

Learning Continuity and Attendance Plan Template (2020–21)

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

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General Information

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

Folsom Cordova Unified School District is a large suburban district that spans the cities of Folsom and Rancho Cordova just east of the state Capitol. Our district has three comprehensive high schools, five continuing and alternative education schools, four middle schools, 20 elementary schools, one charter school, and preschool and adult programs serving over 21,000 students. Folsom Cordova Unified School District's educational program has largely been constructed by teachers who, because of board and administrative support and vision, have been given the opportunity to develop a comprehensive standards-based curriculum delivered through a wide range of instructional strategies. Robust CTE programs exist at all high schools, providing skill-based, industry-relevant learning opportunities in high quality curriculum and instruction. The District continues to develop and improve upon these strategies and programs through ongoing collaboration and professional development. The goal: ensuring all students are college and career ready by the time they graduate from Folsom Cordova Unified School District.

The unprecedented COVID-19 pandemic has affected the entire Folsom Cordova Unified 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 and trauma 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, including increased unemployment, 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. The COVID-19 pandemic has also resulted in increased isolation and disconnection due to the physical and social separation from the classroom and school community. Curriculum pacing, traditional methods of instruction, and assessments of student learning have also been disrupted.

In addition to these impacts and trauma stemming from COVID-19, many FCUSD community members continue to experience trauma as a result of systemic racism and violence. Just as COVID-19 has had a disparate impact on our community, the countless acts of racism and subsequent unrest have layered on additional trauma to our students, families and staff. FCUSD acknowledges its responsibility to recognize

our own role in this trauma and the need to move beyond acknowledgement to engaging in courageous conversations and directly confronting, interrupting, and address institutional racism. This will require us to grow our own capacity as adults - to deeply examine and understand our own implicit biases and positions of power and privilege, to build our cultural competence, and to integrate into our curriculum the teaching and learning of social justice, anti-racism, and social and emotional learning.

Stakeholder Engagement

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

As FCUSD sought to better understand and gather feedback from all of our stakeholders for the safe and equitable access to education as we looked to the 2020-21 school year and to meet the needs of all learners, we reached out in various ways to collect data:

May: Surveys to gather feedback on reopening schools in 2020-21 were sent to all Certificated Staff, Classified Staff, students, and parents. Student and parent surveys were available in English and Spanish, both electronically and paper.

June: A live Town Hall information night was broadcast on our FCUSD YouTube

- o Superintendent and Leadership presented information regarding planning for the 2020-21 school year, including focused attention to address learning loss and providing services for Students with Unique Needs.
- o A Thoughtexchange survey was conducted live, in order to crowdsource the most common thoughts and questions. Once questions and thoughts were gathered, the Superintendent and Leadership were able to respond during the live broadcast

Ongoing: Regular and Special Board Meetings have been conducted on Zoom and simultaneously broadcast on the District's YouTube channel

- o All Board meetings have allowed public comment via written submission using Google Forms and the opportunity to use the "raised hand" feature on Zoom, to speak to the Board during meetings

September: Focus groups and surveys for Learning Continuity Plan development have been conducted with

- o All School Site Councils
- o The District English Language Advisory Committee
- o The Superintendent's Communication Committee
- o The Folsom Cordova Education Association (Certificated)
- o The California School Employees Association (Classified)
- o Folsom Cordova Leadership Association (Management)

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

The public was informed and invited to learn and participate in District meeting and offered a variety of opportunities to ask questions and share input. All Board meetings have and are continuing to be publicized and held via Zoom videoconferencing, and simultaneously broadcast on the District's YouTube channel. Stakeholders are given an opportunity to participate in public comment by submitting written comments via Google Form prior to the Board meeting start, as well as during the Board meeting, using the raised hand feature.

In addition to Board meetings, stakeholders have been offered numerous opportunities to respond to surveys. Survey formats that have been used include Google Forms and Thoughtexchange, the latter offering the ability to crowdsource most common thoughts, concerns, suggestions and questions.

Finally, several meetings were held via videoconferencing platforms, using both Zoom and Microsoft Teams, in order for District representational groups to gather, hear from District leadership and share feedback.

Whether utilizing a survey or a live videoconference platform to conduct meetings in order to offer public participation, attendees were asked to respond to the prompt:

"From your observations, please let us know about challenges to learning that students face at your site, with a focus on challenges as a result of the COVID-19 pandemic."

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

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Frequent themes from these respondents included:

- o Health and Safety
- o Hygiene and janitorial upgrades: soap dispensers, hand washing stations, disinfecting, etc
- o Personal Protective Equipment (PPE): gloves, masks, air purifiers, plexiglass shields
- o Permanent outdoor shade/rain structures with seating for lessons and activities
- o Rapid COVID-19 testing and screening for students and teacher
- o Meal Access: availability on school sites at convenient times

English Learner Support:

- o Translation services
- o Small cohorts or online classes
- o Additional EL staff
- o Language Other Than English (LOTE) mailings, communications, visits to home

Special Education Support:

- o Assistive devices
- o Transportation
- o Small cohorts

Technology Support:

- o Additional teacher technology training and support
- o Teacher equipment/devices: document cameras, headsets, second monitors, webcams
- o Student equipment/devices: earbuds, blue light glasses, upgraded Chromebooks, hotspots, updated applications
- o Parent technology support and education, including training
- o Community internet stations / Better connectivity
- o In-person or immediate tech support

