

Agenda

SUTTER COUNTY BOARD OF EDUCATION

Special Meeting

Wednesday, September 23, 2020 - 5:30 p.m.

Sutter County Superintendent of Schools Office

970 Klamath Lane – Board Room

Yuba City, CA 95993

Participation Available Via Teleconference

<https://zoom.us/j/96392884554>

Public Hearing

- *Sufficiency of Instructional Material*

A full Board packet is available for review at the Sutter County Superintendent of Schools Office Reception Desk, 970 Klamath Lane, Yuba City, CA (8:00 a.m. – 5:00 p.m., Monday through Friday – excluding legal holidays) and the Sutter County Superintendent of Schools' website at www.sutter.k12.ca.us.

5:30 p.m. 1.0 Call to Order

2.0 Pledge of Allegiance

3.0 Roll Call of Members:

Ron Turner, President

June McJunkin, Vice President

Karm Bains, Member

Victoria Lachance, Member

Jim Richmond, Member

4.0 Items of Public Interest to Come to the Attention of the Board

Members of the public are given an opportunity to address the Board regarding items not listed on the agenda. *The California Government Code, Section 54954.3(a) states, ".....no action shall be taken on any item*

not appearing on the agenda unless the action is otherwise authorized by subdivision (b) of Section 54954.2.

5.0 Public Hearing on Sufficiency of Textbooks and/or Instructional Materials – Brian Gault

Education Code Section 60119 requires a public hearing to encourage participation by parents/guardians, teachers, members of the community and bargaining unit leaders who are interested in addressing the Board regarding sufficiency of textbooks or instructional materials for county-operated programs.

6.0 Adopt Resolution No. 20-21-II – Sufficiency of Instructional Materials – Brian Gault - **[Action Item]**

Resolution No. 20-21-II states the sufficiency of textbooks and/or instructional materials for students in county-operated programs are being presented for adoption.

7.0 SCSOS Learning Continuity and Attendance Plan
Brian Gault – **[Action Item]**

The SCSOS Learning Continuity and Attendance Plan has been developed following all requirements established under Education Code 43509 and is being presented for Board approval.

8.0 Pathways Charter Academy (PCA) Learning Continuity and Attendance Plan – Joe Hendrix – **[Action Item]**

The Pathways Charter Academy Learning Continuity and Attendance Plan has been developed following all requirements established under Education Code 43509 and is being presented for Board approval.

9.0 Resolution No. 20-21-III Adopting Conflict of Interest Code
Tom Reusser **[Action Item]**

The County Board shall adopt a resolution that specifies the terms of its Conflict of Interest Code, designates any consultant

positions required to complete Conflict of Interest reporting and establishes disclosure categories required for each position.

10.0 Items from the Superintendent/Board

11.0 Adjournment

In compliance with the Americans with Disabilities Act, for those requiring special assistance to access the Board Meeting room, to access written documents being discussed at the Board Meeting, or to otherwise participate at Board Meetings, please contact the Superintendent's Office at 530-822-2900 for assistance. Notification at least 48 hours prior to the meeting will enable the Superintendent's Office to make reasonable arrangements to ensure accessibility to the Board Meeting and to provide any required accommodations, auxiliary aids or services.

All Open Session Agenda related documents, including materials distributed less than 72 hours prior to the scheduled meeting, are available to the public for viewing at the Sutter County Superintendent of Schools Office located at 970 Klamath Lane, Yuba City, CA 95993.

BOARD AGENDA ITEM: Public Hearing on Sufficiency of Textbooks or Instructional Materials or Both

BOARD MEETING DATE: September 23, 2020

AGENDA ITEM SUBMITTED FOR:

PREPARED BY:

Action

Maggie Nicoletti

Reports/Presentation

SUBMITTED BY:

Information

Brian Gault

Public Hearing

PRESENTING TO BOARD:

Other (specify)

Brian Gault

BACKGROUND AND SUMMARY INFORMATION:

Education Code Section 60119 requires the governing board to hold a public hearing to encourage participation by parents, teachers, and members of the community interested in the affairs for the County Office of Education, and bargaining unit leaders, to make a determination as to whether each pupil has sufficient textbooks or instructional materials or both, in each subject that are consistent with the content and cycles of the curriculum framework adopted by the State Board of Education:

- Mathematics
- Science
- History-Social Science
- English/Language Arts, including English Language Development

This public hearing must be held before the eight week of school (between the first day that students attend school and the eight week from that day).



970 Klamath Lane
Yuba City, CA 95993
Phone (530) 822-2900
Fax (530) 671-3422

NOTICE OF PUBLIC HEARINGS

Notice is hereby given that the Public Hearing will be held as follows:

Date: Wednesday, September 23, 2020

Time: 5:30 p.m.

Place: Sutter County Superintendent of Schools Office
970 Klamath Lane
Yuba City, CA 95993

PUBLIC HEARING: Sufficiency of Instructional Material

Education Code Section 60119 requires the governing board to hold a public hearing to encourage participation by parents, teachers, and members of the community interested in the affairs of the County Office of Education, and bargaining unit leaders, and shall make a determination through a resolution, as to whether each pupil has sufficient textbooks or instructional materials, or both, in each subject that are consistent with the content and cycles of the curriculum framework adopted by the State Board of Education:

- (i) Mathematics
- (ii) Science
- (iii) History – Social Science
- (iv) English/Language Arts, including
English Language Development

***Participation in the Public Hearing and Board Meeting Available
Via Teleconference***

<https://zoom.us/j/96392884554>

FOR ADDITIONAL INFORMATION CONTACT:
Sutter County Superintendent of Schools
(530)822-2947

Posted on: September 11, 2020

BOARD AGENDA ITEM: Adopt Resolution No. 20-21-II for Sufficiency of Instructional Materials in Science, History/Social Science, Mathematics, and English/Language Arts

BOARD MEETING DATE: September 23, 2020

AGENDA ITEM SUBMITTED FOR:

- Action
- Reports/Presentation
- Information
- Public Hearing
- Other (specify)

PREPARED BY:

Brian Gault

SUBMITTED BY:

Brian Gault

PRESENTING TO BOARD:

Brian Gault

BACKGROUND AND SUMMARY INFORMATION:

After the public hearing on the sufficiency of textbooks and/or instructional materials, the board will be asked to adopt a resolution to make a determination as to whether each pupil has sufficient textbooks or instructional materials, or both, in each subject that are consistent with the content and cycles of the curriculum framework adopted by the State Board of Education.

**SUTTER COUNTY BOARD OF EDUCATION
SUTTER COUNTY SUPERINTENDENT OF SCHOOLS**

RESOLUTION NUMBER 20-21-II

**SUFFICIENCY OF INSTRUCTIONAL MATERIALS
2020-21**

Whereas, the governing board of Sutter County Superintendent of Schools, in order to comply with the requirements of *Education Code* Section 60119 held a public hearing on September 23, 2020, at 5:30 p.m., which is on or before the eighth week of school (between the first day that students attend school and the end of the eighth week from that day) and which did not take place during or immediately following school hours, and;

Whereas, the governing board provided at least 10 days notice of the public hearing posted in at least three public places within the county that stated the time, place, and purpose of the hearing, and;

Whereas, the governing board encouraged participation by parents/guardians, teachers, members of the community, and bargaining unit leaders in the public hearing, and;

Whereas, information provided at the public hearing and to the governing board at the public meeting detailed the extent to which textbooks and instructional materials were provided to all students, including English learners, in the district/county office of education, and;

Whereas, the definition of "sufficient textbooks or instructional materials" means that each student, including each English learner, has a standards-aligned textbook and/or instructional materials to use in class and to take home, which may include materials in a digital format but shall not include photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage, and;

Whereas, the definition of "sufficient textbooks or instructional materials" also means that all students who are enrolled in the same course within the Sutter County Superintendent of Schools, have standards-aligned textbooks or instructional materials from the same adoption cycle, and;

Whereas, sufficient textbooks and instructional materials were provided to each student, including English learners that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in the following subjects:

**FOR A FINDING OF SUFFICIENT INSTRUCTIONAL MATERIALS SCIENCE,
HISTORY-SOCIAL SCIENCE, MATH AND READING FOR SPECIAL EDUCATION**

Special Education

Science: K–Grade 5 uses *Pearson Scott Foresman California*.

Grade K-8 uses Unique Learning System Online Curriculum. Grade 6 uses *Holt, Rinehart and Winston, California Earth Science*. Grade 7 uses *Holt, Rinehart and Winston California Life Science*. Grade 8 uses *Holt, Rinehart and Winston California Physical Science*.

Science: Grades 9 – 12 uses *McDougal Littell, Biology 2008*.

Science: Grades 9 – 12 uses Earth Science, Holt, Reinhart & Winston.

Science: Grades 9 – 12 uses Physical Science with Earth Science, Glencoe-McGraw Hill.

History/Social Studies: Grade 12 uses *Holt, Rinehart, and Winston, 2003, Economics* and *Prentice Hall, 2006, American Government*.

History/Social Studies: Grade 11 uses *McDougal Littell, 2003, The Americans*.

History/Social Studies: Grade 10 uses *McDougal Littell, 2006, Modern World History*.

History/Social Studies: Grade 7-12 uses Unique Learning Systems, Online Curriculum

History/Social Studies: Grade 8 uses *Teachers' Curriculum Institute, 2005, History Alive!, The United States Through Industrialism*.

History/Social Studies: Grade 7 uses *Teachers' Curriculum Institute, 2005, History Alive!, The Medieval World and Beyond*.

History/Social Studies: Grade K-6 uses Unique Learning System, Online Curriculum

History/Social Studies: Grade 6 uses *Teachers' Curriculum Institute, 2004, History Alive!, The Ancient World*.

History/Social Studies: Grade 5 uses *Scott Foresman, 2006, Our Nation*.

History/Social Studies: Grade 4 uses *Scott Foresman, 2006, Our California*.

History/Social Studies: Grade 3 uses *Scott Foresman, 2006, Our Communities*.

History/Social Studies: Grade 2 uses *Scott Foresman, 2006, Then and Now*.

History/Social Studies: Grade 1 uses *Scott Foresman, 2006, Time and Place*.

History/Social Studies: Grade K uses *Scott Foresman*, 2006, Learn and Work.

Mathematics curriculum for Grade K-6 Unique Learning System, Online Curriculum

Mathematics curriculum for K-5 enVision Math, *Scott Foresman-Addison Wesley*, 2009.

Mathematics curriculum for Grade 6 Course 1: Numbers to Algebra, *Holt, Rinehart, and Winston*, 2008.

Mathematics curriculum for Grade 6-8 Unique Learning System, Online Curriculum

Mathematics curriculum for Grade 7 Course 2: Pre- Algebra I, *Holt, Rinehart, and Winston*, 2008.

Mathematics curriculum for Grade 8 Course 1: Algebra 1, *Holt, Rinehart, and Winston*, 2008.

Mathematics curriculum for Grades 9 – 12 California Pre-Algebra, *Pearson-Prentice Hall*.

Mathematics curriculum for Grades 9 – 12 Algebra 1 – Classics, *Smith Charles, Pearson-Prentice Hall*.

Mathematics curriculum for Grades 9 – 12 California Geometry, *Pearson-Prentice Hall*.

Mathematics curriculum for Grades 9 – 12 Beginning Algebra with Applications, *Houghton Mifflin*.

Mathematics curriculum for Grade 9-12 Unique Learning System, Online Curriculum

English Language Arts curriculum for K-Grade 12 Unique Learning System, Online Curriculum

**FOR A FINDING OF SUFFICIENT INSTRUCTIONAL MATERIALS SCIENCE,
HISTORY-SOCIAL SCIENCE, MATH AND READING FOR
FEATHER RIVER ACADEMY**

Feather River Academy

Feather River Academy is in a curriculum pilot year.

Science: Grade 6-12 uses Edgenuity Courseware

History Social Science: Grade 6-12 uses Edgenuity Courseware

Mathematics: Grade 6-12 uses Edgenuity Courseware

English/Language Arts: Grade 6-12 uses Edgenuity Courseware

Intervention: Grade 6-12 uses Edgenuity MyPath

Character Development: Grade 6-12 uses Why Try

**FOR A FINDING OF SUFFICIENT INSTRUCTIONAL MATERIALS SCIENCE,
HISTORY-SOCIAL SCIENCE, MATH AND READING FOR
PATHWAYS CHARTER ACADEMY**

Pathways Charter Academy

Pathways Charter Academy is in a pilot year.

