



As we develop the comprehensive Learning Continuity and Attendance Plan, we are seeking feedback to ensure that these plans, actions and expenditures address the needs of our students, families and community.

Please submit feedback using the [Learning Continuity Plan Survey](#) link under the COVID-19 tab on our webpage.

Drafts of the Learning Continuity Plan in template form will be posted on the COVID-19 tab and updated as it evolves based on stakeholder input and the latest guidance from the state.





***Stronger Together* and Sutter County Superintendent of Schools Guiding Principles**

- Health and safety of students and staff
- Social and emotional well-being of students and staff
- Ensure devices and connectivity for all
- Support and prepare teachers and staff for the changes in their roles and responsibilities
- Ensure continuity of high quality, standards based instruction as we transition between in-person instruction and distance learning
- Address learning loss due to 19/20 closure and prevent additional learning loss
- Provide supports for students with exceptional needs



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
[Insert LEA Name here]

Contact Name and Title
[Insert Contact Name and Title here]

Email and Phone
[Insert Email and Phone here]

General Information

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

[Respond here]

Stakeholder Engagement

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

[Respond here]

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

[Respond here]

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

[Respond here]

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

[Respond here]

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.]

[Respond here]

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

Description	Total Funds	Contributing
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]

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.]

[Respond here]

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.]

[Respond here]

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.]

[Respond here]

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.]

[Respond here]

Staff Roles and Responsibilities

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

[Respond here]

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.]

[Respond here]

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

Description	Total Funds	Contributing
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

[Respond here]

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.]

[Respond here]

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.]

[Respond here]

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

Description	Total Funds	Contributing
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/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.]

[Respond here]

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.]

[Respond here]

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.]

[Respond here]

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

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]

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
[Insert percentage here]%	[Insert dollar amount here]

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.]

[Provide description here]

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

[Provide description here]

Learning Loss Mitigation Funds Actions and Expenditures Summary

<p>Funding Sources</p> <p>SPED - \$683,748 (Corona Relief) and \$161,924 (GEER) Total \$683,748</p> <p>LCFF - \$80,910 (Corona Relief) and \$99,320 (PROP 98) Total \$180,230</p> <p>Supplemental & Concentration - \$230,198 (Corona Relief) Total \$230,198</p> <p>Total - \$1,094,176</p> <p>Indirect \$101,846 (12.09% based on \$842,397 in expenditures)</p> <p>Total - \$992,330</p>	<p>Prioritization Conversations</p> <ol style="list-style-type: none"> 1. Does it meet the intention of the funds? <ol style="list-style-type: none"> a. Address learning loss or accelerating progress to close learning gaps through learning supports before the start of the school year and into the school year. b. Extending instructional school year or take any other action that increases the amount of instructional time/services provided based on students' learning needs. c. Provides additional academic services, instructional materials or supports, or devices/connectivity. d. Provides integrated supports to address learning barriers and training to teachers and parents, access to school meals, or social-emotional programs. 2. Does it meet spending requirement timelines? <ol style="list-style-type: none"> a. Corona Relief funds to be spent by December 30, 2020 b. GEER funds to be spent by September 2021 3. Can we do it all based on costs provided? 4. What costs are we trying to recover from previously spent monies?
<p>Total Funds After Indirect \$992,330</p> <p>Totals Funds Spent \$842,397</p> <p>\$149,933 Unspent Funds (carryover the GEER funds)</p> <p>**Additional GEER funds could be available after actual costs are determined.</p>	<p>Allocation of funds by department</p> <p>SPED/SELPA - \$447,000</p> <p>Feather River Academy - \$86,603</p> <p>Pathways Charter Academy - \$17,750</p> <p>CTE - \$190,000</p> <p>Student Support and Outreach - \$60,044</p> <p>Curriculum, Instruction, and Accountability - \$40,000</p>

FEATHER RIVER ACADEMY 2021-2022 ROAD MAP

Complete Distance Learning

Daily live engagement
Home visits
Appointment based services
Virtual instruction
SSO Supports

Hybrid Program A/B groups

M/T/WTH/F
3 hours per day in school
1-3 hours assigned work for at home
Support through FRA staff
Family supports

Full Time back in the classroom

Safety protocols
Daily disinfecting multiple times
per day
Health education

FRA System of Supports and Services to support students and families

- Zoom virtual meetings
- Google classroom
- Parent supports via Zoom/phone/email
- Individual/family strategies
- Daily learning schedule
- Virtual Instruction
- Translation services
- Edgenuity online curriculum
- MyPath intervention program
- Designated and integrated instruction for ELD students
- Heightened focus on students with unique needs: homeless youth, foster youth and economically disadvantaged students
- IEP compliance

FRA Road Map 2020-2021 (cont.)

