

Learning Continuity and Attendance Plan Template (2020–21)

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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General Information

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

On March 16th, the Sulphur Springs Union School District had to physically close the school campuses and resume instruction online for the remainder of the 2019-20 school year. During this time, staff partnered together to continue to deliver online instruction to approximately 5400 TK-6th grade students. Staff deployed digital devices and hot spots to families that needed one for their child to learn online from home. In addition, instructional materials were distributed, such as grade level workbooks and paper and pencil packets, to ensure that all students had access to instructional materials if they were not able to log online for Distance Learning.

During school closures, families communicated to the District a need for childcare since schools were physically closed. The District partnered with two fee-based organizations for daycare, which are housed on 4 school campuses within the District. The two organizations created a plan to assist families with daycare and also followed the safety protocols as outlined in the State and Department of Social Services guidelines.

From April to August, Safety and Instructional Task Forces met to ensure that stakeholders were part of the process in preparing for the opening of school in the fall of 2020. The Task Forces were composed of parents, teachers, classified staff, management, and nurses. The Task Forces met multiple times and greatly supported staff with preparing the school facilities to be in compliance with health and safety protocols, as well as making sure that parents had two Instructional Programs to choose from to support their child in the fall.

The Superintendent also made sure to communicate to staff and families from March to present every Friday by sending home an email and phone message providing them health and safety as well as academic information. In addition, several regular and special Board Meetings were held with the Board of Trustees and staff to ensure that the Board was well informed as well as the public.

Surveys were sent home to families and staff asking them to provide Management input as to which Instructional Program delivery they preferred and why and what type of training staff needed to support online instruction.

In order to support students for the fall, parents needed to select one of the Instructional Programs, AM/PM or Learning@Home. Pupil Services Department worked all summer with Principals and school office staff to reorganize class lists so that students could be placed in the correct program that the parents selected. District office and school site staff worked throughout the summer to contact parents to make sure that their child was in an Instructional Program of their choice.

The Educational Services Department offered professional development to teachers and administrators throughout the summer and start of school to support them with learning how to use different online platforms such as Zoom, Google Classroom, SeeSaw, Edgenuity, Social Studies Weekly, Mosa Mack and Mystery Science to deliver the Instructional Programs. The sessions were well attended and additional training was added to support teachers as needed.

The Maintenance and Operations Department ordered several supplies needed to support the health and safety requirements that were outlined in the Protocols for K12 School, such as, protective personal equipment, social distancing signage and stickers, tape for marking school grounds, Plexiglass, air filters, refillable water bottles for students, infrared thermometers, hand sanitizers, cleaners, and sprayers for custodians to use to disinfect classrooms. In addition, cargo containers were ordered for school sites to store extra furniture to support the 6-foot requirement for students in the classrooms.

All supervisors ensured that all staff members at the District office and school sites were trained in the health and safety protocols and monitored that the protocols were being followed on a daily basis. In addition, adjustments were made to custodians' cleaning schedules to ensure that high frequently touched areas were being disinfected at least three times daily.

The District also worked with the Food Services Program and made sure that meals were offered to all students from March to end of June and then again from the start of the school year to throughout the school year. Principals worked with custodians, food services employees, and management from Maintenance and Operations to ensure that food was provided to families as a 'Grab and Go.' Health and safety protocols were followed during all food distributions.

The District also completed a comprehensive plan, Sulphur Springs Union School District Plan for Opening Schools, that explains the health and safety measures being taken at all school facilities, including how the District is responding to COVID-19 in the event of a positive case on campus, and the Instructional Programs being implemented. All parents were provided a copy of the Plan and the Plan is posted on the District website in both English and Spanish.

Stakeholder Engagement

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

The Superintendent, Assistant Superintendent of Educational Services and Principals met with several stakeholders to share the Learning Continuity and Attendance Plan to receive input, recommendations and share responses from stakeholder questions. The stakeholders included LCAP Advisory, PAC, DELAC, teachers, parents, staff (see list below of stakeholder meetings). The Superintendent presented the Plan and provided written feedback responding to questions and comments to PAC on August 19th and September 16th, DELAC on September 10th and LCAP Advisory meeting on September 1st.

During all meetings, Stakeholders were also able to ask questions and get clarification as needed.

The feedback received was taken into consideration when writing the Plan and answers to questions were provided to all stakeholders. The Superintendent also posted questions and answers on the District's website for public review. The Superintendent also shared the responses to the questions at the PAC and DELAC meetings. All parent meetings were conducted in English and Spanish. Informational Learning

Continuity and Attendance Plan meetings were announced through ParentSquare, the District's communication system. The Learning Continuity and Attendance Plan meeting messages sent to parents through ParentSquare were sent in English and Spanish.

The following stakeholder groups met to provide input and recommendations:

-Cabinet Members: August 17th, 11:00AM

-Principals, Directors, Managers: August 17th and August 26th, 2:00PM

-Parent Advisory Committee: August 19 and September 16th, at 9:00AM

-LCAP Advisory Committee: August 20th and September 1st, 3:30PM

-ELAC, SSC, PTA: Week of August 19th - September 11th, Principals selected times to meet with ELAC, SSC and PTA to share the Plan

-Teachers: August 31st and September 10th, 3:30PM

-Classified Committee Members- August 25th, 10:00AM

-District Office Staff: August 25th, 1:00PM

-DELAC: September 10th, 2:00PM

During all parent and stakeholder meetings, notes were taken to document questions and input. Comments from all stakeholder meetings supported the Learning Continuity and Attendance Plan to assist with mitigating learning loss. The questions and answers from all stakeholder meetings can be found on the District's website at <https://www.sssd.k12.ca.us/Page/26>. The Superintendent provided written comments to stakeholders and directed them to the District's website for later reference if needed.

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

There were several regular and special Board meetings held from March 2020 to September 2020. During most of the Board meetings, staff provided updates on the reopening of schools. In August, there were reports presented during the Board meetings to discuss the reopening plans and preparing for the Learning Continuity and Attendance Plan. In order for the public to have an opportunity to participate, stakeholders were notified through ParentSquare and weekly Friday updates from the Superintendent that Board meetings would be held via Zoom, and then live streamed through YouTube to participate if there were questions and/or comments regarding the Plan. The public was invited to participate and provide requests to address the Board by submitting their requests through email. In addition, since the Board meetings were streamed live, staff were able to watch the meetings and be informed in real time.

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

During the LCAP Advisory, PAC and teacher meetings, several questions were asked regarding attendance and engagement tracking. Since the state did not release the Engagement Record until after school began, it caused districts to create their template and use the Aeries Information System as keeping track of attendance and engagement. In addition, there were questions regarding how attendance and engagement were going to be recorded if a student was unable to log on when the teacher was online.

At the PAC, DELAC, and teacher meetings there were comments and questions regarding the curriculum being used during Distance Learning, and staff shared what programs were being used to support students to mitigate learning loss. Further, there was a discussion on assessments and grading and how this would be implemented.

There were questions at the PAC, LCAP Advisory, and DELAC regarding safety and the protocols that are in place to support staff and students. District staff shared the comprehensive plan that was written to support the District, Sulphur Springs Union School District Plan for Opening Schools.

During the PAC meetings, families shared how their students were doing with accessing the instruction online, and a few parents shared that their children expressed a need for counseling support.

All responses to questions are posted on the District's website under the Learning Continuity and Attendance Plan which can be found at www.sssd.k12.ca.us.

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

Several questions from PAC, LCAP Advisory Committee, and DELAC meetings were received regarding the curriculum and assessments as well as the steps being taken to mitigate learning loss. The Superintendent and Assistant Superintendent of Educational Services made sure to describe in detail the instructional programs being implemented for students in both the AM/PM and the Learning@Home Programs.

In addition, there were questions by both PAC and teachers and administrators regarding the way in which engagement record keeping is conducted. Information was added to support the way teachers will be keeping track of student engagement. The Assistant Superintendent of Business Services took time to share how attendance is being monitored and taken each day.

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.]