Science: Grade 6-12 uses Edgenuity Courseware

History Social Science: Grade 6-12 uses Edgenuity Courseware

Mathematics: Grade 6-12 uses Edgenuity Courseware

English/Language Arts: Grade 6-12 uses Edgenuity Courseware

Intervention: Grade 6-12 uses Edgenuity MyPath

Therefore, it is resolved that for the 2020-21 school year, the Sutter County Superintendent of Schools Office has provided each student with sufficient textbooks and instructional materials aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks.

PASSED AND ADOPTED at a regular meeting of the Sutter County Board of Education on the 23rd day of September 2020, by the following vote:

McJunkin ____; Bains____; Lachance____; Richmond____; Turner_____.

Ayes:

Noes:

Absent:

Ron Turner, President
Sutter County Board of Education

Tom Reusser, Ex-officio
Sutter County Board of Education

BOARD AGENDA ITEM: SCSOS Learning Continuity and Attendance Plan

BOARD MEETING DATE: September 23, 2020

AGENDA ITEM SUBMITTED FOR:

PREPARED BY:

Action

Collaborative Product

Reports/Presentation

SUBMITTED BY:

Information

Brian Gault

Public Hearing

PRESENTING TO BOARD:

Other (specify)

Brian Gault

BACKGROUND AND SUMMARY INFORMATION:

SB 98 created California *Education Code (EC)* 43509, codifying the process requirements for the Learning Continuity and Attendance Plan as well as the required elements LEAs must include in the Learning Continuity and Attendance Plan.

Adoption Process Requirements:

- LEAs shall present the Learning Continuity Plan at a public hearing for review and comment.
- The Learning Continuity Plan shall be adopted at a public meeting after, but not on the same day, as the public hearing.
- The Learning Continuity Plan must be adopted by LEAs on or before September 30, 2020.

The SCSOS Learning Continuity and Attendance Plan has been developed following all requirements established under Education Code 43509 and is being presented for approval.

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
Sutter County Superintendent of Schools	Tom Reusser Superintendent	530-822-2931

General Information

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

Sutter County schools shut down in-person instruction on March 17, 2020. While parents and community members have expressed their appreciation for the frequency of communication and the efforts made to provide meaningful instruction through the end of the 19-20 school year, it is common knowledge that instructional delivery, connectedness and student engagement was less than ideal. Learning loss and social emotional issues are a reality we will need to address as we plan for 20-21. Many parents have shared that they had a difficult time getting their children to engage in distance learning and for those who did engage, many parents were frustrated as they tried to answer questions and support their children to complete challenging assignments.

Stakeholders and educational experts agree that certain populations including homeless, foster, English learners and special education students may have struggled with the distance learning model and may experience learning loss even more than others.

Local educators and the broader community have clearly expressed the desire to return to in-person instruction as soon as it is deemed safe for students, staff and community. It is also evident that it may be necessary to transition between Distance Learning, Hybrid and Tradition models multiple times during the school year. It is worth noting that for the summer Extended School Year for 19-20, a record number of students did voluntarily enroll in the program.

Sutter County Superintendent of Schools programs serve expelled youth, students referred by probation, students referred by the Student Attendance Review Board and Special Education students requiring specific IEP services that require a more restrictive environment than a traditional school setting can offer. The COVID closures have magnified the diverse needs these groups require. All in-person and distance learning plans keep the needs of these unique groups in mind first and foremost as this is the population we serve.

Stakeholder Engagement

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

School staff began purposely engaging with stakeholders soon after the March 17 closure to in person instruction. Individual phone calls and home visits have proven to be the most effective and informative way to solicit input. Programs operated by SCSOS are small and intimate by nature. This allows for regular, person to person, communication between school staff and families. School staff made extensive efforts and were successful in contacting nearly every family multiple times through the Spring 19-20 semester and as we have prepared for fall 20-21. Bilingual staff are used to communicate with our Spanish and Punjabi speaking families.

In addition to personal phone calls, parent surveys, more formal parent/teacher conferences, and emails were frequently used to gain feedback from parents and students. Translators are always used to ensure that all messages are delivered in native language.

Feedback from certificated and classified bargaining groups was solicited through informal discussion, agendaized staff meetings and formal negotiations.

The school districts in Sutter County are also significant stakeholder groups. County superintendents began meeting daily via zoom in March in order to collaborate and share resources. Meetings moved to three days per week for a period of time and then as we transitioned to Summer and Fall the meetings continue one day per week. Participation has remained strong and information sharing has been valued. Site administrators and teachers also communicated frequently and gathered input from school district staff, students and families.

The Operations Written Report was approved by the Board on June 24, 2020 and posted to the SCSOS website soon after.

The certificated bargaining unit met on July 24, 28, 31 and on August 3, 6 to discuss instructional offerings and develop MOUs for Distance Learning.

A Parent Advisory Committee (PAC) meeting was held September 3 to gain formal input on the proposed actions and expenditures and the first draft of the Learning Continuity Attendance Plan. No suggestions or questions were submitted as a result of that meeting. A second Parent Advisory Committee meeting is planned for September 17 to present the plan with any revisions based on input that may come out of the September 9 public hearing and prior to Board approval at the September 23 meeting.

Weekly staff meetings with distance learning, student engagement, social and emotional well being of students and staff as a standing agenda item took place in March-June and August-September.

Multiple meetings (7/15, 7/28, 8/11, 9/3) were held with a variety of SCSOS departments (Business, SELPA, SpEd, ROP/CTE, CIA, SSO) represented to solicit input, collaborate on actions and expenditures and draft the Learning Continuity Plan.

Distance Learning/Hybrid Learning Plans and proposed LCP actions and expenditures were presented for public input at the August 18 board meeting. Opportunity for input was advertised on our webpage, including a Zoom link for remote participation. Translators are available upon request.

Proposed instructional plans and LCAP actions and expenditures were published to the SCSOS website and Facebook with a link soliciting written input.

A Public Hearing of the draft Learning Continuity and Attendance Plan was held at the September 9, 2020 board meeting.

The Learning Continuity and Attendance Plan was presented for adoption at the September 23, 2020 board meeting.

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

All public meetings, including Parent Advisory Committee and Board Meetings, were advertised a minimum of 72 hours before the meeting and participation was made available through Zoom which has a teleconferencing option. Translation services were provided as requested.

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

SCSOS provides three distinct programs that serve unique populations and have a unique set of stakeholders. While there are many commonalities to the feedback, the uniqueness and program specific feedback led us to keep the feedback separate.

Bargaining Unit

Safety first, choice of work from home or classroom during distance learning, cleaning and health protocols, and adequate technology for distance learning instruction were identified priorities.

Parents and Students

SPED - Parents were happy with the extent of contact and intervention by teachers. However, they really wanted their children to return to in-person instruction even if it only by appointment and for IEP services. The unique needs of students with special needs really requires social interaction and instruction. This was the part that a lot of parents reported missing out on due to the current pandemic. Families were very happy with how quickly SCSOS Special Education got work home to students. Due to the intensive nature of our students, they struggle with technology access and require hand over hand instruction which has put added pressure on parents.

FRA - Feather River Academy parents and students appreciated the frequency of communication from teachers and other staff. In these communications, parents expressed concern over the struggles to support their students when the students themselves lacked motivation during spring 2020. Many parents described that students felt more connected and motivated when they were in school as opposed to distance learning. Barriers also included many parents inability to understand the technology and curriculum in order to support student's work production. Staff input and support has been very important as we move forward with the distance learning model. Parents asked if there were ways that the students and parents could meet staff for extra support if warranted.

CTE/ROP - Parents and Students of the CTE/ROP programs appreciated the attempts to deliver online learning during the COVID Pandemic. Stakeholders shared barriers to instruction which included: lack of a consistent instructional delivery platform; lack of resources at home (laptops, connectivity CTE instructional materials, supplies and equipment); Most stakeholders (nearly 95% surveyed) preferred in-person instruction for CTE programs as long as instruction was provided in a "safe" environment

Community

SPED - Family Soup (community advocate organization) provided parent survey data including the need for increased communication between families and school staff with a focus on Spanish and Punjabi speaking families.

Staff

SPED - collaboration and input indicated a need to focus extra services on our most at risk populations; English learners, foster youth, homeless youth, and special education. Our staff acknowledged the difficulty of access for our students and provided as much support as they could to our families. Again, our students need the hand over hand instruction which simply cannot be done via the distance learning model.

FRA - Staff was very involved in the design of the distance learning plan. Staff echoed the parents sentiment that students were having a hard time engaging when the closures happened in the spring 2020. Staff met weekly from March through the end of June to work on how to reach students. Staff shared frustrations that students do better with on-person instruction. During the closure, many students have stated to staff that they can't or didn't want to participate in school activities. This was evident in the lack of active engagement in classes. Staff engaged with outside agencies as well as the Student Support and Outreach department to reach our higher risk students such as our homeless youth and foster youth with more frequent outreach and more resources.

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

All Programs

Development and approval of the Operations Written Report provided a solid foundation for the Learning Continuity and Attendance Plan. Stakeholder input was informative during the writing of the plan and feedback on the content of the COVID Operations Report was useful in planning for the 2020-21 school year.

The most common and primary need identified by stakeholders in all programs was the need to ensure connectivity for all students. Based on that message SCSOS purchased and distributed additional devices and hotspots. Staff will continue to make frequent contact to ensure connectivity is maintained and will provide resources if there is a change in circumstances in the home.

Another need identified from multiple stakeholder groups was the need for proactive engagement strategies and school support for addressing students resisting engagement. Based on this feedback, multiple departments and community partners developed tiered reengagement strategies and school staff began work to develop school connectivity activities and incentive programs. Plans include increasing staffing to support engagement including instructional aides and/or increasing the hours of existing staff (probation, counseling, teachers).

Based on the feedback that students and parents were struggling with technology issues, tech support lines and virtual office hours are being provided to support students and parents during distance learning.

In response to parents' concern with learning loss and students' frustration with the independent completion of assigned work, we are piloting Edgenuity curriculum with the My Path component. This online curriculum provides individualized learning paths with targeted, data-driven, and engaging independent study friendly instruction. Since the curriculum is new to our staff, professional development will also be provided for staff on curriculum implementation. Tutors will be hired and assigned via a formal request process to provide additional support to foster youth, homeless youth, and other students identified with learning loss and/or who are struggling to complete work.

Based on feedback from teachers and parents that indicated an increased demand for mental health, we will explore increasing support from community partners such as Probation, Mental Health, Child Welfare, and Yuba City Police Department to develop resources and to monitor and intervene on social emotional topics and issues. Kelvin was purchased and will be used to administer confidential "Pulse Surveys" to add additional monitoring and intervention capabilities. Professional development is also being provided for staff on Positive Behavior Intervention Support.

Ensuring the health and safety of our students and staff was identified as a priority by all stakeholders. CDPH guidance was used to establish protocols and purchase PPE supplies to maximize safety during in person contact.

Specific to our Special Education Programs

Ongoing collaboration with Family Soup will be used to identify family and student needs according to family perspectives. The need for additional parent training specific to target the areas of student/child behavior, social/emotional and distance learning. Beginning September 2020, Family Soup and SpEd will hold a weekly parent support and training group.

Family Soup provided parent survey data including the need for increased communication between families and school staff with a focus on Spanish and Punjabi speaking families. In response, interpreter services were increased.

Specific to Feather River Academy

Feather River Academy moved to an online curriculum to ensure continuity between distance, hybrid, and traditional instructional models and includes more embedded support for “independent” work completion.

Frequent parent communication, including individual phone calls, emails, School Messenger, and home visits to all families will continue in order to gather current information and gain insight as full distance learning proceeds. This will include questions concerning student engagement, technology needs (needed devices and internet service), nutritional needs, and family support.

Professional development is being provided for staff including curriculum implementation, PBIS Tier I training through both an in school and distance learning lens, PLC training, and specific distance learning techniques/tools such as Google classroom and Zoom training.

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.]

Feather River Academy- 2020/21 [Instructional Model Road Map](#) and [Plan for Classroom-based Instructional Activities](#)

Hybrid Schedule

In order to provide a safe and high quality instructional program for our families, FRA has developed the following hybrid program for our first stage of returning to in-school instruction. To minimize the number of students on campus at one time and maintain stable cohorts of students, an A/B schedule will be employed. Each group will attend school for 3 hours per day for in-person instruction in ELA, Math, ELD and intervention then be assigned a minimum of one hour of work to complete at home to meet their instructional requirements and student needs.

Group A Schedule:

Attend school from 8:30 am - 11:30 pm

Teachers will rotate on the hour from class to class. Students will remain in the same classroom.

Breaks will be facilitated and coordinated to ensure that cohorts of students do not intermingle.

At 11:30 am students will get their lunch and will be instructed to eat in a specific area socially distanced from Group B and then promptly leave campus. There will be no inter-mingling between group A and group B.

