB program to target the the mid-range socioeconomically disadvantaged, English learners, and students with disabilities who demonstrate test scores that qualify them for Advance Placement, but do not take Advanced Placement courses.	73,692.85	Yes
Continue funding 1 additional academic counselors to accommodate small learning community structure reducing counselor to student ratio to serve needs of SED, ELs, and FY students	133,582.50	Yes
Implement research based AVID program to include sections, fees, training, and AVID Coordinator to address the academic and college and career readiness needs of students, especially socioeconomically disadvantaged, English learners, homeless, foster youth, and students with disabilities.	133,582.50	Yes
Continue to hire part time college students to serve as tutors in AVID Tutorial classes to help address academic needs of students especially SED, ELs, and FY students	62,905.15	Yes
Implement research based programs such as ROTC, Academic Youth Development, Intro to Data Science, and Pre-Advanced Placement courses primarily to address the needs of socioeconomically disadvantaged, English learners, foster youth, homeless, and students with disabilities.	226,714.29	Yes
Fund a Chronic Absentee, Mutli-tiered System of Support position to address needs identified through differentiated assistance, low suspension rates for English learners, students with	81,000.00	Yes

Description	Total Funds	Contributing
disabilities, and facilitate attendance review and support system to address students with chronic absenteeism.		
Support the needs of SED, ELs, FY, HL, and SWD through cultural awareness training, trauma informed practices training, and multi-tiered systems of support training, and targeted support for gang affiliated student groups.	148,436.00	Yes
Utilize Allovue as a software to provide improved access and analysis of funds to empower the board, educators, administrators, and parents and community members to strategically and equitably allocate resources to best support the needs of students with a specific focus on the resources targeted for students with disabilities and unduplicated pupils: socioeconomically disadvantaged, English learners, foster youth, and homeless.	8,800.00	Yes
Purchase the School City software to integrate with our student information system and facilitate assessment creation by teachers, data analysis, and standards based reflection cycles guided through the work of Orenda.	21,825.00	Yes
Purchase and train administration and strategic staff members on Aeries Analytics to facilitate access and analysis of data for differentiated assistance, comprehensive support and improvement, and as tool to facilitate data informed interventions and programs.	5,000.00	Yes
Bilingual Parent Liaison to support English learners and Spanish speaking parents and students by interpreting, facilitating communication and contact between parents, teachers, and administration, support and work with McKinney Vento families, ELAC, DELAC, and facilitate and support identified needs for parents and students in the unduplicated students in the community.	78,861.56	Yes

Description	Total Funds	Contributing
Fund an outreach specialist liaison who specialized in counseling, social work, and facilitation of needs for students and families in the community targeted English learners, immigrants, socioeconomically disadvantaged, homeless, and foster youth.	108,000.00	Yes
Continue to maintain and Parent Center to address the needs of parents.	2,473.60	Yes
Support Ivy High School's Comprehensive Support and Improvement Process with data analysis, needs assessment, and systematic data reflection cycles to analyze efficacy of interventions through a temporary CSI Technical Coordinator.	60,014.91	Yes
Implement evidence and research based programs for Ivy High School's CSI process by funding a temporary social worker at Ivy to work with targeted students who are demonstrating a high incidence of absences.	147,238.72	Yes
Implement research based programs to address the social and emotional wellness of students at Ivy High School: Boys to Men and Women Wonderwriters	20,000.00	Yes
Continue one to one chromebooks to integrate students into 21st century skills and provide teacher support and professional learning through 5 instructional technology coaches.	181,366.97	Yes
Implement a systemic cycle of assessments to measure evidence of student learning within the ELA and Math Department through a partnership with Orenda.	16,372.00	Yes
Implement a systemic cycle of assessments to measure evidence of student learning within the ELA and Math Department through a partnership with Orenda, then expand that work to Social Science and Science departments.	6,750.00	Yes

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.]

Based on a variety of data gathered from distance learning in the spring of 2020, stakeholder feedback, and SB 98 the Fallbrook Union High School District Reopening Committee evaluated instructional offerings for both online learning, a hybrid/cohort learning model, and a traditional model and developed a blended learning model that would transition easily from 100% online learning to a hybrid/cohort model of learning or a traditional model of learning. Bell schedules were developed for ease of transition between models to mitigate any possible learning loss that might have come from mercury nature of the COVID-19 pandemic.

Minimize Learning Disruption through a Flexible Learning Model

FUHSD worked with the Reopening Committee to develop a learning model that would maximize instructional minutes to mitigate learning loss, and would allow for geographic fluidity in the event FUHSD is engaged in online distance learning, a hybrid/cohort model, or traditional instruction. Due to the volatile nature of the pandemic, the circumstances change continuously; therefore the TLC model was developed based on research based blended learning models. The Reopening Committee evaluated flipped classrooms, station rotations, and lab rotations to create a model that incorporated flipped instruction and versatile synchronous sessions to maximize instructional minutes and target students needs. Regardless of whether instruction will take place on-campus and in-person in a hybrid/cohort or traditional model, or instruction will take place in a distance learning online model, the method of instruction will remain the same to ensure greatest use of instructional minutes and greatest flexibility between possible methods of delivery throughout the year. Additional information provided in the TLC graphic in the appendix.

Instructional Resources

The Reopening Committee evaluated a variety of instructional models settling upon the blended flipped classroom model. Because a portion of instruction in this model is delivered asynchronously and not in immediate real time, the committee determined that purchasing school wide APEX learning licenses would allow all students and teachers to have access to common core materials in the event they needed the additional support in providing asynchronous materials and instruction. For specific courses, students and/or parents will have the option to safely pick up physical instructional materials from their school at a scheduled time, if needed.

Based on department feedback additional online instructional resources were purchased to support the needs of our varied programs and departments:

Math:

2 in 1 Laptops for online math instruction and modeling
Webcams
Peardeck licenses

ELA:

Actively Learn - an award winning digital curriculum that drives engagement and equity in class and at home that has a plethora of resources and allows teachers to integrate their own resources, provides accessibility for ELLs and SWD, and provides progress monitoring with real time feedback for students and teachers.

Flocabulary subscriptions

Additional novels to check out to students and mitigate cross contact of physical resources

Science:

EdPuzzle to create engagement, accountability, and integrated feedback as students engage in videos or asynchronous learning provided by teachers.

Gizmos and Pivot Interactives to provide virtual lab opportunities

Peardeck

2 in 1 Laptops for online science instruction and modeling

Online versions of needed texts

World Language:

TruWay ASL Program

Flango subscription

Mango Application

Online Spanish 1-4 SLD 1-2 Readers

Social Science:

Online textbook resources in addition to APEX course resources

Peardeck

15 week AP Euro course support for fall and spring semester

CTE:

iCEV licenses: iCEV's Agricultural Science curriculum was created with educators and students in mind. Educators have unlimited access to prebuilt, fully customizable courses, complete with media-rich lessons and supporting coursework. Lessons within this site feature industry experts and cover important topics such as animal science, plant science, power systems, food science, judging, natural resources, veterinary science and more.

Auto Upkeep Academy Licenses: Gamified, community connected, life skill building comprehensive virtual curriculum.

ProStart and SelfServ Resources for a virtual Culinary Arts program for students

GoPro Cameras

Floral Kits

VAPA:

CLI Licenses for virtual professional dance instruction and choreographers

Music First as a Comprehensive Learning Management System for K-12 Music Education

Padlet Licenses

We Video for online video editing

Art Kits

SpEd:

Read 180

Time for Learning

Books on Tape

Leveled Novels

Actively Learn

Expeditions Subscription

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.]

