

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 |
|-------------------------------------|-----------------------------|---|
| Shasta Union High School District | Jim Cloney – Superintendent | jcloney@suhsd.net 530-241-3261 |
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General Information

Our students and staff have been impacted in numerous ways. Foremost, they had to transition to distance learning in the spring of 2020 to flatten the curve of COVID-19. Staff had to learn how to utilize various software (Screencastify, Kami, Zoom, Peardeck, and Google Classroom) to best deliver their curriculum to students in a distance learning format. Some certificated and classified staff retired early due to Covid 19 concerns about their health being compromised.

Students were impacted by complete loss of face to face instruction, the students were socially /emotionally impacted by loss of contact with their friends and lack of athletics and social events on campus.

The community has suffered from loss of jobs, loss of social events, and lack of continuity that school provides.

After seeking input from our students, staff, parents and labor groups, we developed a four phase reopening plan and decided to open the school year in Phase 2 - a blended learning model that allows students and staff to meet face to face two days per week. This in person instruction is augmented by a robust distance learning program the remaining three days of the week. Certificated staff offer live daily interaction with all students each day of the instructional week.

Stakeholder Engagement

The overall process for stakeholder engagement included many outreach opportunities. Specifically, these efforts included different strategies for each stakeholder group:

1. Pupils: We worked with our students throughout the spring semester on how to create a program that best meets their needs academically as well as socially and emotionally. Student input was critical in redesigning graduation ceremonies and other year end activities. We have also reached out to our student population at the beginning of this fall semester to check in academic progress and social emotional issues via an online survey completed while they were on campus for in person instruction.
2. Families: We initiated a year end survey that was designed to both get information on our families' experience with distance learning in the spring semester of 2020 and also what their preferences would be for an educational program in the fall of 2020 depending what the California Department of Public Health and local Shasta County Public Health guidelines would dictate. Our survey was completed by over 1,400 families which we feel is a highly reliable sample size for a district of our size (approximation 4,300 students). The Parent Advisory Committee met Sept 8th to review the draft LCP and the community was able to comment on the LCP during a public hearing regarding the LCP that same day at the regular meeting of the SUHSD Governing Board. In conjunction with this parent advisory meeting we held a DELAC meeting to provide access to the draft and to receive feedback from foster youth, English language learners, and socioeconomically disadvantaged families. We had our Director of Categorical programs present the information on our Learning Continuity and Attendance Plan.
3. Educators: We developed a reopening committee in April 2020 that met on at least four separate occasions in addition to subgroup meetings that consisted of teacher and union leadership alongside the administration. A year end staff survey was completed to gather information for the reopening committee. Our local labor association also completed a survey of their membership and shared the results with the administration and Board of Trustees. The reopening committee also used additional survey results to identify areas of professional development that the teaching staff would need to develop best practices for delivering curriculum in a blended or distance learning model. We developed the four phase plan and shared it with our school board during our July board meeting so parents, educators, and community members could comment on the phases. Additional public comment was heard by the Board of Trustees at a special board meeting and the regular board meeting in August of 2020.
4. Stakeholders without access to the internet: We have utilized our automated phone system to regularly communicate with parents and to encourage them to contact us if they have any concerns or questions. Pertinent information has also been mailed home on occasion. Our regular board meetings in July and August were held in person while being live streamed. Stakeholders without internet access were permitted to attend the meeting to address the Board of Trustees.
5. Stakeholders who speak languages other than English: All documents are translated upon request in addition to the automatic translation feature on our website.

Finally, we considered all stakeholder engagement before finalizing the Learning Continuity Plan in the following ways: After receiving and reviewing feedback from all stakeholder groups, communicating with Public Health, and discussing with our board we developed our Learning Continuity Plan to include: options for in person instruction as well as for distance learning. How we would ensure access to devices and connectivity. How we would assess pupil participation and progress. What professional development our staff would need. Any additional staff responsibilities that might be required. How to best support pupils with unique needs. All of this while strategizing how to address learning loss from the spring semester.

