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/lrngrcntntyatndncpnln-instructions.docx.

<table>
<thead>
<tr>
<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
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<tbody>
<tr>
<td>Firebaugh-Las Deltas Unified School District</td>
<td>Russell Freitas, Superintendent</td>
<td><a href="mailto:rfreitas@fldusd.org">rfreitas@fldusd.org</a> (559) 659-1476</td>
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**General Information**

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

Firebaugh-Las Deltas Unified School District (FLDUSD) is located in Firebaugh, CA, in Fresno County, on the western edge of the Central San Joaquin Valley. FLDUSD is considered a rural school district and the local economy is agriculture-based. The district has an enrollment of 2,195 students and consists of six schools, serving children from Transitional Kindergarten through 12th grade, a preschool, and adults enrolled at Firebaugh-Las Deltas Adult School. The total population of Firebaugh is approximately 8,328 residents. Of these residents, 20.6% are unemployed. The median (50th percentile) family income is $33,742 ($71,805 for California), and the per capita income is $15,830 per year. Demographically, the predominant ethnicity of students is Hispanic (91.2%) with the remaining residents being Caucasian or of Middle Eastern decent. District-wide, 35.3% of students are English Learners, 83.1% of Firebaugh residents speak a language other than English at home and 36.1% (3,038 residents) are foreign-born. Approximately half (50.2%) of Firebaugh residents over the age of 25 have obtained a high school diploma, and only 6.3% have obtained a bachelor's degree. National School Lunch Program applications show that 93.6% of students receive Free and Reduced Price Meals (FRPMs), generally acknowledged as the federal poverty index in public schools. Agriculture is the primary industry in the region, and the adult family members of the majority of FLDUSD students work low-wage, low-skill jobs in the fields due to such factors as limited educational attainment or access to other non-agriculture related industries. The district has only three (3) foster placement students (0.13%), 29 students identified as homeless/unaccompanied youth (1.32%), and 283 special education students (12.9%). Students with other disabilities (Section 504) account for 1.4% of enrollment. The district’s Migrant program serves 260 (11.8%) students and their families. Economically, the COVID-19 pandemic has had a negative impact on the community of Firebaugh. Several businesses were forced to close and employees were laid-off. Some families were forced to move-in with relatives in other communities due to lost income. Several district employees became infected with the COVID-19 virus and had family members succumb to the disease.

FLDUSD prides itself on offering a rigorous, high-quality educational program design to meet the needs of all students, and to view traditional barriers to equitable access as not insurmountable. A robust designated-English Language Development (ELD) program for all students not yet reclassified as Fluent English Proficient remains a high priority throughout our educational program. Mental health services have expanded with the addition of qualified district employees as well as the addition of outside behavioral health service providers made possible through a partnership with Fresno County Department of Behavioral Health/Mental Health and the Fresno County Superintendent of Schools (FCSS). The identification and referral process has been streamlined. Social and Emotional Learning (SEL) has also been fully integrated in all schools.
district-wide and enables all students to develop appropriate behavioral and emotional development that will allow them to successfully navigate throughout the social and institutional norms and frameworks necessary to become college and career ready.

Beginning March 17, 2020, FLDUSD followed the recommendations from FCSS, county and state health authorities, and implemented an emergency distance learning program that students could access during the restrictive Stage 1 stay-at-home order. The decision to close all campuses within FLDUSD in order to prevent the spread of COVID-19 was a difficult but necessary one. During the 4th quarter in the spring of 2020 and throughout the summer, the district remained committed to serving our students through daily meal distribution at three different locations, and continued servicing students identified with mental health needs, students with disabilities, and English Learners. In spite of entering Stage 3 of the shutdown and anticipating a possible return to in-person instruction, the Governor issued a revised guidance on July 17, 2020, for re-opening schools. The guidance states that school districts within the counties listed on the state COVID-19 watch list cannot offer in-person instruction until the county is off of the watch list for 14 consecutive days. Fresno County, at this writing, remains on the state’s watch list and therefore began the 2020-2021 school year using the distance learning format exclusively. Through outreach and distribution of Chromebooks and hot spots for connectivity, all students have access to grade-level curriculum and will remain in the distance learning format until FLDUSD is allowed to receive students on their campuses.

Stakeholder Engagement

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

FLDUSD relied upon all stakeholder groups for the initial creation of the FLDUSD Reopening Plan and created a task force comprised of five subcommittees in the areas of Public Health and Safety, Teaching and Learning, School Operations and Logistics, Equity and Family/Community Needs, and Social and Emotional Health. Much of the work of this reopening plan creation encompassed many areas for this Learning Continuity and Attendance Plan and involved all stakeholder groups, including parents, pupils, school personnel, administrators, local bargaining units and community members. Nearly 50 members comprised this initial reopening effort for the purpose of ensuring a distance learning model equal in quality to in-person instruction, safety for all students/staff/parents, continued mental health services, and fiscal considerations to ensure a continuous flow of services district-wide.

During the present Learning Continuity and Attendance Plan creation process, all previously-identified members of school site councils, Parent Advisory Committees (PAC), and members of the District English Learner Advisory Committee (DELAC) were designated for contact and member participation. In-person meetings were not available during the current shutdown restrictions so WebEx or Zoom-type virtual formats were utilized for stakeholder input. Members of the various parent stakeholder groups who did not participate in virtual meetings were contacted via cell phone and their input was solicited in that manner.
MOUs for both the California School Employees Association (CSEA) #213 and Firebaugh-Las Deltas Teacher’s Associations (FLDUTA) were negotiated and ratified to define working conditions that would ensure employee safety as well as continuity of instructional services for students.

Parent surveys in English and in Spanish were disseminated by all school sites to all households in the district and parents responded with their concerns, questions, and expectations. A follow-up bilingual parent survey specifically related to the primary components of the Learning Continuity and Attendance Plan was uploaded onto the district and school site websites and a public notice went out to all households requesting input. This survey was provided in both English and Spanish. At this writing, 229 parents (households) responded to this survey and their input provided a more clear direction for the district to follow as the district prepares to meet their needs. Parent concerns related to connectivity and tutorials on how to assist their child to log-in were addressed and were added to the current document under Access to Devices and Connectivity. Another high-percentage concern related to student motivation and discipline. That concern was added to the mental health/social and emotional well-being protocols developed by school staff and behavioral health clinicians.

Several interactive surveys were also sent to students asking for input related to connectivity, lesson design/assignments, and asked for further input as to how instruction can be improved upon during the distance learning format.

Regular and Special Board of Trustees meetings were held each Thursday and specifically addressed the reopening plan and learning continuity for all students once the school year commenced on August 11, 2020. The Board agendas were made available to the public 72 hours in advance of the meetings and invitations for public comment were included on the front page of the agenda. Several parents took advantage of this opportunity and were given a platform for comment or questions during the Public Hearing section of the agenda. If the parents did not have access to WebEx, they could simply call-in using their cell phones and participate in that manner. Regular session and special session Board meetings will continue weekly until the reopening of schools occur and the transition to in-person instruction is successfully sustained. Board approval of the final draft (which included input provided during the Public Hearing meeting on September 10, 2020) of the Learning Continuity and Attendance Plan took place on September 28, 2020.

Parents

Engagement from parents took place in a variety of methods starting with the initial shutdown beginning on March 17, 2020. Initial surveys went out to parents districtwide and inquired about the availability of devices and Internet connectivity that were available in their homes. It was quickly realized what percentage of the district’s enrollment did not have equitable access to educational services. Students identified as needing a Chromebook and/or a 5G hotspot were provided information regarding distribution of these devices. Parents expressed a desire to have their children continue to be engaged in the learning process under the unusual circumstances and as such, online teacher lessons, curricular materials, packets of work, and manipulatives were delivered to students until the end of the 2019-2020 school year.
Parents with a connection and involvement with the district were also members of the COVID-19 Reopening Plan Taskforce and served in both a leadership capacity or as members of the 5 subcommittees that made recommendations for the planned reopening of educational services beginning on August 11, 2020.

Finally, the community-at-large parent survey mentioned previously was designed to elicit responses from all parents regardless of their connections or active participation in parent-oriented groups at the various school sites. As mentioned previously, 229 parents (most representing households with multiple students enrolled in the district) responded to this survey and their input closely matched many of the concerns or suggestions made during earlier opportunities to comment. The input provided by the parent stakeholder group was guided by the survey questions to be more specific to the major components of the current Learning Continuity and Attendance Plan, and would eventually be included in this plan.