Devices and Connectivity:

FUHSD had adopted a one to one model for chromebooks prior to the start of the COVID-19 pandemic and had invested \$61,105.63 from LCAP supplemental concentration funds; however, after the pandemic hit, the district has purchased/budgeted \$649,985.92 for 180 HotSpots, Chromebooks for teachers and paraprofessionals, Jigabots for hybrid/blended learning, wiring and drops for indoor and outdoor internet connectivity, extra chromebooks for students in the event of needed repairs, towers for classrooms to handle the online learning components in a hybrid model, microphones for hybrid/blended learning, Blocksi for monitoring, and Zoom for synchronous instruction. Additional software, extensions, licenses, and learning tools are being purchased for teachers and departments based on the needs of the departments or teachers.

Purchases and needs for hotspots were determined based on the families who completed the internet accessibility survey and data confirmation through the registration process. Hotspots are provided at free or reduced rates for socioeconomically disadvantaged students who are given priority. Families who are not socioeconomically disadvantaged and want to use a HotSpot can submit an application to pay a monthly fee for the hotspot. Additionally the county office of education is providing supportive rates through Spectrum. In addition to providing hotspots, the district is investigating opportunities to provide internet access outside and on-campus and in priority spots throughout the community.

The district also provides a system for troubleshooting chromebook and internet struggles. For device issues that cannot be remedied through teacher support, a work order is placed and devices are collected and repaired at the Fallbrook High School library on an appointment basis.

For families with additional struggles because of topography and reception and access to internet in places like DeLuz, individual circumstances are being targeted as families come forward to remedy and provide access.

An internet connectivity survey was sent out multiple times starting in March of 2020. Physical copies of the survey were provided in the spring when families arrived to pick up physical work packets for students who had limited or no access to the internet. Dial out messages, postings on the school and district website have been posted. Hotspot applications were available during the 3 weeks of registration both in-person and online when families were scheduled in small groups to complete the registration process in preparation for the 2020-2021 school year. Applications were collected during registration, and additional applications continue to be collected in the drive through line for lunch pickup. Additionally bilingual paraprofessionals called targeted families to provide them information necessary to access learning on the first day of school and to guide them to the hotspot application form in the event they needed a hotspot. Based on feedback from our DELAC committee the hotspot application and nutrition information is also being posted on social media through Facebook and Instagram.

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 accordance with SB 98 mandates, students will engage in a mix of synchronous live instruction and asynchronous independent learning for a minimum of 240 minutes each day. New attendance policies and procedures have been implemented at FUHSD. Students participate in synchronous learning for a block schedule Monday - Thursday for a total of 270 synchronous instructional minutes. Teachers monitor engagement by doing informal checks for students 3 times throughout the learning period. Engagement and/or participation is measured by one or more of the following: whether the student has their video camera on and is present in the class, whole class discussion, group discussion, progress monitoring, or by responding to specific questions asked by the teacher or submitting their attendance responses on a google form, peardeck activity, poll etc...

On Fridays students participate in one hour or 60 minutes of an advisory period, and for each of their 6 periods are assigned 30 minutes of asynchronous materials for each period. Attendance is accounted for on Fridays through time value work. The time value work is evaluated by the teacher through either assigned and returned work, APEX, EdPuzzle, Peardeck, Padlet, or other online software or online curriculum as determined by the department. Time value accounting is verified by teachers on a weekly basis.

Additional details for TLC model and attendance accounting included in the Appendix.

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.]

Professional Development and Support for Staff:

Supporting teachers, paraprofessionals, administrators and staff through professional learning ensures continued growth and success in the changeable environment we face due to the COVID-19 pandemic. In order to establish continuity of learning, a blended learning model has been put in place and will continue regardless of where instruction will be provided. Additionally policies and procedures are being developed to move interactions, applications, and meetings into a virtual environment.

Prioritized professional learning for the 2020-2021 school year centers on instructional technology, software and individualized tool training, research-based practices for online learning, cultural awareness, trauma informed practices, restorative practices, and strategies to support English learners and students with disabilities.

FUHSD has hired 5 Instructional Technology Coaches to support teachers' implementation and use of tools that support instruction and engagement. Instructional technology coaches will not only support teachers with the use of new technology, applications, and extensions, but they will also provide support targeted towards the effective use of our TLC learning model, supporting English learners, and students with disabilities in an online or hybrid learning environment. Additional software licenses and professional learning has been offered to various department to assist them in running specialized programs and software. Implementation of professional learning and support through instructional technology coaches is rooted in student and educator needs demonstrated through data in the form of surveys, observations, and collaborative committee conversations. These coaches collaborate with teachers, site, and district administration to develop bi-weekly goals and supports aligned to the districts online instructional model. All professional learning is ongoing throughout the year and capitalizes on the initial professional learning provided in the Spring of 2020.

In March of 2020, teachers and paraprofessionals participated in mandatory Google Classroom, Google Meet and Zoom, and Aeries Communication professional learning. Additional voluntary professional learning was offered for flipped classrooms and creating videos to support student learning. Professional learning continues with the implementation of 5 instructional technology coaches who model their support after the TLC learning that is being provided to students. Video tutorials are provided to teachers for software programs and integrated Google extensions such as EdPuzzle, Peardeck, Loom, etc...and follow up synchronous in depth training is provided to support teachers implementation.

Prior to the COVID-19 pandemic, FUHSD began a collaborative partnership with Orenda to prioritize essential standards, develop a system of assessment, and reflective practice specifically in ELA and math. Orenda is also providing support to the site and district administration in order to take the model used in ELA and math and broaden the scope of work to other departments through the site administration. Due to the COVID-19 pandemic and the learning loss in the Spring of 2020, this work is even more critical at this time. Orenda will provided additional support and training with targeted sessions related to unit and lesson design and implementation. This professional learning is entirely focused on content and pedagogy, is designed to ensure equitable outcomes, and is systemic in order to be ongoing, intensive, and embedded in practice with shared accountability between department members, site, and district administration.

Staff Roles and Responsibilities

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

Fallbrook Union High School District staff have new and adjusted roles due to online learning and COVID-19. Teachers have always been asked to integrate 21st century and technology skills in their curriculum, but now teachers are providing curriculum through 21st century skills. Professional learning has been provided to support teachers with the implementation of a research based blended learning model. Teachers have received targeted professional learning around the use of Google Classroom, Google Meet, Zoom, Aeries communication, and blended flipped learning models: Teach, Learn, Coach (TLC). Instructional technology coaches are available to provide additional assistance to staff specific to instructional technology tools and universal design lesson planning and backwards mapping from the standards in a virtual environment.

Additionally teachers are now running a Friday advisory period specifically to address the social and emotional needs of students during the COVID-19 pandemic. These lessons for advisory are created by the ASB coordinator and under the supervision of the site administration. In the event that public health orders allow and public health guidelines are met, teachers will also support on a voluntary basis with sanitization and classroom cleaning.

Bilingual and SpEd paraprofessionals will continue to provide academic assistance during Distance/Online learning and will utilize Google Classroom, Google Meets, and or Zoom to support instruction.

Classified staff whose role is feasible in a distance learning model will complete their job duties in a format that is largely online, over the phone, or digital. Classified staff whose role is not feasible in a distance learning model, such as campus supervisors, will be utilized to support school sites in a variety of other areas such as school nutrition, technology support, sanitation, campus security etc... new roles attached in appendix.

Supports for Pupils with Unique Needs

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

Students with disabilities and exceptional needs will continue to have access to services, accommodations, and supports in their Individualized Education Plan (IEP) provided as well as grade-level instruction through the least restrictive environment in the distance learning model.

