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.

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General Information

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

COVID-19 had a landscape changing impact on Plumas County Office of Education, Plumas Unified School District and all the communities we serve. The following are key areas of disruption:

- In person instruction- ended on March 13, 2020
- Rapid shift to online learning in the Spring of 2020
- Learning disrupted in spring of 2020, supplemental instruction provided, shifted to required, with hold harmless for grades
- Student activities (athletics, extracurricular, performing arts, prom, field trips, etc...) all were cancelled or modified
- Human Resources- reduction in classified staff due to distance learning, negotiations with unions on working conditions
- Return to school options and planning spring 2020 through present
- 20-21 school year distance learning options
- Health and safety considerations for 20-21 including facilities, health education, other (supplies, plexiglass), Personal Protective Equipment, Physical Distancing, Reopening and Course Offerings, Reporting Health Protocols, Communication, Screening & Testing, Transportation

On August 5th, the following communication was shared with all stakeholders:

Hello Staff, Families, and Community,

On behalf of Plumas County Office of Education and Plumas Unified School District, we appreciate your patience, partnership, and support as we begin this unusual start to our school year. The last five months have certainly influenced decisions regarding the delivery of instruction.

To date, our Governing Board has held six meetings since that time. On August 5th, we sent out communication to all stakeholders sharing that in consideration of the safety of our school communities and creating a consistent learning experience for all students, the Plumas

Unified School District Governing Board voted 4-0 to return to school on August 24th via distance learning with the implementation of learning hubs and independent study. (Start date extended to August 31st due to the North Complex wildfires.)

This difficult decision was made only after many long hours of planning for in-person instruction and the belief that with every safety precaution in place we would be able to accomplish offering AM/PM options along with distance learning and independent study.

Also decided at the August 4th Board meeting was to implement learning hubs which are defined below:

What is a learning hub?
- A small, consistent group of students that meets in person with school staff for a limited amount of time
- Will allow social interaction and support in accessing distance learning
- May or may not be aligned with a grade level and may include family units at a school site
- Optional for families

Types of support available in a learning hub may include:
- Technological- internet access
- Digital skills development- navigating distance learning
- Assessment- time and place to take proctored assessments
- Access to materials and resources- paper, books, etc…
- Social/Emotional- connections to peers

We commit to keeping you informed through our site newsletters and other communication sent out from the District Office. On October 14th our Governing Board has committed to reassess distance learning, where we are at that time, and to use the same comparable data that was used on August 4th.

Plumas Unified School District and County Office of Education are committed to our Mission, Vision and Strategic goals during the COVID-19 pandemic. How we proceed has changed significantly, but we are committed to working with our stakeholders on providing educational opportunities for all students.

Our Mission Statement, Vision Statement, Core Values and Strategic Goals are as follows:

Mission Statement

Our mission is to collectively inspire every child in every classroom every day.

Vision Statement

We ensure an exemplary education with diverse opportunities and

we accept no limits on the learning potential of any child.

Our Core Values
- Learning - We support continuous learning first and foremost as the foundation for success.
- Fiscal Responsibility - We fulfill our stewardship to provide for the students of today and tomorrow.
- Compassion - We treat ourselves and others with compassion and respect.
- Teamwork - We work together in a supportive and positive manner.
- Individuality - We honor the unique gifts and contributions of each student, staff and community member.
- Accountability - We follow through on our commitments. We are responsible and accountable for our actions and results.
- Communication - We listen, respond, and follow through with open and respectful two way communication.

Strategic Goals
- Student Achievement - All students will graduate from high school with academic and social - emotional skills, prepared for continuing education and career opportunities.
- Fiscal Responsibility - The District will have a balanced budget.
- Staff - Recruit and retain the most talented, student - centered staff and invest in their professional growth.
- Family/Community - Engage and enhance family and community partnerships, home-to-school connections and establish our schools as community centers.
- Facilities - All school facilities will be 21st Century teaching and learning environments.
- Leadership – Accept leadership, responsibility and accountability for implementing the vision, mission, core values, goals, and policies of the Board of Trustees and determine each leader's commitment to providing excellent service to our communities.

Stakeholder Engagement

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

Our discussions regarding return to school considerations began in April of 2020 with an agreement to create four advisory committees:
- Return to School
- Learning Reimagined
- Student Services/Health & Safety and
- Budget

Each committee met once a week for five weeks and there were sub committees formed as a result including athletics, budget, childcare and transportation. Each committee had ten to fourteen members each having a board member, administration, teachers (elementary and high

school), classified staff, parent, and student representatives. In addition, our Return to School committee included the Director of Nursing from Public Health. The discussions from these meetings were captured in a 90 page document which resulted in a presentation to our Governing Board on June 17th.