Emotional Support:

- o SEL training and support
- o Enhanced counseling services

Educational Support:

- o Virtual and in-person (when applicable) tutoring
- o Instructional aides
- o Small group virtual/in-person instruction
- o Homework hotline
- o Diverse and updated reading materials
- o Art and music education
- o Small cohorts for young and at-risk students/elementary or at-risk waiver

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

In-Person Instructional Service:

- o Translation services
- o Small group cohorts online classes
- o Communication in Languages Other Than English (LOTE): mailings/communications/visits to the home
- o Professional development days/Expert Teacher Training

- o Special Education assessment staff and kits
- o Assistive devices
- o Transportation
- o Hygiene/janitorial upgrades: soap dispensers, hand washing stations
- o Personal Protective Equipment (PPE): gloves, masks, air purifiers, plexiglass
- o Rapid COVID-19 testing and screening for students and teachers
- o Meal Access: availability on school sites at convenient times
- o Outdoor learning environments: shade/rain structures, seating
- o Additional EL staff
- o Small cohorts one-to-one Tutors(EL and Special Ed.)

Distance Learning Instructional Program:

- o Professional development days/Expert Teacher Training
- o Assistive Technology Devices
- o Community internet stations/Better connectivity
- o Hotspots
- o Headphones
- o Chromebooks/Laptops
- o Online curriculum
- o Parent technology support and education
- o Science virtual labs
- o Distance learning online resources/licenses
- o Screencast video tools for lesson planning
- o Document cameras/headsets
- o Online music software
- o SeeSaw learning platform
- o Zoom, APEX, MS Enrollment, Adobe, GALE

Pupil Learning Loss:

- o Virtual and in-person (when applicable) tutoring
- o Instructional Aides
- o Small group virtual/in-person instruction
- o Homework hotline
- o Diverse and updated reading materials
- o Science education: demonstrations/hands-on activities/labs
- o Art and music education
- o Small cohorts for young and at-risk students/elementary or at-risk waiver

Mental Health and Social and Emotional Well Being:

- o SEL training and support (add budget items to In-person and distance learning section)
- o Enhanced counseling services

Pupil Engagement and Outreach:

- o Additional teacher technology training and support
- o Teacher equipment/devices: document cameras, headsets, second monitors, webcams
- o Student equipment/devices: earbuds, blue light glasses, upgraded chromebooks, hotspots, updated applications
- o Parent technology support and education
- o Community internet stations/Better connectivity
- o In-person or immediate tech support

School Nutrition:

- o Meal Access: availability on school sites at convenient times

Increased or Improved Services:

- o Special Ed assessment staff and kits
- o Immunization clinics
- o Assistive devices
- o Transportation for Special Ed
- o Communication in Languages Other Than English (LOTE)
- o Translation services
- o Small cohorts instruction or tutors
- o Additional EL staff

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 state has given local school boards, superintendents and public health officials broad authority for determining fall instructional plans, though it expects schools to hold in-person instruction this year “to the greatest extent possible.” Pediatricians and school leaders both agree that students should be at school if it’s safe to do so, noting the pandemic has resulted in widespread learning loss and threatens children’s social-emotional well-being. The sharp rise of cases in California has led to increased concern from some parents, teachers and school leaders about a return to school.

On July 14, 2020, the Board of Education added a full Distance Learning option for students and families. This was then followed by guidance from Governor Newsom on July 17 that all schools in counties on the state's COVID-19 monitoring list begin the school year solely with distance learning and must meet strict criteria in order to open campuses. Sacramento County was on the state's Covid-19 Monitoring List when school opened and remains on the state's Covid-19 Monitoring List. As a result, the District opened in Distance Learning and is unable to provide in-person instruction pending further guidance from Sacramento County Public Health.

FCUSD continues to follow daily the guidance set forth by public health agencies, including the Center for Disease Control (CDC), and their recommendations for opening schools. We are working with the CDPH (California Dept. of Public Health), Sacramento County Public Health Department (SCPHD), and the Sacramento County Office of Education (SCOE) for guidance, and are discussing with them the resources we need during the 2020/21 school year. While we cannot know what the months ahead will look like in relation to the COVID-19 situation, we can plan for a variety of scenarios with the best learning options and conditions for both students and staff, depending on the environmental situation. District leadership and staff will continue to build and plan scheduling models for the 2020/21 school year that prioritize the health and safety of our staff and students while developing instructional delivery that is high quality and engaging.

The District has created a written worksite specific plan (WWSP) with guidelines from public health, local/state agencies, the Centers for Disease Control (CDC), and the Division of Occupational Safety and Health (Cal/OSHA). The plan includes tools for compliance, symptom screening, and postings. Key measures include:

- Physical distancing - everyone must practice physical distancing, keeping at least 6 feet away from other people at all times
- Face coverings - wearing a face covering is required for all employees, parents, students and any visitors
- Signage - signage and other visual cues will be used to direct traffic flow, encourage appropriate distancing practices, and help maintain safety protocols
- Air filtration and ventilation - proper ventilation will be in place to minimize the transmission and infection from COVID-19 especially for individuals in a closed space for extended periods of time by reducing the airborne concentration of the virus and thus the risk of transmission and infection of COVID-19 through the air.

