

Learning Continuity and Attendance Plan Template (2020–21)

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

Our single school within the Peninsula Union School District (PUSD) has responded to the changes required by the COVID-19 pandemic. COVID-19 has drastically changed the lives of our students, families, and staff. The unexpected closure of schools in March 2020 has impacted the physical, emotional, social, and educational needs of our students and has caused increased stress. Our school closure has impacted many students and families by challenging their ability to access basic services such as food, shelter, access to essential services and access to affordable internet.

Students and families have also been impacted by the physical separation from targeted supports and services that are typically provided in-person, including many services for Students with Disabilities, English Learners, and our Foster/Homeless Youth. COVID-19 has also led to increased isolation and disconnection due to the physical and social separation from the classroom, peers and school community. Curriculum pacing, traditional methods of instruction, and assessments of student learning have also been disrupted.

Compounding the stressors of COVID-19 is the current political and civil unrest experienced across our community and country as a result of persistent racial injustices. Although PUSD is not in the center of the California wildfires, we are impacted in areas such as air quality and concern for our neighboring counties and families to the South and East of us.

In this very uncertain time, PUSD has planned for multiple scenarios in the coming year. Based on the support of our local government and the status of the virus' spread within our county, we will be ready to educate our students whether that happens in a classroom or from a distance.

While school will look different in the 2020-2021 school year, the commitment of the teachers, leaders, and staff of PUSD remains steadfast as we all strive for 100%

student success. This requires that we work as a school community to adhere to all the processes put in place to minimize the risk of transmitting COVID-19. For those families who are not ready to return to our school buildings, we have high-quality instructional learning options to meet the needs of your student.

To continue to meet the needs of our community, this plan will be reviewed, adjusted and communicated in alignment with any changes due to COVID-19. We want all stakeholders to be confident that PUSD has the processes and procedures in place for a safe return to our buildings.

We will work hard to ensure student engagement and participation in our instructional programs and will develop a plan for family communication and outreach should a student appear to lack engagement and/or participation. We will continue to offer creative meal distribution opportunities for students wishing to participate in our meal service program.

Further, we have purchased additional supplemental curricula, software, supports and materials to assist students in the learning process.

Of the \$68,215 total funding, \$9,685 was spent in 19/20 leaving you with \$58,530 to spend in 20/21.

There has been ~\$9,700 spent in 20/21, below is the breakdown.

- \$125 on food supplies
- \$600 on food
- \$7,115 on supplies and materials for instruction
- \$1,800 on licenses.
- \$60 on other covid supplies (shower curtains)

This leaves PUSD with \$48,830 remaining.

Stakeholder Engagement

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

On May 18th, 2020 our parents attended a town hall meeting to discuss planning goals for the 2020-21 school year and provide input in how our district will continue to provide high quality education during the duration of the COVID-19 pandemic.

Additionally, we have sought input at each of our Board meetings regarding our learning plans as it relates to COVID-19.

We have facilitated regular “all staff meetings” where certificated and classified staff have had on-going opportunities to offer concerns and input, and we have hosted two staff Town Hall meetings.

Being a small rural school, serving approximately 24 families, we were able to speak with each family and student to discuss their individual needs and preferences during the pandemic. The needs of our students and families are centered in our LCP.

At this time we have no families who do not speak English.

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

All of these methods of communication have included open Google Meets, and Zoom meetings.

Our single school site, which also serves as our district office, has remained operational during the summer months allowing for parent/guardian questions and input to be shared. Additionally, our single site administrator, the Superintendent/Principal/Director of Student Support Services has been available via phone and email over the course of the summer and the lead up to the instructional year.

Since March 2020, several family and staff surveys have been administered and interpreted. Such surveys have focused on device needs, food needs, assessing concerns and more.

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

In general, families expressed appreciation for the efforts of our schools last spring in our response to COVID-19. Families have expressed that student safety is a high priority. Also, many families rely on our school for providing meals to students during the school year. Some families expressed concern around not having access to technology in their home, so we have implemented plans for 1:1 technology and hot spots for any families needing these resources.