**Teachers**

All teachers from all school sites in the district were surveyed and were asked to provide input into how to improve upon distance learning and what was needed to ensure student participation, meaningful engagement, and grade-level attainment of common core academic standards in ELA and Math. Teachers cited a lack of direction, student accountability, and available resources after the initial shutdown after March 13, 2020. Teachers were invited to participate in a COVID-19 taskforce and provide input into creating a reopening plan that addressed the five critical areas previously mentioned. Teachers provided meaningful input from the five subcommittees addressing the five critical areas and were added to the district’s reopening plan. Health and safety emerged as a primary concern for teachers and developed comprehensive protocols for all students and staff when in-person instruction resumed.

**Support Staff**

Classified staff represented the “front line” of essential workers during the initial shutdown and in preparation for the reopening of distance learning instruction on August 11, 2020. Classified staff provided meaningful input related to the efficient distribution of school nutrition, sanitization, logistical organization, and input regarding effective student re-engagement practices across all three tiers of intervention.

**Community Members**

Two City Council members from the City of Firebaugh provided input related to the services and precautions that were necessary when in-person instruction begins. FLDUSD and the City of Firebaugh collaborated to ensure that there was continuity and consistency regarding COVID-19 restrictions enacted locally, along with what was being directed for educational institutions (e.g., the California Department of Education, Fresno County Superintendent of Schools). Three FLDUSD Board of Trustees participated in different planning groups in the reopening plan and provided input for the Learning Continuity and Attendance Plan during the public hearing session. Other community members provided input, concerns, and other comments related to the eventual reopening of schools and of the need to further engage students who were reluctant to participate in the distance learning format. Much of the input from community members was aligned with what other stakeholder groups were already suggesting, and were concerned about the lack of academic engagement and accountability to learning grade-level content. These concerns helped district planning teams with the development of its connectivity infrastructure and in-
person conferences and tutorials with parents and guardians to assist students logging-in and staying engaged during synchronous instruction.

Pupils

Students were given the opportunity to participate in interactive surveys throughout the COVID-19 Shutdown. Students were provided the opportunity to share their thoughts on a wide variety of topics such as how distance learning could be improved, or open-ended questions where student can share social-emotional needs. Student suggestions on how to improve distance learning were included in the district’s reopening plan and teachers collaborated in order to make engagement more meaningful and effective.

Classified Association

Members of the CSEA Chapter #213 also participated in the reopening taskforce leadership team and provided input related to both academic concerns and well as the flexibility of the job descriptions of its members. Meaningful input regarding the updating of student contact information, transportation, food services, and tiered re-engagement were addressed and it was suggested that members fill-in to assist in all aspects needed for learning continuity, student participation, and re-engagement.

CTA Association

Leadership representatives from the Firebaugh-Las Deltas Unified Teachers Association (FLDUTA) took an active role in the creation of protocols and systems that were included in this Learning Continuity and Attendance Plan (from their previous input into the district’s reopening plan). The association, comprised of certificated teaching staff, echoed the input stated by the teacher stakeholder group previously mentioned in this document but also provided suggestions to the daily learning schedules for the various school/grade levels for daily instruction. Input was also provided for a possible “hybrid” model of instruction that included both distance learning and limited in-person instruction.

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

Parents were very concerned with connectivity and requested that the district provide consultation and in-person assistance to ensure their child was able to log on at the appropriate time. This appeared to be an issue in many homes and parents simply did not have the knowledge or experience to help their child engage. Parents also wanted distance learning to be better organized, structured, and designed in a manner that all children can be effectively taught using this mode of instruction. Parents also wanted the district to ensure that students with unique learning needs would have additional services in place to ensure continuity of meaningful instruction. Finally, another parent suggestion for inclusion into the present plan is consistency in school-to-home communication. Parents with multiple children attending different schools within the district cited some schools communicated well in areas such as continuity of instruction, pupil participation, connectivity, and access to mental health services, while other schools offered less communication. This current plan will help ensure consistent and regular communication from all sites.
Community input provided during the Public Hearing also included the use of community college dual enrollments for unduplicated pupils to mitigate learning loss and accelerate subject mastery in graduation required courses, and of the use of water bottle filling stations to minimize contact with potentially contaminated surfaces. Community input from the Public Hearing also stressed the expansion of designated ELD instruction and supports both within the instructional day and through extended learning times after school and on non-instruction days. The purchase of supplemental instructional materials listed within this plan, new digital apps and devices designed for ELD instruction, and the approval of supplemental work hours on weekends will allow this effort to be enacted.

Teacher input that greatly influenced the Learning Continuity and Attendance Plan centered on the continuity of instruction, pupil participation and mitigating learning loss. Curricular offerings and instructional methods needed for distance learning were not in place at the time of the March 13, 2020 shutdown. The teachers worked with their principals and district office throughout the shutdown period and throughout the summer to use funding sources related to the COVID-19 pandemic to acquire online programs and apps to use as supplemental instructional materials, as well as other online resources offered by their regular curriculum adoptions for English Language Arts, Math, and English Language Development. Special education teachers also provided input for in-person instruction and delivery of services or related services for students with an IEP even during the distance learning phase.

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.]

When in-person instruction commences, FLDUSD will re-engage all of its instructional resources, curricular programs, and staff that were available before the COVID-19 shutdown. Additional certificated staff and instructional support personnel acquired during the distance learning phase of instruction will be retained to further reduce any remaining learning loss and achievement gaps that resulted from the spring 2020 emergency COVID-19 shutdown (particularly for ELD, foster/homeless and disabled students). All core areas of instruction including ELD will use curriculum-embedded assessments to measure learning loss.

When in-person instruction occurs with staff and students physically on all campuses, it is anticipated that many restrictions will still be in-place and must be practiced in order to prevent further community spread or person-to-person contact spread of the COVID-19 virus. As such, the district will take all necessary safety precautions and follow all guidelines pertaining to in-person instruction in public schools. FLDUSD will utilize the California Department of Education’s *Stronger Together: A Guidebook for the Safe Reopening of Public Schools* to guide the preparation of all FLDUSD sites for the 2020-21 academic year when students are allowed to return. The district will also utilize the Centers for Disease Control’s *Considerations for K-12 Schools: Readiness and Planning Tool* to guide the preparation of all FLDUSD sites for the 2020-21 academic year. FLDUSD will use the “General Readiness Assessment” tool (pgs. 2-4) when making initial preparations to promote healthy
behaviors, environments, and operations that reduce the spread of COVID-19. FLDUSD will also use the “Daily/Weekly Readiness Assessment tool” (pgs. 5-7) to monitor and maintain healthy behaviors, environments, and operations that reduce the spread of COVID-19.

FLDUSD began the 2020-2021 school year using the distance learning model exclusively. However, it is reasonable to anticipate the resumption of in-person instruction when county and state health authorities lift the emergency restrictions. Site principals have developed a “hybrid” model for instructional delivery that will include both in-person participation and participation online. The reason for such a model is that it is anticipated that there will still be some restrictions regarding capacity and only allowing a certain percentage of students to be on campus at one time and still allow the district to ensure that mitigation practices are still used (e.g., social distancing). This hybrid model will consist of odd-even day block scheduling, staggered arrival times (AM/PM sessions), and using Google Meet or Zoom for online instruction.

A resumption of in-person instructional offerings at all campuses within the district will include another occurrence of diagnostic assessments that will be compared to the baseline diagnostic measures given at the beginning of the distance learning phase that began on August 11, 2020 (first day of instruction). Instructional decisions will then be made to address remaining learning loss in all students, and especially for unduplicated pupil subgroups if the data shows that students within these high-risk groups are not performing at grade level.

Student and Staff Safety Procedures for In-Person Instruction:

Parents will arrive at the assigned start and dismissal times. Parents will drop off their children outside of the campus and will be encouraged to allow their child to make the last part of the journey into the campus independently. Parents are encouraged to deliver older students at the car drop-off sites to minimize congestion.

Students will be allowed on the campus at the assigned start time and will enter the campus without parents at their assigned entrance. Students will go through a “thermal screening” process using touchless thermometers. Students must adhere to the 6-foot rule when entering and exiting the campus. Students who arrive late must enter using the designated entrance and sign in at the office where they will be screened. Students will be taken to the dismissal point (selected by sites) by teachers. When parents are there to pick up their child, the student will be released by the teachers.