The Shasta Union High School District promoted stakeholder engagement through remote participation in the public hearing and local governing board meetings in the following ways: We developed and sent out surveys to stakeholder groups, utilized our automated calling system for broad communication, and live streamed our Board meetings to provide information to all stakeholder groups and allow input via live comments with proper social distancing guidelines or electronic comments submitted either live or electronically in writing. Multiple written and live public comments were heard over the course of three Board meetings in July and August of 2020.

Stakeholder feedback was gathered and analyzed to uncover ideas, trends, and inputs. The following trends (ideas) emerged from our analysis:

Pupils: We surveyed students when they returned to school after the first two weeks in blended learning. Results indicated most (90%) had their technology needs met. Only 62% reported they “always” had regular breakfast and lunch when not in school. 97% reported teachers were available to them “always” or “most days” during distance learning and when asked which model did they think would work best for them if we are trying to offer the best program and slow the spread of COVID-19, 45% felt a full return would work best, 38% felt blended learning and 17% would choose distance learning.

Families: Year end survey results showed 72% (1,009) of the respondents either “strongly agree” or “agree” their child actively participated in distance learning. 12.5% (176) of the respondents either “strongly disagree” or “disagree” their child actively participated in distance learning.

49.5% (695) of the respondents either “strongly agree” or “agree” there were getting sufficient communication from teachers, while 22% (306) of the respondents either “strongly disagree” or “disagree” that they were getting sufficient communication from teachers.

66% (908) of the respondents felt the student’s work load was the right amount, 16% (216) felt there was not enough work provided, while 18% (245) felt there was too much work expected of students.

With respect to the reopening of school in the fall of 2020, 59% (827 respondents) of our families were “not concerned” with returning to school in the fall with little or no restrictions. However, 27% (377) were “somewhat concerned” and 14% (197) “very concerned”.

When asked if we were unable to return to school full time, 76.5% (1,056) preferred a blended learning model, 16% (222) distance learning at their current school and 7.5% (103) a separate independent study model offered through the SUHSD.

With respect to technology needs, responses were as follows:

68.5% (964) have a device and reliable internet connection

16% (224) need a device, but have a reliable internet connection

12% (167) have a device, but need reliable internet connection

3.5% (53) need a device and a reliable internet connection

Educators: A year end all staff survey showed that over 90% (111 respondents) of the staff felt the majority of their students (over 50%) successfully participated in distance learning, while roughly 9% (12) reported less than 50% of their students successfully participated in distance learning. Nearly all respondents (97.5% or 121) indicated that they had regularly communicated with parents. This communication came in a variety of forms, but primarily via emails, phone calls, text messages and Zoom or Google Meets. When asked what support they

would need if returning to school in a blended learning model, the following themes emerged: online curriculum tools; technology support and training; and additional planning time. When asked what their primary concerns were with returning to school, specifically in a blended learning model, the following themes emerged: social and emotional support for students, social distancing requirements, technology for students, as disinfecting protocols and having adequate personal protective equipment (PPE).

In a survey completed by our local labor representatives (Shasta Secondary Educators Association), 17.7% (51) of the respondents preferred opening the school year in a distance learning model (Phase 1 of our reopening plan), 33.6% (97) of the respondents preferred opening in a blended learning model (Phase 2), 39.3% (113) of the respondents preferred a full return with PPE, sanitization and social distancing requirements (Phase 3) and 9.4% (27) preferred a full return with no restrictions. 39.5% (107) of the respondents reported having someone with a documented underlying medical condition in their care and 21.3% (58) indicated their personal health risk in returning to work in Phase 3 as “high”. 13% (35) of those surveyed responded they would like to be considered for an alternative assignment in a Phase 3 reopening.