Between March-July, the District engaged in several Task Force meetings focused on instructional program offerings and safety. Stakeholders including parents, certificated and classified staff and site and District administrators gave input on various options for students and staff. Additionally, several Board meetings were conducted to share information with the public. Feedback from stakeholders also included survey data to determine the needs of families and staff on how to return to school for in class and online instruction.

Families will have two options as instructional models for students. As a result of stakeholder input and Sulphur Springs Union School District Board meetings, when schools are able to physically re-open, the Sulphur Springs Union School District will implement an AM/PM Instructional Program model. The AM/PM Instructional Program model will be as follows:

- Students will attend school for in-person instruction 2.5 hours a day, 4 days a week (Monday, Tuesday, Thursday and Friday) with the remaining state required instructional minutes being completed at home in asynchronous learning.
- Attendance will be taken daily.
- ½ of the class will attend school in the AM; while the other ½ will attend in the PM
- On Wednesdays, teachers will provide 105 minutes of live online synchronous instruction, and then students will engage in asynchronous work at home. Thorough cleaning and disinfection of the classrooms will take place on these Wednesdays of remote instruction with the remaining state required instructional minutes being completed at home in asynchronous learning.

The second option for students is the Learning@Home model. This program is designed to support students who are unable to attend class in person. It is for families who would like to continue their student's instruction in an online environment. However, as required by SB 98, all students are to have daily interaction from a certificated teacher. Delivery of instruction will be done completely online with assignments being turned in electronically or physically to the teacher.

Student Supports

Currently, the Sulphur Springs Union School District provides support for students utilizing District-Adopted curriculum that includes online and print materials. Benchmark Advance is an English-Language Arts program aligned to the CA Common Core standards that includes lessons in reading, writing and English Language Development. Math Expressions/Think Central is the District-Adopted Math program which incorporates the Standards for Mathematical Practice aligned to the CA Common Core Standards. Within each program (Benchmark and Think Central) teachers are able to assign students grade-level material through their online platforms, as well as differentiate instruction using their leveled materials.

To support students who are at a greater risk of experiencing learning loss, when county restrictions are lifted and students are able to return to school for in-person instruction, those at greater risk will return to school on a staggered schedule. Students with Special Needs, Primary Students (TK-3), English Learners, Foster Youth and students of low socio-economic status will be slated to return to school prior to students outside of these target groups. All other students that do not fall within a targeted or specialized student group will return to school within a hybrid model based on guidance from the Department of Public Health and California Department of Education.

English Learners continue to have support through designated and integrated English Language development, with a strong focus on developing listening, speaking, reading and writing skills. Additionally, students will have access to Imagine Learning to support literacy skills through online interactive supports.

Low Income students are provided with intervention and scaffolded supports in all curricular areas. Teachers provided targeted instruction utilizing online curriculum such as Think Central, Pathblazer, IXL and BrainPop to provide students with real world examples, videos, and instructional support. These programs and strategies support students with access to core and supplemental materials and assists with mitigating learning loss to increase student learning.

Foster Youth students continue to be supported with targeted instruction in all curricular areas. The programs provided, such as Pathblazer and Think Central are specifically designed to address students needs based on assessments. Programs are self guiding and adjust based on student performance. In this way, students can access material consistently regardless of performance level.

Students with Special Needs have been provided several programs and supports to address both academics and development. Programs such as Pathblazer, IXL, and Brain pop provide academic support while programs such as Creative Curriculum, STAR Curriculum, N2Y, TeachTown, and Imagine Learning address student needs both online and for in person instruction.

All general education and special education students will engage in an online, mandated assessment in English Language Arts and Math, called STAR Reading for STAR Math. The STAR Assessments are a diagnostic tool that can be used by teachers to determine how to instruct students and will also be used as a progress monitoring tool to determine how well students are progressing within the grade level. Data from these ongoing assessments will be disaggregated and analyzed to ensure that English Learners, homeless students, Foster Youth, special education students and students at risk can be provided the needed instructional tools to access learning and mitigate learning gaps. Additionally, students in grade 3-6 will participate in Smarter Balanced Assessment Interim Assessment Blocks. These assessments will be used as progress monitoring tools to inform instruction as well as determine student progress toward grade level standards mastery which will be assessed on the annual California Assessment of Student Performance and Progress or CAASPP.

During in-person instruction, students in need of social emotional support will have continued access to the District Social Worker, school psychologists as well as counseling services. In addition to teacher feedback and family check-ins, to monitor progress, the District will utilize the Aeries system paying specific attention to attendance to monitor engagement. Principals will personally follow up with families who have not participated in at least three days in a row of instruction. The District will continue to use a multi-tiered system of support to identify needs and provide additional supports for students which include participation in social skills groups, counseling, and access to resources for parents and families.

The District completed a comprehensive plan that encompasses both information about the instructional programs being implemented, as well as, the safety measures that are in place to support the health and safety of students and staff. A full review of the Sulphur Springs Union School District Plan for Opening Schools can be found on the District’s home page at <https://www.sssd.k12.ca.us>.

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

Description	Total Funds	Contributing
Online curriculum to support student learning: Mosa Mack Science, Pathblazer Intervention, Social Studies Weekly, Creative Curriculum, and Teaching Strategies targeting English Learner, FY, LI, and Students with Special Needs.	\$143,086	N
Imagine Literacy and Learning for English Learners (Online Literacy Program)	\$100,000	N
IXL Learning Platform for Students with Special Needs and English Learners	\$10,000	N
Purchase STAR Assessments for all students.	\$22,750	N

Provide full day transitional kindergarten at all sites to provide access to strong early childhood programs that will strengthen students social and academic skills, especially for unduplicated students.	\$670,000	Y
Purchase of hand sanitizer, wipes, PPE, and barriers to support classroom learning environments.	\$823,319	N
Purchase of additional school supplies so that students have access to individual supplies during the instructional day targeting English Learner, FY, LI, and students with Special Needs.	\$155,000	N
Purchase California State supplementary and/or digital standards based materials (i.e. Renaissance Products, etc.) to assist with intervention for students at risk and support enrichment programs, especially for Low Income, Foster Youth and English Learners.	\$200,000	Y

Distance Learning Program

Continuity of Instruction

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

The school District currently utilizes District-Adopted curriculum materials, as well as research-based instructional strategies to provide rigorous instruction aligned to the California Common Core Standards and targeted to meet students’ needs. The District-Adopted curriculum includes Benchmark Advance for English-Language Arts and Math Expressions for math.

After the release of the report “Addressing Unfinished Learning After Covid-19” by the Council of Great City Schools (June 2020), the District’s Educational Services Department met with a cohort of teachers and administrators in early July to discuss instructional priorities when starting the 2020-2021 academic school year. Through a series of four workshop sessions, the team focused on three of the principles contained in the report: 1) Stick to grade-level content and instructional rigor, 2) Focus on depth of instruction and instructional rigor, and 3) Prioritize content and learning. The team utilized the June 2020 report from Student Achievement Partners titled “2020-2021 Priority Instructional Content in English-Language Arts and Mathematics” to identify priority standards and create Curriculum Guides with a focus on mastering the priority standards. The Curriculum Guides highlight the units in the District adopted curriculum in which the Priority Standards are addressed. The Curriculum Guides also include dates for the District Assessments that are aligned to these Priority Standards. These District Assessments will be administered at the Beginning of the Year (August), Fall (October), Winter (February) and Spring (May) to collect baseline data and measure progress throughout the year. These District Assessments include ESGI for Transitional Kindergarten through first grade, STAR Reading for second grade through sixth grade, and the Smarter Balanced Assessment Consortium (SBAC) Interim Assessment Blocks (IABs) for grade three through six. Data from these assessments will also be utilized to implement a Multi-Tiered System of Support, to determine additional support for students not making progress in mastering grade-level standards.