The following are meeting dates identifying topics and timelines of the decision-making process:

June 24th - after review and discussion with stakeholders, administration presented a planning template to our Governing Board. Each elementary and high school principal used this template to facilitate conversations with representation from site staff.

June 29th – this was the date of our first meeting with representation from Public Health, Environmental Health, Public Health Officer, Plumas Charter School and PCOE/PUSD (me). This group continues to meet each week. Over the past nine weeks, we worked on the content included within Appendix B Public Health Return to School Q&A which was published with our School Year Planning Guide on August 13th and again with the full document on August 31st.

July 8th - administration made a recommendation to our Governing Board which included three options for returning to school including an AM/PM blended learning model, distance learning and independent study which was approved to move forward in our planning and preparation.

July 29th – administration presented an update to our Governing Board on the following topics: parent survey data, interventions, social emotional learning, health and safety, student supervision, special education, classified staffing and our Coronavirus Aid, Relief, and Economic Security (CARES) Act funding. It's important to note that our parent/student survey resulted in very low participation as we understand that many felt like it was too soon to decide which option parents/students would choose (AM/PM, distance learning or independent study).

August 4th – review of benefits and challenges of health and safety, learning and social emotional learning. Our trustees reviewed the information provided them by administration, discussed, and added content of their own, acknowledged the prior four months of conversations from previous board meetings, and received feedback from our stakeholders during public comment. In consideration of the safety of our school communities and creating a consistent learning experience for all students, the Plumas Unified School District Governing Board voted 4-0 to return to school on August 24th via distance learning with the implementation of learning hubs.

August 12th - Board meeting administration shared the following updates: classified staffing recommendations, athletic conditioning, master schedules, learning hubs, special education, distance learning timelines and the data received from our parent/student surveys. District-wide parent/student survey results reflected a request for 23% distance learning, 52% distance learning with hubs and 25% independent study.

The following are guiding Principles as with return to school considerations:

1. QUALITY INSTRUCTION – Whether distance learning or in person, quality instruction continues to be the linchpin to the success of educational programs since coursework delivered through hybrid modalities must continue to be available (on-campus and distance learning)

and should meet the same standards as coursework offered only on-campus. We will need to give educators "space and grace" as they work to improve the delivery of content through multiple modalities.

2. COMMIT TO EQUITY – All students must have opportunities to achieve academic success that are accessible, personalized, culturally relevant, and responsive. Schools have a responsibility to be culturally and linguistically responsive and meet the continued needs of ALL students, including students from lowincome backgrounds, students with disabilities, students experiencing homelessness, foster youth, English learners, and students from diverse cultures.

3. ADOPT WHOLE SCHOOL WELLNESS APPROACH – Take a systems approach to promoting student academic, social, and emotional learning, physical well-being, and college, career, and civic readiness. Adopt a whole school wellness approach to ensure student and adult success in school, work, and community.

4. PARTNER WITH STUDENTS, FAMILIES, COMMUNITY, AND LABOR GROUPS – Engage with students, families, community partners, and labor groups to build collective impact and support public health. Maximize the resources of the entire community, including health care, child care, early learning , and family and community partnerships to implement health and safety protocols and to advance alternative learning modalities.

5. LEARN AND IMPROVE – Adopt continuous improvement practices and use evidence to guide decision making while aiming to enhance the quality of student learning opportunities. Use data to inform improvement of

instructional and school practices. Work together, leverage our collective positive effect through advocacy, and share best practices and resources. To maximize impact, PUSD and district and site leaders will establish an infrastructure designed to promote ongoing collaboration and sharing of best practices among schools.

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

Remote participation was available via Zoom, video conference or call in, for all public meetings and public hearings.

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

Feedback was received in the following ways
- Board meetings, public comment
- Parent surveys were done at the following times
- site based surveys, early June 2020
- district survey, late June 2020, solicited feedback on am/pm sessions, childcare needs, internet connectivity and transportation
- district survey, July 2020, three learning options (AM/PM, Plumas Digital Classroom or Independent Study)
- site return to school enrollment, August, 2020, (Distance Learning, Distance Learning with a hub, Independent Study)

Staff surveys done in June for end of year and return to school options

Union negotiations throughout spring and summer

Public Health, Environmental Health- partners in interpreting guidance with weekly meetings with leadership

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

Based on feedback from stakeholder input, different learning options were needed to meet the needs for those that wanted in person school and those that wanted other options for health and safety reasons. A number of models were explored through the advisory committees, presented to the board and updated throughout the summer with changing guidance from state and local officials. For the 20-21 school year, data at shared at the August 12th board meeting showed that 23% of families wanted distance learning, 52% wanted distance learning with hubs and 25% requested independent study.

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.]