Staff will continue to evaluate our procedures for safety and consistency.

Upon approval from California Department of Public Health (CDPH) and Sacramento County Public Health Department (SCPHD), FCUSD will open in a Hybrid / Transitional Model, which will include a combination of in person instruction and distance learning.

Sample Schedules:

ELEMENTARY AM/PM:

Develop schedule for AM Block and PM Block - four days a week in person

Instructional minutes - asynchronous and synchronous learning

Student focus while on campus as well as while off campus

Transitions

Kindergarten

Matching teachers and students who are unable to return

Mondays are asynchronous

SECONDARY A/B MODEL:

Develop an in-person schedule for Cohort A on Tuesdays and Thursdays and Cohort B on Wednesdays and Fridays

Instructional minutes met through asynchronous and synchronous learning

Matching teachers and students who are unable to return

Mondays are asynchronous

SPECIAL EDUCATION:

Self-Contained Classes:

Monday: Instructional minutes met through synchronous and asynchronous learning

Tuesday through Friday: in-person instruction

Learning Support: follows general education schedules

FCUSD will transition back to a full traditional model following approval from CDPH and SCPHD

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

Description	Total Funds	Contributing
Personal Protective Equipment (PPE): Face coverings (masks and, where appropriate, face shields) to enhance health and safety measure for students and staff. Increased supplies of soap and hand sanitizer. Visuals will also reinforce face covering requirements and hand washing protocols. Implemented COVID-19 specific safety training and protocols for all employees and developed written worksite specific plans (WWSP)	\$200,000	No
Sanitizing and disinfecting cleaning equipment such as electrostatic sprayers to provide enhanced sanitation to classrooms and school offices to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, and goggles. Signage, posters, and floor decals for visual cues throughout school sites to maximize social distancing. Cues will help to direct traffic flow, minimize interactions between staff, students and families, and identify specific entry/exit points.	\$200,000	No
Plexiglass barriers for classrooms and school offices to provide barriers when close contact is likely and does not allow for physical distancing of 6 feet such as the front office counters. Providing drop boxes for families to leave immunization records and administrative forms. Plexiglass barriers for science labs to provide barriers between students, and for special education assessment teams	\$250,000	No
Handwashing stations for locations where sink access is insufficient.	\$250,000	No
Inspection of HVAC units and EMS systems, repair and replacement of existing HVAC units to meet current air quality standards and to provide proper air flow, and provide MERV13 air filters.	\$6,500,000	No

Description	Total Funds	Contributing
Professional development and training for staff related to distance learning in the use of digital teaching platforms. Expert teachers for supporting and training teachers	\$1,060,000	No
Special Education Assessment Teams and assessment kits	\$230,000	No
Translation services, additional support from EL staff, communication, mailings, visits to the home in languages other than English provided from supplemental funds	SUPPL	Yes
Assistive devices for students with disabilities	\$50,000	Yes
Small group cohorts and additional support English learners and special education students provided from supplemental funds	SUPPL	Yes
Outside learning pavilions, furniture, and equipment for instruction provided from supplemental funds	SUPPL	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.]

The District opened in Distance Learning. Instructional Minutes match the grade level state required minimum day instructional minutes per SB 98. Following CDPH guidelines, and upon approval from Sacramento County Public Health Department, the District will open in phases beginning with:

1. Childcare
2. In-person instruction for special education and English Learners
3. Elementary
4. Transitional Model
5. Traditional Model

When the District receives clearance from CDPH and Sacramento County Public Health to open, the District will open in a transitional model.

Expert teachers to develop PD, purchase of online platforms, online licenses such as APEX and curricular resources (i.e., music), supplemental licenses for distance learning (i.e., screencast, MS).

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.]

Our Educational Technology and Information Systems department worked with all sites to deploy Chromebooks to every student. In addition, sites worked with families through surveys, emails and phone calls home to identify those in need of internet connectivity and provided hotspots where necessary. FCUSD has given out 20550 Chromebooks and 900 hotspots. The district has also established a parent/student technology help desk that is available to families throughout the school day.

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.]

Currently, instructors are taking attendance during live synchronous time, as well as assigning work to students to account for the remainder of each day's instructional minutes. Students are utilizing SeeSaw and Google docs in order to receive and turn in assignments. Teachers track both time in the synchronous learning environment, as well as assignments completed from asynchronous work to measure student participation and process. The "time value" of asynchronous work is determined by each teacher.

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.]

FCUSD has taken a multi-pronged approach to distance learning professional development. Two days of Professional Development were provided to all faculty prior to the beginning of the school year covering everything from the video conferencing platform, to delivering specific curriculum in a virtual environment, to Social Emotional Learning, etc. In all, there were over 25 unique offerings to assist teachers with the new virtual educational environment. All workshops were also recorded and are archived on the district website so that faculty and staff can review the PD they attended, or watch sessions they were not able to attend. Over the course of the school year a cadre of over fifty teachers will continue to build and facilitate professional development offerings to support teachers and students in the online environment.

FCUSD utilizes the Professional Learning Communities (PLCs) and Response to Intervention (RtI) approach to teaching and learning. Grade level and subject area PLC teams meet regularly to review common formative and summative assessment data to determine student learning and identify which students need additional support. Grade level or department PLC teams then create academic interventions and supports for students around specific areas of need until students show the appropriate grade level growth. This will continue during distance learning.

