



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/lmgcntntyatndncpln-instructions.docx>.

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

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

The Susanville School District community was not prepared for the shutdown that occurred in March that closed our schools through the end of the school year in June. On March 19, 2020 district officials made the decision to close down schools as a precautionary measure to combat the advancement of the COVID-19 virus. This closure was only expected to last until the beginning of April, but within a couple of days, it was clear that we were going to have to stay closed for a longer period of time. Once we realized that we could likely be out of school through the end of the 19-20 year, our administration began working with our staff to strategize ways that our students could engage in their learning either through online learning or by other means. The District initiated a "Learn at Home" task force comprised of school administrators and teachers. The task force identified learning platforms to be used during the shutdown and the group provided our staff with training to support distance learning throughout the spring.

While few would say that our efforts had been without flaws, we were pleasantly surprised at how many students remained connected to school and participated in the online learning opportunities. Teachers and paraprofessionals found ways to connect with kids and continue to

deliver curriculum. Our cafeteria workers supplied hundreds of meals each day to the students in our community and our custodial staff worked hard to deep clean our campuses while preparing for a change in their cleaning practices once we reopened.

Administration worked throughout the summer to monitor the changing guidelines that were in place for educational institutions. Plans were formulated and then thrown out as the guidelines changed multiple times and reopening schools seemed to become more and more difficult. As we inched ever closer to August, the district utilized information gleaned from countless surveys to parents and staff members and were able to formulate a plan for what school might look like if we reopened. Teacher leaders and classified leaders weighed-in on plans and finally, a reopening plan was submitted to the board in early August. Once adopted, we began gathering registration information from parents so that we were able to best orchestrate a plan for schools that met the new state guidelines for attendance, met the COVID precautions necessary for operation and ultimately, met the needs of the families in our community.

Stakeholder Engagement

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

Since the schools closed in March 2019, the Susanville School District has initiated a steady stream of communication with parents as well as the greater district community. Without the ability to meet with various stakeholders on a regular basis through our stakeholder groups, we began a routine communication line using our school websites, Facebook pages, auto-dialers and postings on community forums. Teachers and other staff spent a great deal of time throughout the spring talking with parents and students to make sure that they had the support they needed during the closure. Throughout the communication process, the district along with individual schools gathered parent opinions and preferences through the use of Google Forms and Survey Monkey. Those without the ability to answer the surveys online or via a cell phone were directed to the district office where the surveys were available in paper upon request either by pick-up or through the mail. For pupils, families, educators or other stakeholders that do not speak English, the district app provides translation to several languages. Google translation was also available and it was shared with any that inquired that they could utilize the Google Translator services to support them in their native language. Finally, our EL Coordinator was available to help families locate the resources they needed to support them during this process. Without the necessary feedback from our parent groups in conjunction with the feedback from our bargaining units, we would not have been able to successfully build a reopening plan that had strong support from all groups. The digital surveys were a strong backdrop to the decisions being made on the 2020-2021 school year.

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

Given the limited internet connectivity in a large portion of the school district, meetings taking place after the closure of schools in March were held in large buildings across the district so that social distancing could safely occur and our community still had an opportunity to participate. Meetings with bargaining units and other stakeholder groups were completed using Zoom or other online collaborative software. Stakeholder

feedback provided much needed input and our reopening plans changed multiple times to meet the needs of the community, staff and students.

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

Following the spring shutdown, stakeholders shared frustrations with the delivery of curriculum, the grading of student work, the difficulties interacting with and understanding the online platforms and whether or not they were able to access a variety of online materials. This feedback provided staff and administration with information to help build a program for the fall that would meet the needs of our community. Feedback from the parent surveys showed that while a majority of our families supported the reopening of school, many were concerned with the precautionary measures taking place and for a certain percentage of parents, a reluctance to return until a vaccine was available. The district also found that child care was a concern for many parents as a great deal of our parent stakeholders were essential workers that did not have the option of continuing with a distance learning approach. At one point, the district considered an approach that would only host portions of our students on campus at one time and require parents to monitor student learning at home for a portion of the time. After receiving feedback from our teacher group and analyzing the new attendance requirements from SB98, the district elected to use our current plan which allows more students on campus at one time with more cohorts spread out across the district. This plan also allowed for distance learning to still be utilized by those parents that were not ready to assume the risk of a return to school.