Additional surveys showed needs for childcare in the event neighboring elementary school districts were partially or fully closed and specific areas of professional development needed in the use of screen capturing, recording videos of instruction and the use of document cameras. All aspects of the Learning Continuity and Attendance Plan have been influenced in some way by stakeholder feedback. Specific areas of importance include:

- 1) Our phased reopening plan was dependent upon stakeholder feedback, as was the decision to open the school year in phase two.
- 2) Our investment in technology in a variety of forms (devices, connectivity, software and online subscriptions) came directly from stakeholder feedback.
- 3) Our increased staffing at Shasta Collegiate Academy was in response to feedback from parents who preferred a fully off campus educational experience
- 4) Our investment in additional sections at each of the comprehensive school sites to lower class size and increase social distancing was the result of stakeholder feedback.
- 5) Our return to graded instruction in the fall of 2020 was in response to stakeholder feedback regarding the lack of rigor in the distance learning program in the spring semester of 2019-20.

When schools in our District closed on March 16th, 2020 we pivoted to an enrichment based distance learning model within 48 hours. We provided enrichment instruction for the final two weeks of the 3rd quarter until our normally scheduled Spring Break. As of April 14th, at the beginning of the 4th quarter we began distance learning with graded instruction. After meeting with all stakeholder groups and consultation with grading expert Joe Feldman, the District adopted a grading system for the spring semester that would limit final grades to “Pass” or “Incomplete”. The basis for this decision was to address inequities that exist with access to technology and students' varying degrees of success in a distance learning environment with little or no preparation in that modality before the shift. This also aligns with the philosophy that grading systems should "do no harm" during distance learning. Teachers were offered training and preparation time to offer high quality distance learning for their students. We expanded our subscriptions to and use of Google Classroom, Google Meets, and Zoom among other programs to aid teachers in this process. Students were offered devices (Chromebooks) if needed and the District coordinated access to low cost or free internet access for families who needed it. We assessed student progress at the midpoint of the 4th quarter and then provided written notice and direct phone calls to families whose students were not engaging or being successful in distance learning. Site

administrators, counselors, teachers, and paraprofessionals reached out to these families to offer assistance and encouragement with both academic and social emotional needs.

Continuity of Learning

In-Person Instructional Offerings

The Shasta Union High School District is prepared to offer in-person instruction when possible and is allowable under state and local health orders. The Administration, District Department Chairs, and the labor groups (SSEA/ESP/CSEA) have been engaged in ongoing discussions regarding re-opening our schools on August 12th, 2020 for the new school year. Parent and staff survey data, as well as recommendations from a variety of sources (Center for Disease Control, California Dept. of Public Health, California Dept. of Education and the Shasta Co Dept. of Public Health among others), have all been considered in developing the following options and protocols for different aspects of the District's operations. Similar to the system currently in use by the California Governor's office, the recommendations in each area below are based on different phases. Phase 4 being the least restrictive and Phase 1 being the most restrictive. Determination of which Phase a school is in will be made in consultation with the Shasta Co Dept. of Public Health based on local conditions. Schools are likely to move between phases for the foreseeable future. As a district we are working in conjunction with the Shasta County Public Health guidelines as follows:

- 1) Physical distancing – Student desks spaced six feet apart when practicable, but if not, they will be spaced at least three feet apart. Staff desks must be six feet from students.
- 2) Face coverings – Face coverings are required for third grade and up. Face shields are acceptable in limited situations. Face coverings can be removed when eating, drinking, or when outdoors and can stay six feet away from others, per CDPH face covering guidance,
- 3) COVID-19 protocols – Follow the COVID-19 protocols for Shasta County School Administrators and work with Shasta County Public Health when there is a COVID-19 case. Responding promptly and following the recommendations will help us avoid further spread, reduce the number of quarantined individuals and support ongoing in person instruction.
- 4) Remind students and staff to stay home when they are sick and isolate individuals who become ill on campus until they can go home.

Phase 4 would be a full return to face to face instruction with little or no restrictions related to slowing the spread of COVID-19 or the pandemic.

Phase 3 would a return to face to face instruction 5 days per week for all students, with significant social distancing, sanitization and hygiene requirements – including all staff and students being required to wear a mask while on campus.

In both phases formative and summative assessments will be used after each lesson or unit. In addition, we will identify students who have experienced learning loss by administering diagnostic assessments upon students' reentry into school primarily NWEA. We will also use formative assessment and summative assessments to develop an instructional model to address the needs of students. This data will help us determine the best implementation of intervention strategies to accelerate learning for students at risk for experiencing learning challenges due to the impacts of COVID-19. We will focus primarily on our foster youth, English language learners, and socioeconomically disadvantaged pupils who we know from district data are most likely to experience leaning loss. Our counselors will offer social and emotional support and we will use learning labs and credit recovery options to improve these students' outcomes.

