California Department of Education, July 2020

Learning Continuity and Attendance Plan Template (2020–21)

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

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General Information

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

The COVID-19 pandemic has had a dramatic and unprecedented impact on the Fresno Unified School District community. On March 13, 2020 the district made the difficult decision to close all schools in response to guidance from federal, state and local health officials. The district planned to re-open the 2020/21 school year by providing families the option of either on-campus instruction or online learning from home. However, on July 17, 2020, Governor Newsom provided guidance for the safe re-opening of schools. This guidance prohibits schools from opening on-campus instruction until the County has been removed from the State's COVID-19 Monitoring Watchlist for 14 consecutive days. The district is planning for an eventual return to on-campus instruction when deemed safe by local and state health officials.

Fresno Unified School District serves approximately 74,000 students, many of whom live in disadvantaged circumstances. Fresno is home to some of the highest concentration of poverty in the nation. The effects of the pandemic have had the devastating effect of exacerbating the challenges that many are faced with on a daily basis. The effects are far reaching. They have challenged the way students and families have grown accustomed to accessing essential services. For example, many families and students are faced with food insecurities and rely on the district for access to nutritional meals. Not only do schools serve as a resource to meet a student's academic needs, but also support their social-emotional and physical well-being. Addressing these needs remotely or through virtual platforms disproportionately affect students with particular challenges. For example, students who are homeless, living in Foster Care, have special needs or speak a primary language other than English are especially vulnerable. Therefore, it's imperative that district systems be oriented to combat the disruptive nature that the pandemic has thrust upon students and families.

Creating a safe and healthy environment remains at the forefront of district plans to address the impact and an eventual return to school. Along with these considerations, the principles guiding the re-opening of school include:

> Delivering robust learning opportunities that address potential learning loss due to spring school closures while ensuring students continue to receive high quality instruction every day and just-in-time supports, and are college and career ready

- Serve as a champion for equity while rethinking existing learning structures
- Provide resources for the social emotional and physical health of students and staff

- Provide individualized learning supports

> Keep families engaged. Produce clear communications in multiple languages using a wider range of platforms as students, parents and employees pivot and transition based on rapidly changing conditions facing our community.
- Focus on students and parent partnerships
- Provide excellent customer service

> Provide layers of safety practices that reduce the spread of COVID-19 and allow students to receive essential needs once back on campus. Layers include:
- Student, staff and essential visitors conduct daily self-health screening prior to arrival
- Physical distancing
- Hand hygiene
- Required masks based on CDC and CDPH guidelines
- Increased cleaning/disinfecting protocols

Resources supporting the plan implementation for instructional delivery, health and safety protocols include Local Control Funding Formula, State and Federal Learning Loss Mitigation sources. Specific uses are detailed further in the action sections throughout the plan.

Stakeholder Engagement

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

District efforts to inform and collect feedback from a variety of stakeholders stretch back all throughout the summer and initial months of school closure. Early on, following school closure, a series of social media livestream conversations provided opportunities for dialogue on topics such as the impact of school closure, coping with the stress of the pandemic, summer virtual learning opportunities and senior celebration planning.

In early June, surveys were conducted to capture input from students, employees and families/guardians regarding an eventual return to on-campus instruction. Survey notification was made through social media platforms, phone calls and text messaging. Phone calls were also made to parents that might not have access to technology to gather their responses. 6,539 parent phone calls were made with 1,921 parents completing the survey by phone, while 8,169 parents completed the survey online. 3,749 staff and 5,740 students completed survey. The feedback collected was important to assist leaders in understanding the initial experience of distance learning and planning for reopening schools in the 2020/21 school year. On June 17, 2020 an update was provided to the Board of Education detailing the district's reopening plan, which was influenced and informed from community feedback. However, following the guidance from Governor Newsom in late July, it became clear that schools would not open with an in-person learning option. Additionally, stakeholder engagement needed to adjust to the new reality of opening schools in an environment of complete distance learning.

With that in mind, district negotiating leads continued collaborating with all bargaining partners to plan for how roles and responsibilities might change in order to better support students in the changing conditions. Engagement efforts with the broader community were conducted in a variety of different formats in order to accommodate and reach the community in both large and small *virtual* spaces. Livestream conversations included panel members representing staff, students and community partners with discussions centering on particular topics for a return to schools. For example, topics included supports for foster and homeless youth, English learners and preparing for a return to school through an online learning model. Participants were able to submit questions which panel members addressed during the livestream event online.

Virtual townhall events were facilitated and designed to provide an update on plans for school re-opening to a broader audience. One townhall event was specifically focused on the district's plans for supporting students with exceptional needs. Three additional virtual townhall events provided the community, staff, families/guardians and students the opportunity to hear plans for school reopening and to submit questions and feedback to inform planning. Staff content experts covered a wide array of topics at the events which included an update on the instructional delivery model, access to technology to support instruction, social-emotional health and well-being, supports for specific student groups, and plans for nutritional meal delivery. One event was conducted in English, one in Hmong and one in Spanish in order to more effectively update those in attendance. Participants had the opportunity to submit questions prior to and during the townhall presentation by either submitting a survey response online or calling and leaving a voicemail message. These items were answered by staff during each event.

They were livestreamed and accessible through the district website or by watching locally televised broadcasts. Participants without access to computers or television could also call in and listen to the meetings which were translated. In order to reach a variety of stakeholders, communications were conducted through a multitude of platforms. Announcements were posted through district social media, the website, PeachJar, text alerts and phone messaging.

Updates and opportunities to provide input also included engagement with various parent committees such as the District Advisory Committee, the District English Language Learner Advisory Committee and the Community Advisory Committee. These meetings were facilitated through Microsoft Teams where committee members joined or had the option to phone in for listening participation. Questions were taken and responded to during each meeting. Questions and written responses from the District Advisory Committee and District English Learner Advisory Committee have been posted to the district website.

Planning efforts and strategies have also been influenced by community partners and organizations. These organizations have connections with various parent communities targeting specialized supports and services. Many of these partners help to provide input and community voice. Some examples include The Fresno Center, Stone Soup, Hmong Dual Immersion Network, Hmong Leadership Support Network, Familias Empoderadas, GO Public Schools Fresno, Fresno Street Saints, Live Again Fresno, Majoree Mason Center, Rescue the Children, Every Neighborhood Partnership. This does not represent an exhaustive list of partners, but are provided as examples of continued partnerships that have historically and will continue to inform the district's supports to students and families/guardians.

Additionally, two district call centers have proved invaluable in fielding inquiries from families/guardians, which have in turn become a feedback loop where staff has adjusted strategies based on inquiries received. The first is the district's COVID-19 call center, a single point of entry for parents to inquire and receive information regarding impacts and plans for school planning in response to the pandemic. The call center can be reached at 559-457-3395, with staff available Monday thru Friday from 7:30 AM to 5 PM assisting in multiple languages

(English, Spanish and Hmong). At the time of this writing the center had fielded nearly 24,000 calls. The second call center is the Family Learning and Support Center (FLATS) supporting students and families/guardians on the variety of technology needs. Needs supported include device distribution, internet connectivity and the ATLAS student and parent portals. The center has been averaging 7,000 – 8,000 calls daily.

Updates have continually been given to the Board of Education with opportunity for input from the public. On August 26th the Board received an update regarding the Learning Continuity and Attendance Plan, with plans to conduct a public hearing on September 9th and adoption on September 30th.

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

Communication efforts to promote and make stakeholders aware of the opportunity to provide input include postings to the district webpage, social media accounts, PeachJar (flyer notifications), School Messenger phone messaging, text messaging and email notifications.

Individuals are able to participate in public meetings by either watching a livestream through the district website, Ustream application on Android or Apple devices or local television broadcasts. Participants may also participate through Teleconference by calling designated phone lines during meetings. Participants can submit comments or questions by emailing the district at publiccomment@fresnounified.org or by leaving a voicemail at 559-457-6222. This information is posted and provided before every public meeting.

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

Stakeholder feedback has and will continue to guide and inform district plans to improve student outcomes. Feedback and input received from students, parents, staff and the community is invaluable, and insights provided through recommendations and questions have helped staff consider the challenges that persist as a result of the COVID-19 pandemic. This process has even highlighted challenges that previously existed and have been exacerbated in these conditions. Following are key themes that emerged throughout several engagement opportunities with stakeholders:

Many concerns centered around how the model of distance learning would look and feel differently from the spring when campuses initially closed in immediate response to COVID-19. Clarity was needed regarding whether there would be a daily schedule and what a typical learning day might look like. Clear expectations for how often students would be engaging in the online platform and how much contact there would be with their teacher or other support staff. It was clear that connections with adults needed to be much more frequent than what was experienced in March. Additionally, many wondered if students would have schoolwork or homework outside of the normal instructional block. Many parents are still working during the day, some away from home, and they expressed concerns about how students will remain engaged while they are away.

Additional inquiries included whether the instructional delivery model will still provide time for students to engage in activities and athletics. Many felt that these experiences are integral to keeping students engaged and feeling a sense of connectedness to their peers and campus. Also, many were interested in whether there would be additional supports such as tutoring or after school experiences that would supplement primary instructional time and assist students whose performance gaps may have been exacerbated by school closures.

Families/guardians need clarity and training on how to engage with their student's teacher and school site. Supports are needed to help non-English speaking communities understand the new learning environment and how they might support their student. Also, there is an abundance of information coming to families/guardians very frequently and many wondered about the most effective way to receive updates.

More professional learning is required in order to equip teachers and other support staff with the skills needed to engage with students through a digital platform. For many, using technology as the sole mode of instruction requires training on the technical capabilities of Microsoft Teams, which is the district's preferred technology platform. Training will also need to include how to provide supports and differentiated strategies to address the specific needs of students having particular barriers to learning. Students such as English learners, foster youth, homeless youth and students with exceptional needs will likely all require new techniques of instruction and intervention in a virtual setting. There will also need to be particular focus on students that are most vulnerable; such as those that lack a support structure beyond the school campus.

Students will likely return to school with a certain degree of learning loss and trauma as a result of the pandemic's affects. Supports will be critical to help students develop the skills needed to address trauma and to engage in healthy ways with teachers and peers in an online environment. The ability to maintain positive relationships and supports for social-emotional health will need to be considered a priority. There will need to be clarity and guidance for how a student's progress and academic outcomes will be measured and monitored throughout the school year.

It has become abundantly clear that effective instruction in a distance learning model hinges on effective technology. Many families/guardians lacked access to devices and adequate internet connectivity to support learning from home. Students require devices and clarity for obtaining them. Additionally, district support, possibly through a service center, would help assist students and families/guardians with the technical aspects of obtaining and operating devices. Additionally, many students will need help finding reliable internet access.

Many rely on school support for access to nutritional meals and while the district continued to offer options for meal pickup throughout school closure, many wondered if the distribution model would change at the beginning of the new school year. There was desire for the meal distribution to expand to more school sites and many wanted to be assured of how meal delivery practices had been reinforced with appropriate health and safety measures.