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

The stakeholder engagement process influenced the development of our reopening plan as well as that of our Learning Continuity and Attendance Plan. The need to gather voices from all aspects and walks of life within our district was the only way to generate a plan that had elements to it that provided for all. The use of the extended learning time and the cooperation of the After School Program through the Lassen County Office of Education could not have come to fruition without stakeholder feedback. The purchase of new computers for each teacher so that they could better connect with students through zoom meetings and other technology required for distance learning were specifically influenced by our stakeholder feedback from teachers. The purchase of additional chromebooks was a direct result of feedback from parents, students and staff. Many of the safety protocols related to COVID were a direct influence from several groups as we moved through the reopening plan process.

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.]

The Susanville School District has worked with the local Public Health Department, the Lassen County Office of Education and the other LEA's in the surrounding area to develop a school reopening plan for the fall of 2020. The District systematically polled parents and staff regarding their opinions on reopening and what options they would like to see available. On August 5, 2020, a special board meeting was held in the gymnasium of our Middle School (where community participants could safely assemble) to approve the district's reopening plan for schools. The plan included offering parents the choice of sending their children to school for an abbreviated day, a full day with support from the After School Program in grades K-5 and full distance learning for those that are not yet comfortable with a return to school. Safety guidelines for in-school instruction include small group cohorts with "zoom room" options for supporting classroom to classroom instruction. Movement of cohorts was identified and different grade levels were designated specific entry areas to the school campuses. Campuses minimize movement of staff between cohorts and meals are served in the classrooms. The entire reopening plan followed the CDPH guidelines for schools and was approved by local health officials. Temperature checks, face coverings and social distancing are part of each school plan in order to keep students safe.

The District installed hand sanitizer stations at the entry way for each classroom and surfaces are cleaned on an accelerated schedule to help reduce the risk in each classroom space. Hand-washing is a critical component of reducing risk and transmission of the virus and touchless faucets were ordered to allow students to wash their hands without needing to touch faucet handles. Over 150 faucets were needed to replace existing fixtures. Paraprofessional hours were increased to help support the small group cohorts and learning loss time at each school site. Staggered entry and exit from the school campuses has reduced the crowds of students at each school site and better allowed a safe ingress and egress from the schools.

Teachers are completing their instruction each day on an abbreviated schedule that meets the current state guidelines. All on-campus instruction will meet the minimum minutes requirement for students. Umbrella services from the County Office of Education, such as: speech therapy, occupational therapy, adaptive physical therapy, counseling or other such services are still available on an as-needed basis. Special "Learning Loss" materials were purchased in several grade levels to help support students who had missed acquiring skills necessary for success at the next grade level. These materials were used as a supplement in the classroom and also as an additional support during extended learning time which provided a means to support learning loss for those students most effected by the closures.

Social-emotional well-being was a key component of our contact with students throughout the spring after schools had closed. Maintaining "School Connectedness" was vitally important as teachers and staff made contact with students. Administrators spoke often with families about their engagement in distance learning and sought information from those that needed additional resources to support their students. Upon reopening in the fall, each staff spent a better part of the first few weeks reconnecting with students and supporting their social-emotional needs. At the middle school level, the staff employed the "Second Steps" curriculum to better support their students' needs during this rough transition back to learning in the school and at home for those that chose distance learning as an option.

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

Description	Total Funds	Contributing
Additional custodial time to prepare the campus for reopening; on-going increases to custodial hours for daily cleaning.	1000.00	No
Purchase of Personal Protective Equipment (PPE): Face Coverings, to ensure that students, staff vendors entering our campuses are minimizing the spread of respiratory droplets while on campus. Increased supplies for soap and hand sanitizer that is greater than 70% alcohol.	10,000.00	No
Additional materials to support effective, routine disinfection of high-touch surface areas such as spray bottles, disinfectant, paper towels, gloves, goggles and masks.	1000.00	No
Purchase/create signage, posters and floor decals; visual cues throughout the school site that encourage social distancing. Cues helps support the flow of student traffic, minimize interactions between staff and identify our specif entry and exit points for each cohort. Visuals will also reinforce the use of face coverings and the importance of hand washing.	2500.00	No
Purchase updated computers for teachers that will allow them to execute zoom meetings online and perform various distance learning activities.	53,367.22	No
Purchase chromebooks for student use in classroom and in the event that students must go to distance learning if schools are shutdown in the future.	189,000.00	No
Purchase additional technology equipment necessary to implement student learning under current COVID guidelines including: Televisions, web cameras, tripods, speakers, microphones, extension cables, TV carts, etc...	20,000.00	No

Description	Total Funds	Contributing
Purchase Curriculum to help support students who experienced learning loss during the school closure of Spring 2020. Additional curriculum will target foundational skills necessary to rebuild student knowledge and increase future success with advance curriculum.	5000.00	No

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.]