Edgenuity online curriculum offers standards base curriculum:

- Courses for all core areas
- Electives Courses
- A-G course availability
- MyPath intervention curriculum

FRA staff to provide:

- Training on technology for both student and parent support
- Referral to SSO for behavioral support if needed
- Tutoring and extra supports

SSO supports:

- Counseling/Assessments
- Parent Support/Groups/Staff Training/Mental Health/Referrals

- CTE course availability in Edgenuity
 - Courses include Agriculture, Education, Business, Construction, Health and science

Standards based assessment through the following:

- Edgenuity online software
- Renaissance Learning
- Teacher created assessments

Sutter County ROP Enrollment

- Culinary, Small engine repair, and others
- All students grades 11 or 12 may enroll
- Virtual Job Shadow Career Exploration

Feather River Academy

The logo for Grizzlies is written in a stylized, orange, bubbly font with a white outline and a slight shadow effect.

"Focus on Responsibility and Academics"

Learning Loss Mitigation Funds

Actions and Expenditures

Feather River Academy

Related Actions	Approximate Cost
1- 6 hour Additional Instructional Aide Support	\$30,000
After Hours Intervention/Tutoring - Teacher support after normal schools hours for struggling students	\$3,000
In order to provide additional academic services and support to ensure continuity of learning while transitioning between in-person and distance learning, Edgenuity curriculum for in-person, hybrid and distance learning will ensure continuity as we transition between various educational settings.	\$13,500
30 Chromebooks	\$9,000
Purchase new teacher laptops to provide better in-person and virtual instruction - technology requirements are required for successful implementation	\$7,200
30 Kajeet / Data Plans (for 6 months)	\$6,000
Edgenuity Embedded, STAR Reading and Math, one on one conference through zoom, phone or face to face to support parents and students.	STAR \$2,245 Hourly rate for staff if after hours
Edgenuity learning PD- cost and extra pay for teachers	Edgenuity cost - \$2,000 7/28 (3 hours) - \$1,088
In order to mitigate learning loss in the Spring of 2020 and increase instructional time and provide targeted support for students identified to have learning loss or	\$5,720

to be struggling with Distance/Online production, ESY/Summer School was provided	
In order to provide students social/emotional support an increase of ¼ fte counseling services will be offered	\$6,850
Precise administration of and support for Edgenuity MyPath	TBD
Total	\$86,603

PATHWAYS CHARTER ACADEMY

2020-2021 Instructional Learning Models

Non-Classroom Based/Independent Study

INSTRUCTIONAL MODEL:

- Students complete classes and activities as indicated in their Student Success Plans and Individualized Learning Plans.
- Students attend in-person classes, labs, and activities following approved protocols.
- Students will be provided independent study curriculum such as Edgenuity and other materials necessary for independent study.

SAFETY PROTOCOLS WHEN ON CAMPUS:

- When applicable, guidance such as “Schools Guidance” and “Office Workspace Guidance” from the CDPH will be implemented for on campus activities and in-person instruction.
- Staff and students will be trained on best practices, handwashing techniques, and PPE/EPG use.
- We will implement and maintain a high level of cleanliness and sanitizing during the school year.
- Students who develop symptoms of illness while at school will be separated from others and isolated in an area through which others do not enter or pass.
- Applicable guidance will be followed for staff who are or may become ill.

STATE MANDATES:

Even though PCA is a non-classroom based school, we will monitor and implement elements that apply to our school. Elements may include:

- Development of a Learning Continuity and Attendance Plan.
- Daily requirements for teacher/student interactions and attendance tracking.
- Targeted support to address students’ academic and social emotional needs and to mitigate learning loss.

