Selma Unified Learning Continuity and Attendance Plan (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.

<table>
<thead>
<tr>
<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selma Unified School District</td>
<td>Norma Barajas-Ruiz</td>
<td><a href="mailto:nbarajas@selmausd.org">nbarajas@selmausd.org</a></td>
</tr>
<tr>
<td></td>
<td>Director of State and Federal Programs</td>
<td>559-898-6500</td>
</tr>
</tbody>
</table>

General Information

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

The COVID-19 pandemic that affected the world, the country, and the state of California led to a decision to close all Selma Unified schools on March 13, 2020. This decision included a plan to shift all students in Selma Unified to distance learning for what would end up being the remainder of the 2019-2020 school year. These decisions were made utilizing guidance from both federal, state, and local educational and health agencies. Distance learning included short term and long term actions designed to provide students with a blended model using online resources and print based material aligned with Common Core State Standards in core academic areas. The district ended the 2019-2020 school year with all campuses closed and all students receiving Distance Learning.

On July 14, 2020 the Selma Unified school board approved the plan to begin the school year offering Distance Learning for all students. This decision was based in part on information provided by the Fresno County Superintendent of Schools, the Fresno County Department of Public Health, and officials from Valley Children’s Hospital and that addressed the increased levels of COVID-19 cases here in Fresno County and across the State. On July 17, 2020 Governor Newsom announced that schools in counties that are on the state’s monitoring list for COVID-19 must start the school year providing only Distance Learning. Fresno County is one of the counties on the state’s monitoring list. There has been an increase in COVID-19 cases, hospitalizations and deaths due to COVID-19. The city of Selma is among the county communities with high numbers of combined cases being investigated and closed.

Stakeholder Engagement

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

In preparation for the development of the reopening plan, the district took into consideration the input from the Selma Unified Reopening of Schools Task Force and the feedback from surveys provided to students, staff and parents. Extensive planning with district administrative staff, classroom teachers, intervention teachers, certificated support staff, SUTA, CSEA and school principals was key to the development of the instructional plans for elementary, middle, and high school students. Administrative input was gathered at the All Management session on August 24, 2020. In addition, a virtual stakeholder input session was conducted on August 31, 2020 for parents and other members of the community. A virtual input session for both bargaining units (CSEA/SUTA) was held on September 1, 2020. Separate virtual meetings were held for DELAC and DPAC parent groups on September 1, 2020. Translation via a phone line was provided for the community forum, DELAC and DPAC input sessions. The plan was provided in both Spanish and English. Feedback regarding services were also provided to the district via parent, staff and student surveys in the spring of 2020. The surveys and the plan were shared on the district website.
Starting on September 1 and ending on September 8, 2020 the draft of the Learning Continuity Plan was made available for public comments via an online survey for parents, students and staff. Hard copies of the plan and surveys were made available at each school site September 1-8, 2020 for parents that lack internet access and who requested hardcopies. The draft plan was then presented for a public hearing on September 8, 2020 at the regular meeting for the board. The board approved the plan on September 22, 2020.

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

All board meetings are shared live via Zoom and Youtube. The Zoom application allows for participation using the chat feature. The board president and Superintendent monitor the chat and respond in real time to questions posted there. Participation is also available by submitting a question to the board prior to the meeting. All board meetings are translated live. The stakeholder input meetings were provided via Zoom, including access by phone and were translated.

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

Feedback from staff:
- Platforms used for virtual classes are working well.
- Technology support and training for staff have been provided.
- Internet and WIFI reliability for students.
- Professional learning for intervention teachers, SEL for teachers, and Aeries Grade Book.

Feedback from parents:
- Alternative options for accessing lessons, including recorded lessons.
- Internet and WIFI reliability for students.
- Coordinate contacts going out to parents with multiple children.
- Instructions and information in Spanish for parents.
- Communicate with parents in Spanish.
- Individual help for students who need extra assistance.
- Streamlining all of the programs a child will need to access and providing them in one document.
- Consistency in the programs being used across elementary schools.

Feedback from DEPAC:
There was no specific feedback from DELAC members.

Feedback from DELAC:
There was no specific feedback from DPAC members.

Feedback from CSEA/SUTA:
- Internet and WIFI reliability for students.
- Technology needs for student access to Distance Learning.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]
General feedback from various stakeholders about internet access for students influenced the decision to increase the contract with Comcast for internet services. Feedback from teachers regarding the need for teacher laptops for Distance Learning resulted in the development of a plan to purchase laptop computers for teachers. Input regarding the professional learning needs will be used to plan for on-going professional development for staff.

**Continuity of Learning**

**In-Person Instructional Offerings**

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

At such a time as it is deemed safe to reopen schools in Fresno County and in Selma Unified, the district will provide a hybrid instructional model. Within the hybrid model, there will be an option for in-person learning. The in-person learning offering will be the Blended Program. In this program, students whose parents have selected this program, will attend school on two designated days based on designation as either Cohort A or Cohort B for in-person instruction. Families will be assigned to the same Cohort (A/B) even if they attend different school sites/grade levels in order to maximize transportation routes, as feasible. The A/B Cohort plan will uphold the guidelines that call for reducing the number of students on campus at one time in order to follow social distancing protocols. Depending on classroom space, given safety precautions like social distancing, the district may offer a TK-2 and four day week in-person program. For students in Special Day Classes receiving Special Education services, the district plans to offer a four day week in-person program.