Susanville School District is currently offering distance learning for students whose parents have chosen this option for their children. We have committed staff from each grade level to engage in distance learning with the approximately 10% of our students that have elected to receive their education in this manner. Teachers will use grade level content and curriculum with instructional rigor and will focus on the depth of instruction while tempering the pace to meet the needs of the online environment. Students will be a part of an online classroom that is inclusive, prioritizes learning and maintains the integrity of a regular classroom that any student could be a part of it they attended the school for in-person learning. Students are expected to attend online meetings with teaching staff and their peers each day of instruction. Distance Learning teachers are utilizing the same grade level, adopted curriculum for our distance learning students as our students in the classrooms. When and if students must move between the two learning environments, the transition is less challenging as the curriculum is the same and there exists a familiarity with assignments and expectations. Our distance learning teachers plan and coordinate with our in person staff to make sure that like lessons are being taught and the learning atmosphere is linked. Students on distance learning are expected to not only be present at required times, but to be acting in "school mode" which includes dress code and actions that are in accordance with those at school.

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.]

When schools closed down this past spring, students that did not have access to technology were provided an opportunity to participate in school through the use of paper packets that were distributed weekly and returned weekly. This occurred more frequently at our lowest grades. Once the new guidelines for interaction were received, it was clear that this process would not work for the 2020-2021 school year.

The district has been providing Chromebooks for students that do not have a computer in their household so that they can participate in distance learning. A technology gap does exist in the district and there are areas in the district that struggle to receive internet access. Teachers work with individual students to ensure that there are means for all students to access the curriculum and interact with one another and the teacher.

The district has received a connectivity bundle from Aruba Networks to install additional Wi-Fi access points in the parking lots at each school so that if a student does not have access to internet in their home, they can access the internet from a car in the parking lot if needed. This additional access works well in our schools that serve heavily populated neighborhoods.

Technology Support for staff and students will be provided through the use of our Computer Technicians at each school as well as with support from the Technology Team at Lassen County Office of Education. Teachers and Administrators have created "how to" videos sharing with students and families how to navigate certain aspects of our curriculum and School Information System. These videos have become a useful means for parents to support their students with online learning.

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.]

The Susanville School District is committed to identifying and addressing gaps in learning through instruction and to monitor student progress on grade level assessments and adjust supports based on individual student needs. Teacher will engage in consistent formative assessment and modification of instruction based on analysis of student progress and learning needs. Synchronous instructional minutes delivered during distance learning will be measured by consistent and effective formative assessment practices. Informal opportunities, such as; visual cues and electronic means are embedded into lessons and provide teachers a real-time assessment of collective and individual student understanding of a specific concept or skill. This allows teachers to identify specific student needs for each individual student.

The District has developed a record-keeping form for all teachers to use that will help them track attendance in distance learning, engagement with the teacher and their peers and also what amount of work the students are doing compared to their counterparts in the classroom. The value of student work assigned through distance learning will be the equivalent of a typical amount of work that students will receive in the classroom on the same day. All students will take iReady and/or CAASPP Interim Assessments to determine their academic levels and subsequent assessments will be used to measure growth. Students will test at least once during each trimester.

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.]

Professional development and support for our staff is a critical component for our success at the Susanville School District. Our school community expects that all educators are provided essential professional development that will allow them to deliver high-quality instruction. In order to support our staff in the implementation of high-quality learning, the Susanville School District has engaged in professional

development opportunities for all staff. This past spring, all teaching staff received training at their respective sites on the basics of using the Zoom platform as well as our online components in the curriculum. Google Classroom basics were shared with staff and many of our teachers took advantage of opportunities to learn more about Google through a variety of online courses offered throughout the summer. In-Service learning days included time to refresh our understanding of the online teaching components and all staff were instructed about how we would track attendance and daily live interaction with our students that are on distance learning. Technology support has been provided to staff by the tech team as it has been needed at each school site.

To further support staff with their distance learning knowledge, the district has purchased online learning opportunities for all staff that will help them better understand remote learning and how to best engage students in an online setting. Staff will be provided an opportunity to earn stipends through their work with professional development.