If conditions change and students have the opportunity to return to campus, clarity was requested for how students will transition from distance learning to in-person instruction. Some would like it if there was still the option to continue receiving instruction through distance learning for those that are not comfortable returning or are considered high risk. Staff, families/guardians and students all need to be assured that the proper protocols have been established for a return to campus. Guidance should be provided on what sanitation, safety and distancing measures will be implemented to mitigate future outbreaks.

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

Much of what is included and detailed in the sections to follow was influenced by the feedback received. Formal feedback loops such as parent advisory committees and townhall events, as well as informal loops like input collected through district call centers has directly supported plans for reopening schools. Additionally, this input was fundamental in supporting the design of the district's online instructional delivery model and creation of daily schedules which can be found here: https://www.fresnounified.org/covid19/

As a result of feedback from stakeholders, daily schedules were designed with the following key elements:

> Varying schedules that are age and grade level appropriate

> A routine check-in (occurring every Monday) where students and families can be clear of what is expected in the week to come

> Scheduled time for students to have breaks and allotted times for lunch and fitness activities

> Designated time for individual or small groups of students to receive additional teacher support or support from other specialists

> Designated time for parents to engage and connect with their student's teacher

> Opportunities for students to have access to participate in activities beyond the regular instructional blocks

> Planning and professional learning time earmarked for teachers and site leaders

Guided by feedback the district plans for reopening include strategies that will support an effective transition to on-campus learning when it is deemed safe to do so. For example, curriculum used in both platforms will be the same so there is no disruption to student learning. Also, appropriate health and safety guidelines have been formed and all of this is detailed further in the "Continuity of Learning" section of the plan.

A technology support call center called the Family Learning and Technology Support (FLATS) center was both influenced by feedback and has guided the district technology plan to support the instructional delivery platform. Details on device distribution and internet connectivity services are further detailed in the "Access to Devices and Connectivity" section of the plan.

The district Professional Learning team in collaboration with staff from the Curriculum and Instruction department worked to provide a variety of learning options on a range of topics to equip teachers and leaders on the effective use of technology in the learning environment. Details of these efforts are included in the "Distance Learning Professional Development" section of the plan.

The expansion of meal delivery to include 63 district school sites was influenced by positive feedback received regarding distribution during school closure. These details and an outline of health and safety practices accompanying distribution are included in the "School Nutrition" section.

The call for additional and unique supports for students facing particular barriers helped form certain aspects of the delivery design for these supports. For example, translation support, instructional coaching and professional learning to support English Learners were all crafted with consideration of feedback received. Additionally, concerns regarding services and implementation of student IEP's were developed through consideration of stakeholder feedback. Additional aspects and details of these plans and supports can be found in sections "Supports for Pupils with Unique Needs", "Pupil Learning Loss Strategies", and "Pupil and Family Engagement".

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.]

Prior to July 17, 2020 the District was planning to provide parents/guardians the option of choosing on-campus or online learning for their students. However, Governor Newsom provided guidance under which schools may reopen. This guidance included a requirement that school's remain closed until Fresno County has been off the State of California's monitoring list for 14 consecutive days. Therefore, the District announced the difficult news that the 2020/21 school year would begin completely online for all students. This 100% online learning model will continue through at least October 9, 2020 which represents the entire first quarter of the school year.

Once State and Local health officials declare that it is safe to return to on-campus instruction, the District expects to provide parents/guardians the option of continuing with online learning from home or returning to a safe campus environment. Added safety practices for a return to the classroom will include:

> Student/staff self-health screening prior to arrival
> Physical distancing
> Required masks
> Frequent handwashing/sanitizing
> Increased daily cleaning/disinfecting

Despite the current reality of school closure, the design elements of the district's distance learning model and accompanying supports were crafted with hopes of an eventual return to on-campus instruction, when it is deemed safe. With that in mind, following is a description of the instructional components and supports with strategies woven throughout that will allow for an effective transition to an in-person instructional model.

The district launched "eLearn at My School", where every student will be learning online every school day, while maintaining enrollment at their school and with instruction provided by teachers from their home campus. Instructional continuity is assured through use of the district-adopted curriculum for all courses. Curriculum and materials provided will be the same as is used for a return to on-campus learning. Additional elements of the District's online learning model include:

> Available to all students
> Daily instruction with a teacher
> Designated time for individualized student support
> Online student collaboration experiences
> 24/7 access to district curriculum

District Guiding Principles
> Champion equity and rethink existing learning structures
> Student focus and parent partnerships
> Excellent customer service
> Safe, clean campuses and learning spaces
> Provide resources for the social emotional and physical health of students and staff
> Provide individualized learning and support
> Fiscally responsible/sustainable solutions
> Ensure teacher agency and attribution

Curriculum - Fresno Unified will utilize the district-adopted core curriculum from Pre-K through Grade 12. The majority adopted curricula have digital platforms that support engaging students in interactive lessons and digital assignments/assessments/projects. While the district-adopted curricula is the primary source, teachers have the flexibility to use supplemental sources to enhance student learning. Additionally, these resources will be the same as those used when instruction is able to return to an in-person format.

Quarter 1 Guidance Documents - During school closures, teachers have been working hard to connect with students and families and adapt to a new instructional reality. At the same time, the district's Curriculum and Instruction Team has been working to develop guidance and resources to support teachers through this time of uncertainty and change. The team will provide guidance focused on prioritizing the most essential grade level content. Teachers will be provided with specific guidance and training. The first key resource is the Quarter 1 Guidance Documents.

Specifically, the Quarter 1 Guidance Documents are intended to:

1. Identify the core knowledge and skills from 4th Quarter that are pre-requisite to content addressed during 1st Quarter.
2. Recommend curricula-aligned assessment strategies, instructional strategies, and instructional pacing to build those pre-requisite skills while maintaining a focus on grade level content.
3. Provide easy access to curricular resources for addressing pre-requisite knowledge and skills.

The instructional team will continue to create guidance documents for Quarters 2, 3, and 4. These resources will also help transition to in-person learning and discerning levels of learning loss and strategies to support addressing learning gaps. There will be a scope and sequence that outlines the most essential standards to quickly bring students to rigorous grade level teaching and learning. Teachers will utilize the district's Instructional Practice Guide (IPG) as a planning and implementation tool to ensure the core knowledge and skills are accessible to students.

Professional Learning for Staff - To meet the needs of educators on how to effectively plan and prepare for online teaching and learning, an On-Demand website has been developed by the district Informational Technology team in collaboration with the Curriculum Instruction and Professional Learning (IT/CIPL) teams. This will carry over to on-campus teaching and learning. The resources and supports are based upon research and best practices related to the distance learning, in alignment to FUSD's Instructional Practice Guides, which capture the vision for excellent instruction, and are available to all staff. The on-demand website allows educators to access resources on the following:

> Strategies to connect and build relationships online
> Providing social emotional support in an online environment
> Effective instructional practices to engage students as learners and creators online
> Maximizing digital tools to support Accessibility and Language Development
> Effective use of Microsoft Teams as the preferred video conferencing and management system
> Effective use of digital curricula platforms to support instructional content and delivery (e.g. i-Ready, Wonders, GoMath, Khan Academy, Springboard, Big Ideas, etc.)
> Using data to inform best practices and student supports (e.g. i-Ready, Microsoft Teams analytics, Clever analytics, and digital curricula)

Professional Learning for Students and Families - Professional learning will be provided to assist with the use of technology and software needed for distance learning and face to face. Students will be provided with devices to support their learning, internet connectivity (if needed), and training on Microsoft Teams. Parents will be offered specific learning sessions on the basic uses of Microsoft Teams, common student learning apps, and other basic components of distance learning. Sessions will be held in multiple languages. School leaders will hold weekly school site engagement sessions that provide updates on distance learning and will have a forum to ask school site leaders questions.

Social Emotional Learning and Mental Health – Supports provided will focus on social-emotional learning, relationship-building, and successful transitions to new schools, classrooms, and environments. A series of professional learning on climate & culture, social-emotional learning and mental health supports will be provided to staff. These supports will help address the trauma and well-being of students resulting from both the pandemic and eventual transition back to school site. Specific strategies will include:
> Morning meetings and connection activities, intervention blocks, and advisory periods used to provide social emotional learning instruction and community building.
> Climate Culture Specialists will support teachers in creating the optimum conditions for student connection and learning.
> Social Workers, Intervention Specialists and other support staff will work alongside Counselors and Psychologists to support the social emotional needs of our students and families.

Intervention Services - All learners will continue to receive flexible and responsive support for their academic, behavioral, and wellness needs. Resources will be provided to support ongoing intervention services throughout the school year. Classroom teachers and support staff will plan and implement a multi-tiered system of supports (MTSS). The MTSS framework is oriented around three different tiers defining levels of supports. Tier 1 are universal supports to all students, tier 2 are supplemental supports for some students, and tier 3 are intensified supports for individual students.
> Academic supports will provide focus and review of essential standards through whole-group and small-group instruction (Tier 1) and individual student intervention (Tiers 2 and 3).
> Schools will leverage resources and tools for timely intervention. Support staff including school counselors, psychologists, and social workers, will work flexibly across the school to address student needs.

Supports for Special Populations - Students with disabilities, English learners and students in foster or homeless living situations will continue to be given special consideration to ensure appropriate instruction while complying with federal and state requirements.

Students with Disabilities - Students will receive services and supports to meet their needs in order for them to be involved in and to participate and make progress in the general education curriculum. They will participate in daily, live instruction with teachers and peers as well as with independent assignments and instruction. Teachers will maintain a record of instruction, participation, and assignments. Students will be expected to be available for instruction and special education services during regular school hours. A device and all materials required to meet a student's needs outlined in the IEP in the distance learning model will be provided. Special education services, accommodations, modifications, and supports outlined in a student's IEP will be provided. Annual IEP goals and short-term objectives will continue to be implemented and monitored, and progress reports will be provided to families quarterly. If there is any aspect of a student's IEP that is not applicable to the distance learning model or will look different, notice will be provided to the family with more information. IEP team meetings and assessments will continue to be held and completed within applicable timelines.

English Learners (ELs) - Services will include a defined minimum time allocation for designated English language development (ELD) instruction which will be worked into the student's schedule, in addition to ongoing integrated ELD during the full instructional day. There will also be opportunities for extended instructional time provided to recently arrived ELs. Formative ELD assessments will be used to assist monitoring of student progress in development of reading, writing, listening, and speaking skills. Family outreach and education will be provided to support families' understanding of distance learning models and how to support their children's learning.

Foster and Homeless Students (Project ACCESS) - Services for students in foster care and homeless situations, including shelters and motels, will include social emotional and academic support as well as case management. The Project ACCESS office will work closely with Fresno County CPS and other community partners to support the unique needs of this special population. A team of Project ACCESS social workers will provide emotional wellness checks and intake assessments on all foster and homeless students on their caseload. In addition to individual and group counseling, social workers will also provide resource connection for the family to address issues ranging from housing and food insecurity to domestic violence. Project ACCESS Counselors will meet with students in grades 8-12 and work closely with school site counselors to reduce academic barriers and promote student success.

Career Technical Education Supports (CTE) - Preparing "career ready graduates" means access to quality career themed education and training for our students. CTE teachers will have access to resources organized by industry sector, that include sample distance learning and face to face plans, recommended at-home activities, videos and links to additional digital resources and content. CTE Learning Labs will be developed in collaboration with teachers and local industry partners to allow career themed skills acquisition to take place. CTE Learning Labs will allow for students to participate in workshops, labs and classrooms at school sites.

