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.]

OUR COMMUNITY PROFILE
McFarland is a small, rural and predominantly agricultural community located in northern Kern County. Our community's population is 13,985 with over 91% identified as Hispanic or Latino based on the US Census Bureau of 2015. Despite the agricultural basis for most employment, the mobility rate remains low creating a relatively stable community.

DISTRICT PROFILE
We serve approximately 3,500 students Transitional Kindergarten-12th grade with about 92% identified as unduplicated per CALPADS Free/Reduced Meal Eligibility Counts Report. There are seven schools in MUSD: three elementary schools, one middle school, one comprehensive high school, one alternative high school, and an independent studies high school.

COVID-19 IMPACT
The COVID-19 pandemic has taken a toll on the local economy. Based on June 2020 data from California's Employment Development Department (EDD), Kern County's unemployment rate was 17.5%, which was the sixth highest rate for counties in California and well above the state average of 15.1% and the 8% rate it had in 2019. In addition, the city of McFarland was experiencing even a higher rate of unemployment than the county with a 20.6% unemployment rate in July 2020.

Just a couple of weeks before we were to have our first day of school, Kern County was added to the state's county monitoring list. While we did not postpone our start date, we were forced to start the year using a distance learning model of instruction. The transition for McFarland

Unified to a full distance model was not as difficult as some districts partially due to our district being a one to one device district for 4 years, and partially because we were able to work out many of the pitfalls last Spring. Nonetheless, we have had to make adjustments for the betterment of our system and delivery.

Stakeholder Engagement

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

We distributed surveys to students, teachers, classified staff, administrators (including principals and vice principals), and parents. Surveys were conducted in May as well as late July/ Early August. Surveys were distributed both electronically and in paper format to ensure that all families had a chance to provide feedback. All surveys we made available in English and Spanish.

We also conducted live phone calls with parents and held site based virtual town hall meetings.

We held an in-person study session in July with parents, employees, and local bargaining units as part of the development of this plan.

ELAC/DELAC were consulted during their May and August meetings, which were held virtually. We would have had a third opportunity for ELAC/DELAC, but our April meeting was cancelled due to the recency of the COVID-19 outbreak.

The plan was presented to the Parent Advisory Council in September for review.

Meetings were announced via website, Class Dojo, auto-phone dialer, and phone calls.

We are also working with a consultant to conduct Focus Group Meetings. There will be a group for students, groups for parents in English & Spanish, and group for teachers held throughout the year to allow us to gather continual input and adjust when needed.

The input from a different stakeholder groups is essential for us to use in developing our plans to best serve the community. Through the various meetings and surveys we were able to ascertain ideas and information to include in this plan.

Stakeholder groups have had the opportunity to submit comments by contacting our district office. There were no DELAC or parent advisory comments received that facilitated a need for written response from the superintendent. Our superintendent was, and is, ready to respond in writing as required.

Our public hearing is schedule for September 14, 2020 and the Board Resolution to adopt is set for Sep 29.

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

Public meetings/hearings were conducted through ZOOM from the onset of the pandemic and transitioned to a combination of in-person and remote participation. The link to our meetings was provided on our website, on the meeting agendas that are posted on our website, and available in-person. We used push notifications, autodial messages, and apps such as Class Dojo to deliver the information regarding meetings to families.

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

Initial feedback from stakeholders showed a split among attitudes towards returning to in-person learning.

According to our surveys when parents were asked "Assuming all safety guidelines for reopening are met, if given a choice, how would you prefer your students attend school?"
* 36% of parents preferred all virtual learning
* 33% of parents preferred a hybrid model with some in-person and some virtual learning
* 31% of parents preferred full in-person learning

The same question posed to teachers and other district staff indicated the following:
* 28.6% of employees preferred virtual learning
* 45.9% of employees preferred a hybrid model with some in-person and some virtual learning
* 25.4% preferred full in-person learning

The overall majority of parents & employees agreed that if we were to implement a hybrid or in-person learning model they were willing to have their children follow all safety measures we proposed: including but not limited to wearing of masks, taking daily temperatures, and social distancing at all times.

When asked about different hybrid models, both staff (60%) and parents (56%) preferred 2 days in-person and 3 days virtual each week.

Our surveys indicated the following to be the most important aspects of distance learning to our parents:
* Live Instruction on a Daily Basis 43.8%
* More access to teachers for help 53.6%
* A variety of ways to learn (Google, Zoom, packets) 58.5%

Our data also indicated the following to be the most important experiences if we were to transition to Hybrid:
* Instruction in Core Subjects 86.6%
* Intervention 52.5%
* Access to library books 26%

57.8% of the parents that responded to our survey indicated they would NOT want their child to participate in extra-curricular or athletic activities after school if we were to return to in-person instruction this year, while student surveys showed a strong desire to continue with these type of activities.

Our meetings indicated a need to support and improve internet connectivity. While we have a great arrangement with an internet provider, it isn't enough to ensure all families have internet.

