

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
Sanger Unified School District-Quail Lake Environmental Charter School	Adela Madrigal Jones Superintendent	adela_jones@sanger.k12.ca.us (559)524-6521

General Information

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

COVID-19 has impacted students, staff and families in Sanger Unified School District (SUSD). On March 13, 2020, schools in Sanger Unified closed for in-person instruction and moved into a Distance Learning Model. Since then, SUSD has had to retool and rethink how to best serve our students in the days to come.

During the spring and over the summer, teachers, staff, parents, students and community members participated in surveys, meetings, committees and task force to create a comprehensive plan which outlined four stages of possible platforms for onsite and distance learning. As we opened the school year in a Distance Learning setting, all students K-12 were provided an iPad for online learning and all families who did not have internet services in their home, were provided hot spots.

Professional Development for teachers included training for distance learning and were provided necessary tools to effectively reach all students.

Students are also provided access to free meals and mental health services are provided in response to the impact on our community. Many families are out of work and struggling to provide healthy meals for their children. In addition, our families are feeling the huge burden of playing a significant role in the education of their children. Several classes are now provided to assist families with technology in order to give them the resources and ability to help their children.

Our teachers, administrators, students, parents and staff have worked collaboratively to provide ongoing updates through our Standard Operating Procedures and our Instructional Learning Plan. This coordination and communication continues on a biweekly basis.

Senate Bill 98, approved by Governor Newsom on June 29, 2020, made several key changes to accountability requirements for the 2020-21 school year. These include the establishment of a new requirement – The Learning Continuity and Attendance Plan – that must be adopted by September 30, 2020.

The Learning Continuity and Attendance Plan is an ongoing planning process for the 2020-2021 school year. It includes some items that are pending, still in development, and/or being discussed and also includes components of the SOP and Instructional Plan. The plan also includes descriptions of how the district is doing the following:

Distance Learning Programs and On Site Instructional Programs

Addressing gaps in learning

Providing access to necessary devices and connectivity for distance learning

Conducting meaningful stakeholder engagement

Providing Professional Development for staff and parents

Addressing the needs of unduplicated pupils, students with unique needs, and students experiencing homelessness Providing resources and supports to address student and staff mental health and social emotional well-being

Continuing to provide school meals for students

SUSD will continue to follow the State and Fresno County mandates and will be prepared to pivot to the next stage when the time comes.

Stakeholder Engagement

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

Sanger Unified School District has existing structures in place to disseminate information and seek input from parents, staff, students and community. Stakeholder engagement for the Learning Continuity Plan followed the same communication structures recommended for the Local Control Accountability Plan. The draft plan was reviewed with the District English Language Advisory Committee on August 10, 2020 and with the Parent Advisory Committee on August 26, 2020. Members of the Parent Advisory Committee consist of parents, students, teachers, principals, classified staff and members of the Local Bargaining Units for Certificated and Classified members. Members provided input and were given the opportunity to provide questions of the superintendent which will be responded to in writing. No questions were asked of the superintendent.

In addition to the scheduled meetings, SUSD conducted daily reopening meetings to keep all stakeholders informed and to offer suggestions. District Leadership leads these check in meetings with parents and staff, including school leaders, certificated and classified members as well as Local Bargaining Units. These meetings continue on a biweekly basis. Different topics are covered daily in regard to implications of COVID 19 and time is set aside for any additional topics or concerns that stakeholders may have.

In addition to the scheduled meetings, SUSD provided a survey during the initial school closures in order to understand and respond to the varying needs of students.

In order to ensure that non English Speaking parents or parents who do not have access to the internet, have a voice in this process, personal phone calls were made to share information, offer support, answer questions and well as encourage input regarding Distance Learning and the Re opening process.

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

In order to provide stakeholders an opportunity for remote participation in the public hearing and local governing board meeting, SUSD posted the LCP draft prior to the Public Hearing. Stakeholders were given an opportunity for input as well as provide questions in writing of the superintendent.

Stakeholders were made aware of the opportunity to participate through the use of social media including District Website and Remind. The LCP draft was posted on the district website for public viewing.

The public hearing was live on You Tube and translation services were available to anyone attending remotely as needed.

The public hearing was held on September 8, 2020 and the adoption date is September 22, 2020.

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

In response to the pandemic and school closures, SUSD immediately focused on a collaborative effort of planning and preparation for a variety of options. The first document created is the Standard Operating Procedures (SOP), which is currently a 69 page document that includes input from administration, staff, parents and bargaining units. This document is ongoing and includes a multitude of topics including the following:

- Reopening Task Force
- Reopening Instructional Task Force
- 2020-2021 Reopening Recommendation
- Site Based Learning For SUSD Schools
- Reopening Options
- Daily Attendance
- Hybrid Model
- Homeschool Learning-Hallmark
- Online Learning-Taft

SHS Virtual Learning
Preschool
Adult School
Home Hospital
Afterschool Programs
Co-Curricular/Extracurricular
Athletics
Library
Front Office Reception
Visitors/Volunteers
Physical Health
Mental Health
Transportation
Child Nutrition
Staff Training/Support
Preparation of Classrooms
PPE
Facilities
Student Registration
Budgets
Emergency Procedures
Human Resources
Guidelines for On-Campus One-to-One Student Assessments and Support
CDPH Guidance for Small Cohorts/Groups of Children and Youth

The second document is a 76 page reopening instructional plan that focuses on 4 stages: Stage 1-Mandated Shelter in Place, Stage 2- Staff on campus, select students on campus, Stage 3- Staff on Campus, limited number of students on campus and Stage 4- All staff and students on campus. This plan is ongoing and focuses on the instructional plan in all areas and all grade levels. The plan is a direct result of feedback from administrators and teachers and is written by administrators and teachers with input from parents and bargaining units.

Sanger Unified received valuable perspectives from a variety of stakeholders through virtual meetings, phone calls and a district survey. The district survey was conducted in the spring, which provided information for the opening of the school year in a distance learning format.

The parent distance learning feedback included 1,579 respondents. Responses from Spanish Speaking parents mirrored the responses of English Speaking parents.

Survey Responses

Biggest concern:

Parent having to be the teacher: 45% Spanish, 44% English

Method that had a positive affect:

Paper packets: 46% Spanish, 45% English

Pre-recorded instructional video: 42% Spanish, 42% English

Digital Tool that had a positive effect:

Goggle Classroom: 66% Spanish, 66% English

Remind App: 39% Spanish, 49% English

Zoom: 46% Spanish, 45% English

Google Meets: 43% Spanish, 43% English

Preferred Method of Communication:

Remind: 39% Spanish, 38% English

Class Dojo: 31% Spanish, 31% English

In addition, a survey specific to parent requests in the area of technology needs has provided direction for the creation of Parent Classes.

Topics requested include:

Tech/Hardware Concerns

Best Practice for Parents in remote environments

Learning Management Systems (Canvas, Google Classroom)

Video Conferencing (Google Meet, Zoom)

Apps (SeeSaw, Nearpod, Notability)

As a result of stakeholder meetings, several suggestions were made that fall into 3 categories: Professional Development for Staff and Parents, Technology and Student Services.