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

Description	Total Funds	Contributing
Personal Protective Equipment (PPE) to enhance health and safety measures for students and staff	$1,962,537	N
Cleaning and sanitation supplies to enhance health and safety measures for students and staff	$1,377,700	N
Plexiglass and necessary configurations of student and staff workspace to ensure health and safety	$513,987	N

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.]

The district maintains a commitment to providing high quality instruction online to every student everyday through eLearn at My School. Though participating in a virtual experience through distance learning, students will maintain enrollment at their school site with instruction provided by their teachers.

eLearn Instructional Goals

> Provide high quality instruction in an online environment for every student using district-approved curriculum
> Attend to the social emotional needs of every student
> Build from assets of students, teachers, leaders and all stakeholders for future ready experience
> All teachers will have a foundational level of eLearn instructional practices and technology skills

Learning schedules will include blocks of synchronous time, where students have live instructional interaction with a teacher and asynchronous, where students will have independent learning time.

Effective Instruction

Teachers will work alongside students, families and guardians to develop a positive online culture of learning that fosters student ownership. Teachers use district adopted curriculum to engage students in challenging content and provide just-in-time supports. Teachers engage students interactively online, providing opportunities for student collaboration, problem-solving, and creation.

Teachers engage by:

> Connecting online with families and guardians as critical partners in the well-being of students
> Communicating a daily and weekly schedule for learning to students and families

> Delivering grade level instruction using district, adopted curriculum and teacher supplemental resources
> Creating opportunities for students to work together, with teacher directed small group supports and one on one time, when needed
> Establishing designated English Language Development (ELD) time and support
> Supporting students with special needs in alignment with an Individualized Education Program (IEP)
> Designing graded assignments/projects for students to showcase their learning
> Providing feedback for student growth that fosters student ownership of learning

District engages in:

> Academic and social emotional supports for students, families and guardians to ensure continuous engagement
> Delivering multiple types of professional learning, supporting a baseline and progression of digital skills and pedagogical practices for effective and interactive online instruction
> Adjusting instructional schedules with emphasis on mitigating learning loss resulting from school closure in March 2020
> Highlighting curriculum assignments/projects that inspire learning in online environment
> Establishing instructional minute guidelines that protect core instruction, and daily synchronous time with students, while providing teacher autonomy regarding instructional decisions
> Supporting teachers and staff with the use of Microsoft Teams as a delivery platform and providing professional learning to develop foundational delivery skills
> Supporting school sites by providing supplemental materials and technology to be sent home

Instructional Continuity

Instructional continuity is assured through use of the district-adopted curriculum for all courses. Curriculum will remain the same regardless of whether a student will participate in distance learning or in-person instruction (when able to do so).

1. Students will access curriculum and their teacher digitally through Microsoft Teams as the preferred instructional delivery platform. Also, accompanying supplemental materials will be distributed from individual school sites. All core subject curriculum in secondary grades, and math/ELA for elementary, have digital platforms with accessible standards-aligned content, digital textbooks, lessons, activities, and assignments.

2. Instructional resources include:
    a. Core, standards-aligned digital curriculum
    b. Microsoft Office 365 accounts and digital tools (e.g. One Drive, Word, PowerPoint, Forms, etc.) including Microsoft Teams
    c. Supplemental resources, including companion practice books, notebooks, sheets and sleeves, pens, dry erase markers, etc. (which can be picked up on days designated by the school).
    d. Lenovo tablets for grades Pre-School through 3rd, and HP or Lenovo laptops for grades 4th and higher
    e. Access to wireless hotspots, if needed

3. With use of the district-adopted curriculum, the eLearn curriculum is aligned with what is used with in-person instruction. The quality of the curriculum does not change based on the mode of instruction. Teacher training is provided enabling effective use of digital curriculum and builds off familiarity with resources currently used. Also, the District Curriculum and Instruction team has developed a learning loss supplement, to measure and adjust instructional strategies in order to address loss and make direct ties to new learning. Teachers will use this and revise instructional schedules to guide planning and instruction through "just-in-time supports". "Just-in-time" supports mean responding to students in the moment. This can be for accelerating learning, providing intervention, group support, or pivoting instruction using a different approach to reach a learner. This is time where the teacher or support staff will organize and provide specific academic and socio emotional supports/scaffolds.

4. With the continued use of the digital curriculum platform district-wide, students will be able to adapt when in-person instruction resumes. Although the option to continue learning virtually will still be offered.   Students will be able to transition to and from distance learning if needed (should instances occur where there is an outbreak at school, or a student/teacher falls ill, etc.) and not lose instructional time. Also, teachers will be able to incorporate these same digital tools and strategies into in-person instruction.

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.]

Access to devices and connectivity for all students is a necessary condition for effective distance learning. Students require grade-appropriate technology, access to rich digital resources, and readily accessible family supports to thrive academically and succeed with online learning.

Following campus closures in March, the district shifted to a 1:1 model, where every student is offered a grade-appropriate district device for use at home and in the classroom. To date, over 70,000 devices have been provided to students in support of online learning, with 50,000 devices being provided since campus closures. Students in 4th – 12th grades are provided a laptop, and students in Preschool thru 3rd grade are provided a tablet. Third grade students are given keyboards with their tablets, to prepare them for laptop use in the fourth grade. Tools to support distance learning are pre-installed on the devices, to encourage good digital citizenship, safe internet use, and to allow for remote security updates.

To bridge the connectivity gap, Fresno Unified partnered with the 1 Million Project Foundation in late 2019 to provide 1,000 hotspots to high school students who did not have reliable internet access. In March, an additional 1,000 hotspots were added. Following the success of getting hotspots directly into the hands of students, the 1 Million Project provide Fresno Unified with an additional 8,300 hotspots for students districtwide for a total of 10,300 hotspots. With an average ratio of 2 students per household, these hotspots will provide more than 20,000 students with internet access. This is a significant improvement from the average range of 4 – 10% of students without internet access in large urban districts. Longer term, the district is planning to provide its own broadband internet, EduNet, in southwest and southeast Fresno neighborhoods to improve connectivity and help close the digital divide.

Devices were offered to every student beginning in March. Outreach was done over multiple channels in multiple languages, including press conferences, publics service announcements, outreach by schools, the ATLAS parent and student portals, email, the district website, and various other channels. Parents and guardians were able to pick up devices from their school site or have a device shipped to them. Devices were personally delivered to homeless youth and youth in shelters. Parents and guardians who did not choose to pick up a device between March and July were sent a reminder that devices were available. If the parent or guardian reached out for a student device, one was shipped to them.

To ensure families are fully supported with devices and connectivity, Fresno Unified has created a new Family Learning and Technology Support (FLATS) center. FLATS provides assistance to families with devices, password resets, support for the ATLAS Parent and Student portals, and the replacement of lost or damaged device. The center can be reached by phone or via email, and supports families in English, Spanish, and Hmong languages.

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.]

Fresno Unified School District recognizes the importance of preparing for, delivering, and supporting an engaging online student experience that fosters authentic learning; effective use of digital tools for creation, collaboration, and acceleration; and development of future ready skills. The first steps toward high student engagement and participation are building strong connections and relationships with students and families/guardians, co-developing positive online environments with students, and maintaining high quality instruction through authentic learning experiences. To support teachers and leaders in implementation, Fresno Unified will develop processes for both capturing engagement and participation in online learning and responding when students are not engaged or are not participating.

Teachers will take attendance daily to capture student engagement in live sessions (synchronous) using Fresno Unified School District's ATLAS student information system. Elementary teachers will take attendance one time per day while secondary teachers will take attendance during two intervals: morning live sessions by 12:00pm and afternoon live sessions by 3:00pm. This system will allow for quick district and site support and response and family support for students who are not engaging in online learning. Teachers will use assignments from adopted curriculum and/or created assignments to determine the level of asynchronous engagement students need to comprise their total instructional minutes. Through ATLAS gradebooks, teachers will be able to mark student completion or incompletion of assignments. Incomplete assignments will also trigger site and district response and support.

To maximize an effective response and support system, Fresno Unified will continue to explore a system of data analytics that looks at a combination of student participation through digital platforms. For example, Microsoft Teams is the preferred instructional delivery and video conferencing platform while Clever captures the number of times students login to our district adopted curriculum. This single sign on system allows students to digitally access all curriculum, and allows engagement tracking through logins and use. Also, students will engage i-Ready to support acceleration and mitigate learning loss. i-Ready is an online program previously used throughout the district to determine student needs in the areas of reading and math. The program allows a student's teacher to monitor progress and personalize learning.   Each of these tools provide data indicators to support measuring participation such as time and access. Data analytics provide a more complete picture of student participation, as Fresno Unified learns and applies best practices to support students and families/guardians.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Fresno Unified has designed systematic professional learning and support goals to build capacity for educators on all baseline technology and virtual content tools for distance learning. All professional learning for the 2020/21 school year builds off of the lessons, feedback, and learning started in March of 2020 and lessons from the District's PLi (Personalized Learning Initiative) that began four years ago.

Professional Learning and Support
    > Goal 1: Implement a systematic professional learning timeline to build capacity for leaders and teachers on baseline tools: online learning and collaboration
    > Goal 2: Implement systematic distance learning for students: teachers connect with students online using instructional tools
    > Goal 3: Implement a systematic professional learning timeline for teachers: content support and collaboration
    > Goal 4: Implement systematic supports for teachers and leaders: online, content, and coaching

Professional learning has and will be designed based on research, benchmarking of similar districts, and data in alignment to our vision of instruction (Instructional Practice Guide) combined with input from teachers and leaders collected through:

    > Distance Learning Surveys
    > Focus Groups (Listening Sessions)
    > Training feedback forms
    > Advisory Groups
    > School Supervisor Check Ins

During Spring and Summer of 2020, professional learning was provided virtually to support teachers and leaders. Over 100 webinars were offered with nearly 6,000 unique registrations. These sessions were recorded and have over 4,000 views. The PLI team has provided a combination of live webinars, pre-recorded webinars, on-demand learning tools, and other free tutorials on platforms like Flipgrid and the Remind app. Educators have also been provided with digital curriculum resource exploration in Go Math, Wonders, Springboard, Big Ideas, Khan Academy, and the iREADY assessment.

The on-demand training was designed in a progression of topics that built upon each other based on four levels: Foundational, Exploration, Advancing, and Ambassador. There have been nearly 10,000 pageviews and over 4,600 unique users. The four levels of training were developed into a rubric for teachers and leaders to self-assess their status and progress in 2020-21 within professional learning phases. The Ambassador level challenges teachers that are proficient with technology tools to support other teachers through site- based leadership opportunities and district-led trainings.

For the 2020/21 school year, the recorded webinars and on-demand resources will be available to all teachers and leaders for ongoing professional learning structures (individual learning, site professional learning, PLCs). It is recommended that all teachers master identified foundational level skills prior to the start of school to ensure successful distance learning.