- Case managers will provide individualized support to effectively develop and implement each student's Individualized Education Plan (IEP) and will track student progress towards IEP goals in the distance learning model.
- Co-taught classes will continue in a distance learning environment.
- Instructional aids will continue in collab classes and according to a students' IEP
- Related Services such as speech, counseling, adaptive PE, workability and more will continue

- Professional learning opportunities for teachers and administrators on effective co-teaching practices and implementation of lesson design specific to distance learning
- Professional learning opportunities are offered to all SpEd staff for lesson design and blended learning model, trauma informed practices, and cultural awareness training.

Students who are English learners will continue to receive both designated and integrated English language development (ELD) instruction as well as grade-level instruction in a distance learning model

- Dual language courses, Spanish for Spanish speakers courses, newcomer ELD, newcomer foundational literacy, and newcomer math essentials will continue in a distance learning format.
- Strategic grouping and priority placement in the master schedule will continue in distance learning.
- Professional learning opportunities around the ELD standards and ELL strategies and scaffolds will be offered to all teachers and paraprofessionals, but especially for new teachers or paras.
- Bilingual paraprofessional will continue to be placed strategically in designated and integrated ELD 1 and 2 classes.
- ELD tutors will continue to be placed in designated ELD classes.
- Access to instructional software specifically designed to support language development (EDGE Inside Curriculum and level A-D and lexile exams)
- ELD 3 and 4 students support teacher will continue to monitor ELD 3 and 4 students in both designated and integrated ELD.

Homeless and Foster Youth

Fallbrook Union High School District will continue to provide similar support in distance learning that they would experience with on-campus learning to students who live in foster care and students who are experiencing homelessness. Students in foster care and students who are experiencing homelessness receive additional supports and services on-campus and in distance learning through our bilingual parent liaison and McKinney Vento site liaison, who works in conjunction with our Migrant Ed personnel, counselors, and social worker interns as a group to work with students and families to ensure they have resources in place to support learning (technology, school food services, bus passes, tutoring, etc.) Additionally social worker interns work with homeless and foster youth services to keep them apprised of the resources available in the county. Social worker interns work as case managers for homeless students and students in foster care ensuring that they have the support needed for success, including access, technology, social emotional needs and academic support.

At the district level, overall foster and homeless services are coordinated by our Director of Pupil Services, who is a liaison for various agencies in the county.

Gifted and Advanced Students

Fallbrook Union High School District will continue to provide advanced courses through Advanced Placement (AP), Pre-AP, and International Baccalaureate (IB) courses. College Board, and IB continue to guide options for test administration during the 2020-2021 school year.

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

Description	Total Funds	Contributing
Continue to provide base educational programs including AP and Honors and enrichment courses: credentialed teachers, managements staff, counselors, classified staff and support staff, standards aligned instructional materials for base programs, access to specialized base programs such as Special Education and English Learner programs, access to nutrition regardless of instructional model, and a safe and well maintained facilities.	25,607,533.00 Duplicate reflected above	No
Provide all students with access to devices and connectivity to access their courses through distance/online learning, including additional chromebooks, hotspots, outdoor internet access points, and zoom licenses to ensure synchronous participation and safety.	122,115.92	Yes
Continue one to one chromebooks to integrate students into 21st century skills and provide teacher support and professional learning through 5 instructional technology coaches.	181,366.97 Duplicated reflected above	Yes
In addition to the required base English Language Development program consisting of ELD 1-4, Newcomer ELD, Foundational Literacy, and Math Essentials, implement the Dual Immersion Program consisting of a Spanish 4 course, biology and chemistry courses offered in Spanish, and a theater course offered in Spanish.	127,686.00 Duplicated reflected above	Yes
Continue to provide bilingual paraprofessional staff to support English learners in ELD 1 and 2 designated and integrated courses.	304,398.62 Duplicate reflected above	Yes
Continue to provide ELD tutors to facilitate AVID style tutorials in ELD classes	28,359.51 Duplicate reflected above	Yes
Provide professional learning around ELD standards and differentiation strategies and scaffolds with a priority and focus on new staff.	23,461.00 Duplicate reflected above	Yes

Description	Total Funds	Contributing
Implement and staff additional STEAM based CTE pathways include Agriculture to support the needs of students particularly socioeconomically disadvantages, English learners foster youth, redesignated fluent English proficient students, homeless, and students with disabilities.	1641698.55 Duplicate reflected above	Yes
Offer a minimum of two dual enrollment courses with Palomar College to support the academic achievement of students particularly SED, ELs, FY, RFEP, HL, AL and SWD students.	25,500.00 Duplicate reflected above	Yes
Staff a public relations and communication specialist	137,000.00 Duplicate reflected above	Yes
Provide library and digital resources through Overdrive.	20,000.00 Duplicate reflected above	Yes
Continue to implement the Curriculum, Instruction, and Assessment Committee, the College and Career Readiness Committee and various other supplemental committees as decided through the differentiated assistance process in the 2018-2019 school year to ensure targeted support the academic achievement, and college and career readiness of students with disabilities and English learners.	6,750.00 Duplicate reflected above	Yes
Offer comprehensive SAT/ACT preparation courses to students free of charge with particular emphasis on SED, ELs, FY, RFEP, HL, AL and SWD students	4,000.00 Duplicate reflected above	Yes
Implement Saturday Academy to target the needs of socioeconomically disadvantaged, English learner, foster youth, homeless, and students with disabilities and their families.	92,579.61 Duplicate reflected above	Yes

Description	Total Funds	Contributing
Provide additional ESL, Citizenship, INEA, and Computer courses specifically to target the needs of English learners, immigrants, and their families	22,089.52 Duplicate reflected above	Yes
Increase number and variety of after school enrichment courses designed to increase engagement of all students especially SED, ELs, FY, RFEP, HL, AL and SWD students	277,964.00 Duplicate reflected above	Yes
Increase number and variety of after school enrichment courses designed to increase engagement of all students especially SED, ELs, FY, RFEP, HL, AL and SWD students including summer enrichment courses	200,000.00 Duplicate reflected above	Yes
Implement the IB program to target the the mid-range socioeconomically disadvantaged, English learners, and students with disabilities who demonstrate test scores that qualify them for Advance Placement, but do not take Advanced Placement courses.	73,692.85 Duplicate reflected above	Yes
Continue funding 1 additional academic counselors to accommodate small learning community structure reducing counselor to student ratio to serve needs of SED, ELs, and FY students	133,250.77 Duplicate reflected above	Yes
Implement research based AVID program to include sections, fees, training, and AVID Coordinator to address the academic and college and career readiness needs of students, especially socioeconomically disadvantaged, English learners, homeless, foster youth, and students with disabilities.	133,582.50 Duplicate reflected above	Yes

Description	Total Funds	Contributing
Continue to hire part time college students to serve as tutors in AVID Tutorial classes to help address academic needs of students especially SED, ELs, and FY students	62,905.15 Duplicate reflected above	Yes
Implement research based programs such as ROTC, Academic Youth Development, Intro to Data Science, and Pre-Advanced Placement courses primarily to address the needs of socioeconomically disadvantaged, English learners, foster youth, homeless, and students with disabilities.	226,714.29 Duplicate reflected above	Yes
Fund a Chronic Absentee, Mutli-tiered System of Support position to address needs identified through differentiated assistance, low suspension rates for English learners, students with disabilities, and facilitate attendance review and support system to address students with chronic absenteeism.	81,000.00 Duplicate reflected above	Yes
Support the needs of SED, ELs, FY, HL, and SWD through cultural awareness training, trauma informed practices training, and multi-tiered systems of support training, and targeted support for gang affiliated student groups.	148,436.00 Duplicate reflected above	Yes
Utilize Allovue as a software to provide improved access and analysis of funds to empower the board, educators, administrators, and parents and community members to strategically and equitably allocate resources to best support the needs of students with a specific focus on the resources targeted for students with disabilities and unduplicated pupils: socioeconomically disadvantaged, English learners, foster youth, and homeless.	8,800.00 Duplicate reflected above	Yes
Purchase the School City software to integrate with our student information system and facilitate assessment creation by teachers, data analysis, and standards based reflection cycles guided through the work of Orenda.	21,825.00 Duplicate reflected above	Yes
Purchase and train administration and strategic staff members on Aeries Analytics to facilitate access and analysis of data for differentiated assistance, comprehensive support and improvement, and as tool to facilitate data informed interventions and programs.	5,000.00 Duplicate reflected above	Yes

