

Learning Continuity and Attendance Plan Template (2020–21)

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Princeton Joint Unified School District	Korey Williams Superintendent / Principal	kwilliams@PJUSD.org 5304392261

General Information

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

The Princeton School Community has been affected in secondary and tertiary ways. The incidence of COVID19 illness within our community has been extremely limited so far. I would characterize this with an anecdotal statement that very few students actually know a person who was hospitalized or has lasting impact from the virus.

That being said, the financial impact of lost wages; the emotional impact of not being an active, in-person part of the community (such as school); and the learning losses due to spring closures; and the general stress of the world situation has been heavy on the community. Parents desperately want their children to learn and grow like all the children before them. Students are missing out on opportunities. It is the same everywhere and there appears to be no good answers to so many questions and problems.

Stakeholder Engagement

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

Our stakeholder input has been facilitated through online surveys (English and Spanish), invitations to submit ideas through a variety of communication channels (English and Spanish), mini-polls via Remind (English and Spanish), School Board meetings (special and scheduled), School Wellness Committee meetings, FFA meetings, staff meetings, and a town hall meeting via Zoom have all been used over the past six months. The vast majority were about reopening in-person and the topics changed to DL around July 17th. Our process has been extremely collaborative from the onset of COVID19 warnings through initial campus closure and throughout the summer.

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

We have utilized Zoom for all meetings. The public was able to participate via video or voice call. We are a very small community so we are able to hold community meetings without waiting rooms and other protocols. The early meetings were free of passwords. All meetings are publicized via website, bulletin boards, Remind App, etc...

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

Parents: a consistent position that the stopgap solution offered in the spring of 2020 would not be acceptable moving forward. Provide an opportunity for graduation that is as close to normal as possible.

Working Parents: Childcare or in-person classes were the highest priority.

Staff: Safe working conditions and compliance with laws was an issue followed closely with the freedom to go above and beyond in the name of the school to serve children

Teachers: Requested resources such as teaching tools and subscriptions to content and assessment software. There was some conversation about safely reopening and we have 20% of our teachers staying home one or more days a week while all teachers have 3 hours per day of flexible duty to allow them to establish evening office hours. These hours are to allow/encourage students and parents to contact them with questions.

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

Stakeholder input was very clear and adamant about holding in-person classes if at all possible. The second apparent priority was establishing a program that was as close to normal as possible including rigor and accountability (such as grades or standards based progress reports). Therefore, we intend to launch a learning pod program until we can reopen campuses.

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.]

We are pursuing small learning groups (learning pods). While that is being explored, we have a team of employees reaching out to every student to make sure they are included, have the appropriate materials, access to the internet, etc... Our plan is to be open as soon as the state leadership will allow.
 Actions taken prior to July 17th directive and will continue or resume when our county is off the watch list are listed in the next question. The vast majority are suggested practices or guidance from CDPH, CDE or CDC.

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

Description	Total Funds	Contributing
Evaluation and Diagnostic Tools for Teachers - This included software subscriptions, testing materials and a data aggregation service.	\$10,000	Yes
Curriculum and Resources - This includes texts, workbooks, one-time readers, student learning materials (such as pencils, markers, rulers, etc... to avoid multiple students sharing a single object).	\$10,000	Yes
Instructional tools - This includes computers, digitizers, webcams, misc software, microphones, mouse, document cameras and resources to improve digital media before publishing for student consumption.	\$25,000	Yes
PPE and Safety Equipment	\$8,000	Yes
Independent Study Curriculum	\$30,000	Yes

Description	Total Funds	Contributing
Student Devices including computers, Chromebooks, headphones and other interface hardware	\$30,000	Yes
Infrastructure to facilitate new devices and increased demand on networks	\$18,947	Yes
Hiring and Compensation of Learning Pod Supervisors	\$40,000	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.]

We are starting in a DL mode. We are running a schedule that will be consistent with live teachers every day at the same time coupled with teacher "office hours" spread throughout the day. The student are expected to participate during the live instruction but all sessions will be recorded to allow a student to access the days teaching later in the day.

We have distributed Chromebook and hotspots to all families who requested either type of device. We have also distributed various art & science materials, textbooks from many classes, and materials necessary to participate in learning. We also switched to online workbooks in some cases. Every student will be able to access the curriculum online. We held orientation meetings with all parents informing them of the various digital resources, login methods and a vast array of help available to them.

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.]

We are distributing Chromebook and hotspots to students who request or are in need. We will utilize our para-professionals, Dean of Students and Information Manager as IT support to insure that families with unique circumstances can access their education.

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.]

All Jr/Sr High classes are synchronous with live instruction. The teachers will be using group projects, quizzes, essays and other typical forms of assessments. Students who are not available during normal school hours will be able to meet with teachers in smaller (virtual) settings and in some cases will have assessments proctored by classroom aides in the evening.

Elementary students have daily, live hours with the teacher and the teachers will reach out to students/families to evaluate work done outside the live sessions.