Notes:

- A. Policies, protocols, and procedures may change to reflect stakeholder input, known best practices, or guidance from the state and local health officer.
- B. State guidance can be found here:
<https://www.cdph.ca.gov/programs/CID/DCDC/Pages/Guidance.aspx>

Distance Learning

SCENARIOS:

- CDPH determines in-person instruction activities must be done through distance learning.
 - If practicable, a waiver will be requested to allow in-person attendance.
- Parents/guardians request distance learning. This may require administrative approval.

INSTRUCTION:

Instruction will be delivered as described in PCA’s and/or the service provider’s Learning Continuity and Attendance Plan, which typically includes components such as:

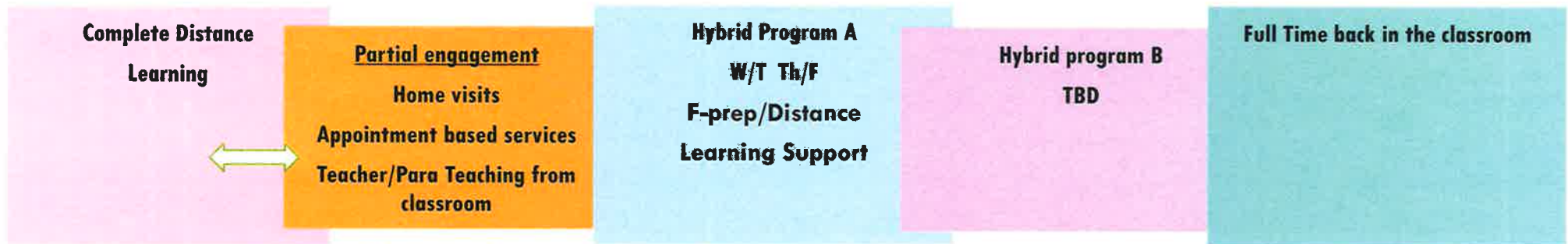
- Teacher created daily schedules for live interaction in applications such as Google Classroom, Zoom.
- Specific minutes required for student work and engagement;
- Attendance/engagement/ work completion requirements and plan for students not meeting requirements.
- Curriculum to be used for distance learning, such as Edgenuity supported with Google Classroom, Zoom, or Canvas.
- Access to staff (PCA and vendor) for instructional support outside of required virtual meeting times.
- ELD Instruction & fulfillment of Individualized Education Plans.
- Providing necessary materials to support distance learning.

INTERVENTIONS:

- Individualized supports for students and families.
- Access to County operated programs such as Student Support and Outreach staff & programs.
- Heightened focus on students with unique needs such as homeless youth, foster youth, economically disadvantaged students, and students with disabilities.
- Data driven instruction - planning, monitoring, intervention, and extension (MyPath).
- Individual/family strategies to support student success.

**Learning Loss Mitigation Funds
Actions and Expenditures
Pathways Charter**

Related Actions	Approximate Cost
Edgenuity learning curriculum for in-person, hybrid and distance learning will ensure continuity as we transition between various educational settings.	\$8,250 For Edgenuity
30 Chromebooks	\$9,000
Edgenuity learning PD- cost and extra pay for teachers	\$500
Total	\$17,750



Curriculum, Interventions and Supports

ASD	PEC's/STAR/Individual Schedules/Unique/Sensory/Communication/Handwriting w/tears, Lexia, Touch Math
SD	Unique/Touch Math/Reading/Writing/Lexia/Wonderworks/Early literacy skills builder/Sign Language/Skill videos
NC	Standards curriculum/Moby Max/Lexia/Google classroom/Mainstream opportunities/Wonderworks/ST Math/Read Naturally
DHH	Standards curriculum/Moby Max/Lexia/Google Classroom/Mainstream opportunities/Wonderworks/Sign/After school Prog/ Fairview/Edmark
MD	Hands on instruction/Unique/CBI/Health training/Skill video/parent support instruction/parent education/Move/Nurse/PT/APE/Feeding/Sensory
SPEECH	Assessment/Tele-therapy/Training/AAC support
PSYCH	Counseling/Assessment (rating scales, records review)/Parent Support/Groups/ Training/Mental Health/Referrals
BEHAVIOR	Training/Behavior support/Referrals/ Parent support
NURSING	Health Education/Covid support/Social stories, presentation for Covid/parent support
RSAI	School Curriculum/Touch Math/Read Naturally/SIPS/Google Classroom/
DHH()	School Curriculum/Fairview
STAKEHOLDER	Trainings (behavior, social/emotional), Respite, offering resources/SCSOS website-add our resources/parent survey, CTA survey/PD/Collaboration with family soup/personal communication with families