From School Year Planning: A Guide to Address the Challenges of COVID-19, originally published June 12, 2020 and updated August 10, 2020:

What families can expect when schools are able to reopen:

The health and safety of our students, staff, and families is of utmost importance. When the 2020-2021 school year begins in Plumas County, on-campus school will look much different than previous years due to new health and safety measures. Each school will be developing plans to reopen based on guidance from public health officials and state agencies. District plans will be updated as the situation evolves.

It is important to note that school plans must focus sharply on academic instruction to enhance student performance and address learning loss. At the same time, schools will also try their best to maintain the extracurricular programs, clubs, and athletics that are so important to the physical, mental, and social well-being of our students.

On May 15, 2020, Governor Newsom shared California's May Budget Revision for 2020-2021. Schools have never faced this level of funding cuts . These significant funding cuts for schools will impact the reopening of school campuses that will be faced with increased costs to address safety measures connected to the pandemic. While these funding cuts have been restored and CARES funds are available, funding is an important factor in reopening plans.

When we are able to return, schools will look different. Here is what you can expect:

Schools will reopen with a continuum of options that include on-campus and distance learning.

The following health and safety guidance should be implemented with county health officer approval for the reopening of schools based on current information and will be updated as the situation changes.

Screening at home:
- Families are recommended to take temperatures daily before going to school. Anyone with a fever of 100.4 F or higher should not go to a school site.
- Students and adults should also screen themselves for respiratory symptoms such as cough and shortness of breath prior to coming to school each day. Students and adults experiencing those symptoms should not attend school.

Arriving at school:
- Staff and 3rd-12th grade students will be wearing face coverings.
- Students will arrive on buses with fewer students.
- Screening for temperature and respiratory symptoms will take place.
- Parents and visitors will have limited access to the school campus.
- It is likely that arrival times may vary depending on grade level.

General Safety Precautions when we are able to return to school:

Schools will follow disinfection guidelines developed by California Department of Public Health for school campuses including classrooms, workspaces, outdoor spaces, and playgrounds.
- Physical barriers may be installed where social distancing is not possible.
- All students and staff will be encouraged to wash/clean their hands regularly.
- Handwashing stations with soap and/or hand sanitizer will be made available in classrooms.
- Schools will limit sharing of supplies between students and disinfect between uses if sharing is unavoidable

Other Safety Considersations when we are able to return:
- What we know at this time, face coverings will be worn by staff and students (particularly older students), as feasible, and are most essential in times when physical distancing is difficult.
- Face coverings may be challenging for students (especially younger students) to wear in all-day settings such as school.
- We will continue to review local guidance on face coverings.

- Gloves are not recommended for use by students or staff, with the exception of those conducting duties such as cleaning, first aid, or food service.

On campus and in the classroom:

Physical distancing will help limit the spread of the virus. When we are able to return to campus, schools will consider the following strategies to maintain smaller groups of students in shared spaces:
- Modify school schedules
- Limit visitors on campus
- Keep students in smaller groups
- Serve meals in small group settings
- Space desks further apart to ensure a minimum of 6 feet distance between students
- Serve individually plated or boxed meals
- Where possible, keep student cohorts from mixing
- Stagger lunches, recesses, and other transition times
- Do not host large gatherings such as assemblies and dances
- When feasible, identify a sick room for students who are not feeling well to minimize contact with others until they are able to go home

Because of the need for physical distancing, every child cannot be on campus at the same time.

Quality instruction and a commitment to equity for ALL students continue to be the linchpin to the success of educational programs. Each district will make decisions based on available resources, local needs, and state policy. In order to maintain physical distancing, schools may use schedules that combine distance learning and on-campus instruction. Some examples may include smaller class sizes where students attend classes for a portion of the week and/or reduced hours per day to maintain physical distancing requirements. Schedules may change throughout the year.

At this time, schools will be required to modify school schedules to limit the number of students on campus. Learning options include:

Distance Learning:

Virtual instruction in the morning and independent practice in the afternoon using Canvas.

*Distance Learning with a Hub

In order to offer in person instruction for those that request this option, hubs are being offered at each school site. A learning hub is a small, consistent group of students that meets in person with school staff for a limited amount of time which will allow social interaction and support in accessing distance learning. It is the goal for all students that have requested a hub to have access to do so, with priorities given to special education, homeless and foster students, student supervision alternative education and those without internet.

Independent Study:

Students conference once per week for one hour with an independent study teacher

To address childcare needs, community partnerships will be explored to offer expanded learning programs (before school, after school) to support families, especially families with preschool and elementary students.

Schools will work with students and families to ensure equity and access to quality instruction.

Accommodations for students with disabilities, students with diverse learning needs, students who are medically vulnerable, and English learners will be made as needed.