In order to properly manage arrivals and departures, district schools will post signs at entrances that include a COVID-19 visitor policy. Visitors will be limited. The district will restrict ingress to one entry point with designated areas for universal visual health check screenings and sign-in/check-in stations. School sites will set-up parent sign-ins for drop-off and departures in non-traffic designated areas when possible where physical distance is achieved. Each school will create and communicate staggered pick-up and drop-off times to limit congestion or undue exposure. Hand sanitizer dispensers will be available at entry points for staff, children, and essential visitors. The district will ensure that all staff, families, and essential visitors wear a face covering.

To help prevent additional spread of COVID-19 and to keep FLDUSD schools open, students and staff will be required to practice the following personal prevention measures: physical distancing, hand hygiene, face coverings, cough/sneeze etiquette, active and passive
screening. FLDUSD shall provide PPE for all staff and students including (but not limited to) masks and/or shields, gloves, and hand sanitizer plus any other PPE required for specific job requirements.

It was announced on August 26, 2020 that cohort waivers may be granted to unduplicated students in Fresno County including special education students, English learners, and foster/homeless students. These cohort waivers will allow a cohort of up to 14 elementary students and teacher(s) that must stay together throughout the school day and follow all COVID-19 related mitigation practices. This will proceed after the district’s cohort waivers are approved by county health officials. Current negotiations between the district and the FLDUTA leadership are addressing how these cohorts will receive instruction and services concurrent with the regular instructional duties associated with distance learning. This in-person instruction of cohort groups comprised of unduplicated pupils represents another necessary method of mitigating learning loss and accelerating grade-level academic progress and language acquisition.

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

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<th>Description</th>
<th>Total Funds</th>
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<td>The district’s unduplicated pupil populations have been the most impacted by the COVID-19 crisis and resultant shutdown and therefore require additional supports to mitigate learning loss and maintain grade-level progress. FLDUSD recognized the importance of not only hiring additional instructional staff, curricular materials, and equipment during the distance learning phase of the reopening of all schools in August, 2020, but of the necessity of maintaining these extra resources and personnel to further augment the effectiveness of in-person direct instruction once that modality begins. The district will accomplish this objective by retaining all staff and resources shown to be effective in mitigating learning loss during the shutdown phase of distance learning instruction, and expand the capacity, frequency, and duration of these newly-acquired resources when in-person instruction commences. The expected result of this action will be to further mitigate any remaining learning loss and achievement gaps (especially for unduplicated pupil populations) not fully mitigated during the distance learning method of instructional delivery that was used at the beginning of the current school year.</td>
<td>$105,878</td>
<td>Y</td>
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<td>The District Reopening Taskforce recognized that maintaining the required safety protocols with students will be difficult once they return to campus. Additional staff will be needed to clean all areas, as well as monitor and direct students as appropriate. Assigning classified staff will ensure health and safety precautions are in place when students return, and will perform routine and regular cleaning, disinfecting surfaces where any person was present, servicing wash stations and portable water bottle filling stations, maintain signs and distancing markers, and escorting students when necessary. This will also include overtime hours as needed. The expected outcome will be to decrease the risk of community and person-to-person spread of COVID-19, ensuring a safe and healthy learning environment for students and staff.</td>
<td>$252,790</td>
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The district realized that in order to maintain social distancing and to limit student access to surfaces that may be contaminated with the coronavirus, restrooms and drinking fountains would be difficult to monitor. To limit student restroom access (resulting in congestion) and ensure safe access to drinking water, the district will lease portable wash stations and portable water bottle filling stations to be placed in strategic areas for students to access. Additionally, sinks were installed in portable classrooms allowing staff to properly supervise handwashing and perform timely sanitization. The washing of hands will be required for all students prior to and after being served meals and snacks. The expected outcome of having portable wash stations and drinking fountains in strategic locations will be to lower the risk of exposure to the novel coronavirus.

The district acknowledges that bus transportation for students is critical for attendance, participation and learning in a face-to-face, direct instruction classroom environment. This is also critical for unduplicated pupil subgroups that comprise the majority of student enrollment and require transportation to equitably access instruction. To maintain safety protocols such as mask wearing, no-touch temperature scans, and social distancing, the transportation department will need to create additional transportation routes and schedules in order to limit the number of students riding the bus in order to maintain proper distancing (e.g., a 70-passenger bus will be loaded with approximately 25 passengers). One additional staff member will assist the driver to ensure temperature scans are 100.4 degrees or below before boarding the bus, ensure the wearing of proper face coverings, and maintain social distancing while on the bus (students from the same family may sit together). The expected outcome of additional bus routes and an additional staff member on each bus will be to decrease the risk of coronavirus exposure and help mitigate the possibility of transmission which will lead to increased attendance for our unduplicated student population.

**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.]

To fully implement the distance learning instructional modality, all identified students who did not have a Chrome Book to use at home were provided with a time and place from which to receive their device. Additionally, students who did not have reliable access to WiFi for Internet connectivity were also issued a hotspot during this distribution event. Other instructional materials that instructors required students to utilize during asynchronous instruction were also distributed. Utilizing funding from sources such as the CARES Act and Learning Loss Mitigation Funds, the district was able to renew existing subscriptions for learning programs shown to be effective and to purchase new supplemental instructional materials that were deemed necessary to provide continuity of instruction throughout the 2020-2021 school year, regardless of...
the method of delivery. Students will receive live, synchronous instruction daily, supplemented by asynchronous assignments and projects with sufficient time-value. Such programs utilized at the elementary level include Accelerated Reader (AR), Connect Ed (Wonders), Think Central (Go Math), Discovery Science, Studies Weekly for K-8 social studies curriculum, iReady app to use with iPad apps for literacy instruction, Flocabulary, and Moby Max. Grade level team planning time has been dedicated within the weekly schedule to permit collaboration within and across grades levels for effective online lesson planning and for sharing resources needed to increase curricular depth, breadth, rigor, and meaningful engagement. School-to-home communication (letters in English and in Spanish) offered further clarification to students and parents on how to use these digital supplemental programs and utilities. Special education teachers followed state guidelines consistent with the Individuals with Disabilities in Education Act (IDEA) and provided in-person instruction, services, and related services (e.g., Adaptive Physical Education, Occupational Therapy, etc.) to their students during the distance learning phase as limitations allow.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

To support distance learning, FLDUSD provided a device (Chromebook) to every student that needed one. After completing a district-wide inventory of available devices, FLDUSD ordered and received 555 additional new Chromebooks to be able to meet the demand for Distance Learning. School staff contacted every family prior to the start of the school year to complete a connectivity and device survey. To meet the needs of families who do not have access to the internet at home, the district purchased 400 hotspots. Another 250 hotspots were ordered at the start of the school year to keep in inventory. To meet the needs of families who live in an area that does not offer reliable internet access, additional internet access methods will be added to increase connectivity. Some FLDUSD families reside in areas where weak or no 5G signals are available and need to have internet access before, during, or after school hours. The district will continue to purchase additional devices and hotspots to meet the needs of all students and families in the District to ensure learning continuity and support services for unique learning needs pupils.

Other assistive devices were purchased to accommodate students with special needs, including voice amplification apps downloaded on iPads for non-verbal students, noise-cancelling headphones, and more document cameras to be included in special education classrooms. Technical support will be provided as necessary to maximize instruction and access. Tutorials designed to assist parents with helping their child log-in to the teacher’s link and to navigate through the distance learning format were also developed as a result of stakeholder engagement and input from the parents.

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.]
SB 98 provides that all LEAs must document daily participation of each student on each school day, in whole or in part, for which distance learning is provided. If a FLDUSD student does not participate in distance learning, they will be marked absent and school-to-home communication will commence in order to determine what barriers exist that did not allow the student to become engaged (i.e., connectivity issues, COVID-19 related illness, etc.). Students missing a substantial amount of the required instructional minutes per week (60%+) will be contacted and/or visited by a home liaison. New attendance codes for the district’s student information system (SIS) include “E” for Engaged, and “N” for Not Engaged. Participation includes, but is not limited to, "evidence of participation in online activities, completion of regular assignments, completion of assessments and contact with a district employee and the student or the parent/guardian of the student" (SB 98). FLDUSD is also required to ensure that a "Weekly Engagement Record" (WER) is completed for each student participating in distance learning. This will include a weekly certification by each teacher that the students participated for the requisite minimum number of synchronous and asynchronous instructional activity minutes. Participation coded in the Daily Participation (CDE template) is the total of synchronous instruction while logged in, and the estimated time value of assignments or other asynchronous activities that will be reliably estimated at 180 minutes per day TK-K, 230 minutes per day for grades 1-3, 240 minutes per day for grades 4-12, and 180 minutes per day for continuation high school and community day school. Daily participation is combined with the attendance using the new codes in Aeries. Finally, assignments and assessments that will be entered into Aeries Grade Book will serve as a metric for learning and productive engagement (that is part of the WER). Teachers will certify each week's WER for each student with an e-signature.