Cleaning Between Cohorts

At 11:30, custodial staff as well as FRA staff will come into all classrooms and common areas and will sanitize the rooms to prepare for group B. Teachers will be on a duty free lunch during this time.

Group B Schedule:

At 11:30 students will get their lunch and will be instructed to eat in a specific area socially distanced from Group A and then promptly go to class. There will be no mingling between group A and B.

Attend school from 12:00 pm - 3:00 pm

If permissible at the time of reopening, teachers will rotate on the hour from class to class to provide subject specific instruction. Students will remain in the same classroom.

Breaks will be facilitated and coordinated to ensure that cohorts of students do not intermingle.

MTSS Considerations

An SEL (Social-Emotional Learning) Support team also coordinates with outside agencies when needed to provide social and emotional support. FRA staff will use a referral process that identifies students showing signs of need and/or who are struggling to engage in school activities, home life, or by parent request. FRA and SSO staff will work together to identify needs and then target resources for those students.

Health and Safety Considerations

To maintain an appropriate level of health and safety, a plan has been developed at FRA that includes the following:

- Sanitation plan to occur before school, between A/B groups, and after school. This includes cleaning and sanitizing each classroom, common areas and restrooms.
- Social distancing considerations
- Wearing of masks
- Temperature check stations when students, staff and parents arrive.
- Students will stay with their assigned group and teachers will move from room to room.
- A clean room for parent conferences will be established and cleaned between appointments.
- Identify a space when a student exhibits symptoms where they can wait for parents to pick up.
- Classrooms, common areas, restrooms, and office areas will have hand sanitizer and disinfectants for frequent use.

Within the first five days of school, staff will administer the STAR Math and ELA assessments to identify a baseline of where students are academically. Additionally, staff will continually assess learning loss utilizing content specific assessments and monitoring usage reports in the online curriculum (Edgenuity) to assess students and identify needs, areas of growth, and to plan instruction. STAR assessment data is imported into Edgenuity MyPath which generates a learning path focusing on the concepts the student is equipped to learn. Age-appropriate instruction via direct-instruction videos and prescriptive practice is designed to fill holes, strengthen foundational skill and mitigate learning loss. Detailed and dynamic reports on student progress in real time, so teachers can instantly identify topics students are struggling with and provide immediate in-person support.

Assessment data will be used to create Individual Learning Plans (ILPs) where significant learning loss is identified. Interventions assigned through the ILP include individual tutoring during or after school hours, targeted intervention with teachers built into the weekly schedule in addition to services provided after school hours or assignment to learning labs staffed with instructional aides during school hours.

The STAR assessments will occur at least quarterly or more if the teacher chooses. Assessments are embedded in Edgenuity including unit pretests, lesson quizzes and end of unit exams. Data from these ongoing assessments will allow for monitoring the effectiveness of the supports.

When students are allowed on campus for in person instruction, transportation and attendance outreach is provided to students with exceptional needs. FRA leases a van and employs an Attendance Outreach Coordinator to provide this resource. Arrangements for transportation to and from school are made with some students/families preferring that a bus pass is provided while others prefer direct transportation in the school van. Home visits are conducted when students develop a pattern of absence.

Special Education and CTE/ROP

Classrooms are hosted on school district sites across Sutter County and therefore mirror, to the degree possible, the instructional schedules, models and safety protocol as the hosting school sites. It is imperative that we work with our stakeholder districts in this area to ensure continuity across the SELPA for our Special Education students.

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

Description	Total Funds	Contributing
2- 6hr Instructional Aides LLMF\$11,400/LCFF or CSI \$14,350 - \$25,750 x2 \$51,500	\$51,500	Y
After Hours Intervention/Tutoring (\$100/hr, 2 hrs/wk, 15 weeks) - Teacher support after normal schools hours for students with an emphasis on targeting Foster, SED and ELs- LLMF ½ LCFF or Title I ½	\$6,000	Y
Purchase 1 year subscription of on-line curriculum (Edgenuity) to promote ease of transition between in-school and distance learning - highly engaging program with many built in supports, electives, A-G courses, CTE courses, MTSS courses- LLMF	\$23,500	N
Purchase incentives, Boom Cards, PEC's, home activities, task boxes, and consumables (SPED)	\$31,000	N
Student Attendance and Outreach Coordinator	\$80,322	Y
Van lease, mileage, bus passes	\$8,300	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.]

Feather River Academy

In order to ensure continuity of learning while transitioning between in-person and distance learning, Edgenuity curriculum is used for in-person, hybrid and distance learning to ensure continuity through the transition between various educational settings.

Distance learning expectations/norms will be provided and clearly communicated during orientation appointments to include:

- Students will engage daily with teachers and staff through Zoom meetings. Subject specific synchronous meetings are scheduled at multiple times per day with each teacher. Synchronous and asynchronous participation will be documented daily by teachers.
- Student engagement in the Edgenuity online learning program is required and tracked for each course assigned.
- Instructional aides and teacher office hours will be available for extra support.
- Students will complete work in a timely manner as assigned.
- Students will complete assessments from home.

In order to keep parents informed on how their students are performing in school and to keep a high level of student and parent engagement, parents will be notified frequently on student progress and participation. Staff will communicate as needed including positive communication to parents. In the event a student is not engaged in distance learning, the Tiered Re Engagement Plan will be followed in order to remove barriers and increase attendance and engagement.

In order to provide a quality program for our families, FRA has developed a comprehensive distance learning schedule and system of support. Students have been assigned a daily morning meeting with an Advisory Teacher. The primary purpose of Advisory being social emotional monitoring, school culture building activities and logistics/scheduling. Students will transition from Advisory to virtually attend three scheduled classes each day. Students will be assigned to the appropriate teacher based on course enrollment. Distance learning curriculum will be provided and managed through the online Edgenuity Courseware platform. Students will be given logins to access the curriculum and personalized courses. Daily live interaction/instruction to support appropriate progress will take place through Zoom meetings. All technology will be provided as needed. This includes chromebooks and hotspots. New teacher laptops were purchased to facilitate Distance Learning.

When school begins, teachers will administer the STAR Math and ELA assessments to identify academic needs. Additionally, staff will assign benchmark assessments in Edgenuity to assess students and identify needs, growth and to plan instruction.

The STAR assessments will occur at least quarterly in order to monitor growth. Other assessments in Edgenuity or teacher generated assessments will also be used to track student growth. Data from these assessments will identify strengths and weaknesses in student

knowledge. Use of assessment data will be used to create the student Individual Learning Plan to provide what the students need to help encourage academic growth.

Interventions will be planned by staff to provide the following supports:

The My Path program which is part of the Edgenuity platform uses the data from both the STAR and Edgenuity Placement exams to develop an appropriate, individualized, learning path.

Students identified with significant learning loss will be invited for small group in-person instruction. Tutoring and individual support will be assigned with instructional aides during school or with a teacher after normal school hours as needed.

CTE

Online/Blended instruction is necessary to ensure access to and the delivery of high quality CTE curriculum in a safe and equitable learning environment. Investments in CANVAS LMS and Portforlium will ensure: A. Access to high quality curriculum that serves multiple student populations/sites through a blended/online platform. B. Alignment with Yuba College CTE programs to ensure seamless transitions between programs. Curriculum serves FRA, PCA and districts in the Tri-County area.

SPED

[Distance Learning Plan](#)

Special education students will not return to in-person instruction until guidance from CDPH and CDE have declared it safe and allowable.

Special Education students will continue to access instruction identified in their IEP's as well as a variety of modified methods as measured by successful completion of goals and objectives set forth in their IEP's. Student and family activities will be designed around instructional objectives with materials provide to families, i.e.: incentives, Boom Cards, PEC's, home activities, task boxes, and consumables.

Each special education student and family will have a defined and individualized service plan to bridge the gap between the IEP's and efforts of staff to ensure continuity of effort. There will also be a weekly check-in with each family to formalize the support to families at home on distance learning. A goal matrix will be created by the Teacher identifying IEP goals and activities that can be provided by families to support goals.

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.]

All families were contacted with a needs assessment survey to gather data on technology needs. These methods of contact include personal phone calls, emails, school messenger notifications and flyers mailed home.

To ensure access to online learning platforms, Feather River Academy, CTE/ROP and Special Education provided laptops, chromebooks and hotspots to all students as needed. Devices are issued to each family with an opportunity for a 1-1 technology and distance learning orientation within the first week of school.

Parents will be responsible for any devices that are checked out to them. Kajeet hotspots are monitored by the admin for data usage. Alerts are sent to the admin if there is no or low data usage which will initiate a phone call from the admin notifying parents to support students engaging in distance learning.

Laptops were purchased for staff to improve their ability to provide distance learning remotely.

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.]

Feather River Academy

The minimum instructional minute requirement for FRA students is 240 minutes per day. This requirement will be met or exceeded through a combination of synchronous instructional time and asynchronous work completion.

Student engagement and attendance will be documented and monitored using Aeries and Weekly Engagement Logs. Participation and production in synchronous sessions and completion of asynchronous assignments will be closely monitored as an early warning system to identify students who need support to engage meaningfully.

Certificated teachers will assign lessons and certify time value of both synchronous and asynchronous assignments

Daily participation in synchronous (ZOOM) sessions for the purpose of instruction and maintaining school connectedness is required and will be recorded in the SIS and Weekly Engagement Logs.

Completion of time valued asynchronous work will be recorded using the Weekly Engagement Log.

Students will be required to engage in assigned online Edgenuity courses according to individual pacing/timelines established. Edgenuity learning platform provides several useful reports that will be used to monitor student success and intervene when needed.

CTE

In order to implement accountability and quantify student learning outcomes, CANVAS will be used to track student attendance in online synchronous and asynchronous instructional settings. CANVAS will also use *Blue Button* for Zoom type delivery and be used as a single sign-on platform to track all online student activity. The Portfolium program uses a digital badging platform to showcase student work and issue digital badges for competency mastery. In addition, staff will develop and implement outreach plans, new instructional materials and delivery methods that mitigate lost instruction time.

Special Education

Special education teachers will make daily contact with each student and family, this constitutes attendance for that assigned student. Participation will be logged daily. Students or parents who do not respond to the teacher after three days will be considered truant and will receive a visit from Sped staff or a truant officer at their home. Tiered re-engagement strategies will be implemented by teachers and Administration to reinforce attendance/participation.

Student incentives will be attempted first but a lack of participation or refusal of parental support will initiate a parent meeting at the County office in a “Clean Room” to address next steps.

Students and families are provided a weekly distance learning plan which includes both asynchronous and synchronous assignments that meet the student's individual needs. Teachers provide daily zoom instruction and provide alternative forms of communication dependent on need. Students will continue to work on IEP goals with support from both the educational staff and the family. Progress monitoring on goals will continue with current data to show growth or lack of. Students asynchronous work is returned to the Teacher on a weekly basis to ensure that students are actively engaging. Due to the unique needs of our students, a great deal of communication occurs between the Teacher and parent to assist students in accessing the appropriate lessons. A great deal of our Special Education program is aimed at functional academics and skills including community based instruction. Teachers are working with families on their daily activities to ensure that these opportunities involve additional teaching.

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.]

Feather River Academy

Teachers and staff will receive multiple trainings throughout the 20-21 school year to be able to transition between in-person and distance learning.

Edgenuity delivers professional personalized learning sessions to support teachers in meeting the needs of every student. Training covers core curriculum, credit recovery courses, intervention programs, and supplemental instruction that can be used in blended and online learning implementations to ensure students and teachers have access to engaging resources that propel success and meet students' diverse learning needs. Training in the use of real-time data with teacher-led instruction makes it possible to personalize learning for every student.

Over the summer, teachers participated in the “Mind the Gaps Institute” in order to prepare to mitigate learning loss. This two day virtual training was designed by Solution Tree to help teachers support students more effectively during distance learning.

Professional development is planned to support the PBIS (Positive Behavior Interventions and Supports) program to build positive culture and to encourage engagement especially while students are engaged in distance learning. The first session was conducted on August 3, 2020 with 11 additional sessions of training and coaching scheduled throughout the year.

PLC (Professional Learning Community) training with a focus on collaboration to improve instructional delivery and intervention protocols during distance and hybrid learning is planned. The first session is August 26, 2020 with follow-up sessions scheduled throughout the 2020-2021 school year.

Sutter County Superintendent of Schools Curriculum and Instruction Coordinators provided a series of trainings on Google Classroom in the Spring 2020. Follow up sessions to support engagement via Google Classroom, Google Meets and Zoom are being scheduled during the summer and Fall semester.

