# Learning Continuity and Attendance Plan Template (2020–21)

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

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

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

The mission of the Fairfax School District is to inspire all students, staff, and community to learn and demonstrate the values of integrity, perseverance, and life-long learning. We empower each child to succeed by maintaining high expectations, offering diverse opportunities, and providing a positive, safe environment that supports all students academically, socially, and emotionally.

AT FAIRFAX WE PROMISE:

To welcome and invite all parents into our schools and recognize them as partners in their child's education by providing opportunities for involvement.

Establish and maintain a culture of meaningful collaboration through high expectations and a clear focus that meets the needs of each student.

To provide a positive school culture by maintaining a safe and secure learning environment.

To provide a student centered education that focuses on the whole child and promotes equity and access for all.

Fairfax serves approximately 2697 students Pre-K through the eighth grade at four sites. Three elementary schools and one junior high school. Head Start preschool programs are available at two school sites. In addition, the district provides services for preschool students through the Mild/Moderate Special Education Program. A Moderate/Severe Special Education Program is available to students TK through 8th grade. The district has established a Parent Education Resource Center (PERC) to provide parent education, direct support, and coordinate community referrals for families in need. The Fairfax School District is committed to providing all students with the necessary resources to increase student achievement.

The tight-knit Fairfax community is surrounded by agriculture, existing homes, mobile home parks, new housing, and apartment developments. Many of our students and families are isolated from free public libraries, parks, and recreation facilities due to distance and economic circumstances.

The District serves a diverse group of students and has an unduplicated student count of 86.7%

Enrollment as August 31, 2020:2,697
- English Learners (ELs): 819 EL students, 77 TBD
- Migrant Ed: 210
- Special Education: 270
- Foster Youth: 12
- Homeless: 80
- Hispanic or Latino: 2,398 (88.91%)
- White: 119 (4.41%)
- American Indian /Alaskan Native: 5 (.19%)
- Asian: 43 (1.59%)
- Filipino: 5 (.19%)
- African American/Black: 75 (2.78%)
- Multi-Ethnic: 49 (1.82%)

Due to COVID-19 Emergency Stay at Home Orders, the last day of physical student attendance was Tuesday, March 17, 2020. As of Wednesday, March 18, 2020 a distance learning program was immediately implemented for all students. On Tuesday, March 17th all students were sent home with an initial grade-level distance learning packet to last 10 days of instruction. Special Education students left campuses on March 17th with appropriate work study packets based on levels as well as a letter of Prior Notice. Distance Learning Plans were created and shared with each special education student and their families based on individual goals.

Beginning on Wednesday, March 18th nutrition services began Grab-and-Go meals including breakfast and lunch. Meals were available at all school sites as well as taken to densely populated rural areas within district boundaries.

A parent survey was administered beginning Friday, March 13th addressing the technology needs throughout the community. The survey data led for the need of immediate iPad distribution to allow for an equitable opportunity for online distance learning. Over 2,200 iPads were distributed to students in need. The transition time between distance learning packets and online distance learning, allowed the opportunity to provide professional development to staff in the use of online digital learning platforms and tools.

In an effort to understand barriers families may be facing during this time, support staff and teachers made contact with approximately 95% of all students. The district was in 100% implementation of online distance learning as of Tuesday, April 14th.

The school closure was very difficult for students and their families. The district and school sites made a concerted effort to maintain school connectedness and sent out numerous updates via mail correspondence, social media and through an automated parent notification system.

Throughout the closure, the District involved students, families, and staff in decision-making. Beginning in May 2020, the District convened committees to develop, communicate, and implement plans for smoothly and efficiently reopening school on August 12, 2020 to ensure students are educated and cared for in a safe and effective manner and staff are working within safe conditions.

In addition, California's Governor Newsom issued an executive order on July 17, 2020 mandating that, in order for schools to open for in person instruction, they must be in a County that has not been on the Monitoring List for at least 14 consecutive days. Kern County county is on the watchlist and therefore schools cannot open with students and must open with Distance Learning. The District's number one goal is to ensure that staff and students are as safe as possible. Consequently, the Fairfax School District Reopening Schools Plan and a Distance Leaning Plan has been developed with a focus on the following objectives:
- Ensure equity and access for all students
- Maintain high expectations and high student achievement for all
- Provide students, family and staff support by providing on-going learning opportunities targeted towards Distance Learning
- Support student learning engagement and social well-being

Fairfax School District began the school year on Wednesday, August 12, 2020 in a 100% Full Distance Learning Model.

The unprecedented COVID-19 pandemic has affected the entire Fairfax School District community and drastically altered the lives of our students, families, and staff. The unexpected closure of schools in March 2020 has impacted the physical, emotional, social, and educational needs of our students and caused high levels of stress to them and their families. The closure of schools has impacted many students and families by challenging their ability to access basic services. The broader economic impacts of the pandemic have increased existing challenges such as food insecurity and access to technology/connectivity. Families and students have also been impacted by the physical separation from targeted supports and services that are typically provided in-person, including many services for English Learners, Foster Youth, Homeless Youth, and Students with Disabilities.