Staff Roles and Responsibilities

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

Classified staff, through an MOU have agreed to work duties outside of their usual job duties in order to ensure that all employees are engaged in the support of students. School nurses and the District's Health Programs Coordinator have also had to adapt the needs of the COVID-19 pandemic. Examples include bus drivers assisting with our technology department, custodians assisting with materials distribution, yard supervisors assisting with childcare, etc.

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.]

Prioritize the unduplicated students with chromebooks, students who are unable to access learning platforms through Chromebooks have been provided laptops and hotspots if needed. SeeSaw Platform has been provided to special education classrooms.

Special Education and English Learner will open in small cohorts when guidance allows.

Academic and/or social-emotional supports/interventions are provided for struggling students, including homeless, foster and at-risk students as follows:

Classroom teachers and intervention teachers are providing time in the online schedule to assist students who are struggling academically, in small groups and individually if needed. Daily SEL lessons are provided to all students. Bilingual and special education aides are pushing into general education to provide support.

SST meetings may be held to address the needs of struggling students. Students who are struggling may receive support through home visits, IBISS, Special Friends and Mental Health Specialists.

Additional supports for at risk students include home visits and a mobile outreach program. The mobile outreach program provides supplies, materials and hotspots and in person mental health supports.

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

Description	Total Funds	Contributing
Professional development and training for staff related to distance learning in the use of digital teaching platforms, plus supplemental training materials such as Distance Learning Playbook.	\$1,000,000	No
Expert teachers (30) will receive a \$2,000 stipend for supporting and training teachers	\$60,000	No
Additional devices and technology for all students, including low income, Foster Youth, English learners, and staff to support distance learning (i.e., Chromebooks, hotspots, headsets, webcams) for students and staff who need a device to access distance learning at home; assistive technology for students with disabilities to access distance learning instruction from home; community internet stations to better utilize connectivity.	\$4,217,794	Yes
Supplemental licenses for distance learning (Screencast, Adobe, MS Enrollment)	\$49,398	No
Online curriculum licenses for students (i.e., APEX)	\$98,114	No
Online student platform for TK-3 and Special Education (SeeSaw)	\$35,253	No
Online curriculum for music	\$50,000	No

Description	Total Funds	Contributing
Screencast video tools for lesson planning	\$10,000	No
Zoom licenses	\$52,515	No
Virtual labs for science	\$35,000	No
Parent support and resources to engage in learning outside of the school day will be provided from supplemental funds	SUPPL	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.]

Elementary and Secondary Schools use iReady as a district wide diagnostic in English and Mathematics. Elementary students are assessed three times per year to establish a baseline and then monitor academic growth throughout the year. Secondary students are assessed in the fall and students who did not place at grade level are assessed again at the end of winter semester to determine if student class schedules need to be adjusted. Formative assessments are provided throughout each term, while summative assessments usually occur at specific points within or at the conclusion of a lesson or instructional unit.

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Assessments:

Faculty throughout the district use a variety of student formative and summative assessment data to track learning growth, identify gaps in students' skills and knowledge, provide students with interventions and enrichment opportunities and make master schedule decisions. Assessment data is key to all educational decisions made by teachers, school site teams and the district at large.

Formative assessments provided by individual teachers, grade level teams, departments, etc. include, but are not limited to: Graphic Organizers, Entry and Exit Slips, Think/Pair/Share exercises, "no grade pop quizzes," Peer/self-assessments, Four Corner exercise, Journals, Projects, etc. Summative assessments, assigned individually by teachers, or common summative assessments assigned by grade level or subject area teams include Chapter Tests, Finals, Final Essays, Projects, Presentations, etc.

Assessment Cycle:

Elementary and Secondary Schools use iReady as a district wide diagnostic in English and Mathematics. Elementary students are assessed three times per year to establish a baseline and then monitor academic growth throughout the year. Secondary students are assessed in the fall and students who did not place at grade level are assessed again at the end of winter semester to determine if student class schedules need to be adjusted. Formative assessments are provided throughout each term, while summative assessments usually occur at specific points within or at the conclusion of a lesson or instructional unit.

English Language Proficiency Assessment in CA (ELPAC) will be administered for initial assessments, optional summative for ELs approaching reclassification, and summative assessments for ELs with unique needs who were not able to complete the ELPAC summative in the Spring 2020. Additionally, I-Ready assessments will be administered and used for EL reclassification: This is an important and mandated process to ensure students are sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

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.]

Specific high needs groups such as English learners, low income, students with exceptional needs, homeless students are also served by additional support systems from our Special Education Department & Homeless Services. In addition, the vast majority of FCUSD teachers have been trained in Guided Language Acquisition and Development (GLAD) strategies to support English Language learners and our socio-economically disadvantaged youth. Finally, Title I Academic Coaches provide instructional coaching and best practices to teachers and Intervention teachers provide additional support to students who are struggling academically.

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.]

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

Description	Total Funds	Contributing
Additional time for instructional aides to support instructional needs of students as needed	N/A	No
Small group instruction, virtual and in-person tutoring, and homework assistance provided by teachers in small group settings, interventions, and office hours for students including English learners, low income, foster youth and homeless	N/A	Yes
Diverse and updated reading materials provided through online GALE library resources	\$160,000	No
Science education including demonstrations, hands-on activities, labs to be provided through online virtual labs and associated software with supplemental funds	SUPPL	No
Art and music education provided to students through Art and Music Prep Teachers	N/A	No

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.]