On Demand Training for Distance Learning

Foundational | Exploration | Advancing

Progression of Topics (Multiple resources under each topic)

> Getting Prepared
> Connecting with Families
> Establishing Structures and Routines for Distance Learning
> Posting Daily or Weekly Schedules in Teams
> Synchronous and Asynchronous Online Instruction
> Scheduling and Conducing Synchronous Online Instruction with Teams Meetings
> Developing and Sharing Asynchronous Digital Activities
> Developing Independent Digital Activities
> Developing Collaborative Asynchronous Digital Activities
> Providing Feedback in Various Digital Forms
> Using Online Assessments to Target Instruction
> How you Might Support Teachers in your PLC, School, or District

Webinar Topics (Over 30 recorded sessions provided in Spring and Summer for ongoing professional learning)

> Using Flipgrid to Make Connections with Students
> Connecting with Families and Students with Microsoft Teams as the Hub
> Designing Distance Learning for This Moment
> Supporting Inclusivity, Language Development and English Learners and Immersive Reader Tool
> Facilitating Distance Learning Like a Rockstar with Teams as the Hub
> Week of One Note: Matching Great Teaching Practices with the Effective Use of Class Notebook, e.g. Math/Literacy Strategies and Class Notebook Digital Supports
> Data Analytics and Insights for Teachers and Administrators
> Interactive Tools for Quality Instruction and Student Engagement
> Bringing Research-Based Effective Teacher Practices into Online Instruction
> Utilizing Rich Data to Inform Online Engagement and Instruction
> Content Specific Strategies and Incorporating Technology into Practice

Content Support (Online curricular support aligned to the adopted materials)

> Wonders Online Digital Curriculum Support K-6
> Go Math Online Digital Curriculum Support K-6
> Go Math Grades 7-8 Online Digital
> Impact HSS Digital Curriculum Support
> Big Ideas Online Digital Support- High School Math
> SpringBoard Online Digital Curriculum Support 7-11

Additional professional learning for content initiatives is outlined by site for the 2020/21 school year in a professional learning, site-based matrix. These initiatives are department led in specific content focus areas and will take place virtually. Each focus area has intended outcomes, target audiences, and job embedded supports; including virtual coaching.

All new general education, special education, and dual immersion teachers are provided professional learning in the adopted curriculum/programs, required assessments, and classroom management. Site-based supports include professional learning communities, regional work support, and site-based professional learning. District supports for new teachers are:

1. Employee and Induction Orientations virtually
2. The Virtual New Teacher Conference
3. Virtual, Saturday Pipeline Trainings monthly
4. New Teacher Support Coach for virtual coaching
5. Virtual Content professional learning
6. Support for general education clearance

Leaders received training in the use of Microsoft Teams and personalized learning initiative to understand the work of distance learning and to support teachers making connections with students. Leaders also learned how to use Teams to provide staff with Professional Learning and Professional Learning Community (PLC) time. All new leaders also received:

1. Employee & Induction Orientations virtually
2. Virtual Onboarding
3. Skillful Leader- Virtual supervision and evaluation training
4. New Administrator Support Coach for virtual coaching
5. Support for administrative credential clearance

Fresno Unified has kicked off the 2020/21 school year in support of Distance Learning with virtual learning opportunities during the Virtual New Teacher Conference (414 participants) the Principals' Institute (103 participants) and the Virtual Super Week that includes a Virtual PL Summit (14,000 unique registrations and 2,861 teachers), Buyback Day (all sites) , and 2 Institute Days (all sites). In addition, sites will have 2 additional half-days of professional learning during the first week of school.

As a result of the professional learning around PLi and the device distribution to students, FUSD has become a 1x1 device district. This will affect the professional learning and lesson design of most of our disciplines in the future years as we plan for preparation of teachers and teacher/leadership development in our district.

Staff Roles and Responsibilities

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

The resulting impact of COVID-19 has had a dramatic and far-reaching effect on staff roles and responsibilities throughout the organization. Fresno County is on the State of California's monitoring list meaning that a return to in-person instruction is prohibited until the County has been off the list for 14 consecutive days. Therefore, the school year will begin with a 100% online learning model and staff assignments are impacted to support the learning environment.

In response to the online learning model, teachers and other certificated staff directly supporting the learning environment have the ability to work from home or school. The instructional day has also been molded to a framework that includes blocks of time for direct instruction, small group and individual support. As previously mentioned, the schedule will allot synchronous and asynchronous learning time. Additionally, the first two days of the new school year, which traditionally kick off with instructional delivery, have been earmarked so teachers, students, families and guardians can get acclimated to the new environment.

School schedules can be found at the following link: https://www.fresnounified.org/covid19/#grades-tk12-%e2%80%93-school-schedules

Though teaching to meet grade level standard proficiency remains the overarching goal, modifications to achieve this goal will be necessary. For example, teachers will now need to access curriculum online on a daily basis though students will have access to textbooks, which are being sent home for use. Additionally, teachers will use the Microsoft Teams platform to deliver live instruction, collect and track work assignments given to students.

Teachers on Special Assignment and other central office staff will also work in new ways to provide virtual support. For example, these individuals will now be assigned to school sites to support teacher instruction in all core content areas (English Language Arts, Math, Science and Social Studies).

Similarly, school site support staff will adjust to the new reality with adjustments to their responsibilities. One example includes staff distributing meals. While school campuses will remain closed for instruction, the district will continue offering meals for pickup. Accordingly, certain safety protocols have been implemented as described in the "School Nutrition" section of this plan, in order to responsibly and effectively serve. Other examples, include instructional aides or noon time assistants who will now, under the direction of school site staff, support students in new and different ways. This may include helping to arrange for delivery of school supplies, books or doing outreach to students and families.

Lastly, administrative staff working throughout the district maintain a goal of providing high level customer service. Staff are encouraged to work remotely as much as possible, however are considered open and will continue to support parents, school sites and the public. This can

be done on an appointment basis, and departments will require masks for all visitors. Virtual services and appointments are to be encouraged, but departments will provide in-person support if required to meet the needs of their customers.

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.]

Supports to English Learners

The district will continue to conduct all instruction, professional learning, monitoring and intervention of English Learner's (ELs) and Reclassified Fluent English Proficient (RFEP) students, as well as engage with parents through the District English Language Advisory Committee (DELAC), school site English Language Advisory Committee (ELAC), and offer language support in virtual/digital formats (i.e. Live Stream, Microsoft Teams). Instruction will be provided for all language programs including dual language immersion and newcomer programs. Annual and initial ELPAC assessments will continue through the options and guidance provided by the California Department of Education (CDE). As students are registered online, via phone or by appointment, ELs are initially identified through the Home Language Survey (electronic or paper form). Initial ELPAC assessments are completed by English Learner Services assessors. Reclassification cycles will be conducted as students meet the local criteria. Designated English Language Development (ELD) and integrated ELD will be incorporated into all available instructional program models. Resources for parents and students are available through the district website in English, Spanish and Hmong. All students have been provided with electronic devices and internet access which will continue to be provided as needed.

Supports to Foster and Homeless Students

The Fresno Unified Project ACCESS team includes 12 Clinical School Social Workers (CSSW) who will conduct virtual emotional wellness checks and social emotional intake assessments on all foster and homeless students on their caseload via telephone or a HIPPA compliant video platform. Social workers will assess the service level needed based on the severity of social emotional and mental health concerns. One of the 12 CSSW'S is assigned to specifically support all student and families/guardians residing in shelters.

Telehealth services will consist of:

> Individual and Group counseling
> Supportive counseling
> Case Management
> Referral to community resources
> Collaboration with community partners by participating in Foster Care roundtables, collaborating with mental health therapists, County social workers, and probation in removing barriers that impact learning
> Addressing the concerns of and supporting care providers/parents with new attendance regulations
> Completion of affidavits and assist with immediate enrollment for homeless students and school placement changes for students in the foster youth system

Supports to students with Exceptional Needs

The Department of Special Education is committed to providing instruction through robust distance learning, to meet individualized needs throughout the school year. Overall, the delivery of distance learning will be leveled to meet the continuum of needs of all students and include content that can be individualized to meet each student's Individualized Education Program (IEP) goals. Related services, including paraprofessional support for asynchronous learning/assignments, will also be provided, and accommodations and modifications applicable to distance learning will be implemented.

All educators throughout the District share the primary goal of high-quality continuity of education for each student. A distance learning option will be available for all students, and distance learning resources for students and families/guardians will be provided by the District on an ongoing basis. It is critical to maintain communication with parents, ensure digital access for all students, and provide students with a Free Appropriate Public Education (FAPE) through distance learning. The District will provide the technology and connectivity required to access distance learning, including, any assistive technology required under a student's IEP. In addition, mental health supports will be provided for all students as needed, may include family/parent/guardian support when appropriate, and will be coordinated by District school psychologists and social workers. Educationally-related mental health services (ERMHS) will also be provided by District mental health providers in conformity with students' IEPs.

In addition to the District-wide professional learning for all educators, family/guardian trainings and resources, the Department of Special Education will provide specific professional learning related to curriculum and distance learning platforms utilized for the provision of special education and related services. The Department of Special Education will also provide special education specific training for families/guardians and maintain a bank of on-demand trainings accessible 24 hours per day, with resources applicable to distance learning for students with exceptional needs, varied to meet the continuum of placement options offered by the District.

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

Description	Total Funds	Contributing
Students living in low socio-economic circumstances lack equitable access to learning materials, including books, and other stimulating materials to create a positive literacy environment (Bradlley, Corwyn, McAdoo, & Garcial Coll, 2001;Orr, 2003). This action provides resources above baseline instructional supply levels to address these gaps based on identified student and teacher need to provide supplemental materials in support of the district's distance learning program. Additional resources will equip students with the supplemental resources needed to address impacts of learning loss for students living in low socio-economic circumstances. Access to resources at home has been affected for families/guardians resulting from depressed economic activity related to the pandemic.	$2,131,175	Y

Description	Total Funds	Contributing
Students living in low socio-economic circumstances frequently face challenges to participate in extra-curricular or co-curricular activities. This can negatively affect a student's sense of school connectedness. Often the cost of equipment, camps and other items create barriers for their participation. This action commits resources that allow students to have access to virtual field trips, music equipment/instruction and the ability to participate in practice or athletic events when deemed safe to do so. Modifications made allow for these experiences to continue during a remote learning environment, with a focus of providing enriching opportunities for students, where research has shown students are more likely to engage in healthy behaviors and have a greater sense of school connectedness as a result.	$27,719,453	Y
Students living in disadvantaged circumstances lack equitable access to learning resources and experiences beyond the instructional day. These resources and experiences help to enrich a student's educational experience and provide opportunities for closing learning and performance gaps that have been componded by the effects of the COVID-19 pandemic. This actions will provide resources such as learning software, tutoring licenses, access to instructional content through Public Broadcast System (PBS) and other digital experiences to help provide a well-rounded educational experience. These supports will have meaningful impact in addressing the effects of the pandemic by addressing the resource barriers and additional needs students have.	$14,570,372	Y
Students living in low socio-economic circumstances lack the supports to ensure a successful transition to college and career opportunities upon graduation. Prospective college students from low socio-economic circumstances are less likely to have access to informational resources about college (Brown, Wohm, & Ellison, 2016). A study also showed that individuals from socio economic backgrounds generally had less career-related efficacy when it comes to vocational aspirations (Ali, McWhirter, & Chronister, 2005). Also, those from higher social class backgrounds tend to be more successful in developing career aspirations and are generally better prepared for the world of work because of access to resources such as career offices, guidance counselors, better schools, high level "social actors," and familial experience with higher education (Diemer & Ali, 2009).Lastly, compared with high socio economic counterparts, young adults from low income backgrounds are at a higher risk for accruing student loan debt burdens that exceed the national average (Houle, 2014) Academic Counselors will support middle and high school students with proper course assignments and access to pertinent college and career information. These actions will help provide students increased awareness of how to access helpful information, including financial assistance opportunities, along with planning assistance to prepare for them entry to a college or career.	$7,432,741	Y