Professional Development:

Social-Emotional well being

Distance Learning Playbook

Support for new teachers

Technology training for parents

Technology:

Equal access for students with internet

Google Meets sessions and support

Screen casts with technology tips

Professional Development for Teachers and Parents

Student Services:

Limited access for support with parents after hours
Intervention services
English Learner ILPs to monitor student progress. Monitor RFEP students

As a result of personal phone calls, 35 responses were recorded and provided the following input:

Technology training for parents
Additional support services for students who are struggling
More time for parents to ask questions
Internet and newer devices

SUSD is committed to providing the best instructional program for students in this distance learning environment and is prepared to pivot to the next stage when the time comes. The needs and safety of students, staff and families is and will remain our top priority.

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

Based on feedback from stakeholders, SUSD will offer classes to orient parents to platforms and apps. The classes will be offered through video, written material, digital material and technology platforms and apps.

Topics covered will likely include:

Tech/Hardware Concerns
Best Practice for Parents in remote environments
Learning Management Systems (Canvas, Google Classroom)
Video Conferencing (Google Meet, Zoom)
Apps (SeeSaw, Nearpod, Notability)

Classes are offered in English 5 pm and in Spanish session at 6 pm.

In addition, a number of parent classes will be provided on the district website and/or virtually in English and Spanish on a wide variety of topics which include:

Social Emotional Learning
Social Media
Parents as Advocates
Anti- Bully
College and Career Pathways
College Knowledge Academy

To meet the needs of teacher requests, several opportunities for Professional Development have been and will continue to be offered.

Online 101- Distance Learning Playbook

Expectations from CDE regarding online learning

Canvas training- Management of curriculum and instruction

IReady training- Diagnostic Assessment for ELA and Math

MyPath lessons created at student level based on assessment

Grade Level Meetings-Monthly meetings led by Education Services Department

To meet the technology needs of SUSD students, 200 hotspot devices were provided to families that requested access in the Spring. This fall, the teachers provided another survey to the families and an additional 400 hotspots have been provided to families. Each student has a district issued iPad and additional support has occurred through the Technology Help Desk. The Technology Hotline for Staff, parents, and students is available 7am-7pm.

Intervention services are in place to assist students who are falling behind or at risk of falling behind. Teachers, Intervention teachers, LEAP staff and Student Advocates all offer services to students in need.

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.]

In-person instruction in Sanger Unified will occur in two different stages depending upon the guidance of the conditions and limitations provided by the Governor of California, the California Department of Public Health and Fresno County Department of Public Health. In addition, to the final approval of the ability to perform in-person instruction by the Sanger Unified School Board or designee. The Hybrid learning plan will occur as a transition from distance learning to all student every day In-person learning. The student learning takes place via hybrid model consisting of a blend of onsite instruction and online learning. Teachers will use the SUSD Guaranteed Viable Curriculum (GVC) to plan rigorous & relevant instruction. Elements of SUSD Guaranteed Viable Instruction (GVI) will be utilized. Student learning will be assessed consistently, feedback given, and intervention will be provided to ALL students including high needs students. During the Hybrid model, each day the teacher will have a reduced number of students in the classroom on a modified schedule. Students will attend twice a week, with a blend of onsite learning and online learning. Students will attend either Session 1 (Tuesday/Thursday) or Session 2 (Wednesday/Friday) schedule. Monday will be designed for additional targeted intervention day with limited students on campus on a

minimum day schedule and/or online targeted students and student groups. Monday will be designated as the PLC day in the afternoon. For the days that students are not on site, learning will take place in asynchronous format (Ex. continuation of learning, iReady, Canvas lesson). The asynchronous learning will be a combination of the continuation of previous learnings, a preview of new learning, an extension of a project, or student-centered digital learning (ie. Flipped learning, iReady, Canvas, online asynchronous lesson). All required student services will be provided for both onsite and online learning. Safety protocols will be in place with masks and PPE required per state mandate. Physical distancing of desks will be 6 feet and all desks will face forward and not in groups Student Breaks/Recess would be minimal in duration to ensure that all grade levels get a break within a manageable schedule. Physical distancing outside the classroom will be maximized to the extent practicable Safety protocols will be followed (ie. Handwashing, Sanitizing) prior to the return of instruction.

The traditional in-person learning plan will take place with all staff and students on campus. Similar to the Hybrid model, teachers will use the Guaranteed Viable Curriculum (GVC) to plan rigorous & relevant instruction and elements of Guaranteed Viable Instruction (GVI). Student learning will be assessed consistently, feedback given, and intervention will be provided to ALL students including high needs students. Students and staff attend a traditional 5 day week schedule with appropriate safety protocols will be in place with masks and PPE required per state mandate. Physical distancing of desks will be maximized to the extent practicable and all desks will face forward and not in groups. Student Breaks/Recess would be minimal in duration to ensure that all grade levels get a break within a manageable schedule. Physical distancing outside the classroom will be maximized to the extent practicable Safety protocols will be followed (ie. Handwashing, Sanitizing) prior to the return of instruction. School-wide behavior expectations using PBIS framework to teach rules and increase fidelity for physical distancing and safety procedures, as well as reteach general campus and classroom expectations. Trauma-informed and Mindfulness practices for teachers and students will be completed. Co-taught SEL lessons in K-8 classrooms with teacher and school psychologists and counselors. Relevant SEL lessons related to school restart available to teachers through CANVAS. Integrated ELD will be provided in person with language modeling and supports. Designated ELD will be provided in person by EL-authorized teachers or staff. Minimum weekly minutes: TK/K = 100 minutes & 1st-12th = 150 minutes. ELs grouped by language proficiency or course when possible. Offer more in-person lessons and support for newcomers or struggling ELs. Use data and assessments to group students and customize ELD instruction. Identify, assess, and exit students who meet RFEP criteria as needed. EL Site Contacts will monitor & support EL Services and instruction at each site.

In terms of assessment for student learning, formative assessments are used to inform instruction and includes a feedback loop digitally (ie, Canvas, Google Classroom, etc) and in-person. Feedback is timely, specific, and actionable. Common formative assessments are administered in class and independent or face-to-face (as needed) Progress monitoring used to adjust instruction to meet learning goals. DIBELS is administered to all TK-6 grade students at Benchmark 1. TK-5 grade for Benchmark 2-3. 6th if not benchmark in Fall and received intervention. BAS administered to all TK-3 grade students for Benchmark 1 and Benchmark 2-3. District Progress Assessment is administered K-1 and i-Ready diagnostic for ELA and Math for grades K-8.

Staff must wear face coverings when at workplace or work off-site while: Interacting in-person with any member of the public; working in any space visited by members of the public, regardless of whether anyone from the public is present at the time; working in any space where food is prepared or packaged for sale or distribution to others; working in or walking through common areas, such as hallways, stairways, elevators, and parking facilities; in any room or enclosed area where other people who are not members of the person's household are present when unable to physically distant; driving or operating any public transportation vehicle when passengers are present. When no passengers are present, face coverings are strongly recommended. Students guidelines include; face mask must be worn in public spaces:

Mandated when 6 feet social distancing cannot be maintained, mandated when in enclosed spaces with individuals not living in household. A student may have a mask exemption if they bring doctor's orders outlining a medical or mental disorder and an accommodation such as a face shield may be considered. Students that do not wear masks in classroom spaces will have to self-quarantine any time a student in the classroom is expected of having COVID symptoms regardless of 15-minute and 6 foot physical distancing parameter being met. During aerobic activities like those that occur during recess and PE, students do not have to wear the masks and physical distancing should be 6 feet or greater when possible.