According to state law, the teachers will be tracking the students work and live participation of each child. They will be making a judgement as to whether or not a given student has completed a similar amount of work as an average student would have in a traditional classroom.

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.]

Glenn County Office of Education, Educational Services Department, provided blended learning workshops to all teachers and classroom staff over the summer. Some teachers attended other PD opportunities through GCOE and other county offices over the summer as well. Our staff also has some very capable and technical teachers who helped their colleagues with technology and remote teaching practices. Our Dean of Students and Information Manager were able to assist with many platforms and technical issues as well.

GCOE will be offering ongoing course throughout the fall that will add to the foundation already built. Most of these courses will be specific to a tool or set of tools.

Staff Roles and Responsibilities

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

Our Homeless Liaison, classroom aides and Dean of Students' roles have all changed. All of these support personnel are constantly looking out for the well being of all students. The classroom aides have transitioned into tech support and one-one, remote tutors of students. Our Dean of Students spends most of his time supporting teachers and assisting parents with a wide variety of issues.

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.]

Our bi-lingual aide will now be calling home and supporting ELD students.
 Our Special Education classroom aides are now working remotely to connect with each student.
 Our Homeless Liaison is also assisting the food service department with distribution as it provides her with an opportunity to interact with students and monitor those on our 'radar'.
 All of the above roles provide tech support as well as tutoring and individual support.
 Our bus drivers are also custodial employees. These employees have repurposed the majority of driving hours to custodial hours.

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

Description	Total Funds	Contributing
Acquisition and Distribution of Hotspots	\$13,580	Yes
Acquisition and distribution of learning materials for remote student use (Pens, pencils, rulers, colored pencils, paper, etc..)	\$3,000	Yes
Hiring and compensating learning pod supervisors	\$40,000	Yes
Online assessment systems	Included in In-Person Costs	Yes
Acquisition of more Chromebook to minimize student sharing	Included in In-Person Costs	Yes
Purchasing online workbooks	Included in In-Person Costs	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.]

PJUSD will utilize the CAASPP options made available to us for this purpose as well as a variety of other systems including ESGI, Benchmark, Accelerated Reader, and more. The assessments will be utilized throughout this year and most likely continue onward. We are also implementing Multiple Measures to provide more frequent longitudinal data for each child

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.]

We hope to add more time for classroom aides to pull out and push into classes. Particularly in regard to students that are traditionally at high risk for school failure and not already supported by these same supports through the SPED program. We are also moving toward small class sizes which will help with learning as well as be compliant with CDPH guidelines

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.]

We are a small LEA. We will use Multiple Measures and assessment platforms to gather objective data and compare that to subjective data gathered by teachers and classroom aides.

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

Description	Total Funds	Contributing
Acquisition and implementation of assessment systems	Included in DL Expenses	Yes
Additional hours for para-professionals	Included in DL Expenses	Yes
Acquisition and implementation of Multiple Measures	Included in DL Expenses	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.]

Our staff has all been through “Mental Health for Adolescents” training in the fall of 2019. This foundation has been added onto throughout the past year. We hold monthly professional development meetings as well. The topics of some of these meetings have include the mental and emotional toll on the student, their families and the staff themselves. We are located about 45 minutes west of Paradise and about 90 minutes south of Redding. Both of these communities had catastrophic fires. One of our thirty staff members lost a home in the fire and many of us have personal friends who lost everything. Trauma was made real to the masses in this region. This spurred a great deal of local professional development about trauma informed practices and many of our staff attended. Our staff is very aware and we will be diving deeper into these topics in the near future.

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.]

We have modeled our intervention plan after the RTI pyramid.

Tier 1 will be the teachers as it is in RTI.

Tier 2 will be para-professionals, particular teachers and other staff with hours in their day dedicated to making contact and problem solving with the student/family. 25% of this tier is bi-lingual and less than 20% of our school is ELD.

Tier 3 will include our Dean of Students, School Psychologist, social/emotional counselor, and our Special Education Program Supervisor.

Tier 4 might include local social work agencies or programs, the superintendent, school resource officers, SARB personnel, etc...

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.]

We will be providing grab-and-go meals all year in accordance with current best practices and guidance. While in DL mode, we will be distributing meals at bus stops and the school cafeteria. When we are on campus, we will distribute from cafeterias twice daily.

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

Section	Description	Total Funds	Contributing
N/A	We could get more granular and I am probably forgetting actions that are already completed	NA	

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
15.94%	\$264,371

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.]

Fund expenditures and other supports will prioritize foster youth, homeless, low-income and EL students. We are distributing Chromebooks and hotspots. Many actions apply to all students.

Our aides and support staff and learning pod supervisors will be prioritizing these students in their efforts to reach out and assist students with remote learning.

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

We are a school wide program and therefore the actual expenditure apportionment requirement is met. In addition, our aides and support personnel will prioritize foster youth, English learners, and low-income students.