# Stakeholder Engagement

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

Since school closures in March 2020, Fairfax has continued to actively engage stakeholders at all levels: parents, pupils, community members, principals, administrators, other school personnel, local bargaining units and Board Members. Through numerous surveys, parent meetings and staff interactions Fairfax School District Developed a Reopening of Schools Plan and Distance Learning Plan.

Multiple Parent Surveys (Technology, Student Supervision, Return to School Options): Over 4,678 parent responses
Staff Survey: 99 responses
Multiple Parent Meetings: 839 participants

Multiple opportunities and a variety of methods were utilized to seek stakeholder feedback. Survey responses were obtained by US mail, telephone and by digital response.

Continuing to incorporate stakeholder feedback The Learning Continuity Attendance Plan (LCP) was developed.

The LCP was then presented at a DELAC meeting, a PAC meeting, and was presented in open session a Board Meeting on September 10, 2020. In addition, the full draft LCP was posted to the district website including information on how to provide feedback via written comment through email, US mail correspondence or by phone.

The next step will be to revise the LCP and create a final document to be recommended for adoption at the Board Meeting on September 21, 2020.

All communication and survey tools are available in the district's two primary languages English and Spanish

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

Due to the Governor's Executive Order N-33-20 for COVID-19, meetings of the Board of Education were to be held via Zoom. To comply with Executive Order N-29-20, public meetings are made accessible telephonically or otherwise electronically to all members of the public seeking to observe the meeting and/or address the Board of Education.

All of the aforementioned engagement was held virtually via Zoom. The information was shared through the district mailing list, on the district website and phone calls directly to families of Fairfax students. Electronic surveys were also used to solicit feedback. Parent meetings were via Zoom which allowed for participant questions, which were answered in real-time by district administrative staff.

Alternative options were arranged for stakeholders to contribute to the public hearing for the Learning Continuity and Attendance Plan. In addition to emailing comments, a mailing address was provided for comments to be sent via US mail, and a phone number was available for leaving messages.

Direct feedback from stakeholders:
- Many parents and staff members would like to have students back on campus when it is safe to do so
- The need to address the social and emotional needs of students and staff
- Lack of internet connectivity and devices
- Students struggle with distance learning
- Students falling behind due to school closure and distance learning
- Families need instructional support in the evening
- Professional Development for staff focused on distance learning, safety and new programs
- Loss of learning, students falling behind
- Students throughout the district need to be on similar learning schedules
- Safe working environment for all staff
- Staff and parents are concerned about safety once back on campus
- Parents and families want a choice of instructional models once students can return to in-person instruction

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

Stakeholder input was considered during every phase of the Learning Continuity and Attendance Plan document. The health and safety guidelines implemented by the district directly align with the recommendations from all stakeholder groups, input shared at public meetings, and recommendations from the County and State Departments of Public Health.

Aspects of the LCP influenced by specific stakeholder Input:

In-Person Instructional Offerings
- Parent Program Choice
- Safety protocols and procedures for in-person instruction

Distance Learning
- Internet Connectivity
- Access to student Devices
- Evening student Instructional Report

Pupil Learning Loss

- Increased intervention programs and resources

Mental Health and Social and Emotional Well – Being

- Increased staff professional development and instructional resources

Pupil and Family Engagement and Outreach

- Parent support for technology and the use of the Canvas platform

# Continuity of Learning

## In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

The health and safety of our students, staff, and families is of the utmost importance. When permitted to return to in-person learning, on-campus school will look much different than previous years due to new health and safety measures. Our plan to reopen schools is based on current guidance from public health officials and state agencies and will be continually updated as the situation evolves. It is important to note that our District plans will focus sharply on academic instruction to enhance student performance and address learning loss.

During the summer months of 2020, the district began the process of developing the Fairfax Reopening Schools Plan. The plan was developed with input from all stakeholders. The feedback from the Board of Trustees, staff members, parents and community members contributed and help guide the development of the plan. Our plan to reopen schools is based on current guidance from public health officials and state agencies and will be continually updated as the situation evolves. When the traditional school model is not permissible, the Hybrid Model of instruction will be prioritized over distance learning. Upon returning to campus for instruction, the district aims to provide targeted interventions, additional student supports,and additional time on campus for students to mitigate potential learning loss. Fairfax School District understands some parents may opt out of in-person instruction due to health concerns related to the pandemic.

As with our distance learning model, all students are required to have a minimum amount of instructional minutes per day. For hybrid learning, this can take the form of in-person instruction, synchronous instruction, asynchronous instruction or work assignments. Students with unique needs including low socio-economic students, English learners, students with exceptional needs, students in foster care, and homeless students, will be offered extra support as needed based on the need of the individual student.