The blended learning program incorporates various online platforms during the days the student is home accessing distance learning and instruction provided onsite during face to face instruction on the two days the students attend on campus. Instruction provided when the students are on campus will continue to address the adopted core curriculum and will incorporate instructional best practices. State and local assessments will be used to determine current levels, assign intervention, and provide feedback. On the days the students are not on campus, students will participate in distance learning. Distance learning will be provided utilizing student-centered, digital learning resources and the continuation or extension of onsite face to face student work.

In-order to determine student learning loss, the SUSD assessment plan will be implemented. The plan includes diagnostic assessments in ELA, ELD, and Math. Additionally, these assessments grow in depth and breadth as they are repeated periodically through the year to continue to gather formative data to be used to provide instructional support throughout the annual learning process and cycle. Data from these assessments will provide the school system to be transparent as well as triangulate learning support by communicating student strengths, needs, and results with parents and the community. Furthermore, assessments will be used to identify students’ strengths and to build on those strengths while addressing their needs.

All staff, including intervention teachers and classroom teachers will provide differentiated instruction based on a well-designed program for struggling students through a multi-tiered system of identification and support. Instruction will include differentiation based on results of formative and summative assessment data. Students with disabilities will continue to receive instructional and support services as identified in the Individualized Education Plan (IEP) for each student. IEP teams will collaborate to ensure that the IEP addresses the needs that may arise in the Blended Learning model through development of an Emergency Learning Plan as part of the IEP. English Learners will continue to work on both acquiring English language proficiency and meeting academic grade level standards. Students identified as English Learners in Selma Unified will continue to receive Designated English Language Development instruction as part of the core instructional program. Designated English Language Development instruction will be provided in adherence with district expectations, which will be
revised to adjust to the instructional schedule and model provided to a student. English Learners are to also receive Integrated English Language Development instruction in order to provide access and meeting academic content standards. Teachers in Grades TK-6 will follow the SUSD Designated English Language Development Expectations outlined in the following SUSD D-ELD Expectations - Updated 19-20. Our secondary sites will provide a period of Designated English Language Development for our English learners.

Safety measures for students and staff in the blended learning program will include requiring face masks for all students in 3rd grade-12th grade and highly encouraged for students in TK-2nd grade. Staff will be required to use a face covering, unless exempt, per guidelines from the California Department of Public Health. Personal Protective Equipment (PPE) in the form of masks, face shields, gloves, and disposable gowns has been, and will be, provided by the District if these supplies are available. The district will teach and reinforce frequent hand washing for both students and staff. Specifically students and staff will be provided with opportunities to wash their hands before and after eating; anytime they sneeze or cough; anytime they have participated in the sharing or handling of items; and before and after using the restroom. When hand washing is not practicable, hand sanitizer will be provided. Hand sanitizer will be located in classrooms, offices and high traffic locations. Social distancing will be incorporated into classrooms, buses, and cafeteria configurations. Signs and physical barriers will be provided to identify social distancing parameters and to provide safety in areas with high contact with students, staff, or the public.

The District will maintain adequate supplies of soap, hand sanitizer, paper towels, cloth towels, tissues, and disinfectant spray, as these supplies remain available to the District. These items will be available through the warehouse requisition process. Foggers will be purchased for use by Custodians. Each space used during the day will be fogged with disinfectant after staff has left. Custodians will disinfect frequently-touched surfaces several times per day - hourly, if possible. Cloth towels and spray disinfectant will be supplied in classrooms and office spaces. Staff should clean and disinfect frequently-touched surfaces, including instructional materials, door handles, drinking fountains, and desktops. Teachers will be directed to run the fans in classrooms continuously throughout the day and open windows if feasible. Staff will be trained on how to operate the thermostat in their classrooms so that they can run the fan without turning on the air conditioner or heater (if desired). Depending on outside weather conditions, windows and doors may be opened to aid ventilation.

Health screening surveys will be conducted for both students, staff, and visitors to campuses or facilities. These health surveys will ask questions about symptoms that may denote a COVID-19 infection. Parents will complete the survey for students prior to their arrival at school, and temperatures will be taken upon arrival; employees will respond to the survey as they report to their work site. If a student or staff member is experiencing any possible COVID-19 symptoms (with the exception of those who have diagnosed and medically documented seasonal allergies) they are required to stay home until they are symptom-free. Confirmed cases of COVID-19 for employees will be reported to the Human Resources department or to the school office for students. Parents and visitors will also be required to self-screen for symptoms, then will be screened for symptoms upon first entering a school or district facility. Anyone experiencing COVID-19 symptoms will be asked to not enter district facilities or work sites. An identification sticker will indicate that the health screening has occurred.