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

Safety was the highest concern in all surveys and public meetings. This information played a critical role in our creation of a 4 stage system of reopening based on our county's reopening stages. Feedback also indicated a need to improve connectivity in the city of McFarland. Certain stakeholder groups had a strong desire to ensure our core instruction stay at high level and other stakeholder groups were highly concerned with what our intervention efforts would entail. Thus, several aspects of this plan were influenced by the various comments and suggestion we received. Areas that were influenced through our stakeholder meetings and surveys were:
* Our continuity of learning between In-Person, distance learning, and hybrid models
* How to address Pupil Learning Loss
* Pupil Engagement
* Technology

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.]

McFarland Unified School District's 4 stage reopening system includes provisions for returning to in-person instruction. The stages are mapped out to follow the county's stages of reopening:

* Stage 1 Full Distance Learning

 * Stage 2 Hybrid Learning (Some students on hybrid, others on distance learning. In-person offerings will focus on students at higher risk of experiencing learning loss returning first as part of staged roll out)

 * Stage 3 Hybrid Learning (All students as parts of cohorts participating in in-person and distance learning)

 * Stage 4 Full In-Person Instruction for all students, except those who opt to remain on distance learning

In-person activities above daily core instruction, to address learning loss, will include RTI, Extended Day, Saturday Academies, Winter Academy, and Summer School Academies.

As part of the steps we are taking to ensure the safety of all students and employees:

 * Daily temperature checks before entering the campus

 * Social distancing

 * Required masks (5 cloth masks provided to every student and employee, with disposable masks available as a back up measure)

 * Face shields (All teachers are provide face shields so that students can see the instructors mouth while teaching, this will help with phonics in lower grades)

 * Infrared Thermometers for each site

 * Hand sanitizer

 * Hand washing stations

 * Restrictions on visitors

 * Disinfecting wipes

 * Disposable gloves

 * Training provided to teachers on safety, systems, and protocols

 * No switching classes (Cohorts of students stay together to minimize spread of COVID-19)

* Minimum of a 240 minute instructional day

* Renewed focus on Bell to Bell Instruction to maximize the limited time in-person

* Implement same Tier 2 RTI plan at all elementary schools that uses universal screener, diagnostic, and small group intervention as developed by district Curriculum & Instruction Department

* Additional period for intervention classes at junior high and high school

* SEL lessons and activities will be delivered regularly at each site

Stage 2 Hybrid would allow for small cohorts of 10-12 students per class to return to live instruction on a rotating basis using a minimum day schedule (at least 240 minutes per day). Our surveys indicated a desire of 2 days in person and 3 days of distance learning per week in this model. therefore, Cohort A would attend T/W and Cohort B on Th/Fri.

The daily schedule for elementary schools would consist of the following minutes:
- Math (60 min)
- ELD (30 min)
- ELA (85 min)
- Soc Stud(25 min)
- Science (25 min)
- UA (15 min)

Our high school block schedule would result in an average of 39 instructional minutes per day/per period, or 273 instructional minutes for a week.

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

Description	Total Funds	Contributing
District will create a safe learning environment by providing PPE and safety mandates as required from SB 99 and other state guidance including: * Clear barriers * 5 Cloth Masks * Sanitizing agents * Hand washing stations * Thermometers for temperature checks * Pop-up tents for outdoor distribution areas All staff are being, and will be, trained in safety protocols in the use of the above PPE items	$300,000	No

Description	Total Funds	Contributing
District administration, in conjunction with stakeholders, will create and implement 4 Phase Plan for instruction of students which consists of: * Stage 1 Full Distance Learning * Stage 2 Hybrid Learning (Some students on hybrid, others on distance learning. In-person offerings will focus on students higher risk of experiencing learning loss returning first as part of staged roll out) * Stage 3 Hybrid Learning (All students as parts of cohorts participating in in-person and distance learning) * Stage 4 Full In-Person Instruction for all students, except those who opt to remain on distance learning	0	No
Hire and retain CTE staff and purchase materials and supplies for CTE pathways in order to provide academic support and enrichment that build toward college and career readiness. Pathways include: Logistics, Welding, AG Business, Health Careers, and other CTE Teachers	$1,056,400	Yes
Continue to build staff capacity to support state content standards to increase student achievement using supplemental multiple measures. Professional development and training will provide ways to align assessments and instructional strategies in order to improve progress and achievement for unduplicated students. Collabortion Days, Prioritized Standards, Development of BMs	$30,000	Yes
Continue to provide professional development (PD) and supplies to maximize support in data and progress monitoring, and additional instructional support principally directed toward unduplicated students to increase student achievement: We have offered Professional Development to teachers, administrators, and classified staff in order to improve instruction and student achievement: * Renaissance Platform (STAR, ACCELERATED READER) * Supplemental ELD Curriculum	$150,000	Yes