Certificated work stations will be reviewed for physical distancing requirements. Classified work stations include plexi-glass partitions added to the front office main desks. Also adding plexi-glass where physical distancing of 6' cannot be maintained between workstations. SUSD building signage will be general to support all locations for consistent messaging across the district. Signage include messages regarding: Social distancing, Face mask signs, Self screening questions, Signs will include proper handwashing steps, No sharing of school supplies or equipment. Floor decals for social distancing. Custodial daily procedures include; Mid-morning/Mid-afternoon fogging of the restrooms, staff break room, and playgrounds during school hours. Night staff will fog the entire site, including playgrounds, at the start of their shift. After fogging, staff will return to the daily cleaning schedule. No fogging between classes. If staff wants to spot clean any areas during the day, spray cleaner will be available in classrooms.

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

Description	Total Funds	Contributing
<p>In order to provide a safe environment, work stations will adhere to physical distancing requirements. Work stations will include plexiglass partitions and safety precautions will be adhered to including proper PPE and cleaning supplies.</p>	<p>\$350,000</p>	<p>No</p>
<p>Signage includes messages regarding: Social distancing, Face mask signs, Self screening questions, and proper hand washing steps.</p>	<p>\$60,000</p>	<p>No</p>

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.]

Sanger Unified has developed a four stage system for the ReOpening of schools for 2020-21 with the exception of our Taft Independent study campus and Hallmark home-school campus. The stage of Re-Opening is fluid and directly depends upon the health conditions of the region, the health and re-opening protocols established by the state for schools, the guidance of the California Department of Health and the Fresno County Department of Health, and the approval of the Sanger Unified board. The stages include the following:

Stage 1 - Distance Learning model with all students participating in distance learning online,

Stage 2 - Distance Learning model with all students participating online and a select group of targeted students in person on campus for scheduled sessions,

Stage 3 - Hybrid model in which students rotate both online and in-person with only half of the students on campus at one time, and

Stage 4 - Traditional In-person model with all students attend school in person.

In addition, Sanger Unified has compiled a Reopening Instructional Plan to demonstrate the fluidity of the stages while maintaining the high quality of instructional elements regardless of the stage of implementation. The Instructional elements in each stage/model included: the SUSD Guaranteed and Viable Curriculum and SUSD Guaranteed and Viable Instruction, assessment, grading, Multi-Tiered Systems of Support, designated and integrated English Language Development, Professional Learning Communities, Balanced Literacy, curriculum, professional development, Special Education, Support staff services, Social-Emotional support programs and Co-curricular/Extracurricular activities. A complete description of each of the stages expectation and implementation of the instructional elements side by side can be found in the SUSD Reopening Schools Instructional Plan 2020-2021.

In the Distance Learning models listed above, student learning takes place via online platforms (ie. Canvas, Google Classroom, Edgenuity). Similar to the hybrid model and traditional mode, teachers will use the Guaranteed Viable Curriculum (GVC) to plan rigorous & relevant instruction with elements of Guaranteed Viable Instruction (GVI). Student learning will be assessed consistently, feedback given, and intervention will be provided to ALL students including high needs students. Consistent routines will be established using online office hours, small group and whole class instruction. Instruction will consist of synchronous and asynchronous methods. All required student services will be provided through an online platform. Distance learning is delivered both online via digital platform and in-person for scheduled interventions for targeted students when appropriate. All staff report to work 5 days a week online and onsite when permissible. Teachers will distance themselves from one another. In-person instruction targeted students will maintain 6' distancing. For students, all instruction will be online with specific schedules. Students will attend specific and scheduled targeted interventions on site when permissible. Masks required per state mandate. Curriculum will be delivered via digital platforms (Canvas, Google Classroom, etc.), in person, textbooks, consumables, supplemental materials, manipulatives with a focus on GVC. IEP services RSP services will be provided virtually and face-to-face following health and safety guidelines by home-school teacher. SDC services will be provided virtually and face-to-face following health and safety guidelines by Lincoln for K-6, WAMS, or SHS (Bethel campus) SDC teachers. Speech services will be provided by Presence Learning (Taft) and virtually and face to face for students maintaining health and safety guidelines. Psychology services will be provided virtually by home-

school psychologist and face-to-face following health and safety guidelines or by Lincoln psychologist for students in SDC program on a schedule recommended by staff or as outlined in IEP. Counseling services will be provided virtually and face-to-face following health and safety guidelines by home-school counselor or by Lincoln counselor for students in SDC program. Health services will be provided by home-school health staff through parent consultation and face-to-face as needed following health and safety guidelines. Staff must not enter into student homes. All interactions with students must be onsite or online. SPED teachers, psychologists, speech, and nurses will require protected time to complete face-to-face assessments that were not finished due to shutdown within the first 30 days of the school year. IEP meetings may take place in person following physical distancing guidelines or virtually. English Learner Services & ELD Integrated ELD will be provided virtually with language modeling and supports Designated ELD lessons will be provided by EL-authorized teachers or staff
Minimum requirements: Two (2) synchronous 20-30 minute lessons/check-ins per week Weekly asynchronous ELD assignments with monitoring/feedback Offer more in-person lessons & support for newcomers or struggling ELs Use data and assessments to group students and customize ELD instruction Identify, assess, and exit students who meet RFEP criteria as needed EL Site Contacts will monitor and support EL Services and instruction at each site.

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.]

Sanger Unified has been a 1:1 iPad technology district over the last 5 years. In the past, only the 9-12 students were allowed to take the iPads and the K-1st grade students primarily used the iPads in stations, In March of last year the iPads were sent home with all students and that continues this year. We have needed to upgrade the TK-1st grade ipads to provide more seamless interactivity. In addition, in the spring of last year, each teacher contacted the parents of the students to determine the degree of connectivity to the internet to access the digital content. Lists were compiled by school and provided to the Technology department. In the spring of last year 200 hotspot devices were provided to families that requested access through the teachers. This fall, the teachers provided another survey to the families to ensure connectivity. An additional 400 hotspots have been provided to families. All the technology is distributed through the Technology office and school sites. All appropriate PPE is required in this process. In addition, support has occurred through the the Technology Help Desk, the Technology Hotline for Staff, parents, and students is available 7am-7pm. Parent technology support videos have been posted and sent out and parent technology workshops have ben planned by the district. School sites have scheduled and completed parent technology support meetings.

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.]