If a student is symptomatic upon arriving at school or develops symptoms while at school, each school will have a designated location in which the student(s) may be kept separated and isolated from contact with others. This determination will be based on state/local guidelines for COVID-19 symptoms, in coordination with district health personnel. The isolation room or area should limit contact with others. Students will remain in isolation with continued supervision and care until they can be picked up by a parent or an adult listed on their emergency contacts. If multiple students are to be isolated, social distancing will be maintained and face masks will be worn.

School psychologists, SUSD mental health clinicians, and the services of All 4 Youth clinicians, combined with community resources will continue to provide a wide range of support personnel for students during classroom-based instruction. New student referrals for services and support may be initiated by classroom teachers, parents or other school staff. Students receiving services during the previous school year will continue to work with staff. The district will continue utilizing the services of a therapy dog. Mental health staff will work with school sites to provide professional development, and trauma informed training to staff. Parent training will also be offered as part of the Parent University program in order to assist parents in supporting the social-emotional needs of their students
and provide information on how to seek out assistance from district and county services. The district website provides an array of information for staff, students and parents.

Ensuring the safety and wellbeing for all will be a priority and key to the district providing classroom based instructional programs. The district will work with various local and state agencies to monitor local conditions which may impact the provision or the continuation of classroom based instructional programs.

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

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<thead>
<tr>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
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<tr>
<td>Face masks, shields and Plexiglass partitions were purchased. Disinfecting supplies, hand sanitizer for classrooms, buses and other locations on campuses.</td>
<td>$300,000</td>
<td>N</td>
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<tr>
<td>The district renewed the licenses for Achieve 3000 to be used as a supplemental resource at various sites.</td>
<td>$73,021</td>
<td>N</td>
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<tr>
<td>Intervention personnel will provide services to students in need of additional support. The district continues to improve and innovate the supports for students, including for students in the unduplicated groups, designed to meet specific needs. Academic goals, including intervention goals are met through an enhanced MultiTiered (Tier I, Tier II and Tier III services) System of Supports (MTSS). For academic intervention services the focus is literacy. Intervention services are provided district-wide via Intervention personnel. The Intervention team meets to collaborate on curriculum, data and professional learning. Our data demonstrates that students in the unduplicated student groups will need supports and services that extend beyond the school day and school year. It is important that these services build on what's occurring during the day in order to improve student performance for the unduplicated student groups in literacy, ELA, ELD and Math as measured by the STAR, CAASPP and ELPAC. Work will continue to ensure these services are monitored and evaluated in order to inform curriculum and programs, especially those focused on students in the unduplicated groups.</td>
<td>$1,300,000</td>
<td>Y</td>
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**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.]

As the district begins the school year with the instructional program for all students being Distance Learning, the recent signing of Senate Bill 98 provided the parameters for what this instructional program will entail. This bill defined some of the requirements for Distance Learning. These requirements will be implemented in the Distance Learning plan during the time that either the county is on the state’s monitoring program or upon a parent request to continue in a Distance Learning program.

In the Distance Learning program Instructional content will be aligned to grade level standards equivalent to in-person instruction. Based on in-district assessments students in need of support will be provided intervention support. Students with disabilities will continue to receive instructional and support services as identified in the Individualized Education Plan (IEP) for each student. IEP teams will collaborate to ensure that the IEP addresses the needs that may
Examples of supplemental online curricula include: Online, supplemental curricula has been purchased and is being used for differentiation, progress monitoring, and mitigating learning loss. Examples of supplemental online curricula include:

- Achieve 3000
- RAZ Kids
- Freckle ELA, Math, Social, Science
- Imagine Learning for English learners
- DRA - Digital Format
For students who are eligible for special education, if instruction or services, or both, cannot be provided to the student either at the school or in person for more than 10 school days due to emergency conditions, the IEP will be implemented by alternative means through distance learning. State and local public health orders and guidance will be taken into account in determining how the IEP will be implemented via distance learning during the emergency conditions. "Distance learning" means instruction in which the student and instructor are in different locations, and may include, but is not limited to, interaction, instruction, and check-ins between teachers and students through the use of a computer or communications technology (video/audio), and/or the use of print materials and assignments with oral or written feedback. It is the intent of the LEA to continue to implement each student’s IEP despite needing different means or methodologies to implement it during distance learning. Total IEP and instructional minutes per day may be reduced due to the reduced required instructional minutes as described in SB98. By way of specific example of how this will work, students served through the Fresno County Superintendent of Schools’ Special Day Classrooms will be provided with a continuity of instruction by daily live instruction, daily pre-recorded lessons, and weekly consultations with families. In addition to the specialized academic instruction, students will receive instruction consistent with the services on their Individualized Education Program (IEP) as described in a Distance Learning Plan and/or emergency conditions section of the IEP. Related Service providers will provide services as outlined in IEP through a distance learning model or in-person instruction. The curricula used will be consistent with the core curriculum that students receive during in-class instruction or with the alternative curriculum outlined in the students’ IEP. Our partnership with the Fresno County Superintendent of Schools’ staff will ensure that we are addressing any concerns with attendance or disengagement during distance learning and transition back into the school environment when safe to do so.