Description	Total Funds	Contributing
Students living in disadvantaged circumstances generally do not have reliable access to technology to support their learning needs which becomes critical in a distance learning model. This action supports the purchase of additional learning devices and access to internet connectivity for students and staff. These devices principally benefit low-income, English Learners, and Foster Youth students, for whom the lack of this equipment would exacerbate the challenges for optimizing learning.	$16,692,139	Y
Students living in disadvantaged circumstances have particular barriers in their educational experience, which require teachers to be will equipped in providing effective instructional and intervention strategies aimed at improving outcomes. This action provides professional learning opportunities for veteran teachers through continued learning. Course content will be oriented towards teaching through new digital teaching platforms, supporting the unique needs of English Leaners, and social-emotional support for students living in poverty. Through continued and targeted learning, teachers will be more effective and highly skilled in addressing the effects of the pandemic for these students and the specific barriers they face in a distance learning model.	$1,217,712	Y
The role of campus safety staff has been adjusted to support other needs given that campuses are closed to students. Many of the needs currently being addressed by campus safety staff, such as food insecurity and technology challenges, are particularly burdensome for families living in poverty. Examples of how campus safety staff support other activities include meal and technology distribution and assisting with district help desk calls for families and students.	$11,306,642	N
This action will support the supplemental needs for students that are English Learner's (ELs). Identified needs include access to supplemental materials, effective teaching strategies to support the barriers of not speaking English as a primary language and effective engagement with families/guardians to support learning. Resources include professional learning, instructional coaching and academic planning support for teachers and leaders to address the needs of ELs. Learning also includes effective strategies for engaging with parents, and how to offer language support in virtual/digital formats. Additionally, the ongoing monitoring and intervention of English Learner's (ELs) and Reclassified Fluent English Proficient (RFEP) students are supported by strategies developed through the School Plan for Student Achievement, rooted in data driven decision making. Resources also support the virtual transition for district dual language immersion programs which remove barriers for Els while providing access to core curriculum. Action resources will meet the needs of students by adjusting strategies and interventions to accommodate virtual learning and address learning loss that has occurred. Resources will also help engage and inform families/guardians of new and different ways they can support their students learning in a distance learning model.	$16,717,541	Y

Description	Total Funds	Contributing
Most recent data for foster youth in the state of California indicates that they have higher chronical absenteeism, higher suspension rates, and lower academic achievement in both English Language Arts and Mathematics. Challenges inherent with distance learning can be magnified for marginalized groups. This action is principally directed in supporting students living in Foster Care or who are homeless and will enable virtual emotional wellness checks and social emotional intake assessments via telehealth services or a HIPPA compliant video platform, resulting in providing critical services and supports. The resulting effect of these supports will lead to increased student engagement, attendance and improved academic performance.	$1,833,897	Y
Students living in disadvantaged circumstances require additional support and interventions to ensure equitable instructional access through robust distance learning and designed to meet individualized needs. Through response to intervention and the multi-tiered system of support, this action provides teacher time to support early interventions of individualized student needs at the earliest possible opportunity, improving student academic and social-emotional competencies.	$2,686,754	Y

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.]

i-Ready is an online program previously used throughout the district to determine student needs in the areas of reading and math. The program allows a student's teacher to monitor progress and personalize learning. For the upcoming school year, i-Ready reporting will be used to monitor pupil progress for English Language Arts, English Language Development, and Mathematics through i-Ready CHECK design of diagnostic participation remotely, due to the remote opening of school(s). The CHECK design is a simple, at home guide for families/guardians to get the best and most accurate data from the diagnostic assessment. A diagnostic assessment is conducted to determine a student's need for support. The assessment is adaptive, meaning that it is individualized and adjusts questions suited to meet a student's needs. This is deemed i-Ready Diagnostic #1.

Two different reports will be made available after the diagnostic assessment:
    > Non-Cohorted Cross Sectional - This report will include different students over time (non-cohorted). Students who completed an i-Ready Diagnostic in any of the testing windows examined are included in this report. Students are included in the 3-year unmatched cross-sectional analyses if they completed a Diagnostic in Fall 2018/19, Fall 2019/20 or Fall 2020/21.

    > Cohorted Longitudinal - This report will allow for the examination of average scores for the same cohort of students over different testing windows. Students who completed an i-Ready Diagnostic in all of the testing windows will be included. Students are included in the 2-year cohort analyses if they completed a Diagnostic in Fall 2019/20, Winter 2019/20 and Fall 2020/21.

The following reports will be prioritized:
>   > Learning gain / loss over the Spring and Summer
>   > Learning gain/ loss compared with a student's i-Ready performance from the 2019/20 school year (when available) as compared to the opening of the 2020/21 school year (Diagnostic #1)
>   > Learning progressions reporting in order to understand the coherence of skills across previous grade levels to help uncover and address students' unfinished learning

The following actions will support grade level materials in order to best address learning loss:
>   > i-Ready "My Path" provides grade level lessons as determined by a student's most recent diagnostic performance
>   > Teacher determined and assigned lessons according to the learning progressions reports provide lessons that address gaps in learning in order to access on-grade level materials

To address the learning loss and monitor the progress of English Learners (ELs), Teachers on Special Assignment will provide support to sites for effective use of district reports, electronic progress monitoring and distance learning instructional strategies. The ELPAC assessment will also be administered in the fall to complete assessments that were unfinished due to school closures, using California Department of Education guidelines.

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.]

In order to address learning loss and accelerate learning for students living in low socio-economic circumstances through distance learning, Fresno Unified School District is taking steps with both staff and students. Fresno Unified has reviewed Quarter 4 standards potentially not addressed from Academic Year 2019-20 and has incorporated into teacher guiding instructional documents and supports for Quarter 1 of this Academic Year 2020-21, including instructional planning guides and Scope and Sequence. In addition, students will receive high quality instruction online using district-adopted, standards-aligned curricula. Leaders and teachers have engaged training in addressing learning targets and standards and using the Teams digital tools for video conferencing, student engagement and digital curricula platform tools in core subject areas to support instruction. Paraprofessionals have been trained in providing online support alongside teachers. Further, Fresno Unified school leadership teams have developed tiers of academic support through a Multi-Tiered System of Support. Using both ongoing formal and informal assessments, students receive just-in-time classroom supports as well as targeted and strategic interventions depending upon identified growth opportunities. The distance learning schedules have been designed to accommodate live instruction with the whole class as well as small group instruction (addressing designated ELD and tiered instruction) and one on one supports. English

learners, foster youth, students with exceptional needs and pupils experiencing homelessness receive further supports and resources as explained below.

In order to address learning loss and accelerate learning progress for English Learner's, virtual professional learning will be provided to all teachers, including dual language educators, on how to effectively plan for and deliver designated and integrated ELD, access to core curriculum and development of content literacy, and understand district EL reports to monitor student progress in a distance learning format.

In collaboration with the California State University, Fresno, 50 InterAct Fellows will be assigned to mentor and tutor identified long-term ELs and students at-risk of becoming long-term ELs in order to address learning loss and accelerate learning progress. InterAct Fellows will assist EL students with asynchronous assignments; accessing, understanding, and completing ELPAC practice tests; communicating student progress with families and teachers; and mentoring in other areas of needs. Teachers on Special Assignments will provide ongoing learning opportunities for InterAct Fellows on strategies to effectively support ELs and check in with them on a regular basis. To address learning loss and accelerate learning progress, EL students will have the opportunity to attend summer school and engage in lessons that address language development through the integration of ELD Standards in core content.

To supplement the content literacy and language needs of ELs, tutoring and mentoring services will be provided by InterAct Fellows and high school mentors specifically targeting long-term ELs in grades 5-6 and mentoring for grades 7-12. Teacher's on Special Assignment (TSAs) will provide professional learning, instructional coaching and academic planning support to teachers and leaders to address the needs of ELs. A 40-minute mandatory professional learning session was provided to all teachers virtually to address strategies to address the needs of ELs through virtual format. In order to address the reduced attendance of secondary EL students, a summer school mentor program was added to re-engage secondary EL students who had reduced attendance or had stopped attending. Newcomer ELs were paired with reclassified ELs to provide support for language learning and credit recovery. The purpose was to provide a personal and academic connection to school, while still accounting for individual family needs. This program is being expanded into the regular school year so more students can be served at the secondary level. The Long Term English Learner (LTEL) mentor program, pairs successfully reclassified high school students with middle school. This program is being enhanced to offer more training for mentors to address academic gaps caused by attendance issues in the spring and to support and increase engagement by middle school LTELs. Four Newcomer classes in 3rd – 6th grades were added this summery for the first time to address support students who had limited or no contact with schools after the closure. An additional one to two individuals were added in all ELD and Newcomer summer classes through the Teacher Academy Program. The purpose for the additions in the virtual classrooms was to allow for more academic discourse and support during small group break-outs.

In alignment with eLearn Instructional Goals, individuals with exceptional needs will receive high quality instruction using district approved curriculum and interventions. This commitment is supported by training opportunities for Special Education staff to receive and maintain a foundational level of eLearn instructional practices and technology skills. Consistent with general education staff and programs, Special Education teachers will attain effective instruction by working alongside students and collaborating with families to develop a positive online culture of assessment and learning that fosters student ownership. Teachers engage students interactively online daily, providing opportunities for student collaboration, problem-solving, and creation. Additionally, the District will address pupil learning loss and accelerate

learning progress for individuals with exceptional needs that results from COVID-19 during the 2019/20 and 2020/21 school years utilizing strategies and actions that may include, but are not limited to:

Based upon assessment and progress monitoring, the Case Manager will discuss options with families to individually address student learning loss due to COVID-19 and accelerate learning progress, including:

> Intervention programs offered outside of regular school hours
> Targeted support sessions with paraeducators during non-instructional time during school hours while District-wide distance learning is in place
> Selective Saturday sessions for additional support and intervention
> Expanded summer options for individuals with exceptional needs, including additional instruction time for students who receive extended school year services
> Ongoing Professional Learning opportunities through weekly Professional Learning Communities targeting formative assessment connected to current grade-level standards or alternative standards, when applicable

There are two Project ACCESS Academic Counselors dedicated to providing academic support and address the learning loss of students in foster care or homeless living situations. Services are provided virtually, via HIPPA compliant video platform or telephone. In early August, the counselors will be reaching out to any student identified with academic concerns on the district engagement tool, during the previous (fourth) quarter to gather information regarding the student's specific needs. The Project ACCESS Counselors will closely collaborate with school site counselors to ensure students are enrolled in appropriate courses and receiving appropriate Tier II academic supports.

