Learning Continuity and Attendance Plan Template (2020–21)

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

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General Information

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

The impact of COVID-19 pandemic on the both the district and community has been challenging. On March 16,2020 the Board of Education adopted a an emergency COVID-19 resolution to take emergency action to support school closure. The COVID-19 Board resolution provided the superintendent with authority to take emergency actions to ensure the safety of students and staff, while providing state required essential school services. These essential services included providing student meals, child care, and to implement distance learning. School closure resulted in the need to implement a distance learning model to continue the instructional program for the 2019-20 school year. Farmersville Unified School District serves a student population where 96% of students who qualify for free and reduced lunch, 35% of students are classified as English Learners, and 95.5% are unduplicated students. School closure presented a significant challenge for the district and school community. Fortunately, the district had invested funding to support online learning prior to the 2019-20 school year. The district invested substantial E-rate funding resources to support technology infrastructure, Google classroom certification and professional development, and purchase of online instructional materials to support classroom instruction. However, the district only had the minimum number of 5-year old Chromebooks to provide each student for distance learning and had no touch screen Chromebooks computers to support primary grade students. Furthermore, district families lacked adequate internet access in the home or had adequate child-care facilities to support essential workers.

The negative impact of the COVID-19 pandemic on the community of Farmersville was felt even greater. Many families in Farmersville are employed in the agricultural sector. COVID-19 cases spread across both the agricultural sector and other areas of the community. The City of Farmersville closed down library services, parks, and several businesses to implement stay-at-home order. Community food bank donations and student meals services provided by the district resulted in long lines and increased family participation. With many parents out-of-work as a result of the COVID-19 pandemic, internet services became less of a priority which decreased access for students. As businesses began to reopen when the stay-at home order was lifted, child-care became a higher priority for families. As of this writing, there are no public child-care centers operating in the City of Farmersville. All Tulare County school districts currently remain on the state COVID-19 monitoring list and all district schools are closed for in-person instruction.

Stakeholder Engagement

The district made significant efforts to engage stakeholders in the development of high-quality distance learning and hybrid learning environments for students. This included surveying stakeholders on the following: services for for English Learners, services for special needs students, providing critical social-emotional and mental health services, types of distance learning resources and materials needed, distance learning and hybrid schedules, staff professional development needs, technology access and connectivity, and methods to track student participation and progress. Stakeholder input was provided through a variety of feedback options. The district formalized a school reopening task force and hosted weekly task force meetings since school closure began. The school reopening task force was comprised of parents, classified support staff, teachers, administrators, school nurse, and bargaining unit leaders. One method used for understanding stakeholder feedback for the task force was through district and site surveys to stakeholder groups. This included administering surveys to classified support staff, teachers, parents, and students on district Learning Continuity and Attendance plan components. The District Advisory Council (DAC) provided feedback on plan components. DAC is comprised of representative parents, teachers, support staff, and administrators. The District Advisory Council adheres to the Parent Advisory Committee requirements which includes that over 51% of parents on DAC are comprised of English Learners, socioeconomically disadvantaged, and foster youth parents. The District English Learner Advisory Committee (DELAC) also provided feedback and approved the draft plan as required. Another method for acquiring stakeholder feedback is hosting superintendent and principal forums where families and community stakeholders can receive distant learning updates and provide additional feedback regarding district implementation progress.

Stakeholder Engagement:
- Developed a representative task force to acquire feedback
- Surveyed families on distance learning needs and schedules
- Surveyed students on families on technology and connectivity
- Surveyed staff on professional development needs
- Surveyed families on social emotional learning
- District Advisory Committee feedback
- District English Learner Advisory Committee feedback
- Superintendent and Principal Forums

The superintendent and principals hosted virtual parent and community forums where parents, students, and community members received distance learning updates, and feedback regarding providing essential services for students and families. Both the superintendent and principal forums links are provided on the district web page for stakeholder access and are communicated via Blackboard Connect messages

to families. District Board of Education meetings are virtual meetings and posted on the district web page. Public comments during Board meetings provide feedback from stakeholders are used for distance learning planning purposes. The superintendent and task force members provide bi-monthly Board updates and presentations regarding implementation of the Learning Continuity and Attendance Plan components. Public comments and survey data from parents, staff, and community members were used by the district and task force to make program adjustments for implementation of essential services. The Learning Continuity and Attendance Plan was posted on September 3,2020. A public hearing on the Learning Continuity and Attendance Plan occurred on September 8,2020 during a regular Board of Education meeting. Public comments and suggestions for improvement from the Public Hearing were reviewed with the task force committee, DAC council, and DELAC committee and were used to make program adjustments. Approval of the Learning Continuity Plan and Attendance Plan is scheduled on September 22,2020 Board of Education meeting. The superintendent will respond to public comments from stakeholders and make further adjustments to the Learning Continuity and Attendance Plan at that time.