Trauma Informed Practices training will be provided by SSO to all FRA staff.

CTE

Initial and ongoing PD is scheduled to ensure effective and efficient delivery of instruction and support systems of CANVAS, and Portfolium.

SPED

Professional Development will be given to staff on new curriculum such as Wonder Works, Star, Handwriting Without Tears, Touch Math, and Unique. Topics of distance learning, equity, synchronous and asynchronous instruction, and maintaining relationships during stressful times will be given. Staff will continue to receive support in the “Nurtured Heart Approach.”

Preservice [Professional Development Days on 6/6 and 6/7](#) included sessions specific to facilitating learning via distance learning and incorporated distance learning considerations in all sessions.

Curriculum, Instruction, and Accountability

Professional Development will ensure teachers are prepared to teach and engage students through a new platform of teaching and learning. Therefor professional development around distance learning strategies and engagement will be provided county wide

Staff Roles and Responsibilities

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

Teachers will be expected to provide instruction through an online curriculum platform. They will be required to learn engagement strategies for virtual instruction. For online curriculum, the teacher role changes significantly. In many cases they are not providing the high quality first instruction, rather they are monitoring student progress and success with the online curriculum/instruction and intervening with individual students or groups as indicated by program data and personal check-ins in the mannar of a flipped classroom. They will be required to keep engagement records which differ from typical daily participation points. They will have the responsibility to educate students about health protocols and to ensure that safety procedures and hygiene procedures are followed. They may be responsible for some sanitation. Teachers may be required to transition between teaching from classroom to home in a fluid manner.

In addition to their normal duties, our staff has shown flexibility and willingness to take on the roles of technology support, social worker and social and emotional support provider during the Covid-19 pandemic.

Staff is frequently surveyed to provide input on the decisions concerning roles and responsibilities. All staff will be part of ensuring policies created for distance learning and hybrid learning models are appropriate and what is best for kids. Instructional aides, outreach coordinator, probation officer and other classified staff will be providing extra support for lunch duty and supervision for in-school learning models. FRA will partner with the SSO department to provide MTSS support for students and families. FRA staff communicates immediately when student or family concerns arise.

Expectations for staff have been established and are set forth in MOU’S with CSEA and CTA identified specifically for Distance Learning.

Supports for Pupils with Unique Needs

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

In response to stakeholder input based on Spring 2020 distance learning efforts, Feather River Academy staff, Student Support and Outreach staff, and Attendance Recovery officers will prioritize resources to ensure personal and technological connections. Staff are assigned to provide increased contact and frequent communication specifically for our students with unique needs. All departments include bilingual staff to ensure access for non-english speaking families.

Following [CDPH permission and guidelines](#), students with unique needs (Foster, Homeless, English Learner and identified Low Income) will be brought on campus for in person small group instruction, support, and intervention.

English learners will receive integrated language instruction through the Edgenuity platform through the following methods:

- Active Reading
- On-screen translation
- Vocabulary development
- Close reading
- Lesson Support
- E-writing scaffolded writing supports

Designated ELD- will occur during small blocks of time scheduled and embedded into each core class period. Students identified and English Learners will receive dedicated instruction and support related to academic vocabulary, listening/speaking and reading/writing. In addition, Instructional Aides will be assigned to check in with ELs and provide support on a daily basis.

All students with unique needs will be provided additional targeted support based on academic assessments, parent surveys and student articulated needs. Academic assessments will include benchmark, formative and summative assessments through STAR, Edgenuity or teacher created assessments. Targeted support will include in person, small group instruction, 1:1 Tutoring for Foster, staff assigned to monitor Edgenuity progress reports and intervene quickly when needed.

All students with IEPs will receive the supports, accommodations and modifications described in the IEP. Support for pupils with unique needs are identified in each student's IEP with mandated timelines and accountability. Special Education who continue to struggle with distance learning will have additional contact from the special education teacher and/or paraprofessional. These contacts will be virtual as well as 1 on 1 when allowed. In cases where services can not be provided due to distance learning the IEP team will consider if the loss can be recouped through "Compensatory Services" as outlined and identified in the IEP.

FRA staff will work with social workers, Student Support and Outreach counselors and outreach specialists to coordinate services for students in foster and homeless programs or who are socioeconomically disadvantaged. Teachers may schedule 1 on 1 meetings when allowable and tutors will be assigned to provide additional support for students identified through the established process. Instructional aides will be assigned to join synchronous instruction in order to provide support to specific students in break-out rooms. All school staff will provide additional

support to families by offering opportunities for training in the use of educational technology and curriculum. Bilingual staff will provide support for non English speaking families.

During COVID closures and distance learning, it was incredibly difficult to maintain proper identification of foster youth to offer and provide necessary resources and support, Foster Focus will be adopted to increase continuity of support and services provided by Foster Youth Service Coordinating Program. Because there were a handful of homeless families that had a difficult time resolving connectivity for distance learning, 5 Kajeet / Data Plans will be purchased to increase continuity of distance learning for our homeless families.

Foster and Homeless students will be provided school supplies, personal items and other items and services to allow children and youths to participate fully in school activities to reduce negative impacts of their situation academically, socially, and emotionally.

Social Worker and Resource (Foster) Parent feedback has been consistent with needing additional support for distance learning for this student group that already suffers from significant learning loss. Tutors (Project Academic Student Success -(PASS) Assistants) will be recruited and hired to support our homeless and foster youth students. Individual virtual or in-person (with social distancing measures) appointments will be scheduled. Students will complete reading and math assessments to determine a baseline then re-assessed regularly to determine appropriate academic interventions.

Students with unique needs will be encouraged to enroll in, and supported to be successful in, ROP/CTE to increase engagement and relevance for school.

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

Description	Total Funds	Contributing
Purchase 90 New Laptops/Chromebooks (30 FRA/60 ROP/CTE) LLMF	\$81,000	Y
20 Kajeet / Data Plans for May - October (FRA) LLMF \$6000 Subscription for November - June LLMF or LCFF \$4800	\$10,800	Y
STAR Renaissance Math and ELA Assessment Subscription LCFF	\$2,500	N
2- 6hr Instructional Aides LLMF\$11,400/LCFF or CSI \$14,350 - \$25,750 x2 \$51,500	Duplicate	Y
After Hours Intervention/Tutoring (\$100/hr, 2 hrs/wk, 15 weeks) - Teacher support after normal schools hours for students with an emphasis on targeting Foster, SED and ELs- LLMF ½ LCFF/Title I	Duplicate	Y
Purchase of on-line curriculum to promote ease of transition between in-school and distance learning - highly engaging program with many built in supports, electives, A-G courses, CTE courses, MTSS courses- see <i>Actions Related to In-Person Instructional Offerings - LLMF</i>	Duplicate	N
Purchase new teacher laptops to provide better in-person and virtual instruction - technology requirements are required for successful implementation- see <i>Actions Related to In-Person Instructional Offerings- LLMF</i>	\$6,000	N
<i>Mind the Gaps</i> and PLC training for staff to increase effectiveness of collaborative planning for instruction and intervention- see <i>Actions Related to In-Person Instructional Offerings CSI</i>	\$13,100	N
<i>PBIS training to build positive culture to help motivate students to engage - student engagement, particularly</i>	\$30,000	N

<i>concerning at-home instruction and engagement to be addressed.- see Actions Related to In-Person Instructional Offerings -CSI</i>		
Additional ROP/CTE staff time was needed (March-May) to develop and implement outreach plans and new instructional materials and delivery methods that mitigated lost instruction time LLMF	\$18,000	N
SpEd- increased production of home task boxes and weekly student packets the demand on copy machines, laminators, document cameras and APPs has caused a backlog of work that can only be addressed by providing increased access to these equipment	\$19,000	N
Student Incentives for attendance, engagement and participation in after school intervention LCFF/Lottery	\$6,000	Y
Investments in CANVAS LMS and Portforlium 1200 users	\$85,000	N
Establishing a Foster Focus Licensing Agreement will increase identification of foster youth and establish a case management data system to ensure educational support of foster youth.	\$1,500	Y
5 Kajeet / Data Plans will be purchased to increase continuity of distance learning for our homeless families	\$1,555	Y
Tutors (Project Academic Student Success Assistants- PASS) for Homeless and Foster Youth with Resource families during distance learning with social distancing protocols will support Foster families.	\$15,000	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.]

Feather River Academy

When students return to school, whether in distance learning or in-person, staff will administer several assessments to identify any learning loss in order to guide future instruction and intervention plans targeting individual student needs. Staff will administer both the STAR Math and STAR ELA assessments to establish a baseline at the beginning of the 2020-2021 school year. Staff will also use assessments built into the Edgenuity curriculum to identify, course specific, academic deficiencies. The STAR baseline data is integrated into Edgenuity MyPath intervention curriculum to create individualized learning paths addressing identified areas of deficit. MyPath provides robust tracking and monitoring reports that allow teachers to support students in progressing at the intended rate. The STAR assessments will be administered at least quarterly (more frequently for our students with unique needs) as an additional progress monitoring tool.

The most recent ELPAC assessment data will guide the designated ELD groupings and content/curriculum. Teachers will utilize MyPath and Designated ELD time which is built into each core subject in order to provide targeted support for language development based on the ELD standards integrated into core content curriculum. Individual or small group tutoring/intervention will be provided.

Special Education

Special Education Teachers have the skill of scaffolding instruction and continually assessing students and meeting their individual needs. Teachers will continue to do this to the best of their ability. Sped is using additional technology curriculum or intervention and resources to

assist in learning loss. Teachers continually assist parents in the engagement piece which includes incentives to assist students in re-engaging into the distance learning program.

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.]

Feather River Academy

ESY/Summer School was provided in the June of 2020 in order to mitigate learning loss. The three weeks of increased instructional time allowed for targeted support for students identified to have learning loss or to be struggling with distance learning or online work production. Student enrollment in ESY for summer 2020 was greatly increased when compared to prior years. Staff reported a higher level of engagement and participation than in prior years.

Staff will provide the following support to all students with some resources reserved or prioritized for our students with unique needs. Interventions in place, designed specifically to address learning loss include:

- Individual or small group tutoring (Tutoring for all Foster, EL and Low Income provided weekly)
- After School Intervention classes taught by teachers
- Address mental wellness so that students can attend and access instruction. Social and Emotional supports are embedded in daily instruction as well as target for individuals or small groups
- Implement a robust Tiered Reengagement Plan to maximize attendance and participation in core instruction and intervention.

Students will be administered their benchmark assessments in STAR and Edgenuity within the first weeks of school starting in 20-21. English learners, low-income students, foster and homeless youth, and students with exceptional needs will be assigned an Instructional Aide to provide guidance and ensure smooth progress through MyPath, a targeted intervention program. Additionally, instructional aides and teachers will schedule tutoring to target academic areas of need. This will be scheduled during in-school learning, after the normal school hours or when available during distance learning. MyPath is a targeted intervention program that uses specific data to provide instruction and intervention. For students with unique needs including English learners, these assessments will be used monthly to provide additional monitoring and support.

In addition:

- Additional staff from Student Support and Outreach will provide MTSS supports as needed.
- Probation officer is on campus to ensure lines of communication and provide support to families and students when needed. The Probation Officer will also support student engagement strategies.
- Administrator, Probation Officer, and outreach staff will perform home visits when needed to engage with families.

- Facilitate SART meetings. (Student Attendance Review Team) with FRA staff, probation, parents and students to identify strategies for reengagement in school.
- Facilitate SARB meetings (Student Attendance Review Board) with the SART team as well as the SARB committee and outside community resources to identify resources and strategies to improve student engagement in school.

Special Education

Extended School Year for SPED was provided June 11th-July 9th in order to reduce skill regression and lack of skill recoupment.

Assessments and progress monitoring will be provided to assess students. IEP’s will be held to identify areas of learning loss and goals will be created to support students in regaining learning loss. On going data will guide teachers in providing scaffold instruction in order to mitigate the learning loss.

Para Educators will be utilized to support instruction and to run small groups and run identified activities.

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.]

Feather River Academy

Edgenuity, MyPath and STAR all provide extensive data on student engagement and academic progress. This data is available to all teachers and administrators through the on-line curriculum for progress monitoring. Data will be used to monitor progress, continually identify needs and measure the effectiveness of prescribed interventions.

PLC and PBIS training will be provided to staff to support the use of data in guiding instruction and engagement strategies. This will allow specific data practice to be developed to ensure regular and systematic evaluation of data. When FRA students are able to return to in-person instruction, the whole team will use academic data collected from the STAR assessments, Edgenuity assessment and teacher created assessments to guide instruction. The PBIS team will use behavioral data gathered from Aeries records as well as SWIS (School-wide Information Systems) data to guide decisions affecting student behavior and learning.