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 will provide all students with access to internet connectivity and computers. In partnership with both state and local agencies the district has provided T-Mobile hotspots and Comcast internet services. School sites are working directly with parents to determine and address individual student connectivity needs. Every student enrolled in Selma Unified will be able to check-out a computer if the student needs one. All parents were asked to complete a pre-registration form that allowed for the district to plan for connectivity needs. Once a student’s need for a computer or internet access has been shared, computers and hotspots are checked-out at each of the school sites. Each child in a family will be provided with a computer in order to allow for all students to access online instruction without having to share a computer with siblings. The district will also be utilizing Comcast internet services for some families. At the completion of this plan there are families who are working with the district to secure internet access.

Students served through the LEA across the continuum of special education programs, including, but not limited to, the Fresno County Superintendent of Schools’ Special Day Classes, will be contacted by certificated staff within the first two days of instruction to ensure that devices and connectivity are available for each student. Students will be issued devices and/or hotspots as needed to ensure access to live and recorded lessons. Technical support will be provided as necessary to maximize instruction and access.

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.]
Selma will require minimum instructional minutes by grade level. Kindergarten will require a minimum of 180 minutes for kindergarten, 230 minutes are required for first through third, and 240 minutes are expected for fourth through twelfth grade. Physical education minimum minutes are not required. Daily participation for each student is required and will be documented. Students who do not participate in the daily instructional program will be marked absent. Weekly engagement logs will also be maintained. Student participation will be measured by the student attending live interaction instructional sessions, completing assignments and assessments. Technology and connectivity support will be provided by the Informational Technology department.

Furthermore, the implementation of our SUSD Assessment Plan for all students will inform our system of student progress. The plan provides opportunities for individual teachers, grade level collaboration teams, administrative team collaboration and site leadership teams to analyze and reflect on student learning as measured by the various assessments the district will be utilizing. Benchmark goals within each assessment will be identified and student progress towards those goals will be monitored. Instructional modifications, additional services or individualized instructional plans will be implemented based on any learning losses identified in this process.

Students served through the Fresno County Superintendent of Schools’ Special Day Classes will participate in daily live instruction for 60 minutes per day in which synchronous instruction is provided by the students’ assigned teacher along with classmates or age-appropriate peers. In addition to the synchronous instruction, students will be assigned 180 minutes of asynchronous instruction that is pre-recorded and consistent with the assigned materials and state standards. As allowed by State and local public health orders and guidance, students will be provided with in-person support to further support access to distance learning.

**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.]

All certificated staff were offered the opportunity to participate in professional development provided both by the district on pre-service days and professional development provided by partner agencies such as Tulare County Office of Education and Fresno Superintendent of Schools Office. Topics included professional development on the core ELA curriculum, the District’s Core 6 digital platforms (Zoom, Google Meets, Google Forms, Google Classroom, Edpuzzle, Screencastify,), STAR Reading Assessment, Aeries Portal, ELD, Math and Science.

**Ongoing Professional Learning:**

- An additional contract with TCOE will provide teachers with professional learning on Responsive Teaching for All Students in Distance Learning. The initial training begins in August and 6 additional dates are scheduled throughout the year.
- In addition, professional learning for the District’s Adopted Core 6 digital platforms will be provided by our Teacher Librarians throughout the year. Teachers will be responding to a professional learning needs assessment on the Core 6 digital platforms. Our ED Tech/Library Media Coordinator will review the responses and schedule professional learning sessions based on the needs of teachers.
- The weekly Monday schedule includes less synchronous instruction and more asynchronous instruction to create time and space for teachers to collaborate within their PLCs and participate in professional learning sessions.
- Site coaches provide demo lessons, team teach, and coach teachers within the synchronous instructional time blocks. Schedules are established upon request, and teachers are encouraged to participate.

**Just in Time Ed. Tech. Support**

If a teacher’s device requires technical service, or if the teacher needs technical support with our adopted electronic platforms, Selma Unified has a protocol in place for them to receive support.
● Each school site has a teacher who is paid a stipend and is designated as the site technology specialist. The site technology specialist can provide troubleshooting support immediately.
● Additionally, the district technology department maintains a helpdesk system. Staff can submit a request to: My Tech Desk TD for IT support.

Staff Roles and Responsibilities

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

Staff roles and responsibilities have been impacted tremendously by COVID-19. In terms of classified staff, the Custodial department has had to receive additional training in disinfecting procedures and the use of disinfectant foggers. Night shifts have been incorporated into day and afternoon shifts to have more people available to clean and disinfect throughout the day. Maintenance staff members had to curtail their normal maintenance jobs to install clear, plastic barriers in front offices and libraries and install hand sanitizers in classrooms and high traffic areas. The Child Nutrition staff has experienced shift changes to accommodate the Grab and Go meal distribution format to best serve our students and parents. They have transitioned from cooking from scratch to prepackaged food items, but they’re incorporating three meals into one sack meal: breakfast, lunch, and supper. All classified staff whose job entails instructional support has also had to learn new responsibilities including how to support students and teachers in a virtual setting. They have participated in numerous training sessions to learn new classroom platforms. Secretarial and clerical staff have had to alter their attendance accounting procedures to account for student interaction and participation, rather than just an absent or present accounting system; they are also a part of the health screening process for visitors on campus. The health services staff will be heavily impacted when students return to campuses, as they will be the people in charge of student screenings and temperature checks. Numerous classifications such as Campus Safety Assistants (yard supervisors) and Bus Drivers have had to take on alternative work assignments while students are engaged in distance learning because their jobs specifically entail working with students in a non-instructional role.