Many students expressed a desire to play with their friends so we created several optional opportunities for students to engage with each other in play via zoom. We also created a Positive Behavior Intervention Plan that allows students to come onto campus for a small, physically distanced, mask wearing game experience if/when community health and safety metrics are met.

Our staff actively contributed to developing our plan over the summer through collaborating on program offerings and attending town hall staff meetings for providing feedback. Staff contributed to developing an outdoor education distance learning program that uses the new science standards, and a social studies/music integrated program.

We had a video conference town hall for families, but also made direct phone calls to include families in the planning process. All of our current families are english speaking, but we have a bilingual staff member available in case we get any spanish speaking families at a future time.

Overall, the feedback was consistent that health and safety is the top priority of every stakeholder group and, while we would all love to be at school together again, having a distance learning program that is mindful of the socio-economic needs of our families/student population is best until basic local health metrics are met. Each stakeholder group expressed their support of the dynamic, differentiated continuity of learning plan.

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

Our PUSD 3.0 Learning Continuity and Attendance Plan (LCP) will serve as guidance for students, staff, and families as distance learning is required. This plan will serve as a model for future full-closures or partial-closures as our local and global communities continue to deal with the implications of this pandemic. Our plan has taken into consideration all stakeholder input.

During this pandemic, our district has developed the following goals for our time with our students and families:

- To maintain essential services for students and families outlined by state and federal government,
- To increase the quality of instruction for students with teachers while in distance learning format,
- To maintain and improve communication and relationships between school staff and students/families,
- To ensure that students progress toward essential standards,
- To provide an appropriate and rigorous academic program with related supports,

- To support students, staff and families to develop a sense of connection with one another and the school,
- To increase the amount/quality of direct instruction all students receive,
- To ensure that all students have access to reliable technical devices and related service, and
- To ensure that upon in-person instruction, clear safety and physical distancing protocols will be in place and adhered to.

PUSD will work hard to ensure student engagement and participation in our instructional programs and will develop a plan for family communication and outreach should a student appear to lack engagement and/or participation. We will continue to offer creative meal distribution opportunities for students wishing to participate in our meal service program.

Further, we have purchased additional supplemental curricula and materials to assist students in the learning process.

Families, students and staff expressed concern about safety, meals, and access to technology. To address these needs, PUSD developed a survey for assessing who needs what and did direct phone calls to all of our student households (100% of our families have access to phones at this time and 100% of families are english speaking).

For addressing their safety concerns, our district developed a science based community health criteria including test positive rates, availability of testing, test turnaround times, contact tracing, partnership and communication with county health, community transmission rates and other metrics for assessing reopening safety.

We check out the chromebooks, iPads and Hot Spots based on the survey results of families within our district. All classroom teachers contacted each of their students prior to the first day of instruction to also assess what additional needs their students may have in order to actively participate in our distance learning program.

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.]

In person instructional offerings will be offered based on board approved science-based safety parameters. These are being updated as more information is available about COVID-19 and virus transmission risks. Here are the criteria as of 9/29/2020:

Peninsula Union School District
Health and Safety Standards for Reopening Classrooms
Last modified 9/24/2020

Due to the changing nature of science and circumstances during a pandemic, the District acknowledges the following standards will likely change/evolve over time and that decisions on reopening classrooms need to be made based on the best data driven, scientifically founded practices available to date. Based on the District's current understanding of COVID-19 and how it is transmitted, and in collaboration with a range of specialists (medical doctor, public health nurse, contact tracer, etc.), the following are the community health and safety metrics for making facilities reopening determinations while COVID-19 is still present in Humboldt County:

- a) Community transmission: zero cases remaining "under investigation" for over three days, and zero community transmission cases in the last 21 days.

Explanation: If there are community transmission cases, or cases left under investigation for 3 or more days, that is a strong indicator that the virus is actively moving through our community in untracked/unmanaged ways, posing an unreasonably high risk of infections were our district to reopen. Contact tracing is not effective if delayed by prolonged investigations. Robust testing with prompt and thorough contact tracing is the primary way to preventing school based infections.

