

Learning Continuity and Attendance Plan (2020–21)

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

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.]

The COVID-19 pandemic has challenged the Sutter Union High School District and its students, parents, staff and community in so many ways. The greatest negative impact for students and staff was the loss of high quality in-class instruction, hands-on CTE activities and the opportunity to participate in wide variety of co and extra-curricular activities. Parents and community members lost the opportunity to participate in our student’s education. The economic devastation created by our states response to this crisis has had an adverse effect on our families, small business and our school district. DECA, one of SUHSD’s Career Technical Student Organizations uses a slogan “Interruptions lead to Innovation.” The greatest positive impact of the COVID crisis for SUHSD was the positive way staff, students and our community quickly pivoted from our traditional education delivery model to a model that could be delivered to students and their families who had been placed in a community level home quarantine situation. Our staff, students and community developed new and creative ways to deliver and receive education as well as provide social and emotional support.

Stakeholder Engagement

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

Sutter Union High School has established a very successful Communication Process to both provide and receive information and feedback from all stakeholders. The School and district office remained open for essential school business during the state-wide shelter in place orders. Parents and students who did not have internet, relied on in-person communication and were encouraged to pick up assignments and materials from the office. Materials and assignments were mailed on a regular basis to families that could not travel to campus. Non-English speaking parents received communications and were able to initiate phone calls in their native language to and from bi-lingual district employees. The district received a tremendous amount of “real time” information regarding the strengths and weaknesses of the district’s academic delivery system that was initially employed by the district during the last quarter of the 2019/2020 school year. Small focus group, individual parent, student and teacher testimonials formed the basis for an evaluation of what was working and what needed to be adjusted. This feedback was vital for planning alternative education delivery options for the upcoming 2020/2021 school year. A public hearing regarding SUHSD’s Learning Continuity and Attendance Plan was conducted on August 11, 2020. The governing board adopted the

Learning Continuity and Attendance plan on September 8, 2020 at the district's regularly scheduled board meeting. The Sutter County Office of Education reviewed the plan and provided suggestions for improvement. A revised plan was presented to the governing board at their November 8, 2020 meeting.

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

The Sutter Union High School District did not have any requests for remote access for public meetings or public hearings. The district conducted in-person meetings following all social distancing guidelines. There were no issues with crowd size at any public meeting or public hearing. The district has not received complaints from any stakeholders regarding the inability to participate. The district maintained a high level of transparency and communicates on a regular basis with all stakeholders.

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

The Sutter Union High School District received evaluative feedback from a variety of stakeholders during the 4th quarter of the 2019-2020 school year, June, July and early August in preparation of the 2020-2021 school year. The district relied on feedback from individual parents, students and staff as well as small parent focus groups to refine the 2020-2021 education plans. District personnel identified three main areas of improvement based on stakeholder feedback. The first was the need to improve access to internet. The second was access to computers or chrome books. The third was to simplify access to coursework and assignments. Additional mobile hotspots and chrome books were ordered to improve student access. The district adopted electronic curriculum for the 2020/21 and 2021/22 school years. An educational platform utilizing Google Classroom as a conduit for distance and in-person learning was established.

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

Students, parents and staff communicated a strong desire to return to traditional classroom instruction. A parent and student survey conducted by the district revealed that 96% requested a return to classroom-based instruction. 4% requested distance learning instruction. Students and parents also requested that access to curriculum and daily assignments become more uniform. The district developed a learning platform that could be administered through traditional classroom instruction and distance learning instruction concurrently. Many Junior and Senior level students expressed a strong desire to maintain a flexible educational schedule that would allow them to continue with part-time jobs and take college classes. A thorough evaluation of stakeholder feedback guided the district toward developing a plan that could address the needs of all students. Specifically the ability to provide equitable access to a-g and CTE approved courses regardless of the student's setting became paramount. A concern for on-going health, safety and well-being of students and staff during uncertain COVID-19 conditions was a leading factor in the development of the district's hybrid educational model.

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.]