Fairfax Elementary School District Reopening Plan can be found on the district website: www.fairfax.k12.ca.us

FOCUS AREAS (Summary)

Best Practices & Resources

Students are encouraged to do the following:
- Bring a cloth mask to school each day (washed daily at home)
- Bring a full water bottle to school each day (student name on the bottle)
- Thoroughly wash your hands and face before leaving for school and upon returning home from school as well as multiple times throughout the school day

Parents are encouraged do to the following:
- Take your child's temperature before sending them to school each day. If they have a temperature of 100.4 or higher, keep them home and do not send them back to school until they have not had a temperature for 36 hours.
- Talk to your child about the importance of washing hands multiple times a day
- Ensure that your child is not bringing anything to school other than what is required for learning (toys, balls, games, etc.)
- Remind your child about the importance of social distancing and NOT to touch others (hugs, high fives, playing tag, etc.)

Preparing the School
- Teach and reinforce good hygiene measures such as hand-washing, covering coughs, and face coverings
- Provide hand soap and hand sanitizer with at least 60% alcohol, paper towels, and no-touch trash cans in all bathrooms, classrooms, and frequently trafficked areas
- Post signage in classrooms, hallways, and entrances to communicate how to stop the spread of COVID-19 symptoms, preventative measures (including staying home when sick), good hygiene, and school/district specific protocols
- Provide masks and other appropriate PPE to staff
- Allow students and staff to bring hand sanitizer and face masks/coverings to use from home
- Take steps to ensure all water systems and features are safe
- Turn off water fountains and provide bottled water or allow students and staff to bring water bottles from home

Safety Protocols: Social Distancing/PPE
- It is expected that all students, staff, and visitors wear masks while on a school campus.
- In all offices, classrooms and program spaces, masks must be worn at all times except while sitting at a personal workstation and only if you are assured that 6 foot distancing exists at all times.
- Physical space is to be respected which includes standing behind any plexiglass barriers.
- Extended conversations between parties should not be held while inside office spaces.
- Visitors are limited in individual administrative buildings dependent upon the size and layout.

- Face shields are not a replacement for wearing a mask. Staff and students are permitted to wear a face shield as long as they are wearing a face mask as well.
- Students and teachers are required to wear a mask at all times in the classroom including when sitting or standing behind a barrier.

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

| Description | Total Funds | Contributing |
|---|---|---|
| Purchase of Personal Protective Equipment (PPE) to enhance and increase health and safety measures for student and staff. Cleaning supplies to provide and allow for the proper sanitation of classrooms, offices and school campuses. COVID-19 related signage and nursing supplies. | 890,500 | No |
| Reconfiguration of classrooms, offices and school grounds to allow for safe distancing and improved health measures. Including plexiglass barriers, touchless faucets and the retrofit of drinking fountains. | 580,5000 | No |
| Increased learning opportunities for students beyond the school day. Principally directed towards low income, EL and foster youth students. Supplemental pay for teachers, custodians and bus drivers. | 690,500 | Yes |
| Increased nursing support focused towards COVID-19 responsibilities. | 10,000 | No |

## Distance Learning Program

### Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Distance Learning Expectations for Schools
- Daily live interaction is required: Teachers will have to connect with their students each day through on-line instruction and/or phone check-ups.
- Taking student attendance: Schools must take students' attendance and participation under distance learning. Students who don't participate will be marked absent (Distance Learning Not Engaged).
- Instructional Minutes - Students must receive a minimum amount of daily instruction that can be met by a combination of teacher instruction and assigned work.
- 3 hours per day (180 minutes) for kindergartners
- 3 hours, 50 minutes (230 min) for grades 1-3
- 4 hours (240 min) for grades 4- 8
- Checking connectivity: Schools will ensure students have the devices and connectivity necessary to participate in distance learning or make accommodations if they do not.
- Weekly engagement records: An additional data requirement, schools must keep "weekly engagement records" noting how much synchronous or asynchronous instruction a student has received.

Distribution of Student Materials and Supplies

- Student materials and supplies were distributed to all students. Students were provided core textbooks, consumables, school supplies and additional supplemental materials to support and help facilitate distance learning. If a student was unable to pick-up materials during the designated time, alternate times were scheduled or items were delivered to the student (August 12 – 14, 2020) .

Individual Student/family orientation with the teacher via Zoom or telephone

- Teachers scheduled individual student/parent orientations in an effort to provide an opportunity to for students and families to meet the teacher, ensure up to date contact information, discuss class expectations, review student daily schedule and provide information regarding grading policies (August 12 – 14, 2020).

Accessing Adopted Core Curriculum

- Teachers will be using adopted core curriculum to meet the needs of students. All students will have access to Canvas and the digital platforms for core curriculum beginning the first day of instruction.