In the distance learning format, Sanger Unified teachers will continue to provide an environment of high quality instruction and learning for all students. Sanger Unified teachers will provide at least the minimum instructional minutes through both daily live synchronous instruction and asynchronous assignments. In this distance learning format, teachers will take "attendance" based on the daily live interaction of the synchronous lessons with each student. Teachers will use Powerschool to take attendance and verify daily live interaction with students in the elementary school setting and teachers in the secondary schools will take live synchronous attendance by each period. In the result of technical online access issues, teachers will reach out with phone check-ins. Teachers will provide to the site leaders weekly lesson plans or gradebooks to verify the focus of the synchronous lessons with sufficient information to verify the instructional minutes that are mirrored in

the school's master schedule/bell schedule. In addition, the weekly lesson plans or gradebooks will include the asynchronous assignments with sufficient information to verify the instructional minutes that are also mirrored in the school's master schedule/bell schedule. Teachers will monitor and verify daily student participation of the synchronous lessons and asynchronous assignments of each student. Weekly engagement records of the attendance and participation of the students will be completed by the teachers and turned into the site leaders. The synchronous and asynchronous participation of the students will be monitored by the site leaders to support and promote student access and learning and re-engage the students. The site level Multi-Tiered Systems of Support teams will monitor the school-wide data for trends to provide intervention and support to grade levels, teachers, and individual students.

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.]

Professional Development in Sanger Unified will be delivered virtually via Canvas or Google Meet with a blend of mandatory and opt-in sessions. There will be a scheduled protected time for site Professional Development weekly. Topics will vary depending on requests or needs based on stakeholder input or surveys. Scheduled topics will include Canvas, i-Ready, Gizmos, Mental Health and trauma-informed practices and Equity- differentiating support and prioritizing students based on need, Universal Design for Learning (UDL) - avoiding a one-size-fits-all approach, Engagement within a distance learning platform and assessments and feedback to ensure instruction is accelerated and gaps are closing.

The Audience of virtual PD may include full and part-time staff, parents, students, and other stakeholders. Professional development will be provided to staff for all new district adopted programs, platforms, and curriculum. The Curriculum and Instruction Department will place recorded sessions & webinars arranged by topic on sangerlearns.com and within Canvas. The C & I Department will create screencasts with tech tips and “how-to” guides.

All staff will receive the book, “The Distance Learning Playbook”. The C & I Department will create training that coincides with the modules found in the book. The District Instructional Specialist (DIS) will be attending a professional learning opportunity with Corwin based on the book, “The Distance Learning Playbook”.

In addition, all staff also received the following trainings in preparation of opening the school year in a distance learning format:

- Online 101- Distance Learning Playbook
- Expectations from CDE regarding online learning
- Canvas training- Management of curriculum and instruction
- IReady training- Diagnostic Assessment for ELA and Math
- MyPath lessons created at student level based on assessment
- Grade Level Meetings-Monthly meetings led by Education Services Department

Staff Roles and Responsibilities

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

All staff members have taken on new responsibilities as a result of the changes due to COVID-19. Classified staff from the Nutrition department have been provided more meals and in a different form with "Grab N' GO" curbside meal distribution during the spring through the fall, the maintenance department has been installing plexiglass and other structures to ensure the safety of the staff, the custodial department has been upgrading and changing their cleaning practices and protocols, and all staff members have been practicing appropriate physical distancing, wearing masks, and answering daily questions regarding their health status. The health department has increased the contact tracing protocols and student outreach. The psychologists, counselors and other support staff has been providing additional Socio-emotional professional development for staff as well as support for staff and students. The teachers have adjusted their schedules, teaching practices and student support as a result of distance learning.

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.]

Sanger Unified will employ a number of supports to provide assistance to students with unique needs, including unduplicated student populations, Special Education, English Learner, Foster Care and Homelessness. All students will take the i-Ready Diagnostic Assessment. Teachers will utilize the data to go through our barrier-based backwards mapping. All students will have access to individualized instruction via i-Ready mypath to provide targeted support. Teachers will provide targeted virtual small group instruction on grade-level standards/reading level (tier 1 remediation or enrichment). Teachers will utilize the data gathered from the i-Ready diagnostic and mypath lessons to create their groups. All TK-5 grade students will be assessed using the Dibels Benchmark Assessment which will be used to inform staff of students needing Tier II and III interventions. All students in K-3rd grade will receive guided reading lessons focused on reading.

Students will continue receiving Tier II/III support through Virtual Rtl/ small group literacy instruction focused on foundations for reading (Phonics, Phonemic Awareness, Fluency, Comprehension, Vocabulary) five 4-5 days a week for 15 minutes. All schools will continue regular, ongoing, data-driven progress monitoring (in PLCs, MTSS meetings, administration meetings, etc.) held virtually to inform student placement in tiers.

Students identified as Individual with Exceptional Needs (IWEN) is also an English Learner, the IEP will indicate how his language development needs are being met via linguistically appropriate goals, English Language Development instruction, and accommodations or modifications on the ELPAC.

All schools continue regular, ongoing, data-driven progress monitoring in Professional Learning Communities (PLC), Multi-Tiered System of Supports (MTSS), Administrative Professional Development Meetings, as well as Student Growth Meetings which will be held virtually to inform student placement in tiers.

Students with Individual Education Plans (IEP) will continue to receive their services as outlined on the IEP, to the extent possible, via synchronous, asynchronous, and in some cases, in-person services. Distance Learning Plan (DLP) notices have been sent out to each student's guardians/parents. The DLP is a written summary of the current Special Education service schedule and goals beginning August

20, 2020 during the period in which the state of California requires schools in Fresno County to provide distance learning to students living in the county.

Virtual delivery of Unique Curriculum for SDC will allow for individualized and modified standards based instruction in synchronous and asynchronous settings.

RSP and general education teachers will need dedicated time to plan for work accommodations or modifications for increased support during instruction

SPED staff will collaborate with gen ed teachers and with other designated instruction specialists to increase engagement and access to Tier 1 instruction and to provide accommodations and UDL strategies for materials and asynchronous learning. Examples include recordings of lessons, repeated viewing with cuing and questioning, and alternative materials for increased asynchronous options. SPED staff, including SEL providers, will also be available to coach parents in synchronous and asynchronous settings, on best practices in supporting student engagement. Staff will provide packets of essential modified materials (e.g. manipulatives, assistive technology if needed, school supplies) and supports (e.g. visual schedules, picture cards) to home for student use and to train adults at home on their use.

Homeless and Foster Students will receive regular (weekly) check in from liaison, mentors, psychs, counselors. A task force will be formed to respond to determine level of support and provide ongoing contact and connections. The Liaison coordinates with social workers and school staff to support immediate enrollment and maintenance in school of origin, when feasible and in the best interests of the student, in accordance with McKinney Vento. The liaison provides sites with monthly updated list of homeless/foster students. If issues arise with students, liaison informs support staff at the site for follow-up. A task force will be formed to respond to determine level of support and provide ongoing contact and connections.

Special education teachers use the District's standards based Guaranteed Viable Curriculum as the basis for their instruction. Virtual delivery of Unique Curriculum for SDC will allow for individualized and modified standards based instruction in synchronous and asynchronous settings. RSP and general education teachers will need dedicated time to plan for work accommodations or modifications for increased support during instruction.

SPED staff will collaborate with general education teachers and with other designated instruction specialists to increase engagement and access to Tier 1 instruction and to provide accommodations and UDL strategies for materials and asynchronous learning. Examples include recordings of lessons, repeated viewing with cuing and questioning, and alternative materials for increased asynchronous options.

SPED staff, including SEL providers, will also be available to coach parents in synchronous and asynchronous settings, on best practices in supporting student engagement.

Staff will provide packets of essential modified materials (e.g. manipulative, assistive technology if needed, school supplies) and supports (e.g. visual schedules, picture cards) to home for student use and to train adults at home on their use.