- b) Testing: several testing criteria need to be in place in order to safely reopen. Specifically, at least 5-10% of our local population needs to be tested on a weekly basis. Also test results need to consistently be returned within 48 hours so that positive cases may be isolated before further spread. Additionally, our local percentage of tests returning as positive for COVID-19 needs to be under 3%. Testing needs to be readily available for all members of the community, regardless of perceptions of individual risk levels.

Explanation: These are standard. Availability of testing, use of testing, and promptness of results are among the base criteria for assessing the prevalence of COVID-19 in any

community. Test positive rates over 3% indicate many community members are carrying and spreading the virus without getting tested. The lower the test positive rate, the lower that likelihood. Over 3% indicates unsafe community conditions for reopening and indicate an immediate need in increased testing and contact tracing.

- c) Medical capacity: Our local medical capacity needs to be rated at a 1 (the so-called “new normal”) in order for schools to reopen. Hospital beds and available ventilators can rapidly go from available to impacted, as our country has seen in New York and other places.

Explanation: Due to the potential for rapid spread, and the risks of medical personnel becoming infected, medical capacity can quickly deteriorate, resulting in unnecessary and preventable loss of life. This is what happened in Italy and New York City in the Spring of 2020. Given our small, rural health care setting, the potential for rapid deterioration of medical infrastructure is increased.

- d) Lowering infection numbers in the region: Number of new infections decreasing over a three week period is a prerequisite to considering reopening, per the White House guidelines on Reopening America:
<https://www.whitehouse.gov/openingamerica/>

Explanation: When infection rates are rising, there is danger of rapid escalation of cases, which may overwhelm our local medical system and result in preventable death and harm to human life. Trends of increasing infection indicate increased caution is necessary. Decisions to reopen any public spaces are contraindicated when infection rates are on the rise.

- e) Partnership with County Health: The Humboldt County Health Department needs to be in active partnership with our school district in order for us to safely reopen. This partnership includes their providing prompt notification if a student, or a member of a student’s household or germ-bubble* tests positive for COVID-19 or is put under quarantine/self-isolation due to a potential exposure to a known infectious person.

Explanation: Recent studies confirm that COVID-19 spreads through aerosol sprays, thus everyone sharing a household is at risk when any member of the household may have been exposed to COVID-19. Since many infected individuals are asymptomatic, false negative test results are common, and the latency period for COVID-19 is several days to weeks (especially if test results are delayed in their return speed), it is essential

for school safety that students remain home if anyone in their household/germ-bubble has had close personal contact with someone who has COVID-19. Due to stigma, the need for child care, misunderstandings around the risks of COVID-19, and individual factors, relying on families to accurately assess risk and proactively communicate with schools about potential dangers is unrealistic. Triangulating public health communications through families and expecting families to self report risks to schools is unreasonable given the presence of complex social and political factors. Clear and direct communication with public health is essential so that crucial information is communicated promptly and accurately, thereby allowing schools to support students and families by promptly implementing safety precautions at the school level when specific risks are present.

* Germ-bubble refers to any person who a student has had close personal contact with in the past 3 weeks.

When community health and safety metrics allow, students who have experienced significant learning loss due to school closures and/or those who are of greater risk of experiencing learning loss will be considered for 1:1 and/or small group in person instructional sessions on campus. Learning loss is measured by ongoing assessments, implemented by GE teachers and SPED teachers.

The district has purchased outdoor weather protection equipment for when outdoor in person learning is adequately safe to resume. Based on the community health metrics regarding test-positive rates for COVID-19, the number of new cases per 100,000 residents, the prevalence of community transmission cases and other science based criteria, PUSD is prepared to resume on campus learning using an incremental process for expanding programming, beginning with individual learning sessions, and moving towards small group, and then larger group sessions on campus, outdoors as weather permits. Once further health metrics are met, ensuring adequate safety parameters, small group indoor instruction may resume. This gradual process is designed to support our highest needs learners, whether they be SPED students, ELL students, Foster youth or other students showing substantial learning loss. It is also an opportunity for students to gradually reintegrate onto campus while learning the new safety protocols, including over 6 feet of physical distance, mask wearing, and frequent handwashing.