Public Meetings and Public Hearings:
- Public Comments during online Board meetings
- Online Distance Learning Board presentations
- Virtual District Advisory Council meetings
- Virtual District English Learner Advisory Committee
- Virtual Principal Forums
- Virtual Superintendent Forums

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

The school reopening task force reviewed all stakeholder feedback survey data to develop the Learning Continuity and Attendance Plan components. Survey feedback was also obtained from the District Advisory Council and District English Learner Committee to develop plan components which is summarized below. The first district survey was a Panorama national staff survey on Distance Learning and Well-Being / SEL Survey. A summary of this survey which was administered in June2020, included the following findings:
71% of teachers reported (while working remotely) frequent collaboration and communication from colleagues
66% of teachers reported consistent communication with families
50% of teachers report they were not confident in meeting the needs of English Learners during distance learning
61% of teachers reported confidence in the technology tools utilized for distance learning
88% of staff reported that school administration is helpful in resolving challenges for distance learning
38% of staff reported that students were engaged in distance learning
88% of staff reported that students reported access to meals
62% of staff reported that students had access to reliable internet
52% of staff had concerns for their social emotional well-being
88% of teachers reported that they had an educator they could count on to help them for distance learning
2020-21 School Reopening - 15% of staff want to return to distance learning, 54% of staff want to return to Hybrid, 34% of staff want to return to in-person instruction

The second was a district developed survey for families on School Reopening and Technology Survey. A summary of of this survey which was administered in June2020, included the following results:
54% of families reported that they were comfortable with reopening schools in 2020-21; 68% of families reported that tier students had access to computer at home
84% of families reported internet access at home; 2020-21 School reopening
42% of families want to return to in-person instruction, 31% of parents want to return to Hybrid
27% of families want to return to distance learning for reopening schools; additionally the district had 381 families sign up for distance learning for school reopening

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

The district utilized a number of methods to acquire stakeholder feedback in the development of the Learning Continuity and Attendance Plan. School reopening task force members were tasked with acquiring stakeholder feedback from representative stakeholder groups. The feedback acquired from survey data results, virtual parent forums, DAC, school reopening task force meetings, and public hearing comments were used to develop plan components and to make program adjustments to the Learning Continuity and Attendance Plan. Based on the data collected and additional feedback acquired from students, parents, teachers, classified staff, administrators, and community stakeholders, the Learning Continuity and Attendance Plan was developed.

Stakeholder survey data provided feedback on the health and safety needs of students and staff, academic program options, instructional resources , professional development, student computer and internet access, social-emotional and mental health needs, and distribution of student meals. Parents and staff provided feedback data regarding the health and safety needs of students which resulted in the need to provide additional Personal Protective Equipment (PPE) for students. These included the purchasing of masks, desk shields, sanitation and health screening equipment. Parents and school staff provided input on academic program options and bell schedules (distance learning, hybrid, and modified traditional). Teachers, support staff, and management provided feedback on instructional resource needs, and teachers were surveyed on distance learning professional development needs. Survey data findings resulted in the development of distance learning hybrid and distance learning schedule options for students. Parents and students were surveyed on computer and internet access needs which resulted in the district acquiring additional Chromebook computers, internet hot spots, and technology support for families. Both students and staff were surveyed on social-emotional needs. This data was used by school counselors to provide student support support structures and additional community mental health services for families. Public comment and virtual forums resulted in the need to adjust student meal distribution schedules resulting in adding additional meal distribution locations including both school and community locations. Family communication survey results identified a need for the district to increase school-to home communication with families This resulted in the need to purchase Parent Square which provides comprehensive school-to-home communication for all schools and families.