Description	Total Funds	Contributing
Bilingual Parent Liaison to support English learners and Spanish speaking parents and students by interpreting, facilitating communication and contact between parents, teachers, and administration, support and work with McKinney Vento families, ELAC, DELAC, and facilitate and support identified needs for parents and students in the unduplicated students in the community.	78,861.56 Duplicate reflected above	Yes
Fund an outreach specialist liaison who specialized in counseling, social work, and facilitation of needs for students and families in the community targeted English learners, immigrants, socioeconomically disadvantaged, homeless, and foster youth.	108,000.00 Duplicate reflected above	Yes
Continue to maintain and Parent Center to address the needs of parents	2,473.60 Duplicate reflected above	Yes
Support Ivy High School's Comprehensive Support and Improvement Process with data analysis, needs assessment, and systematic data reflection cycles to analyze efficacy of interventions through a temporary CSI Technical Coordinator.	60,014.91 Duplicate reflected above	Yes
Implement evidence and research based programs for Ivy High School's CSI process by funding a temporary social worker at Ivy to work with targeted students who are demonstrating a high incidence of absences.	147,238.72 Duplicate reflected above	Yes
Implement research based programs to address the social and emotional wellness of students at Ivy High School: Boys to Men and Women Wonderwriters	20,000.00 Duplicate reflected above	Yes

Description	Total Funds	Contributing
Provide professional development to academic and college counselors related to college readiness to better address needs of all students particularly SED, ELs, and FY students	10,000.00 Duplicate reflected above	Yes
Implement a systemic cycle of assessments to measure evidence of student learning within the ELA and Math Department through a partnership with Orenda.	16,372.00 Duplicate and reflected above	Yes
Implement a systemic cycle of assessments to measure evidence of student learning within the ELA and Math Department through a partnership with Orenda, then expand that work to Social Science and Science departments.	6,750.00 Duplicate and reflected above	Yes
Visual and Performing Arts resources to facilitate online learning including CLI licenses, Music First licenses, Padlet, We Video, Theatre resources, and individualized art kits	34,718.00	Yes
Career and Technical Education resources to facilitate online learning including ICEV, Auto Upkeep Academy, and Prostart licenses. Gopro cameras and floral kits are also being utilized to facilitate distance learning.	13,643.31	Yes
Science resources for interactive labs: Gizmos, Pivot Interactives, and Viziscience, as well as other educational resources such as Edpuzzle, resource professional learning, and devices.	39,531.44	Yes
English language arts resources including additional online curriculum resources to meet the needs of all learners specifically unduplicated students such as Actively learn, Flocabulary, and other online novels.	25,927.00	Yes
Math resources such as site licenses to Peardeck, and devices such as graphing calculators to better support all students, specifically unduplicated students in distance learning.	17,477.88	Yes

Description	Total Funds	Contributing
Social Science resources including additional online curriculum resources to meet the needs of all learners specifically unduplicated students.	20,000.00	Yes
Online learning coaches and tutoring to assist socioeconomically disadvantaged, English learners, and students with disabilities in asynchronous and synchronous distance learning.	868,275.00	Yes
Chromebooks, jigabots, wiring for indoor and outdoor drops, Blocksi, microphones and Blocksi to provide teachers and paraprofessionals with technology to adequately conduct either distance/online learning or a hybrid/cohort blended online learning model.	561,022.00	Yes
Additional department needs to conduct distance learning or a hybrid/cohort blending online learning model such as additional resources for at home learning in the form of curriculum, hands on learning kits, and devices for labs and math. Additional resources purchased to avoid cross contamination in PE and athletics such as additional balls	275,343.59	Yes
Additional temporary support for interpretation services and IEP meetings.	17,735.00	Yes
Additional outreach support to assist students in distance learning, specifically socioeconomically disadvantaged, English learners, and students with disabilities.	10,710.00	Yes

Pupil Learning Loss

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

Stakeholders indicated a need to create more consistency across courses and schools. Additionally, previous surveys, needs assessment, feedback from Curriculum, Instruction, and Assessment committee and the Reopening Committee work group identified the need for aligned course and department goals, systematic assessment and reflection within departments and across courses and identified standards as the Essential Standards for each course.

In addition to supporting consistency across our courses and school campuses, the Essential Standards and systems work conducted through Orenda will provide a baseline for determining what students should know and be able to do, and thus inform any loss of learning that may have taken place. With aligned expectations and common assessments, this system allows teachers and administrators to review data and identify learning and gaps for all students, but primarily for English learners and students with disabilities. With systemic data reflection cycles, teachers and administrators will be able to more readily identify learning gaps and strategize appropriate instructional supports, lesson, planning or other remedies to address students in need of additional support.

The systems work that is being implemented in ELA and math and will be implemented in science and social science will mitigate learning loss by targeting a specific focus for learning to assist teachers in streamlining their approach in the classroom.

Teachers in ELA and math have created 5 units with 5 prioritized or essential standards for each unit. The teachers have mapped backwards and looked at item specifications on the SBAC to map their approach of their units and design their lessons to meet those item specifications and standards. Teachers will also collaboratively create standards based assessments using School City. From there teachers collaboratively plan, vet videos and design their blended learning curriculum for students. Students will be assessed every 5-7 weeks, and teachers will reflect upon this data and establish goals for the next 5-7 weeks, and collaborate in regards to how they will re-teach standards and address learning gaps through department goals. The data reflection process specifically identifies students with disabilities and ELD students to create a focused reflection and goal setting process to meet the needs of those students.

The ELD department currently uses diagnostic common assessments through the collaborative, interpretive, and productive modes of communication for English learners. English learners focus their units of study on language functions, are tested three times a year through a reading and lexile exam, a writing assignment, and through collaborative discussions in their ELD tutorials.

Pupil Learning Loss Strategies

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

The district will continue to implement a tiered system of support to address academic, social-emotional, and behavioral supports for students.

Tier 1- All students will have access to...

- Highly qualified and skilled teachers, school administrators, and classified staff
- District-provided device (Chromebook) to access their distance learning courses
- Instruction that is informed by supportive, inclusive classroom practices and principles of UDL
- Teachers and staff who have been offered training in trauma-informed practices and cultural awareness
- Standards-aligned instructional materials
- Broad course of study
- School counselor
- School and Classroom Policies and Rules
- Restorative Practices
- Safe and welcoming Classrooms
- Teachers who have participated in staff-wide professional learning around collaborative structures, oral language, and ELL strategies
- College and Career Center
- Wellness Center Presentations
- Dual Enrollment
- Honors/AP/CTE and Global Village courses
- Saturday Academy
- Parent Center
- Lifeline Suicide Prevention
- Warrior Way
- Lifeline Suicide Prevention
- Sex Education in biology courses

Tier 2- Some students will need additional targeted support and will also have access to...