Students will continue to receive grade level instruction whether during Distance Learning or on site for in person learning. During the school closures, the District will continue to provide grade-level instruction (a minimum of 180 minutes for Transitional Kindergarten and Kindergarten, 230 minutes for 1st-3rd, and 240 minutes in 4th-6th) through digital resources in the adopted curriculum, as well as by providing printed materials to students and families prior to the

start of the school year. Teachers will utilize Google Classroom and/ or Seesaw as a Learning Management System to serve as a virtual “classroom,” in which teachers can post announcements, students can submit work, and work can be returned and graded. Additionally, students will participate in synchronous and asynchronous learning experiences to access grade-level content. Synchronous instruction will take place throughout the day using Zoom or Google Meet, and teachers will meet with students in whole group and small group sessions to address academic and socio-emotional needs. Asynchronous instruction will include instruction, practice, and review of core curriculum and additional supplemental programs, which include the following:

Benchmark Advance - This research and standards based program includes instruction for students in English Language Arts and English Language Development. The online component includes intervention, enrichment and English Language Development opportunities for students at varied levels.

Math Expressions and Think Central - This program provides students with standards based curriculum focused on mathematical concepts and skills. The online portion of this curriculum, Think Central, supports students with individualized instruction which includes intervention and enrichment.

Edgenuity:Pathblazer - This program provides intervention and enrichment in English-Language Arts and Math. The program is intuitive and allows students to work at their own pace as they master grade level standards. Students have the opportunity to learn beyond grade level standards, as well as, this program adjusts to meet students’ instructional levels.

Studies Weekly - This program supplements Social Studies curriculum and is aligned to grade level standards. The program boasts robust interactive online activities for students and gives opportunities for real world experiences through virtual field trips, videos and activities.

Mystery Science - This online program for TK-5th grade students provides supplemental curriculum and activities in Science. Students participate in investigative lessons that support the Next Generation Science Standards (NGSS).

Mosa Mack - This online program for Science targets the Next Generation Science Standards for 6th grade students. The program provides online, interactive activities that promote understanding of physical science, life science, earth and space science, and engineering design.

Imagine Learning - English Learner students will be provided with a supplemental program to support English Language Development and comprehension skills. The program is designed to support students on an individual basis as evidenced by built in assessments.

IXL - For students with Special Needs and English Learners, the IXL program supports students by providing interactive online practice in basic skills of reading and math. The program allows students online grade level practice and has embedded supports such as reading aloud of questions and tutoring.

BrainPop - This interactive program provides content in all core and supplemental curricular areas. It allows students to interact with curriculum by sparking their interest through creative and engaging activities.

Visual and Performing Arts and Physical Education - Grade level lessons have been uploaded to a shared Google Classroom site for teachers to access and assign to students. Lessons are selected and designed to support students at home and in the classroom setting to support engaged learning in VAPA and PE.

Special Education Instruction

The Sulphur Springs Union School District provides specialized instructional programs for a wide range of students with disabilities. To support students with Special Needs, the following instructional programs have been purchased for the delivery of online learning:

STAR Autism Curriculum: An evidence based, research validated, comprehensive program for children with autism. The ABA (Applied Behavior Analysis) instructional methods of discrete trial training, pivotal response training, and teaching functional routines form the instructional base of this program. Students are taught essential skills, and these skills are then practiced and generalized during daily school functional routines.

Creative Curriculum: Includes developmentally appropriate goals and objectives for preschool children within four main categories of development: social/emotional, physical, cognitive, and language. It is a comprehensive, research based, preschool program. It is academically rigorous for preschool and emphasizes social-emotional development.

N2Y: Curriculum designed specifically to give students with complex learning needs access to the general education curriculum. Instruction is differentiated and aligned with state standards. Evidence based symbol communication tools are incorporated to ensure that all students have access to learning, language, and self-expression. Life skills are supported through constructive play that aligns with state standards and fosters problem-solving abilities. The curriculum includes interactive digital newspapers that address current events.

Teach Town: Combines computer lessons with activities for children diagnosed with autism who are developmentally 2 to 7 years old. This computer-based program addresses language learning, communication skills, and emotional development. The program provides consistent delivery of ABA research-based instruction in the home and school setting.

Boom Learning: A platform that allows teachers to create digital activities for students. Teachers are able to differentiate instruction by assigning different standards based activities based on individual student learning needs. As students complete the activities they are provided with immediate feedback with built in accountability for their independent work.

Starfall: A web-based or application-based program that integrates math, science, health, creative arts, social studies, physical movement, early literacy, and social-emotional development through guided instruction and imaginative play. Activities are research based and align with state standards. The English Language Arts curriculum focuses on phonemic awareness, systematic sequential phonics, and sight words. The mathematics activities focus on early algebraic concepts, numbers, shapes, and measurement tools.

Imagine Learning: Special education students will be provided with a supplemental program to support English Language Development and comprehension skills. The program is designed to support students on an individual basis as evidenced by built in assessments.

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 is providing 1:1 devices for all students in the District as well as hotspots for families/staff who do not have internet access at home. To determine need, feedback was solicited by teachers who were actively speaking with families to identify need and provide the appropriate devices and support. For families who were unable to physically pick up devices, Fedex was utilized to mail devices home to families. For students with Special Needs, Technology Services worked cohesively with the Educational Services and Special Education departments to identify specialty devices or apps to prepare and distribute to those families. TK-1st grade students received iPads and 2nd-6th grade students received Chromebooks. In addition hotspots have been purchased and are being issued for families who do not have internet access at home. To reach out to families who did not have access, District office staff made phone calls and sent emails until contact was made with families.

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.]

Participation will be measured through our Student Information System (SIS) regarding engagement on a daily basis. In addition, teachers will keep a log for each child documenting synchronous or asynchronous instruction that includes participation and a tracking of assignments.

The District will utilize the Weekly Engagement Document provided by the CDE to track synchronous and asynchronous learning as well as assignment tracking. Time value of student work will follow already established guidelines of student work value in independent study program with each teacher assessing the time each child would need to complete a particular assignment. These documentation logs will be signed weekly by teachers certifying the time and assignments given/completed.

The District will continue to monitor academic progress by utilizing District adopted assessments, as well as curriculum based assessments. District adopted assessments will be administered at the Beginning of the Year (August), Fall (October), Winter (February) and Spring (May). These assessments include ESGI Reading and Math (K-1), STAR Reading (2-6), STAR Math (1-6), as well as the CA Interim Assessment Blocks. Professional Learning Communities consisting of principals, teachers, and other support staff will review the data and determine any needs for additional intervention, enrichment and support.

Academic assessment data will be triangulated with Weekly Engagement logs to determine if supports are necessary to increase engagement for students while participating in Distance Learning. Further supports include increased outreach to families through phone calls and home visits.

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.]

Sulphur Springs Union School District provides high-quality professional development for classified staff, teachers, principals, and District administrators throughout the year. In line with District initiatives and current needs, professional development is provided. Teachers are

provided with three days of dedicated staff professional development time to disseminate District initiatives that support targeted student groups. Ongoing and targeted professional development is provided before school starts, during the work day, after school, or outside of the school year.

In addition to ongoing professional learning opportunities, since March 2020, teachers have participated in 32 hours of virtual professional development to support Distance Learning . Professional development included training in delivery of instruction through live platforms such as Google Classroom, Zoom, Seesaw, and Youtube for Teachers. Professional Development for instructional online programs included Edgenuity:Pathblazer, Mosa Mack Science, Social Studies Weekly, Math Expressions, Think Central and Benchmark Advance to support online access and learning. These platforms and instructional programs will be utilized in an online and in person environment.

Targeted training for foundational skills to support English Learners and Special Education students is being offered to primary teachers. Orton Gillingham training will support teachers in providing targeted instruction for students who need primary skills support.

To support continued learning, two Wednesdays per month are dedicated to staff development as determined by District needs, site needs and goals. Staff who receive professional development are provided the opportunity to reflect on the training and give input on future professional development offerings.

Principals will be encouraged to continue leadership growth through participation in Administrative Council (AdCo) professional development, virtual conference attendance, and targeted professional development provided for District initiatives.

In addition to ongoing professional development for all teachers, new teachers begin receiving support before school begins with the New Teacher Orientation. Each new teacher is provided a mentor, typically an on-site mentor, who works with the new teacher throughout the school year. As a team they focus on District/site initiatives and procedures, planning of lessons, delivery of curriculum, and student data analysis.