No classroom-based instruction was provided. SUHSD identified students that experienced significant learning loss during the 4th quarter of the 2019-2020 school year. Students that did not engage in some or all of their classes during the 4th quarter were enrolled in distance learning credit recovery summer school. Students were required to complete approximately 1.25 credits per class period. Students that had failed classes during the 1st semester of the 2019-2020 school year were offered the opportunity to recover credits.

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

Description	Total Funds	Contributing
Campus Signage	\$2,312	Y
Go Safe Temperature Scanners	\$27,591	Y
Classroom Hepa Air Purifiers	\$27,590	Y
Disinfecting Generators/Foggers	\$5,894	Y
.5 FTE ELD/ELA (New Position)	\$35,144	Y
1 FTE Custodian (New Position)	\$55,496	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.]

Sutter Union High School District adopted on-line curriculum (Edgenuity and iCEV) for the 2020-2021 school year. No textbooks will be distributed with the exception Advanced Placement Classes. On-line Curriculum will be utilized for distance learning and in-class instruction.

Students will be able to migrate between on-line and in-class seamlessly. Edgenuity and iCEV meet a-g requirements and provide equal access for all students. Students access daily instruction through Google Classroom for synchronous and asynchronous lessons.

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.]

Stakeholder feedback and the district's analysis of student's academic progress during the COVID-19 school closure revealed that some students did not have adequate access to devices and internet services. With the prospect of starting the 2020/21 school year with distance learning only it was imperative that all students have access to an electronic learning device and stable internet connectivity. Sutter Union High School District provides electronic learning devices and mobile hotspots to students that do not have devices or internet access. Students living in areas of our district that have poor or inconsistent hotspot service will be provided transportation to and from school so that they can access the district's resources on campus. The Technology Department and teachers work closely to ensure students and parents know how to access curriculum and answer/correct any connectivity issues that arise. Teachers provide initial and ongoing training for their colleagues. The district has allocated additional time for continuing support and collaboration throughout the school year. The district will continue to assess technology access and support needs throughout the school year.

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.]

Sutter Union High School District has established a five stage instructional guide based on local and state guidelines. With the exception of STAGE RED "Distance Learning Only" each stage allows a blend of distance and in-class learning. Each stage has a daily class schedule that allows for a minimum of 3.5 hours of live contact and an additional 2 hours for synchronous support. Edgenuity and iCEV curriculum will be utilized for distance and in-class instruction. The daily class schedule will be adjusted as students are allowed to return to in-class instruction. Edgenuity and iCEV track student participation and engagement which include individualized student reports.

Distance Learning Professional Development

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

All teachers are provided access to professional development activities on strategies to deliver high-quality instruction utilizing the district's learning management system (Google Classroom) and electronic curriculum (Edgenuity and iCEV) Sutter Union High School District provided seven paid in-service days during June, July and August for instructional staff training and on-line curriculum development. Instructional staff members and department chairs received additional training to serve as trainers for their colleagues. The district provides two FTE of specific technical system and device support and training for students, staff, and parents. SCOE provide additional opportunities for staff development and instructional support.

Staff Roles and Responsibilities

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

The roles and responsibilities of instruction staff experienced minimal change. What changed was the method of instruction and access to curriculum. Adopting electronic curriculum allowed the district to provide students with as close to normal of a daily schedule possible. The greatest challenge is pacing of curriculum for distance learning and in-class instruction. All students need access to the same opportunities regardless of instructional delivery method. Teaching virtually will continue to be a challenge for instructional staff. Teachers have had to re-think and redesign lessons and plan how to best provide electronic curriculum. Classified staff has experienced the greatest shift in responsibilities. Bus Drivers have taken on more cleaning and sanitation duties. Food service technicians are delivering meals to free and reduced families and office staff are taking on more responsibility reviewing student attendance and academic progress.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