- Intervention and skill building courses in English Language Arts and math such as literacy for English learners and Math Essentials for English learners and students with disabilities
- Targeted backfill classes to provide students with heterogeneous grouping with peers while having the support of another co-teacher or bilingual or SpEd paraprofessional
- ELD courses 1-4

- ELD 1 and 2 courses for students who are then strategically placed with their English teacher in a backfilled class with linguistic support
- Student social workers to address social-emotional needs
- Supplemental instructional materials to make course content and concepts more accessible such as EDGE Inside USA, Academic Youth Development, Intro to Data Science, and ST Math
- Progress monitoring support from teachers and administrators (EL TOSA, Case Managers, SST)
- Transition services and supports for students with disabilities
- Specialized educational programs including but not limited to; EL Newcomer Academy, Dual Language Immersions Program, Adult Transition Program (ATP), Specialized
- Academic Instruction such as co-taught or collab. classes. AVID courses, AVID tutorials, ELD tutorials, Honors, AP, Global Village
- Resource Center and Learning Center for students with disabilities to receive additional support
- School psychologist
- Gear Up, Upward Bound, Wahupa
- Student support groups facilitate by school counselors, school psychologist, and/or social worker interns
- Bilingual parent liaison to support students and parents in school to home and home to school communication and McKinney Vento liaison
- Migrant Ed. support staff to assist Migrant Education students with courses, graduation planning, A-G and academic planning, connect students with services
- Positive, progressive discipline
- Child Find

Tier 3- Few students will need additional individualized or intensive support and will also have access to...

- Individualized, focused instruction in class
- Specialized service providers: mental health, speech and language, occupational therapy, physical therapy, behavioral therapy, and

more

- SEAS Program, Adult Transition Program (ATP)
- Individualized counseling facilitated by school counselors, school psychologist, and/or social workers
- Palomar Family Counseling
- Behavior plans and contracts
- Connection to community resources and agencies
- Individual Restorative Practices
- IEPs, 504s, SSTs

All students will have access to the above multi-tiered systems of support. Students who are English Learners (EL) will require targeted language development support. FUHSD will implement the following services and strategies to support each student's progress towards English language proficiency.

- Specialized programs and courses such as the Newcomers Academy and the Dual Language Immersion program and

Spanish for Spanish Speakers courses

- Designated English Language Development (ELD) courses, ELD Support courses, and Sheltered backfilled courses in core content areas with bilingual support
- Professional learning opportunities for teachers and staff on strategies to support students who are English Learners on topics such

as; trauma informed practices, implementing the principles of Universal Design for Learning (UDL) in lesson planning, inclusive classroom practices, social-emotional learning and supports.

- Bilingual Instructional Aides
- In-class tutors implementing AVID style tutorial for ELD students
- Access to instructional software and instructional materials specifically designed to support language development (Edge/Inside Curriculum).
- EL 3 and 4 Support teacher will provide direct support to teachers and administrators on strategies to support students

who are learning English

- Supplemental instruction materials: In addition to the core ELD curriculum for high school, English Language

Development instructors such as ESL Library

Students with disabilities may require additional targeted supports to address learning loss. SDUHSD will implement the following services and strategies to support students with disabilities and exceptional needs.

1. Modifications in curriculum for those students on a certificate of completion track. Teachers use a variety of instructional materials and software to facilitate student engagement and access to the curriculum.
2. Paraprofessional support
3. Small group instruction
4. Access to the learning center for reteaching, preteaching, extended time on tests, and assistance/access to paraprofessionals and special ed. teachers
5. Learning Strategies classes to bolster students' academic skills, organization and confidence.
6. Support from a case carrier.

7. Support in core academic classes via a paraprofessional or special education teacher.

The systems work that is being implemented in ELA, math, and ELD and will be implemented in science and social science will mitigate learning loss by targeting a specific focus for learning to assist teachers in streamlining their approach in the classroom.

By prioritizing essential standards for each unit, backwards mapping, and looking at item specifications on the SBAC to map their approach of their units and design their lessons to meet those item specifications and standards, teachers will better utilize the lesson instructional minutes that students have daily. The data reflection process specifically identifies students with disabilities and ELL students to create a focused reflection and goal setting process to meet the needs of those students through department goals, strategies, scaffolds, and supports.

Additionally to meet the needs of students in distance learning and to mitigate learning loss, Online Learning Partners are being hired to work collaboratively with teachers and students in order to provide additional tutoring, group work support, and individual student support. This support is being provided to all students, but students who are low proficiency English learners also are placed in courses with a bilingual paraprofessional, and students with disabilities are placed in co-teach classes with a content area teacher and a SpEd teacher or are placed with a content teacher and a SpEd paraprofessional, or are assigned specific courses targeted to their needs and reflected in their IEPs.

Fallbrook Union High School District will continue to provide similar support in distance learning that they would experience with on-campus learning to students who live in foster care and students who are experiencing homelessness, or are low income. Students in foster care and students who are experiencing homelessness receive additional supports and services on-campus and in distance learning through our bilingual parent liaison and McKinney Vento site liaison, who works in conjunction with our Migrant Ed personnel, counselors, and social worker interns as a group to work with students and families to ensure they have resources in place to support learning (technology, school food services, bus passes, tutoring, etc.) Additionally social worker interns work with homeless and foster youth services to keep them apprised of the resources available in the county. Social worker interns work as case managers for homeless students and students in foster care ensuring that they have the support needed for success, including access, technology, social emotional needs and academic support.

Gifted and Advanced Students

Fallbrook Union High School District will continue to provide advanced courses through Advanced Placement (AP), Pre-AP, and International Baccalaureate (IB) courses. College Board, and IB continue to guide options for test administration during the 2020-2021 school year. These students will also benefit from an Online Learning Partner who will be placed in their classes as an additional adult to reach out to for support, tutoring, and guidance.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

Effectiveness of the services or supports provided to address learning loss will be assessed through multiple measures. Data will be collected from ELA, math, and ELD department assessments and results will be used to continually evaluate students progress and adjust to meet the needs of students. Additional data in the form of attendance, grades, behavior, and summative assessments will be used to monitor progress and effectiveness of services and supports.

Teachers in ELA and math have created 5 units with 5 prioritized or essential standards for each unit. The teachers have mapped backwards and looked at item specifications on the SBAC to map their approach of their units and design their lessons to meet those item specifications and standards. Teachers will also collaboratively create standards based assessments using School City. From there teachers collaboratively plan, vet videos and design their blended learning curriculum for students. Students will be assessed every 5-7 weeks, and teachers will reflect upon this data and establish goals for the next 5-7 weeks, and collaborate in regards to how they will re-teach standards and address learning gaps through department goals. The data reflection process specifically identifies students with disabilities and ELD students to create a focused reflection and goal setting process to meet the needs of those students.