Description	Total Funds	Contributing
* Unit Planning & Consistency with Google Classroom * Routines/Procedures w/Google * Thinking Maps * STAR Reports to Identify Student Needs * How to Access and Utilize Electronic District Resources We plan to offer continued publisher provided training in our intervention programs. We have started and will continue training teachers and administrators in ELD expectations, routines, and norms. As areas of need are identified, we will make arrangements to fill the need with future training sessions		
Provide additional support staff to assist with implementation and monitoring of programs that focus on unduplicated students' achievement as well as ongoing instructional support and professional development for teachers: Teacher On Special Assignment (TOSAs)/Librarians/Chief Academic Officer/Learning Directors to support students academically.	$2,098,000	Yes
Continue to provide additional support for our English Language Learners to increase student achievement through site based ELD Resource Teachers and District ELD Coach	$175,000	Yes

Distance Learning Program

Continuity of Instruction

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

In 2016 McFarland Unified School District undertook an initiative to become a 1 to 1 device district. We have maintained that initiative every year since. Part of that initiative was to train our teachers to use Google Classroom and the Google suite of products. Thus, during distance learning our teachers have continued to use Google Classroom as their main hub for engagement, assignment delivery, attendance, and support of the students, which is similar to to the method used when in-person. Learning from our experience in Spring 2020, we set aside several days for our grades/departments to collaborate and identify priority standards in order to bring a strong focus to the most important subject matter during distance learning.

Some key aspects of our distance learning model include:

All students have chrome books and every textbook needed for core instruction

Core instruction will be dictated by the priority standards that each grade/department identified during the collaboration days we offered in July.

Every teacher has Google Classrooms, Screencastify, and Zoom accounts provided by the district

Teachers use Zoom breakout rooms to provide small group differentiation

Elementary sites are providing a virtual Universal Access/Intervention time

Distance Learning live instruction and interaction occurs in the same time frame as if we were on an in-person minimum day schedule

Elementary sites are using the following instructional minutes between the time of 8am and 12:15pm (not necessarily in this order):
- Math (60 min)
- ELD (30 min)
- ELA (85 min)
- Soc Stud(25 min)
- Science (25 min)
- UA (15 min)

Junior High and High School are using the same schedule for live interaction and instruction as their in-person minimum day schedule, which provides an average of 39 minutes per period/per day or 273 instructional minutes per period per week.

The use of a minimum day schedule allows all teachers through the district additional communication time to fulfill the requirement of daily live interaction and pupil engagement. It also helps teachers stay connected with families and mitigate the learning loss than can occur if students become disengaged.

Site administrators have been trained to use an electronic coaching tool (DigiCoach) to provide feedback to teachers on the things they do well and the things they could improve upon.

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.]

McFarland Unified has been a 1 to 1 district for 4 years prior to Covid-19 in grades 2-12 and have expanded our 1 to 1 effort to include Tk, K, and 1st. We provide tech support tents at each of our elementary school, where any district student can come and receive help troubleshooting their device, programs, and log-ins.

We have worked with the internet providers to determine which addresses do not have active internet services and have deployed hotspots to those families as well as to all families outside of the city limits where there is no internet service. Through community feedback we found that families with multiple children often run out of data with the provided internet plan before their children could finish all of their instruction for the day. In addition, many families did not continue with the discounted internet plan that was set up through the internet company. In response, we have purchased several hundred hotspots and we are purchasing WIFI extender antennas. The hotspots will be issued to any family with internet need until we have our antennas installed throughout the city. Once our antennas are installed we should be a able to provide about 90% of the city with free internet through our antennas. the other 10% will need hotspots if they do not have internet service already.

We have several self help videos for Zoom, Google Classroom, and Aeries that have been produced in Spanish to assist our Spanish speaking families with the various platforms.

According to our surveys and follow up phone calls, 100% of our students have devices and internet service.

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 use a Google Form, located in the Google Classroom, where students must access the form and "sign in" as part of their daily routine. In their Google Classroom and Zoom the teachers have access to a record of all students who have logged into a session. Teachers will use the Google/Zoom records each day to determine which students they need to contact by phone. They will keep a log of contacts and attempted contacts each day. We have developed a rubric to measure participation in our classes. The rubric uses the following values and descriptions:

3: Signed in for attendance, participated in live instruction, and completed all assignments/assessments for the day
2: Any 2 of Signed in for attendance, participated in live instruction, and completed all assignments/assessments for the day
1: Any 1 of Signed in for attendance, participated in live instruction, and completed all assignments/assessments for the day
0: Did not sign in for attendance, did not participate in live instruction, did not complete assignments/assessments for the day

Our sites are operating on their minimum day schedule which meets or exceeds the state minimum instructional minutes and includes a combination of live instruction and daily assignments to fulfill those minutes. Daily schedules include synchronous and asynchronous components for each class. We will be using the CDE template to track daily assignments and live instruction, for each teacher and student, but are planning to use our SIS system's "Weekly Engagement Report" which tracks the same information as the CDE template once it is released for us to use. The template or report will be printed for the week, and signed by a certificated staff member as verification of accuracy.