Certificated roles have changed dramatically as well. Teachers have switched from traditional teaching styles to distance learning in a virtual format. Teacher Librarians have assumed the role of trainers and presenters for numerous professional learning opportunities on the various platforms and most popular digital resources. Intervention teachers have a heightened awareness of the need to identify the learning loss through assessments and data collection and to work to mitigate that learning loss. School psychologists and mental health clinicians also have a heightened awareness of the need to support the students’ and staff members’ social-emotional well being and have been providing numerous resources for assistance since March. School nurses have taken on the roles of resident experts in terms of protocols and procedures regarding possible exposure, real exposure, and diagnosed cases of COVID-19; they have also been instrumental in acting as liaisons to the Fresno County Department of Public Health to give and receive information to district staff in a timely manner.

Administrative roles and responsibilities have also been impacted in that new guidelines, board policies, and protocols have had to be developed. New Board Policies include those for Distance Learning and Working Remotely. A job description for a Distance Learning Teacher was also created, as was a Remote Work Agreement. Effects bargaining has been continual with classified and certificated bargaining groups. Increased time has been spent to develop and provide training to staff, and ensure the physical environment of the school sites and district facilities meet protocols with signage, hand sanitizing stations, health screenings, and clear, plastic barriers in high traffic areas. A daily health screening survey for all employees who physically report to work had to be created and is monitored daily by all site administrators, department supervisors, and the HR Division for completion and compliance.

Staff in all employee groups played a vital role with their participation on the Reopening Task Force and its numerous subcommittees. All staff have had to participate in additional mandatory training including three training sessions on the Coronavirus and training on a Return to Work Guide for Employees, in addition to their annual mandated training sessions.
Supports for Pupils with Unique Needs

In addition to high quality Tier 1 first instruction, all staff, including intervention specialists and classroom teachers will provide differentiated instruction based on a well-designed program for struggling students including English learners, students with IEPs, foster youth, and homeless through a multi-tiered system of identification and support. Instruction will include differentiation based on results of formative and summative assessment data.

1. High-quality, research-based, accelerated, supplemental instruction/intervention targeted to student needs.
2. Intervention is coordinated with Tier I instruction.
3. Schools will develop and use flexible delivery models to meet student needs in Tier 2 and Tier 3 services.
4. Instruction is based on short-term and long-term goals, in collaboration with classroom teachers.
5. Intervention teachers will utilize additional assessments when necessary, for further diagnostics.

Students receiving special education services who have active Individual Education Plans (IEP) will have a Distance Learning Plan (DLP) completed addressing how goals and objectives will be addressed and services delivered during distance learning. Related service providers will match their services on the IEP as closely as reasonably possible to ensure a continuity of instruction. Plans will be reviewed with parents. The DLP shall be revised as appropriate to address the means through which the student’s IEP will be implemented during distance learning. The DLP will be in place until the students next regularly scheduled IEP team meeting, at which point emergency conditions language will be added to the student’s IEP.

Our partnership with the Fresno County Superintendent of Schools helps to offer a full continuum of services for students with unique needs. Their special day classrooms for students with intellectual disabilities, emotional disturbance, autism, and Deaf or Hard of Hearing ensure access to specialized instruction by specialists as outlined on the students’ IEP. IEP teams will take into account the unique needs of the students served when determining the most appropriate method of instruction and placements throughout the continuum.

For students who are Foster Youth, Homeless Youth, or Unaccompanied Youth, the Pupil Services Department will be communicated with each school site and with each family to ensure these students have what they need to be successful during remote learning, including regular access to laptops and hotspots for internet connectivity.

The Pupil Services department provides support between school teams and collaborative partners to assist with the coordination of services and continuity of educational programming, including school transitions to minimize disruptions in enrollment for Foster Youth, and Homeless Youth. The staff reviews needs and determines needs based on direct contact with the families and students throughout the school year. The department works to provide assistance as well as connect these students with school- and community-based resources. Pupil Services and school sites have
access to resources and to other staff members and are in regular contact with the students and families to ensure that these students can be successful.

Selma’s homeless and foster youth population will be provided with targeted outreach through small group instruction, priority for tutoring, extra support with technology, and resources to assist with their unique needs.