Staff Roles and Responsibilities

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

The COVID-19 pandemic created a lot of challenges for us as we were forced to transition into distance learning this past spring. Most staff have found that they do much more to help support students and each other than they might have previously. Less tenured staff with technology skills are now leaders for their peers as we grapple with the challenges that technology creates for us with distance learning. Last spring, we initiated a "Learning at Home" task force that helped our entire district create a plan for learning and supported the schools with programs, technology and pedagogy. Teachers must actively model and enforce local health measures, including monitoring face coverings and social distancing. Additionally, teachers will engage with families on an ongoing basis for both student learning and events surrounding the classroom and school environment.

Distance learning teachers are much more responsible for attendance and bookkeeping of tasks than they might have once been. The importance of capturing engagement and live interaction is as challenge and our staff is taking more notes about students and their interaction than they every have before. The collection of evidence to support attendance is also a new requirement for our teachers as well. Special education teachers are adapting as well. The need to rewrite IEP's for a virtual setting is incredibly challenging and our staff is having to be creative with the ways and means that we meet the expectations of our time with RSP students.

With visitors not allowed at the schools right now, our office staff has a different kind of interaction with parents and the public. More communication is done online or over the phone and they are challenged with how to collect money from parents for lunches as well as how to collect information that must be relayed to staff. Office staff is also our front line for vendors and must provide health screening for those that arrive at campus on official business.

Custodial and maintenance staff must model and actively support all public health measures. They must maintain a stock of PPE and sanitizing & disinfecting supplies. Routine cleaning is much more often and challenging as it must be done at a deeper level than before. The responsibility of the well-being of each person on campus is a heavy weight that they all must carry.

Food service staff have found that there job is much different as they prepare food that will leave the cafeteria and be consumed elsewhere. The safety protocols that must be followed in this setting are much different and more challenging than they are used to.

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.]

Susanville School District will ensure that students with disabilities are included in all offerings of school educational models by using the IEP process to customize educational opportunities and support as necessary. Support and instruction of small cohorts of students who need additional instructional and/or social and emotional attention will be available. Low-Income students will be included in all offerings as well with teachers providing specific and focused support for those students that need it. SSD English Learners, Homeless and Foster Youth pupils represent a small percentage of the students in the district however, our liaisons will work to make contact with families to ensure educational opportunities are met.

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

Description	Total Funds	Contributing
Purchase Chromebooks to be available for all students to access distance learning at home (Previously noted in In-Person Learning Section)	189,000.00	No
Purchase additional Technology to support distance learning: microphones, speakers, other devices (Previously noted in In-Person Learning Section)	20,000.00	No

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.]

The Susanville School District understands that although the majority of our students continued to engage in their education with their teachers this past spring, the potential learning loss from the shutdown could be profound for certain groups of students. Upon return to school this fall, the district will plan to address this learning loss through a variety of measures to support foundational growth of student learning. The district will compare student assessments at the beginning of the school year with the assessments taken by students before

schools were shut down in March. Families and students can expect assessments to be used to monitor student learning and growth at the end of each trimester or grading period (three times per year).

Benchmark assessments, CAASPP Interim Assessments and iReady assessments in English Language Arts, English Language Development and Math will allow teachers and schools to continue to monitor student growth, including the rate at which students are making up for learning loss.

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.]

Teachers will plan to address learning loss for all students through synchronous instructional time. During this time, all students will receive standards-aligned instruction. This will allow teachers to identify individual needs. Additional support for specific groups such as low-income, homeless, foster, students with exceptional needs and/or EL students will be provided through small group instruction that targets the individual needs of our students. In grades K-5, students will have the opportunity to attend school for extended learning in the afternoons. This time will be focused on learning loss and will be more intensive in nature to focus on foundational skills needed to fill gaps created by learning loss.

English Learner students' progress will be carefully monitored by our English Learner Coordinator and specific tutoring and small group learning will be available for those students who need it.

Foster Youth that require additional support will still have tutoring available through a partnership with our local Foster Youth Services.

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.]

The effectiveness of the services and supports to address learning loss will be measured through regular assessments by the classroom teachers and through the use of iReady. Staff will engage in grade and site level discussions about the effectiveness of our efforts and adjustments will be made based on collected data from these strategies.