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.]

McFarland Unified School District has designated one week prior to the start of school exclusively for remote learning professional development. A Professional Development calendar was shared with teachers and support staff, containing dates, times, and links to attend the Professional Development. Teachers were compensated their hourly rate for attending the virtual training. Teachers completed a survey at the end that serves as their attendance.

Professional development sessions provided in-house from peers prior to returning to work:

* Routines/Procedures with Google Classroom
* Unit Planning Utilizing Google Classroom
* Teacher Clarity in Distance Learning
* Accessing District Resources
* Star Reports: Identifying students learning loss/gaps
* Flipgrid
* Practical Tips for Distance Learning
* Teaching Literacy in Distance Learning
* Thinking Maps

Training from 3rd Party Vendors prior to returning to work included:

* Strengthening Online Instruction with 1st Grade Students
* Strengthening Online Instruction with 2nd Grade Students
* Strengthening Online Instruction with 3-5th Grade Students
* Increase Your Students Self Management, Relationship Skills, and Decisions Making
* Distance Learning successful, Practical Strategies
* Maximize Student Success Online Using Google and Ed Tech Tools
* Strengthening Online Instruction for Students with Special Needs
* Online Learning: Successful, Practical Strategies for 3-5th Grade

Our technology department provides ongoing training opportunities on Tuesday afternoons called "Tech Tuesday". It is an opportunity to drop in and get 1 on 1 support in any technologically related issue or attend a focused session. Some topics for focused sessions this year have included Zoom and Google.

Additionally, our Technology Department has staff assigned to each school to offer support, and we have purchased copies for all teachers of "The Distance Learning Playbook".

Staff Roles and Responsibilities

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

Custodians - schedules have been shifted to allow for deep cleaning and sanitizing every week
Office Personnel - some have become google proficient and offer tech support to parents as needed, take daily temperature checks and log information, assist in contacting families of the disengaged
ASES Leads - 3 Tier intervention and support for attendance and academics, provide homework help, lead our essential worker child support program
Librarians - main source of tech support for the families, hosting as mobile book circulation, finding ways to promote literacy without having kids in the library
Yard Aides - Assist with taking temperatures of visitors and logging that information, assist with our essential worker child support program, help clean and file in the offices, wellness check ins
Counselors - more home visits, 1 on 1 sessions via Zoom for social/emotional support, providing Social/Emotional training and lessons to teachers
Teachers - become more self-sufficient in student/family contacts, learning to manage a virtual classroom, managing behavior and motivation without the personal connection
Administrators - virtual classroom visitations, watching social media for cyber-bullying providing software support to teachers

We have found a way to utilize all employees, even when their job isn't applicable to remote learning. For example, our Years Aides, during remote learning, help with wellness check phone calls

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.]

Foster Youth/Homeless
* Child Welfare & Attendance Office (Provide hygiene kits, school supplies, and food)
* Family Advocate/Community Liaison (Communicates with families/students and connects them to outside resources as well as internal help)
* Family Resource Center (Provide Food, Clothing, Housing and Utility Assistance)
* Tutoring
* Social Worker, Counselors, Nurses, Substance Abuse Counselor, and Psychologists are available for Social/Emotional Support

English Learners
* Supplemental ELD Curriculum
* Purchase and distribution of Spanish version of textbooks for Newcomers
* ELD Coach
* EL Resource Teachers at each site
* Ongoing training for teachers in EL Strategies (Integrated and Dedicated)
* Tutoring

Exceptional Needs
* Instructional Aides provide support and assistance
* SpEd teachers conduct both "push in" and "pull out" support for students
* IEPs held virtually

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

Description	Total Funds	Contributing
To increase connectivity for McFarland students, the district plans to install several WIFI extender antennas throughout the city. We should be able to provide free internet to 90% of the city.	1,000,000	Yes
To increase connectivity for McFarland students, the district has purchased hotspots with data plans to be used until the Antennas are in place. The 10% that the Antennas do not reach will continue to utilize the hotspots the remainder will be on reserve for when there may be a need to supplement.	$275,000	Yes

Description	Total Funds	Contributing
To improve the instructional delivery during distance learning, the district provided multiple training sessions and will continue to identify areas of need and provide training to improve in those areas. Sessions that have been delivered thus far include: * Flipgrid to develop listening/speaking with Els * Teacher Clarity in Distance Learning * Teaching Literacy in Distance Learning * Planning Instructional Units for DL * Instructional Videos * Practical Tips for Distance Learning * Zoom Basics	$85,000	No
Continue to purchase, maintain, replace, and upgrade technology for staff and students in order to implement 21st Century classroom strategies and tools as well and enhance support for students who may not have technology access at home. Ex. Student Chromebooks, headphones, and network hardware	$1,200,000	Yes
MUSD will continue with our Multi-Tiered System of Support that was in place before distance learning was instituted. Our support system includes curriculum, programs, and personnel. Our tiered approach to attendance, behavior, and Social-Emotional well-being requires counselors, administrators, teachers, and support staff to work together. Some of the necessary components to adequately provide the supports in our MTSS system include: Personnel * District Social Worker (1) * Counselors (1 per school) * District Nurses (2) * Substance Abuse Counselor (1) * Psychologists (2.5) * Community Liaison (1) * Instructional Aides (3) * Learning Directors (5) * Academic Intervention (AI) Teacher (1)	$1,625,000	Yes