English Learners in elementary and middle school grades will receive a daily English Language Development (ELD) lesson. This block of time will include the use of identified instructional strategies from the SUSD ELD Instructional Model and the incorporation of tools for distance learning designed to maximize oral language and listening comprehension. In addition to this, EL students at ELPAC Levels 1 and 2 will receive additional language development support via the Imagine Learning program. For both elementary and secondary Long Term English Learners (LTEL) students who are receiving instruction utilizing the English 3D curriculum, the district is providing the digital resources to both students and staff. These resources will allow for on-going assessments to monitor student progress. Also provided is the Writable program that will be used to provide additional writing support for English Learners utilizing English 3D. All teachers will be provided with professional development for the provision of Integrated ELD. Strategies in Integrated ELD that will help accelerate progress for English Learners will be identified and utilized in all content area instruction. English Learner progress will be monitored on all local assessments and students demonstrating a need for additional support will be provided intervention services. Each school in the district provides intervention services designed to meet the language and literacy needs of English Learners. Bilingual staff are available at all school sites for two-way communication with parents of English Learners. Parent University will provide parent engagement opportunities to engage and assist parents of English Learners with skills and resources to support their children with academic and linguistic progress.

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

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<th>Description</th>
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<td>The district renewed the Aeries Communications license and upgraded portions designed for communication with parents.</td>
<td>$33,243.60</td>
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<td>Edgenuity was purchased to provide online courses for students at Selma High and Heartland. CAASPP data reflects that unduplicated student groups are in the greatest need of supports. The district will in part address this by providing all students with supplemental standards aligned resources and supports, including resources with which to provide technology integration, intervention, STEAM activities, and enrichment activities. These also include contracts for data resources, assessment tools and progress monitoring tools. We believe that by providing STEAM activities, enrichment activities, Career Technical Education and by providing library services our student performance in ELA and Math CAASPP will be improved. Efforts in this action item will focus primarily on meeting the needs of unduplicated student groups.</td>
<td>$48,000.00</td>
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<td>Professional Learning to certificated staff over 2 days prior to start of school.</td>
<td>$250,000</td>
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The unduplicated student data show the need for improvement in 2019 CAASPP scores. One way to address this gap is for the district to continue to implement and sustain professional learning and support for teachers, support staff and administrators. It is expected that through focused and ongoing professional learning based on formative assessment data teachers will refine instruction and increase the number of unduplicated students meeting proficiency on the CAASPP ELA in the next year. The professional learning will include a focus on the unduplicated student populations.

| Purchase of Imagine Learning for additional Language Development for English Learners | $68,000 | N |

## 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 SUSD assessment plan responds to the need for identifying student learning loss by including early diagnostic assessments in ELA, ELD, and Math. Additionally, these assessments grow in depth and breadth as they are repeated periodically through the year to continue to gather formative data to be used to provide instructional support throughout the annual learning process and cycle. Data from these assessments will provide the school system to be transparent as well as triangulate learning support by communicating student strengths, needs, and results with parents and the community. Furthermore, assessments will be used to identify students’ strengths and to build on those strengths while addressing their needs.

The SUSD assessment plan is based on a tiered design in which Tier 1 is the district level (Diagnostic, Progress Monitoring, and Summative) Tier 2 is at the site grade/PLC level (Given as mid-unit and unit assessments approximately every 3-4 weeks) and Tier 3 is the classroom level (Informal Formative assessments given daily/weekly to inform teachers and students of learning). In addition, the design calls for prioritizing and for the most frequent assessment to be applied at Tier 3 and the least frequent at Tier 1 in consistency with recommendations from *Learning as We Go: Principles for Effective Assessment During the COVID-Pendemic* (Lake & Olson, 2020). The plan calls for all data collected from the Tiers to be visible to multiple stakeholders to provide systematized responsive instruction and learning support for all students, including English learners, foster youth, special education, homeless, and low socioeconomic. The table below illustrates the Districts’ tiered design and frequency of how often students learning will be assessed and/or measured.

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<th>Description</th>
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<td><strong>District Level:</strong></td>
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<td>● Used for state and federal reporting and district resource decisions. (LCAP, SB 98)</td>
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<td>● Used collaboratively and formatively to plan, adjust, and</td>
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Assessment Tools:
- **ELA** - STAR Reading, students will have reading levels through STAR, a writing score, a fluency score for reading, foundational skills (Part 2) for K-2
- **Initial ELPAC** testing is being conducted for all incoming Kindergartners or students coming from out of state.
- **Math** - STAR Math and CBM’s for K-6. STAR math will be used as a screening assessment to identify students who have learning gaps in math standards. To further diagnose learning loss, we will utilize the CBM’s to probe deeper into why students are struggling and where specifically to focus instructional support.
- **MDTP for grades 7-12.** The Mathematics Diagnostic Testing Project includes a diagnostic assessment appropriate for students in grades 7-12. The purpose of this assessment measures student thinking about important prerequisite skills and knowledge necessary for success in secondary math classes. These are designed to identify strengths, unfinished learning, such as partial understanding of a concept, and learning gaps.

Additional ELD Assessment Tools:
- **ELD- LAS learning - Grades 7-8**
- **Benchmark Advance** assessment being developed to mirror ELPAC will be purchased when released.
- **Optional ELPAC** testing is being conducted in September and October for students who were on track for redesignation during 2019-20 but were not able to complete ELPAC prior to school closures.