SUSD is also committed to providing equity and access for targeted students, including English learners. English Learners need access to core instruction, which includes Integrated and Designated English Language Development. Intentionally-designed ELA, math, and ELD

lessons contain Guaranteed & Viable Instruction (GVI) elements that include clear learning targets. Language support and modeling is provided at all grade levels, especially for emerging students (e.g., newcomers).

For Designated ELD, sites will protect and offer at least two synchronous 20-30 minute lessons per week for all English learners. Teachers will also provide weekly asynchronous independent activities via choice boards and/or student projects. They will provide a variety of options with strategic supports, scaffolds, modeling, and feedback. Teachers will use assessment data to group students strategically. They will prioritize and offer more synchronous lessons or intervention for newcomers or struggling students. Teachers have been establishing new routines and structures in their distance learning environment, starting with engaging icebreakers to build rapport and trust with their students and families. In order to support our multilingual families, teachers and sites will continue to build strong home-school connections. Sites need to monitor the social-emotional needs of students and ensure equity and access to technology and other basic needs. Parents are educational partners and will be offered support and training as needed.

SUSD has been using platforms, like Remind and ClassDojo, to communicate openly and often with families. We will continue to utilize translation tools and support staff to provide updates, information, instructions, resources to parents and caregivers. Additional tutorials and training will be created, translated, and shared with all stakeholders. SUSD helps parents and students to navigate the new educational technology and software used in our distance learning environment.

SUSD offers additional support through the use of Literacy Support Teachers (LST) and Intervention Teachers (IT). This support staff meets regularly to discuss Response to Intervention (RTI) and assessment. Virtual assessments and data will be used for creating RTI groups for Tier 2 and Tier 3 students. This information will inform instruction and monitor progress. Students in Tier 2 will receive 30 minutes of additional targeted support daily and Tier 3 students will receive 45 minutes of targeted support daily.

Student Advocates in the Middle School and High School level, provide ongoing academic support for students who are at risk due to academics or attendance. Advocates check in with students several times a week and keep in constant communication with the student's teacher, counselor and guardians.

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

Description	Total Funds	Contributing
<p>Student access to Devices and Connectivity:</p> <p>To best support our English learner, homeless, foster youth, and students with disabilities, who may be at greater risk of learning loss due to the COVID-19 pandemic, SUSD will provide all students an iPad and all families who do not have internet services will provided access to hotspots. This action increases the level of support to close the opportunity and achievement gap by providing equitable resources to these student groups.</p>	<p>\$500,000</p>	<p>No</p>

Description	Total Funds	Contributing
<p>Access to devices and connectivity. All students are issued an I pad and all families have access to hotspots. 2 Additional iPad Grade Level Purchases Estimated Cost: \$500,000</p>		
<p>Staff Device Refresh and Update:</p> <p>To best support our English learner, homeless, foster youth, and students with disabilities, who may be at greater risk of learning loss due to the COVID-19 pandemic, SUSD will provide staff refresh and updates to their current devices. This will ensure better instruction and communication with students and families. This action increases the level of support to close the opportunity and achievement gap by providing equitable resources to these student groups.</p> <p>Staff Device Refresh and Upgrade Staff Laptop Estimated Cost: \$2,000,000 Staff iPad Estimated Cost: \$285,000</p>	\$2,285,000	No
<p>Additional Equipment/Material:</p> <p>To best support our English learner, homeless, foster youth, and students with disabilities, who may be at greater risk of learning loss due to the COVID-19 pandemic, SUSD will provide all students with headphones and additional material including whiteboards and dry erase markers which are critical for checking for understanding in a virtual classroom. This action increases the level of support to close the opportunity and achievement gap by providing equitable resources to these student groups.</p> <p>Equipment (\$180K) Headphones W/ Microphone (\$79K) Student(\$62K)Teachers (\$17K) iPad Stylus (\$3K)</p>	\$257,000	No

Description	Total Funds	Contributing
iPad Tripod (\$19K) Material (\$77K) Small white board (\$37k) Dry Erase Markers (\$40k)		
<p>Online Learning Supply Cost:</p> <p>In an effort to ensure all students are equipped with essential school supplies, especially our English learner, homeless, foster youth, and students with disabilities, who may be at greater risk of learning loss due to the COVID-19, SUSD will provide school supplies at the cost of \$50 per student. This action increases the level of support to close the opportunity and achievement gap by providing equitable resources to these student groups.</p> <p>Online Learning Supply Cost \$50 per student 12,526 TK-12 students Estimated Total: \$626,000</p>	\$626,000	No
<p>Teaching Resources- Apps:</p> <p>To ensure virtual learning capacity, SUSD is committed to providing the necessary teaching resources. These resources will provide accessibility for all students including English learner, homeless, foster youth, and students with disabilities, who may be at greater risk of learning loss due to the COVID-19. This action increases the level of support to close the opportunity and achievement gap by providing equitable resources to these student groups.</p> <p>Apps (\$225K) Seesaw Premium (\$31K) TK-6 Nearpod (\$49K) HMH (\$83K)</p>	\$225,000	No

Description	Total Funds	Contributing
Class Kick (\$25K) Reading A-Z (\$21K) Screencastify (\$14K) Boom Learning-TK (\$2K)		
<p>Diagnostic Assessment:</p> <p>To best support our English learner, homeless, foster youth, and students with disabilities, who may be at greater risk of learning loss due to the COVID-19 pandemic, SUSD will utilize the i-Ready Diagnostic Assessment to better understand and address the needs of our students.</p> <p>All students will take the i-Ready Diagnostic Assessment. Teachers will utilize the data to go through our barrier-based backwards mapping. All students will have access to individualized instruction via i-Ready mypath to provide targeted support. Teachers will provide targeted virtual small group instruction on grade-level standards for Tier 2 and Tier 3 students. This action increases the level of support to close the opportunity and achievement gap by providing equitable resources to these student groups.</p>	\$210,000	No
<p>Professional Learning:</p> <p>To best support our English learner, homeless, foster youth, and students with disabilities, who may be at greater risk of learning loss due to the COVID-19 pandemic, SUSD is committed to Professional Learning for staff to better serve our students during Distance Learning.</p> <p>All staff will receive the book, “The Distance Learning Playbook”. The C & I Department will create training that coincides with the modules found in the book. The District Instructional Specialist (DIS) will be attending a professional learning opportunity with Corwin based on the book, “The Distance Learning Playbook”. In addition, all staff also received the following trainings in preparation of opening the school year in a distance learning format:</p>	\$95,000	No

Description	Total Funds	Contributing
<p>Online 101- Distance Learning Playbook Expectations from CDE regarding online learning Canvas training- Management of curriculum and instruction IReady training- Diagnostic Assessment for ELA and Math Mypath lessons created at student level based on assessment Grade Level Meetings-Monthly meetings led by Education Services Department</p> <p>This action increases the level of support to close the opportunity and achievement gap by providing equitable resources to these student groups.</p>		

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.]