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

Description	Total Funds	Contributing
Continue to provide bilingual paraprofessional staff to support English learners in ELD 1 and 2 designated and integrated courses.	304,398.62 Duplicate reflected above	Yes
Continue to provide ELD tutors to facilitate AVID style tutorials in ELD classes	28,359.51 Duplicate reflected above	Yes
Provide professional learning around ELD standards and differentiation strategies and scaffolds with a priority and focus on new staff.	23,461.00 Duplicate reflected above	Yes
Implement Saturday Academy to target the needs of socioeconomically disadvantaged, English learner, foster youth, homeless, and students with disabilities and their families.	92,579.61 Duplicate reflected above	Yes
Provide additional ESL, Citizenship, INEA, and Computer courses specifically to target the needs of English learners, immigrants, and their families	22,089.52 Duplicate reflected above	Yes

Description	Total Funds	Contributing
Increase number and variety of after school enrichment courses designed to increase engagement of all students especially SED, ELs, FY, RFEP, HL, AL and SWD students	277,964.00 Duplicate reflected above	Yes
Increase number and variety of after school enrichment courses designed to increase engagement of all students especially SED, ELs, FY, RFEP, HL, AL and SWD students including summer enrichment courses	200,000.00 Duplicate reflected above	Yes
Implement research based AVID program to include sections, fees, training, and AVID Coordinator to address the academic and college and career readiness needs of students, especially socioeconomically disadvantaged, English learners, homeless, foster youth, and students with disabilities.	133,582.50 Duplicate reflected above	Yes
Continue to hire part time college students to serve as tutors in AVID Tutorial classes to help address academic needs of students especially SED, ELs, and FY students	62,905.15 Duplicate reflected above	Yes
Fund a Chronic Absentee, Mutli-tiered System of Support position to address needs identified through differentiated assistance, low suspension rates for English learners, students with disabilities, and facilitate attendance review and support system to address students with chronic absenteeism.	81,000.00 Duplicate reflected above	Yes

Description	Total Funds	Contributing
Support the needs of SED, ELs, FY, HL, and SWD through cultural awareness training, trauma informed practices training, and multi-tiered systems of support training, and targeted support for gang affiliated student groups.	148,436.00 Duplicate reflected above	Yes
Purchase the School City software to integrate with our student information system and facilitate assessment creation by teachers, data analysis, and standards based reflection cycles guided through the work of Orenda.	21,825.00 Duplicate reflected above	Yes
Bilingual Parent Liaison to support English learners and Spanish speaking parents and students by interpreting, facilitating communication and contact between parents, teachers, and administration, support and work with McKinney Vento families, ELAC, DELAC, and facilitate and support identified needs for parents and students in the unduplicated students in the community.	78,861.56 Duplicate reflected above	Yes
Fund an outreach specialist liaison who specialized in counseling, social work, and facilitation of needs for students and families in the community targeted English learners, immigrants, socioeconomically disadvantaged, homeless, and foster youth.	108,000.00 Duplicate reflected above	Yes
Implement a systemic cycle of assessments to measure evidence of student learning within the ELA and Math Department through a partnership with Orenda.	16,372.00 Duplicate reflected above	Yes
Implement a systemic cycle of assessments to measure evidence of student learning within the ELA and Math Department through a partnership with Orenda, then expand that work to Social Science and Science departments.	6,750.00 Duplicate reflected above	Yes

Description	Total Funds	Contributing
Additional outreach support to assist students in distance learning, specifically socioeconomically disadvantaged, English learners, and students with disabilities.	10,710.00 Duplicate reflected above	Yes
Continue to provide a certificated staff member primarily focused on ELD 3 and 4 students to monitor their designated and integrated courses, provide guidance, coordination, and facilitated contact and communication between teachers, parents, and counselors of ELD 3 and 4 students.	27,000.00 Duplicate reflected above	Yes
Provide all students with access to devices and connectivity to access their courses through distance/online learning, including additional chromebooks, hotspots, outdoor internet access points, and zoom licenses to ensure synchronous participation and safety.	122,115.92 Duplicate reflected above	Yes
Online learning coaches and tutoring to assist socioeconomically disadvantaged, English learners, and students with disabilities in asynchronous and synchronous distance learning.	868,275.00 Duplicate reflected above	Yes
Additional temporary support for interpretation services and IEP meetings.	17,735.00 Duplicate reflected above	Yes
Additional outreach support to assist students in distance learning, specifically socioeconomically disadvantaged, English learners, and students with disabilities.	10,710.00 Duplicate reflected above	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.]

Fallbrook Union High School District will use multiple measures to monitor and support the mental health and social-emotional well-being of students and staff during the school year. In addition to collecting, grades, attendance, and behavioral data, the district will administer a social emotional survey that is being created in collaboration with our Orenda partners and guidance and alignment team establish a baseline for students' social emotional needs. Students identified, "at-risk" will receive additional supports through the tiered intervention model currently in place.

Students will also receive a referral to current counselors, school psychologists or Palomar Family counseling to access mental health services. The district will administer the Social Emotional/Wellness Survey again in May to measure growth in student's social-emotional health and skills over the course of the school year. Student mental health and social-emotional well-being will be monitored on an ongoing basis by school counselors, administrators, teachers, as well as the school intervention or student study team. Students who could benefit from additional support will be connected with services, programs, activities, and resources to meet their needs.

The results of the Social Emotional/Wellness survey will be reviewed in the guidance and alignment team meetings and shared with the College and Career Readiness committee to inform curriculum and content presented in a Friday Advisory course that has been put into place for the 2020-2021 school year to provide all students with strategies for time and stress management. While these skills are imperative in any year, the impacts of the COVID-19 pandemic place a heightened awareness around the need to support students with online and distance learning, coping with change, adjusting to new socialization expectations based on the restrictions and guidance provided by the governor and county and state public health guidance. In addition to providing students with guidance and structure to deal with the new reality of continuous change, new learning and socialization environments, the Friday advisory course also provides students with a space to explore college and career readiness by educating students about the opportunities available to them and how to navigate those opportunities.

The district will also be offering training on trauma informed practices and cultural awareness in an effort to support staff in their desire to better understand and work with our students during this time. The trauma informed practices training will be conducted for all staff, and a trainer of trainer model will be implemented for new staff.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English,

when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Fallbrook Union High School District has robust support systems in place that can be accessed in the tiered approach referenced above. Tier 1 is focused on universal support and mitigation of student struggles on a wide basis, and Tier 2 and 3 supports are targeted interventions depending on individual student needs. For students who are unengaged, the tiered system of supports will be utilized to begin troubleshooting and identify ways to support students and families, and engage students in their education. First best instruction is tier 1 and teachers are the first point of contact for students and families. When students are not engaged in class, an automatic phone call is delivered to parents to notify them of their students absence or lack of engagement in online learning. Teachers initiate contact when they experience consistent lack of attendance or have identified struggles for the student. If the teacher is unable to make contact or interpretation services are needed bilingual paraprofessionals, a bilingual parent liaison, and various administrative office staff will conduct phone calls as necessary.

At the second tier of intervention, students will receive, in addition to the daily notifications, a letter in their home language with contact information and links to support if the student has missed three days or has not completed 60% of their instructional days. If absence and engagement concerns persist, a second letter will be sent home and the parents will be invited to participate in a meeting, following current social distancing guidelines. The team will determine if the student needs assistance from a counselor, social worker, or bilingual liaison who will help to assess and coordinate additional support with accessing necessary technology, academic and social-emotional needs to support student success.

Should the concerns addressed in tier 2 persist, tier 3 supports will include a letter inviting the parent or guardian to a second meeting, may include home visits to distribute support materials in multiple languages. The intent of contacts, meetings, and home visits will be to engage the parent and student to collaboratively determine what additional supports may be needed to be successful, which may include outside referrals to community-based organizations. With sensitivity, grace, and compassion to issues brought forth by the pandemic, SART guidelines and procedures and when necessary SARB guidelines and procedures will be followed.

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.]

Nutrition During In-person Instruction:

All students, including students who are eligible for free/reduced-price meals, who are attending in-person classes will access meals during

designated meal times during the school day. Students will be offered a choice of one to two individually wrapped entrees for breakfast and lunch and a pre-packed fruit/vegetable/juice pack/optional milk. School meals are healthy, nutritionally adequate meals that are required to meet the Dietary Guidelines for Americans. These meals meet strict federal nutrition standards. These standards, also referred to as “the meal pattern,” require schools to offer students the right balance of fruits, vegetables, low-fat or fat-free milk, whole grains, and lean protein with every meal. All meals will be planned and served based on the USDA school meal pattern for reimbursable meals for breakfast and lunch (<https://www.fns.usda.gov/sfsp/meal-patterns>) to the greatest extent possible. Meal pattern modifications may occur based on the availability of foods and are allowed for under the USDA Meal Pattern Flexibility Waiver for the NSBP/NSLP effective July 1, 2020-June 30, 2021. Upon meal pick up, students will provide their meal identification number to Nutrition Services staff at the time of service. A no-charge breakfast for all students assigned to LCC and TP will be provided prior to the start of the school day at those locations, to LCC and TP students only. All plans for meal service are subject to change based on public health regulations or changes in the school schedule.