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.]

SUSD will prepare teachers to focus on content priorities by leveraging the structure and emphases of college- and career-ready Math and ELA/ELD/literacy standards. Teachers will make strategic instructional choices about which content to prioritize, and what and how to assess student efforts. Assessment data will be used to uncover and address unfinished learning in-order to guide teachers to address what students know and can do throughout the upcoming school year. In alignment with guidance from *Priority Instructional Content in ELA/Literacy and Mathematics (Student Achievement Partners, June 2020)*, assessments in SUSD will be used to:

1. Determine how to bring students into grade-level instruction, not whether to bring them into it.
2. Center on formative practices, and use tools such as exit tickets, student work, and student
discussion to inform instruction using high-quality instructional materials., 3. Use targeted checks for very specific subject and grade-level instructional purposes.

**Strategies to Accelerate Learning:**
1. Use of Digital Learning Systems: Imagine Learning for ELs, Freckle Reading, Math, Social Studies, and Science for students in Grades K-6, Achieve3000 for Grades 7-12
2. Professional Learning Communities
3. Using data and priority prerequisite skills, foundational skills, and focused grade level standards
4. Providing assessment PL and instructional PL for teachers
5. Using the RTI/MTSS model in providing tiered support
6. Growth mindset
7. Social Emotional Learning lessons

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**English Learners, Foster Youth, and Students Experiencing Homelessness**
Pupils experiencing homelessness and foster youth are provided intensive outreach and support to ensure access to virtual learning. Staff work to connect families with resources to mitigate learning loss and support students’ academic and social-emotional needs.
The Foster Youth and Homeless Youth are some of our most vulnerable students. Lack of continuity in placement and lack of a permanent home creates deficiencies in learning. Many of the factors that contribute to learning loss for these students include irregular attendance, communication barriers, and lack of internet access. To address the Pupil Services Department works closely with each school site to connect these students to the campuses and their opportunity to learn. Contact is made with the students to ensure that they have the tools necessary to be successful with distance learning. Laptops and hotspots were available at each school site or delivered to these students before school started or upon enrollment. Each student/family is contacted on a regular basis to determine individual needs and determine appropriate interventions as needed by the student. These needs are determined through the communication between the school site, the student and their family, and the Pupil Services Department to ensure appropriate measures are offered.

English Learners, Socioeconomically Disadvantaged students, students experiencing homelessness and foster youth will be prioritized to receive tutoring from highly qualified credentialed teachers based on needs identified by local assessments. English Learners with the greatest language development and/or academic needs, identified using the ELPAC and/or local assessments will be provided with after school tutoring designed to support their specific language needs. Newcomer English Learners are provided with instruction in Newcomer classes for grades 3rd-6th, 7th-8th and 9th-12th grade. English Learners who are Long Term English Learners and who meet specific criteria receive instruction designed to support their unique language development learning needs in courses that utilize English 3D curriculum.

**Students with Disabilities**

Along with district and school level assessment tools and strategies, students with disabilities will be monitored through their Individual Education Plan (IEP). Through the IEP process, students’ goals and objectives will be monitored for progress, and aligned to address any learning loss or individual student needs. Extended School Year (ESY) will be made available, through the IEP process as appropriate, to address loss of recoupment capacity. Students with disabilities exhibiting severe loss, and an inability to recoup skills in a timely manner after students return to in-person learning environments, may benefit from compensatory services beyond the IEP services.

**Effectiveness of Implemented Pupil Learning Loss Strategies**

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

The assessment cycles will include opportunities for individual teachers, grade level collaboration teams, administrative team collaboration and site leadership teams to analyze and reflect on student learning as measured by the various assessments the district will be utilizing. Benchmark goals within each assessment will be identified and student progress towards those goals will be monitored. Instructional modifications, additional services or individualized instructional plans will be implemented based on any learning losses identified in this process.
### Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

<table>
<thead>
<tr>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
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<tbody>
<tr>
<td>Digital Hardware: Purchase of student Chromebook computers.</td>
<td>$1,700,000</td>
<td>N</td>
</tr>
<tr>
<td>Digital Hardware: Purchase of staff laptop computers.</td>
<td>$300,000</td>
<td>N</td>
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<tr>
<td>Out of District Professional Learning: The district compensated staff for attendance at professional learning offered by the Tulare County Office of Education. The unduplicated student data show the need for improvement in 2019 CAASPP scores. One way to address this gap is for the district to continue to implement and sustain professional learning and support for teachers, support staff and administrators. It is expected that through focused and ongoing professional learning based on formative assessment data teachers will refine instruction and increase the number of unduplicated students meeting proficiency on the CAASPP ELA in the next year. The professional learning will include a focus on the unduplicated student populations.</td>
<td>$25,000</td>
<td>Y</td>
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<tr>
<td>Out of District EL Professional Learning: The district will work with Tulare County Office of Education staff to provide professional learning on Integrated ELD.</td>
<td>$7,700</td>
<td>N</td>
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</table>