To ensure continuous, uninterrupted engagement, teachers will monitor student attendance and engagement each day using the district’s Aeries Student Information System (SIS). Secondary teachers will use Aeries to monitor student participation each period. Student engagement will be defined as:

1) Logging into Google Meet or Zoom hosted by their teacher for real-time synchronous instruction. Secondary students will log in and participate each period.
2) Student participation must be with a certificated staff, or a designated staff under the direction of a certificated teacher or specialist.
3) The student must complete assignments made by a certificated teacher during asynchronous instruction and certified in that teacher’s WER.

Student participation will be critical to ensure continuity of instruction. Non-participation will be considered an absence and will be addressed in a uniform, systematic manner. If students are not fulfilling those components of participation as described earlier, the following steps will occur to re-engage that student:

1) The first line of contact will be that child’s teacher. All students have been provided with their own district email account and the teacher can directly email that student to determine the cause of their non-participation. If necessary, office staff can try to contact the child’s parent by phone. Non-participation could be a function of connectivity issues, hardware issues, COVID-19 related illness, or other factors besides simply becoming purposefully disengaged from the learning process.
2) If three days of non-participation occur during the week (60%+), the School Attendance Review Team (SART) lead will attempt to make contact with the parent or guardian by phone or by a home visit. FLDUSD utilizes Attention2Attendance from SI&A which will automatically generate Letter 1 and send it to the family in their home language.
3) As is practiced during the regular school year, 6 unexcused absences (non-participation) will automatically trigger a second letter to be mailed home to the parent.
4) Nine (9) unexcused absences will require a third letter sent home to the parent and meeting with the school’s SART will be held. Education Code Sections 48260-66 have not been amended due to the COVID-19 pandemic, however, the usual SARB procedures (including SARB
court) are on hold for the 2020-2021 school year. The district SARB will still meet and review cases as usual, and will use restorative practices instead of the tiered prosecutorial methods that have been traditionally used.

Distance Learning Professional Development

Data and reflection from the teacher stakeholder engagement survey indicated shortcomings with emergency distance learning in the spring and elements such as a lack of grading, accountability for students, and a lack of specificity about what the minimum requirements were for teachers were examined. Addressing these needs became a major focus during the summer as the district prepared to offer a full-time distance instructional model of substantially similar quality to in-person direct instruction. Adequate collaboration/planning time was designated for teachers to create lessons for distance/hybrid learning before implementation of those lessons. FLDUSD teachers participated in the FCSS Distance Learning Academy prior to instruction commencing on August 11, 2020. Additional professional development using the Zoom platform was provided to teachers directly by Zoom. All Google interactive platforms, including Google Meet, were in common use by teachers and students and it was determined that further professional development using the Google platform was not necessary. Teachers who wanted more training using Google Meet could access that training locally during the designated professional collaboration meeting time held each Monday. As professional development was offered early in the teachers’ required duty days, teachers were then able to concentrate on developing new and appropriate lesson plans that will engage learners in rigorous learning activities. Preparation time was structured by teachers in coordination with their site administrators. Sufficient collaboration time was allotted for students with unique learning needs (SPED, ELD, foster/homeless) at the beginning of the school year in order to meet the unique needs of these unduplicated subgroups of learners and to mitigate learning loss that has occurred due to the COVID-19 disruption of educational services. Students with an IEP will be allowed to come to campuses for assessments, adaptive PE, Occupational Therapy, Speech and Language, County health screening, and other services/related services that cannot be provided through distance learning.

Staff Roles and Responsibilities

Because of the shutdown of in-person instruction during the pandemic, FLDUSD staff will adjust to the new paradigm and add new roles and responsibilities other than what were required in the past. New roles and responsibilities that have been realized since the switch to distance learning include:

Administrators:

1) Ensure all staff have the resources that they need to provide seamless, high quality instruction and services to all students and parents. This also includes monitoring technology necessary for distance learning and addressing any issues that could interfere with distance learning.

2) Ensure all components of the FLDUSD Multi-Tiered System of Supports are engaged and utilized for academics, behavioral health,
and social-emotional learning.
3) Monitor attendance (participation) and follow-up on students whose participation level shows a pattern of disengagement. Administration will also perform or direct more home visits than usual for re-engagement and welfare checks.
4) Communicate regularly with all stakeholders that are a part of the entire school community.
5) Provide encouragement and support for all staff in order to create a positive and safe work environment
6) Monitor safety practices required of all staff, including social distancing of 6 feet or more, wearing a mask, handwashing or use of hand sanitizer, remind staff to self-screen from home, and work with the health services staff to isolate and process anyone who displays COVID-19 symptoms at work.

Teachers:
1) Prepare and deliver high-quality lessons commensurate with grade-level rigor. For distance learning during the COVID-19 shutdown, teachers collaborated and developed new, innovative methods of delivering content that resulted in meaningful student engagement and learning. Music, physical education, career technical education, and other elective course teachers must now create demonstration videos to augment their lessons and make them available to students in on-demand platforms such as You Tube or podcast archives.
2) Design instructional activities and asynchronous assignments that are aligned to the learning objective and contain sufficient Depth of Knowledge (DOK) action verbs describing what students will do when accomplishing the learning objective.
3) Document (by code) student participation and type of instruction and activities in the weekly Daily Participation document (CDE template, Section C), including an e-signature by the teacher.
4) Combine a weekly summary of graded assignments/assessments and instructional delivery method for each student for the completion of a Weekly Engagement Record (WER, CDE template, Section A).
5) Make contact with students through district email if there is any non-participation.
6) Participate by grade level, by department, or whole group at the dedicated Monday Professional Learning Community session. Teachers should come prepared to share data and effective instructional practices/strategies/activities that are shown through formative data to engage students and elicit learning at high levels.

Support Staff:
1) Front office staff will need to make home contact more often than usual under the present COVID-19 circumstances, especially during the early phase of the distance learning model. Office staff also assisted in checking-out/passing-out Chromebooks and hotspots for student connectivity, conduct home visits, and used Facetime on their phones to show parents how to access technology and to have their child effectively access distance learning lessons.
2) Instructional aides must collaborate closely with the certificated staff to ensure all components of the lesson are available and to offer assistance to any student who needs it. Aides will also assist in making home contact for non-participation. Additionally, Instructional Aides will also help with checking-out/passing-out Chromebooks and hotspots to students and their parents. Instructional Aides also assist in weekly food distribution.
3) Campus security staff will become a part of the home liaison team.
4) Site custodians must clean and disinfect all surfaces used during the work day according to the routine established by the site principals, healthcare supervisors, and the Maintenance, Operations, and Transportation department.
5) Food Services staff will prepare meals and stage for delivery at the designated distribution sites throughout the community. Food services staff will closely monitor safe food handling practices, safety protocols expected from all other staff, and accurate meal counts per day.

6) Health Services staff will coordinate the ingress of staff and authorized visitors by using a touchless thermometer and ensure no access if any individual has a temperature in excess of 100.4 degrees. Health services will also implement the protocol for any individual displaying COVID-19 symptoms. Non-COVID cases will be sent to the “Well Student Area” and suspected COVID cases will be isolated in the “Sick Student Area”.

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.]

**English Learners**

English Language Development (ELD) designated instruction at FLDUSD targets students who were at Levels 1-3 (Beginning, Intermediate, Upper Intermediate) as measured by the English Language Proficiency Assessment (ELPAC). These levels define the degree of English language fluency in all four language domains: reading, writing, listening and speaking. ELD students will continue to receive designated ELD instruction through distance learning classes that will specifically target their linguistic and literacy needs. ELD students will receive primary literacy instruction in English that includes Tier 1 (high-utility) vocabulary instruction, grammar, decoding/word attack skills, reading fluency and comprehension, writing skills and daily use of oral linguistic output. The goal of continued designated ELD instruction is to enable students to attain the EDL Standards Proficiency Level (Bridging) in order to use English to learn new academic content and prepare for reclassification to Fluent English Proficient.