Mental Health and Social and Emotional Well-Being

FCUSD's plan to address the Mental Health and Social and Emotional Well-Being of students and staff given the unique circumstances in which we will be supporting students' educational growth this year is focused on Transformative Social Emotional Learning in Service of Educational Equity and Excellence. This Transformative SEL plan aims to expand on our current SEL work to create positive learning environments where students, families, staff and community feel connected, respected, and included. It also focuses on critically examining root causes of inequity, and to develop collaborative solutions that lead to personal, community and societal well-being.

As a community, we are all experiencing the ups and downs of this pandemic. We are also bearing witness to a civil rights/social justice movement to address systemic issues of inequity and racism. As a school district, we are striving to utilize Social Emotional Learning as a lever for creating caring, just, inclusive, and healthy communities that support all individuals.

At a site/departmental level, we are focusing on the implementation of our 3Rs. The intentionality around Relationships, Routines, and Resilience (3Rs) allows us to cultivate and strengthen long-lasting relationships, provide a safe and caring environment conducive to learning, and opportunities to develop needed skills to succeed while in distance learning and as we transition back to school.

One way we are building congruence and consistency with the 3Rs is through the use of CASEL's (Collaborative for Social and Emotional Learning) 3 Signature Practices. Resources and guidance for daily integration of Social Emotional Learning (SEL) based on these three signature practices have been provided and available. The three signature practices include:

1. Opening of each class/meeting with a welcoming activity

- a. Include all voices
- b. Supports new learning ahead
- c. Affirm Identity

2. Engaging Activities

- a. Anchor thinking and learning throughout the experience
- b. Build community through individual and collective engagement
- c. Balance of interactive and reflective experiences to meet the needs of all participants

3. Ending each class with an optimistic closure

- a. Highlights individual and shared understanding of the importance of the work
- b. Provides a sense of accomplishment and supports forward-thinking
- c. Engages group in reflection, helps identify next steps, and/or makes connections

In addition to these signature practices, schools are addressing the mental health and social-emotional well-being of our students through the use of classroom curriculum. At an early learning, elementary and middle school level, schools are implementing Second Step curriculum. While in Distance Learning, these lessons focus on dealing with uncertainty, building resilience, managing strong emotions, reactions and recovery, and the development of resilient practices like sleeping better, eating well, and moving more. At a high school level, staff are implementing lessons around navigating uncertainty, managing emotions, and advocating for social justice reform.

While students are not physically on campus, we are emphasizing the need to better understand and support emotional safety. This includes providing support focused on racial and social justice within our community. We are providing multiple venues to collect stakeholder feedback and involve them in the process of making meaningful change.

Expanding upon the work in the SEL lesson materials, the Social Emotional Learning team has developed two full web pages that provide support, resources, and guidance. The first, Social Emotional Learning for Distance Learning and Beyond, includes specific resources for students, family members, and educators, including resources specific to SEL as a lever for racial justice and anti-racism. The second, is our FCUSD Wellness page offering resources and also a link to receive mental health support.

The monitoring of student mental health and social emotional well-being will include regular collection of student emotional engagement data via California Healthy Kids Survey SEL supplementary modules, Collaborative for Academic, Social, and Emotional Learning (CASEL) survey for staff, CORE SEL Survey through Illuminate, and ongoing assessments by staff of student engagement and participation. Regular emotional engagement surveys will help staff assess student's involvement in and enthusiasm for school as a whole as well as their emotional connectedness to others on campus. Examples of survey items include:

- I stayed calm even when others bothered or criticized me.
- I can change my intelligence with hard work.
- I am capable of learning anything
- How often did you compliment others' accomplishments?

- How well did you get along with students who are different from you?
- Do adults at school encourage you to work hard so you can be successful?
- Do teachers give students a chance to take part in classroom discussions or activities?
- Do other kids at school spread mean rumors or lies about you?
- Do you feel close to people at school?

Indicators monitored by staff to serve as emotional engagement metrics will include:

- Level of engagement with support staff/groups
- Participation in learning activities
- Participation in co-curricular and extra-curricular activities

Professional Learning opportunities in development that are designed to build and expand staff capacity to implement SEL practices include:

- SEL Pilot Schools
- SEL Guiding Coalition
- School Climate Facilitators
- Return to Community Professional Learning Module: features the district's three signature practices, self-care reminders, a focus on shared agreements/norms in the first days of school including a District-Wide Kindness Week, and relationship building. The content extends the district's existing SEL work and incorporates new content.