In order to offer in person instruction for those that request this option, hubs are being offered at each school site. A learning hub is a small, consistent group of students that meets in person with school staff for a limited amount of time which will allow social interaction and support in accessing distance learning. It is the goal for all students that have requested a hub to have access to do so, with priorities given to special education, homeless and foster students, student supervision alternative education and those without internet.

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

Description	Total Funds	Contributing
Classified staff for hubs for in person learning	$500,000	Yes
Personal Protective Equipment- Face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and family entering schools sites and staff working in the community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol.	$50,000	No
Health Materials- Additional Thermometers to screen student temperature and mitigate potential spread of COVID.	$5,000	No
Disinfecting Materials- Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant,	$35,000	No

Description	Total Funds	Contributing
paper towels, gloves, goggles, and masks.		
Visual Cues and Materials to Maximize Social Distancing: Visual cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing protocols. Includes signage, posters, floor decals, and stanchions to direct traffic flow.	$2,500	No
Heating Ventilation and Air Conditioning (HVAC) filters (MERV 13 as available):Increase the frequency of HVAC filter replacement to 2-3 times per year as recommended rather than once a year as has been past practice.	$45,000	No
Handwashing Stations Additional handwashing stations for locations where sink access is insufficient. Portable sinks will improve access to handwashing to help mitigate transmission of COVID-19. Costs for each handwashing station include rental and 4 services per week for a 6-month period.	$25,000	No
1:1 Devices will be used for instruction on campus in addition to distance learning. This provides continuity and consistency, as well as reduces the opportunities for transmission.	$215,000	Yes
Temporary shade canopies to provide outdoor learning spaces	$18,000	No
Opportunity Program hubs	$539,000	Yes

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.]

In order to maintain continuity of instruction, a robust distance learning plan began in May of 2020 with the selection and training of a learning management system, Canvas. With this new LMS, there will be consistency for students in accessing learning content and instruction. Teachers will also provide daily live interaction for students TK-12. 7th-12th grade students will attend three synchronous classes per day via Zoom, with three classes per day done asynchronously, Monday-Friday. TK-6 students will attend live zoom sessions daily in the morning based on site schedules with asynchronously learning in the afternoon, Monday-Friday.

For students that have chosen independent study, teachers work with families to create an independent learning plan with a master agreement. Students and families utilize Canvas for daily interaction.

Distance Learning Expectations- Teacher

1. Instructional Expectations

TK-12 General Education Instructional Expectations
- Use Canvas LMS for course information and instruction
- Utilize the Canvas Course Checklist
- Monday-Friday Morning

o Provide daily live instruction via Zoom based on the site schedule

o Utilize semi-synchronous instructional model

o Provide asynchronous student work for PM

- Monday-Friday Afternoon

o Plan distance learning coursework

o Office hours (2 hr/wk)

o IEP/SST/504 meetings

- Communicate with students and parents

o Communicate regularly with students and parents primarily via Canvas

o Record synchronous and asynchronous attendance daily in Aeries

- Attend weekly Collaboration (1 hr/wk) and Staff meetings (2 hr/month)

Special Education Instructional Expectations
- Use Canvas LMS for course information and instruction as appropriate
- Monday-Friday

o Moderate/Severe

o Provide primary distance learning curriculum, activities and lessons as appropriate

- Mild/Moderate

o Provide pull-out support via Zoom to work on goals; provide supplemental lessons

o Collaborate with gen. ed. teachers on adaptation/modification of student work

o Provide push-in support during gen. ed. Zoom
- Office hours (2 hr/wk)
- Schedule and hold Zoom IEP meetings
- Communicate regularly with students and parents using Canvas if appropriate
- Use Aeries to record synchronous and asynchronous attendance daily
- Attend weekly Collaboration (1 hr/wk) and Staff meetings (2 hr/month)

2. Student Zoom Norms
- Establish and support virtual classroom etiquette expectations (such as):
- Be on time
- Keep video turned on
- Keep mute on unless speaking to group
- Use virtual hand raise

- Respect various viewpoints
- Actively participate

3. Canvas
- Implement Canvas LMS
- Apply Canvas Course Checklist to course designs

4. Monitoring attendance and work completion
- Follow Attendance and Reporting Protocols
- Utilize site Multi-Tiered System of Support (admin., SSC, counselors, colleagues) for students in need of intervention

5. Office Hours (reevaluate Sept. 30)
- Check and respond to email daily, Monday-Friday
- Suggested activities during office hours include:
- Monitor student usage of online programs
- Conduct Zoom conference/tutoring with students
- Set up a time for students to check-in with you
- Contact/email students/parents
- Plan and communicate assignments
- Provide assignment feedback

The following are Core and supplemental materials available:

TK-6

English/Language Arts: Houghton Mifflin Jounrneys, Step up to Writing, Recipe for Reading, Renaissance Place, Khan Academy, Apex (6th grade), ESGI (TK/K)