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

| Description | Total Funds | Contributing |
|---|-------------|--------------|
| Adding additional staff / sections to reduce class size. | \$600,000 | Y |
| Music equipment needed for band/choir after CDPH prohibited traditional courses | \$60,000 | Y |
| Partnering with YMCA to offer childcare for working staff and community members | \$40,000 | N |
| Hand sanitizer, cleaning products, personal protective equipment, plexiglass barriers | \$40,000 | N |
| Isolation room monitor stipends when students or staff exhibiting COVID-19 symptoms on campus | \$10,000 | N |

Distance Learning Program

Continuity of Instruction

The SUHSD will provide continuity of instruction and learning through the following specific ways:

We will determine that the distance learning curriculum is of substantially similar quality by:

The curriculum and schedule chosen for our distance learning will ensure continuity of instruction as we transition from online to in-person learning. Our curriculum is substantially similar to the curriculum being used before our COVID shut-down, which will help to mitigate learning loss. In addition, the synchronous / asynchronous schedule being used during distance-learning will help students become accustomed to having live in-person and Distance Learning instruction. This will ease the transition to in-person instruction when we shift to from phase 2 to phase 3 instruction (5 days per week): the model adopted by our board for phase 2 (hybrid) instruction that includes a combination of in-person and distance learning work.

We will provide access to the full curriculum (of substantially similar quality regardless of method of delivery) by:

SUHSD students will use a combination of Edgenuity and Google Apps to access their primary academic instruction. Edgenuity is a WASC-accredited online learning platform the SUHSD has been using for over 4 years for our independent study school, Shasta Collegiate Academy, summer school, and our credit recovery program. Each secondary student is enrolled in career and/or college preparatory courses appropriate to each of their 4-year plans. The instruction, pacing, and assessments are course-specific to meet or exceed CDE Online Learning requirements. In addition, parents have access to on-going grade updates through their Parent Portal, and progress reports will be automatically disseminated to parents via Aeries Communication.

We will provide access to the full curriculum (of substantially similar quality regardless of method of delivery) by:

Our hybrid schedule consists of 2 in person and synchronous days per week for each cohort that consist of 300 minutes per day and 1 asynchronous distance learning day (Wednesday) that consist of 240 minutes of instruction for both cohort groups. During the distance learning schedule (Wednesday), teachers are required to host a class session for each period of the day and take attendance for each class. Each in person day and synchronous day teachers will provide in class instruction to the cohort group and synchronous instruction to the cohort group

that is distance learning that day Cohort “A” meets in person on Mondays and Thursdays while cohort “B” meets in person on Tuesdays and Fridays. The remainder of the synchronous day’s teachers are available, on site, for planning, collaboration, remediation, acceleration, and intervention.

Special Education: Students with disabilities will be provided access to a continuum of services as identified in their Individual Education Plan (IEP). Students with disabilities will have access to the general education environment during synchronous and asynchronous schedules within the general education learning models and as identified. Online learning platforms and instructional interventions are implemented to meet student IEP goals and objectives. A secure and HIPPA compliant online assessment platform has been put in place to conduct required psycho-educational assessments. Professional Development sessions were provided to special education providers covering online instructional methods, instruction and curriculum, and assessment platforms. Service providers are scheduling delivery of IEP identified services during the instructional day in collaboration with general education teachers to ensure students with disabilities have access to the general education core instruction to the greatest extent possible.

To support teachers who are being asked to deliver high-quality and engaging instruction entirely online, SUHSD has invested in a wide variety of new technology:

- Added to our Google Classroom suite both Google Originality and unlimited Google Meets.
- Peardeck which allows teachers to build engaging instructional content directly from google Slides.
- Screencastify which software that allows teachers to screen record from Chrome and edit and share videos with their students.
- Kami which is a leading digital classroom app built to transform any existing document into an interactive learning experience. Join millions of educators using Kami to improve engagement and collaboration while teaching in the classroom, or online.
- Delta Math which provides infinite practice for over 1000 different math skills, instructional videos for every problem type, unlimited examples for each problem type, and curated assignments presenting material in a logical order.