Feedback was also acquired from several district groups who were tasked with implementation of plan components that had specific expertise and knowledge of "best practices" in each of the plan areas including the following:
1) Tech support groups - provided feedback on technology infrastructure and technological resources needed to support distance learning
2) Academic Coaches - provided online instructional resources for teachers, students, and families

3) Tech Coaches and Lead Teachers - who assisted with distant learning plan components for Google Classroom platform implementation and teacher professional needs at each school

4) Counselors - provided feedback on social emotional and student re-engagement plans, student interventions, and tracking academic progress

5) District Management - including English Learner Coordinator who provided feedback on English Learner literacy needs and student interventions and EL assessment, Special Education Director who provided guidance on student services and IEP program compliance, Assessment Coordinator who coordinated ELA and math assessments monitoring to determine standards-based learning gaps for ELA and math, and After School Program Liaison - who coordinated tutoring and interventions services for students to support distance learning in collaboration with Teaching Fellows

6) TCOE Consultants - Ed Tech consultant who identified distance learning professional development needs and resources for teachers, ELA consultant for supporting teaching literacy virtually for English Learners, and Math consultants for assisting with methods to teach math virtually

7) Principals - who provided district and school leadership to provide distance learning resources and develop systems for implementing and monitoring plan components.

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.]

On August 7,2020 the district administered online standards-based assessments for English Language Arts and Math to all students. The purpose of these standards-based assessments was to determine ELA, and math learning loss of students due to school closure during the 2019-2020 school year. As expected, the assessment data revealed significant declines in ELA and math for high-needs student subgroups including low income, special needs, English Learners, homeless, and foster youth student groups. However, some of the assessment data was inaccurate as it was determined that a few students had assistance while taking the online standards-based assessment. Teachers provided classroom assessments to gain a more accurate description of student learning loss which which verified the findings for unduplicated student subgroups.

Since Tulare County schools remain on the COVID-19 state monitoring list, Tulare County school districts were unable to provide in-person classroom based instruction as per the County Public Health Department requirements. The district continued to provide targeted assistance for unduplicated students virtually. However, this changed for Tulare County school districts on August 25,2020. The California Department

of Public Health (CDPH) issued new guidance allowing for small groups of children to be provided targeted support for distance learning. A task force sub-committee was formed to develop and implement in-person small group instruction model at school designed to target learning loss for unduplicated students based on CDPH guidance.

The district's small group targeted support model utilizes both state and federal supplemental funds to support academic interventions for unduplicated and special needs students due to learning loss. Targeted Intervention support will be approached from a tiered system of academic support: Tier 1 - Universal support provided for all students (100%), Tier 2 - Targeted interventions (20%), and Tier 3 - Intensive interventions (5-10%). Each school will provide targeted small group interventions including both Tier 2 & Tier 3 interventions. A description of the program for each school includes the following: 1) Provide small group targeted academic support to address learning loss for high needs students in ELA and Math in cohort groups, 2) Maintain 2 adult staff members per 14 students ratio, 3) Number of students on campus is less than 25% of total school enrollment, 4) Utilize student district interim benchmark assessment data in ELA and math to identify students and to monitor student progress, which includes use of English Learner data (ELPAC), Renaissance literacy and math assessment data, and adhere to IEP documents to support and monitor ELA and math academic and behavior interventions, 5) Utilize standards-based adopted curriculum and supplemental materials to support academic ELA and math interventions, 6) Utilize Teaching Fellows contract staff to provide student interventions, utilize special education certificated staff to monitor student progress, utilize instructional aides and behavior aides to provide student academic and behavior support interventions, school counselors and academic coaches will monitor student engagement and progress.

The targeted intervention and academic support model will include adherence to CDPH guidance to ensure the health and safety of students and staff. This includes the following: health screening and temperature checks for all program participants; maintain 14 students to 2 adult ratios, limit mixing of student groups with different adults; maintain social distancing requirements; require and provide all students and staff with Personal Protective Equipment and is expected to worn during program participation; limit and control public and parent access to school facilities; strict adherence to hygiene practices for students and staff washing hands no reusing of materials etc.; sanitizing all facilities, restrooms, equipment, and materials after use.

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

Description	Total Funds	Contributing
Provide staff resources to implement targeted academic interventions to support unduplicated students	702,804	Yes
Provide technology resources to support targeted academic interventions for unduplicated students	100, 000	No

Description	Total Funds	Contributing
Provide supplemental instructional materials and staff to support targeted academic interventions for unduplicated students	300,000	Yes
Provide mental health resources to support social-emotional needs of unduplicated students	50,000	Yes
Provide PPE equipment to support academic interventions for unduplicated students	150,000	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.]