Description	Total Funds	Contributing
* School Resource Officer (1) Programs * SWIS (Vendor Contract) * Character Strong (Vendor contract and materials) Curriculum * 2nd Step (Books/Materials) Systems/Supports/Incentives * PBIS (Training and supplies for implementing) * Restorative Practices (Supplies)		
Continue to provide supplies and materials for truancy reduction, basic personal care, and parent education for Child Welfare and Attendance (CWA) to support and assist homeless, Foster Youth, and at-risk students. (Salaries for these positions are budgeted elsewhere).	$10,000	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.]

McFarland Unified School District has traditionally used multiple measure to assess student progress. These assessments include:

Renaissance STAR ELA (K-12)
Renaissance STAR Math (K-12)
Renaissance STAR Early Literacy (K-1)
Diagnostic Assessments of Phonemic Awareness and Phonics (K-3)

Reading Inventory (4-12)
DIBELS (K-6)
ELPAC (K-12)
CAASPP (4-11)
SHORT CYCLE ASSESSMENTS (K-12)

The assessments that lend themselves best to distance and in-person learning are Renaissance STAR and Reading Inventory. Renaissance STAR (ELA and MATH) will be used to assess all students in the district and determine areas of strength and weakness 5 times a year: once at the beginning of the year and at the end of each quarter. teachers will use this data to determine areas to work on during the school year. The data will also be sued to form groups of students with like needs for intervention during RTI, Summer School, Extended Day, Saturday Academies, and Winter Academies.

To measure English Language Development, we will use Renaissance STAR ELA in the beginning of the year and desegregate the data by EL students. However, our goal is to implement our revised ELD benchmarks by the 2nd quarter. The Benchmarks measure all 4 domains of English Language Development and will be given about every 6 weeks, which allows teachers time between benchmarks to teach new content and review areas of need as identified by the previous benchmark. Our Long Term ELs and ELs that have scored a 3 (4th grade and up) on the previous ELPAC use a program called English 3D. They will be assessed 3 times a year with the Reading Inventory as a way to monitor progress.

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.]

To address learning loss that MUSD students may incur during COVID-19 we plan to be both proactive and reactive in our approach to educating our students. During Distance Learning our teams have continued to use their PLCs to address the needs of their students and to adjust their teaching. With that said as we move forward in distance learning and in-person learning we find it necessary to continually stress the following actions from our teams:
* Prioritize standards in Math, ELA, and ELD
* Administer STAR Renaissance in ELA, MATH, and EARLY LITERACY according to the district testing calendar
* Use the data from the assessment to adjust pacing of instruction and create intervention efforts
* Meet in PLCs to monitor and analyze data and create strategies and plans for supports to address the needs of our students. The data is monitored and analyzed for the following groups:
* All students
* Students that are English Learners
* Low socio-economic students
* Foster Youth students
* Students receiving special education services

* Homeless students

We are currently revising our ELD Benchmarks and will use STAR Renaissance desegregated by EL status and Reading Inventory as the basis of measurement of progress for ELs and use the same process as mentioned above to monitor and adjust instruction. We do have a group of students that are using Rosetta Stone as way to provide listening and speaking language support to them, and when we have data to determine its effectiveness, we will determine if we want more students using it or if we will cease using it. When our benchmarks are reinstitute we will use a Cycle of Inquiry to analyze, monitor, and adjust instruction approximately every 6 weeks as previously outlined by using the following questions:

* What do we expect our students to learn?
* How do we know they are learning it?
* What will we do if they do not learn it?
* What do we do if they already know it?

During Distance Learning, our teachers are using Zoom Breakout rooms to work with small groups of students and provide extra support for them to access core content. Dedicated ELD teachers use the same approach to differentiate for our EL students.

Foster Youth/Homeless
* Child Welfare & Attendance Office (Provide hygiene kits, school supplies, and food)
* Family Advocate/Community Liaison (Communicates with families/students and connects them to outside resources as well as internal help)
* Family Resource Center (Provide Food, Clothing, Housing and Utility Assistance)
* Tutoring
* Social Worker, Counselors, Nurses, Substance Abuse Counselor, and Psychologists are available for Social/Emotional Support

English Learners
* Supplemental ELD Curriculum
* Minimum of 30 minutes/day Dedicated ELD instruction
* Implementation of Benchmarks (BM) and Intervention based on BM results
* Ongoing training for teachers in EL Strategies (Integrated and Dedicated)
* Tutoring
* Core subject teachers meet with ELs to front load and/or review content
* Purchase and distribution of Spanish version of textbooks for Newcomers

Exceptional Needs
* Our Student Services Department has continued to hold IEP meetings and speak regularly with families in order to keep our students with special needs engaged and progressing.