Although many academic programs and supports were in place prior to COVID-19 shutdown, additional support services needed to be implemented during the distance learning phase of the 2020-2021 year in order to ensure that English learners at FLDUSD have equitable access to every program available. English learners at Firebaugh-Las Deltas Unified School District need improved instructional support, more consistent and comprehensive monitoring, improved college and career readiness, and better coordination of programs and resources that will create a “value-added” effect with regards to English learner achievement. Three (3) ELD Instructional Assistants were hired at the beginning of the current school year to intensify ELD instruction during the distance learning and hybrid phases of program delivery. Teacher stipends were also approved to offer designated ELD instruction to students on non-instructional days (weekends, holidays, etc.), and a designated Certificated Tutor (CT) was added to the comprehensive high school to assist with ELD students. These new staff members assigned to ELD instruction were made possible through Title III and S&C funding. Designated ELD instruction was added to the daily schedules of students, and an after school tutorial time was added to allow EL students to log on and receive further language support. All certificated California teachers have received Cross-cultural, Language, and Academic Development (CLAD) certification training to include instructional activities, strategies, and techniques that are shown through research to leverage higher levels of content learning and English acquisition for English learners. Teachers will include these ELD strategic elements in all lesson plans regardless of subject area.
ELPAC testing will be conducted immediately for all Initial assessments, and summative assessments for students not tested in the spring of 2020, will be administered. All EL students will then have accurate overall scores with which to assign proper placement, discern focal areas for instruction, and determine reclassification (Reclassified Fluent English Proficiency - RFEP).

Special Education Students

Additional supports for special education program students includes digitized lessons, tutorials, and assessments that are aligned with the goals and objectives of their IEP. This digital format is in conjunction with the limited in-person contact that is deemed critical for disabled students' services and related services guaranteed in their IEP. Individualized websites and special Zoom accounts make access to lessons and other opportunities easy for special education students to access.

For special education students and other students with disabling conditions who are receiving services identified in their 504 Accommodation Plans, it was realized that communication became more important during the periods of isolation and eventual distance learning. Communications and contact of any kind are now carefully documented and will be entered in the new Wellness Check-in module added to Aeries, the district's student information system. The Wellness Check-in tables can be customized, queried, and data can be disaggregated for subgroups or other targeted populations receiving additional supports and interventions.

Special education and 504 students receiving behavioral health services have maintained contact with their clinicians in a regular and ongoing basis. Social and Emotional Learning (SEL) is also prioritized especially during their time of isolation from peers and the social environment of school. Social and Emotional Learning was prioritized at this time because it was recognized that SEL is the process through which students understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Along with academic instruction, social and emotional wellness during the COVID-19 shutdown was recognized as critical to the continued holistic development of each child, especially for students with disabilities. Autistic Spectrum Disorder (ASD) students are provided with high-quality videos produced by specialists and other staff who work with those high-needs students involving persistent challenges in social interaction, speech and nonverbal communication, and restricted/repetitive behaviors.

Firebaugh-Las Deltas Unified School District's partnership with the Fresno County Superintendent of Schools helps to offer a full continuum of services for students with unique needs. Their county program classrooms for students with intellectual disabilities, emotional disturbance, autism, and Deaf or Hard of Hearing ensure access to specialized instruction by specialists as outlined on the students’ IEP. The district will continue to provide these specialized services at out-of-district sites as allowed under the current COVID-19 restrictions. IEP teams will take into account the unique needs of the students served when determining the most appropriate method of instruction and placements throughout the continuum.

Foster/Homeless Students

The FLDUSD Student Services Director serves as the Foster Youth liaison between the district and all Foster Youth and Child Welfare youth wrap-around service providers as well as Foster youth guardians and parents that are seeking reunification. The Student Services Director is able to secure input from stakeholders that represent the interests and needs of foster youth. The Director of Administrative Services works closely with probation, law enforcement, juvenile court and other child welfare agencies as well as parents, guardians and FLDUSD Community Day School staff to secure stakeholder input informally throughout the school year on ways that the district can best meet the needs of students.
that need intensive intervention. During the COVID-19 distance learning period of time, communications are now conducted via email, phone, Zoom teleconferencing during synchronous instruction time, in-person conferences, and through home visits.

For homeless students and their families, current contact information was recognized as a critical issue during the COVID-19 shutdown as families found themselves in between homes and even districts. This was especially true for families experiencing lay-offs at work and other economic circumstances exacerbated by the shutdown of businesses. Additional home liaisons were needed in order to contact known relatives and friends in order to locate the homeless families, update their contacts, assign school schedules and teachers, and provide them with devices for connectivity. Other staff within the district needed to include home visits to their job description in order to meet the demands of school-to-home communication for this vulnerable subgroup.

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

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<tr>
<th>Description</th>
<th>Total Funds</th>
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<tr>
<td>Because the district’s unduplicated student populations have been most impacted by the COVID-19 crisis and resultant shutdown of in-person instruction, the district recognized the need for supplemental instructional materials to augment the engagement and meaningful understanding of curriculum during distance learning. The district will need to purchase these supplemental instructional materials and provide professional development for supplemental programs, interventions, and outreach efforts provided through categorical funds, S&amp;C funds, and other COVID-19 related funding sources to support the needs of SPED, EL, Foster Youth and Homeless pupils. The expected outcome of this purchase and implementation is to support and accelerate learning for these unduplicated pupils and help mitigate and reclaim learning loss.</td>
<td>$358,350</td>
<td>Y</td>
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<tr>
<td>To ensure equitable access of instruction of digital distance learning for all students (particularly for unduplicated pupil subgroups), an inventory audit was conducted and the district realized that more devices were needed for students, including the replacement of devices that had reached end-of-service, new assistive devices, and maintain an overage of availability should more devices be needed during the distance learning phase of the reopening. The district will purchase devices (Chromebooks, hotspots, apps, and other assistive devices for special needs students) to ensure equitable access to these necessary devices for students who do not have connectivity at home. This is especially important for the families in Firebaugh who are low income (districtwide 93.6% free and reduced meal price-qualified). The expected outcome will be having 100% of students connected to distance learning instruction every day. All unduplicated students will make gains academically as measured by state assessments and curriculum embedded assessments.</td>
<td>$1,179,737</td>
<td>Y</td>
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Given feedback by teachers, Instructional Specialists, and Behavioral Health clinicians, it was realized that additional programs were needed by students, particularly for social and emotional wellbeing. This was especially true for unduplicated pupil subgroups such as ELD, homeless and foster students experiencing isolation and a lack of daily connectedness with caring and supportive staff. The district commenced with the purchasing of subscriptions (new or renewal of previous subscriptions) needed for distance learning, the transition to a hybrid instructional delivery model, and remote SEL supports. These online learning/support programs and apps were deemed necessary to augment instructional effectiveness and learning, especially for special education students, English Learners, low-income, and foster/homeless students. The expected outcome of these purchases will be to sustain higher levels of engagement and learning for a seamless transition back into in-person direct instruction at the required level of rigor in each classroom, and to maintain social and emotional skills development in all grades.

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.]

In all instructional areas, the district will use curriculum-embedded assessments to measure learning loss. English Language Arts and math learning loss will be determined for all students using district-adopted academic achievement type tests purchased by the district and used throughout elementary grades. The primary assessment used to determine present level of functioning and grade-level equivalency is the Star Test available through the Accelerated Reader program. Ready Common Core assessments were also purchased and will be used to assess Common Core Standards attainment levels. Secondary levels will use Read 180 to obtain reading Lexile scores, Star tests, and other summative benchmark assessments entered into Illuminate to calculate learning loss (defined as a discrepancy of score values over time). Commercially-developed summative tests available from the math adoption series (secondary) will be used to determine present level of attainment and next level readiness. Gaps in math skills will be identified and remediation will be designed around those deficiencies, especially for the unduplicated pupil populations with unique learning needs.

English learners must receive designated and integrated English Language Development (ELD), including assessment of English language proficiency, to support access to curriculum and attain the ability to reclassify as Fluent English Proficient. Students will continue to be assessed via distance learning, or in-person as a stable cohort, to assess their progress in ELD. FLDUSD will continue to offer ELD support and language acquisition programs via distance learning.

Special Education students will continue to receive their regular, general education instruction but with any accommodations and/or modifications enumerated in their Individualized Educational Program plan (IEP). Methods of accelerating learning include the use of instructional aides online, after-school tutorials specially designed for learners with disabling conditions, frequent academic achievement assessments, and continued contact with their IEP case manager and/or specialized service providers. State and local public health orders
and guidance will be taken into account in determining how the IEP will be implemented via distance learning during the emergency conditions. “Distance learning” means instruction in which the student and instructor are in different locations, and may include, but is not limited to, interaction, instruction, and check-ins between teachers and students through the use of a computer or communications technology (video/audio), and/or the use of print materials and assignments with oral or written feedback. It is the intent of FLDUSD to continue to implement each student’s IEP despite needing different means or methodologies to implement it during distance learning. Total IEP and instructional minutes per day may be reduced due to the reduced required instructional minutes as described in SB 98.