Site administrators meet regularly with teachers during the school year to discuss goals and teacher reflections. The District provides ongoing professional development opportunities during the school day and after school for teachers to participate. Professional development topics will include designing instruction to target English Learners, working with students with Special Needs, addressing students socio-emotional needs, as well as professional development on District adopted curriculum and supplemental programs. Teachers are expected to return to their classroom - both online and on site - and implement what they have learned with the support of site administrators.

An additional support and opportunity for professional learning for teachers includes access to District Instructional Technology personnel and site computer lab technicians to answer questions and problem solve. Teachers are able to ask questions, learn how to navigate technology and online curriculum.

Staff Roles and Responsibilities

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

Several shifts have occurred with staff roles as a result of COVID-19. For classified staff there is an increased need for routine cleaning, monitoring of bathrooms, support for food distribution, and monitoring of ingress and egress of students. Classified staff will support online learning through supporting student access and use of digital curriculum and devices. Also, additional staff are needed to monitor a sick and well room to keep those with symptoms isolated from those without. Staff have also been reassigned to support translating documents due to

the demand of online learning and providing families directions with educational programs, as well as, supporting special education staff with translating Distance Learning Plans for students with Special Needs.

For certificated staff (both teaching and administrative) have either been reassigned or added specifically to focus on mitigating learning loss to meet each student’s individual needs during this time of online/hybrid learning. This includes providing job-embedded professional development and coaching to teachers, customizing resources/supports to target students’ needs, providing social-emotional support and working with families to engage them in the remote learning environment.

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.]

Students with unique needs have been provided with ongoing technological support to access online programs. This includes the purchase of additional WiFi devices, additional online educational programs, additional print materials, and additional learning supplies for students to use at home and once they return to the classroom on site.

Upon completion of the Beginning of the Year Assessments (ESGI and STAR), the data will be analyzed by administrators and teachers to determine if additional supports are necessary to meet the needs of English Learners, students with exceptional needs, students in foster care and homeless students. The District will implement an After School Supplemental Learning Academy to provide an additional 30 minutes of synchronous instruction two times a week after school. Specific attention will focus on newcomer English Learner students, Long-Term English Learners, students with exceptional needs, Foster Youth, homeless, and students with Special Needs. Socio-emotional data will also be reviewed as reported by parents and teachers to determine if at-risk students need additional support through school-based counseling, or the support of the District Social Worker, school based counselors and/or school psychologists.

Students in special education and English Learners have been provided with Imagine Learning. This program will support English Language Development and comprehension skills for students with diverse learning needs.

Additionally, Intersession Academies during Winter and Summer will take place to support English Learners, Low Income, Foster Youth, homeless and students with exceptional needs will be provided for students to mitigate learning loss. Schools will utilize District Assessment data to refer students for these Academies, and instruction will target specific needs based on the data.

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

Description	Total Funds	Contributing
Extra Duty Pay for Teachers’ Summer Work on Priority Standards and Curriculum Guides	\$2,000	N
WiFi Devices: additional devices were purchased to support students in foster care and homeless students.	\$155,915	N
Supplemental Online Materials: Pathblazer, Studies Weekly, Mystery Science, Mosa Mack, IXL, etc. targeting English Learners, FY, and LI.	\$302,119	N

Print materials: additional materials were purchased in ELA and Math to support foster care and homeless students who may not have access to online learning on a consistent basis.	\$10,000	N
School supplies: additional school supplies were purchased for students to support online learning.	\$140,000	N
Provide Computer Lab Assistants as well as supplementary materials at all sites to support unduplicated students skills to meet grade level standards and provide them training.	\$260,000	Y
Certificated support Learning@Home Online Program targeting English Learners, FY, LI, and students with Special Needs.	\$176,914	N
Purchase 1:1 iPads or Chromebooks for all students.	\$591,040	N
Purchase 1:1 iPads or Chromebooks (Coverage) for all students.	\$150,156	N
After School Supplemental Learning Academies for English Language Learners, Foster Youth, students at risk	\$46,800	N
Provide dedicated staff professional development time (six full days) to disseminate district initiatives that support targeted subgroups English Learners, FY, and LI).	\$750,348	Y
Materials/Supplies for After School Supplemental Learning Academies targeting English Learners, FY, LI, and students with Special Needs.	\$10,000	N
Provide collaboration time for administrators and teachers to support students, especially English Learners, Foster Youth and Low Income, by monitoring student data, providing interventions, and enrichment activities during and outside of the school day in order to support mastery of grade level standards.	\$300,000	Y
Winter and Summer Academy targeting English Learners, FY, and LI.	\$40,000	Y
Optional Professional Development for Teachers After School targeting English Learners, FY, LI, and students with Special Needs.	\$100,000	N
Provide staff professional development, conferences, and workshops to support the educational program in all content areas (Ex. ELA, ELD, math, science, ect) for unduplicated students.	\$278,000	Y
Targeted training for foundational skills to support English Learners and Special Education students is being offered to primary teachers. Orton Gillingham training will support teachers in providing targeted instruction for students who need primary skills support.	\$10,000	Y
Technology Support for Distance Learning (Personnel and Materials) targeting English Learners, FY, LI, and students with Special Needs.	\$212,412	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.]

In March 2020, the Sulphur Springs Union School District transitioned all students to a Distance learning model. All TK-6th grade students engaged in virtual learning through the end of the 2019-2020 school year. All students had access to online instruction, review and practice, and print materials to supplement instruction. Teachers ensured that students were engaged daily through the use of various online platforms, such as Google Classroom and Seesaw. The District's Educational Services Department provided lessons and resources to assist teachers in planning content area instruction, as well as enrichment. Online meeting sessions using Google Meet or Zoom were scheduled to target students' instructional needs and provide a socio-emotional connection for students with their teachers and with other students. For students who had difficulty accessing online materials, paper and pencil packets were also provided, as well as regular check-ins with students and families through phone calls.

To mitigate learning loss, the District provided 1st grade students the opportunity to participate in an academic academy focused on foundational skills in Language Arts and mathematics. Students were identified based on Winter Benchmark Assessment scores, as well as scores on the second trimester report card. Instruction during this Summer Academy focused on letter and sound recognition, blending, and reading fluency. In mathematics, student instruction focused on number recognition, number fluency and decomposing numbers to 10.

During the 2020-2021 school year, in line with guidelines from the California Department of Public Health, students began the school year in a Distance Learning environment. English Learner students and students who are at a higher risk of learning loss, will have the opportunity to participate in small group instruction with their classroom teacher focused on core instruction. Additionally, students have access to several supplemental programs

At the beginning of the school year, teachers will administer the STAR Reading and STAR Math assessment to gain an understanding of each student's instructional level in reading and math. The data from those assessments will be utilized to plan for synchronous instruction, as well as to create an online pathway for learning utilized during asynchronous instruction. Assessments will then be administered in Fall (October), Winter (February), and Spring (May) to determine effectiveness of programs. In addition to these District assessments, teachers will use curriculum based formative assessment and anecdotal evidence to monitor progress of students and determine program effectiveness. Data will also be used to determine which students need intervention through a multi-tiered support system, which includes the student success teams from each school.

In English Language Arts, students will be provided researched based, standards aligned curriculum through Benchmark Advance. Material is provided both online and in print. To supplement instruction for students in need of intervention and enrichment, students will have access to Edgenuity: Pathblazer. This intuitive, interactive, online program will link to the STAR Assessments and provide students with an individual "learning path". This program provides detailed reports and the data can be disaggregated to address the needs of English Learners and students at risk.

In mathematics, students will be provided a researched-based, standards aligned curriculum through Math Expressions. Similar to English-Language Arts, material is provided both online and in print. The program Edgenuity: Pathblazer will be utilized as supplemental materials to meet students' needs for intervention and enrichment, as well as embedded intervention and enrichment supports through Think Central, the online interactive program within Math Expressions.