Nutrition During Distance Learning:

All students, including students who are eligible for free/reduced-price meals, who are distance learning will be offered the opportunity to pick up meals for multiple days on designated days of the week. Pick up days/time will be determined and advertised to the students and households. Example: Monday meal pick up may include: 2 breakfasts and 2 lunches. Student rosters will be used at the point of meal pick up for student verification. To prevent duplication, students/parents/guardians will pick up meals from the school where the student is enrolled to the greatest extent possible. Accommodations may be made for a parent to pick up meals for students who attend different schools in the district. All meal service plans are subject to change based on public health regulations or changes in the school schedule. Students will be offered an individually wrapped entree for breakfast and lunch and a prepacked fruit/vegetable/juice pack/optional milk. School meals are healthy, nutritionally adequate meals that are required to meet the Dietary Guidelines for Americans. These meals meet strict federal nutrition standards. These standards, also referred to as “the meal pattern,” require schools to offer students the right balance of fruits, vegetables, low-fat or fat-free milk, whole grains, and lean protein with every meal. All meals will be planned and served based on the USDA school meal pattern for reimbursable meals for breakfast and lunch (<https://www.fns.usda.gov/sfsp/meal-patterns>) to the greatest extent possible. Meal pattern modifications may occur based on the availability of foods and are allowed for under the USDA Meal Pattern Flexibility Waiver for the NSBP/NSLP effective July 1, 2020-June 30, 2021

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

Section	Description	Total Funds	Contributing
N/A	No additional actions.	n/a	

Section	Description	Total Funds	Contributing

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
16.88%	\$3,276,636

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.]

Unduplicated students were a primary focus through outreach, stakeholder engagement, and an analysis of survey results and student outcome data

during school closure.

The District recognizes that...

- not all students have a suitable learning environment to participate in Distance Learning
- students who have limited English proficiency have additional barriers to accessing Distance Learning
- students who live in a household with low-income, live in foster care, and/or are experiencing homelessness may not have the resources

to effectively engage in Distance Learning

- students, families, and staff may have experienced trauma as a result of the pandemic

Consistent with the California Department of Public Health Mandate/Guidelines and the San Diego County Public Health Order when the district is allowed, to bring students on campus, although remaining in the Distance Learning Model, by prioritizing special education students, English Language Learners, high risk

students, students with inadequate learning environments, and then all other students.

Students who are English Learners as well as students who are living in households with low-income, living in foster care, and/or

experiencing homelessness demonstrated a greater need for teachers trained to meet the unique needs of all students (trauma informed practices, instructional technology, Educational Technology tools, research-based best practices related to online and in-person instructions, building classroom community online,

inclusive classroom practices, and strategies to support students with disabilities and students who are English Learners)

In addition English Learners as well as students who are living in households with low-income, living in foster care, and/or

experiencing homelessness demonstrated a greater need

- support to access a device and connectivity to engage in online learning,
- additional staff members who participate in outreach and support students
- Additional resources and staff members who support additional student needs both in and outside of the school
- safe and easy access to nutritional services, access to social-emotional and mental health support and services, and

Students who are English Learners as well as students who are living in households with low-income, living foster care, and/or experiencing

homelessness (unduplicated students) represent over 62.8% of Fallbrook Union High School District students and families. LCFF Supplemental

funding allocation is budgeted district-wide for expenditures to mitigate learning loss, accelerate academic achievement, support English language development, support social-emotional learning, mental health, and wellness, increase equitable access to programs, supports, and services, promote a positive school climate, and increase college and career readiness for all students.

The following actions and strategies are planned to support all students, particularly students who are English Learners as well as students who are living in households with low-income, living foster care, and/or experiencing homelessness for the 2020-2021 school year. Most actions and strategies will be implemented regardless of the instruction delivery model. Actions specific to an instructional delivery model are identified.

Actions and strategies to support all students but are principally directed towards students who are English Learners as well as students who are living in households with low-income, living foster care, and/or experiencing homelessness for the 2020-2021 school year

regardless of the instructional delivery model:

- Support courses designed for students who are English Learners:
- Continue to provide integrated and designated English Language Development instruction for students who are English Learners to

support each student's progress towards English proficiency and reclassification.

- Courses include English Language Development (1-4), English Language Development Support, Sheltered backfilled courses in core content

areas, Dual Language Immersion Program, Newcomer Academy, and Spanish for Spanish Speakers courses.

- EL teacher on special assignment to closely monitor progress of students who are in ELD 3 and ELD 4 classes
- Continue to implement and refine a system to monitor progress of all EL students, including long term and reclassified.
- Continue to partner with specialized service providers to identify high priority needs district-wide and at each school, engage with

stakeholders, and provide targeted resources for students, families, and staff to support high priority needs (Palomar Family Counseling, Lifeline etc...)

- Provide professional development for all staff in focused areas of need related to a return to distance learning (trauma informed

practices, instructional technology, research-based best practices related to online and in-person

instruction, building classroom community online, inclusive classroom practices, and strategies to support students with disabilities

and students who are English Learners).

Systemic Analysis and Evaluation of Student Progress

- Implement a systematic cycle of assessment to measure evidence of student learning, including initial screenings and formative

and summative assessments. Systemic assessment and reflection in partnership with Orenda will include multiple formative and summative

measures each with a different purpose in support of student learning. Data reflection sessions inform classroom instruction and assist teachers in creating personalized learning plans for focused skill development and measurement of student growth and progress over time.

- Provide educational software programs to be used as a component of grade level instruction to support skill remediation and accelerate students learning (EDGE Inside USA, APEX).

Additional Support Services:

- Continue to provide multi-tiered system of social-emotional support which include targeted Tier 1, 2 and 3 interventions to build students social-emotional competencies, coping skills, time management skills, and resiliency skills.
- Intervention Courses in math and English Language Arts

Actions and Strategies specific to Distance Learning: (in addition to the supports and services mentioned above)

- Provide all students with access to devices and connectivity to access their courses through distance learning

Actions and Strategies specific to in-person, on-campus instruction when it is safe to do so: (in addition to the supports and services mentioned above)

- Continue to provide transportation support for students to access specialized programs as well as for any student who demonstrates that transportation is an area of need to access their classes in-person, on-campus.

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

All students will have access to the above multi-tiered systems of support. Students who are English Learners (EL) will require targeted language development support. FUHSD will implement the following services and strategies to support each student's progress towards English language proficiency.

- Specialized programs and courses such as the Newcomers Academy and the Dual Language Immersion program and Spanish for Spanish Speakers courses
- Bilingual support in designated English Language Development (ELD) courses and integrated sheltered/backfilled courses in core content areas

- Professional learning opportunities for teachers and staff on strategies to support students who are English Learners on topics such as; trauma informed practices, implementing the principles of Universal Design for Learning (UDL) in lesson planning, inclusive classroom practices, social-emotional learning and supports.