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

Description	Total Funds	Contributing
Purchase iReady- including Teacher Toolbox to support supplemental, small group instruction	20,000.00	No

Description	Total Funds	Contributing
Add additional time for Paraprofessional support during extended learning to support learning loss.	78,000.00	No

Mental Health and Social and Emotional Well-Being

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

The Susanville School District is committed to supporting the mental health and social/emotional well-being of our students and staff. When our schools closed down in March, student well-being was a primary focus of our teaching staff. School connectedness became a strong theme as we devised means for keeping the students in our community in touch with school and feeling like they were still a part of the campus environment. Our nutrition outreach became a great way to accomplish this as students and their parents would visit the schools for their "drive-by" lunch pick-up. Staff would volunteer to help handout food so that they could see their students and check-in with them to see how they were doing. Teachers provided students time in their "zoom classroom sessions" for free interaction between students simply because the students missed each other and needed an opportunity to check-in with their friends and socialize for a while.

Staff development provided on remote learning and how to successfully engage students in an on-line environment contained strategies for helping teachers and other staff monitor the well-being of their students. Additionally, staff was on high-alert as we reopened schools to provide a close check-in with students to monitor their mental health and over all well-being. The first week of school, most staff spent the majority of their time reestablishing school connections with their students and learning who may need support in this area. Our partnership with our local Mental Health Department provides us with an avenue to help students who may be experiencing trauma or depression that exceeds our ability to support at the school with our staff.

Our local County Office of Education, as an extension of agencies in our state, has provided us with several resources that exist online for our students and staff to use should they be experiencing trauma. These resources include webinars, live interaction and even virtual events that support positive social/emotional well-being. Our middle school has implemented the program "Second Step" to support student social-emotional needs on a weekly basis. Staff will include lessons in their day designed to support the unique needs of students during their middle school years.

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 engaging in instruction and is at risk of learning loss.]

Susanville School District will always affirm the importance of attendance and engagement in school. Even in a distance learning setting, we want students to be present (or logged in) and we want them engaged with their learning. Interacting, thinking and connecting is what student need to learn and thrive with their education. We will continue to provide engagement and outreach to students who are absent from distance learning. The Susanville School District has adopted the following protocols for tiered re-engagement for students who are absent from distance learning for three or more days or 60% of the instructional days in a school week:

1. Verification of current contact information for each enrolled student;
2. Daily notification to parents or guardians of noted absences;
3. Outreach from the school to determine student needs including connection with health and social services as necessary and when feasible, transitioning the student to full time in-person instruction;
4. In the event the school is unable to communicate with the parents/guardians and the student, the school will seek assistance from the Probation Department to make a home visit and help determine if barriers are preventing a student from accessing their education.

When students are not meeting the compulsory education requirements or when a pupil is not engaging in their instruction or at risk of learning loss, the District will provide additional resources to students and parents. Parents will be advised on our "Learning at Home" document created by staff during the Spring of 2020. Tools from the document will help parents by establishing routines and expectations, creating a designated space for distance learning, monitoring communication from their child's teacher, beginning each day with a "check-in" and helping support a child's own learning while encouraging physical activity and monitoring their social and emotional well-being. Additional support can be provided to students who seek help during the teacher's office hours as well as through the RSP program, the English Learner Program and those students who receive support through our Title VI partnership with the Susanville Indian Rancheria (SIR). The Susanville School District also contracts with several language interpreters to help support our students and families that need a translator to help them complete assignments or during instruction.

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.]

When the Susanville School District closed down schools last March, School Nutrition was the first department to serve students while they were away from school. The schools provided nutritious breakfasts and lunches each day through a waiver using the Seamless Summer Meals Program. Throughout the spring, the district served hundreds of meals each day to individuals in the community ages 1-18. With this program, parents were able to get meals for their children at each of our neighborhood schools and we were also able to help feed those students that live in our neighborhoods, but do not attend our school sites under normal circumstances. While the "to go" meals produced were more expensive to produce and our cafeteria fund lost a great deal of money in reimbursements, the service to our community was an important part of helping during the initial COVID closures.

With the schools in our district open for the majority of our students, nutrition services has been modified to support the current Public Health guidelines to create a safe space for our students. Following guidelines, students will not be eating breakfasts and lunches in large groups in the school cafeterias. Meals will be delivered individually to each student for consumption in the classrooms in the small group cohorts and will be on staggered schedules. A variety of materials have been ordered to support the transportation and distribution of food across the campuses. Students who have elected to remain on distance learning may also receive a meal at their neighborhood school with pick-up occurring at a specific time. Even if the child's neighborhood school is not their school of attendance, the district is allowing parents and students to be able to visit the nearest school to receive their meals.