Standard teacher grading as well as formative and summative assessments will be evaluated through the PLC process to monitor student success and adjust accordingly.

SPED

IEP progress monitoring will utilize data to inform goals and assess effectiveness of instruction. Teams will evaluate at each IEP the effectiveness of services and identify if they meet the current needs of each student.

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

Description	Total Funds	Contributing
Summer School was provided	\$5,720	Y

2- 6hr Instructional Aides LLMF\$11,400/LCFF or CSI \$14,350 - \$25,750 x2 \$51,500	Duplicate	Y
After Hours Intervention/Tutoring (\$100/hr, 2 hrs/wk, 15 weeks) - Teacher support after normal schools hours for students with an emphasis on targeting Foster, SED and ELs- LLMF ½ LCFF/Title I	Duplicate	Y
Refine diagnostic assessment the Present Levels of Strengths and Weaknesses model and process (PSW instruments \$20,000 and Updated Teacher Assessments instrument \$30,000 identified) will be used. (SPED)	\$50,000	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.]

Feather River Academy

Feather River Academy collaborated with the Student Support and Outreach (SSO) Department and Sutter County Probation to develop and provide a comprehensive Multi-Tiered System of Support (MTSS) to promote and address the mental health and social-emotional well-being of the students, staff and families of Feather River Academy. Data to drive the implementation of the MTSS will be collected through intake interviews, Kelvin Pulse Surveys, and Student/ Family Check-ins via phone calls or home visits. These forms of data collection will provide us with data to drive and target mental health and social-emotional needs to address. The Social-emotional Learning (SEL) support team will include School Counselors, an SSO Specialist, and a School Resource Probation Officer (SRO). The role of the SRO is a non-punitive, restorative role that is an additional referral resource.

Feather River Academy (FRA) is a County Community School, all students at FRA are “at promise.” Most come with Tier 2 and 3 social and behavioral services written into their rehabilitation plan. Students are assigned to a counselor for case management. Upon enrollment, all students go through an intake process with the SEL Support Team to triage and identify needs and educational barriers. School Counselor staffing will be increased for the 2020-2021 school year and will include multiple school counselors with smaller caseloads. Additionally, FRA and SSO staff will work jointly to create a referral process to identify specific student needs and provide support in identified areas of immediate need.

Tier 1 Supports

Teachers will implement a daily screening via a check-in method using questions developed by the school counseling team to screen for signs and symptoms of social emotional needs during the Advisory period by the teacher.

School Counselor and SSO Specialist will Implement WhyTry Curriculum to all students. WhyTry is an evidence-based SEL curriculum designed for students who have experienced trauma and other adversities.

Kelvin Pulse Surveys administered bi-weekly to students, parents and staff. Pulse surveys would allow for quick, efficient evaluations of the mental well-being of students, parents and staff. This will increase the identification of gaps of service as well as can quickly connect a person in need of social-emotional support with resources.

The mental health and social-emotional well-being was a large need communicated for students, parents and staff alike during Spring Semester 2020. The need for identification and linkage to resources to support the mental health and social-emotional well-being is necessary. A Credentialed Counselor will compile relevant local community resources to support the social emotional needs and well-being of pupils and staff during the school year. Counselor(s) will coordinate services with local collaborative partners in addition to supplementing with support groups for parents, staff and students as determined necessary through needs conducted assessments.

Tier 2 Supports

Student/ Family concerns that are identified in the Universal Screening process will be referred to the SEL Support team to identify and triage needs. Supports will include individual counseling, participation in a small counseling group or an evidence-based program. Groups will be developed and implemented based on data from Pulse surveys, screening measures and staff recommendation. Data from these measures will be compiled to identify the most urgent needs to be addressed for Tier 2 services.

Tier 3 Supports

If student SEL goals are still not met, the SEL Support team will collaboratively identify Tier 3 students and develop a support plan. The support plan may include increased individual counseling services, referral to outside resources including mental health referrals, and case management. Case management includes the “warm handoff” model to work with families to assist the student and families accessing programs and community resources. Student goals and progress will be assessed on a bi-weekly basis by the SEL team.

In order to prepare staff to identify trauma and other social emotional impacts of the COVID 19 environment and to support students mental health they will receive training including but not limited to:

- CASEL CARES: On-demand Webinar – Starting an Unprecedented School Year with SEL
- CASEL CARES: Strategies for Being Your Best Possible “Self” with Dr. Marc Brackett
- On-Demand Webinar: Tier 1 Social, Emotional and Behavioral Supports to Restart Learning During a Crisis
- Article: 8 Strategies for Building Belonging With Students and Families Virtually
- Podcast: Everyday SEL
- Managing Anxiety Around COVID-19 Tips for You and Your School Community
- On-Demand Webinar – Mindfulness Strategies for Adult and Student Wellness
- Boston Hospital – On-line training series to build capacity to address students’ social, emotional, and behavioral health needs.
<https://www.childrenshospital.org/taponline#>

The mental health and social emotional well-being of staff is a primary concern as well. Weekly staff meetings will include mental wellness check-ins and self-care activities. A School Counselor has been compiling local and useful resources to maintain on a Padlet for our staff to access as needed. Resources include Mental Health Counseling, Support Groups, Self-Care tips, and Professional Development opportunities.

Special Education

Teachers and Paraeducators who become aware of students with social or emotional needs will be referred to a counselor or mental health services

Professional Development Days on June 6th-7th included sessions specific to addressing mental health needs via and/or during distance learning and incorporated mental health and social emotional well-being considerations in all sessions. Special Education has Psychologists that are part of the team that support on-going mental health needs of students and staff.

Student Support and Outreach

Google surveys were conducted. The mental health and social-emotional well being was a large need communicated for students, parents and staff alike. The need for identification and linkage to resources to support the mental health and social-emotional well-being is necessary. A Credentialed Counselor will compile relevant local community resources to support the social emotional needs and well-being of pupils and staff during the school year. Counselor(s) will coordinate services with local collaborative partners in addition to supplementing with support groups for parents, staff and students as determined necessary through needs conducted assessments.

The use of Pulse surveys will allow for quick, efficient evaluations of the mental well-being of students, parents and staff. This will increase the identification of gaps of service as well as can quickly connect a person in need of social-emotional support with resources.

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.]

Feather River Academy

Staff will collect attendance daily based on online engagement, assignments completed, phone calls and tutoring sessions. Engagement will be tracked and monitored using Weekly Engagement Logs. Our written Tiered Re-Engagement Plan will be followed to quickly provide outreach to students and families identified and not attending or engaging.

Key Elements of the Tiered Re-Engagement Plan:

Tier 1

- Create a Positive School Culture
- Ensure connectivity
- Thorough Orientation to Distance Learning
- Ensure engaging instruction
- Clear expectations and definition of success (PBIS)
- Incentives for engagement and improvement

- Timely and supportive communication

Tier 2

- Establish communication: home visit, wellness check
- Staff member or Team to partner with family to address barriers to attendance
- Schedule SST or SART

Tier III

- Schedule CFT or SARB to establish a multi-disciplinary team to provide wraparound services

Distance Learning Attendance/Engagement Practices

- School staff to make personal contact after day 1 of absence to let the student know he/she was missed and what they missed.
- Staff to make personal contact after day 2 of absence to problem solve and identify any barriers.
- Letter #1 will be mailed home after the day 3 of absence. If communication has not been established a home visit or wellness check should be requested.
- Letter #2 will be mailed home and a SART or SST meeting will be scheduled for continued absences or for a second week of 60% absent.
- SARB or CFT will be required if absences continue.

Special Education

Student engagement is essential to student success in a traditional in-person school setting, as well as during Distance Learning. Tiered reengagement strategies have been developed to help teachers and related service providers reach out to families, case managers and/or school/program administration to ensure multiple opportunities are provided to reinforce positive and productive engagement, as well as re-engage students in their learning should there be a series of absences and/or disengagement.

[Tiered Reengagement Plan](#)

Student Support and Outreach

The attendance recovery officers and SSO specialists will support the comprehensive Tiered Re-Engagement Plan to address the needs of students and families that are not meeting compulsory education requirements through attendance and engagement. Student engagement and attendance is necessary to address learning loss and close achievement gaps. Probation Attendance Recovery Officer will be available to assist schools in pupil engagement and outreach. This includes conducting home visits following LEA's efforts to make contact, providing outreach and connecting the families to local resources for support and/ or facilitating Child/ Family Team (CFT) meetings either virtually or

with social distancing measures to identify and remove barriers to student engagement when students are not meeting compulsory education requirements. Attendance Recovery Officer is bilingual in Spanish. (LOUSD)

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.]

Ensuring students have access to healthy meals is extremely important whether instruction is in-person or through distance learning. Changes to the food service operation include Health and Hygiene Promotion and Cleaning and Sanitation protocols.

Sutter County Superintendent of Schools contracts with Yuba City Unified School District to provide grab and go meals for families at several locations. During distance learning, Feather River Academy staff will notify all families of food service locations. FRA will also work with Yuba Sutter food bank to provide and deliver supplemental food for low income families.

Changes in process and protocol have been made to the food service program for in-person classroom-based instruction. Mealtimes are staggered to allow for the podding of students and cleaning between meal services. Students in the AM session will eat their lunch in the classroom prior to dismissal. Students in the PM session will be provided lunch, in a separate facility upon arrival. Students will be seated to ensure proper social distancing while eating. The AM group will be dismissed to leave campus and classrooms will be cleaned prior to the PM group transitioning from lunch to classroom. Sneeze guards and partitions have been installed at the food line and distribution locations. School lunch items are packaged to allow for easy selection. Students are served on disposable trays with disposable utensils. Food will not be shared with other students.

Health and Hygiene Promotion

Promoting healthy hygiene practices apply to all staff and students and include: teaching and reinforcing handwashing and use of a cloth face covering by employees when near other employees or students; having adequate supplies including soap, hand sanitizer, and tissues; posting sign on how to stop the spread of COVID-19;

Cleaning and Sanitation

In addition to standard food safety procedures followed in the food service department, standard operating procedures for sanitation of school kitchen and cafeteria has been updated; employees have been trained on health and safety protocols, including correct application of disinfectants and maintaining physical distancing.

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

Section	Description	Total Funds	Contributing
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Mental Health and Social and Emotional Well-Being	Increase of ¼ counselor LCFF- \$5585, LLMF - \$6,850	\$12,435	Y
Mental Health and Social and Emotional Well-Being	Kelvin Subscription for Pulse Surveys	\$5,000	N
Pupil and Family Engagement and Outreach	Increase regional Attendance Recovery Officer staffing	\$27,946	Y
Mental Health and Social and Emotional Well-Being	Counselor- Initial development of SE and Mental Well-being resource page(s)	\$4,206	Y
Mental Health and Social and Emotional Well-Being	Counselor- Resource maintenance and support groups	\$4,567	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
1.86%	\$152,432

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.]

Our entire Distance and Hybrid Learning Models were designed with the needs of these three critical subgroups in mind. Our experience with Distance Learning in the Spring, the input from key stakeholder groups, and our general knowledge of the needs of this student population has reinforced our belief that learning loss due to COVID could be catastrophic without increased support. That being said, the entire student population at FRA is at extreme risk for not graduating, dropping out or being incarcerated. The potential for losing any connection to school is extremely high. While our standard mode of operation includes extensive academic and social emotional support services the need to modify and increase these supports during Distance Learning is high.

FRA is staffed to allow for increased adult to student ratio in order to support prevention and intervention activities and reduce the barriers to school success. Individual Learning plans are developed for each student and case management is provided for most. Funding is used to supply resources that reduce barriers to accessing education such as transportation, clothing, and school supplies.

While connectivity and access to devices is a challenge for all students, it is particularly challenging for Foster Youth, English learners, and low-income students. Kajeet devices and chromebooks were distributed first to Foster Youth, ELs and low-income students and remaining available devices were provided to additional students in need.

Edgenuity curriculum is designed with the UDL(Universal Design for Learning) guidelines in mind, provides equal opportunities for learning, and addresses the reality of learner variability. Edgenuity courses are designed, developed, and validated to reflect multiple means of representation, expression, and engagement. Lessons in Edgenuity feature multimodal instruction that presents essential information in a variety of formats, provides specific vocabulary instruction, models problem solving, and develops executive functions. Videos, graphic organizers, and a variety of media represent content in audio, visual, and verbal formats. Edgenuity lessons provide students with opportunities to express their knowledge in multiple ways, including interactive simulations, open-response questions, and essays. On-screen instructors explicitly model procedural knowledge, problem-solving strategies, and executive function.