All students receiving specialized services will continue to receive appropriate support in accordance with their individual learning plan. The general education programming is

being offered in 7-9 week increments of Distance Learning, with the potential for a transition towards on campus learning mid session if health metrics allow.

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.]

Distance learning, referred to as distance education, e-learning, and online learning, is a form of education in which the main elements include physical separation of teachers and students during instruction. Distance learning models use various technologies and methods to facilitate student-teacher and student-student communication. Commonly, there are four primary characteristics of distance learning.

First, distance learning is by definition, carried out through schools; it is not self-study or nonacademic learning.

Second, physical separation is assumed in distance learning. Accessibility and convenience are important advantages of this mode of education. Well-designed programs can also bridge intellectual, cultural, and social differences between students.

Third, distance learning connects students within a classroom to other students and the teacher. Interaction is essential to distance education, as it is to any education. The connections of learners, teachers, and instructional resources become less dependent on physical proximity as communication systems become better developed and widely available.

Finally, distance learning, like any education, establishes a learning group, which is composed of students, a teacher, and instructional resources—i.e., the books, audio, video, and graphic displays that allow the student to access the content of instruction. Social networking on the internet can promote the idea of social connection. In a distance learning setting, such networking can enable students connections with each other and thereby reduce their sense of isolation.

Elementary and Secondary Emergency Relief funds, Governor's Emergency Education Relief funds, Coronavirus Relief funds, and Proposition 98 funds are being used, each in accordance with their guidelines and parameters, to support school safety and student learning. Primarily, they are being used to purchase instructional materials and online memberships that will support student learning at home. Our plan, as created collaboratively with all stakeholders, is to continue supporting students and their families through providing technology for home use, and providing access to a range of curriculum including hands on activity based programs and online digital platform access.

COVID-19 Responsive Distance Learning

PUSD will offer distance learning for students in 8 week increments until such time as it is deemed safe to return to face-to-face instruction. Those decisions will be in part guided by local information from Humboldt County Department of Public Health, as well as the PUSD Superintendent, and School Board's assessment of whether the prerequisite health standards have been met locally in order to reopen facilities to students safely. The Distance Learning program includes a broad range of study and is transferable to on campus learning if said environment is deemed safe enough for the program to shift modalities. The program will maintain continuity in programming if it is transferred to an on campus learning delivery system so that the transition back to distance learning, in the event that is necessary, will be smooth and without educational interruption even as the model of delivery changes.

Our school was already using a range of online curriculum resources prior to the pandemic, such as Moby Max, ALEKS, Prodigy, Social Studies Weekly, Discovery, and more. Our other curriculum is easily accessible through in person or distance learning modalities so providing comprehensive curricular access has not been a challenge.

All of our distance learning programs have been designed using a Universal Design for Learning model, differentiating them so that all students, including those with disabilities, are able to meaningfully access and participate in learning activities. For example, written assignments can be turned in through an audio file for students for whom that modification is appropriate per their IEPs.

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.]

PUSD received a grant during the 2018-19 school year that allowed us to obtain 1:1 technology, using chromebooks and iPads. Since then, we have been able to acquire additional Chromebooks to replace any that have been damaged or lost through grant funds and donations. PUSD purchased plenty of Hot Spots in March, 2020 when the initial shutdown occurred to ensure internet access for any student households requesting assistance. We check out the chromebooks, iPads and Hot Spots based on the survey results of families within our district. Device distribution occurred in August, with ongoing opportunities for families moving into our district mid school year. Additional distribution days will be added to the schedule as needed. Also, we have a tech team of staff at our school who assist families who are struggling with access. All classroom teachers contacted each of their students prior to the first day of instruction to also assess what additional needs their students may have in order to actively participate in our distance learning program.

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.]

PUSD will track daily attendance and engagement through our online tracking database. We will outreach to any student households where a student misses 2 or more days/40% of the days in a week or who are not meeting their instructional minutes through work completion and synchronous class time sessions. We adhere to the state's instructional minutes requirements and will continue to evaluate the robustness of our instructional program as we move forward, rolling out programming.