Administration and Counseling Departments have identified students who traditionally have not demonstrated success in a regular school setting. Counselors and Administration work closely with instructional staff, SCOE Intervention/Prevention specialists and representatives from other various agencies to provide additional academic and emotional support services to meet the needs of English Learner, Foster, Homeless and students with exceptional needs. Sutter Union High School provides on-campus technology, academic and counseling support for English learners, pupils with exceptional needs, pupils in foster care and pupils that are experiencing homelessness. Students without reliable internet or electronic learning devices will be provided devices and a hotspot. A new teaching position was added to provide additional support and minimize learning loss for English language learners and economically disadvantaged students. This position is

responsible for ELD/ELA instruction and additional English learner on-line and in-person academic support. Any student that is identified as struggling with Distance Learning is allowed to attend on-line class on campus and received one to one instruction and counseling support services.

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

Description	Total Funds	Contributing
.5 FTE Additional ELD on-line distance learning support	\$35,144	Y
Edgenuity-My Path ELA and Math individual student assessment program	\$10,000	Y
Edgenuity AP English Textbooks	\$10,882	Y
Edgenuity AP Calculus Textbooks	\$14,317	Y
Kajeet Mobile Hot Spots	\$9,525	Y
Airwatch Distance Learning	\$2,255	Y
iCEV CTE on-line Curriculum	\$11,520	Y
200 Chrome Books and Google Chrome Management	\$77,750	Y

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.]

SUHSD provided credit recovery opportunities for students that demonstrated learning loss during the 2019-2020 school year. SUHSD has established a process to monitor student progress in all classes during the 2020-2021 school year. This process involves teachers, counselors, secretaries and administration tracking daily on-line attendance and work completion for each student. District will actively communicate with students and parents regarding student progress. District will also utilize Edgenuity-My Path student assessment for ELA and Math. Students will be benchmark tested in ELA and Math during the first semester and then tested again during, 3rd and 4th quarters to measure learning status. District has added an additional 1 FTE ELD/ELA instructional position to provide additional support for EL students that have demonstrated a need for additional academic supports.

Pupil Learning Loss Strategies

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

SUHSD administration, counselors and instructional staff meet periodically throughout the year to evaluate student academic progress. Instructional staff collaborates every Wednesday planning curriculum and reviewing student performance. My-Path ELA and Math test results will be used to identify students that are demonstrating learning loss and students that would benefit from acceleration. Edgenuity and iCEV educational platforms allow for individual pacing based on student’s needs. English learners; low income; foster youth; pupils with exceptional needs and pupils experiencing homelessness will benefit from additional distance learning support and targeted academic support from an academic advisor.

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.]

SUHSD will evaluate the effectiveness of learning loss prevention services based student daily engagement and attendance percentage, My-Path test scores, course pass/failure rates and students meeting graduation requirements.

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

Description	Total Funds	Contributing
SUHSD will provide credit recovery opportunities for students that failed courses or are not on track for graduation during the 2020-2021 school year. The magnitude of learning loss has yet to be fully determined. The district will allocate additional academic intervention and credit recovery resources based student need.	\$5,000 +	Y

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.]

SUHSD will continue to provide a learning environment to help students understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions. Mental Health and Emotional Well-Being will be supported through a strong partnership with Sutter County Office of Education’s Prevention and Intervention Department. SUHSD and SCOE have planned to increase additional counseling and support service for students and their families in response to the added stress caused by the COVID pandemic. Additional counseling and support services will focus on Tier II Targeted Intervention and Tier III Intensive Interventions. In addition to providing linkage and connections to school and community supports, this partnership will provide short term individual counseling, small group counseling and risk and safety assessments. SUHSD and SCOE will develop training and coordinate support for all general education and special education teaching and support staff.

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 Covid-19 pandemic has presented numerous challenges to the effective monitoring of student attendance and student engagement. Teachers will continue to use multiple measures including being present in daily Google Classroom sessions, logging in to Edgenuity and/or iCEV assignments on a daily basis or completing the minimal number of weekly assignments to assess each student’s progress. Moving forward, it’s important to build family-school partnerships in order to have students learn and thrive. Parents and/or guardians will be contacted when it is determined that students are not engaging at the level needed to maximize their academic, social and emotional progress.