English Learner students have access to online and print materials focused on the English Language Development standards for language acquisition. Designated English Language Development lessons are developed using the content from the Benchmark Advance, the District Adopted English-Language Arts curriculum, while Integrated English Language Development instruction is focused on developing language throughout all curricular areas. In addition to the English Language Development materials in Benchmark Advance, teachers have access to thematic units posted shared across the District. Teachers will also regularly participate in Professional Development throughout the year to ensure that instruction in English Language Development is truly meeting students' listening, speaking, reading and writing needs. English Language Development lessons will take place both synchronously, through live teaching sessions, and asynchronously, with the use of tools such as Seesaw, Flipgrid, BrainPop.

Low Income students will be provided with targeted instruction focused on foundational ELA and math skills. With the use of diagnostic assessments, STAR and ESGI, and progress monitoring tools - curriculum based assessments, STAR, ESGI, IABs and common formative assessments, students will be provided scaffolded instruction to fill learning gaps while also learning grade level standards. The use of Pathblazer and IXL and BrainPop will provide academic intervention.

Foster Youth students will be provided academic and social emotional support. Students will participate in curriculum that is standards based as well as have access to intervention through Benchmark and Math Expressions curriculum, Pathblazer, and IXL. Students who may need social emotional support, will have access to the District Social Worker and counseling services. These resources will assist in removing barriers to learning.

Students with Special Needs have access to various academic and developmental curricula which support students who are on grade level, may need remediation and /or intervention, as well as, those who need advanced learning. Curriculum includes materials used with general education students and developmentally appropriate curriculum - N2Y, Star Curriculum, Creative Curriculum, TeachTown and Boom Cards to address the needs of students with autism, developmental issues and other specialized needs.

Homeless Students are provided with support to remove barriers to access and academic achievement. In addition to general education materials and supplies, homeless students are supplied with additional resources to support learning. This includes, but is not limited to, online resources such as Pathblazer and IXL, as well as, programs that can be accessed offline.

Pupil Learning Loss Strategies

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

The Sulphur Springs Union School District engaged in a two week First Grade Academy focused on foundational skills in English-Language Arts and math. Students were selected based on their performance on Spring Assessments, as well as their scores from their spring report card. Instruction focused on developing foundational skills in reading and math by targeting skills such as blending words, sight word recognition and reading fluency, as well as counting, adding, and subtracting numbers to 10.

In 2020-2021, teachers and principals will utilize the STAR Reading and STAR Math Diagnostic assessments to determine how best to meet students' needs, with a specific focus on English Learners, Low Income students, homeless students, and Foster Youth. Teachers will schedule synchronous small group instructional times to meet with students to provide direct instruction on necessary focus skills, as determined by the data. Teachers will also assign asynchronous activities through Benchmark Advance (the core curriculum) and Pathblazer (the supplemental program). Additionally, Teachers on Special Assignments will implement additional classroom support through small group synchronous instruction.

To support English Learners, the District will implement After School Academic Support for At-Risk English Learners (English Learners for four years or more) and Long-Term English Learners (English Learners for six years or more). Tutoring will take place by certificated teachers 2x a week through live online instruction focused on the areas of listening, speaking, reading and writing.

Students with Special Needs will have the opportunity to participate in virtual online academic support delivered by the appropriate service provider (Resource Specialist, Speech and Language Pathologist) to assist students continuous progress in meeting IEP goals. Academic support will take place two times a week in a one-to-one or small group format.

Academic Progress for Foster Youth, Low Income, and students experiencing homelessness will be carefully monitored by principals, teachers and the Educational Services Department. The District Social Worker will conduct supervised home visits with administrators to determine if further resources are needed to assist students in accessing the curriculum and maintaining learning.

During Winter and Summer break, the District will implement Intersession Academies focused on mitigating learning loss for English Learners, Low Income students, Foster Youth, homeless students and students with exceptional needs. Instruction will target specific learning needs, as evidenced by District-administered and curriculum based assessments.

For all students, and specifically students with unique needs (English Learners, Low Income, Foster Youth students with exceptional needs, and homeless students), the District will continue to implement a Multi-Tiered System of Support to target specific academic and socio-emotional student needs.

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.]

At the beginning of the school year, teachers will administer the STAR Reading and STAR Math assessment in grades 2-6, and the ESGI Assessment in grades TK-1 to gain an understanding of each student's instructional level in reading and math. Assessment data from STAR reports and ESGI reports will be utilized to plan for synchronous instruction, as well as to create an online pathway for learning utilized during asynchronous instruction. Assessments will then be administered in Fall (October), Winter (February), and Spring (May) to determine

effectiveness of programs. In addition to these District assessments, teachers will use curriculum based formative assessment and anecdotal evidence to monitor progress of students and determine program effectiveness.

Additionally, students in grades 3-6 will participate in Interim Assessment Block (IABs) three times per year. These assessments are available through the California Assessment of Student Performance and Progress (CAASPP) and the data from these assessments will inform instructional plans for teachers while providing feedback to students and families to plan for annual state testing.

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

Description	Total Funds	Contributing
School supplies for students who participated in 1st Grade Academy	\$1,500	N
Teacher supplies for 1st Grade Academy	\$500	N
Teacher extra duty for PD, planning and delivery of instruction during the 1st Grade Academy.	\$7,715	N
Winter and Summer Academy, targeting English Learners, FY, LI, and students with Special Needs.	Please see above in Distance Learning Program section	Y
Curricular programs: Mosa Mack, Pathblazer, Studies Weekly, STAR Math (See above) targeting English Learners, FY, LI, and students with Special Needs.	Please see above in Distance Learning Program section	N
Extended Learning/Tutoring targeting English Learners, FY, LI, and students with Special Needs.	Please see above in Distance Learning Program section	N
Certificated Support targeting English Learners, FY, LI, and students with Special Needs.	\$1,331,371	N
Classified Support targeting English Learners, FY, LI, and students with Special Needs.	\$29,735	N

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

The entire school community has experienced higher levels of stress and anxiety as a result of the COVID-19 pandemic. The disruption of daily life for students, families, and staff will require an intentional approach to providing mental health support. The School Social Worker, School Psychologists, and School-based Counselors will work with teachers and site administrators to monitor all students as they transition back to on-campus learning. An emphasis will be placed on watching for signs of trauma and other impacts of COVID-19. Teachers and site administrators will receive training on universal whole-class strategies to support all students. A protocol will be followed by teachers and site administrators to monitor students who may need more support, making referrals for SST, site-based counseling, evaluation, and/or for outside counseling services as needed.

SUPPORT FOR STAFF:

Educators must feel supported in ways that allow them to focus on the mental wellness of their students as well as themselves. Staff to staff relationships will be encouraged in order to provide the space for collaboration and growth. An emphasis will be placed on staff wellness, which will foster building and nurturing relationships with colleagues and students. Staff will also be provided with information regarding meditation, weekly positive affirmations, and self care activities to reduce feelings of stress, isolation, and burnout. Staff training will be provided, with the school psychologist and/or District Social Worker present, in order to highlight the importance of self care; and staff will be encouraged to reach out for support.

Mental wellness activities for staff:

- Zoom lunch breaks for staff 1-2 times per week (per grade)
- Meditation videos staff can try (5-10 minutes each)
- Positive affirmation videos shared at staff meetings (2-3 minutes each)
- Self-care calendar with daily ideas for staff to try

Professional Development provided for staff:

- Responding to students experiencing trauma
- How to support your students during a pandemic
- Watching for signs of abuse or neglect during online learning
- How to cope with stress and prevent burnout

MAINTAINING RELATIONSHIPS:

Staff-staff, staff-student, and student-student relationships are the foundations of connectedness to the school community, and these connections foster the feelings of well-being that allow for a healthy learning environment. Maintaining these connections is especially important when staff and students may feel isolated during the pandemic. The following will be in place to address this need:

- Teachers will build in student-student interaction time during Zoom sessions when possible.
- Teachers can create Zoom lunch breaks to allow for collaboration and to prevent feelings of isolation.
- Staff will have access to self-care resources made available to help reduce feelings of isolation, burnout, and compassion fatigue.
- Staff will be given professional development opportunities to promote wellness.