Additionally, all students, including low-income, EL, and homeless/foster pupils can access dual enrollment courses at no cost through West Hills Community College (WHCC). Firebaugh High School students can access the Special Admissions program and take online courses at the college level of rigor to recover learning loss and maintain a challenging course schedule regardless of the method of delivery. Students then have access to the college’s Zoom Room for instruction, and can use the Canvass utility to access their course regardless of which California Community College they are enrolled in.

**Pupil Learning Loss Strategies**

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

The actions taken to address learning loss are predicated on timely, valid assessments of current levels of attainment of academic achievement by grade level. The 2020-2021 academic year began with the coordination of testing of all students for academic achievement using Star testing (which served as a measurement of grade-level common core academic achievement prior to SBAC state testing) and Ready Common Core assessments. English fluency level goals with reasonable, timely objectives will be developed for them by the Director of Educational Services and staff assigned to the district’s ELD program. English learners will be assessed using the Basic Phonics Skills Test (BPST) for elementary grades, and the secondary level will use the assessment modules in the leveled Edge curriculum. Data from both assessment tools will be compared with the latest assessment administrations given in the spring, 2020, prior to the COVID-19 shutdown. All new data derived from these assessments will be uploaded from Illuminate (student data reporting system) and can be disaggregated and filtered in order to identify learning loss. This diagnostic data will serve as a baseline, and remediation and compensatory supplementation will be added to current grade level instruction and after-school tutorial time outside of the required minimum minutes of instruction. A similar process of diagnostic assessment and goal-setting will occur for special education students but on a more individualized basis. Instructional Specialists will perform in-person assessments using standardized academic achievement tests (producing standard scores that can be compared with grade level equivalencies) and will meet with families and district staff that are a part of that child’s program for the purpose of continuity of learning, remediation, intervention, and services. There has been a maintenance of effort with all students with an IEP throughout the entire COVID-19 shutdown period and this effort has increased as restrictions for in-person contact of disabled students has been further clarified and relaxed. As described in the *General Information* section, 93.6% of the district’s enrollment is identified as low-income so the entire TK-12 curricular and instructional program is already built-upon serving that demographic. Household income, parent level of education, and home language are known for each student and student participation and engagement will be monitored and validated using detailed teacher records. Illuminate will also allow the district to disaggregate assessment data for foster (n=3) and homeless (n=29) students to determine pupil learning loss and implement targeted intervention. All other areas of instruction will use curriculum-
embedded assessments to measure learning loss and prescribe further instructional direction needed to eliminate achievement gaps between the total student population data and unduplicated pupil subgroups data.

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.]

Common formative assessments will be given every 1-2 weeks and summative assessments (including previously-mentioned published assessments) will be given approximately each month. The comparison of data will determine the effectiveness of the learning loss strategies that were implemented and adjustments will be made if necessary. The principals at each site will provide data to the Director of Educational Services for review and strategic program planning. The district will also use its Data Coordinator to assist each site with the assessment process and disaggregated reporting when needed.

Data collected from all students and disaggregated data from unduplicated pupil groups will demonstrate progress in English Arts, Math, and designated ELD during the distance learning phase of the current 2020-2021 school year. Teachers will meet weekly, by grade level or by department at the secondary level, and will act as data teams that will examine student performance data that shows grade level mastery of state standards and plan timely and focused interventions for those students who need strategic second-tier supports. Instructional time outside regular classroom time including after school tutorial sessions, weekend school opportunities, and other extended learning opportunities will include students who need further access to instruction and learning. Targeted students will be identified through objective data decision-making and other objective criterion standards when limited cohort waiver groups are allowed on campus. Subsequent reassessment will confirm learning loss mitigation, especially for unduplicated pupil groups in all grade levels.

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

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<tr>
<th>Description</th>
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<td>The district’s unduplicated pupil populations have been the most impacted by the COVID-19 crisis and resultant shutdown and therefore require additional supports to mitigate learning loss and maintain grade-level progress. The district recognized the need to hire additional staff to better serve students, especially unduplicated pupils, where further effort will be needed to mitigate learning loss. Additional staff will fulfill new roles related to distance learning and eventual hybrid learning. This will include Instructional Aides, Saturday Parent Academy (SPA) teachers and SPA aides, home liaisons, and testing proctors for Special Education, ELD and foster/homeless students. The additional staff is expected to provide more help to certificated staff and to improve student participation through the tiered Pupil Re-Engagement Plan process. All unduplicated students will make gains academically as measured by state assessments and curriculum embedded assessments as a result of these actions.</td>
<td>$528,557</td>
<td>Y</td>
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As previously stated, FLDUSD unduplicated pupil populations have been the most impacted by the COVID-19 crisis and resultant shutdown and therefore require additional supports to mitigate learning loss and maintain grade-level progress. Site principals were provided a budget from which to use COVID-19 related funding, along with Supplemental and Concentration funds from the district’s LCFF allocation, to purchase equipment, curriculum, and supplemental instructional materials to augment the distance learning process. Certificated instructional staff at each site researched and identified new supplemental instructional materials and apps that were purchased for remediation and compensatory supplementation for students identified with significant learning loss due to the COVID-19 school closure, particularly students identified as special education, English learners, and foster/homeless. The expected results will be more meaningful student engagement in all subject areas, particularly in ELA, ELD, and math. The new apps for iPads with auditory features offer linguistic reinforcement and deeper conceptual understanding using visual effects and interactive participation. All unduplicated students will make gains academically as measured by state assessments and curriculum embedded assessments as a result of these actions.

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<td>$24,909</td>
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**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.]

FLDUSD adopted the Multi-Tiered System of Supports (MTSS) model in 2016 and have since trained all administration and staff of the intent of this systemic structure and of the Social-Emotional Learning (SEL) curriculum and activities associated with social and emotional skills development. FLDUSD realized that academic achievement, behavioral expectations, and social and emotional skills development were required for the overall holistic development of all students and are necessary for the goal of all FLDUSD students graduating college and career ready. SEL programs throughout the district are tiered: Tier 1 (Universal Access to all students), Tier 2 (Strategic for students with greater need), and Tier 3 (Intensive, combining Tiers 1 and 2 with mental health clinicians seeing students individually or in groups weekly).

FLDUSD has adopted a grade-level appropriate SEL curricular program called Second Step. The Second Step program for Kindergarten through Grade 8 is a universal, classroom-based program designed to increase students’ school success and decrease problem behaviors by promoting social-emotional competence and self-regulation. It teaches skills that strengthen students’ ability to learn, have empathy, manage emotions, and solve problems. The Second Step program targets key risk factors linked to a range of problem behaviors. The district believes that students with Second Step skills will help a school create a safer, more respectful learning environment that promotes school success for all when COVID-19 restrictions are lifted and students return to the academic and social milieu. Second Step SEL instruction is embedded into each teachers’ lesson plans for daily instruction, T-K through 2nd grade for 20 minutes and will continue throughout the distance learning period of instruction. Second Step is also used at the 3-5 grade elementary site where the lesson is given for an entire period once per week and is subsequently reinforced with activities related to that lesson throughout the entire week. Grades 6-8 will implement a program coordinated with the district’s Licensed Marriage and Family Therapist using a tiered structure that emphasized targeted approaches to the adolescent brain.
and helps students become socially skilled, form healthy relationships, make good decisions, understand and avoid bullying, and cope with the social and academic challenges of middle school. This will be presented one day during the week during the 5th period enrichment time and will augment Tier 3 with behavioral health practitioners as needed. Grades 9-12 will employ the EVERFI program, expanding upon the social and emotional goals described for the middle school and will be held weekly during PE periods or social science classes in order to reach all students. The EVERFI program will also address social and emotional issues that are unique to high school/young adults and equip them with skills needed for a successful post-secondary transition to higher education or career institutional frameworks.

Other mental health services provided to FLDUSD students during the 2020-2021 school year include collaboration with Fresno County Superintendent of Schools and the Fresno County Departments of Behavioral and Mental Health (the All4Youth mental health team assigned to FLDUSD is a function of this collaboration), and Kings View Behavioral Health available through the City of Firebaugh. District and outside agencies also collaborate as members of the Fresno Suicide Prevention Collaborative (Taskforce). This is a multi-agency collaborative created to bring suicide awareness, prevention and support throughout all of Fresno County. District mental health clinicians also created the Mental Health Club on Zoom for secondary students in partnership with the National Alliance of Mental Illness (NAMI) of Fresno.