Mathematics

- California GO Math (K – 8)


Science

- Amplify Science (K – 8)

History - Social Science
- Studies Weekly (K-6)
- History Alive! (7 -8)

English/ Language Arts
- California Reach for Reading (K-6)
- California Collections (7-8)
- Read 180 California (7-8)

English Language Development
- California Reach for Reading (K-6)
- Houghton Mifflin Harcourt, California Collections (7-8)

Supplemental Resources for Acceleration and Mitigation of Learning Loss:

- In addition to the core curriculum listed, above the district purchased iReady Math for all students in grades K-8 and Lexia for all students in grades TK-8. Comprehensive student reports include information about how to interpret both overall scores and growth as well as performance on individual items, highlighting what each student needs to learn next. Results from the systems are connected to personalized learning pathways and accompanying teacher resources. We will be using these personalized pathways to create an equitable learning environment for our students.

Additional supplemental resources include:
- Renaissance - Accelerated Reader
- Standards Plus
- Starfall
- Vocabulary Spelling City
- Nearpod

Forms of Instruction:

Synchronous Instruction
- Students learn at the same time
- Possibly more engaging and effective
- Allows for instant feedback and clarification
- Examples - video conferencing, live chat, live streamed videos

Asynchronous Instruction
- Students learn at different times
- Communication is not live
- Possible more convenient and flexible
- Allows students to work at their own pace
- Examples - email, screencasts, flipgrid videos, feedback and teacher comments

## Access to Devices and Connectivity

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

Access to devices and connectivity for all students is necessary condition for effective distance learning. Students need access to to grade - appropriate updated technology to access rich digital learning resources to thrive and succeed with distance learning.

A parent survey was administered beginning Friday, March 13th addressing the technology needs throughout the community. The survey data led for the need of immediate iPad distribution to allow for an equitable opportunity for online distance learning. Over 2,200 iPads were distributed to students in need.

The District has an established and fully implemented 1:1 iPad program. At the start of the school year devices were issued to all students TK - 8. A technology Help Desk is available for families who need assistance setting up devices. A parents survey was distributed to help determine technology needs (114 families representing 183 students needing assistance). Based on survey results the district purchased Wifi hotspots, iPads with cellular connectivity and assisted in the facilitation of home internet connectivity through Spectrum.

The Parent Education Resource Center (PERC) is available as an additional resource for parent training and education focused on Distance Learning. The director of the PERC is coordinating the effort to ensure all families have connectivity.

## 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.]

Teachers will utilize Canvas and Parent Square to communicate assignments and instructions to students while in a distance learning environment. A district wide consistent daily schedule has been developed which includes asynchronous and synchronous instruction. The

weekly schedule for both synchronous and asynchronous instruction has been provided to all families and is available for review in the Full Distance Leaning Plan which can be found on the district website www.fairfax.k12.ca.us.

Within the full-distance and any future hybrid models, teachers will be responsible for monitoring attendance and engagement using multiple measures. While in-person, a student's attendance is determined solely by their presence or absence during the assigned date/class. In distance learning, teachers will monitor student submission of assignments, presence within the learning management system (Canvas), attendance at live, synchronous instruction, and other forms of contact determined at the site. They will also be responsible for maintaining a weekly record documenting a student's synchronous and/or asynchronous engagement each day. The purpose of tracking live contact and asynchronous instructional minutes is ensure students have access to the CDE defined required instructional minutes. Daily instructional minutes will be based in the time value of instruction and assignments facilitated by a certificated teacher.

Student progress will be communicated to parents in the form of electronic communication, progress reports and/or report cards, as well as virtual parent conferences.

Students will receive feedback on assignments from teachers through the district Learning Management System (LMS) Canvas.

In an effort to provide synchronous learning opportunities to students and families that are not able to participate during the school day an evening support system has been developed.  This allows for extended family engagement  and  outreach opportunities. Eight credentialed teachers will be available in the evening to provide student and family support.  Teachers will be available via Zoom, email or telephone.

## Distance Learning Professional Development

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

The District's distance learning professional development is designed to be ongoing, intensive, and embedded in practice. Training formats will include synchronous "live" sessions, as well as self-paced multimedia materials designed for asynchronous learning.