* We are taking measures to ensure that amendments to IEPs are done when needed to better accommodate our students with special needs.
* Our case managers also hold special Zoom meeting hours in order to allow students on IEPs to meet with them and obtain support as needed.
* When sites use data to determine pacing and support, as described above, students on IEPs are a group that is analyzed and monitored.
* Our district psychologists, case managers, and counselors have offered Social-Emotional Support to these students.
* Instructional Aides provide support and assistance during class as a "push in" support and after class one to one virtually
* SpEd teachers conduct both "push in" and "pull out" support for students
* Ongoing consolation between SpEd and general education teachers

Socio-Economic Disadvantaged
* Family Advocate/Community Liaison (Communicates with families/students and connects them to outside resources as well as internal help)
* Family Resource Center (Provide Food, Clothing, Housing and Utility Assistance)
* Tutoring
* Social Worker, Counselors, Nurses, Substance Abuse Counselor, and Psychologists are available for Social/Emotional Support

We are planning to offer:
Summer School - Using data from STAR, we plan to have a much larger offering of summer school classes this year at the K-8 level. Students will be grouped by need with a focus on Reading and Math. At the high school level our options will include credit recovery courses, courses to help prepare students for AP and CP courses that be experiencing some learning loss, and intervention reading and math classes to those experiencing severe learning loss
Saturday Academies - When we return to in-person instruction we plan to offer Saturday academies based on student achievement data as an intervention, specially in Language Arts
Winter Academies - We plan to have a 1 or 2 week winter academy at each elementary school (provided we are in-person by then) where student who have shown learning loss based on STAR data will work on Reading and Math skills
Extended Day - At our elementary sites, when we return to in-person instruction, we will add an intervention period (RTI) to the daily schedule where teachers will work with small groups of students within their classroom on specific areas of need as identified by Diagnostic Assessments of Phonemic Awareness and Phonics (K-3) and STAR (K-6).
Summer Bridge (Incoming K, 7th, and 9th Grade students) - we are planning to institute summer bridge programs that acclimate students to their new school while also providing some foundational instruction in academics, social-emotional learning, and school processes & procedures. The availability of space into these supplemental programs will prioritized for our unduplicated students first and then other students.

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.]

The effectiveness of each action will be measured by a pre/post test assessment developed around the specific areas that will be targeted during the time period of each action. The steps for the process will include:
* Determine areas of need for the action (ex. Winter Academies will select 1 or 2 high power standards based on STAR data)
* Develop a pre/post assessment specific to the areas of needed identified for the action
* Administer the pre assessment at beginning of action and post at the end of the action
* Analyze the results to determine the amount of growth

Since Renaissance STAR plays an important part in our plan, we will use STAR data as a measurement of improved achievement on a student by student and cohort basis, as well as compare the growth between students who participated in the action to those who did not.

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

Description	Total Funds	Contributing
Summer School (K-8) will be offered to students that are still showing learning gaps according to the STAR Assessment. Priority enrollment given to English learners; low-income; foster youth; pupils with exceptional needs; and homeless students exhibiting heavy learning loss as assessed by the STAR assessment in ELA and Math.	$150,000	No
In order to mitigate the learning loss of students, especially Els, low-income, foster youth, and homeless students, we will revamp our RTI system at all three elementary schools as an Extended Day Intervention. To do so we will: * Train and implement RTI at elementary levels consistent with safety protocols of the district * Provide student and teacher materials needed to implement RTI at all three elementary schools * Monitor and adjust intervention groups according to the district RTI plan.	$30,000	Yes
Offer Summer School at the high school level with priority registration given to English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness. Courses to include Credit Recovery, Literacy, Math, Prep courses to ready students for AP or CP level studies. To do so we will provide: * Materials/Curriculum * Salary/Benefits of instructors	$125,000	Yes

Description	Total Funds	Contributing
* Transportation to homeless/foster youth/ and students who live outside the city limits as requested and needed * Counselor * Administrator		
Offer incoming K, 7th, and 9th grade students a 2 or 3-week Summer Bridge program that acclimates them to the new school they will be entering, while also filling learning gaps to better prepare them for success. Since SED, Homeless, and Foster Youth often experience learning gaps and a lack of a sense of belonging, Summer bridge will help these students make positive connections and give them a head start to the school year. Expenses of the program include: * Materials/Curriculum * Salary/Benefits of instructors	$20,000	No
Saturday and Winter Academies will be offered to students below the 25th percentile in achievement in Math and Language Arts as indicated by using STAR. Each quarter, students will be identified and grouped by needed skill and scheduled into 6 Saturday academies. Focused instruction on skills identified through the STAR assessment will be provided. To accomplish this the district will provide materials, pre/post assessment, and teacher salaries/benefits.	$15,000	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.]