For each grade level, a daily schedule has been created to account for daily instructional minutes. There are both synchronous and asynchronous opportunities for participation. Asynchronous learning activities are provided instructional minutes values to account for a full learning week.

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.]

PUSD is committed to providing all staff with the training and support necessary to be able to deliver a high quality distance learning program for each of our students. This includes training in new software such Zoom, Google classroom, and other systems. Teachers have also been provided with the opportunity to participate in a range of

professional development sessions, focusing on the use of technology, and how to engage students during distance learning. We have offered several such trainings and will continue to provide related support.

PUSD has a designated instructional coach who supports teachers with a variety of student centered strategies. This includes but is not limited to: technology integration and support, goal development, facilitating empathy interviews, and more.

Teachers and staff will receive on-going training and support while we are in the distance learning format. These will include a focus on how to integrate Trauma informed practices and Positive Behavioral Intervention Supports into a distance learning framework.

All teachers and staff will have completed the mandated training required by the State of California by September 30, 2020.

Staff Roles and Responsibilities

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

Administration:

- Ensure adherence to all COVID-19 protocols
- Work with local Public Health to develop appropriate in-person COVID-19 protocols
- Monitor quality of distance learning implementation
- Collaborate with neighboring school districts to ensure as much program alignment as possible
- Stay up to date regarding COVID-19 updates

Teachers:

- Develop high quality distance learning lessons for your students
- Provide accommodations and supports to students with individualized needs
- Provide daily synchronous and asynchronous lessons, practice and assignments
- Provide instructional resources and supplies your students need to progress
- Hold regular “office hours” to connect and support your students and families
- Communicate a minimum of one time every three weeks with families regarding student engagement and progress

- Engage in Professional Development (PD) intended to support distance learning
- Attend district and site meetings, monitor district and site communications regarding school closures, distance learning, and continuing support of students

Staff:

- Work with site admin to determine the specific nature of your assignment
- Most Instructional Aides will serve as the support for an assigned cadre of students
- Some classified staff will be asked to work outside of their classification per negotiated agreement
- Staff will be expected to participate in all assigned professional development activities

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.]

Students with Individualized Education Plans (IEP) or 504 Accommodation Plans will be provided additional support by their Case Carriers or 504 Coordinators. Case Carriers and 504 Coordinators will communicate with families directly to determine needed support for all students to access their education and make progress toward their goals. Case Carriers and 504 Coordinators will work with General Education Teachers to ensure that all students have access to the General Education Curriculum.

Students will be provided individualized work and will be given assignment options that meet their individual needs, as discussed and agreed upon by the IEP team during amendment IEP meetings related to COVID-19 school closures. All school programs have been developed using a Universal Design for Learning model, allowing for the use of embedded differentiation supports throughout the course content.

PUSD has recently assigned one of our office team to the role of Foster Youth/Homeless Liaison. This individual will case manage students with this designation to ensure their unique needs are met.

PUSD contracts with Humboldt County Office of Education for the participation of a qualified English Learner credentialed teacher who works with classroom teachers to

ensure our 1 EL student's needs are being appropriately supported as well as conducting necessary testing/assessments for our EL student. We also have a bilingual staff member and access to other translators who are able to communicate with families in Spanish if necessary. At this time, we do not have any households where the adults do not speak English. All of our course work included an ELD component, with integrated supports that are accessible to all students, including our one ELL student.

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.]

PUSD is prepared to assess all students to determine their current ELA and math proficiency. Depending on the results, students will be grouped into small learning groups where the assigned teacher and instructional aide will offer targeted instruction via synchronous and asynchronous options within our distance learning model. PUSD will consider providing on-site instruction for students with specific needs as the team finds appropriate and as safety metrics allow for it. These services would likely be delivered outdoors in open air classroom spaces within a 1:1 setting or very small group setting following appropriate distance learning protocols.

We will use up to \$20,000 of our \$68,215 funds to purchase additional online programs for students who are identified as needing additional resources and support through our ongoing assessment process and will use funds to provide those on an as needed basis.