The District's professional learning for delivering instruction in a distance learning environment will focus on the use of Universal Design for Learning (UDL) to integrate the following:
- . Meeting the needs of ALL students, explicitly students with disabilities, English Learners, and gifted students.
- Integrated and Designated ELD
- Social Emotional Learning (SEL) and Restorative practices
- Use of data to drive instruction
- Assessment, Feedback, and Grading Practices
- Use of priority standards and targeted identified grade level specific standard

To further support the distance learning program, including technology support, staff will be provided access to and/or participate in ongoing professional learning in the following areas:

- Use of Canvas as the Learning Management System for a virtual/blended environment
- Monitoring student engagement, participation, and progress
- Zoom training for live instruction
- New attendance and engagement processes for attendance staff
- Administrator professional learning - Distance Learning Collaborative (Kern County Superintendent of Schools)
- Lexia - English Language Arts Intervention
- i Ready - Math Intervention
- Distance Learning Best Practices
- MacBook and Educational Apps to support distance Learning
- Nearpod - Interactive lessons, videos and formative assessments designed for distance learning and hybrid, and in-school instruction

## Staff Roles and Responsibilities

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

COVID-19 and the resulting transition to a distance learning model have significantly impacted the roles and responsibilities of staff across the district. In some cases, new roles and responsibilities are still being defined (or refined) and will continue to evolve as the district prepares to reopen sites for in-person instruction. The following are the key changes to roles and responsibilities of staff.

District Administration:
- Create and distribute the Full Distance Learning Handbook
- Support faculty and students/families in a Distance Learning Environment
- Communicate with teachers, students, and families any updates
- Facilitate learning opportunities for families
- Create expectations and timelines for alternate learning models
- Provide professional development learning opportunities

Site Administration:
- Support Full Distance Learning implementation
- Facilitate communication between teachers, students, and families
- Support learning opportunities for families on Full Distance Learning
- Monitor Attendance and Participation
- Weekly communication to staff and parents (social media, parent square)
- Daily classroom visits to observe instruction

Technology Department
- Survey families and determine technology needs
- Prepare iPads for distribution to students and staff

- Support staff and their needs in a distance learning environment
- Create and maintain a Hotline for families to contact for support

Teachers
- Complete attendance in Aeries documenting instruction type
- Maintain student weekly engagement log provided by site administration
- Utilize the District online platform Canvas
- Use district curriculum and resources to communicate and deliver content
- Adhere to the site live instruction schedule
- Continue on-going weekly collaboration between general education teachers and special education teachers
- Provide feedback on work assigned
- Continue to reach out to parents with concerns about attendance/participation, work completion, and any other behavioral/social-emotional concerns
- Communicate with parents weekly (ex. email, phone calls, parent square, etc)
- Communicate with the technology department regarding tech issues

Certificated Support Staff
- Teacher on Special Assignment will support site administration and teachers in the use of Canvas and provide and arrange additional support for students
- Reading Specialist will provide intervention to students in small groups and one on one while coordinating services for Instructional Aides
- STEM teachers provide distance learning STEM lessons and activities via Canvas and provide Math intervention

Special Education Teachers
- Work collaboratively with teachers and communicate on an on-going basis
- Serve as a liaison for students/families in crisis
- Provide resources for students and families to support them while they are away from school, specifically Foster/Homeless
- Provide virtual support to students as needed in collaboration with families
- Provide follow-up contact for students who are not engaging in Full Distance Learning (absences)
- Respond to any reports of social or emotional stress for students and staff
- Provide on-going professional development and support to staff (SEL, staff/student well – being)

Counselors / School Psychologists
- Work collaboratively with teachers and communicate on an on-going basis
- Serve as a liaison for students/families in crisis
- Provide resources for students and families to support them while they are away from school, specifically Foster/Homeless
- Provide virtual support to students as needed in collaboration with families
- Provide follow-up contact for students who are not engaging in Full Distance Learning (absences)
- Respond to any reports of social or emotional stress for students and staff

- Provide on-going professional development and support to staff (SEL, staff/student well – being)

Classified Support Staff
- Instructional Aides will work virtually with students in small group and one on one under the direction of the Reading Specialist and provide primary language support as needed
- Special Education Aides will work virtually with students in small group and one on one under the direction of the special education teachers
- Campus/Yard Supervisors will assist with preparing materials and resources for students and teachers as directed by site administration as well as assist with meal distribution
- PE Aide will support PE department in preparing and delivering virtual instruction
- All classified support staff will be available to support students virtually

## 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.]

Pupils with exceptional needs:

Pupils with Exceptional Needs:
Special Education Case Managers (e.g., Teachers, Speech-Language Pathologists) will be reviewing and monitoring progress towards the Distance Learning Plans (DLPs) that were developed from Spring 2020. Case Managers will collaborate with the families of each student on their caseload to ensure appropriate goals and service delivery, including accessibility, methods used, duration, and frequency. Data from multiple sources, including progress and participation with learning objectives will be collected by the various service providers (e.g., Teachers, SLPs, OTs, etc.) in order to monitor progress towards goals listed on their IEP and DLP. Collected information and progress monitoring data will be communicated with the student's family at least quarterly as it relates to their IEP/DLP goals. Upon returning to on-campus learning, the District will schedule IEP meetings to discuss progress, or lack thereof, towards stated objectives as well as recommendations for additional services.