The district provides a continuity of instruction in distance learning that is similar in quality to in-person instruction. The district has made significant progress during the past 3 years investing in online learning support resources for students and staff. This includes investing in professional development to support Google Classroom implementation to support synchronous and asynchronous classroom instruction. The district partnered with TCOE Ed. Tech consultant during the 2019-2020 school year to provide Google Suite Certification for a cadre of district Tech Coaches. Once Google certified, tech coaches administered technology professional development surveys to teachers in December of 2019. Based on survey results, support was provided to teachers based on individual professional development needs which has resulted in expansion of Google Suite instructional expertise across the district. The district has contracted with TCOE Ed. Tech consultant for the 2020-21 year to provide teachers with additional support and resources to support virtual lesson development. While the district continues to make significant progress on the Google platform, teachers continue to learn and expand their knowledge and instructional skills in both synchronous and asynchronous pedagogy for distance learning.

The district also invested heavily in acquiring online core standards-based curriculum and supplemental instructional materials that include online digital resources and supplemental materials. All core standards-based instructional materials have digital versions that are accessible to all students. The district also invested heavily in acquiring supplemental instructional materials to support the State Common Core Standards. This includes Renaissance MyOn online literacy resources to support students in ELA / literacy, and math assessments to

support the math standards. Imagine Leaning in online software individualizes support for English Learners to improve language acquisition. APEX resources are provided at the secondary level to support online learning and credit recovery.

The district has implemented Illuminate assessments over the past three years that provide standards based online student assessments, data analysis, and strategic student interventions using the MTSS structure. This is important as the district can monitor student standards-based progress and the Illuminate assessment data is used by schools to make adjustments in the instructional program. A consistent cycle of data dives after each illuminate interim benchmark assessment is administered to students will continue to be used to assess student learning gaps in distance learning. The district also purchased Panorama software that provides a dashboard for monitoring both academic and behavior data at each school.

The district will meet all minimum instructional minute requirements per grade span for distance learning. This includes meeting instructional minute requirements for synchronous (live student and teacher instruction) and asynchronous (students work independently with teacher monitoring) learning which include:
TK-K = 180 instructional minutes
Grades 1-3= 230 instructional minutes
Grades 4-12 = 240 instructional minutes

The district has developed instructional support and resources for teachers to ensure consistency of instruction for distance learning is similar in quality as in-person instruction for students. Additionally, the continuity of instructional resources for students and teachers in distance learning will remain consistent as the district has acquired digital curriculum and online supplemental instructional materials to support students. Finally, the methods for monitoring and assessing standards-based student learning remains consistent as the district will continue its established cycle of standards-based assessments to assess student academic progress.

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.]

The district has steadily increased the capacity of the district's technology infrastructure through a variety of funding options. District technology lead staff have implemented several improvement infrastructure reforms over the past few years as the need for online instruction and resources have increased the demand on the infrastructure across the district. The district technology infrastructure and connectivity for students and staff is currently operating at full capacity for students and staff as a result of the expertise of district staff and strategic improvement efforts. However, the infrastructure that currently feeds district connectivity is limited. Connectivity to the district is out of the district control and is dependent on resolving an issue between two carriers whose cable lines divide the City of Farmersville.

The district has steadily moved towards providing each student and purchasing sufficient classroom computers over the past several school years. However, the district did not have the minimum number of computers to provide each student with both a computer at home and at school. The district recently received California Department of Education(CDE) donation of 1,800 new Chromebook computers from a CDE

partnership with Lenovo for rural school districts. Additionally, the district did not have touch screen Chromebook computers for primary grades at the end of the 2019-20 school year. The district recently purchased 450 touch screen computers for primary grade students in time for the 2020-21 school year. The district currently has sufficient Chromebook computers for each student (one-to-one) and did provide students with a Chromebook computer for distance learning.

In March of 2020, school closure forced many low income families in the district to acquire internet services. During this time, there was no state funding resources to support school districts for purchase of internet services for families. The district was able to partner with Fresno State University to provide low cost internet services for families. However, for the families that did not have internet services, hard copies of all instructional; materials were provided to these students during the 2019-20 school year. As resources became available to support digital access for families, the district was able to secure a second California Department of Education (CDE) donation. The district entered into partnership with T Mobile and CDE to provide rural school districts with internet services. This resulted in a donation of two hundred Hot Spot internet devices for the district. The donation of the devices were free for the district, however the district was required to purchase T Mobile internet services contract for the two hundred hot spot devices. The district decided to survey parents at the end of the 2019-20 school year to determine internet access in the home. District findings indicated that over 84% of families had internet services. Based on the survey results, the district distributed free internet devices to two hundred families. The district prioritized the two hundred hot spots for households with multiple students resulting in providing four hundred and thirty-five students with free internet. The district was able to successfully ensure each student had internet access by monitoring the student Google classroom log on data. One hundred additional T Mobile internet devices were purchased to support FUSD families who recently lost internet services over the summer.