SUPPORT FOR STUDENTS:

Teachers play a pivotal role in helping students adjust to fearful and traumatic situations such as the pandemic. Teachers and support staff should help students make sense of any confusing or difficult information in order to help them refocus their attention toward school. Teachers will be trained to provide universal, whole-class strategies to support all students, and a protocol will be followed to identify and support students needing additional resources. Below are some resources for teachers and staff to help students understand COVID-19 and provide honest ways of restructuring mis-information to reduce fear and stress.

- [Supporting and reassuring children in multiple languages](#)
- [Helping children cope with emergencies](#)
- [Talking with children about COVID-19 \(for parents and educators\)](#)
- [Meditation videos and mindfulness practices to reduce stress](#)
- [Keeping kids engaged during remote learning: Daily check-in ideas for teachers](#)

EMERGENCY RESOURCES (Crisis Response):

- [National Child Abuse Hotline](#) / or CALL: 1-800-4AChild (1-800-422-4453) / or TEXT: 1-800-422-4453
- [National Domestic Violence Hotline](#) / or CALL: 1-800-799-7233 / or TEXT “LOVEIS” to 22522
- [National Suicide Prevention Lifeline](#) / or CALL: 1-800-273-TALK (8255) for English, 1-888-628-9454 for Spanish / or [Lifeline Crisis Chat](#)
- Child & Family Center (SCV local mental health provider): (661) 259-9439

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 is not engaging in instruction and is at risk of learning loss.]

The Sulphur Springs Union School District is committed to providing opportunities to assist all parents in supporting their students to become college and career ready. In order to ensure parent participation in all schools, the District and school sites have engaged families in ongoing communication, in both English and Spanish, through phone messages, electronic flyers, and virtual parent meetings. This year the District introduced a new platform of communication called ParentSquare. This platform allows two-way communication between the school or District. ParentSquare translates all communication to the families in their home language. When the parent responds back to the teacher or administrator in their home language through the ParentSquare app, the app translates the families' home language back to English for the teachers and/or the administrator. ParentSquare has provided both staff and families a stronger partnership.

Teachers will provide synchronous and asynchronous instruction for students on a daily basis through online instruction. Attendance is taken each day to indicate if a student is engaged or not engaged through the online SIS system, Aeries.

If a student is not engaged, the classroom teacher will make contact by calling the parent and/or emailing the parent through the ParentSquare system (Tier 1). If the family is still unable to be reached and the teacher is not seeing the student engaged with learning, the teacher will contact the school Principal for assistance. The school office will then call the family (Tier 2). If the student is still not engaged, then the Principal will make direct contact with the family (Tier 3). Tier 4 will be implemented with the Principal and Social Worker going to the student's home for a wellness check and work with the family to see what supports need to be in place to re-engage the student back into the educational setting if Tier 3 is unsuccessful. All attempts made by teacher, school office staff, Principal, and Social Worker are documented in the Attendance to Attendance Reporting System as well as in Aeries, Student Information System. In addition, the School Attendance Review Team (SART) and the School Attendance Review Board (SARB) will be utilized to support families struggling with attendance issues.

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.]

The Santa Clarita Valley School Food Services Agency provides meals for the Sulphur Springs Union School District students. While all schools have students learning online, meals are served outdoors to adult drivers as they drive through the school parking lots. When school opened in August, parents provided the staff the student's PIN number to receive the meals. For the 2020-2021 school year, Canyon Springs, Leona Cox, Mint Canyon, and Valley View Community Schools are participating in the National School Lunch and School Breakfast Program called the Community Eligibility Provision. These schools are providing healthy breakfast and lunch each day for every student in the school at no charge. The rest of the schools within the District do provide meals for their students and those students that qualify for reduced and/or free meals are provided them.

On September 3rd, the District received a waiver to be able to serve any child between the ages of 1-18 years of age a free meal through December 31, 2020. The children will receive one bagged/boxed breakfast and one lunch Monday through Friday, except on holidays. With this waiver, the District will be able to feed more children and support the community that lives in the District's boundaries.

While meals are being served, nutrition staff were given instructions to implement social distancing while preparing and distributing meals. Parents are asked to wear masks. If no mask is worn by the parent, nutrition workers are instructed to place meals in the trunk of the automobiles.

The meals are packed together in single serve clamshell boxes. Milk cartons are handed out separately on a long tray. After parents request enough meals for each child, the workers place the meals and the milk cartons on a tray and allow drivers to remove them. The tray is then sanitized before the next use. Several trays are available at each school site.

If parents do not have a car, they may walk up for service. Blue tape is placed on the sidewalk to designate social distance from the nutrition staff as 6 feet markers are used where needed for walk-up meal distribution. After the parent orders their student meals, the food and milk are placed on a table for removal by the parent. Walk-up service also requires parents to wear masks.

After meal service, dishes, trays, and kitchen appliances are sanitized by the nutrition staff. Disinfecting/sanitizing/cleaning is conducted frequently for food service equipment and high-contact surfaces. All nutrition staff members are supplied with masks and single use gloves.

Employees preparing, delivering and providing school meals have been provided with, and are required to wear PPE including face masks, disposable gloves, and washable aprons. Signage, including Social Distancing Protocol, is posted at work locations and Agency websites. Protocol has been distributed to working employees.

When schools physically reopen to students, those students that are attending the AM/PM sessions will be provided daily 'Grab n Go' meals. Meals will be provided for the students' breakfast and lunch for the following day in the 'Grab n Go' packaged meals. No students will be eating breakfast on campus when in-person instruction resumes since breakfast and lunch packaged meals will be sent home daily. For those students who remain learning online and are enrolled in the Learning@Home Program, they will also have the opportunity to receive 'Grab n Go' meals daily at their assigned home schools.

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

Section	Description	Total Funds	Contributing
Mental Health & Social & Emotional Well-Being	District Social Worker: support students and families during physical school closures as well as staff members as a result of the COVID-19 pandemic.	\$32,000	N
Mental Health & Social & Emotional Well-Being	District Social Worker: Provides additional monitoring and support to students in need due to physical school closures. The type of support provided will be centered around wellness, pupil engagement, and nutrition. In addition, the Social Worker will provide training for staff and families- related to wellness as a result of the COVID-19 pandemic.	\$114,188	Y
Pupil Learning Loss	District Translator will provide translation services to families targeting English Learners, FY, and LI.	\$86,678	Y

Mental Health & Social & Emotional Well-Being	The Behavioral Intervention Supervisor and Behavioral Intervention Assistants will support students, especially Low Income, Foster Youth, and English Learners to support student connectedness and access to the core program.	\$278,000	Y
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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
10.71%	\$4,490,400

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

The Sulphur Springs Union School District (SSUSD) serves a diverse population of students which includes English Learners, Foster Youth, Homeless and Low Income students. In the Spring of 2020, the District implemented several surveys to assess the instructional and safety needs of students, especially Low Income, Foster Youth and English Learners. All certificated staff, classified staff, students and parents were provided the opportunity to provide feedback on current programs and needs for students. Based on the results of these surveys, the District used supplemental grant funds on a District-wide level to increase and/or improve services to our unduplicated pupils in a way that provides additional support to meet their unique needs in mastering grade level standards.

Additionally, the SSUSD found that data from District formative assessments and the 2019 California Dashboard revealed that Low Income, Foster Youth and English Learners need additional support in mastering grade level standards. Research supports that students who receive best first instruction from credentialed teachers in reading and math are successful in learning academic skills, and for at risk students additional intervention and instruction provides opportunities for students to acquire grade level standards.

The District shall provide targeted supports to our unduplicated pupils to further close the achievement gap and support Low Income, Foster Youth and English Learners to master grade level standards in the following ways:

- Supplemental grant funds will be used to provide targeted academic intervention and intervention materials for all students but principally directed toward our Low Income, English Learners and Foster Youth that are identified as needing academic support, as well as, in the social and emotional areas.