Additionally, the counselors will provide the following other services:
> Ensure all foster/homeless students have electronic devices
> Analyze transcripts and evaluate students eligible for credit waivers
> Monitor student academic achievement and progress
> Individual check in meetings with students with D's and F
> Provide resources and services to support college and career pathways
> Communicate with the parent or care provider to support during the eLearn distance learning process.
> Collaboration with community partners regarding FAFSA and post-secondary planning.

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.]

Three primary avenues will be employed for measuring the effectiveness of the services and supports to address learning loss: Achievement, Engagement, and Professional Learning.

For achievement, i-Ready reporting will be used to monitor pupil progress for English Language Arts, English Language Development, and Mathematics through i-Ready CHECK design of diagnostic participation remotely due to the remote opening of school(s). The CHECK

design is a simple, at home guide for families to get the best and most accurate data from the diagnostic assessment. This is deemed i-Ready Diagnostic #1 (see #3a). Measurement of effectiveness can be determined through growth and analysis from Diagnostic #1 to Diagnostic #2 and #3. Diagnostic #1 is scheduled to take place at the beginning of the school year, Diagnostic #2 is scheduled prior to Winter break, and Diagnostic #3 is scheduled Mid-Spring prior to anticipated SBAC/CAASPP.

To measure the effectiveness of services and supports to address learning loss through engagement, focus will be on student and community (i.e. family/guardian, staff) engagement. District-wide qualitative feedback will be gathered through engagement amongst communities of practice (i.e. teachers meeting with students, teachers meeting with families/guardians, site leaders meeting with teachers, site supervisors meeting with site leaders, etc.) that will be disseminated throughout the system to identify what is working and what may need improvements. Student engagement and participation will also be tracked and monitored through various system analytics, as listed below:

"Signals" of Student Engagement

> Microsoft Clever analytics – This single sign on system allows students to digitally access all curriculum, and allows engagement tracking through logins and use.
> Microsoft Teams analytics - Allows tracking to see how students are participating in meetings (live sessions), digital assignments, and interactions online.
> i-Ready analytics
> ATLAS (student information system) analytics

For professional learning (PL), structures of support will be provided to site leaders and teachers, as outlined below:

Structures of support to help site leaders lead distance learning will include:

> On demand training on a website of how to provide rich PL in the moment

Structures of support to help teachers deliver distance learning instruction will include:

> Content managers, Personalized Learning Initiative (PLI) team and TSAs in office hours
> PLI team and TSAs in virtual coaching
> On demand training on a website of how to provide rich PL in the moment
> i-Ready "My Path" and Teacher Assigned lessons according to individualized diagnostic data

To measure the effectiveness of teacher PL, the number of teachers receiving PL will be tracked and monitored and feedback will be requested from teachers (i.e. teacher reflection and feedback survey).

Other outcome measures may include:

> Perception/qualitative data regarding professional learning
> Student engagement and participation through system analytics

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

Description	Total Funds	Contributing
Students living in disadvantaged circumstances are at high risk of learning loss due to the pandemic's effects on the learning environment. Therefore, it is critical to have systems in place helping to discern the level of learning loss and progress made throughout the year in closing these gaps. Monitoring student participation and progress will be done by utilizing digital tools: Adaptive online programs to monitor pupil progress with English Language Arts, English Language Development, and Mathematics. Monitor student engagement and participation and provide qualitative feedback to improve student achievement. Resources contributing to increased or improved services for the unduplicated pupil population are principally directed and effective of meeting the needs of students. The system of assessments used are equipped with tools and analytics designed to identify gaps/learning loss of disproportionately affected student groups. Data will help inform the identification of specific needs and strategies to improve outcomes.	$5,805,432	Y
Students living in disadvantaged circumstances require additional supports and interventions to address learning loss. Schools, and groups of students at schools, often have particular needs that are illuminated and addressed locally through school site planning. Through assessment of local performance data aided by district analytical tools, schools detail the needs and strategies for addressing learning loss experienced and impacted by the pandemic. School site councils, individual to each school site, work to develop and inform planning of the School Plan for Student Achievement to address identified needs and gaps for their English learners, foster youth and students living in poverty. Site specific plans must also address the needs of the school's English Learners. These site-specific actions work to identify and address performance gaps that exist through targeted supports and interventions to be provided virtually. Plan development is supported by collaboration of district departments, who also work to review and approve each plan to ensure action planning is rooted in improvement science and meet the needs of students living in disadvantaged circumstances.	$18,295,787	Y
Students from low socio-economic families enter high school with average literacy skills 5 years behind those of high-income students (Reardon, Balentino, Kalogrides, Shores, & Greenberg, 2013). In addition, English language learners, foster youth and students from low socioeconomic circumstances all perform behind the district average in English language arts and the mathematics according to 2019 California School Dashboard data. These students are at risk of falling further behind due to the impacts of the COVID-19 pandemic. The Designated School model continues to increase the instructional day by 30 minutes, adds up to ten additional professional learning days for teachers and provides an additional certificated staff member at each school. These action elements target supports to help address barriers faced for these students at the 41 schools identified as having the highest unduplicated pupil population. These resources will address the needs of students by providing extended time to accelerate learning and close the gap of learning loss resulting from the pandemic.	$20,026,770	Y

Description	Total Funds	Contributing
According to Corwyn, McAdoo, & Garcia-Coll, 2001 and Orr, 2003, Lower socioeconomic households have less access to learning materials and experiences, including books, computers, stimulating toys, skill-building lessons, or tutors to create a positive literacy environment. Additional supports and learning opportunities, including tutoring help address the learning loss that has occurred for the district's disadvantaged student population. To supplement the lost instructional time, after school and summer school offerings will target gaps identified for students. These additional offerings will help address the needs of students by adding and building on the instructional day that all students have access to throughout the daily school schedule. The additional learning will assist in addressing learning loss that has occurred.	$14,646,167	Y
Independent study options are important in the current distance learning environment because some families require flexible scheduling and students need opportunities to make up lost instructional time. This flexibility can be even more important for families living in low socioeconomic circumstances. This action will address learning loss and support students unable to attend the regular day through an independent study model	$915,646	N

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.]

Multiple departments within the district will continue to monitor and support the mental health and social emotional wellbeing of pupils and staff as outlined below:

Student Supports

Department of Prevention & Intervention (DPI)

A team of 29 Clinical School Social Workers (CSSW) will conduct virtual emotional wellness checks and assessments to determine appropriate mental health interventions by telehealth and/or telephone support, including:

> Individual and Group counseling
> Supportive counseling
> Case Management
> Referral to community resources

Students are prioritized for contact based on safety measures including prior suicidal risk assessments, hospitalizations, previous school year counseling participation, and newly generated referrals. Additional referral opportunities have been created for school site staff to refer

students for support including a district email where site staff can send student concerns or submit social emotional referrals online by using a form posted on the district website. The referral can be completed by a student, parent, or staff.

Social workers will collaborate with academic counselors and school psychologists to proactively contact students that had fourth quarter engagement concerns, and will complete emotional well-being checks to provide appropriate social emotional and mental health interventions. For the 2020/21 school year, the district is partnering with CareSolace, to link student and families to community based mental health and substance abuse supports. Care solace also provides case management services, to ensure any barriers to participation are addressed. In addition to staff referrals to CareSolace, parents and students can confidentially self-refer to CareSolace via a link on the district website.

Child Welfare Attendance Specialists (CWAS) - The CWAS Team will focus on providing Tier II virtual supports such as:

> Small skill group interventions for students with social emotional, behavior, and attendance needs
> Conflict mediation, goal setting, mentoring, de-escalation, and Meaningful Work. Meaningful Work refers to student 'jobs' within the virtual classroom, such as: Tech Support, Mood Monitor, Equity Deputy, Timekeeper and other roles which support student engagement and sense of belonging in the classroom.
> Conducting weekly or daily check-ins (i.e. Check In/Check Out) for students at identified school sites

Student supports will be monitored using school metrics such as office discipline referrals, suspensions, and attendance data. The team works closely with teachers for students participating in interventions or supports to determine change in student behavior and acquisition of Social Emotional Learning (SEL) skills.

Additionally, the Child Welfare & Attendance Specialists will collect and review student self-rating scales to determine change in behavior needs and acquisition of social emotional learning skills.

Behavior Intervention Specialist (BIS) - A team of nine BISs will provide the following services for young learners in grades PK-3, with intensive Tier III behavioral and social emotional needs:

> 1 on 1 Skill Building
> Collaboratively assist administrators and support staff in developing positive behavioral intervention plans
> Model and coach identified behavior techniques and reinforcement strategies with teachers, administrators, and support staff
> Deliver short-term direct supports to students in collaboration with site staff
> Consultation with families/guardians and other district staff regarding student needs in efforts to improve learning in the virtual classroom and links to outside agencies

In addition to daily communication with sites and families/guardians, monthly Student Success Team meetings with all stakeholders are held to monitor student progress.

School Psychologists - There are School Psychologists assigned to every school site providing a wide-array of social-emotional and academic supports for students. School Psychologists are uniquely qualified members of school teams that support students' ability to learn and teachers' ability to teach. They apply expertise in mental health, learning, and behavior, to help students succeed academically, socially,

behaviorally, and emotionally. School Psychologists partner with families/guardians, teachers, school administrators, and other professionals to create safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community. These services and supports may include:

> Direct services for counseling—Individual or Group counseling with students virtually, via HIPPA compliant video platform or telephone, to promote problem solving, anger management, conflict resolution, coping skills, resiliency, etc.

> Collaborate virtually with other social-emotional staff including school-based mental health clinicians, Counselors, School Social Workers, Restorative Practices Counselors, and Tier 2 Specialists

> Direct service for district crisis intervention using a virtual platform, including suicide risk assessments and threat assessments

> Direct consultation and support to staff at sites regarding academic interventions and behavior supports within the multi-tiered systems of support model in an e-learning environment or classroom-based supports

> Participation in problem-solving teams at school sites, including school-wide positive behavioral supports and identifying at-risk students

> Connect families/guardians and make referrals to community service providers, in addition to coordinating those services with the site-based teams

> Academic supports— consult with staff regarding academic interventions and initial referrals for special education services for general education students

> Assist school sites teams in data collection, monitoring, and analysis of student academic achievement and progress

> Provide professional development training for school site staff regarding mental health needs of students and suicide prevention

> Serve as a special education leader on school site campuses to ensure that general education student with IEPs receive high-quality instruction and supports necessary for success.

Restorative Practices School Counselors

The role of the Restorative Practices School Counselor is to work with students and adults to provide support in addressing conflict and repairing harm to the classroom or school community. These counselors will work alongside other members of our social emotional support team to provide the following:

Virtual Supports Provided

> Provide individual and small group social emotional counseling that is culturally responsive, and trauma informed as well as case management services

> Facilitate pre-conferencing/coaching, Restorative Conferences/Circles, Mediation, Re-entry Circles, and Welcome Circles

Monitoring Supports

> Student social emotional outcome measures (Pre/Post counseling intervention assessments)

> ATLAS Documentation (Responsive Services logged in Counseling Tab/Social-Emotional Domain)

The Department of Health Services provides essential contribution to the mental health services for students, families/guardians and staff within the educational setting. Health Services will provide identification, intervention, referral and follow-up of students, with mental health needs and advocate for mental health services. The Credentialed School Nurse is a valuable resource to help the school staff understand a variety of mental health issues and help reduce the stigma associated with mental illness.