Pupils experiencing homelessness, foster youth, low-income and English Learners:

Pupils experiencing homelessness, foster youth, low-income and English Learners:
The district will be engaging in regular data collection and review of instructional progress for all students, with disaggregated data for foster youth, students experiencing homelessness, low-income and English Learners. The school will utilize the SST process for identifying students who require additional supports for instruction. In addition, the school counselor will check-in with all students experiencing homelessness and foster youth and conduct screenings for additional needs, such as connectivity, additional instructional supports or systems, additional mental health support, support with technology, etc. Further, teachers will be providing both integrated and designated

EL services throughout the school year regardless of the phase of learning. In the full distance learning phase, all English Learners will receive synchronous and asynchronous ELD support.

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

| Description | Total Funds | Contributing |
|---|---|---|
| Cost for the development of Distance Learning modules in Canvas for all content areas for grades TK - 8 by certificated teaching staff. | 133,000 | No |
| Increase cost to student supplies for Distance Learning.  Including school supplies and support materials. | 23,250 | No |
| Cost for professional development trainings for teachers in the use of new digital teaching platforms and Distance Learning Strategies. | 35,000 | No |
| Cost of maintaining and increasing student learning and support software programs. | 71,400 | No |
| Purchase of additional devices and technology (i.e.,iPads, Wifi hotspots and MacBooks) for students and staff.  Additional devices will ensure access for all students.  Based on technology survey results most low-income students lacked these resources. | 865,000 | Yes |
| Purchase of 50 Spectrum Connectivity accounts to provide for students with no internet connectivity. | 15,000 | No |
| Repurpose and use of 4 TOSAs and 4 School Counselors while in Distance Learning. Increased focus and support on the implementation of Canvas (student support). Including student reengagement strategies and family support.  Services are principally directed towards unduplicted students. | 455,000 | Yes |

| Description | Total Funds | Contributing |
|---|---|---|
| Eight credentialed teachers will be available in the evening to provide student and family support.  Teachers will be available via Zoom, email or telephone. | 19,500 | Yes |

## Pupil Learning Loss

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

Fairfax School District recognizes one of the most significant impacts of emergency distance learning initiated in March, 2020 due to Covid-19, will be the loss of learning, both in academic content and skills. To address this, school programs are committed to offering enhanced assessments and interventions in the critical areas of Reading, ELD and Mathematics, which will support accelerated learning across all subject areas.

Quarterly Assessments:
- Star Early Literacy (Grades K - 2)
- Star Reading (Grades 2 - 8)
- Star Math (K - 8)

Tri - Annual Assessments:
- iReady Math (K - 8)
- Acadience / formally DIBELS (K - 6)

Annual Placement Test:

- Lexia Reading (K - 8)

The formative data being gathered by teachers throughout instruction is a critical component to understanding what learning loss has occurred and each student's individual learning needs.

Monitoring Progress of English Learners:

English Learners (EL) language acquisition will be monitored using assessment tools and ELD materials included in the core Language Arts adoption (Reach for Reading K - 6 and Collections 7 - 8). EL students will participate in all district assessments. For returning students, the District will continue ELPAC summative assessments compliant with California Department of Education's guidelines. Results will be used to determine appropriate ELD standards expectations for EL students for the current school year and for reclassification qualification.

## 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 primary means of addressing learning loss and accelerating learning for pupils will be the tiered instruction delivered through synchronous instructional time. At Tier 1, all students will receive standards-aligned instruction focused on priority standard standards. This will allow for depth of instructional focus on the key skills and concepts that are most critical for the respective grade level/content area. Tier 2 supports will be provided primarily through synchronous, small-group instruction that is targeted to identified student needs. Small group instruction my be provided by the teacher, Reading Specialist, Teacher on Special Assignment (TOSA), STEM Teacher or instructional aide. Schools will continue to utilize the SST process for identifying students who require additional supports.

Individual learning pathways utilizing iReady Math and Lexia Reading will provide intervention or acceleration opportunities for all students.

Pupils with Exceptional Needs:
Special Education Case Managers (e.g., Teachers, Speech-Language Pathologists) will be reviewing and monitoring progress towards the Distance Learning Plans (DLPs) that were developed from Spring 2020. Case Managers will collaborate with the families of each student on their caseload to ensure appropriate goals and service delivery, including accessibility, methods used, duration, and frequency. Data from multiple sources, including progress and participation with learning objectives will be collected by the various service providers (e.g., Teachers, SLPs, OTs, etc.) in order to monitor progress towards goals listed on their IEP and DLP. Collected information and progress monitoring data will be communicated with the student's family at least quarterly as it relates to their IEP/DLP goals. Upon returning to on-campus learning, the District will schedule IEP meetings to discuss progress, or lack thereof, towards stated objectives as well as recommendations for additional services.