Access to Devices and Connectivity

The SUHSD will ensure access to devices and connectivity for all pupils to support distance learning in a variety of ways. We began to ascertain student needs immediately when our schools were closed on little notice in March of 2020. School sites supplied chrome books to students who did not have access to their own devices, or to families who had multiple children participating in distance learning. Students with poor internet access were assisted by our IT department to coordinate with local providers or provided “hotspots” to improve access. Students who were unable to access devices and/or connectivity during the school closure in 2019/20 were contacted by phone and provided instruction through alternative means, i.e., printed work and textbooks. At the end of the 2019/20 school year, our parent survey asked families to let us know if they needed a device or internet connectivity to participate in distance learning. During the first two days of instruction in the blended

learning model, students who did not choose to use their own device were provided a chromebook. Our IT department help desk is available to any staff member who needed assistance for themselves or a student. Additional hotspots have been purchased for use by students with poor internet access again this year. In the blended learning model, students who have poor internet connectivity and are engaging in distance learning activities have been invited onto the school campus so they may complete their work. They are offered a supervised, quiet location, can use district bus transportation and access the school nutrition program as well.

Pupil Participation and Progress

If in Phase 4 or Phase 3 of our reopening plan, we will be in full face to face instruction and track pupil progress through traditional attendance methods and live daily interaction.

Phase 2 and Phase 1 contain increasing amounts of distance learning (DL). As such, we have adopted a Distance Learning Instructional day schedule for staff and students to follow. In the blended learning model (Phase 2) students will be either marked as Present, DL Engaged or DL Not Engaged/Absent.

Certificated staff will complete a weekly engagement record, complete daily engagement tracking for each student in each period in our student information system (Aeries) and track daily assignments in their electronic grade books (Aeries gradebook).

The weekly engagement record will include lessons and information on synchronous or asynchronous instruction as well certification of the instructional minutes for each day by class period. Teachers will offer live daily interaction for all students during each day of instruction.

Students' daily engagement will be measured in a variety of ways, including evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between employees of the school and pupils or parents or guardians.

Distance Learning Professional Development

In order to support our staff in the implementation of a high-quality distance learning program, the SUHSD has provided the following professional development opportunities and resources, which are based upon the "Professional Learning and Relationships" section in the CDE's Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools.

As a district we formed a reopening committee that included Special Education staff to address our 4 phases for a safe and seamless opening, to address teacher/student technological needs, and to prepare professional development that our staff requested in a survey so they could provide curriculum and instruction both synchronously and asynchronously to their students. As a result of these meetings and with results of the survey, we developed a 2 day schedule (August 10 and 11) dedicated to professional development for our general staff and Special Education staff. Teachers and classroom aides were offered a menu of options so they could choose the topic or software training (Google calendar, classroom, meets, Kami, Screencastify, Peardeck, Aeries, and Edgenuity) that would best meet their individual needs. In addition, we developed a professional day schedule for every Wednesday during the academic year. The professional day schedule provides time for PLC's, department and subject matter collaboration time, and one school wide meeting per month to focus on curriculum, concerns, and school goals.

Technological support is also provided by our IT department on a daily basis and we have hired a technology coach at each of our comprehensive sites to provide day to day support for staff.

Staff Roles and Responsibilities

Several roles and responsibilities have changed as the result of COVID-19. In order to facilitate the reopening of school and implement appropriate safety measures, we have created isolation room monitors. When students or staff on campus exhibit COVID-19 related symptoms they are sent to the isolation room for assessment and possible removal from campus. These room monitors oversee the students waiting to be picked up by parents and can begin any contact tracing.

We have also have bus drivers participating in food delivery and additional sanitizing of their equipment. Counselors have taken on the additional task of monitoring student progress for students who received “incompletes” at the end of the last semester to increase their likelihood of passing those courses.