Credentialed School Nurses will conduct video conferencing with students and parents in addressing any health concerns, school personnel and medical and mental health providers to assess mental health needs, to initiate appropriate referrals, and to develop and implement a plan to provide support at school or upon the students return to school. These plans could be the health portion of an Individualized Education Program (IEP), an Individualized School Healthcare Plan (ISHP) or Section 504 Plan. Health virtual office hours will be available as a health resource for school sites, working with school staff on creative ways to connect and promote health with students, and connecting with families via Skype.

Staff Supports

District and Joint Health Management Board (Risk Management)

The District and its Joint Health Management Board will continue to support the mental, physical and social and emotional well-being of staff by leveraging resources of current and new health plan partners. Recognizing the challenges of accessing health and social/emotional care while community resources are strained responding to the impacts of Covid-19, whether directly or indirectly, staff supports have included but not been limited to the following:

> Elimination of employee co-pay to access tele-health services for all conditions whether COVID-19 related or not
> Introduction and promotion of tele-psyche services
> On-line physical fitness opportunities for employees and retirees
> Increased promotion of Employee Assistance Program and increased benefits and services offered to employees and families

Further, the District and the Joint Health Management Board are closely monitoring member and dependent utilization of services to assess impact and need for additional supports. Three measures addressing all telemedicine services are now included in our PPO data dashboard. These measures include any services provided remotely such as office visits and consultations, telephone office visits, e-visits, remote patient monitoring, and transitional care management.

Additionally, Prevention & Intervention and Special Education will jointly facilitate a professional learning opportunity for teachers in August, entitled "Self Care for Adults", to support educator wellbeing at the beginning of the new school year.

Professional Development

Professional development delivered by our Climate and Culture Specialists will continue to align with Trauma-Informed Practices (TIP). This includes creating safe and predictable classroom environments, developing healthy relationships, building community, and teaching Social Emotional Learning skills (i.e., resilience, empathy, self-awareness and regulation, mindset).

In August, teachers will be provided opportunities to participate in virtual professional development that teaches TIP including:

> Plan for Success! Designing Effective Structures with Health and Safety in Mind
> Creating Environments that Support Students who have Experienced Trauma
> SEL Strategies to Support Student Well-being
> Connecting Through Engaging Class Circles through eLearning

In the Fall, a learning module will be released for teachers and for leaders to ensure a common understanding of what trauma is, the impact, becoming trauma-informed, and how COVID impacted trauma.

In support of re-orienting students back to the school environment, teachers will provide lessons to build community and teach SEL skills with greater intensity during the first 3 weeks of school.

Social emotional support personnel (i.e., clinical school social workers, restorative practices counselors, child welfare and attendance specialists, and behavior intervention specialists) have received initial training in TIP. They will continue to receive on-going professional development. They provide evidence-based interventions infused with TIP such as SEL skill development, strengths-based, promote healthy relationships, and brain-based teaching (i.e., learning about the brain and emotional states)

Additionally, to support students' increased social emotional needs due to the impact of COVID-19, the services provided by restorative practices counselors have been adjusted to include social emotional counseling to address stress, anxiety, grief, and trauma-related to COVID 19.

Services continue to be enhanced and provided by Clinical School Social Workers. Professional development in clinical areas of trauma, grief, and loss is provided. Resources provided to pupils consist of telehealth for individual, group counseling. Case management will be provided to pupils in linking students to community-based mental health and substance abuse supports. Clinical School Social Workers will provide supportive counseling to staff and referral to the District Employee Assistance Program (EAP) as well as referring to Care Solace which provides links to virtual or office based mental health services specific to the staff's medical insurance and assists in scheduling appointments and alleviating any barriers that might prevent them from accessing services. Professional learning sessions will also be offered to staff on self-care focusing on wellness strategies to reduce burnout, compassion fatigue, and managing stress.

In April, a regional support team was created. The development of Tier II/III Regional Teams allows practitioners to service families as a unit, in a more comprehensive and coordinated way. These teams are utilized to enhance services and ensure students and families are being provided with resources and services due to the impact of trauma.

In partnership with the Fresno County Superintendent of Schools (FCSS), the district is collaborating with All 4 Youth, a program that provides behavioral health services, provided by a clinician that includes individual, family, and group counseling as behavioral coaching. Referrals are generated from multiple sources, including self-referral, school staff, and family members. All school sites may refer to All 4 Youth. However, intentional work is being done with eighteen elementary school sites. These sites will receive 6 hours of professional learning on the areas of trauma and discipline styles, stress resilience, and creating trauma-informed classrooms.

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 is not engaging in instruction and is at risk of learning loss.]

Fresno Unified School District has established processes to ensure continuous student engagement and participation through a distance learning instructional model. Both include tiered interventions and supports in the event that students are not engaged or participating. All supports provided work to ensure students are achieving at grade level and beyond and/or are moving at least a minimum of one grade level per year. Throughout tiered support processes, Fresno Unified will provide communication in the family's home language. Additionally, during August counselors and social workers are proactively connecting with all students identified with engagement concerns by their teachers during the fourth quarter of the 2019/20 school year.

To ensure engagement and attendance monitoring, teachers will take daily attendance using the ATLAS student information system. This will provide notification to site leaders and the district attendance support team if students are not engaged in learning and will trigger parent communication for daily absences. Fresno Unified has developed an Attendance Intervention Process for all students who are absent from live instruction, which includes reengagement strategies for students who have missed more than 60% of instruction.

Academic Tiers of Support

Universal Supports for all Students (Tier 1)

    > Establishing connections with every student and family
    > Daily synchronous (live with the teacher session) and asynchronous (assignments/learning outside of live sessions) instruction at grade level by a credentialed teacher
    > Grade level instruction using district-adopted curricula for core subjects
    > Designated and integrated instruction for English Language Learners aligned to core content
    > Assessment of learning loss and ongoing assessment and progress monitoring to accelerate learning for every student
    > Analysis of Quarter 4 standards and learning targets in core subject areas and ensuring this learning is incorporated in Quarter 1 and 2 instruction of the 2020/21 school year

> Ensuring family access to wireless connection and that every student has a device

Supplemental Supports for Some Students (Tier 2)
> Diagnostic assessment (i-Ready) for progress monitoring and forming of groups
> Daily targeted, small group instruction
> Designated and integrated instruction for English Learners aligned to core content
> Targeted supports for students with exceptional needs based upon their Individualized Education Plans (IEP)
> Supports aligned to core instruction

Targeted Supports for Individual Students (Tier 3)
> Use of diagnostic assessment (i-Ready) for individual support
> Targeted supports for students with exceptional needs based upon their Individualized Education Plans (IEP)
> For English Learners (EL) and in collaboration with California State University, Fresno, InterAct Fellows will be assigned to mentor and tutor long-term ELs to address learning loss and accelerate learning progress
> Daily intensive intervention and instruction on foundational reading skills
> Support provided by certificated staff and/or Specialist
> Weekly progress monitoring

Attendance Reengagement Strategies

Universal Supports for all Students (Tier 1) - If a student is absent more than once in a week or has three recorded truancies:
> Attendance staff will contact parent/guardian to identify the reason for absence
> Home visit scheduled if family/guardian cannot be reached by phone
> Letter sent home at three unexcused truancies or absences
> Assess student needs to identify barriers to attending class
> Ensure technology access for family
> Relationship building through wellness calls and other virtual connection
> All interventions are documented in ATLAS student information system

Supplemental Supports for Some Students (Tier 2) - Student Attendance Review Team (SART) process begins if continued truancy and/or chronic absence
> Staff will contact parent/guardian to express concern
> Home visit scheduled if family/guardian cannot be reached by phone
> SART/Attendance Intervention meeting virtually to explore barriers, supports needed and consequence
> Resources provided for identified barriers

> Site determines interventions or works with community providers for ongoing resources and support
> Monitoring attendance and continued communication with family and student
> All interventions are documented in ATLAS student information system
> Letter sent home at six unexcused absences

Targeted Supports for Individual Students (Tier 3) - Student Attendance Review Board (SARB) referral for severe truancy or chronic absence
> Referral to SARB
> Follow up on previously identified barriers
> Intervention staff provides daily monitoring and ongoing support
> Refer to site support and/or counselor
> Refer to other agency for support: counseling, substance abuse, probation, Child Protective Services, if necessary

School Nutrition

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

The district's Food Service department will continue the meal distribution model that began on March 16th. The focus is to provide access to breakfast and lunch meals while adhering to physical distancing protocols. Meal distribution models vary by site, based on the design/configuration of the school: parking lot drive-through, sidewalk drive-up, cafeteria walk-up, etc.

Safety protocols at meal distribution sites include the following:

> Staff are required to self-monitor their health status daily before coming to work
> Staff have been instructed to wear face coverings, which are provided by the district if needed
> Staff are reminded to remain six feet apart
> Hand sanitizer and gloves are provided to all staff at meal distribution sites
> Meal recipients are encouraged to wear face coverings
> Meals are pre-bagged and placed on tables for pick-up where possible to allow contactless delivery, or placed into open car trunks
> Where meal bags are handed off to vehicle occupants, it is done at arm's length with staff wearing gloves, staff do not lean into car windows
> For walk-up lines, meal recipients line up at least six feet apart and meal bags are placed on tables with the staff standing at least six feet away
> Physical distancing indicators (for example, tape on sidewalks) are provided as a reminder to staff and families.

During summer break, meals were provided at 22 sites. With the start of school, the number of meal distribution sites expanded to 63 of the district's typical 95 serving sites. Breakfast and lunch meals will be served together from 7am – 9am to align to school instruction timeframes.

Management works closely with our labor partner CSEA to ensure the effectiveness of the meal distribution program.

Fresno Unified will continue this model until school sites are able to open with in-person instruction. At that time meals will be made available to students on campus as well as those that elect to continue participating in distance learning. Safety will continue to be of the utmost importance during in-person instruction. The safety protocols that staff have implemented will continue as students transition to instruction on our campuses. Face coverings, physical distancing, gloves, handwashing and hand sanitizing will continue to be the mainstay of our meal services. Cafeterias will have physical distancing indicators along with directional traffic indicators. Outside eating opportunities will be increased and meals will be packaged in a way that allows for travel. As we transition to in-person learning the district will continue to offer meals daily to students that continue with distance learning.

Fresno Unified has served over 3.5 million meals (breakfast and lunch) since school site closure on March 16th, 2020. In addition, meal service was provided via refrigerated van in an area of town where it is unsafe for students to walk to a school due to drug and human trafficking through a partnership with Live Again Fresno. Breakfast and lunch for students living in a shelter for victims of domestic violence are provided daily. Also, Fresno Unified is providing meal delivery to students with disabilities whose families are not able to access the meal distribution sites.