The district’s Behavioral Health Team is also sending weekly surveys to all teachers which seek to discover any student issues related to COVID-19 isolation, discernable behavioral clues, or any other indicators that would necessitate an immediate referral to the mental health team for further screening and risk assessment. This would also include any indication of trauma and would begin the consent process for treatment. Behavioral health staff are producing motivational videos on YouTube to assist students with their motivation to participate in the distance learning process, and coping skills to assist parents with discipline issues.

Professional Development for Staff

FLDUSD teachers will receive ongoing professional development to be able to incorporate strategies that will support student social emotional learning (SEL) in a distance learning environment. Specifically, staff will receive training in the implementation of each site’s respective SEL curriculum, risk assessment and referrals to the district’s mental health team, and how to identify behavioral anomalies noticed during synchronous distance learning contact. Training will occur largely through weekly Professional Learning Communities (PLC) meetings, available video webinars, and other recommended sources sent to all staff by the district’s behavioral health leadership. Keenan certification trainings are required of all employees and include the identification of physical and sexual abuse, neglect, become cognizant of suicide prevention and awareness, and of staff responsibilities for being mandated reporters.

Staff Resources and Supports

Through the district’s partnership with California’s Valued Trust, FLDUSD offers an Employee Assistance Program (EAP) at no cost to all CVT subscribers with medical coverage. Employees and their family members can elect to receive free, confidential assistance to help with personal and professional goals, manage daily stresses, and develop fulfilling relationships. EAPs offer multi-faceted counseling, education, and referral programs designed to help FLDUSD employees with personal problems, particularly those that became exacerbated during the isolation of the COVID-19 shutdown and affect job performance. These personal problems include employee stress, parenting problems, adolescent behavioral problems, adolescent substance use disorder, marital difficulties, financial trouble, adult substance use disorder, coping with an accident or
Pupil and Family Engagement and Outreach

A written plan for tiered re-engagement of pupils missing three or more days per week was developed based on a model recently developed by Attendance Works. Accurate, actionable, and available data on attendance and absenteeism will be used to inform a multi-tiered approach in response to absenteeism that puts in place conditions that motivate and support student attendance and participation. The idea behind a multi-tiered approach is that the majority of students will respond to school-wide strategies for improving attendance and engagement (known as Tier 1 supports) but that these strategies won't be sufficient for all students. Some students require more personalized support (Tier 2) and an even smaller number may need more intensive measures (Tier 3) taken on their behalf to reengage them with school. The FLDUSD tiered re-engagement plan also identifies all staff who are a part of the outreach team, including the attendance clerks, community liaisons, Director of Administrative Services (who is also the SARB Chairperson), central enrollment clerk, health techs and district LVNs, a Licensed Marriage and Family Therapist, outreach specialists, school counselors, and administration.

Pupil engagement will be determined by a Daily Participation Record verifying the minimum required number of minutes for “participation” as defined by Education Code Section 43504, and a Weekly Engagement Report (WER) that will document the summary of assignments and assessments, and the instructional delivery method (in-person or distance learning, synchronous or asynchronous). FLDUSD believes school attendance is the most important factor in educational equity and will implement the steps necessary to re-engage students in a timely and purposeful manner. If FLDUSD students miss more than three school days or 60 percent of the instructional days in a week, FLDUSD will activate the tiered approach to re-engagement that includes verifying access to devices and connectivity, updating contact Information, notifying parents or guardians of absences, and having a plan for outreach to determine pupil needs—including connection with healthcare providers, mental health, and social services as necessary. Central to outreach activities will be to accurately determine what is causing the lack of pupil participation and engagement. Causal factors will be identified, including whether or not the instruction being offered isn’t engaging, deleterious domestic issues, a family member has become ill, or the family is struggling to find employment and maintain stable housing. Identifying these causes will determine different actions by the district.

Additional staff members assigned to outreach have begun the contact methods of phone calls, letters, and home visits. Front office staff has also been augmented by reassigned district staff for the purpose of locating students and updating contact information in the student information system. A new School Resource Officer (SRO) was recently hired, and a Truancy Intervention Program (TIP) Officer was
acquired through the Fresno County Juvenile Probation Department. This TIP Officer was a long-time member of the district SARB team and is well aware of the families with chronic absenteeism history before the COVID-19 shutdown. Those families are already identified and are receiving the supports needed (academic, mental health, and social services). Additional mental health clinicians were also acquired for outreach to children due to isolation, trauma, and mental health issues manifested both before and during the COVID-19 closures.

### 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.]

<table>
<thead>
<tr>
<th>FLDUSD provides nutritionally adequate meals for all children, ages 0-18, while engaged in distance learning or hybrid instruction. Information regarding meals was communicated in the language and format that the parents of the community understands (English and Spanish).</th>
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</thead>
<tbody>
<tr>
<td>When the Governor ordered all public schools closed under the initial Stage 1 of the COVID-19 shutdown, food services staff and other district staff willing to work outside of their job description began assembling breakfasts and lunches to be distributed to the community for all children ages 0-18 at three different non-congregated sites within the community (Firebaugh Middle School, Firebaugh High School, and the Firebaugh Senior Center). This effort initially took place five days per week and when the process became more streamlined and efficient, it was completed in three days for five days’ worth of meals during the latter part of the spring 2020 4th quarter.</td>
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<td>On March 18, 2020, the federal government enacted the COVID-19 Child Nutrition Response Act. This law modifies USDA food assistance and nutrition programs to allow certain waivers to requirements for all federal Child Nutrition Programs (CNP) of which FLDUSD participates in, including National School Lunch Program (NSLP), School Breakfast Program (SBP), Child and Adult Care Food Program (CACFP), and Summer Seamless Option (SSO). Waivers eventually allowed parents to obtain meals without the children being present, Fresh Fruits and Vegetables Program (FFVP) snacks, and “offer vs. serve” options for non-elementary school students.</td>
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<td>When schools opened for the 2020-2021 School Year, Food Services were required to operate under the National School Lunch Program (NSLP) and School Breakfast Program (SBP) guidelines. This meant that schools needed to count and claim meals based on student eligibility, unless operating one of the provisions. Free and Reduced-Price Meal applications will need to be completed if a school is not on a provision. All meals claimed will be either be under the NSLP and or SBP in the Child Nutrition Information and Payment System (CNIPS). In addition, Food Services will follow the NSLP and SBP meal patterns. However, on September 1, 2020, the district received another waiver and was once again able to distribute five days worth of meals, on two specified days (at three locations) to all children aged 0-18 regardless of their enrollment status. A meal distribution calendar and menu was distributed out into the community.</td>
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</table>
FLDUSD food service staff at the meal sites will be aware of the written medical statements or the IEP/nutrition plan so that students will receive appropriate and safe meals. Also, staff will ensure that HIPAA (privacy) protocols are followed. Food Services staff at all school sites where food distribution will occur will be provided copies of medical statements or the IEP/nutrition plan in a binder that is available to the appropriate staff.

FLDUSD has protocols in place to ensure that local health department COVID-19 guidelines and food safety requirements are being met. The district will utilize the resource section in the CDPH COVID-19 school guidance and fact sheets for food handling.

Home delivery – FLDUSD obtained written consent from households of eligible children to receive delivered meals. These meals were delivered in the rural areas within the district’s attendance area by district staff using vans and buses. The household's current contact information and the number of eligible children in the household were confirmed to ensure the correct number of meals were delivered to the correct location.

All food services locations, distribution sites, and vehicles used for meal deliveries are cleaned and disinfected each day. All staff wear the proper Personal Protective Equipment (PPE) as required, and supervisors ensured that the proper mitigation strategies are practiced. Other safe practices performed by FLDUSD Food Services include (but are not limited to) one-way passage ways through meal delivery, increased ventilation for enclosed areas with exhaust fans and HVAC running, and individually sealed/wrapped food to prevent cross-contamination. Other safety practices for nutritional services include social distancing with other food staff during meal prep and delivery, the wearing of face protection and approved gloves in the operation of meal services and preparation, and school cafeteria kitchens will be restricted to cooks and other food service staff only.