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.]

Our formative assessment results will allow us to appropriately group and differentiate for all levels of learners. Additionally, we are determining the essential English

Language Arts, English Language Development and math standards for each grade level and will primarily focus on those essential standards. Our small class sizes of approximately 10 students per classroom allow for a highly personalised learning environment for students. We will also use summative assessments as needed to monitor pupil progress. These assessments will occur within our trimester school calendar.

PUSD has access to several online learning platforms. These programs will offer significant supplemental supports in the areas of guided practice, assignments and assessments. We will develop a comprehensive student engagement/participation protocol and will implement intervention strategies for those who are not participating at an appropriate level. This will include offering specific social/emotional support and family communication.

All students receiving specialized services will continue to receive appropriate supports in accordance with their plan. Progress on goals will be regularly assessed and plan modifications will be made accordingly.

Further, when we return to on-site instruction, we will work with our Expanded learning (after school) Program, to offer related interventions and support after school hours in order to address any learning loss needs.

PUSD is partnering with Humboldt County Office of Education Foster/Homeless Division and the Manila Family Resource Center to ensure that students and families have appropriate out of school support as appropriate.

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.]

In partnership with our teachers, PUSD will conduct routine benchmark assessments to determine student proficiency in ELA and mathematics over the course of the year and will modify the instruction appropriately. The results of such benchmark assessments will help us to determine if our instructional methods are effective at addressing learning loss. We will collaborate in grade level teams to further identify learning loss strategies over the course of the year and will modify and differentiate accordingly.

Our english learner will be monitored through ongoing formative assessments. Since nearly 100% of our student body qualify as low income, our low income student supports are fully integrated into our programs. We have integrated supports and

resources available to all students since virtually none of our student body do not meet the criteria for english language learners, low income, foster youth, SPED, or students experiencing homelessness. We have a resource binder for connecting families with community resources, a clothing closet for students to access, a door to door food and household supplies delivery system for supporting our students and households during the pandemic, and multiple methods of communication available for families to access these supports so that basic needs are being met, thereby increasing the student/families capacity for accessing learning resources. We provide 100% of necessary school supplies, including paper and pencils, as well as art supplies, science equipment, recreational reading materials, hot spots, computers, and instructional materials.

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.]

PUSD is currently participating in a grant opportunity that focuses on the Mental Health and Social and Emotional Well-Being for all students in the district, namely, the Humboldt Bridges to Success Program. We also partner with a local social worker who focuses on school based programs to support our staff around secondary trauma and resilience building. We have an MTSS coordinator within our district and three tier behavioral and social/emotional interventions. Our administration advocates for policy revisions and/or changes related to intra- and inter-agency referral protocols, and procedures related to Universal Screening.

The district offers ongoing professional development for all staff focusing on “Youth Mental Health First Aid”, and “Equity and Inclusion” training during the 2020-21 school year.

The district will continue to work with outside agencies (such as the Humboldt Bridges to Success program) to provide and increase SBMH services. We will analyze and refine district-wide mental health referral protocols to track referrals to school- and/or community-based services. PUSD will analyze and refine the post referral process, following up with district personnel as well as outside agencies to ensure students

receive mental health or related services after referrals. PUSD will work towards formalizing a partnership with Two Feathers Native American Family Services, Humboldt Open Door Clinic, and will continue to work in partnerships with Humboldt/Del Norte SELPA, and Humboldt Bridges to Success Program. PUSD will continue to investigate potential funding opportunities to sustain such services.

We have daily contact with all of the students, and monitor mental health indicators through those interactions. Concerns are brought to our designated mental health staff members who respond with resources according to needs. Students demonstrating ongoing mental health challenges will be monitored on an ongoing basis so that supports can be adapted as needed.

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.]