Custodians have taken on deep cleaning and sanitizing using new methods and equipment. Several certificated staff have been transferred or reassigned to accommodate the increase in enrollment in our independent study school by students who choose not to participate in any face to face instruction.

Supports for Pupils with Unique Needs

We will assess the unique needs of all learners to determine what additional supports are needed by working with individual families and students. Counselors, foster youth liaisons, our homeless services coordinator, our ELD coordinator and special education staff will connect with families via video conferencing, emails, phone calls, etc to determine student needs depending on which phase of our reopening plan we are in.

Once the needs of each unique learner is determined, we will provide additional supports for each student group below in the following ways:

1. English learners: ELD coordinator and ELD instructors will provide direct services and support to students through a combination of face to face instruction and online conferencing while in the blended model. The ELD case carrier will also consult and collaborate with other staff and serve as a resource on effective teaching methodology for ELD students.
2. Pupils with exceptional needs served across the full continuum of placements: Special Education: Students with disabilities will be provided access to a continuum of services as identified in their Individual Education Plan (IEP). Students with disabilities will have access to the general education environment during synchronous and asynchronous schedules within the general education learning models and as identified. Online learning platforms and instructional interventions are implemented to meet student IEP goals and objectives. A secure and HIPPA compliant online assessment platform has been put in place to conduct required psycho-educational assessments. Professional Development sessions were provided to special education providers covering online instructional methods, instruction and curriculum, and assessment platforms. Service providers are scheduling delivery of IEP identified services during the instructional day in collaboration with general education teachers to ensure students with disabilities have access to the general education core instruction to the greatest extent possible.
3. Pupils in foster care: Counselors and foster youth liaisons (one per school) will connect with these students to provide support for distance learning and ensure they have access to the curriculum and technology necessary to succeed. Foster parents will be offered assistance and support for students participating in distance learning.
4. Pupils who are experiencing homelessness: Homeless services coordinator will offer services and support for these students in the form of transportation assistance, clothing assistance and access to free meals as necessary. Technology devices will be supplied as well as

access to internet connectivity via hotspots or the campus internet connection. We will work with our School Resource Officers (SROs) to perform wellness checks on these students as necessary.

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

| Description | Total Funds | Contributing |
|--|-------------|--------------|
| Purchase of 3,000 chromebooks to ensure an adequate supply of devices for students | \$1,100,000 | Y |
| Additional staff at Shasta Collegiate Academy to accommodate students with no face to face instruction | \$275,000 | N |
| Additional electronic book licenses for use during distance learning | \$5,000 | Y |
| Online teaching and learning tools: Google Meet, Google Originality, Pear Deck, Kami, Screencastify | \$30,000 | Y |
| Surface pros, laptops for staff | \$50,000 | N |
| Purchase of “hotspots” for use by students with poor connectivity | \$5,000 | Y |
| Augmented Edgenuity services | \$20,000 | Y |

Pupil Learning Loss

We have no doubt that there will be some learning loss as a result of COVID-19 and last spring's sudden transition to distance learning. We will address this by carefully assessing where each student is academically compared with his or her peers and with subject specific benchmarks, and providing support to move forward. Student performance will be measured regularly, using the assessments that are a part of the curriculum and formative assessments. Teachers will analyze the data from these assessments and determine which students need additional support or enrichment, just as they did in traditional in-person classroom instruction. Planning interventions based on assessment data is not new for our teachers. Guided by assessment results and supported by specialists (including ELD and special education staff), we will work to provide intervention based on individual student needs, particularly in English language arts, ELD, and mathematics.

Pupil Learning Loss Strategies

We will address the learning loss for students and will accelerate learning progress for students by modifying curriculum in language arts and math curriculum to include a review of the 4th quarter of the previous school year. Gaps in instruction for last spring's distance learning model will be addressed to provide students a better foundation for success in this new school year. Students who did not pass classes last spring and were marked as “incomplete” will be monitored closely this fall to encourage them to complete the missing coursework. Counselors will make direct contact with students to offer them support and encouragement. During blended learning, students will be offered to come on campus during “off track” days to complete assignments.