- Additional targeted support will be provided for students at risk in mathematics, especially Low Income, English Learners and Foster Youth by providing opportunities for intervention in small group instruction, as well as, one-on-one support as needed by using supplemental materials and programs.

The 2019 LCAP Parent Survey Data from our Low Income, Foster Youth and/or English Learner parents showed that there were families that did not have access to supplemental digital tools at home. To mitigate this concern, the District deployed devices and hot spots to unduplicated students to ensure that they have access to curriculum and supplemental material. In addition, extra devices were deployed to schools to support students who are coming to school on a daily basis for intervention support in small cohort instruction. There was a need to deploy additional devices so that students had a device at school and at home. Data has shown from these supplemental digital tools an increase in student achievement when students have access to work in small cohorts for in-person instruction and have the ability to have a device at home to access supplemental programs and materials on a regular basis.

Research:

Allington, R. L (2013). What really matters when working with struggling readings. *The Reading Teacher*, 667(7), 520-530.

Buffim, A., & Mattos, M. (2014) *Pyramid Response to Intervention: RTI, Professional Learning Communities, and How to Respond When Kids Don't Learn*. Solution Tree Press.

Fyfe, E. R., Rittle-Johnson, B., & Farran, D. C. (2019). Predicting success on high-stakes math tests from preschool math measures among children from low-income homes. *Journal of Educational Psychology*, 111(3), 402.

Moyer-Packenham, P.S., & Westenskow, A. (2013). Effects of virtual manipulatives on student achievement and mathematics learning. *International Journal of Virtual and Personal Learning Environments (IJVPLE)*, 4(3), 35-50.

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

The Sulphur Springs Union School District (SSUSD) has developed and staffed a team to provide additional support and services to English Learners, Foster Youth, and Low Income students to assist students in accessing educational programs and provide

intervention as needed. The incorporated actions are an example of the ongoing work done through our Local Control Accountability Plan.

In person Instructional Offerings, Distance Learning, and Pupil Learning Loss

To support in person instructional offerings, Distance Learning, and Pupil Learning Loss, the Sulphur Springs Union School District has funding dedicated to provide **professional development, targeted personnel, and instructional programs** to provide rigorous instruction for students. The District will address the unique needs of unduplicated students (English Learners, Low Income, and/or Foster Youth) in the following ways:

Professional Development

Professional development is provided for all teachers to make sure that they have the knowledge, tools and practices to provide the very best first instruction for Low Income, English Learners and Foster Youth. While utilizing data from local and state assessments, as well as stakeholder survey data, the District implements state-approved, standards based, instructional materials. Data shows that teachers need ongoing, targeted professional development in order to deliver the best instruction to Low Income, Foster Youth and English Learner students. Supporting teachers in professional development and working with administrators on supporting the teachers in implementing what teachers have learned will improve instruction for these targeted student groups in the during instruction.

Since March, 2020, teachers have been provided several days of professional development to support online learning. The Professional Development included Google Classroom, Seesaw, Zoom, as well as training in several new online supplemental instructional programs.

In the Fall of 2020, a survey was sent to all teachers to determine their needs for professional development to ensure online learning was most effective. Teachers indicated that they were in need of additional learning opportunities that afforded them the opportunity to learn about and create robust, interactive, and engaging online lessons. In addition, a task force dedicated to instruction, was developed to address learning needs within an online classroom environment.

Ongoing throughout the school year, teachers will be provided professional development on how to analyze data to target students that are most at risk - Low Income, English Learners and Foster Youth. This professional development will greatly assist teachers when they are collaborating with their colleagues to analyze data and support these student groups. Teachers will also attend professional development that supports the English Language Development (ELD) standards so that they understand what is needed to support students as they take the English Language Proficiency Assessment for California (ELPAC).

Professional development provides all teachers, especially new teachers, sustainable support in implementing the California State Standards in English Language Arts (ELA) and math, English Language Development (ELD), the Next Generation Science Standards (NGSS) and technology integration.

The SSUSD continues to offer collaboration time for teachers, outside of the school day, to support data analysis, planning, instruction and assessment. This year, a survey was provided to teachers to determine their needs for support in addressing Low Income, English Learners and Foster Youth students during online learning. Additionally, data from local assessments showed the need for targeted students groups to have additional opportunities for learning through intervention and supplemental programs. Teachers expressed the need for the opportunity to collaborate with grade level peers in response to online learning assessments. To that end, teachers have been given the opportunity to meet several times to discuss needs that are specific to Low Income, English Learners and Foster Youth.

Professional development and collaboration included focused meetings on instructional programs to meet the needs of targeted student groups. The collaboration meetings included grade level meetings, combination class meetings, and meetings for supplemental programs such as IXL, Pathblazer and Imagine Learning; which were specifically designed and purchased to meet the needs of Low Income, English Learners and Foster Youth.

The District administrative team works collaboratively with District stakeholders to develop a plan that addresses the needs of all students while recognizing that our students who are Low Income, Foster Youth and English Learners face unique challenges which warrant additional support. Additionally, special education students need intensive supports designed to enable access to grade level standards.

Data from District formative assessments reveal that Low Income, Foster Youth and English Learners need additional support in mastering grade level standards, as well. The SSUSD will address the unique needs of these unduplicated students (Low Income, English Learners and Foster Youth) in the following ways:

- Provide Orton Gillingham training to all special education teachers, and general education teachers in grades K-2 to provide explicit, systematic, multi sensory approaches to teaching reading, writing and comprehension specifically for unduplicated students and students with disabilities.
- Provided Teachers on Special Assignment (TOSA) support for special education teachers in the development of online learning.
- Provide Designated and Integrated ELD to support ELs in acquiring English proficiency and ELA/math grade level standards through differentiation aligned to the California State Standards for English Learners in grades TK-6th will target:
 - Oral language development aligned to the new English Language Development (ELD) standards through multiple structures and strategies in core content areas (i.e. fluency and grammatical frames, oral rehearsal and collaborative conversations in English Language Arts, and Math Talks, Daily Routines in mathematics)
 - Provide intervention to decrease the number of Long Term English Learners (LTELs) during and after school and increase the number of reclassified ELs.

- Continue to provide professional development for teachers and administrators addressing the integration of ELD standards into daily ELA instruction as well as how to instructionally address the ELPAC.

Research :

ASCD. *Classroom Instruction That Works: Elementary School*. ADCD, 2012.

Bassuk, E. L., DeCandia, C.J., Beach, C.A., & Berman, F. (2014). America's youngest outcasts: a report card on child homelessness.

Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). Effective teacher professional development.

Hall, Tina and Smith, Mark; *Teacher Planning: Teacher Planning, Instruction and Reflection: What We Know About Teacher Cognitive Processes*; pas. 424-442, July 5, 2012.)

Kati Haycock, author of *Good Teaching Matters: How Well-Qualified Teachers Can Close the Gap*, concludes that most significant factor that impacts student achievement is the teacher.

Kennedy, M. M. (2016). How does professional development improve teaching?. *Review of educational research*, 86(4), 945-980.

McKnight, K., O'Malley, K., Ruzic, R., Horsley, M. K., Franey, J. J., & Bassett, K. (2016). Teaching in a digital age: How educators use technology to improve student learning. *Journal of research on technology in education*, 48(3), 194-211.

Richhart, R., & Perkins, D. (2008). Making thinking visible. *Educational Leadership*, 65(5), 57-61. Schmoker, M. (2016. *Leading with Focus: Elevating the Essentials for School and District Improvement*.)

Targeted Personnel

The SSUSD serves approximately 47% of students who are low income which includes English Learners and Foster Youth. In March, 2020, the District provided 5,400 devices which included 3,200 Chromebooks and 2,200 iPads. In addition 750 Wifi hotspots were disseminated. These devices, provided by request and based on student need, were disseminated to Low Income, English Learners and Foster Youth families. It is important the District continue to provide opportunities for the students to have access to online instruction with the support of their classroom teacher and computer lab specialists. Computer Lab Specialists provide additional support during technology lessons. The additional adults available allow more students to be supported to acquire grade level skills during learning online at home.