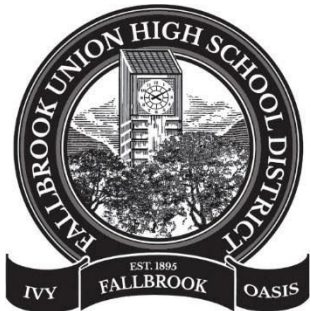
- Dual Immersion Program to expand literacy in English and target language of Spanish
- In-class tutors implementing AVID style tutorial for ELD students
- Access to instructional software and instructional materials specifically designed to support language development (Edge/Inside Curriculum).
- EL 3 and 4 Support teacher will provide direct support to teachers and administrators on strategies to support students

who are learning English

- Development instructors such as ESL Library

Students with disabilities may require additional targeted supports to address learning loss. SDUHSD will implement the following services and strategies to support students with disabilities and exceptional needs.

- . Modifications in curriculum for those students on a certificate of completion track. Teachers use a variety of instructional materials and software to facilitate student engagement and access to the curriculum.
- Paraprofessional support
- Small group instruction
- Access to the learning center for reteaching, preteaching, extended time on tests, and assistance/access to paraprofessionals and special ed. teachers
- Learning Strategies classes to bolster students' academic skills, organization and confidence.
- Support from a case carrier.
- Support in core academic classes via a paraprofessional or special education teacher.



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Ilsa Garza-Gonzalez
Superintendent

Brenda Mefford
Chief Business Officer

Continuous Pursuit of Excellence

Online Course Format

T: Teacher Workshop

Direct Instruction through Asynchronous Methods
Learning Online (LOL)

Each student must attend at least 2 hours of scheduled video conferencing per period with the teacher each week. These live experiences arrange students into homogeneous or heterogeneous groups and activities. Video conferences are scheduled during the [arranged class time for the course](#). Activities during these live sessions include discussions, teacher monitored guided practice, small group instruction, and assessment. The office hour/intervention sessions can be scheduled in up to 1-hour durations.

L: Lesson Online

Supporting Learning through Synchronous Methods

Students access 1 to 2 hours of teacher created/curated content per week to receive first instruction. Each Friday, 30 minutes of asynchronous instruction must be provided per course. For the remaining requirement of asynchronous direct instruction, students can access this content at any time during the week as long as they meet the scheduled assignment deadlines for the week. Asynchronous content includes self-guided lesson modules, video content, virtual libraries, posted lecture notes, and exchanges across discussion boards or social media platforms. We recommend that videos are kept between 6 and 10 minutes in duration each and followed by a student expectation of evidence of learning.

C: Coaching

Independent Practice by Students for Work Completion with or without Support

Each student should complete between 2 to 4 hours of independent practice each week. The number of hours depends on how much time a student is assigned asynchronous and synchronous content from the teacher. Courses with an assigned paraprofessional or instructional assistant can assign times for coaches to work with students or groups of students for independent practice with support.

TOTAL

All three of these course components should not go beyond a total of 6 hours per week per course for each student. There may be variations on this number in courses of rigor.

Board of Trustees

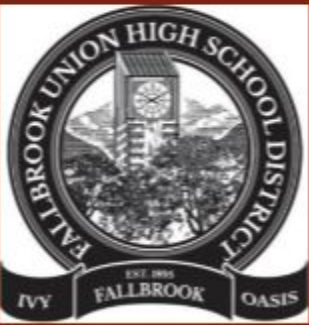
Lee De Meo

Sharon Koehler

Elana Sterling

Diane Summers

Lita Tabish



Online Attendance Tracking

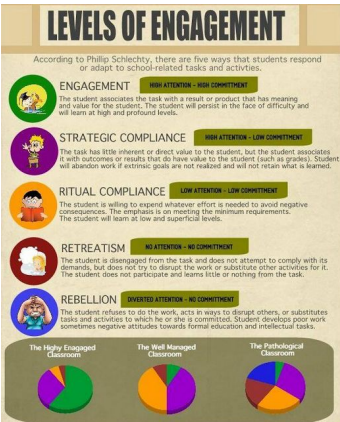


Why Attendance?

Attendance is an early indicator of student success and allows us to apply targeted intervention. Attendance also allows us to track the efficacy of synchronous vs. asynchronous instruction and provides accountability to students and data to all stakeholders. AB 77 and SB 98 requires daily documentation of participation and encourages in person instruction to the extent possible (SB 98 43504).



STEP 1 Synchronous Engagement Accounting Engagement and Accountability



Encourage students to find an appropriate place for class time, and indicate the importance of having the video camera on and functioning. There will be no disciplinary action for students who do not use their video, but we want to encourage their use. If a student is not on video, a check for attendance can be a response in the chat, participation in a google form, asking that particular student a question etc...

STEP 2 Synchronous Attendance

Transparency in Checking for Attendance

Be transparent that you will informally “check for attendance” 3 times during the period. At the start of the period, attendance can be visual, and a combination of visual or other “checks” can be used during the period. At the end of the period, do one final attendance check.



STEP 3

Record Attendance

- If a student is engaged for 3 of the informal attendance checks, they will count as a formal "2" in a series for Distance Learning Synchronous (DSE).
- If the student was not present for the synchronous session, they can be marked "4" Synchronous Distance Learning Not Engaged (DSN).
- If the student was present at the start of the period, but only was present for 2 or less of the 3 "checks," they can be marked "L" left class.
- If the student was present 2 or less of the 3 "checks" and was not present at the beginning of the period, they will be marked "T" for Tardy.
- [Using google forms as one idea to help do a "check."](#)

Monday-Thursday:

2 = Student was presented/responsive for 3 of the daily attendance checks

4 = Student was not present for ANY of the daily attendance checks

T = Student arrived after the first attendance check and was present for two or fewer total attendance checks

F = Student left class early and was only present for two or fewer total attendance checks

A = We are NOT using A. We're trying to get it not to populate but no luck so far. :)

Friday:

3 = Student completed the Friday asynchronous assignment

5 = Student did not complete the Friday asynchronous assignment

2	DL Sync E	DSE
3	DL Asyn E	DAE
4	DL Sync N	DSN
5	DL Asyn N	DAN
T	Tardy	TRD
F	Left Class	LC

ms	A	T	2	3	4	5	F	8/17
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

STEP 4

Asynchronous Attendance

Class Attendance

Attendance is missing for yesterday (7/29/2020) for periods: 1, 2, 3, 4, 5. Attendance is missing for today (7/30/2020) for periods: 1, 2, 3, 4.

7/30/2020 | Period 4 (11:00 - 11:50) | All Remaining Students Are Present

Stu#	Name	Grd	Prgm	Language	Fluency	Scheduling	Group	A	T	C	E	L	7/30	7/29	7/28	7/27	7/26	7/25	7/24	7/23	7/22	7/21	7/20	7/19
1	83 Alyunan, Tracy	10		I																				
2	89 Araujo, My N.	10		E																				
3	106 Arguelles, Jennifer	9		E																				
4	338 Burks, Jeffrey A.	10		E																				
5	351 Caballero, Brian M.	9		E																				
6	388 Cantu, Cristobal R.	9		E																				
7	557 Correa, Marc C.	10		L																				
8	625 De La Paz, Johana C.	9		I																				
9	714 Earhart, Jennifer M.	9		E			R																	
10	757 Espino, Julie Ann M.	9		I																				
11	814 Fernandez, Nicole M.	9		E																				
12	832 Flennory, Nicole R.	9		E																				
13	835 Flores, Andy A.	9		I																				
14	853 Forney, Antonette M.	9		E																				

Each Friday 30 minutes of asynchronous instruction must be completed to account for asynchronous attendance. There should be some tangible product to indicate that the students engaged in their asynchronous learning. If using APEX, this provides a daily log and time frame for when students did their work. If using a resource other than

APEX, formative assessments, google forms, discussion posts etc... can demonstrate accountability for their asynchronous learning. Be clear with each asynchronous assignment what is expected and how attendance will be calculated based on what the student completes. You will have 5 calendar days to complete the asynchronous attendance for each Friday.