PUSD strongly believes in the critical importance of consistent attendance and engagement in school. This is true regardless of what school looks like as we return this fall. We want our students to be engaged: interacting, thinking and connecting. Our LCP takes into account all of the recommendations and guidance from federal, state and county Public Health and Education Offices. COVID-19 has presented new challenges in regards to attendance and engagement monitoring. As a result of our learnings from this past spring, along with borrowings from the Sacramento City unified School District processes, PUSD will define student engagement through their live connections with teachers during the school day, and their participation in their educational programming through synchronous and asynchronous course work completion and participation. These will be monitored for every student weekly so that obstacles to access can be identified and addressed promptly as they happen. If any student does not complete the minimum basic course work for the week, or does not meet the State threshold for daily attendance, they will get a phone call or email from the teacher to discuss reengagement strategies. If there are repeated instances of not attending or completing work, a formal meeting will be held to collaborate on solutions to any barriers that are occurring. If the results of that meeting do not include meeting the attendance and

participation requirements, the family will be referred to our local Student Attendance Review Board for further action. All communications will be available in a language accessible to the student's guardians, whether that language be english or another language that is spoken in their home. Also, for families who have limited literacy, we will read any needed correspondence if necessary so that all families are able to access communications from the school.

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.]

The district operates Community Eligibility Provision (CEP) where all students have access to school meals at no cost. Our meals programs continue to run throughout the pandemic. We offer a door to door delivery program for our students who live within district boundaries and offer food pick up from the parking lot for students who attend our school but live outside of our district. Given the small number of students our district serves (currently around 32), our food program has been able to run continuously using our school van to complete daily delivery runs. All meals meet the requirements of the USDA school meal programs.

Meals for in-person instruction will be served in the classrooms or outdoors on campus for students in germ cohorts if and when school facilities reopen. Staff will use carts with transport bags to deliver hot and cold meals to each classroom or cohort. Staff will count meals by name using a student roster. Names will be entered into the POS system daily at the end of each service.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

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.]

There are several actions that are contributing to the increased/improved requirement that are being implemented across PUSD. Some of these actions already exist within the previous Local Control and Accountability Plan (LCAP) whereas some are unique to the school closure/distance learning context. Two actions related to device and connectivity access are being applied across the entire district, but are primarily intended to provide access for low-income students who may not have full access at home. The district is distributing chromebooks and iPads to any student in need and will attempt to make hotspots available to some students on a case by case basis.

Specific outreach is being facilitated by case carriers, classroom teachers, administration as well as other staff.

Recent coaching and trainings have been focused in a number of areas that are specifically targeted at supporting the needs of unduplicated students. We are working on the roll-out of Universal Design for Learning (UDL) practices. UDL, while supporting all students, is primarily intended to benefit those students who need additional support to access content, engage in the learning process, and express their thinking. Our instructional coach and MTSS coordinator are key leaders in this effort. Students who are historically less likely to self-advocate or have advocates at home, will have increased access to social emotional supports and access to school based supports such as short-term counseling, and friendship groups through the intern social worker our campus is hosting this year.

Teacher Collaboration is a critical component to our distance learning plan. This time is intended primarily for staff to engage in collaborative review of data, student work, and planning instruction that best meets the needs of students who continue to demonstrate inequitable outcomes in our schools and district. This includes English Learners, Foster Youth, Homeless Youth, Students with Disabilities, and other student groups. As distance learning and school closures continue, this collaboration time has become even more critical as a resource for teachers to improve their individual and collective capacity to address inequitable outcomes remotely via synchronous and asynchronous modes of instruction. As discussed in this plan, focus areas for the year will include Universal Design for Learning (UDL), Designated and Integrated ELD, Multi-Tiered Systems of Support, and formatively assessing student needs so that targeted small groups and 1 on 1 synchronous instruction can be used most effectively. All of these focus areas are specifically aimed at (1) addressing learning loss and (2) accelerating growth for students demonstrating the most need.

The goals for foster youth, English Learners, and low-income students are to ensure that all students have basic needs met so they are available for learning. We meet

these needs through networking families with resources, providing basic support and services to the maximum degree allowed, and maintaining strong relationships with families so resourcing occurs promptly, allowing all students to access their education without hindrance. Since around 100% of our student body falls under at least one of these categories, supports are integrated throughout our programming and readily available for all students to access as needed.