The district has developed guidance and resources for educators to inform their monitoring of student mental health and addressing trauma and the other impacts of COVID-19. This guidance begins with an acknowledgement that mental wellness, coping, resilience, and healing before, during, and after a crisis is suddenly at the forefront of both our region's and the world's collective consciousness. Since schools have closed, children have lost the safety net provided by caring teachers, nurses, support staff, counselors, and other personnel. The guidance emphasizes the role of educators in helping to mitigate the negative impact of traumatic events and stress. By prioritizing student safety and managing stress, educators can support the well-being and long-term academic success of students. Key responsibilities of educators to monitor/support mental health and address trauma include:

- Creating safe environments and conditions: being available, compassionate, and connecting visually or auditorily with students on a regular basis.
- Providing routines and structure: creating weekly rituals and routines that help students self-regulate.
- Provide social and emotional support to students and caregivers: be a support system and facilitate connections.
- Prioritize health and well-being: promote healthy sleeping, eating, and exercise habits and consider the total workload placed on students.
- Identify children and families who need additional support: connect families and students to resources based on assessed needs and fulfill all mandated reporter duties.
- Started partnership with Sacramento County Office of Education (SCOE) and the Sacramento Department of Mental health to add two Mental Health Specialists at schools with high at risk populations. FCUSD now has 21 Mental Health Specialists and School Social Workers.
- Tiered supports for mental health promotion, awareness, and supports are outlined in the table below:

TIER

STRATEGIES

Tier 1: Universal Mental Health Promotion and Awareness Strategies

Provided to all students and staff regardless of risk or protective factors related to mental health. Intended to foster positive social, emotional, and behavioral skills and well-being of all students.

- Notify parents or guardians of information regarding access to mental health services by including the information in the parent handbook at the beginning of the school year and posting the information on the school's website or social media web pages.
- Provide Staff information about the Employee Assistance Program
- Peace Corners classrooms
- Community Resources
- Mindfulness training for staff and students
- School wide SEL curriculum and lessons
- Annual Mental health crisis response and suicide prevention training for all teachers.
- District-wide focus on promoting well-being
- FCUSD Wellness Website

Tier 2: Targeted Strategies

Targeted mental health practices and systems for students who need more support than is universally provided. Focus is on supporting students who are at risk of developing more serious concerns in academics, behavior, or course performance. Utilize early warning system as well as other referral sources to identify students in need of supportive interventions and provide support and linkages. Staff will follow all outlined policies and procedures with a focus on connecting students to school and supporting their engagement.

- Coordination of Services Team (COST) process
- Check-in/Check-out

- Tap and Chat home visit by nurse and social worker
- Linkage to community-based services
- School-based mental health individual counseling (in person or virtually) for students and their caregivers
- Mentoring
- Case Management services
- Professional Learning for staff & caregivers

Tier 3: Intensive Strategies

Individualized support to improve a student's behavioral and academic outcomes. Goal is to enhance a student's quality of life by increasing adaptive skills and decreasing problem

behaviors. Continuing to provide supports and referral resources to identify students in need of intensive support. Tier 3 strategies work for students with developmental disabilities, autism, emotional and behavioral disorders, and students impacted by toxic stress and/or trauma.

- Referral and linkage to community-based services
- Suicide Risk Assessment & Safety Planning
- Crisis Intervention
- Behavior contract support
- Special Education advocacy
- 504 advocacy & supports
- School Attendance Review Board (SARB) process
- Student Behavior and placement advocacy to assist with appropriate school placement.

District guidance also includes crisis response procedures - including procedures for suicide risk assessment and child abuse reporting - and contact information/links for a range of crisis lines.

Pupil and Family Engagement and Outreach

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

Student and family engagement continues to be a top priority for FCUSD. Our district employs a variety of techniques to meet this need. The first level of engagement begins in the classroom, with the classroom teacher reaching out to pupils and families who are not engaged. The next step is for the site administrative staff to assist with communication. FCUSD also utilizes home visits when other means of communication proves unsuccessful. Our partners in law enforcement also have the ability to assist with home visits when necessary.

Communication from the sites is translated in order to reach all populations. Surveys, informational items, meeting updates, etc., are all sent to families from both district office as well as specific sites.

SST meetings may be held to address the needs of struggling students. Students who are struggling may receive support through home visits, IBISS, Special Friends and Mental Health Specialists.

Additional supports for at risk students include home visits and a mobile outreach program. The mobile outreach program provides supplies, materials, hotspots and in-person mental health supports.

Much of Folsom Cordova Unified School District's success is a result of active parent and community engagement designed to build understanding and support for district-related activities. The School Site Council (SSC) and English Learner Advisory Committees (ELAC) develop the School Plan for Student Achievement (SPSA) carefully reviewing student performance to ensure that students with unique needs and those with learning loss are prioritized to receive the support needed to meet grade level standards. The parent teacher student organizations partner with school to provide educational enhancement for every student by supporting Folsom Cordova Unified School District's academic and extracurricular programs. Community partners, such as the Folsom Cordova Education Foundation, Intel, Aerojet, Kaiser Permanente, SAFE Credit Union, provide additional resources for individual teachers and programs. Parents are also a vital part of the Folsom Cordova Unified School District policy and decision-making process as members of the Superintendent's Communication Committee (SCC) and District English Learner Committee (DELAC).

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.]

Effective August 12, 2020, the first day of the 2020-2021 school year, the Food Service Department, transitioned back to the National School Lunch/School Breakfast Programs (NSLP/SBP) as required by the United States Department of Agriculture (USDA) regulations.

The FCUSD Food Service department was able to feed all students under the COVID 19 feeding from March 16 to May 28, the end of the 2020-2021 school year. In addition, as has been done in the past, FCUSD had 8 Seamless Summer Feeding Option (SSFO) sites including one in Folsom (for this site a waiver was obtained since the site did not meet the eligibility requirements) and a site at the Mather Community Campus. With the SSFO any child ages 2-18 could receive a meal – no questions asked. Both breakfast and lunch were served using curbside feeding. Under the NSLP/SBP meals are available for all students. Meal service is provided at all 31 school sites, giving students an opportunity to get their meal at their neighborhood school. The Food Service Department use the assigned lunch times scheduled for distance learning during the school day as meal service times. Children or families pick up their meals.