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.]

The district is utilizing Google Classroom platform to provide both synchronous live student and teacher instruction and asynchronous learning. Teachers were trained on Go Guardian software which monitors and provides reports on how students are participating in both synchronous and asynchronous instruction. Teachers, administrators, and district tech staff can track and monitor progress on each student and staff interaction to ensure Google Classroom participation. All student distant learning schedules meet the required instructional grade level minute requirements. Additionally, the district has aligned attendance and engagement accountability with Aeries the district student information system. This includes teachers daily tracking and documenting of synchronous instruction, asynchronous instruction, and engagement levels of students each day and/or period. Both district and site administrators can provide analysis of student participation daily, by period, or weekly for each student or staff member.

Teachers were provided professional development training by Technology Coaches on the components of a virtual lesson. This included how to provide synchronous and asynchronous standards based lessons for students. During the summer Prior to the start of the 2020-21 school year, standards based curriculum guides were developed by grade level leads and secondary department chairs for each grade level and

content area. The value of pupil work is assessed and aligned in comparison to the state Common Core standards and common grading practices are established at each school. Teachers have developed common grading criteria and practices for assessing the value of student work.

Distance Learning Professional Development

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

The district has developed professional development support structures to support distance learning for teachers. This includes staff participation in distant learning professional development workshops that are aligned to staff and student needs. During the 2019-20 school year, Tech Coaches and TCOE Consultant provided staff with distance learning workshops, videos, and resources based on staff survey results. The district has contracted with TCOE Ed. Tech consultant to provide the following professional development for staff: Ed. Tech consultant provides virtual lesson development and resources; TCOE ELA consultant provides staff with literacy development and English Language Development (ELD) teaching strategies for both designated and integrated ELD, specifically in a virtual classroom environment; TCOE math consultants provide math teaching strategies aligned to the Common Core State Standards in a virtual environment. Schools have developed additional professional development support utilizing Technology Coaches, Academic Coaches, Tech support staff, and expert teachers to provide small group and one-on one peer support for teachers. One of the most effective professional development support strategies for district teachers is to have small groups of teachers learning new strategies during late start collaboration days. Teachers have designated PLC time allocated to provide distance learning lesson development support in grade level teams or small group professional development.

Tech support staff has been essential for teachers during distance learning. Tech support staff is assigned to each school to support teachers. However, each school has developed strategic support systems to address tech support needs. Not only is the tech support staff utilized for technical support, but also for instructional software support. This has allowed Tech Coaches, Academic Coaches, lead teachers, and Tech support staff to address teacher needs based on the expertise of the team member. District level distance learning requests are addressed in a similar manner, as both software and hardware technical support may require additional support from vendors or district staff to assist with improving technology systems or to purchase additional equipment based on the need of the school or teacher.

Staff Roles and Responsibilities

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

Staff roles have changed resulting from the COVID-19 pandemic. Teachers can choose to work remotely from home Tuesday-Thursday. Monday is a designated teacher late start collaboration day and for materials preparation day for all teachers. The majority of teacher collaboration is done virtually. However, smaller teacher groups may meet provided they follow social distancing guidelines and wearing of of PPE equipment including masks. Classroom instructional aides, behavior aides, and noon time aides whose duties depend on students being present have changed. These staff members now provide academic assistance to students virtually and are assigned to teachers for oversight of small group instruction or tutoring support. Additional duties for aides may also include technology and supplemental materials

distribution, office work, and making parent contacts. Secretary roles have shifted from in-person registration to online registration duties and electronic communications. Library Techs for each school provide literacy support and resources for students virtually as opposed to direct contact for students. Site administrators provide oversight for monitoring distance learning instruction which includes both virtual and in-person observation. Management is provided full access to Google classroom to check-in and monitor student and teacher progress.

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.]

As a result of California Department of Public Health released guidance on August 25,2020, to allow for small groups of unduplicated students to receive targeted academic support. The district formalized a small committee to provide oversight for planning and implementation. A school reopening task force sub-committee was tasked for implementation. The sub-committee included representation from special education, English Learners, after school programs, school counselors, school and district administration, facilities, and the City of Farmersville representatives. The district utilized ELA and math interim assessments to determine eligibility and frequency of targeted support intervention services. Individualized Education Plan documents and English Learner data also provided additional data to support special education and English Learner students.