Pupils experiencing homelessness, foster youth, low-income and English Learners:
The district will be engaging in regular data collection and review of instructional progress for all students, with disaggregated data for foster youth, students experiencing homelessness, low-income and English Learners. The school will utilize the SST process for identifying students who require additional supports for instruction. In addition, the school counselor will check- in with all students experiencing homelessness and foster youth and conduct screenings for additional needs, such as connectivity, additional instructional supports or systems, additional mental health support, support with technology, etc. Further, teachers will be providing both integrated and designated EL services throughout the school year regardless of the phase of learning. In the full distance learning phase, all English Learners will receive synchronous and asynchronous ELD support.

## 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.]

Fairfax School District will continue to use data and data analysis to help guide district staff in the evaluation of program effectiveness. During weekly collaboration meetings teachers will compare results from assessments to help guide instruction and assist in lesson planning. Individual student scores will be evaluated to monitor progress.

The District administrative team will evaluate and analyze all assessment data quarterly during a scheduled administrative meeting. The strategies used to address Pupil Learning Loss will be reviewed regularly and adjustments will be made as needed based on student assessment results.

Grade - Level District Priority State Standards will be reviewed and evaluated to determine if there is a need for standard re-prioritization or acceleration.

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

| Description | Total Funds | Contributing |
|---|---|---|
| Cost of increasing student intervention programs and materials (Lexia Reading / Read 180). | 61,500 | Yes |

# Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

Fairfax School District will support Mental Health and Social and Emotional Well-Being through a Multi-Tiered System of Support. District School Psychologists and School Counseling teams will provide training and support to all teachers on how to integrate social and emotional learning and mental health awareness into daily lesson and strategies targeting the Universal Tier 1 Support.

Tier I- Universal Interventions
- Daily Check-ins built into instruction day
- Social - Emotional Learning Opportunities
- Teacher referral for counseling services

- Student Self – referral for services
- Parent Referral Form
- Wellness Wednesdays
- Restorative Practices - Community Building Circles

Tier II- Targeted Interventions
- Teacher referral for counseling services
- Small group support provided by school counselor
- Parent, student follow-up / regular check-ins
- Mentoring
- Student Support Team (SST)

Tier III- Intensive Interventions
- Individual support provided by school counselor / school Psychologist Individual counseling
- Home Visits
- Daily student welfare check-ins
- Collaboration with community resources, agencies and parent groups

Mental Health and the Social - Emotional Well - Being of staff and students is of the utmost importance. Therefore, on-going professional development focused on these areas will continue throughout the 2020 - 2021 school year. Back to school professional development was provided to staff addressing the following areas:
- Mental Health Tips
- Support for staff and students via distance learning
- Expected behaviors in children / teens
- Student Referral Process

A self-referral process has been established to allow students and families to request support services as needed. The Student Referral Form can be found on the school website or students can use the STOPit Solutions Reporting System at any time to contact a site administrator or counselor.

# Pupil and Family Engagement and Outreach

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

Ensuring Attendance and Engagement Equity

District teachers, site administration, and district office administration have defined roles and work together to eliminate obstacles to ensure that our students are engaged and are meeting compulsory education requirements. Prior to the start of the school year teachers, site administrators and student attendance clerks are trained on attendance accounting procedures to ensure equity and consistency throughout the district. They are also provided with written summary of attendance procedures.

Re-engagement Strategies

At the beginning of the year, all contact information is verified including telephone numbers, email addresses, and mailing addresses. Teachers monitor student engagement daily for each activity that is assigned, synchronous and asynchronous. The school site attendance clerk contacts families who have not engaged during a school day to verify the reason for the absence. Site administration supports the attendance clerk when contact is not made. If students miss three days of the instructional week and/or not engaged in all activities for an instructional day on a consistent basis, site administration works with the site counselor to improve engagement. If a student continues to not respond to supports, the site administrator notifies the site counselor to provide additional reengagement strategies, such as providing resources and supporting family engagement with social services and physical well-being services. If a student continues to be absent, or has limited engagement and participation, after all support resources and services have been provided to the family, the school site will conduct a SST Meeting. If we are not able to make contact with the family site administration and school counselors will conduct a wellness check at the pupil's residence.

Throughout this process, each family's individual needs, such as language barriers, access to the Internet and technology, food and nutrition, social - emotional, and psychological needs are considered. Site counselors reach out to families of students who are not engaged at school as well as families who are in need of assistance to offer additional community resources when necessary.

In an effort to provide synchronous learning opportunities to students and families that are not able to participate during the school day an evening support system has been developed. This allows for extended family engagement and outreach opportunities. Eight credentialed teachers will be available in the evening to provide student and family support. Teachers will be available via Zoom, email or telephone.

# School Nutrition

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

The Nutrition Services Department is a team of food and nutrition professionals that are dedicated to student health, wellbeing and their ability to learn. Student learning is supported by promoting healthy habits for lifelong nutrition and fitness practices.