The meal distribution program continued over spring break and the entire summer period at an additional cost to the district, as this is not contracted time for our Food Services staff. Extra meals are provided in advance of national holidays since there is no meal distribution on those days.

Fresno Unified seeks to continuously improve the nutritional quality of meals served, including reducing added sugars in menu items.

To increase meal participation, the district is working to expand promotion of meal distribution sites through local and social media, school announcements, and banners at the distribution locations.

We are committed to seeking opportunities for feedback with the objective of increasing the number of students accessing nutritious meals, such as working with the district's Student Advisory Board for ideas and better utilization of the Nutrislice app.

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

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Health Services staff will provide identification, intervention, referral and follow-up with students, in need of mental health services, which will include video conferencing with students and parents to support addressing any health concerns	$4,387,129	N

Mental Health and Social and Emotional Well-Being	Low socioeconomic status and exposure to adversity are linked to decreased educational success (McLaughlin & Sheridan, 2016). In addition, toxic stress in early childhood leads to lasting impacts on learning, behavior, and health (Committee on Psychosocial Aspects of Child and Family Health et al., 2012). Lastly, perception of family economic stress and personal financial constraints affected emotional distress/depression in students and their academic outcomes (Mistry, Benner, Tan, & Kim, 2009). This action includes virtual supports, including student access to school psychologists, for students and educators to promote a positive distance learning environment through social emotional learning and classroom community building and bullying prevention. Direct services to students are provided virtually and include small group social emotional skill building and mentoring as well as intensive individualized mental health counseling and behavioral intervention. This action will help address the needs by providing supports targeting the effects of trauma resulting from the pandemic. Additionally, students will be provided with new skills required to interact in a virtual learning environment in a healthy and meaningful way.	$22,135,514	Y
Pupil and Family Engagement and Outreach	Supporting connections and communication with parents and students through media, online supports, print publications and other strategies. Resources will assist with navigating the requirements of the distance learning model and supporting needs for families and students.	$2,172,288	N
Pupil and Family Engagement and Outreach	Students living in disadvantaged circumstances are at risk of becoming disengaged from the educational experience which becomes even more challenging in a virtual learning environment. High School Reengagement Center Teachers are providing individual and small group behavioral and academic interventions virtually for students that are struggling to be successful in a distance learning environment and students who are disconnected due to the impacts of COVID. Interventions are short term and designed to support students successful return to the virtual	$1,258,603	Y

	classroom setting. These supports will address behavioral skill building and help students with a sense of connectedness to their teachers and peers.		
Pupil and Family Engagement and Outreach	The following factors have been found to improve the quality of schools in low socioeconomic neighborhoods: a focus on improving teaching and learning, creation of an information-rich environment, building of a learning community, continuous professional development, involvement of parents, and increased funding and resources (Muijs, Harris, Chapman, Stoll, & Russ, 2009) This action will target families/guardians of students living in disadvantaged circumstances that face barriers in accessing information and engaging in their students educational experience. Through the district's Parent University network, supports include training and information for how families/guardians can support through the distance learning model, which includes access to translation services. These resources are intended to meet the needs of families/guardians by maintaining connections and providing services so they feel empowered to support their student's new and different learning environment.	$2,548,876	Y

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
34.53%	$198 million

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.]

Nearly 90% of the District's student population live in disadvantaged circumstances, defined by being an English Learner, living in low socio-economic circumstances or living in foster care. Given the overwhelming need and vulnerability of the majority of the student population, it's

imperative that these needs are considered first when directing resources and developing actions to effectively meet the district's goals for improving student outcomes. With that in mind, all actions and services are implemented on either a schoolwide or districtwide basis to increase efficiency and effectiveness in delivery. The particular barriers faced by students remain at the forefront when considering supports and services to students, most of which have only been amplified as a result of the COVID-19 crisis.

Further, until State and Local health officials declare that health and safety conditions allow for a return to in-person instruction, the District can only offer learning through a distance learning model. These learning conditions have the unfortunate and devastating effect of exacerbating the challenges that students are faced with. For example, immediately it became clear that students living in disadvantaged circumstances would need support with devices and internet connectivity to support their learning. While technology is being deployed throughout the district, resources are principally directed to and provided in response to identified needs of students living in low socio-economic circumstances.   Other examples of how the needs of students living in disadvantaged circumstances are prioritized include providing access to nutritional meals, supports for coping with social-emotional and mental health needs and addressing language barriers.

Services to support foster and homeless youth have been altered and intensified to support students during the COVID-19 pandemic. The Fresno Unified Project ACCESS team includes 12 Clinical School Social Workers (CSSW) who will conduct virtual emotional wellness checks and social emotional intake assessments on all foster and homeless students on their caseload via telephone or a HIPPA compliant video platform. The social workers will assess the level of need of service based on the severity of social emotional and mental health concerns. One of the of the 12 CSSW'S is assigned to specifically support all student and families residing in shelters.

Telehealth services will consist of:
    > Individual and Group counseling
    > Supportive counseling
    > Case Management
    > Referral to community resources
    > Collaboration with community partners by participating in Foster Care roundtables, collaborating with mental health therapists, County social workers, and probation in removing barriers that impact learning.
    > Addressing the concerns of and supporting care providers/parents with new attendance regulations
     > Completion of affidavits and assist with immediate enrollment for homeless students and school placement changes for students in foster youth.

In addition to social-emotional supports there are two Project ACCESS Academic Counselors dedicated to providing academic support to students residing in foster care or homeless living situations. Services are provided virtually, via HIPPA compliant video platform or telephone. In early August, the counselors will be reaching out to any student identified with academic concerns on the district engagement tool, during the fourth quarter to gather information regarding the student's specific needs. The Project ACCESS Counselors will closely collaborate with school site counselors to ensure students are enrolled in appropriate courses and receiving appropriate Tier II academic supports.

Additionally, the counselors will provide the following other services:
    > Ensure all foster/homeless students have electronic devices
    > Analyze transcripts and evaluate students eligible for credit waivers

> Monitor student academic achievement and progress
> Individual check in meetings with students with D's and F
> Provide resources and services to support college and career pathways
> Communicate with the parent or care provider to support during the eLearn distance learning process.
> Collaboration with community partners regarding FAFSA and post-secondary planning.

To supplement the content literacy and language needs of English Learners (Els), tutoring and mentoring services will be provided by InterAct Fellows and high school mentors specifically targeting long-term ELs in grades 5-6 and mentoring for grades 7-12. Teacher's on Special Assignment (TSAs) will provide professional learning, instructional coaching and academic planning support to teachers and leaders to address the needs of ELs. In order to address the reduced attendance of secondary EL students, a summer school mentor program was added to re-engage secondary EL students who had reduced attendance or had stopped attending. Newcomer ELs were paired with reclassified ELs to provide support for language learning and credit recovery. The purpose was to provide a personal and academic connection to school, while still accounting for individual family needs. This program is being expanded into the regular school year so more students can be served at the secondary level. The Long Term English Learner (LTEL) mentor program, pairs successfully reclassified high school students with middle school students. This program is being enhanced to offer more training for mentors to address academic gaps caused by attendance issues in the spring and to support and increase engagement by middle school LTELs. Four Newcomer classes in 3rd – 6th grades were added this summer for the first time to address support students who had limited or no contact with schools after the closure.

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

Development of district actions and resources remain guided by the District Goals and Core Beliefs and Commitments. Despite the absence of a required Local Control and Accountability Plan, the district continues to demonstrate an increase or improvement of services that are principally directed towards meeting the needs of the district's unduplicated pupil population by appropriating $206 million in additional funding. Funds are earmarked towards actions and services aimed at improving outcomes for students living in disadvantaged circumstances.

Many of the actions included in the Learning Continuity and Attendance Plan dovetail into the list of continuing actions and services summarized in the list below. The overarching purpose of the actions listed below remain, though implementation has been adjusted to and guided by the identified student need in response to local conditions impacted by the COVID-19 crisis. As an example, action #1 in the table below, "41 Designated School Investments", is a continuing action supporting the needs of English Learners and students living in low socio-economic circumstances. The action investment extends the instructional day by 30 minutes, adds up to ten additional professional learning days for teachers and provides an additional certificated staff member at each school. These action elements target supports to help address barriers faced for these students.   Although the instructional delivery model has changed, the supports remain oriented around the unique needs of students living in disadvantaged circumstances and the unique impacts imposed by the COVID-19 has thrust upon the learning environment. This is exemplified through the scheduling of the distance learning model where, as an example, designated schools continue to provide an additional 30 minutes of instruction.

Other actions listed below have adjusted delivery elements through the analysis of student need, much of which is articulated in the sections of the Learning Continuity and Attendance Plan sections above.

Action #	Action Name	Action Amount ($ in millions)
1	41 Designated School Investment	$ 20.03
2	Student Interventions	$ 2.69
3	Student Technology Access & Annual Refresh	$ 10.68
4	Additional Teacher Supply Funds	$ 1.30
5	3% Professional Learning Column	$ 1.22
6	Middle and High School Redesign	$ 10.31
8	Eliminate Elementary Combination Classes	$ 3.39
9	National Board Certification	$ 0.08
10	Instructional Supports	$ 1.03
11	Additional Teachers Above Base Staffing	$ 14.00
12	Additional School Site Administration for Elementary and Middle Schools with High Unduplicated Counts	$ 2.08
13	African American Academic Acceleration	$ 2.57
14	Further Develop Early Childhood Education	$ 15.00
15	Additional Supports for Libraries	$ 0.54
16	Equity and Access	$ 1.99
17	GATE / Advanced Placement (AP) / International Baccalaureate (IB) / SAT/PSAT Fees	$ 2.20
18	Expand Alternative Education	$ 1.40
19	Maintain Additional Services for Phoenix Community Day School	$ 2.47
20	After School Tutoring	$ 0.54
21	Extended Summer Learning	$ 4.79
22	Supports for Students in Foster Care	$ 1.65
23	All teachers are teachers of English Learner (EL) students	$ 9.27
24	Expansion of Dual Language Immersion Programs	$ 1.71
32	Increase School Allocations for Athletics	$ 8.99
33	District-Funded Educational Enrichment Trips	$ 4.72
34	District Arts Collaborative Project	$ 0.10

35	Increased Funding for Music	$	1.24
36	Elementary Campus Culture Experience	$	0.13
38	Kids Invent!	$	1.41
39	Patiño Entrepreneurial High School	$	2.87
40	Design Science Early College High School	$	5.13
37	Linked Learning, ROP and CTE Pathway Development	$	14.15
41	Student Peer Mentor Program	$	0.46
42	Men's and Women's Alliance	$	1.29
43	Social Emotional Supports	$	2.85
44	School Climate and Culture Expansion	$	8.55
45	Restorative Practices / Relationship Centered Schools	$	0.72
46	Parent Engagement Investments	$	2.33
47	Expanded Student, Parent and Community Communication	$	0.22
48	High Quality School Site Health Services	$	8.45
49	Mental Health Support	$	3.17
50	Expanded Transportation Services	$	0.22
51	Upgrading Access to Technology	$	1.06
53	School Site Allocations to be Prioritized by each School's Site Council	$	18.31
54	Supplemental Student Supports	$	8.62
	Grant Total		**$ 205.93**