A task force will be formed to respond to determine level of support and provide ongoing contact and connections. All students will have access to individualized instruction via i-Ready mypath to provide targeted support. Teachers will provide targeted virtual small group instruction on grade-level standards/ reading level (tier 1 remediation or enrichment). Teachers will utilize the data gathered from the i-Ready diagnostic and mypath lessons to create their groups. All TK-5 grade students will be assessed using the Dibels Benchmark Assessment which will be used to inform staff of students needing Tier II and III interventions. All students in K-3rd grade will receive guided reading lessons focused on reading. Students in 9-12 will receive diagnostic assessments from the PLCs and then monitor student growth through the PLC common formative assessments and the ELA and Mathematics Interim Assessment Blocks and Interim Comprehensive Assessments. In addition, other curriculum embedded assessments will be used by the PLCs for the core subject areas such as Science, Social Studies, English Language Arts, and Math as well as elective areas in the secondary level.

Integrated & Designated ELD will be provided to all English learners via synchronous lessons and asynchronous learning activities. Students at an emerging level (e.g., newcomers) will get additional minutes via small group or one-on-one instruction each week. Additional ELD training, lessons, strategies, and resources will be provided through our curriculum and instruction website (www.sangerlearns.com) in order to address learning loss for English learners. These lessons and resources can be adapted to accelerate learning for English learners who may be on track for reclassification. In addition, ELD assessments are updated utilizing data systems such as ELLevation and Tableau, to better track and monitor English learners, ELs with IEPs, reclassified (RFEP) students, migrant and immigrant students. Data is displayed from teacher input forms and the ELLevation dashboard.

The socio-emotional support of the students will be addressed through daily/weekly SEL lessons from teachers and additional support by counselors, student advocates, and psychologists. A SEL survey through Panorama has provided a baseline of data to provide additional targeted support and will be completed again this fall for further identification and support.

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.]

Sanger Unified has a number of structured strategies in place or address learning loss to to accelerate the progress of students who are English Learners, low-income, foster youth, homelessness and students with unique needs.

All students take the i-Ready Diagnostic Assessment. This assessment will be taken three times a year to identify what students strengths and areas needing support are. It will also measure progress over the year. Teachers will utilize the data to go through our barrier-based backwards mapping. All students will have access to individualized instruction via i-Ready mypath to provide targeted support. Teachers will provide targeted virtual small group instruction on grade-level standards/ reading level (tier 1 remediation or enrichment). Teachers will utilize the data gathered from the i-Ready diagnostic and mypath lessons to create their groups. All TK-5 grade students will be assessed using the Dibels Benchmark Assessment which will be used to inform staff of students needing Tier II and III interventions. All students in K-3rd grade will receive guided reading lessons focused on reading.

Students continue receiving Tier II/III support through Virtual RtI/ small group literacy instruction focused on foundations for reading (Phonics, Phonemic Awareness, Fluency, Comprehension, Vocabulary) five 4-5 days a week for 15 minutes.

All schools continue regular, ongoing, data-driven progress monitoring (in PLCs, MTSS meetings, administration meetings, etc.) held virtually to inform student placement in tiers. Students with disabilities will receive their individualized services as delineated on their IEP unless indicated by a Distance Learning Plan. Students with acute learning needs will be provided instruction in-person, as delineated by the county health department.

Compensatory education will be provided for SPED students identified via the IEP as needing direct services to recoup loss.

Students receiving targeted intervention for reading will be progress monitored bi-weekly or weekly, depending on if Tier II or III.

SPED students receiving progress monitoring on their goals and objectives, which is reported to parents at grading periods.

Students with exceptional needs, such as Homeless and Foster youth, will be monitored for lack of access or participation in lessons to ensure quick intervention from the District Liaison and school SEL support providers. In person academic academic and/or mental health services will be providing for at-risk students needing acute intervention

Integrated and Designated ELD will be provided to all English learners via synchronous lessons and asynchronous learning activities. Students at an emerging level (e.g., newcomers) will get additional minutes via small group or one-on-one instruction each week. Additional ELD training, lessons, strategies, and resources will be provided through our curriculum and instruction website (www.sangerlearns.com) in order to address learning loss for English learners. These lessons and resources can be adapted to accelerate learning for English learners who may be on track for reclassification.

English learners who are struggling to make adequate progress or demonstrate proficiency with ELA, math, or ELD standards may be recommended for an Individualized Language Plan (ILP). ILP goals and strategies will be discussed in grade level teams that include the teacher, student, EL Site Contact, parent, and/or administrator. Goal setting and ILP follow-up meetings must be scheduled 6-8 weeks after the initial meeting.

In middle school and high school, students who are “struggling” may also be assigned a “student advocate” who will check in at least once a week to help build rapport, find ways to help the student re-engage, and provide additional support or access to necessary resources.

In addition, ELD assessments are updated utilizing data systems such as ELlevation and Tableau, to better track and monitor English learners, ELs with IEPs, reclassified (RFEP) students, migrant and immigrant students. Data is displayed from teacher input forms and the ELlevation dashboard.

Individualized Language Plans ILP's are used to reengage and support English Learners who may be struggling in a distance learning environment. Goal setting and reflection is a top priority in these ILP's.

School sites use formative assessment data, progress on asynchronous assignments and observations from synchronous lessons are used to group students and customize English Language Development lessons.

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.]

All schools will continue regular, ongoing, data-driven progress monitoring (in PLCs, MTSS meetings, administration meetings, etc.) held virtually to inform student placement in tiers.

For SPED, IEP goals and objectives will be used to determine progress every 6 weeks when the Distance Learning Plan is updated and at grade reporting periods.

Panorama data will be used to monitor SEL status of students and provide targeted response in the form of individual or group counseling, as well as grade level or site intervention.

Students receiving targeted intervention for reading will be progress monitored bi-weekly or weekly, depending on if Tier II or III. SPED students receiving progress monitoring on their goals and objectives, which is reported to parents at grading periods.

For English learners, ELLevation will be used at all sites to access most-recent assessment data that will help track student progress in English language development (Designated ELD) and content standards, including ELA & Math standards tied to our Guaranteed and Viable Curriculum (GVC).

ELLevation & Tableau can also be used to track progress of various subgroups of students (e.g., RFEP, migrant, immigrant, dual language, dual identified ELs with IEPs, etc.). We have adapted our ELLevation monitoring forms that are administered 2-3 times each year to get additional teacher input on student progress, especially in this new distance learning setting.

New assessment data will be imported regularly into ELLevation to help track student progress. A new distance learning teacher monitoring form was created in ELLevation last spring for all English learners and reclassified students who are still being monitored for four years. We used data from this new form to create a few ELLevation dashboard tiles that will generate a list of students who need to be prioritized for intervention or additional support this fall (630 students total). It will also generate a list of English learners who need to be prioritized for assessment and reclassification (100 students).

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

Description	Total Funds	Contributing
<p>To best support our English learner, homeless, foster youth, and students with disabilities, who may be at greater risk of learning loss due to the COVID-19 pandemic, SUSD is committed to diagnostic assessment to better serve our students during Distance Learning.</p>	<p>\$210,000</p>	<p>No</p>
<p>All students take the i-Ready Diagnostic Assessment. This assessment will be taken three times a year to identify what students strengths and areas needing support are. It will also measure progress over the year. Teachers will utilize the data to go through our barrier-based backwards mapping. All students will have access to individualized instruction via i-Ready mypath to provide targeted support.</p>		
<p>This action increases the level of support to close the opportunity and achievement gap by providing equitable resources to these student groups.</p>		

Description	Total Funds	Contributing

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.]