Our EL students will receive direct instructional support, as well as consultation and collaboration between the EL instructors and general education teachers. Low income, foster youth and homeless students will be offered extra support in Access Labs either designed to give

support in language art remediation, math remediation or general academic support. Students who have fallen behind and lost credits will be offered credit recovery options during the regular school day, after school during the year via Anytime School or during the summer months via Summer School. IEP teams will meet to develop student specific strategies and plans for students with exceptional needs.

Effectiveness of Implemented Pupil Learning Loss Strategies

We will monitor and quantify student success from distance learning in the spring semester at the end of the 1st quarter of this school year by measuring the number of students of students who did not pass classes after being marked “incomplete” at the end of the spring semester. This data will determine the level of credit recovery courses we will need to have in place for the second semester, the amount of Anytime School courses we will need to offer and the number of Summer School staff we may need.

Other measures we will use include:

- *IEP driven Goals and Objective

- *Formative and summative unit and lesson assessments that are embedded in online curriculum offerings

- *District-created formative assessments will continue to be administered as they were for in-person learning prior to the pandemic

- *Quarterly and semester progress reports

Primarily, these will be measured using reporting from the online curriculum. These metrics will be regularly communicated via Aeries Communication, Google Classroom Communication, and individual, online learning platform communication.

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

| Description | Total Funds | Contributing |
|--|-------------|--------------|
| Additional sections for credit recovery in second semester, additional Anytime and Summer School classes | \$50,000 | Y |
| | | |
| | | |

Mental Health and Social and Emotional Well-Being

The SUSHD counseling team has successfully supported the social and emotional well-being of our students for many years. The district has also supplemented this support through contracting with a local counseling agency to provide additional services to students, specifically targeting drug and alcohol use and our most at risk students. Those services will continue in all phases of our reopening plan. To continue

this effort and combat the effects of COVID-19 on the social and emotional status of our students the counselors will be adding a new curriculum this school year. The program is called GROWING LEADERS THROUGH HABITUDES. The focus is on the following:

Self Awareness

Self Management

Relationship Skills

Responsible Decision Making

Social Awareness

The Habitudes for Social and Emotional Learning curriculum uses memorable imagery, real-life stories and practical experiences to teach timeless skills in a way that is relevant to students today. Students are constantly using images to communicate via emoji's, Instagram, and Snapchat. It makes sense to utilize a language students regularly use to bridge the gap between learning and real-life application as part of our social emotional learning program. Habitudes for Social and Emotional Learning helps high school students:

*Develop habits of self-discipline and initiative

*Implement time management skills to do what really counts

*Plan for personal growth outside the classroom

*Identify their unique strengths and passions for a healthy self-image.

*Additional social and emotional skills

This curriculum will be delivered during face to face instruction and can be modified for distance learning as necessary.

Pupil and Family Engagement and Outreach

The SUHSD will continue to provide engagement and outreach to students who are absent from distance learning. As we begin the 2020-21 school year in a hybrid model, teachers will keep track of students who are not participating. There will be constant communication between teachers and our district counselors, administration, and Teachers on Assignment (TOA) for attendance about students who are not participating so staff can reach out to the students and families who are not attending. We are fortunate to have Spanish speaking staff and a translation feature on our website to connect with families whose primary language is other than English in the event that students are not participating in online learning.

The first week of school has been designed to build relationships between teachers and students in this new world. There have been a wide variety of engagement strategies that teachers are implementing. These strategies range from "get to know you" activities to the production of tech-driven "movie trailers" to describe the new school year in a certain class.

The SUHSD will continue to provide engagement and outreach to students who are absent from distance and in-person learning. The district will use tiered reengagement strategies for pupils who are absent. Teachers are keeping daily attendance in their classes. When teachers see that kids are not attending, the following support tiers will be put in to place:

The first tier of the re-engagement plan involves how the district will welcome students and parents and engage them to promote a culture of attendance. This includes raising the awareness of school personnel, parents, guardians, caregivers of the effects of chronic absenteeism and other challenges to full participation in the educational program.