Tools

- *Zoom
- *IEP goal related work
- *Parent support via zoom/tech app/phone
- *Family support plan
- *Conducting IEP's
- *Weekly schedule
- *Goal/Activity Matrix
- *Family Check-in
- *Individual/Family strategies to support student
- *Teacher/Para instruction from classroom
- *Multi-Purpose/cross reference
- *Translation
- *IEP compliance
- *Google Classroom
- *Task Boxes
- *Utilizing APE, PT, OT
- *Covid instruction
- *Flipgrid

Learning Loss Mitigation Funds

Actions and Expenditures

Special Education

Related Actions	Approximate Cost
<p>During distance learning, teachers and DIS providers will offer appointment based services and assessments in one classroom per site designated for these services (Identified clean room). To refine diagnostic assessment the Present Levels of Strengths and Weaknesses model and process</p>	<p>\$20,000 (PSW Instruments) \$30,000 (Updated Teacher Assessments)</p>
<p>Some Sped students are not able to access learning through technology and will need hand over hand instruction. This will require parent training and materials designed to support learning in the home environment i.e.: incentives, Boom Cards, PEC's, home activities, task boxes, and consumables</p>	<p>\$31,000</p>
<p>Continue our support for the learning of students identified in special education and ensure continuity of learning while transitioning between in-person and distance learning via on-line, hybrid and in-person</p> <p>The following curriculum which include online resources will be used:</p> <ul style="list-style-type: none"> ● Wonder Works ● SRA-DHH ● STAR ● Handwriting without tears ● Touch Math ● Social Emotional Learning ● Lexia ● Mobymax ● Unique 	<p>\$130,000</p>

<p>Technology needs to support distance and in-person instruction. We are planning on:</p> <ul style="list-style-type: none"> ● 30 chrome books ● 6 Chrome book carts ● 20 Ipads ● 10 teacher laptops ● ACC devices and training Based on student IEP needs) ● Internet connectivity, hot spots and MiFi ● Smart Technology and Smart TVs ● Document Cameras ● Apps 	\$142,000
Access to reading libraries will be given to families and students	\$5,000
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.”	\$45,000
With the 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
Support the mental health needs of students during this time of Covid-19. Professional Development Days on 6/6 and 6/7 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	\$5,000
Mileage reimbursements for families will be available in order to access services and supports for students	\$10,000
Increase interpreter services	\$10,000
Total	\$447,000

Learning Loss Mitigation Funds Actions and Expenditures CTE

Related Actions	Approximate Cost
Additional staff time was needed (March-May) to develop and implement outreach plans and new instructional materials and delivery methods that mitigated lost instruction time (4 teachers)	\$18,000
Because 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. Serves FRA, PCA and districts in Tri-County	\$85,000 (1200 users)
60 Laptops to ensure access to online learning platforms: 15 Laptops on Culinary Trailer 15 Laptops on Manufacturing Trailer 30 Laptops for Open Lab	\$72,000 (Laptops)
12 Mobile Hotspots	\$5,000
PD for CANVAS, and Portfolium 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, issue digital badges for competency mastery	\$5,000
Additional PD for CTE Teachers	\$5,000
Total	\$190,000

Learning Loss Mitigation Funds

Actions and Expenditures

Student Support and Outreach

Related Actions	Approximate Cost
Establish Foster Focus Licensing Agreement to increase identification of foster youth and establish a case management data system to ensure educational support of foster youth.	\$1,500
5 Kajeet / Data Plans to increase continuity of distance learning for our homeless families	\$1,555
Tutoring for Homeless and Foster Youth with Resource families during distance learning with social distancing protocols.	\$15,000
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 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.	Initial development of resource page(s)- \$4,206 Resource Maintenance and support group(s)- \$4,567
Kelvin 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	\$5,000
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)	\$15,252
FRA Probation Attendance Recovery Officer to include home visits, facilitating 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. (FRA)	\$12,964
Total	\$60,044

**Learning Loss Mitigation Funds
Actions and Expenditures
Curriculum, Instruction, and Accountability**

Related Actions	Approximate Cost
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	\$40,000
Total	\$40,000