Sanger Unified has a number of student support systems in place as well as Professional Development for staff and resources for all stakeholders.

Supporting Mental Health & Social-Emotional Well-Being:

Focus on Relationships, Routines, & Resilience

Provide students with a daily opportunity for relationship building and social-emotional connection through synchronous learning time
 Establish predictable routines for students, including daily social-emotional check-ins. Allow first 10 minutes of synchronous learning session to make Beyond School Connections

Administration of the Panorama survey in September 2020 to gain student perspective regarding student competency measures (self-efficacy, growth mindset, social awareness, emotion regulation) & student supports and environment (rigorous expectations, school safety, sense of belonging and student-teacher relationships)

End of year Panorama survey to be completed in May 2021

Administration of “Back to School” Panorama survey in October 2020 to gain perspective from parents, teachers, and students regarding distance learning needs

Continue to deliver Second Step curriculum weekly (psychs and counselors will help co-teach lessons)

Prioritize referrals for students who are falling in the Moderate Risk/High Risk category based on the COVID-19 School Adjustment Risk Matrix

Recognize where students are in the grieving process and make referrals to school psychologist/counselor when appropriate
 Including distance learning expectations on PBIS matrix

Opportunities to provide incentives through distance learning for PBIS

SAP support groups for parents available

Professional Development for staff:

“Returning to Work” training including identification of stressors, controllability inventory, and self care practices

Training for certificated teachers on suicide awareness and prevention
Training for certificated teachers on human trafficking prevention
Introduction and review of Social Emotional Virtual Toolkit for staff to be able to access resources
Trauma informed training for all certificated teachers provided by site school psychologist and school counselor
6 hours of advanced trauma-informed training for all secondary teachers and administrators (7-12th grade staff. Training provided by All 4 Youth program)
ASIST training for mental health staff for advanced suicide prevention, intervention & postvention practices

Resources:

Sanger Unified Social-Emotional Virtual Toolit with hyperlinks to tools to support student relationships, routines, and resiliency
Second Step lessons weekly in TK-8 with lessons co-taught by school psychologist/counselor
“AHa!” programming co-led between general education staff & school psychologist/counselor
Student Assistance Programming (SAP) curriculum and groups
Panorama Playbook
Community Resource list pushed out periodically to parents through Remind
The Calming Kit (K-2nd)
All 4 Youth mental health services at secondary sites
District CARE Team (Tier 3 mental health team). This team provides mental health resources and training to staff and parents district-wide, as well as case management and counseling for highest-risk students.
District CBE Team to help support student social-emotional and behavior health through consultation and intervention.
High ratio of certificated mental health staff:student across the district with many sites having a full time school psychologist on staff
NAMI On Campus Club for district high school sites to increase student connections and opportunities for promoting mental wellness

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.]

In the distance learning format, Sanger Unified teachers will continue to provide an environment of high quality instruction and learning for all students. Sanger Unified teachers will provide at least the minimum instructional minutes through both daily live synchronous instruction and asynchronous assignments. In this distance learning format, teachers will take "attendance" based on the daily live interaction of the

synchronous lessons with each student. Weekly engagement records of the attendance and participation of the students will be completed by the teachers and turned into the site leaders. The synchronous and asynchronous participation of the students will be monitored by the site leaders to support and promote student access and learning and re-engage the students. The site level Multi-Tiered Systems of Support teams will monitor the school-wide data for trends to provide intervention and support to grade levels, teachers, and individual students.

The first tier of the re-engagement plan involves the communication from Sanger Unified to the students and parents to engage them to promote a culture of attendance. SUSD provides districtwide outreach summarizing the elements of SUSD distance learning, the expectations of the staff, students and parents, the schedules for student engagement, and the support opportunities academically, socio-emotionally, and technology support. The outreach occurs through district and site newsletters, district and site Remind outreach, social media platforms, and periodic outreach by the district superintendent.

The second tier of re-engagement outreach is to identify the barriers and type of disengagement by site and student within the Powerschool SIS system. Teachers will play an initial role in the analysis of student attendance for patterns of absenteeism and the lack of participation and establish early awareness of student chronic absence. Teachers will provide outreach through phone calls, Remind, Classdojo, etc. In addition, the attendance office will complete parent contact through Remind for daily absences for elementary schools and period absences for secondary schools. Site and district level Multi-tiered Systems of Support teams analyze student attendance and participation data to identify the need for academic, behavioral, or socio-emotional support.

The third tier of re-engagement is the School Attendance and Review Board (SARB) process and serves students who have exhausted the resources of the school site. The SARB 1 notification will occur after 3+ daily truant events for elementary and for 3 x number of periods per day for the secondary schools. The SARB 2 notification will occur after 5+ daily truant events for elementary and for 5 x number of periods per day for the secondary schools. Following notification, the SARB 2 conference will occur at the site level. The SARB 1 notification will occur after 7+ daily truant events for elementary and for 7 x number of periods per day for the secondary schools. Chronic absenteeism letter will occur after 10% of the school year is missed by the students.

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.]

Sanger Unified School District is operating a drive up “Grab N’ Go” curbside meal distribution service. We offer a complete breakfast and lunch at each student (s) school site, between 12:00 pm and 1:00 pm through curbside pick-up. The parent/guardian may drive up and remain in the vehicle while obtaining “Grab N’ Go” meals for their child (ren). The parent/guardian may pick up meals without the child (ren) being present. We ask for the student name so that we can input the child into the computer upon meal pick up. To increase access, children or parents may attend ANY Sanger Unified School for meal pick. The Child Nutrition and Transportation Departments have worked

together to further expand meal access by adding meal pick up locations at eleven bus stops. Recently, the USDA extended the waiver option for Sanger USD to operate Seamless Summer which allows all children 18 and under to obtain a meal at no cost through December 2020.

When classes resume to in-person instruction, Sanger USD will offer breakfast in the classroom. At the secondary schools, breakfast will be offered at entry points and allow access for meal consumption at each campus outdoor space. Lunch service will be provided outdoors or in the classroom. A contactless scanner system has been adopted to ensure safe meal counts districtwide.

On the school menus, a variety of fresh entrees is offered which will include healthy fruits and vegetables with a cold carton of milk. All food items comply with National School Lunch and Breakfast Program meal patterns. Food is prepared fresh daily. All menu items will be the same at all school sites. To facilitate menu access, the new digital menus are available at www.sangerunifiedchildnutrition.org. The digital menus make it easier to plan the intake of school meals. Now parents and students have the ability to view carbohydrate counts, allergens, and all menu nutritional from their home or the classroom! They may also select the "Going Green Menu" image from the Child Nutrition Department website to have monthly menus emailed directly to students or parents. Students are encouraged to download the free menu app to view the digital menus from your smartphone or tablet. A digital menu star rating system allows contactless menu item input from the students' smartphone or tablet.

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
22.51%	\$20,771,074

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.]

All of our contributing actions are represented in our 2019-20 LCAP as posted on our website and we plan to continue to implement these actions throughout 2020-21. There are no contributing actions in this plan to elaborate upon in this prompt. All of the current contributing actions are described in the following prompt response.