The second tier of the plan ensures that students with attendance problems are identified as early as possible to provide applicable support and interventions at the school.

The third tier serves students who have exhausted the resources of the school by a referral to the school attendance review board (SARB). The SARB is composed of a diverse group of experts who will link the family to any needed school district or community services. The SARB will also identify and respond to grade level or student subgroup patterns of chronic absenteeism and will evaluate the effectiveness of strategies implemented to reduce chronic absenteeism rates.

School Nutrition

The SUHSD Nutrition Services will be serving sack meals for breakfast and lunch to all students free, reduced, and paid. This model will allow us to accommodate both in-person instruction and distance learning. As we are able to continue with the Summer Feeding model that is currently in place, students will not need to be identified so we are able to serve nutritious food to any student under the age of 18.

The following SUHSD sites are serving meals for our community youth:

- 1) Enterprise High School
- 2) Foothill High School
- 3) Pioneer High School
- 4) Shasta High School

We will continue to follow the CDC guidelines and Shasta County Health Department regulations currently in place for COVID. The Nutrition Services staff pre-packages all entrée items remotely to limit the time needed to serve meals and the exposure of our staff and the community at the serving sites. All meal preparation and service is completed outside to allow for appropriate social distancing at all times.

Social distancing is also ensured through using a drive-through service for pick-up for students who are in distance learning, this eliminates close interaction between school staff and the public. The families stay in their vehicle and a Nutrition Services staff member asks how many meals they need. The staff members use PPE so they are not exposed to Covid-19 while providing food service for our youth.

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

| Section | Description | Total Funds | Contributing |
|--------------------------------------|---|-------------|--------------|
| Mental Health / Emotional Well Being | Social and emotional learning curriculum to be implemented by | \$5,000 | Y |

| | | | |
|------------------|--|-----------|---|
| | counseling team | | |
| School Nutrition | Additional labor and food costs associated with providing free meals through the spring 2020 school closures and summer months | \$250,000 | Y |

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 | | |
| 8.35% | \$3,353,469 | | |

Required Descriptions

School wide services relevant to in person instruction consist primarily of additional staffing to reduce class size, additional cost of sanitizing and personal protective equipment, additional costs of music equipment due the prohibition on traditional music classes, providing subsidized child care for staff and the cost associated with maintain an isolation room for sick students or staff with COVID-19 symptoms.

School wide services relevant to distance learning consist mainly of purchase of additional devices, online tools and learning platforms, increased online curriculum, and hotspots to address poor internet connectivity issues.

Pupil learning loss, social and emotional well-being and school nutrition services have also been augmented as part of the learning continuity and attendance plan.

In developing the Learning Continuity and Attendance Plan, the needs of our foster youth, English language learners, and socioeconomically disadvantaged pupils were considered first and foremost. During in person instruction or distance learning, multiple services are principally directed toward, and are effective in, meeting the district's goals for its foster youth, English language learners, and socioeconomically disadvantaged pupils in the state and any local priority areas.

From stakeholder feedback, it is clear to improve engagement from our foster youth, English language learners, and socioeconomically disadvantaged pupils we needed to increase technology availability and access to mitigate learning loss and improve live interaction with teachers for these students. As our foster youth, English language learners, and socioeconomically disadvantaged pupils are more likely to experience credit loss, offering additional credit recovery options during the school day and outside the school day will be critical to keep them on pace to graduate with their class and decrease their likelihood of dropping out of school. Finally, as most of our foster youth, English language learners, and socioeconomically disadvantaged pupils suffer from food insecurity, augmenting our nutrition services and providing meals throughout the pandemic will be a key to their overall health.

Specifically, reducing class sizes, adding music equipment, adding technology, adding online learning platforms, improving connectivity through hotspots that are available to our foster youth, English language learners, and socioeconomically disadvantaged pupils has resulted in increased or improved services in excess of the mandated 8.35%.

In addition, the expansion of credit recovery options and expanded nutrition services directly benefits our foster youth, English language learners, and socioeconomically disadvantaged student population and will significantly increase their likelihood of being successful in school.