### 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.]

School psychologists, SUSD mental health clinicians, and the services of All 4 Youth clinicians, combined with community resources will provide a wide range of mental health, trauma and social emotional learning support to personnel for students, families and staff. Selma Mental Health clinicians provide weekly “office hours” for staff to address personal and specific student mental health concerns related to COVID-19, distance learning and addressing SEL to their students. New student referrals for services and support may be initiated by classroom teachers, parents or other school staff. Students receiving services during the previous school year will continue to work with staff. The district will continue utilizing the services of a therapy dog. Selma MH clinicians will work with school sites to provide professional development, and trauma informed training to staff. Parent training will also be offered as part of the Parent University program in order to assist parents in supporting the social-emotional needs of their students and provide information on how to seek out assistance from district and county services. The district website provides an array of information for staff, students and parents on mental health resources, and is continually updated.

### 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 will provide both site and district level support for pupil and family engagement and outreach. The district will be sharing with staff, students and parents the specific requirements for Distance Learning attendance and participation. Students will be able to establish participation through the daily live
interaction (in person whole/small groups), and/or by completing and submitting online virtual assignments. Weekly logs will be maintained and be utilized to determine students who are in need of supports in order to participate in Distance Learning. All communications will be provided in the primary language of the student and parent.

Classroom teachers will notify school administrators of students who are in need of support in order to participate in Distance Learning. The school will determine the support needed and how that support will be provided. District level support will be provided to assist schools in the provision of supports or services identified for students and families.

The following are the tiered plan for attendance and support procedures:

**Tier 1 – Engagement/Early Re-Engagement for ALL-Interventions**
- 1st Truancy/Re-Engagement letter generated and mailed to parent/guardian
- Parent Contact documented by school site
- Staff or auto dialer call goes out to parent for each absence
- Conversation concerning attendance with school site staff
- Accurate attendance data in Aeries SIS
- Relationship building through wellness calls
- Attendance reviewed by site team
- All interventions documented in Aeries student information system

**Tier 2 – Attendance Re-Engagement-Interventions**
- 1st Truancy Letter generated and mailed to parent/guardian
- Personalized outreach contact by telephone to identify needs and assist in eliminating barriers
- Resources provided for identified barriers – possible outreach to community providers
- Site notifies Pupil Services of attendance concerns
- Home visit by Community Liaison
- All interventions documented in Aeries student information system

**Tier 3 – Attendance RE-Engagement-Interventions**
- 2nd Truancy Letter generated and mailed to parent/guardian
- School site schedules and meets with parent/guardian for SART meeting
- Welfare Check
- Follow up on previously identified barriers
- Refer to site support and/or counselor
- Additional supports are determined if needed
- All interventions documented in Aeries student information system

**Tier 4 - SARB-Interventions**
- 3rd - Truancy Letter generated and mailed to parent/guardian
- Parent/guardian and student are scheduled to meet for District SARB
- Refer to other agency for support: counseling, substance abuse, probation, Child Protective services, if necessary
- SARB team determines individual intervention needs
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.]

Given the possibility of future different scenarios for the reopening of schools, parent choice and the possibility of closing schools, the district has plans for the continued provision of student meals. Student meals will be provided under all instructional programs whether on-site or off-site. Meals will also be provided in the event of a school or district closure. For Distance Learning all students will be receiving free meals. During Distance Learning we have 7 sites open to serve meals daily from 3:00-5:30. ID numbers are required as we are running our meal program through the National School Lunch. All meals are Free under the Community Eligibility Provision (CEP) to enrolled students of Selma Unified. Student Meals onsite Programs. Hybrid 2 days on 3 days online Meals will be served outside and inside following all social distance requirements. Offsite meals will be served as Grab and Go 5 days of meals will be served on Mondays only 3:00-5:30

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

<table>
<thead>
<tr>
<th>Percentage to Increase or Improve Services</th>
<th>Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students</th>
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<tbody>
<tr>
<td>32.9%</td>
<td>$17,033,000</td>
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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.]

Each "contributing" action/service located in this plan contains the required explanation for how it is principally directed and effective in meeting the needs of unduplicated students. Also, every "contributing" action is designed to support the identified group’s needs in order to close equity and achievement gaps and accelerate learning in response to the COVID-19 pandemic. All actions/services identified as "contributing" were developed after conducting a comprehensive needs assessment with meaningful input from our stakeholder groups.

[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 (also known as unduplicated students) and designed to help Selma 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 32.9% using the dollar amount of $17,033,000. 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 $17,033,000 on actions and/or services principally directed towards the unduplicated student population. These actions are found both in this plan and in other plans.

In addition to the actions/services described in this plan as “contributing”, the following items are other actions/services that contribute towards meeting the increased or improved services requirement:

● Attendance and Home to School supports provided by a Pupil Services Coordinator and Home School Liaisons.
● Providing supplementary resources and materials for STEAM, Intervention and Enrichment
● Physical Education teachers for elementary physical education classes.
● Professional development and coaching services.
● Parent University and other parent engagement activities.