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

The “contributing” actions/services are principally directed toward our English learners, low income and foster students and designed to help Sanger Unified balance the COVID-19 pandemic related educational needs of identified students. These actions/services were developed using input from stakeholders, including educators, parents, students and community members to be effective in meeting the pandemic-related needs of unduplicated students. These actions/services are designed to increase or improve services and are principally directed toward unduplicated students.

The percentage to increase or improve services has been calculated at 22.51% using the dollar amount of \$20,771,074. By directing all the supplemental and concentration funding toward actions principally directed toward our unduplicated students, the district has increased or improved services by at least the percentage calculated above as compared to the services provided for all students. Therefore, our district has demonstrated that it has met the minimum proportionality percentage by expending \$20,771,074 on actions and/or services principally directed towards the unduplicated student population.

The following actions are principally directed to improving and increasing services of our unduplicated students and may not be already stated in this plan.

In addition to the actions/services described in this plan as “contributing”, the following narrative describes other actions/services that contribute towards meeting the increased or improved services requirement: ...[List “contributing” action titles not in this plan]

Additional School Site Allocation: \$1,350,000

Site expenditures are expected to principally focus on with an emphasis on low-income pupils, English Learners, Re-designated Fluent English Proficient Pupils, and Foster Youth, and other subgroups identified to close achievement gaps. Expenditures focus on supplementary instructional materials for early literacy, English learners, and intervention. Technology hardware and software to support student access to supplementary materials and technology support personnel. Expenditures include site level training of personnel focused on student access to reduce the learning gaps.

Early Literacy: \$1,565,000

"Literacy Specialty Teachers

Literacy Specialist Teachers provide coaching and support in evidenced- based practices that increase opportunities for English-learners and Low- Income students to access and participate in a balanced literacy learning environment. LST support the use of Universal Design for Learning strategies that are designed to create greater access to students with added risk factors such as socio-economic disadvantaged, English Learners, Homeless and Foster Youth.

District Pre-School \$775,000

Preschool services made available to support early literacy development at no cost to increase access to students with risk factors such as socio-economic disadvantaged, English Learners, Homeless and Foster Youth.

College and Career Readiness:

College and Career Exploration Software \$65,000

Provide support for College and Career exploration with the software program to enable the identified students to build background knowledge of future opportunities.

K-12 College and Career Site Support \$45,000

Kindergarten through 12th grade college and career readiness support and training through the Sanger Pledge to include student incentives, visits to colleges and local industry partners will provide early identification of goals for all students with focused support for identified pupils that may not currently have that opportunity.

AP Exam \$30,000

SUSD will provide support for the targeted students to complete the College Board Advanced Placement tests at a reduced fee."

"CTE Personnel Support and New -Career Tech Site Support

Career Technical Education \$1,152,432

increase the awareness of CTE through exploration and exposure of identified students and the implementation of CTE Pathways at all sites. Additional funds will be provided to complete Agriculture Pathway farm at Sanger High School and establish the CTE programs and systems of the new 9-12th site.

CTE Student/Parent Engagement \$10,000

Resources allocated to enhance parent exposure to Career Technical Education in SUSD Pathways and industry partners.

CTE Pathway Course Support \$70,000

Resources allocated to the 7-12th grade levels to support Career Technical Education course development and materials and supplies to support the

Career pathways at 9-12 and career exploration/awareness in 7th/8th grade.

Site allocations for PD Learning \$90,000

Funds will be allocated to sites to implement PD learned at district level. Teachers would have time to work in PLCs to discuss best strategies learned in PD and plan. This would include support by the District Instructional Specialists by providing embedded PD at sites.

College and Career PD \$32,500

College and Career Readiness Professional Learning will be provided to build capacity within our high school pathways and to link to middle school to develop 21st Century skills and district initiatives. In addition, TK-6th grade teachers will develop further understanding of 21st Century Skills and computer science standards.

English Learner PD \$10,000

Professional Development opportunities will be available to increase and improve services to our EL students.

District PD Personnel \$460,000

District personnel will provide Professional learning to meet the needs of all students especially low-income students, English learners, and foster youth. In addition, an outside consultant will assist in meeting the needs of our secondary leadership team and staff.

Enrichment/Art/Science:

Summer School Enrichment \$50,000

Provide increased summer school enrichment activities for students.

Resources will be allocated to provide for a VAPA TSA. The TSA will facilitate arts implementation for all students K-12 especially targeting access for our low-income, English Learners and foster youth. Funds will be allocated to support the hiring of two additional music teachers to support elementary music instruction. Additional expenditures may include: curriculum materials, and equipment.

Enrichment for K-8 sites \$60,060

Provide enrichment opportunities for students in the grade K-8."

"District-led STEM activities

Provide enrichment in district led STEM activities. (50/50 K-5 & 6-12)"

K-12 College and Career Site Support \$180,000

Provide support for the Dual Language programs offered at two school sites. Support may include Supplemental resources and supplies, conference and travel and teacher aides. **Salaries & Discretionary Centerville/Del Rey"

VAPA \$220,000

Resources will be allocated to provide for a VAPA TSA. The TSA will facilitate arts implementation for all students K-12 especially targeting access for our low-income, English Learners and foster youth. Funds will be allocated to support the hiring of two additional music teachers to support elementary music instruction. Additional expenditures may include: curriculum materials, and equipment

Class Size Reduction: \$6,650,000

Maintaining and enhancing class size reduction in grades TK-12. Maximum class size for TK-6 is negotiated at 32. Maximum class size for 7-12 is negotiated at 34. This includes, but is not limited to, additional staffing at middle school, high school, physical education and special education.

Academic Intervention and Support:

Allocation of Resources to Sites \$100,000

Continue to support schools by providing multi-tiered systems of support services that are designed to meet the unique needs of English Learners including Migrant, Low Income, and Foster Youth students. To enhance supports for English Learners additional push in services will be added to content courses to bridge language as the barrier to learning.

Parent/Student Advocates SHS WAMS \$805,000

Student Advocates (8) at both SHS and WAMS with 50% of the expenditures from District LCAP and 50% from SHS/WAMS LCAP allocation. This action/services is principally direct to increase services and supports directly to Low income, English Learners, and Foster Youth students to increase school engagement and academic achievement.

Targeted English Learner IT Support \$35,000

To improve and increase services to English Learners, additional supports will include: materials and supplies, targeted tutoring after school, push in support at the high school/middle school level, translating services and conference and travel for Professional Development opportunities to build the capacity of teachers and administrators to improve services and achievement outcomes for English Learner students.

Site Intervention/CSP Teacher \$1,550,000

Additional support personnel including intervention teachers, curriculum support providers, and additional English learner teachers support academically struggling students. The support personnel also offer guidance and training to the classroom teachers to meet the needs of struggling students.

Parent Engagement Support \$20,000

Activities/Events by providing College Knowledge Academy, participation on LCAP Guidance Committee, Migrant Parent Meetings and Events and District level Parent Involvement Meetings.

Socio-Emotional & Behavioral Support:

Psych at each site:Expansion of services \$480,000

Homeless/Foster Liaisons \$110,000

PBIS and Restorative Justice Support \$10,000

Restorative Justice Personnel \$270,000

Teacher for Center for Behavioral Support.

3 Para Educators \$97,000