Intervention support is approached from a tiered system of academic support: Tier 1 - Universal support provided for all students (100%), Tier 2 - Targeted interventions (20%), and Tier 3 - Intensive interventions (5-10%). Each school will provide targeted small group interventions including both Tier 2 & Tier 3 interventions. The district's cycle of interim assessments will provide data on the intensity and frequency of Tier 2 & Tier 3 interventions. Targeted small group academic support includes the following student subgroups: students with special needs, English Learners, foster youth, homeless, and low income students. Targeted support will include small group tutoring and one-to one support for the following subgroups; Special Education IEP services include - academic, behavior Social Emotional Learning (SEL), assessment, and speech and language services; English Learners services include - literacy and English Language Development support, academic support, SEL; Foster Youth - academic and SEL, Homeless - academic and SEL support, community support services; Low income services include - academic support, SEL, ELD/ literacy support.

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

Description	Total Funds	Contributing
Technology resources to support distance learning	750,000	No
Instructional resources to support distance learning	500,000	Yes
Social Emotional Learning and mental health resources to support distance learning	500,000	Yes

Description	Total Funds	Contributing
PPE equipment and supplies to support distance learning	700,000	No
Professional Development resources to support teachers	200,000	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.]

The district has developed a cycle of assessments and analysis to measure student progress for achievement of the Common Core State Standards. The district will use Illuminate interim benchmark assessments to address learning loss for all students in the areas of English Language Arts (ELA), English Language Development ELD), and math. A calendar of interim benchmark assessments in core academic areas has been established for the 2020-21 school year. Teachers met 3 days prior to the start of the school year to develop curriculum guides in each of the core areas. Common Core State Standards in each core area were mapped out for the school year and included frequent interim benchmark assessments for the 2020-21 school year. The second instructional day of the 2020-21 year required that all students were administered an interim benchmark assessment in English Language Arts and math. The purpose of the interim benchmark assessment results is to determine student learning loss of unduplicated students on the Common Core State Standards.

The district also triangulates interim benchmark assessment data results with Renaissance assessments in ELA & math. Along with Illuminate interim benchmark assessments, Renaissance assessments are also administered in literacy and math. Data results of unduplicated students by subgroups are provided to teachers and grade level leads to monitor individual progress and to identify specific skill gaps in ELA and math. This additional assessment information informs teachers on the skill deficiencies and needs for each student which is reviewed during instruction.

Pupil Learning Loss Strategies

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

The district administers Illuminate benchmark assessments to all students and conducts an analysis of results that includes data dives with teachers, site administrators, and district administrators every six weeks. Every six weeks an Illuminate interim benchmark is given to all students in ELA, ELD, and math, followed by a sub-group data analysis. A re-teaching of deficient standards is provided for students who were deficient on the standards. A secondary illuminate assessment is given after the intervention (re-teaching) is provided to measure gap closure for each student on those particular standards in ELA, ELD, and math. Illuminate assessment data reports provide analysis of how each subgroup of students performed on the state standards. Student results are analyzed in grade level data dives to determine gaps in student learning. Student leaning gaps on the standards deemed deficient are used to guide additional instruction to close student learning gaps during the re-teaching of the grade-level standards. During grade level or content area data dives specific teaching strategies and "best teaching practices" are identified by teachers to address the teaching of a particular standard. Literacy strategies are provided to support teachers by TCOE consultants in ELA, ELD, and math to support English Learners, low income, foster youth, special needs, and homeless students. The TCOE Ed. Tech consultant provides support for literacy strategies provided to teachers in ELA, ELD, and math during distance learning sessions to meet the needs of these students. Additionally, ELPAC data is used by school data teams to provide additional support for English Learners, low-income, foster youth, homeless youth, and special needs 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.]

For the past two years, all schools have participated in Multi-Tiered System of Supports (MTSS) training with Tulare County Office of Education (TCOE) consultants. Student learning loss is approached from a tiered system of academic support and interventions that include: Tier 1 - Universal support provided for all students (100%), Tier 2 - Targeted interventions (20%), and Tier 3 - Intensive interventions (5-10%). Each school provides targeted small group in-person academic support for addressing both Tier 2 & Tier 3 student interventions. The districts cycle of interim assessments in ELA and math provides data on the intensity and frequency of Tier 2 & Tier 3 interventions progress. District benchmark assessment data in the core areas will be used to monitor the effectiveness of instruction, reteaching, and small group supports provided to students.