Math: Eureka Math, Zearn, Renaissance Place, Khan Academy, Apex (6th grade), ESGI (TK/K)

Social Studies: Studies Weekly

Science: Outdoor Core, Mystery Science, EEI

Comprehensive Sexual Health: Positive Prevention Plus (5th/6th)

7-12

English/Language Arts: Prentice Hall, Scholastic, Core Novels, Newsela, Khan Academy, Apex, UC Scout

Math: CPM, MathLinks, Khan Academy, Apex, UC Scout

Science: Houghton Mifflin, Apex, UC Scout

Social Studies: TCI, Apex, UC Scout

AP Courses: AP Classroom, AP Textbooks

Comprehensive Sexual Health: Positive Prevention Plus (7th-10th)

CTE: Get Focused/Stay Focused, iCEV

Driver's Education: SomaStream online

Music: Noteflight

Other supplemental resources: quill, vocabulary.com, boom.com, assistments, Spelling City, Handwriting Without Tears, iReady, Brain Pop, Rosetta Stone, Typing Pal, Flocabulary, PLSExpress

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.]

The district provides chromebooks to TK-6 students and laptops to 7th - 12th grade. The district is working with CETF to provide families options for low cost internet. Fliers will be sent to families in eligible areas. All internet infrastructure on district campuses have been upgraded and additional WAPs and/or boosters will be added to areas needed to reach a larger outdoor footprint, including parking lots. Hotspots have been provided on a limited basis, as they are not effective in many of our rural areas.

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.]

For distance learning, the minimum instructional day

180 instructional minutes for transitional kindergarten and kindergarten,

230 instructional minutes for grades one through three,

240 instructional minutes for all other grade levels,

180 minutes for students enrolled in continuation high school, and for students concurrently enrolled at least part time in a community college, University of California, or California State University,

and shall be based on the time value of assignments as determined, and certified to, by a certificated employee (EC sections 43501 and 43502).

Each LEA shall ensure that a weekly engagement record is completed for each student documenting synchronous or asynchronous instruction for each whole or partial day of distance

learning, verifying daily participation, and tracking assignments (EC Section 43504(e)). Canvas engagement logs will be used for the weekly engagement record. Students must log into Canvas daily to demonstrate engagement. The teacher must download and save a weekly engagement report.

Each LEA shall document daily participation for each student on each instructional day, in whole or in part, for which distance learning is provided. A student who does not participate in

distance learning for at least part of an instructional day shall be documented as absent for that instructional day. Daily participation may include, but is not limited to, evidence of

participation in online activities, completion of regular assignments, completion of assessments, and contacts between employees of the LEA and students or parents or guardians.

(EC Section 43504(d)). Daily participation will be documented in Aeries with the codes below:

The following codes will be used in Aeries:

Jr/Sr High- students will be assigned one code each period each day

100- No Participation/Absent/Distance Learning Not Engaged (n) (100) Absent day

- ----------------------

200- In Person Instruction, Zoom (s) (200)- default, no mark = present for instruction

300 - Student or Parent/Guardian Contact for a full period of instruction (c) (300)

400- Assigned Work Submitted/Assessment Completed/Work Completed (w) (400)

E- No Participation- excused (sick, medical, school internet goes down) (e)

Elementary- students will be assigned one code per day

A- Absent all day, not engaged for instructional minutes(100)

P- Present all day (200, 400) Zoom and/or asynchronous, engaged for instructional minutes, default,

no mark = present for instruction

R- Asynchronous only- absent morning/completes asynchronous afternoon (400)

V- Synchronous only- present morning/does not complete asynchronous (200)

E- No Participation- excused (sick, medical, school internet goes down) (e)

T- Tardy

Timelines, TK-12

Attendance entered by 3:00 the following day, teachers may go back and change attendance within the week

(1) Assignment Tracking

All classes (at all grade levels) must use a system or method for tracking assignments given to students on every day of remote instruction. This can be in the Aeries Gradebook, a Learning Management System, or any digital system that can be accessed later if a school undergoes an audit. The important part of this is that EVERY day of remote instruction is accounted for.

7-12 teachers

An assignment needs to be given for every day, synchronous or asynchronous, every period in Canvas.

TK-6

An assignment needs to be given every day in Canvas for synchronous and asynchronous learning.

(2) Lesson Plans / Daily Syllabi

All classes (at all grade levels) must maintain daily lesson plans and/or syllabi for every day on remote instruction. If maintained by a teacher, this can be stored in a Learning Management System, recorded in the Aeries Gradebook, maintained by the district, or stored in a shared network or online drive.