Every site has at least 1 full-time counselor who runs one on one and small group counseling sessions. They use a system of referrals and data to determine who they will see as part of their different social/emotional support groups as well as provide one to one sessions with students by student request.

Counselors planned together in the summer to train all teachers in SEL and indicators to look for when working with students. They provided the training the first week of August at each site and via ZOOM. The counselors are available to families and are tracking families who are struggling due to the current distance learning format.

Our elementary counselors have been converting "2nd Step" lessons to use through distance learning. Lessons in "2nd Step" revolve around 1 of 5 themes:
* Skills for learning
* Empathy
* Emotion Management
* Problem Solving
* Bullying Prevention

Teachers are using Flipgrid as a way for students to listen and respond to each other through low-stress speaking & listening activities. Many teachers have hosted virtual clubs and field trips to keep kids connected socially and emotionally.

Our district social worker has a Google form on district website that families and students can use to request support. She currently provides support sessions in a variety of ways: one on one in-person, and virtually.

We currently employ 3 psychologists who assist with IEP related students who have counseling as a service. And we are looking at bringing on 2 psychologist interns to help as well.

Our employees make referrals to our community partners such as Henrietta Weill Child Guidance as needed and Clinica Sierra Vista.

Pupil and Family Engagement and Outreach

MUSD has 3 main components for pupil engagement and parent outreach:
- All Sites have a Multi tiered Attendance Plan
- All Sites have an Incentive Plan
- District Supplemental Intervention Plan /SARB

TIER I

Sites attendance plans include steps of action determined by the number of absences or % of days a student is absent. The incentive plan offers bi -weekly weekly, monthly incentives to students for perfect attendance as TIER I.

Site Attendance Plan Component. Once a student is absent, the attendance clerk refers to the attendance plan and notifies site staff depending upon the number of absences. Site/ District staff complete their action and document in the student system.

An example of the plan is provided:

(TIER I)

1 Absence Teacher & Attendance Clerk Contact

2 Absences Teacher & Attendance Clerk Contact

3 AbsencesTeacher Referral / Counselor Contact

(TIER II)

4 Absences Home Visit by Admin Team

5 Absences Admin Contact / School Attendance Review Team Meeting

6 Absences Check-in / Check-out Plan with Counselor (Individual Attendance Incentives Implemented)

7 Absences Admin Team, Child Welfare and Attendance Team Intervention (CWA)

(TIER III)

8 Absences School Resource Officer Wellness Check

 9 Absences CPS report by Admin Team Member

 10 Absences Parents must attend Parenting Class I

 11 Absences Parents must attend Parenting Class II

 12 Absence Parents must attend Parenting Class III

Attendance Incentive Plan Component.

Counselor and Site Admin run attendance reports (bi-weekly, weekly monthly)

On Friday Counselor virtually announces weekly class winner. The mascot relocates to the teacher's class and is seen in zoom meetings.

The counselor also announces the individual winners and information is communicated thru site parent portals, class dojo and website. Prizes are delivered to the students using social distancing guidelines.

Monthly Prizes are awarded for the highest attendance percentages for the month. Students receive their treat/ prize in a drive thru pick up parade.

TIER II

Our district supplements this plan with TIER II intervention. Every four weeks, attendance reports are done for each grade level. Students with a high number of absences are then referred to one of our Extended Learning Leads to work with. We employ several leads and staff members that are bilingual in Spanish that allow us to connect to our families that do not speak English. Our English speaking leads will be assigned English speaking families, while the bilingual speakers will get either language. The leads will make daily contact with the student for health, well-being, attendance, etc. The lead is charged with developing a relationship with the student and family and can give referrals to district supports that may be of help. The leads also provide homework assistance during certain windows of time each day.

The District CWA Department mails attendance letters out and SARB will proceed with further interventions when a student has become chronically absent (10%+) as TIER III.

TIER III

District Supplemental Intervention Plan /SARB Component

District Personnel works with site admin and run and review attendance reports.

Referrals are made to the District Intervention Plan, and determine student services Leads provide assistance to students as identified.

District personnel and site admin review reports every 4 weeks and make changes as new students are identified.

The CWA department runs reports and continues with SARB procedures including letters, SART and district meetings. The CWA department is responsible for preparing all required documents and contacting parents from meetings. Meetings are scheduled monthly, or as needed.

Embedded within the TIER III site and district components, is bringing students back onto campus if their lack of engagement cannot be corrected through other efforts. The plan will abide by all the same protocols and policies as dictated in the In-Person part of this plan.

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.]