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

Description	Total Funds	Contributing
Technology resources to support student interventions	50,000	No
Instructional materials and resources to support tiered student interventions	200,000	No
Staff support for tiered student interventions	200,000	Yes

Description	Total Funds	Contributing
Supplies and equipment to support student interventions	300,000	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.]

The district will provide critical mental health and social emotional resources to support both students and staff during the school year. The district conducted student and staff surveys in June,2020 to assess their well-being. Social Emotional Learning survey data results were used to provide social emotional and mental health services for the 2020-21 school year. Counselors are currently administering an additional SEL student survey using Google classroom for the 2020-21 school year. In addition, a second staff SEL survey is planned in September to further assess SEL needs of staff and provide needed SEL resources.

For students, the district has assigned a counselor at each school site who provides oversight for Social Emotional Learning (SEL) programs and monitoring the effectiveness of these programs. School counselors administer SEL surveys to understand student SEL needs. SEL survey results are used to implement the district SEL curriculum which is Second Step for grades K-8 and School Connect for grades 9-12. School counselors provide SEL curriculum implementation, lesson resources, and professional development support for teachers. Teachers also refer students who need additional SEL support to counselors. Students are identified for services using the Multi Tiered System of Supports (MTSS) which is a Tier 1-3 leveled system of behavior interventions. Tier 1- all students receive the district SEL curriculum, Tier 2 - students receive targeted SEL support which includes small group counseling, Tier 3 students receive intensive mental health services may be referred to Turning Point services or district psychologist and/or psychologist intern. The district has entered into a contract agreement with Turning Point counseling services to provide intensive mental health services and resources for district Tier 3 intensive needs for students which may include trauma prevention services.

For staff, the district provides mental health services through the employee's health insurance program. The 2019-2020 SEL survey results revealed a need to provide additional mental health services for staff, particularity for employee's who do not participate in the district's health insurance program. The district will provide a secondary SEL agency that would include mental health coping strategies as the demand to fully implement distance learning program has increased teacher social-emotional concerns.

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.]

The district has developed outreach procedures to identify and reengage students and families who are facing barriers to participation in distance leaning. The district has aligned our Aeries student information system to include daily documentation by teachers to track student engagement and participation. This includes daily tracking of synchronous and asynchronous participation by students. Students identified with a 3 consecutive days of absence creates an alert for staff to develop a student re-engagement plan. Weekly Aeries reports are monitored by district and school staff to determine eligible students for re-engagement. Each school has developed a team approach to track, document, and implement student re-engagement. All student re-engagement plans are documented in the Aeries Intervention module. A re-engagement decision tree is used by each school to determine the type of re-engagement intervention strategy needed for each student. This includes identified attendance staff and teachers making immediate contact with families to determine the support needed. Teachers work directly with the school counselor and site administration who provide re-engagement oversight to determine the type of re-engagement strategy needed. Teachers are flexible and allow for students to make up missed assignments via asynchronous participation during teacher office hours as these students may have younger siblings at home, have both parents working or do not have an adult to assist with learning. Parents participate in the the development of the student re-engagement plan to support the intervention needed. The district provides written and oral translation services for parents who speak languages other than English for all reengagement documents, planned intervention services, and meetings. Students who have language barriers or need additional distance learning support are provided with small group targeted intervention as part of their re-engagement plan.

Student welfare checks by School Resource Officers are conducted on families who fail to respond to staff requests for contact. Student Study Team process is another form of student re-engagement, attendance accountability, and documentation process. Students with chronic absences are referred to the district School Attendance Review Board (SARB) process to ensure compulsory attendance.

School Nutrition

The district provides nutritional student meals daily for all students and comply with all state and federal healthy meals guidelines. The district has established distance learning and Hybrid school schedules that provide adequate time for families to pick up student meals (both breakfast and lunch) at each school. Families were also provided with the option to pickup student meals at any school location closer in proximity to their residence. Additionally, the district is also distributing student meals both in the morning (prior to the start of the school day) delivered in school vans at strategic community locations and in the afternoon (aligns with school distance learning schedule) at school locations to increase student meal participation. Recently, the district has entered into a seamless summer program that provides student meals on weekends and holidays. This shift will significantly help low-income families who are struggling to to provide consistent meals for their families.

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

Section	Description	Total Funds	Contributing
	Cleaning equipment to support a safe environment during the COVID-19 Pandemic	100,000	Yes
	Additional safety and sanitation supplies	400,000	No

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
39.06%	8,147,544

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.]