TK-12 teachers

In Canvas, teachers should utilize weekly modules with a daily activity list for Monday-Friday

(3) Class Calendars for Tracking of Daily Instructional Delivery Method (NEW FEATURE IN AERIES)

The method(s) of delivering instruction and assignments in each class must be maintained for every day of the 2020-2021 school year. This can be done by using a new feature in Aeries called "Class Calendars". This new feature, which should be made available to schools early in September, allows a school to define an unlimited number of "Class Calendars" that each defines on which days a class meets and the instructional methods delivered on each day of the school year. Classes (both elementary and secondary) can be linked to these Class Calendars. This feature will ensure that there is an accounting of how students were instructed throughout the year, a critical part of any audit in the future.

TK-6 Office Staff

Set up a class calendar based on site synchronous and asynchronous instructional time.

7-12 Aeries Admin (Student Information Specialist)

Set up a class calendar based on bell schedule.

(4) Attendance

Teachers must continue to track attendance as they have in previous years. New guidelines for attendance codes to be used this year have been posted. These guidelines have been updated a few times so far this summer as new information has been disseminated from the state.

TK-12 Teachers

Enter daily attendance with the codes and guidelines referenced above.

(5) Attendance Notes (NEW FEATURE IN AERIES)

Create Attendance Note Codes for "Distance Learning Engagement Types" in your Attendance Notes area of Aeries (ATN.CD). Use the new "Quick Attendance Notes" feature to allow your teachers to easily indicate which daily engagement types a student performed each day in their classes. This feature was being released with the 8/28 update to Aeries.

TK-12 Teachers

Attendance notes area, if needed

(6) Instructional Minutes Certification (NEW FEATURE IN AERIES)

Teachers must certify each week, the daily instructional minutes for their class(es). They can do this by filling out a form similar to the recently released CDE Template for Daily Participation and Weekly Engagement (specifically, section D). Alternately, the school can use a new feature being developed for Aeries called Weekly Instructional Minutes Certification. This new feature will be released in early September.

TK-12 Teachers

Use this new feature when released by Aeries to certify weekly instructional minutes

(7) Electronic Attendance Accounting Certification

Any school wishing to store all the above information electronically and not have to print and have teacher physically sign a Daily Participation and Weekly Engagement Report can instead follow the standards detailed by the CDE for Electronic Attendance Accounting. Schools already certified for this must continue with their previously approved procedures. Schools not previously certified can comply with the guidelines and get a letter from their auditor attesting that the school will be following those procedures. Procedures for Aeries are also available.

TK-12

PUSD is certified for electronic attendance, complete steps 1-6

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.]

Teachers participated in 50 hours of professional development in June, 2020 to prepare for distance learning. This training was focused on the learning management system, Canvas. Additional time was provided in August at the following days/times:
August 17th- Optional Professional Development Day- Canvas
August 18th- Optional swap for 10/30, non student Professional Development day
August 19th- Districtwide training day- Canvas sessions
August 20th- Site meeting day

August 21st- Teacher work day

Additional professional development will be done through a Monday collaboration schedule where teachers meet virtually for one hour on rotating topics- site based needs, Canvas, grade level and subject collaboration.

Staff Roles and Responsibilities

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

Classified staff are shifting roles by being flexible with screening, cleaning, attendance, and being trained for overseeing small cohorts of classroom hubs.

Certificated staff are learning a new learning management system (Canvas) and all the features of teaching and learning related to distance learning and delivery of independent study.

Site administrators shifted from designing master schedules for traditional school to distance learning with small cohort hubs being on campus while endeavoring to learn and stay informed of all the new health and safety guidelines and looking for new and creative ways of engaging students and families.

District administrators are focused on also being visionaries, seeking possibilities and opportunities for reimagining education and engaging all stakeholders.

Governing Board trustees are spending countless hours in volunteer roles also trying to absorb all the intricacies of this short term delivery system seeking the opportunities for long term solutions.

All our staff have been engaged in learning the following: how to effectively work from home, honor the new state mandates, utilize Zoom for all meetings which were once in person, and new digital platforms.

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.]

These groups will be assisted with distance learning by prioritizing internet access, whether by bringing cohorts on campus or by providing equipment to improve or provide internet access in their homes. In addition, foster students and students experiencing homelessness will be supported by cross-agencies linkages created and facilitated by our foster/homeless youth liaison, including identifying students at risk. Ensuring food security through our food service department is also a priority for this subgroup. English learners will be provided with designated and integrated ELD support as part of their distance learning program, and will be prioritized for on-campus supplemental support when this can be done safely. Students with exceptional needs across the continuum of placements will be supported in distance learning by

special education teaching staff collaborating with general education staff on accommodations and modifications to the curriculum, including providing push in support during remote class meetings. Additional asynchronous learning supports, such as online spiraled curriculum and online targeted intervention programs will be provided for special education students. When safely possible, pupils with exceptional needs will be brought on campus in hubs to supplement distance learning, and to provide a venue for the provision of related services.