While all students will benefit from MyPath, our adoption committee identified this resource as critical for our Foster Youth, English learners, and Low-Income students. These students will be assigned additional staff support to ensure acceptable progress along the personalized learning path.

With the onset of Covid-19 in March 2020, it was apparent that our students were going to struggle. Staff identified the students who needed the most support and this included our Foster Youth, English learners, and low income students. For our distance learning plan for fall 2020, teachers will provide a quality experience for all. We are also using several methods of targeting these more at-risk groups. The methods include providing additional technology and training for the technology. In addition, we are providing an increased number of contacts for low-income, Foster youth, and English learners through phone and zoom to support and provide tutoring with an instructional aide and teachers as tutors. Instructional aide staffing has been increased to provide support for English learners, foster youth, and low income students. While at FRA this includes many of our students, high needs students' needs are considered first. The aide is responsible for checking in daily with these students and providing tutoring when necessary. In addition, they will be supporting SPED students.

Additionally, Student Support and Outreach will provide emotional support through counseling and probation to target the highest needs students and provide extra support.

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

The minimum proportionality percentage for increased and improved services for low income, foster youth, and English learners is 1.86%. We are meeting the minimum proportionality using LCFF funding and far exceeding that threshold with the addition of Learning Loss Mitigation Funds. Increased and improved supports and services include:

Additional supports are provided by increasing the adult to student ratio (teachers and instructional aides) in order to engage the students, provide additional intervention and prevention activities.

Professional development specific to meeting the needs of low-income, foster youth, and English learners with high ACE scores and/or identified academic deficiencies is being provided.

After school intervention classes, facilitated by teachers, with English Learner, Foster and low-income students given priority.

Tutors (Project Academic Student Success -(PASS) Assistants) will be recruited and hired to support our homeless and foster youth students. Individual virtual or in-person (with social distancing measures) appointments will be scheduled. Students complete reading and math assessments to determine a baseline then re-assessed regularly to determine appropriate academic interventions.

Transportation is provided to Low Income and Foster students during any form of in person instruction. FRA employs a Student Attendance and Outreach Coordinator to monitor student attendance, conduct home visits and provide transportation. FRA leases a van and pays mileage for this purpose.

School supplies including literature and task boxes are being supplied to Low Income, and Foster students. English Learners will receive the same with the addition of language support material including English to Spanish Dictionaries.

BOARD AGENDA ITEM: The Pathways Charter Academy Learning Continuity and Attendance Plan

BOARD MEETING DATE: September 23, 2020

AGENDA ITEM SUBMITTED FOR:

- Action
- Reports/Presentation
- Information
- Public Hearing
- Other (specify)

PREPARED BY:

Collaborative Product

SUBMITTED BY:

Joe Hendrix

PRESENTING TO BOARD:

Joe Hendrix

BACKGROUND AND SUMMARY INFORMATION:

SB 98 created California *Education Code (EC)* 43509, codifying the process requirements for the Learning Continuity and Attendance Plan as well as the required elements LEAs must include in the Learning Continuity and Attendance Plan.

Adoption Process Requirements:

- LEAs shall present the Learning Continuity Plan at a public hearing for review and comment.
- The Learning Continuity Plan shall be adopted at a public meeting after, but not on the same day, as the public hearing.
- The Learning Continuity Plan must be adopted by LEAs on or before September 30, 2020.

The Pathways Charter Academy Learning Continuity and Attendance Plan has been developed following all requirements established under Education Code 43509 and is being presented for approval.

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
Pathways Charter Academy	Tom Reusser Superintendent	tomr@sutter.k12.ca.us 530-822-2931

General Information

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

Even though Pathways Charter Academy is a new non-seat based County Community School, our students come from existing schools and have been impacted by COVID-19 as stated below:

- Schools within Sutter County shut down in-person instruction on March 17, 2020. While parents and community members have expressed their appreciation for the frequency of communication and the efforts made to provide meaningful instruction through the end of the 19-20 school year, instructional delivery, connectedness, and student engagement was less than ideal. Learning loss and social emotional issues due to COVID-19 are a reality that we need to address as we plan for the 20-21 school year. Many parents have shared that they had a difficult time getting their children to engage in distance learning and for those who did engage, many were frustrated as they tried to answer questions and support their children to complete challenging assignments.
- While schools in our community shifted to providing distance learning quickly, they were met with barriers such as connectivity issues common to rural areas, insufficient hardware and software, curriculum designed primarily for in-person instruction. Our ongoing participation in collaboration meetings with leaders from traditional schools, charter schools, and private schools in the community lead us to believe a significant portion of the student population has incurred “learning loss” and increased social-emotional stressors.
- Stakeholders and educational experts agree that certain populations including homeless, foster, English learners and special education students may have struggled with the distance learning model and may experience learning loss even more than others.

COVID era program design is based on our knowledge of the needs of Sutter County students, families, educators and community members. We have organizational experience serving this population of students and plan to use that knowledge to provide an alternative educational setting designed to provide data-driven instruction in extremely individualized learning paths for students who have become disenfranchised with the traditional educational setting. Putting our vision into practice under the current circumstances adds to the complexity, but we are confident that, with slight temporary modifications, our program will fill a gap and create opportunities for an underserved population.

Stakeholder Engagement

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

Since the majority of students enrolling at Pathways Charter Academy attended Sutter County Office of Education's Feather River Academy in 2019-20 and staff from Feather River Academy voluntarily transferred to Pathways Charter Academy, stakeholder input from FRA stakeholder groups was used in the development of this plan.

In addition to personal phone calls, parent surveys, more formal parent/teacher conferences, and emails were frequently used to gain feedback from parents and students. Translators are always used to ensure that all messages are delivered in native language.

Feedback from certificated and classified bargaining groups was solicited through informal discussion, agendaized staff meetings and formal negotiations. Weekly staff meetings with distance learning, student engagement, social and emotional wellbeing of students and staff as a standing agenda item took place in March-June and August-September.

The school districts in Sutter County are also stakeholder groups. County superintendents began meeting daily via zoom in March in order to collaborate and share resources. Meetings moved to three days per week for a period of time and then reduced to one day per week. Participation has remained strong and information sharing has been valued. Site administrators and teachers also communicated frequently and gathered input from school district staff, students and families.

A Parent Advisory Committee (PAC) meeting was held September 3 to gain formal input on the proposed actions and expenditures and the first draft of the Learning Continuity Attendance Plan. No suggestions or questions were submitted as a result of that meeting. A second Parent Advisory Committee meeting is planned for September 17 to present the plan with any revisions based on input that may come out of the September 9 public hearing and prior to Board approval at the September 23 meeting.

Multiple formal and informal discussions were held with a variety of departments within the Sutter County Superintendent of Schools Office to solicit input, collaborate on actions and expenditures, and to draft the Learning Continuity Plan. Departments included: Business; SELPA; Special Education; ROP/CTE; Curriculum Instruction and Accountability; and Student Support and Outreach. Formal meeting dates were: July 15, 2020; July 28, 2020; and August 11, 2020.

SCSOS's certificated bargaining unit met on July 24th, 28th, 31st as well as August 3rd and 6th to discuss instructional offerings and develop MOUs for Distance Learning.

We solicited community input and feedback on proposed actions and expenditures for the Learning Continuity and Attendance Plan at a regularly scheduled board meeting on August 18, 2020.

A Public Hearing of the draft Learning Continuity and Attendance Plan was held at the September 9, 2020 board meeting.

The Learning Continuity and Attendance Plan was presented for adoption at the September 23, 2020 board meeting.

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

All public meetings were properly posted and included options for remote participation through Zoom, which has a teleconferencing option.

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

Since, as noted above, the majority of students enrolling at Pathways Charter Academy attended Sutter County Office of Education's Feather River Academy in 2019-20 and staff from Feather River Academy voluntarily transferred to Pathways Charter Academy, stakeholder input from FRA stakeholder groups was used in the development of this plan.

Parents and students appreciated the frequency of communication from teachers and other staff. In these communications, parents expressed concern over their struggle in supporting their children who lacked motivation during the spring of 2020. Barriers also included many parents' inability to understand the technology and curriculum in order to support students at home. Staff input and support has been very important as we move forward with the distance learning model. Parents asked if there were ways that the students and parents could meet staff for extra support if warranted.

Staff was very involved in the design of the distance learning plan. Staff echoed the parents' sentiment that students were having a hard time engaging when the closures happened in the spring 2020. Staff met weekly from March through the end of June to work on how to reach students. Staff shared frustrations that students were not doing as well in distance learning. During the closure, many students stated to staff that they can't or didn't want to participate in school activities. This was evident in the lack of active engagement in classes. Staff engaged with outside agencies as well as the Student Support and Outreach (SSO) department to reach our higher risk students such as our homeless youth and foster youth with more frequent outreach and more resources. Our SSO department indicated that the school closure and distance learning issues were affecting students' social emotional state.

INPUT	INFLUENCE ON LCAP
There is a need to ensure connectivity for all students	We are purchasing and distributing devices and hotspots to facilitate connectivity and access to learning. Staff will also make contact to ensure connectivity is maintained and we will provide resources as warranted.
There is concern over learning loss, student frustration with independent completion of assigned work, and a lack of student engagement.	We are piloting the Edgenuity curriculum with the My Path component. This online curriculum provides individualized learning paths with targeted, data-driven, and engaging independent study friendly instruction. Since the curriculum is new to our staff, professional development will also be provided for staff on curriculum implementation. Students will be provided tutoring with priority given to foster youth, homeless youth, English learners, low income students, pupils with exceptional needs, including those with significant learning loss.

There is a need for proactive engagement strategies and school support for improving student engagement	We are providing staff with Professional Learning Community training and to collaborate with other SCSOS departments and community partners to improve student engagement.
Students and parents have been struggling with technology issues	We are providing technology support and providing office hours to support students and parents.
There is an increased demand for mental health.	We will explore increasing support from community partners such as Probation, Mental Health, Child Welfare, and Yuba City Police Department to develop resources and to monitor and intervene on social emotional topics and issues. The Sutter County Superintendent of Schools Office will also provide Kelvin to administer confidential “Pulse Surveys” to add additional monitoring and intervention capabilities. Professional development is also being provided for staff on Positive Behavior Intervention Support.
There is a need to ensure the health and safety of our students and staff is a priority	We are following CDPH guidance to establish protocols and purchasing supplies to maximize safety. We are creating a plan for classroom-based instructional activities and are also collaborating with community partners to provide support to students and staff.

Continuity of Learning

In-Person Instructional Offerings

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

PCA utilizes an independent study instructional model that, by design, incorporates synchronous and asynchronous learning to meet the individual needs of each student within the independent study learning model. Students and teachers meet in a 1:1 setting for feedback, progress monitoring, and support. Students perform asynchronous work between meetings and have assigned or voluntary access to more frequent synchronous support.

We also offer classroom-based instructional activities to support students in our independent study program whenever possible. This includes activities such as labs, tutoring, interventions, small group instruction, and other related instructional activities. To minimize the number of students on campus at one time and maintain stable cohorts of students, an A/B/C schedule will be employed. Each group will attend on campus for up to 2 hours for in-person instructional activities. Because of the independent nature of our school, students may not attend every day and may attend for various lengths of time.

Daily Classroom-based Instructional Activity Schedule: Students attend instructional activities as scheduled by the teacher with a minimum of 30 minutes between cohorts to allow for cleaning between cohorts. Teachers stay with their cohorts. Breaks will be facilitated and coordinated to ensure cohorts of students do not intermingle. PCA/SCSOS staff will sanitize between Cohorts.

MTSS Considerations

A Social-Emotional Learning (SEL) Support team also coordinates with outside agencies when needed to provide social and emotional support. PCA staff will use a referral process that identifies students showing signs of need and/or struggling to engage in school activities, home life, or as otherwise identified by the student, staff, or parent. PCA and Student Support and Outreach (SSO) staff will work together to identify needs and then target resources for those students.

Health and Safety Considerations

To maintain an appropriate level of health and safety, classroom-based learning activities will only be scheduled in such a manner as is consistent with public health guidance and will follow the protocols listed in the [Pathways Charter Academy Plan for Classroom-Based Instructional Activities 2020-2021](#) that includes the following:

- Sanitation plan to occur before school, between cohorts, and after school. This includes cleaning and sanitizing each classroom, common areas, and restrooms.
- Social distancing considerations
- Wearing of masks by students and staff. Masks will be provided for all if needed.
- Temperature check stations when students, staff, parents, and guests arrive.
- Students will stay with their assigned cohort and teachers will move from room to room as is feasible.
- A clean room for parent conferences will be established and cleaned between appointments.
- Identify a space where students can wait for a parent to pick them up when they exhibit symptoms.
- Classrooms, common areas, restrooms, and office areas will have hand sanitizer and disinfectants for frequent use.