The following safety practices for nutrition when students return to sites for in-person instruction will include: all students and staff will wash their hands before and after eating meals, meal times will be supervised by school staff, staggered meal service times will be scheduled, alternate dining locations to ensure social distancing will be designated, new methods for students to receive meals in a safe and healthy manner (grab-and-go) will be practiced, one way entrances will be created, and six foot markers will be placed on the floor for social distancing.
### Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupil and Family Engagement and Outreach</td>
<td>The district determined that aside from carefully monitoring student attendance, school-to-home communication needed to occur in a more timely and regular fashion, particularly for unduplicated pupils. The Chronic Absenteeism Rate indicator on the California School Dashboard consistently shows that unduplicated pupil groups such as homeless, foster, EL, and other numerically-significant subgroups have a higher incidence of truancy and chronic absenteeism statewide. It is also known that good attendance is the biggest causal factor in obtaining academic equity. The district purchased Attention2Attendance (School Innovations and Achievement) for monitoring attendance, mailing 1st, 2nd, and 3rd truancy letters, and providing informational and supportive literature to parents and students explaining why participation in the educational process is so important. It is expected that this service will assist the district attendance team for a more systematic, comprehensive outreach, and student participation monitoring. The result will be to lower the absentee rate for the unduplicated students.</td>
<td>$23,500</td>
<td>Y</td>
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<td>Pupil and Family Engagement and Outreach</td>
<td>The district realized that outreach would become more important during distance learning if students failed to participate in instruction. During the COVID-19 crisis, many families were displaced and contact information became incomplete. This was especially pronounced with the district’s unduplicated pupil populations. The district decided to enter into a Memorandum of Understanding with the Fresno County Juvenile Probation Department to acquire a Deputy Juvenile Probation Officer to serve as the Truancy Intervention Program (TIP) officer and assist school site attendance supervisors for Tier 3 re-engagement. The expected outcome of the plan is to locate displaced parents and families, use a TIP officer is to ensure all students (especially unduplicated pupils) engage in the learning process, mitigate</td>
<td>$8,498.50</td>
<td>Y</td>
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</tbody>
</table>
### Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

<table>
<thead>
<tr>
<th>Percentage to Increase or Improve Services</th>
<th>Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students</th>
</tr>
</thead>
<tbody>
<tr>
<td>36.84%</td>
<td>$6,807,439</td>
</tr>
</tbody>
</table>

#### 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.

Each "contributing" action/service located in this plan contains the required explanation for how it is principally directed and effective in meeting the needs of unduplicated students. Also, every "contributing" action is designed to support the identified group’s needs in order to close equity and achievement gaps and accelerate learning in response to the COVID-19 pandemic.
FLDUSD recognizes that the current COVID-19 pandemic magnified long-existing inequities that were common with unduplicated pupil subgroups. As a result, those students who were most vulnerable and most under-resourced before the pandemic are suffering the worst impacts. Low-income students, foster students, and English learners (also referred to as unduplicated students) face acute and unique barriers that school leaders have an affirmative obligation to address. FLDUSD will continue to provide and expand the contributing actions/services listed in this Learning Continuity and Attendance Plan for these unduplicated students with targeted supports during the COVID-19 pandemic. Federal and state law requires districts to deliver effective language instruction to English learners and to eliminate barriers to core curricular requirements and equal educational opportunity for low income and foster students. The percentage to increase or improve services has been calculated at 36.84% using the dollar amount of $6,807,439. By directing all the supplemental and concertation funding toward actions primarily at our unduplicated students, FLDUSD has increased or improved services by at least the percentage calculated above as compared to the services provided for all students. Therefore, FLDUSD has demonstrated that it has met the Minimum Proportionality Percentage (MPP) by expending $6,807,439 on actions and/or services principally directed towards the unduplicated student population. These actions are found both in this Learning Continuity and Attendance Plan and in other plans.

As noted in the contributing actions within the plan, FLDUSD will sustain and expand instructional support with new ELD Coaches, Instructional Aides, supplemental materials, nutrition services, and expand Mental Health for unduplicated students particularly at-risk. The district will sustain and increase technology & tech support for connectivity and access for learning continuity, increase support and opportunities to promote parent involvement and parent education for unduplicated students (e.g., Saturday Parent Academy, Parent Institute for Quality Education, stakeholder engagement), continue to provide certificated tutors for unduplicated students, prepare for expanded summer programs in 2021, sustain and expand SEL learning opportunities and curriculum, Positive Behavioral Intervention & Supports, and the Student Assistance Program (SAP), designated ELD instruction for Levels 1-3, and verify daily participation and engagement using A2A that is necessary for meeting the district’s goals for all unduplicated pupils. The expected outcome of these efforts for homeless, low-income, and EL students using LCFF Supplemental and Concentration funding will be to deliver content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction during distance learning, and proceed using S&C funding for in-person instruction when that modality becomes available. This effort will eliminate achievement gaps and provide the equity needed for grade level performance and college and career readiness. FLDUSD also expects that funding spent on integrated pupil and family supports for mental health and emotional and social well-being, including trauma treatment, will further augment and accelerate pupil learning within unduplicated student populations by removing barriers that have been shown to historically affect academic achievement and holistic development in a deleterious manner.

The “contributing” actions/services are principally directed toward our English learners, low income and foster students (also known as unduplicated students) and designed to help Firebaugh Las Deltas Unified School District balance the COVID-19 pandemic-related educational needs of identified students. These actions/services were developed using input from stakeholders, including educators, parents, students and community members to be effective in meeting the pandemic-related needs of unduplicated students. The percentage to increase or improve services has been calculated at 36.84% using the dollar amount of $ 6,807,439. In addition to the actions/services described in this plan as “contributing”, the following narrative describes other actions/services that contribute towards meeting the increased or improved services requirement:
The details of these expenditures are itemized in the Goals, Actions & Services section of the 2019-20 LCAP and include sustaining the increased and improved actions and services from prior years. Since our unduplicated student population percentage is 93.6%, all these actions and services will continue to be performed on a schoolwide or districtwide basis to increase efficiency and effectiveness.

The District will continue to sustain the extended duty day and associated costs to support the increased services from 7 hours in 2014-15 to 7.25 hours in 2015-16 and then from 7.25 hours (2015-16) to 7.5 hours (2016-17). The ongoing increase of the school day (7.5 hrs.) and associated costs will continue to be sustained and will continue to provide additional instructional time for all unduplicated pupils and additional collaboration time for teachers. • Continue to acknowledge the teacher shortage crisis especially for hard to fill areas, math, science and SPED and rural school districts and develop new ways to recruit and retain teachers; i.e. grow your own by recruiting locally while also sustaining cost associated with recruitment and retention; expand recruitment efforts to include Speech, Language Pathologists (SLPs). • Sustain instructional coaches to support new teachers and professional development for all staff. • Sustain technology and technology support for students and staff.

• Sustain academic and behavior intervention programs and associated obligations to support personnel to include certificated tutors, Positive Behavioral Intervention & Supports (PBIS) while implementing a districtwide site by site Multi-Tiered System of Support (MTSS). • Sustain social/emotional supportive programs and personnel associated with increased counseling support which will include contracting out for services provided by properly trained and qualified staff (behavior clinicians), mental health services, school safety and security with an increased focus on drug, prevention and intervention. • Sustain expanded preschool program offerings to continue focusing on school readiness and early childhood education. • Sustain elective options for unduplicated students to include development of a VAPA Pathway (supporting the expanded music, Ag, culinary arts, construction and automotive programs). • Sustain personnel added to maintain increased and expanded services and programs (sustaining carryover obligations of four part-time Utility Workers and increasing personnel to keep up with the increase in workload as facilities were expanded) • Sustain increased/improved parent involvement initiatives and provide materials/supplies; child care, translators and refreshments for parents of unduplicated pupils to attend meeting and workshops to increase parental education and involvement opportunities. • Sustain CTE/Dual enrollment at West Hills Community College at no cost to FLDUSD unduplicated students, support for exams, counseling and related academic supports to include credit recovery programs for high school students • Sustain increased access to academic enrichment, co-curricular and extra-curricular opportunities during and after school to include additional improvements to school facilities and grounds (playgrounds and fields). • Sustain expanded summer school opportunities for all students • Sustain credit recovery opportunities during the school year and in the summer • Sustain increased certificated tutor support • Sustain increased access to an LVN for health care needs.

These actions and services are being provided to serve our high risk and mobile population of English Learners, Socioeconomically disadvantaged students, and Foster Youth. All actions were developed specifically to focus on the needs of our unduplicated population based on a careful analysis of data, needs assessments, and input from our stakeholders. All of these actions are principally directed toward our unduplicated student population to help the Firebaugh Las Deltas Unified School District continue to effectively meet the goals of the LEA LCAP and the identified needs of the unduplicated student population. Under each action marked for increased or improved services is a detailed explanation of how that action is principally directed toward the unduplicated student population; and how the LEA is effectively helping those students close equity gaps while also meeting the goals of the District.