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

Description	Total Funds	Contributing
Device leases, TK-6 Chromebooks, 7-12 laptops	$215,000	Yes
Zoom licenses and peripheral equipment for staff to improve live remote instruction	$10,000	
Canvas Learning Management System, the first year is paid by CCEE grant, in the future, the cost will be $5 per ADA	$0	Yes
Distance learning supplies for staff (monitors, headsets, etc..)	$18,000	No
Instructional Coaches to support distance learning	$250,000	Yes
Distance Learning Professional Development One (1) additional days of professional learning to help prepare teachers to implement distance learning, August 17, 2020.	$51,000	Yes

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.]

Learning loss will be addressed through a multi tiered system of support.

Tier 1- all students will receive access to grade level teachers, including benchmark assessments (TK/K- ESGI, 1st-6th Renaissance Place, 7-12 Curriculum based assessments). Priority standards were developed by teams of grade level teachers last June to allow prioritization of standards to occur. Additionally, daily formative assessment occurs during live synchronous teaching as well as through feedback of asynchronous assignments. Tier 1 supports include: Use of Canvas as the Learning Management System, 2 required office hours per teacher, daily live instruction, use of priority standards,

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.]

Tier 2: Supports will be provided primarily through synchronous, small-group instruction that is targeted to identified student needs. Teachers will engage in ongoing assessment of learning loss and each student's learning needs. This will enable them to schedule small.group or individual sessions to provide additional support.   Tier 2 supports include push in and pull out support for students with an IEP and prioritization for on campus time for hubs. Site established intervention teams meet weekly to discuss needs, interventions and action plans for students.

Tier 3: Support at the Tier 3 level include referral and assessment for special education or referrals to outside agencies.

While the implementation of synchronous, small group and individual sessions will enable staff to deliver targeted supports to all students, these sessions will be of particular importance in addressing learning loss for English Learners, low-income students, foster youth, students with exceptional needs, and homeless youth. A range of staff including teachers, Principals, Student Service Coordinators, and Counselors, are regularly monitoring students' progress, identifying specific learning (and other) needs, and ensuring that students are referred to and receiving the appropriate supports. For students who have demonstrated learning loss, and in particular those who are most at risk for past and ongoing learning loss during school closures, these supports would include targeted small group and individual synchronous instruction. For students with disabilities, this might involve collaboration with additional staff such as instructional aides or others. For foster youth and homeless youth, this might involve collaboration with Homeless Youth Services or Foster Youth Services staff to coordinate services for the student and family. Expanded Learning (after school program) staff (GES and CRC) may also be involved to support any and all of the named student groups as they collaborate to support synchronous and asynchronous instruction during the school day at sites where their programs are present.

Strategies to address learning loss include the use of online resources and assessment, supplemented by in person service when safely possible. Identification of learning loss precedes intervention, and such intervention will follow the MTSS/RtI model, including the SST process. Accelerating learning progress for students includes providing robust online instruction and the adoption of a learning management system, Canvas. For English learners, low-income, foster youth, youth experiencing homelessness, these strategies differ primarily in terms of duration and intensity, with these groups of students being offered and provided with increased opportunities for on-campus learning when it can be safely offered. Additionally, students with disabilities are being enrolled in an online skills deficit assessment and remediation curriculum, Exact Path, designed to improve outcomes and accelerate learning. The monitoring portion allows for predictive growth projections, and instruction can be modified to ensure maximal growth.

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 provided to address learning loss will be measured by the ongoing assessments of student progress. At tge TK-6 level, this will include Math, Reading and Writing assessments administered in September, November, March and May. Based upon the results of assessments for students (individual and overall), teachers and school sites will be able to assess the impact of the small group and individual supports being provided. At the 7-12 level, grades will be used to monitor progress and reported at regular intervals, quarterly, semester and progress reports at the mid point of each quarter.

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

Description	Total Funds	Contributing
Classified staff for hub supervision	$500,000	Yes
Assessment software, Renaissance Place	$75,000	Yes
Interventions provided by certificated and classified staff	$125,000	Yes
Additional Independent Study options	$30,000	Yes
Opportunity Program hubs	$539,000	Yes

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.]

Attending to the social emotional well-being of our students will be a top priority as they return to school.
District and school staffs are committed to supporting students' social emotional wellness and offering resources to ensure students transition back to school smoothly. Support may include social emotional learning, building relationships, community building activities, and increased access to mental health/wellness services. Families and schools will need to work together to check how students are feeling and assess their individual needs to provide the support our students need during these challenging times.
A tiered approach will be used for social/emotional needs:
Tier 1: classroom based instruction for all students (morning meetings, Toolbox curriculum, morning meetings) through synchronous instruction.
Tier 2: referral to support team including Principal, Student Service Coordinator, Behavioral Specialist, and/or Counselor
Tier 3: referral to outside agency

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.]