We will also collaborate with LEAs such as colleges and career-education providers to ensure they are following appropriate guidance for in-person instructional activities when serving our students. This is important because we incorporate career and college exploration into students' ILPs and encourage them to take college classes as well as Regional Occupational Program (ROP)/Career Technical Education (CTE) courses that we anticipate will return to classroom-based instruction.

Our intake process, which includes the development of a Student Success Plan (SSP) and Individualized Learning Plan (ILP) for every student, ensures the greatest possible success for each student, particularly for students who have experienced significant learning loss due to school closures in the 2019-20 school year or are at a greater risk of experiencing learning loss due to future school closures.

Within the first five days of enrollment or the start of school, staff will conduct an initial intake assessment including a review of students' academic history and administer the STAR ELA and Mathematics assessments to identify students' academic baselines. Staff will create students' ILPs and follow-up with ongoing assessments of students' deficiencies, learning loss, and growth by utilizing content specific assessments and reports included in the online curriculum (Edgenuity). STAR assessments will occur at least quarterly, or more often if the

teacher chooses. Data-driven instruction will be further supported by STAR assessment data being imported into Edgenuity’s My Path program to generate learning paths geared to students’ specific needs. Each student will be issued a computer and hotspots will be provided as warranted to ensure all students have equitable access to the curriculum.

Curriculum embedded, age-appropriate instruction via direct-instruction videos and prescriptive practice is designed to fill holes, strengthen foundational skills, and mitigate learning loss. Detailed and dynamic reports on student progress can be accessed in real time, so teachers can instantly identify topics students are struggling with and provide immediate in-person support.

SSPs will be created based on intake assessments that include information about students’ history of attitude, behavior, academics, and attendance as well as their interests and needs for auxiliary supports. Through their SSP’s, students are given the opportunity to participate in prescribed Social Emotional supports. PCA utilizes resources such as SCSOS’s Student Support and Outreach department and counselors to provide these supports that our students need to be successful.

Creating an ILP for each student, using a curriculum that can target students’ needs as well as provide engaging instruction, and providing tutoring will especially benefit students who have experienced significant learning loss due to school closures or are at greater risk of experiencing learning loss due to future school closures. Interventions assigned through a student’s ILP may include, but not be limited to, remedial instruction, tutoring during or after school hours, or small group academic support. Curriculum embedded assessments and conferences with students and parents will also allow for monitoring the effectiveness of the supports.

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

Description	Total Funds	Contributing
40% FTE Counselor (General Fund)	\$23,762	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.]

Non-classroom-based charter schools do not provide distance learning as defined in *Education Code* Section 43500(a). Instead, non-classroom-based charter schools shall continue to provide independent study pursuant to their charter petition. As a result, these new requirements do not apply to non-classroom-based charters who were defined as such pursuant to *Education Code* Section 47612.5 as of the 2019–20 fiscal year.

A non-classroom-based charter school described in *Education Code* Section 47612.5 as of the 2019–20 fiscal year shall continue to comply with all of the statutory requirements in Article 5.5 (commencing with Section 51745) of Chapter 5 of Part 28 of Division 4 and the implementing regulations for that article. Senate Bill (SB) 98 does require that a non-classroom-based charter school adopt a learning

continuity and attendance plan pursuant to Education Code Section 43509, and shall not be required to adopt a local control and accountability plan pursuant to Education Code Section 47606.5.

<https://www.cde.ca.gov/ci/cr/dl/distlearningfaqs.asp>

(a) A charter school that offers distance learning pursuant to this part is not required to submit a request to its chartering authority for a material revision to its charter pursuant to Section 47607 in order to offer distance learning.

(b) Notwithstanding Section 47612.5, an existing classroom-based charter school that offers distance learning pursuant to this part and did not receive a non-classroom-based funding determination in the 2019–20 fiscal year pursuant to Section 47612.5 shall not be considered a non-classroom-based charter school in the 2020–21 fiscal year because it provides distance learning and shall not be required to submit a request for a funding determination.

(Added by Stats. 2020, Ch. 24, Sec. 34. (SB 98) Effective June 29, 2020. Inoperative June 30, 2021. Repealed as of January 1, 2022, pursuant to Section 43511.)

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.]

While this is not applicable as stated above, PCA will provide computers and hotspots as warranted to ensure all students have equitable access to devices and connectivity to support digital learning. As described in this plan, PCA purchased a digital curriculum to address learning loss and student disengagement resulting from school closures due to COVID-19. The computers and hotspots will allow students to access that curriculum.

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.]

While this is not applicable as stated above, PCA utilizes an independent study instructional model that, by design, incorporates synchronous and asynchronous learning to meet the individual needs of each student. Students and teachers meet in a 1:1 setting for feedback, progress monitoring, and support. Students perform asynchronous work between meetings and have assigned or voluntary access to more frequent synchronous support. Pupil progress is assessed through these live contacts, progress monitoring, and informal assessments. Student participation and time value of pupil work are measured by the certificated teacher following independent study requirements.

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.]

While this is not applicable as stated above, PCA is providing curriculum specific, best practices, and technology related professional development to support our learning program. Staff are also supported by SCSOS's Technology Department and Curriculum Instruction, and

Accountability Department through training focused on online platforms such as Zoom and Google Classrooms. Due to our close relationship with FRA, staff will receive multiple trainings throughout the 2021 school year to better understand best practices for distance learning as it compares to independent study.

Staff Roles and Responsibilities

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

Pathways Charter Academy is a new non-classroom based charter school, so there has been no significant adjustment in staff roles and responsibilities as a result of COVID-19. However, all staff are focusing more on addressing issues arising from COVID-19 within their respective roles and responsibilities. For example, custodians are focusing more on disinfecting facilities and ensuring ample PPE is available while teachers and instructional aides are hyper focused on mitigating learning loss arising from school closures.

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.]

While this is not applicable as stated above, PCA does provide supports similar to those needed by students with unique needs during distance learning. For Example:

PCA staff, Student Support and Outreach staff, and Attendance Recovery officers will be utilized to ensure connection, provide increased contact and frequent communication with our students with unique needs as they engage in independent study.

Following CDPH guidelines, students with unique needs (Foster, Homeless, English Learner and identified Low Income) will be brought on campus for in person small group instruction, support, and intervention-especially to mitigate learning loss from school closures due to COVID-19.

English learners will receive integrated language instruction through the Edgenuity platform through the following methods:

- Active Reading
- On-screen translation
- Vocabulary development
- Close reading
- Lesson Support
- E-writing scaffolded writing supports

Designated ELD- will occur during small blocks of time. Assigned students will receive instruction and support related to academic vocabulary, listening/speaking and reading/writing. Integrated ELD will be provided within the curriculum

All students with special needs will be provided additional targeted support based on academic assessments, parent input, and student articulated needs. Academic assessments will include benchmark, formative and summative assessments through STAR, Edgenuity or teacher created assessments. For students with special needs, these assessments will be provided at a higher frequency.

All students with IEPs will be contacted weekly, either virtually or in-person, by the special education teacher to provide additional support. Meetings may be more frequent if warranted. All support for pupils with unique needs are identified in each student's IEP with mandated timelines and accountability. A log will be kept of interventions and supports provided.

PCA staff will collaborate with social workers, Student Support and Outreach counselors and outreach specialists to coordinate services for students and families. Allocation of resources will be prioritized by need, including needs arising from being foster youth, homeless, pupils with unique needs, including English learners, and pupils with exceptional needs. Teachers may schedule meetings and support activities as allowable by public health. All school staff will provide additional support to families by offering opportunities for training in the use of educational technology and curriculum. Bilingual staff will provide support for non-English speaking families.

ROP/CTE opportunities will be made available to all students with unique needs to increase engagement and relevance for school.

During COVID closures and distance learning, it was incredibly difficult to maintain proper identification of foster youth to offer and provide necessary resources and support; therefore, Foster Focus will be adopted to increase support and services provided by FYSCP.

Connectivity issues caused many homeless families to have difficulty accessing distance learning during the 2019-20 school closures. To support those families and others with connectivity issues, we will provide hotspots/data plans as needed to ensure all students have access to our digital curriculum and live interactions with the teacher.

Foster students already suffer from significant learning loss which was amplified by the 2019-20 school closures. To mitigate this learning loss and accelerate learning, foster students will be provided with opportunities for additional support such as tutoring, small group interventions, social-emotional support, and more frequent meetings with the teacher.

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

Description	Total Funds	Contributing
Does not apply to non-classroom based charter schools		

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.]

PCA utilizes an intake assessment process to develop an Individualized Learning Plan (ILP) for each student. Students’ attitude, behavior, attendance, and academic records are reviewed when students enroll. In addition to the review of past results on the CAASPP, ELPAC, and district benchmark assessments, students complete STAR Mathematics and ELA assessments to help determine their ability levels and academic “holes”, including learning loss due to recent school closures. English learner students will also be given the ELPAC assessment at the beginning of the school year as part of their assessment process. The most recent ELPAC assessment data will guide the designated ELD groupings and content/curriculum. Teachers will utilize My Path and Designated ELD time to provide targeted support for language development based on the ELD standards integrated into core content curriculum. PCA will identify and assess English Learners (ELs) and

provide guidance to our teachers supporting ELs. All ELs will access a comprehensive English Language Development (ELD) program which includes a combination of tier-specific core curriculum, supplemental programs, and online interventions that meet their specific needs.

After the ILP is developed and students begin instruction, follow-up STAR Mathematics and ELA assessments are given at least quarterly to identify learning status and measure progress. Those assessments may be given more frequently for students needing additional support. Staff will also utilize ongoing assessments built into the Edgenuity curriculum to identify academic levels and guide instruction. Curriculum embedded assessments and teacher created assessments will be utilized to measure learning status and student growth from designated and integrated English language development instruction. PCA purchased the ability to have STAR assessment data integrated into Edgenuity's My Path program to create individualized learning paths to address identified deficits in learning. My Path also provides robust tracking and monitoring reports that allow teachers to support students in progressing at the intended rate.

Developing an ILP for each student upon enrollment provides immediate identification of students who are struggling academically or in need of additional support. It also allows the school to address learning loss by providing those students with a learning path targeted to their unique needs. PCA's strategy of providing initial assessments, ongoing assessments, and targeted instruction specifically addresses pupil learning loss that results from COVID-19.

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.]

PCA's development of a Student Success Plan (SSP) and an Individualized Learning Plan (ILP) for each student creates the foundation for addressing learning loss and accelerating learning progress for pupils. Both plans are based on students' unique needs, strengths, and abilities. The SSP provides a multi-tiered system of support approach to ensuring students have the support needed for success. The ILP is a data-driven instructional plan based on the student's academic history and current assessments. This plan prescribes the courses students need to take in order to reach their goals and places them at an instructional level aligned to their skills and abilities. Together, these plans address students' unique needs, strengths, and desires to ensure success in mitigating learning loss and accelerating learning progress. They also provide for a robust Tiered Reengagement Plan to maximize attendance and participation in core instruction and intervention.

Edgenuity curriculum with the My Path program was purchased to provide students with targeted, data-driven, and engaging instruction that is independent study friendly. It provides instruction at each student's appropriate level and fosters student engagement.

English learners, low-income students, foster youth, homeless youth, and students with exceptional needs will be identified and prioritized for more frequent meetings to provide guidance and ensure smooth progress through the My Path targeted intervention program. Staff will also supplement the curriculum with virtual and classroom-based instructional activities to support students whenever possible. This includes activities such as more frequent 1:1 meetings with the teacher, labs, tutoring, interventions, small group instruction, and other related instructional activities.

PCA is partnering with other departments within the Sutter County Superintendent of Schools office and community organizations to address mental wellness and provide multi-tiered systems of support to meet each student's unique needs, so students can attend and access instruction. Additional staff from Student Support and Outreach (SSO) will provide Multi-tiered Systems of Support (MTSS) as needed. A probation officer is available to assist with communication and provide support to families and students when needed. The probation officer will also support student engagement strategies. The school administrator, probation officer, and outreach staff will perform home visits when needed to engage with families. The Student Attendance Review Team (SART) and Student Attendance Review Board (SARB) will be utilized to identify strategies for reengagement and to improve students' success in school.

Students will be administered benchmark assessments in STAR Mathematics, Star ELA, and Edgenuity at the beginning of the school year and quarterly to drive instruction and monitor student progress. Foster youth, homeless youth, low-income pupils, and pupils with unique or special needs, including English learners, may be provided these assessments more frequently to provide additional monitoring and support.