To ensure these student groups have opportunities to access online materials and are provided with support to access grade level standards, the following targeted personnel is provided:

Computer Lab Specialists: To assist learning of unduplicated students, wifi devices and computer devices (iPads/Chromebooks) were distributed to students. Several supplemental online programs were purchased to support students in the access of grade level standards, intervention and enrichment. These personnel also enhanced the instructional program for Low Income, English Learners and Foster Youth students by troubleshooting technology concerns and removing barriers related to technology access.

Teachers on Special Assignment (TOSAs): These teachers provide instruction, support, coaching, and or intervention in core subjects. Outside of the school year intervention opportunities (Online Summer LI, FY and EL Academy, Winter Low Income, Foster Youth and English Learner Academy, Summer AR Program) will be made available to Low Income, Foster Youth and English Learners. The Director of Curriculum and Instruction and TOSAs will work with teachers to prepare online lessons and activities for summer and winter academies that will focus on listening, speaking, reading, writing skills and math. This action is principally directed towards English Learners and Foster Youth. These positions play a key role by providing additional intervention and support to students by assisting the teacher in the delivery of instruction. Research shows that extending the learning year through these academies and addressing the specific needs of English Learners and Foster Youth can help close the existing achievement gap.

District Translator: Supporting the home-to-school connection by providing a District translator who will assist second language parents in helping their children who are English Learners to be college and career ready.

Instructional Programs

In the Spring of 2020, the District implemented several surveys and held meetings to assess the instructional and safety needs of students, especially Low Income, Foster Youth and English Learners. All certificated staff, classified staff, students and parents were provided the opportunity to provide feedback on current programs and needs for students. Based on the results of these surveys and meetings, the District will use supplemental grant funds on a District-wide level to increase and/or improve services to our unduplicated pupils in a way that provides additional support to meet their unique needs in mastering grade level standards. The District found that data from District formative assessments and the 2019 California Dashboard revealed that Low Income, Foster Youth and English Learners need additional support in mastering grade level standards. Research supports that students who receive best first instruction from credentialed teachers in reading and math are successful in learning academic skills, and for at risk students additional intervention and instruction provides opportunities for students to acquire grade level standards.

The District has offered a transitional kindergarten program for the past six years to ensure a smoother transition into Kindergarten to access academic programs and begin to close equity gaps for Low Income, English Learners and Foster Youth students. The District determined the need to support these youngest students to assist them both academically and socially based on academic and social emotional data. The number of transitional kindergarten classes has been dependent upon where the largest number of transitional kindergartners have enrolled. Research shows that it is extremely important that these youngest students, who are coming to school without the necessary experiences to build a solid foundation for their education, are easily provided a strong educational foundation in transitional kindergarten. An all day transitional kindergarten program at every school site will need to continue to be offered to these unduplicated students at all nine sites for the 2020-2021 school year.

The District shall continue to provide targeted supports to our unduplicated pupils to further close the achievement gap and support Low Income, Foster Youth and English Learners to master grade level standards in the following ways:

Supplemental grant funds will be used to provide targeted academic intervention and intervention materials for all students but principally directed toward our Low Income, English Learners and Foster Youth that are identified as needing academic support, as well as, in the social and emotional areas.

Additional targeted support will be provided for students at risk in mathematics, especially Low Income, English Learners and Foster Youth by providing extended opportunities for intervention in small group instruction, as well as, one-on-one support as needed by using supplemental materials and programs.

Students with diverse needs such as English Learners, Foster Youth and Low Income benefit from extended learning opportunities. Data from SSUSD local assessments, curriculum based assessments and CAASPP indicate a need for academic programs outside of the school day/year. To meet this need the following actions will be taken:

- The District will provide Designated and Integrated ELD to support English Learners in acquiring English proficiency, and provide ELA/math grade level standards through differentiation that is aligned to the California State Standards for English Learners in grades TK-6.
- Outside of the school year intervention opportunities (Winter and Summer Academies) will be made available to Low Income, Foster Youth and English Learners. The Educational Services team will work with teachers to prepare for Summer and Winter

Academies that focus on the listening, speaking, reading, writing skills and math that is needed to be remediated in order for students to reclassify as fluent English proficient and master grade level standards. This action is principally directed towards English Learners and Foster Youth.

- Outside of the school year enrichment opportunities are provided for Low Income, Foster Youth and English Learner students during the GATE Academies. Research shows that extending the learning year and addressing the specific needs of Low Income, English Learners and Foster Youth can help increase student achievement through enrichment activities.

Research shows that extending the learning year and addressing the specific needs of Low Income, English Learners, and Foster Youth can help close existing opportunity gaps.

Mental Health and Social Emotional Well Being

The Sulphur Springs Union School District aims to support student achievement by focusing on the whole child. The District is providing additional support to English Learners, Foster Youth, Homeless, and Low Income by providing a Behavioral Intervention Support Team to support those students that need additional assistance to access their instructional program. The Behavioral Intervention Team includes a Behavior Intervention Specialist and two full time and six part time aides who are able to respond to early signs of behavior issues in the classroom. The team provides support to the student by determining the underlying student needs that drive the behavior, and then teaching them the necessary skills to express their needs in an appropriate manner. The Behavior Intervention Support Team provides support to at-risk students to ensure access to the core curriculum and increased student achievement.

The purpose of these services is to support each at-risk student as needed and provide them tools to assist them to overcome behavioral and emotional obstacles to learning. These actions are principally directed toward our unduplicated pupil groups in that they will provide additional support to students.

Additionally, counseling is offered District-wide with services offered weekly at each school site. The District has observed that the majority of students who reflect a need for these services have been unduplicated pupils. A report by the American School Counselor Association, Lapan, R.T., Gysbers, N.C., Bragg, S., & Pierce, M.E. (2012) concluded that students who have greater access to school

counselors and comprehensive school counseling programs are more likely to succeed academically and behaviorally in school; this is particularly true for high poverty students.

The District social worker also provides comprehensive services to parents, students and staff addressing barriers that limit a student from receiving full benefit from their educational experiences. In addition, the Social Worker has identified at-risk populations at every school site and works with the Principal to monitor student engagement, attendance, food, and clothing needs. Students that are at high risk, such as Homeless, Foster Youth, Low Income, and English Learners, are closely monitored and there is a targeted focus on watching for signs of trauma and/or other impacts to these high need populations due to the pandemic.

The District is continuing to hold meetings with the Wellness Collaborative, which comprises over 90 members, to provide additional services and support to unduplicated families in order to maximize student learning. In addition, the District is keeping the Family Resource Center open to assist families in need of food, clothing, and basic needs. The Center is supervised by the District Social Worker and the Office Assistant assigned to the Center meets with families to provide support. The District Social Worker and Office Assistant, in coordination with community-based organizations provides counseling; mental health services; food resources; school supplies; clothing, shoes and personal hygiene supplies; referrals to low- or no-cost medical, dental and vision services, links them with District services such as free school lunches and free school bus transportation; refers families to housing resources and provides city transit passes during the school year.

Pupil and Family Engagement and Outreach

The Tiered System approach that is being implemented in the District for student engagement is in place at all nine sites. Principals are working with the teachers to monitor students who may be at-risk, English Learners, Foster Youth, and Low Income students to ensure that these students are engaged and that their needs are being met. If a Principal and teacher are alerted that an at-risk student is in need, then Tiers 3 and 4 are implemented immediately. The Social Worker and school psychologist are also alerted, and the school team meets with the family to discuss what supports need to be implemented to re-engage the student into the educational setting. To further assist with the Tiered System, a District translator provides support to assure spanish speaking families' access and engagement.

Stakeholder feedback indicated that SSUSD families are in need of translation services to ensure access to school and District information for their child. During online learning, parents need to access programs and are an integral part of student learning.

To support families of English learners, the SSUSD provides the following services:

- Supporting the home to school connection by providing a translator who will support second language parents is helping their ELs be college and career ready.
- Enhanced opportunities for parent engagement to our EL families including providing increased meeting times and translation services during District functions and celebrations.