Edgenuity and iCEV have built in accounting tools that track student engagement and participation. SUHSD has developed a three-tiered approach to ensure pupil engagement. **Level I:** Teachers will conduct live classes each day recording attendance and monitor work

completed. Teachers will contact parents and/or guardians in their home language. An Administrative Assistant will provide Assistant Principal with an attendance report at the end of each week. **Level II:** Assistant Principal, Counselors and Academic Advisors will contact parents or guardians of students that are not engaging. Students who continue to demonstrate a lack of engagement will receive a certified truancy letter or deficiency notice and will be referred to the Superintendent **Level III:** A parent and student meeting will be scheduled with the Superintendent.

SUHSD is prepared to ensure that students continue to receive a well-rounded educational experience that includes a wide variety of co and extra-curricular activities. To accomplish this goal, the district has established a Five Stage Learning Matrix that will be applied based on local and state health conditions. Teachers will provide 4 hours synchronous instruction between 8:30 and 12:35 and another 2 hours of asynchronous individualized instruction/intervention from 8-8:30 and 1:30 to 3:15 each day following Stage RED, Distance Learning only. As conditions improve and students are allowed back on campus, the daily schedule will be adjusted to include co and extra-curricular activities.

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.]

Meals will be provided for students, during distance learning, through the Free or Reduced Meal program. Students can pick up meals from a location in the Cafeteria Parking Lot. Deliveries will be made available at Nuestro Elementary School, Winship Elementary School and Meridian Elementary School parking lots. Once students return to in-person instruction, meals will be provided to all students via the “Grab N Go” distribution method. Students who continue to receive Distance Learning Only educational services will be able to pick up meals or have them delivered on a weekly basis if they reside in areas outside of Sutter.

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 and Emotional Well-being Services	Sutter Union High School District will contract with SCOE for additional two days of Tier I and Tier II counseling and student support services from SCOE.	\$20,000	Y
Access to Academic Intervention and Credit Recovery Activities	Add a second Return Bus Route for students living in Robbins, Meridian and Nuestro School Districts. The new routes will allow students to participate in additional academic and social emotional support activities provided after the regular busses leave at 12:45 each day.	\$15,000	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
6.44%	\$483,420

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.]

In 2020/2021 the District is estimated to receive \$483,420 in supplemental funding related to low income, foster youth and English learners. These funds will be expended to attain the goals outlined in Section 2, Part A and B. Research indicates that increased counseling, student support services, and providing safe, clean and well maintained facilities has a positive effect on all student's performance. We believe this is the best method to enable all students to meet district goals, with an emphasis on providing additional support for low socioeconomic, foster youth and English learners. Research indicates that students who participate in counseling interventions improved almost a third of a standard deviation more than their peers who did not receive the interventions. The district will continue to support actions that Increase rigor, provide quality first instruction and use of Professional Learning Teams to assess student progress and provide academic interventions for all students that have been unsuccessful. Raising the academic bar and narrowing the achievement gap for all underperforming subgroups will continue to be the focus of the district's resource allocation.

The District has implemented several new actions that are designed to increase or improve services for unduplicated students in response to anticipated learning loss attributed to COVID-19 school closures. The addition of .5 EL/ELD teacher and .5 EL Distance Learning support, additional bus routes, ELA/Math My-Path assessments and Bi-Lingual Academic Advisor to provide communication and additional academic support for all unduplicated students is intended to increase the district's connection with students, families and community.

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

Sutter Union High School calculates its Minimum Proportionality Percentage for low income, foster youth and English learners at 6.44%. The MPP represents an estimated total LCFF Supplemental Funding allocation of \$483,420 to be used by the district to increase, improve or enhance services to low income, foster youth and English learners. Sutter Union High School will meet proportionality percentage using quantitative and qualitative methods by spending all of their increased supplemental funding to improve achievement for all students. The Districtwide delivery model will be most successful for meeting the needs of all our students.

Adopted: September 8, 2020 Revised November 10, 2020