Currently, all FCUSD students are on distance learning. All students can participate in the meal program. Plans are in place for how we will feed the children when we go back to some form of in-person learning, including blended models. Meals will be available to all students each school day, regardless of the model that the district will utilize – in-person learning for some students and distance learning for others. At that time, we will adhere to all social distancing requirements. Unfortunately, meal participation was significantly lower than usual, approximately 10%. At this time there are no waivers and school food authorities must adhere to the NSLP/SBP regulations.

FCUSD has nine Community Eligibility Program sites where all the students eat at no cost to the families. In addition, the charge for the reduced-price meals has been waived for some years. For the paying students, parents are encouraged to pay online or by check to prevent the handling of cash on the serving lines. Food service employees enter the students' PIN. We are exploring the use of a swipe system to eliminate the children touching keypads.

Effective August 31, 2020, the U.S. Department of Agriculture (USDA) released nine Summer Meal Program Waiver Extensions that allow schools that have started the new school year to use the Seamless Summer Option (SSO) and Summer Food Service Program (SFSP) through December 31, 2020 instead of the National School Lunch Program and School Breakfast Program. These waivers are in response to the nationwide COVID-19 pandemic.

The overall goal of the department is to ensure that meals are available every school day to all children who want to participate in the school lunch program.

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

Section	Description	Total Funds	Contributing
N/A	N/A	N/A	

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
7.43%%	\$11,637,243

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.]

There are several actions that are contributing to the increased/improved requirement that are being implemented across the district. These actions in turn are divided into those that already exist within the previous Local Control and Accountability Plan(LCAP) and those that are unique to the school closure/distance learning context.

The FCUSD actively seeks stakeholder engagement via parent and staff surveys, committees (SCC and DELAC) and city and community partners (in both Rancho Cordova and Folsom) to actively engage in informational outreach, building awareness of the resources and

services available to Foster Youth, EL, and low-income families. Examples of this outreach include posting of families' rights and supports at school sites and on the district website; ensuring immediate enrollment; providing assistance with transfer of school records; implementing the dispute resolution process; providing backpacks, school supplies, and hygiene supplies for students; providing families and unaccompanied homeless youth with information and referrals to district and community-based resources; providing transportation assistance for eligible students to attend their school of origin; consulting with school site and district staff regarding individual student and family needs; and providing professional development to site and district staff.

The District's English Learners (ELs) are additionally served with supplemental funds which are tailored to the needs of school site's ELs. Schools supplement EL programs to accelerate English language acquisition, from newcomers to Long Term English Learners (LTEL). This includes, but is not limited to additional tutoring, primary language supports, digital extensions to allow further access to the core, professional development to build teacher capacity in serving ELs, additional opportunities for 1x1 or small group instruction, and supplemental digital and print materials. Schools progress monitor these services to ensure we are meeting or exceeding the needs of our ELs.

Supplemental funds are earmarked for school and district services and supports based upon the numbers of low-income students enrolled. These funds are specified in the Local Control Accountability Plan (LCAP) and are also included in actions on the Schools Plan for Student Achievement (SPSA). The SPSAs goals align to the LCAP goals. School goals, measures, and expenditures are reviewed including all actions/services funded which can include supplemental monies. Targeted support staff, professional learning, expanded school day activities, supplemental curriculum, and family support resources are examples of the types of actions/services funded with site-based supplemental/concentration funds that are contributing to student academic and social emotional success.

Two actions related to device and connectivity access are being applied across the entire district, but are primarily intended to provide access for low-income students who may not have full access at home. The district purchased and distributed chromebooks to any student in need and will continue to distribute devices to incoming Kindergarten students, new students at grades 1-12, and any continuing students who still need a device. Targeted outreach is occurring through Homeless Youth services and the Attendance & Engagement Office in partnership with the Family and Community Engagement Team to make contact with 'unreachable students' and determine technology needs. On a case-by-case basis, Wi-Fi hotspots are being provided.

Several actions from the existing LCAP that are both (a) being implemented district-wide and (b) increasing or improving services for unduplicated students are being maintained in the 2020-21 school year. These actions include:

Assessment staff and materials, Kits: (Students with Unique Needs (SUN) and EL)

Following the health and safety guidelines set forth by the California Department of Public Health and Sacramento County Health.

Special Education Assessment

Stage I: Formerly No In-Person Assessment; Triennials via records review (FCUSD currently may add In-Person in this phase per County Health guidance)

Stage II: In-Person Initial Assessments in order of when referral received

Stage III: In-Person Assessments (Initials and backlog Triennials)

Stage IV: All Assessments

Certificated and classified employees representing related services and teachers from preschool through 22 provided input on in-person services, taking into consideration the needs of students and social distancing requirements. The recommendations include small groups of 2-4 students (larger groups for upper grades & Learning Support), two to one or one to one staffing ratios, one to two days a week for an hour and a half and up to 3 hours.