If Federal and State guidance allows continued use of the Summer Meals Program waiver, the schools will adjust their service to serve meals to additional individuals other than those who attend the particular school.

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

Section	Description	Total Funds	Contributing
In-Person Instructional Offerings	Purchase of technology to provide better instruction between classroom teachers and their cohorts; computers, televisions, projectors, microphones, speakers, TV stands, TV Mounts, etc...(Noted in earlier section of the plan)	20,000.00	No

Section	Description	Total Funds	Contributing
Distance Learning Program (Distance Learning Professional Development)	Professional Development for staff on Teaching Remotely	3080.00	No
Pupil Learning Loss (Pupil Learning Loss Strategies)	Additional Paraprofessional time for learning loss during extended learning time K-5. (Noted in earlier section of the plan)	78,000.00	No
Distance Learning Program (Continuity of Instruction)	iReady assessments for English Language Arts and Mathematics	25,000.00	No
Pupil Learning Loss	Teacher Toolbox component of iReady (Noted in earlier section of the plan)	20,000.00	No
School Nutrition	Additional materials and supplies need to provide meals in classrooms and at home for distance learning students. (Noted in earlier section of the plan)	4000.00	No
In-Person Instructional Offerings	Sanitization and Disinfectant supplies necessary for providing a clean, safe environment for students. (Noted in earlier section of the plan)	1000.00	No
Distance Learning Program	Purchase of Chromebooks for use in distance learning. (Noted in earlier section of the plan)	189,000.00	No
School Nutrition	Additional time for cafeteria workers to prepare meals for both in person and distance learning students due to the increased demand based on the Seamless Summer Program.	5800.00	No

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
12.45%	979,212.00

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.]

Susanville School District has an unduplicated pupil percentage of approximately 57%. Each year, the District spends the entirety of the LCFF Supplemental and Concentration Funds received for increased and improved services. Additionally, the District always contributes additional unrestricted LCFF and other state funds to meet the needs of the unduplicated students. In the 2020-2021 School Year, the District will receive Federal funds for Corona Virus Relief and Learning Loss Mitigation; the district has chosen to spend a significant portion of these revenues to support the needs of our unduplicated pupils. The needs, conditions and circumstances for our unduplicated students were considered first as we gathered input from our stakeholders. Several of the actions in the Learning Continuity and Attendance Plan are contributing to the increased/improved services that are being implemented by the district. The actions related to technology and the implementation of curriculum to both distance learning as well as in the classroom are being applied across every grade level but are primarily intended to support our Low-Income, Foster Youth, English Learners and Homeless Students. The District is utilizing the services of the Lassen County Probation Department (also our Foster Youth Liaison) to make contact with "unreachable" students through this plan. Several other actions from our existing LCAP that increase or improve services for unduplicated students are still being maintained by the district this school year such as: After-School Program Match (\$10,000), Behavior Monitor Paraprofessional (\$25,884), EL Coordinator (\$74,708), Paraprofessional Support for EL, Low-Income and Foster Youth Students (\$37,450), Bilingual Translator Services (\$5000), Foster Youth classroom supplies (\$500), Additional Workdays in Teacher Contract for Professional Development geared toward helping our unduplicated students (\$90,186), Additional Computer Technician time (\$17,346), Chromebooks for the EL Program (\$4500), Social-Emotional Curriculum including PBIS and Second Steps (\$8300), and Counseling Services through partnerships with LCOE and Presence Learning (\$50,000).

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

The 12.45% to increase or improve services is reflected in providing additional monitoring of our unduplicated pupils, additional supports, services and enrichment opportunities for our low-income, foster youth and English Learners and focused professional development with our staff that provides evidenced-based approaches to best support students with the most need. Services that could still be administered from our original LCAP that contribute towards improving or increasing services for our unduplicated students will remain in effect. Examples of such services are: English Learner Coordinator and paraprofessional, additional support staff to provide small group instruction for our EL, Foster and Low income students, additional staff development days for training to support unduplicated students, additional teachers hired to keep teacher to student ratio lower, Computer software to enhance learning and track progress, computer technician support to help unduplicated students have access to technology outside normal school hours and bilingual translator services for the many languages our parents and student need support with while trying to access their education. All actions are principally directed and required in order to serve our students in most need as determined by our comprehensive needs analysis and input from our various stakeholder groups. While all students may receive some of these services in part or whole, the actions and services provided are principally directed at increasing or improving services to our Foster Youth, English Learner and Low-Income Students.