Farmersville Unified School District has considered the needs of unduplicated students - foster youth, English Learners, and low income students in all areas of the Learning Continuity and Attendance Plan. The district conducted a needs assessment of all students using Illuminate interim benchmark assessments in ELA, ELD, and math during the first week of distance learning instruction for the 2020-21 school year. In addition, the district assessed the reading levels of all students using the Renaissance STAR reading assessment. These assessment data results revealed low performance of English Learners, low-income, special needs, homeless and foster youth student subgroups on all assessments. As a result, district wide actions were developed in the Learning Continuity and Attendance Plan to improve the performance of our low performing student subgroups.

1) Distance Learning Program - providing professional development workshops which addresses the instructional needs of low performing student subgroups; the district has purchased additional instructional supplemental resources and materials that meet the needs of unduplicated students; the district provided hot spots internet devices and touch screen computer devices to support unduplicated primary grade students; the district provided teacher training on instructional strategies to support designated and integrated English Language Development to meet the needs of English Learners; professional development also is being provided for teachers for teaching literacy to address subgroup reading levels; and the district has purchased additional school supplies for unduplicated students to use at home.

2) Pupil Learning Loss - the district is providing specific professional development opportunities that employ researched based literacy strategies to support unduplicated students; providing resources to support tiered student academic interventions for unduplicated students; additional funding to provide tutoring for unduplicated students; providing differentiated academic support for English Learners; individualized and small group instruction for unduplicated students.

3) Mental Health and Social-Emotional Learning - the district is providing specialized training for teachers on SEL curriculum to support the social-emotional needs of unduplicated students; school counselors provide SEL lessons and staff training on how to implement small group SEL lessons focused on supporting unduplicated students; a district partnership with Turning Point family counseling services provides additional SEL support for unduplicated students and families.

For the 2020-21 year, 95.5% of Farmersville Unified School District (FUSD) students are designated as unduplicated which includes the following subgroups low income, foster and homeless youth, and English Learner pupils. With an understanding of the needs for unduplicated students, supplemental funding has been deployed mostly in an LEA wide and school-based approach. The specific needs of the unduplicated student groups have helped shape the delivery of program services in the Learning Continuity and Attendance Plan and to ensure academic achievement of these student subgroups. The planned expenditures have been designed to be primarily focused on the unduplicated students to provide the additional support needed.

The district has moved quickly to ensure a fully functional distance learning program with the distribution of Chromebook computers and internet hot spot devices was of paramount importance. Prior to the start of distance learning, students utilized classrooms sets of older Chromebooks and had no internet hot spot devices. However, when distance learning began, FUSD purchased Chromebooks and received California Department of Education computer and internet device donations which were distributed to students, which for many low-income families marked the first time technology with internet access was consistently available in the home. This change greatly increased the students' ability to receive live instruction at home. When the return to in-person learning does occur, students will be able to keep their assigned devices at home and use the class set when on campus.

Another notable improvement for our families of foster youth, and low-income and EL students is the use of the virtual platform for school meetings which allows greater participation for families who might not be able to be present in person. Parents and guardians can now join meetings from a convenient location and more easily add their voice to school planning in a way that was not possible before. Likewise, the new virtual classrooms are allowing foster youth, low-income, and EL students greater access to supplemental support including online instructional materials and online after school tutoring services. The implementation Google classroom has resulted in a marked improvement for FUSD's distance learning program, specifically for low-income students and English Learners. With the increase in student computer devices and internet access via hot spots, students are able to access Google classroom rather than traditional paper/pencil assignments. Lead teachers developed curriculum guides in the core curriculum areas to deliver a rigorous distance learning program using the Google classroom platform. Google classroom provides teachers with the tools to develop high-quality and rigorous distance learning lessons and assessments which benefit English Learners for whom daily monitoring is essential in order to maintain their progress toward language acquisition. For English Learners, daily interactions are where language development occurs, the Google classroom lessons provides teachers with the ability to respond to English Learner student needs and send participation data back to the teacher. Teachers can facilitate learning and monitor the progress of English Leaners in a social setting and provide a rigorous learning environment to support the specific language acquisition needs of these students.

Finally, providing students with both Social Emotional Learning (SEL) and academic supports as part of the district's Multi-tiered System of Supports (MTSS) which has shown to increase academic achievement and the overall well-being of unduplicated students. The district will provide SEL and academic intervention supports to students in a tiered system based on interim benchmark assessments and social emotional survey results. The district has purchased Panorama data monitoring system that provides a dashboard updates to monitor both student academic and social emotional progress of low income, foster and homeless youth, and English Leaners at all schools.