A tiered approach will be used to identify pupils absent from distant learning and steps to reengage:
Tier 1: All students and between 90%-100% attendance rate as measured by attendance policies and data entry in Aeries, positive recognition and incentives as established by sites, attendance notifications through Parent Square in language of their choosing
Tier 2: between 80%-89.9 % attendance rate, as measured by attendance policies and data entry in Aeries, referral to Tier 2 team, parent contact, on campus participation in hub, referral to SARB as appropriate
Tier 3: below 80-% attendance rate, as measured by attendance policies and data entry in Aeries, referral to Tier 2/3 team, required on campus participation in hub, referral to SARB

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.]

PUSD/PCOE Child Nutrition Services will continue to follow the USDA School Meal Pattern for all grade levels as they pertain to the National School Lunch Program, School Breakfast Program or CACFP At-Risk After School Program as much as possible. There are Meal Pattern flexibility waivers in place for the school year of 20-21. PUSD/PCOE Child Nutrition Services is committed to doing our best to adhere to our regular practices and meal patterns to ensure students are receiving nutritious meals. Scenarios in which the meal pattern may not be able to be followed include but are not limited to; a break down in the supply chain, distribution issues, or no reasonable substitute for an item needed to complete the meal pattern. For the most part, USDA Meal Pattern was supported throughout the pandemic by PUSD/PCOE food service department and plans to continue these guidelines for the 20-21 school year.

Through December 31st 2020, the USDA has approved Summer Meals programs which allows anyone ages 1-18 years old to receive one breakfast and one lunch at no charge. This service will be available each calendared school day regardless of enrollment, in person or distance learning through the Seamless Summer Feeding Option.

PUSD/PCOE Child Nutrition Services will be offering meals in each community at distribution sites Monday-Friday 11:00am-12:30pm. At this time this service is available for site pick up of Grab n' Go Meals to anyone 1-18 years of age.

After December 31st, 2020 the USDA regulations may revert back to:

All enrolled students are eligible to receive one breakfast and one lunch at no charge each calendared school day regardless of in person or distance learning through the Community Eligibility Provision under the National School Lunch Program.

PUSD/PCOE Child Nutrition Services will be offering meals in each community at distribution sites Monday-Friday 11:00am-12:30pm. At this time this service is available for site pick up of Grab n' Go Meals to all enrolled students of PUSD, PCOE, Head Start, and Plumas Charter School.

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	Through an MHSA contract, School Services Coordinators and a Behavioral Health Specialist provide direct services.	$252,000	Yes

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
11.44%	$1,863,835

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.]

The District takes a two-pronged approach in considering first the needs of foster youth, English learners, and low-income students. The first prong is identification. Key staff are trained in the identification and proper enrollment coding for these groups, ensuring that the students are immediately connected with appropriate services or educational programming at the site level.

The second prong is provision of services. Once identified, a needs-assessment is conducted at the site level. Foster youth and low-income students are supported by priority access to Title I and other intervention services as determined by the needs assessment. A robust MTSS system at each site further refines the needs assessment as students progress through the curriculum. Social-emotional and behavioral supports are coordinated at the site level as part of the overall MTSS program through the use of Student Service Coordinators, classified staff trained to provide these supports in partnership with the local Behavioral Health Department.

English language learners are supported through designated and integrated ELD instruction, and are also given priority access to Title I and other intervention services. Community outreach in the form of DLAC and ELAC committees, in addition to public input for the LPAC, is also actively promoted by the District.

In addition, priority access to campus and internet access during school closures or reduced-capacity openings due to pandemic was offered to students with these designations. For students on distance-learning, the distribution of Wifi hotspots began with these subgroups. As limited-access learning hubs are formed, the district placed an emphasis on ensuring that these groups that traditionally struggle with access to learning were given the most support possible given the changing public health landscape.

These actions are effective in supporting Foster youth, English Language Learners, and low-income students, as measured by attendance, participation and enrollment, CDE dashboard data, as well as increased identification of Low-income students through the FRPM program.

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

Maintain and increase funding for county office foster/homeless youth liaison. The liaison works with other agencies to ensure a continuum of care for foster youth, as well as working with local public as was as non-profit, non-public agencies to ensure access to services, including nutrition, books and supplies, and technology needs, both at school or in the community.
For English learners, improve services by hiring a district wide EL teacher, with specific background and training in providing high levels of support for both English learners and other credentialed staff. Continue to use recently adopted designated El curriculum, source and acquire additional curriculum specifically designed for newcomers. Continue to assess with ELPAC and use the results to inform decisions about programming for individual students.
Through an MHSA contract, School Services Coordinators and a Behavioral Health Specialist provide direct services to Medi Cal eligible students.