Beginning on Tuesday, March 18th nutrition services began Grab-and-Go meals including breakfast and lunch. Meals were available at all school sites as well as taken by school vans to densely populated rural areas within district boundaries. Proper food safety protocols were in place with the addition of the guidance given by the local health department for COVID-19. Both district nutritional staff and voluntary staff employees facilitated meal distributions. Social distancing practices were put in place as well as the use of gloves and masks.

Meals are served through a drive-through system. This eliminates the need for families and students to congregate. Meals delivered by school vans follow all safety measures. Families and students picking up meals are asked to evenly space a minimum of 6 feet apart.

Fairfax School District continued to provide Grab-and-Go meals to our community throughout the summer (June 24, 2020) to children between the ages of 2-18.

The district will continue this model until school sites are able to open with in-person instruction. At that time, meals will be made available to students on campus as well as those who choose to continue participating in distance learning. Safety will continue to be the top priority during in-person instruction. The safety protocols that staff have implemented will continue as students transition to in-person instruction on our campuses.  Cafeterias will have physical distancing indicators along with directional traffic indicators installed to ensure safe distancing protocols are followed. Outside eating opportunities will be increased and meals will be packaged in a way that allows for travel. Classrooms may be utilized for lunch and breakfast if extra spacing is needed. As we transition to in-person learning the district will continue to offer meals daily to students that continue with distance learning.

The district will continue to participates in the Community Eligibility Provision (CEP) Lunch  Program.  Schools that participate in CEP are able to provide a healthy Breakfast and Lunch each day at no charge to ALL students

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

| Section | Description | Total Funds | Contributing |
|---|---|---|---|
| Stakeholder Engagement | Increased mail correspondence due to COVID related parent letters, notices and surveys. | 29,000 | Yes |
| Mental Health and Social and Emotional Well-Being | Professional Development and instructional resources for staff focused on mental health and emotional well - being. | 27,500 | Yes |
| School Nutrition | Increase in nutritional services to provide continued meal services during all phases of instruction (in-person, hybrid or distance learning). | 106,500 | No |

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

| Percentage to Increase or Improve Services | Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students |
|---|---|
| 34.16% | 7,280,331 |

## 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.]

Fairfax School District has an unduplicated count of 86.7%. Due to the high percentage of unduplicated students the district determined that high-quality educational services can best be delivered on a district-wide basis and considered this demographic when creating

the Learning Continuity and Attendance Plan. The actions and services outlined in the plan are being provided to all students, however during the planning and decision-making phases the district has considered the needs of unduplicated students and prioritized the Actions and Services to reflect those needs.

Based on parent feedback along with data collected from multiple sources a few trends have been identified for unduplicated students:

1) Less access to high - speed internet
2) Less access to technology devices ( ie. computers, ipads)
3) Immediate need to address learning loss and provide intervention
4) Correspondence and surveys need to be disseminated in a variety of ways
5) The need to support the mental health and emotional well-being of students and families.

In an effort to address these needs, the district is proposing the following actions:

1) The purchase of 50 Spectrum Connectivity accounts to provide for students with no internet connectivity.
2) Purchase of additional devices and technology (i.e.,iPads, Wifi hotspots and MacBooks) for students and staff.  Additional devices will ensure access to a content rich standards based digital environment for all students .  Based on technology survey results most low-income students lacked these resources.
3) Increased learning opportunities for students beyond the school day. Principally directed towards low income, EL and foster youth students. Supplemental pay for teachers, custodians and bus drivers. The cost of increasing student intervention programs and materials (Lexia Reading / Read 180). The re-purpose and use of 4 TOSAs and 4 School Counselors while in Distance Learning with an increased focus and support on the implementation of Canvas (student support). Including student reengagement strategies and family support, principally directed towards unduplicted students. Eight credentialed teachers will be available in the evening to provide student and family support. Teachers will be available via Zoom, email or telephone between the hours of 5:00pm - 7:00pm.
4) Increased mail correspondence due to COVID related parent letters, notices and surveys.
5) Professional Development  and instructional resources for staff focused on mental health and emotional well - being.

The actions developed by the district are specifically designed to provide more intensive and differentiated services for unduplicated students

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

In addition to the actions and services described above, the district is also providing the following services for foster youth, English Learners, and low - income students.

In-Person Instructional Offerings

Upon returning to campus for instruction, the district aims to provide targeted interventions, additional student supports, and additional time on campus for students to mitigate potential learning loss

Distance Learning Program
Increased amount of devices (iPads) and technology for students and staff to ensure  continuity of instruction.
Eight additional credentialed teachers to offer evening support during the hours of 5:00pm - 7:00pm
Teacher professional development (on-going) focused on the use of Universal Design for Learning, Integrated and Designated ELD, SEL and Restorative Practices and various student learning programs that support and/or enhance distance learning

Pupil Learning Loss
Intervention opportunities utilizing iReady Math and Lexia Reading