All students (100%) receive free school breakfast and free school lunch in McFarland Unified School District. We have distribution areas set up at all 3 elementary schools (west side, east side, and central) where children can pick up their meals during distance learning. We also deliver to households outside of town that cannot come pick up themselves.

Our plan for when we return to in-person instruction is to have stations set up outside so children can grab their breakfast on the way in and eat in their classroom with their cohort. Similarly, we will have stations set up outside so that when students leave they can grab a sack lunch to take home.

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

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

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
36.21%	$9,468,309

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.]

The following actions were included in this plan for our unduplicated students a result of COVID-19 and stakeholder input:

69% of parents and 74% of employees surveyed preferred some type of distance learning (hybrid or full distance learning. Because our unduplicated students are more likely to not have reliable internet and available devices the district purchased hotspots, chrome books, and are expanding free wifi city-wide in order to improve connectivity and mitigate learning loss. By allowing unduplicated student access to devices and internet, their ability to connect to the virtual classroom will increase, thus reducing the amount of learning loss incurred.

We will continue to purchase, maintain, replace, and upgrade technology for staff and students in order to implement 21st Century classroom strategies and tools as well and enhance support for students who may not have technology access at home. Ex. Student Chromebooks, headphones, and network hardware. By staying current with technology needs, our unduplicated students will benefit from the ability to work in a 21st Century classroom and improve their college and career readiness.

86% of parents felt that instruction in core subjects on a daily basis was the most important aspect of distance learning and hybrid learning. It is critical that our unduplicated students receive quality first time instruction in order to maximize their learning opportunities and decrease the need for intervention. Therefore, we modified schedules, provided extra planning time, prioritized standards, and provided professional development so that teachers would be prepared to deliver core instruction on a daily basis through virtual classes.

With the changes in delivery of instruction it is important to deliver high quality first time instruction, especially so our unduplicated students can have clear and consistent access to quality instruction. Therefore, providing training and professional development to our teachers on various virtual learning tools and providing extra planning time high quality instruction can occur. By providing high level instruction the first, the possibility of unduplicated students understanding and mastering the concepts taught should increase, thus decreasing learning loss during the pandemic.

We will provide additional support staff to assist with implementation and monitoring of programs that focus on unduplicated students' achievement as well as ongoing instructional support and professional development for teachers: Teacher On Special Assignment (TOSAs)/Librarians/Chief Academic Officer/Learning Directors to support students academically. These supports for our unduplicated students will help keep students connected and engaged with the school, and in turn, improve student achievement outcomes.

In order to mitigate the learning loss of students, especially Els, low-income, foster youth, and homeless students, we will revamp our RTI system at all three elementary schools as an Extended Day Intervention. By doing so, our unduplicated students will have extra learning time in areas of their specific need, thus helping reduce the learning gap.

Our socio-economic, EL, Foster Youth, and Homeless students are in greater need of educational options. Therefore, we will continue to offer CTE pathways to help these groups realize college and career readiness. By doing so, more students will be college & career ready, despite COVID-19.

Our unduplicated students often do not have a support network to access in times of need. Therefore, will continue to provide social-emotional support through our counselor, social worker, nurses, and psychologists. As result, student connectedness and mental well being can be addressed during COVID-19.

Our unduplicated students often do not have a support network to access in times of need. Therefore we will continue to provide support staff such as Child Welfare and Attendance, Family Resource Center, Community Liaison/Family Advocate, and instructional aides for homework assistance. By doing so, students will have multiple outlets to seek help and assistance in order to reduce learning loss during the pandemic.

We will offer Summer School at the high school level with priority registration given to English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness. By doing so, our unduplicated students will have additional learning time and the ability to recover learning loss and class credits. Thus, the achievement gap can be minimized.

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

By providing social-emotional supports, expanding internet connectivity district-wide, protecting Dedicated ELD, providing additional engagement time for ELs, giving our teachers time to prioritize, plan, and deliver quality core subject instruction, and continuing with our CTE Pathways, we believe we will mitigate learning loss of our unduplicated students during the COVID crisis.

We will continue to provide Child Welfare and Attendance (CWA) and Family Resource Center (FRC) services to assist our unduplicated students with basic needs, use our community liaison to support communication with unduplicated students' families, and provide homework assistance through our classified staff as ways to support and assist our unduplicated students and mitigate learning loss during COVID-19.

As a result of COVID-19, our district is ensuring a minimum of 30 minutes daily of dedicated ELD, and additional engagement time is provided to our Els. By doing so, we will mitigate the learning loss that would result from COVID-19.

We shall continue to provide additional professional development on ELD instruction and EL strategies within a distance learning environment to all teachers, as well as training in platforms such as Flipgrid to encourage language development and connectedness among our unduplicated students as result of COVID-19. We feel these additional supports will allow us to effectively serve our unduplicated students during this unprecedented pandemic. Furthermore, we will continue to provide additional support for our English Language Learners to increase student achievement through site based EL Resource Teachers and a District ELD Coach.