English Learners (EL) Assessment and Learning Support

English Learners English Language Proficiency Assessment in CA (ELPAC) will be administered for initial assessments, optional summative assessments for ELs approaching reclassification, and summative assessments for ELs with unique needs who were not able to complete the ELPAC summative in the Spring 2020. Additionally, I-Ready assessments will be administered and used for EL reclassification: This is an important and mandated process to ensure students are sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

English Learners with learning loss will be provided language support in Stage II including targeted English language development, intervention designed to recoup learning loss in content areas and /or instruction designed to support ELs ready to reclassify. The recommendation include small groups of up to 14 students, one to fourteen staff to student ratio, five days a week up to three hours for student support.

Physical and Mental Health Support via counseling, immunization and flu clinics: (SUN, EL, LI, FY, HL)

This action, in non-pandemic times, represents another of the district's efforts to provide resources to the FCUSD community based on the needs of the most vulnerable, including unduplicated students. In particular for those students who are low income, Foster Youth, and Homeless Youth who may not always have regular access to health services, including counseling and mental health services, this action is a critical support. Providing preventative health services and rapidly responding when needs are identified increases the ability of more students to attend school more often. With attendance playing a critical role in academic success, this action is viewed as a direct support of student success in the classroom and beyond. During the time of school closures, the staff within this action will play a critical role in addressing the impact of trauma caused during the pandemic or exacerbated by the conditions of school closure. As mentioned throughout, the impacts and trauma of COVID are landing disproportionately on specific student groups, including unduplicated students and students with unique needs. Added virtual sessions of Strengthening Families series of workshops due to popularity and availability online . (LI)

Assistive devices (SUN, EL, LI, FY, HL)

FCUSD purchased and distributed technology and devices to students need. Every effort to provide assistive devices due to a special need, language barrier, or connectivity issue manifested as a result of distance learning will be made to support learning. Students with identified need were issued touch screens and laptops in place of the regular Chromebooks, primary students received packet of school work to minimize screen time and support age appropriate activities best designed for their attention spans.

The demand for technology support has multiplied for students, staff and parents. Staff working out of class, have been identified to support the increased demand is available and during Distance Learning.

Transportation for Sp. Ed (SUN, EL, LI, FY, HL)

In order to practice health and safety while students are on a school bus, several modifications will take place which could include reduced ridership, a seating chart, wearing of face masks, proper ventilation, and hand sanitizing upon boarding and disembarking the bus. During Stage I, no services are provided. Stage II will bring limited busing services as required by student IEPs. Stages III and IV will bring busing services back with enhanced safety and cleaning protocols in place.

Communication in Languages Other Than English (LOTE) and additional time for EL staff (EL)

Translation is provided with Bilingual Instructional Aides as well as bilingual staff in various positions. FCUSD recognizes the need to support students, staff and parents with clear information in a language they can understand is important in building and strengthening student learning and building stronger parent school partnerships.

FCUSD will provide supplemental translation/interpretation, (virtual) home visits, and video tutorials in a variety of languages to support with access and technology.

FCUSD will provide ongoing training followed with EL instructional coaching, and communities of practice.

Small cohorts instruction or tutors (SUN, EL, LI, FY, HL)

Support includes:

Supplemental curriculum, instructional materials, and targeted additional staffing support all teachers in engaging ELs, from our newcomers to LTELs.c

Counselors, career clerks, and support staff provide improved services to Foster youth and homeless students.

Training for school site administrators in social-emotional learning environments and how to observe those supports for students during classroom instruction.

Counseling staff works with high school students enrolled as homeless who qualify for the Graduation Exemption Determination process and monitor Graduation Exemption Plans.

Adapted and improved home visit training and implementation through an in person and virtual model with the goal of increasing student engagement, support social emotional learning and increase families outreach via home visits completed. (LI)

Child Care (SUN, EL, LI, FY, HL)

Through the existing Student Care and ASES extended learning programs student who are homeless, foster youth or low income will be given priority for enrollment, especially due to COVID school closures, since capacity is limited. Stage I allows for limited childcare services at schools. Stage II will offer expanded childcare services. Stages III, IV, and V child care options available at all elementary schools, through the Student Care or ASES program.

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

The District UPP is 37%. Nearly four out of every ten pupils are classified as either foster youth, English learners, and low-income students. The above shared actions are considered to increase and/or improve services because they are above the Local Control Funding Formula (LCFF) base educational program that all students receive if supplemental and concentration funds are not available. The actions and services exceed the base program and the services are defined as “increased,” “improved,” or both.

Restricted federal funding, including Titles I, III, and IV, are supplemental to the base programs, by intent and purpose, and are utilized “in addition to” the District’s supplemental funding. Title I programs provide a complementing amount of funding allocated to sites according to the school’s unduplicated pupil percentage, in addition to base funds. Title I funds allow sites to increase and/or improve the instructional programs consistent with unique site needs that are aligned with LCAP goals. Increased and/or improved services include technology, instructional materials, software/student licenses for on-line services, and other site-based needs. Title III funding specifically benefits English learner pupils through direct, instructional staff services, student interns, technology, supplemental materials, and on-line services to enhance English language acquisition. Title IV provides additional supplemental resources in three specific areas: well-rounded educational opportunities, safe and healthy students, and effective use of technology. Specific activities include programmatic support for social-emotional learning, parent engagement, technology implementation, arts programs, and community partnerships.