While our program design provides targeted support to all students, pupils who are English learners, low-income, foster youth, pupils with exceptional needs, and pupils experiencing homelessness will be monitored more closely and provided opportunities for support as needed for their success. Opportunities will not be limited to academics and may include counseling or other auxiliary and community based supports.

Strategies will differ for English Learners in that the most recent ELPAC assessment data will also be used to guide designated ELD instruction, and teachers will utilize appropriate curriculum supports for English learner students to provide targeted support for language development based on the ELD standards integrated into core content curriculum.

Strategies will differ for pupils with exceptional needs in that additional supports and interventions will be provided as indicated in their 504 Plans or Individualized Education Program. Special education teachers regularly assess students with exceptional needs for progress on their goals. They also informally assess student progress toward goals at the beginning of the school year to monitor for regression and maintenance of skills based on their individualized educational goals.

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.]

Pathway Charter Academy's effectiveness in addressing learning loss will be measured using Edgenuity, My Path, and STAR assessments as described above. These programs provide extensive data on student engagement and academic progress. Data will be used to monitor progress, continually identify needs, and measure the effectiveness of prescribed interventions.

Professional development on assessment, Professional Learning Communities (PLC), and Positive Behavior Intervention and Support (PBIS) will be provided to staff to support the use of data in guiding instruction and engagement strategies. It will also allow specific data practices to be developed to ensure regular and systematic evaluation of data.

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

Description	Total Funds	Contributing
Edgenuity Curriculum combined with STAR integration and My Path provides a system of assessments and data driven instruction in an online curriculum to address learning loss (Learning Loss Mitigation Funding)	\$3,750	Y
STAR Integration provides ELA and Mathematics assessments to identify learning status, target instruction, and monitor student progress. (General Fund)	\$500	Y
My Path enables Edgenuity Curriculum to provide individualized learning paths for students based on assessment data. (Learning Loss Mitigation Funding)	\$3,750	Y
Professional Development supports teacher effectiveness. (Learning Loss Mitigation Funding)	\$500	Y
ChromeBooks for Students provides equitable access to the curriculum for all students. (Learning Loss Mitigation Funding)	\$8,753	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.]

Upon enrollment, the student, family, teacher and counseling staff work together to develop a Student Success Plan (SSP) to address social and emotional and mental health wellness needs.

PCA collaborated with the Student Support and Outreach (SSO) Department and Sutter County Probation to develop and provide a comprehensive Multi-Tiered System of Support (MTSS) to promote and address the mental health and social-emotional well-being of the students, staff, and families of the school. Available resources will be allocated by priority of need which includes a priority for students who are homeless, foster youth, English learners, low income, or otherwise have unique or special needs. Data to drive the implementation of the MTSS will be collected through intake interviews, Kelvin Pulse Surveys, and Student/ Family Check-ins via phone calls or home visits. This will provide us with data to address mental health and social-emotional needs. The Social-emotional Learning (SEL) support team will include School Counselors, an SSO Specialist, and a School Resource Probation Officer (SRO). The role of the SRO is non-punitive and restorative.

PCA is a County Community School, so our students are “at promise.” Most come with Tier 2 and 3 social and behavioral services written into their rehabilitation plan. Students are assigned to a counselor for case management. Upon enrollment, all students go through an intake

process with the SEL Support Team to triage and identify needs and barriers to academic success. School Counselor staffing will be increased for the 2020-2021 school year and will include multiple school counselors with smaller caseloads. Additionally, PCA and SSO staff will work jointly to create a referral process that will identify specific student needs and provide support in identified areas of immediate need.

Tier 1 Supports

Teachers will implement regular screening via a check-in method using questions developed by the school counseling team to screen for signs and symptoms of social-emotional needs.

School Counselors and the SSO Specialist will implement *Why Try* Curriculum for all students. *Why Try* is an evidence-based SEL curriculum designed for students who have experienced trauma and other adversities.

Kelvin Pulse Surveys will be administered bi-weekly to students, parents, and staff on a voluntary basis. Pulse surveys would allow for quick, efficient evaluations of the mental well-being of students, parents and staff. This will improve the identification of gaps of service and can quickly connect a person in need of social-emotional support with resources.

Mental health and social-emotional well-being for students, parents, and staff was strongly recommended by stakeholders. The need for identification and linkage to resources to support the mental health and social-emotional well-being is necessary. A credentialed counselor will compile relevant local community resources to support the social-emotional needs and well-being of pupils and staff during the school year. Counselor(s) will coordinate services with local partners in addition to supplementing with support groups for parents, staff, and students as deemed necessary through needs assessments.

Tier 2 Supports

Student/ Family concerns that are identified in the Universal Screening process will be referred to the SEL Support team to identify and triage needs. Supports will include individual counseling, group counseling, or another evidence-based program. Groups will be formed based on data from Pulse surveys, screening measures, and staff recommendation. Data from these measures will be compiled to identify the most urgent needs to be addressed for Tier 2 services.

Tier 3 Supports

If student SEL goals are still not met, the SEL Support team will collaboratively identify Tier 3 students and develop a support plan. The support plan may include increased individual counseling services, referral to outside resources such as mental health referrals, and case management. Case management includes the “warm handoff” model to assist the student and families in accessing programs and community resources. Student goals and progress will be assessed on a bi-weekly basis by the SEL team.

In order to prepare staff to identify trauma and other social emotional impacts of the COVID 19 environment and to support students mental health, they will receive training including, but not limited to:

- CASEL CARES: On-demand Webinar – Starting an Unprecedented School Year with SEL
- CASEL CARES: Strategies for Being Your Best Possible “Self” with Dr. Marc Brackett
- On-Demand Webinar: Tier 1 Social, Emotional and Behavioral Supports to Restart Learning During a Crisis
- Article: 8 Strategies for Building Belonging With Students and Families Virtually
- Podcast: Everyday SEL
- Managing Anxiety Around COVID-19: Tips for You and Your School Community

- On-Demand Webinar: Mindfulness Strategies for Adult and Student Wellness
- Boston Hospital: On-line training series to build capacity to address students' social, emotional, and behavioral health needs.
<https://www.childrenshospital.org/taponline#>

The mental health and social-emotional well-being of staff is a primary concern as well. Staff meetings will include mental wellness check-ins and self-care activities. A school counselor has been compiling local and useful resources to maintain on a Padlet for our staff to access as needed. Resources include Mental Health Counseling, Support Groups, Self-Care tips, and Professional Development opportunities.

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.]

While this is not applicable as stated above, PCA engages in pupil and family engagement and outreach as part of our independent study program.

Elements include:

Tier 1

- Create a Positive School Culture
- Ensure connectivity
- Thorough Orientation to Independent Study
- Ensure engaging instruction
- Clear expectations and definition of success (PBIS)
- Acknowledgement and Incentives for engagement and improvement
- Timely and supportive communication

Tier 2

- Establish communication: home visit, wellness check
- Staff member or Team to partner with family to address barriers to attendance
- Schedule SST or SART

Tier 3

- Follow the Missing Assignment Report Process to support student success or help the student transition into an appropriate program.
- Schedule CFT or SARB to establish a multi-disciplinary team to provide wraparound services as needed.
- SARB or CFT will be required if absences continue.

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.]

Pathways Charter Academy is a non-classroom based school and therefore does not provide meals for students. However, families will be connected with community resources as needs are identified. The school counselor provides an additional list of supports including local food bank information.

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

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	40%FTE Counselor (General Fund)	Duplicate	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
7.59%	\$17,746

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.]

Pathway Charter Academy was built with the needs of the most at-risk students, including these three critical subgroups, in mind because the anticipated population at PCA is at extreme risk of not graduating, dropping out, or being incarcerated. In short, we built PCA to serve these students’ needs and see them succeed. Evidence that these students’ needs were considered first can be seen within the plan where we prioritize them for receiving available resources and providing them services and support more frequently than “all students”.

The following elements within actions address these students’ needs as identified through stakeholder input:

1. Ensure connectivity;
2. Curriculum to provide data-driven, individualized Learning paths with engaging instruction that support students' ability to complete independent work;
3. Technology support with office hours to support students and parents;
4. Develop resources to monitor and intervene of social emotional topics and issues;
5. More frequent 1:1 meetings for regular feedback, progress monitoring, and support;
6. Focus on Designated and Integrated ELD; and
7. Collaborate with social workers, counselors, and outreach specialists to coordinate services for foster youth, homeless youth, and socioeconomically disadvantaged students.

The following elements within actions are generally accepted in the education community as meeting these students' needs:

1. Professional development to (curriculum specific, PLCs, PBIS);
2. Career and college exploration;
3. Student Success Plans to provide MTSS;
4. Maximizing safety on campus;
5. Intake and ongoing assessments to drive instruction and monitor learning;
6. STAR Mathematics and ELA;
7. Targeted support for ELD;
8. Measure effectiveness of program;
9. Multi-tiered systems of support, with resources allocated by priority of need, including these groups;
10. Providing tutoring; and
11. Creating a positive school culture.

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

The minimum proportionality percentage for increased and improved services for low income, foster youth, and English learners is 7.59%. We are meeting the minimum proportionality using LCFF funding and far exceeding that threshold with the addition of Learning Loss Mitigation Funds. While providing professional development on curriculum, professional learning communities, and PBIS supports all students, teachers' improved ability to provide high quality initial instruction benefits these students more than "all students". Increased and improved supports and services also include: Additional supports are provided by prioritizing these students for more frequent 1:1 meetings with the teacher as well as small group instruction and intervention with the teacher; Professional development specific to meeting the needs of low-income, foster youth, and English learners with high ACE scores and/or identified academic deficiencies is being provided; Tutors (Project Academic Student Success (PASS) Assistants) will be recruited and hired to support our homeless and foster youth students; Students complete reading and math assessments to determine a baseline and are then reassessed regularly to monitor progress and determine appropriate academic

interventions (these students are monitored more closely and assessed for growth more frequently); Transportation is available to low income and foster students during any form of in person instruction; PCA utilizes a Student Attendance and Outreach Coordinator to monitor student attendance, conduct home visits and provide transportation; School supplies are supplied to low income, and foster students; English learners will receive the same with the addition of language support materials; and while computers are provided to all students, they benefit these students more in providing equitable access to the curriculum and virtual meetings with the teacher and support staff.

Agenda Item No. 9.0

BOARD AGENDA ITEM: Resolution No. 20-21-III Adopting Conflict of Interest Code

BOARD MEETING DATE: September 23, 2020

AGENDA ITEM SUBMITTED FOR:

- Action
- Reports/Presentation
- Information
- Public Hearing
- Other (specify)

PREPARED BY:

Maggie Nicoletti

SUBMITTED BY:

Superintendent Tom Reusser

PRESENTING TO BOARD:

Superintendent Tom Reusser

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BACKGROUND AND SUMMARY INFORMATION:

The County Board shall adopt a resolution that specifies the terms of its Conflict of Interest Code, designates any consultant positions required to complete Conflict of Interest reporting, and establishes disclosure categories required for each position.

**Sutter County Board of Education
Sutter County Superintendent of Schools
RESOLUTION NO. 20-21-III**

RESOLUTION ADOPTING A CONFLICT OF INTEREST CODE

Board Bylaw E 9270

WHEREAS, the Political Reform Act, Government Code 87300-87313, requires each public agency in California to adopt a conflict of interest code; and

WHEREAS, the Sutter County Board of Education has previously adopted a local conflict of interest code; and

WHEREAS, past and future amendments to the Political Reform Act and implementing regulations may require conforming amendments to be made to the County Board's conflict of interest code; and

WHEREAS, a regulation adopted by the Fair Political Practices Commission, 2 CCR 18730, provides that incorporation by reference of the terms of that regulation, along with an agency-specific appendix designating positions and disclosure categories shall constitute the adoption and amendment of a conflict of interest code in conformance with Government Code 87300 and 87306; and

WHEREAS, the County Board has recently reviewed its positions, and the duties of each position, and has determined that changes to the current conflict of interest code are necessary; and

WHEREAS, any earlier resolutions, bylaws, and/or appendices containing the County Board's conflict of interest code shall be rescinded and superseded by this resolution and Appendix; and

NOW THEREFORE BE IT RESOLVED that the Sutter County Board of Education adopts the Conflict of Interest Code including its Appendix of Designated Positions and Disclosure Categories.

PASSED AND ADOPTED THIS 23rd day of September, 2020 at a meeting, by the following vote:

McJunkin ____; Bains ____; Lachance ____; Richmond ____; Turner ____

AYES: ____ NOES: ____ ABSENT: ____

Ron Turner, President
Sutter County Board of Education

Tom Reusser, Ex-Officio Secretary
Sutter County Board of Education