

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
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General Information

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

When COVID-19 hit our area of the county last spring, it was a scramble and confusing time. The educational process was immediately changed, and the staff and students were thrown into a cyclone of "what do we do now?" We held limited information and were expected to produce maximum results with extremely limited resources. We continued to receive information regarding the pandemic which seemed to be contradiction at times, and yet we needed to guide the educational journey through the personal needs of our students, their families and the community. The immediate nature of distance learning was driven by necessity and practical ease of delivery for our students, most of who had no immediate connectable to the internet at home. Economics played big part in this lack of connection for students and families. We relied on what we had available to us, and what we at the school felt would level the playing field for all concerned. Communication was as electronic as it could be, however most of the work being distributed and processed was pencil and paper packets, and curriculum, designed for at home use. We had students whose economically stretched families were now unemployed, standards of health were now in place that created avenues of need for our community, and of course the meal distribution system had to be implemented to a population of students and families with limited resources and needs. Impacts ran the gauntlet of administrative, physical, technological and emotional. Students of course feel all these stressors in the home, and have their own to deal with tied to immobility and isolation. Distance learning was successful for some and a struggle for others.

All this called for rapid changes by staff to identify and overcome obstacles to the educational process and the ability to learn about underused capabilities in the Google Class Suite of services. Physical changes in the cafeteria occurred due to the loss of daily student participation in meal preparation, as well as the necessity of preparing foods that could last for several days while still meeting nutritional guidelines. The auditorium was transformed into an expanded meal prep area and storage area. All these changes created stress for staff as well as students, and were compounded with anxiety about not knowing the extent or duration the epidemic would take, the health safety of their families, and whether or not the long term impacts would jeopardize their employment contracts. Administration had to set aside work that was done on the LCAP and Annual update, and begin all over with new grant applications and reports, keep on top of ever-changing CDC and State criteria, communication with staff and parents, figure out several options for graduation ceremonies and re-opening plans and more.

Stakeholder Engagement

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

The students were asked to write about the impacts of Covif-19 on themselves and their families. A survey was administered to students and their families on the first day of the new semester to determine distance learning technological capabilities. The site council from last year was brought together to discuss and review the LCAP. The staff (certificated and classified) met and discussed how things went last spring, and to collaborate on an opening plan for this fall. The Draft LCAP was sent home to all parents for review and comment, and posted on our website prior to the September hearing.

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

Due to the inability for groups to meet in person, we have tried our hand at the zoom forum, (with limited success), survey type questionnaires, and of course phone solicitation of families and community.

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

There are varied responses to the affect that the COVID-19 pandemic has had on the students, families and community. The one agreeable aspect of response is that the way we live life has changed dramatically. The economic deficits vary from family to family, however the community has suffered, in many ways. Mostly due to the psychological aspects of the virus and the effects that it can have on the community health. It seems that the contradictory information that seemingly changes daily, creates pockets of doubt, unknowns, insecurity and anxiety in many forms. There are continued levels of need being demonstrated throughout our community, but the biggest deterrent is the inability to come to agreement on processes. Everyone has their own interpretation/thoughts/ideas about how and what should be done in any circumstance. Even in the educational realm, different districts have responded to the educational need differently depending on their school and district community needs, wants and abilities. Many of our staff feel a lack of support from the State - conflicting or ambiguous policies. promises no kept. Teachers remarked on the inability of some students with internet to not get dropped during a zoom class or google meet. They fear it will hamper learning and exacerbate gaps. Entire staff is working extra time to keep all things going, all reports filled out, revising attendance in the evenings or on the weekends, and performing tasks not normally part of their job. A response to these comments was drafted as a cover memo for the Board of Directors Special Meeting of September 23, 2020, where the learning Continuity and Attendance Plan was adopted as amended.

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

The responses have lead to staff viably working to enhance the distribution of education to our students and families. The research and development of online resources, programs and redesigning courses to fit the need for in-person and distance learning modalities has been implemented and put into practice. More work is needed to obtain WiFi boosts/ internet access for all students so they don't get dropped during a class, can stream instructional content, and generally communicate with staff. It is an ever changing dynamic and continues to grow

and evolve with the daily use and systemic learning that is going on at the school. In put at the Site Council meeting regarding learning loss for students with disabilities resulted in suggestions for reading trackers, manipulatives, and items to assist with focus and stress management in order to avert learning gaps. These changes are reflected in the amended plan that was adopted on September 23, 2020.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

The school opened on-site on the scheduled first day of class. The opening plan was implemented and procedures are going according to plan with minimal need for modification. The opening plan included sanitization (over the summer and on-going daily routines) instruction in health guards (masks, fevers, etc.) and included the School Nurse speaking to the students and staff on opening day. The School Nurse is scheduled to meet with each student individually to identify related needs for extended medical (social/emotional) care. Lunch times are staggered and rotated to allow for social distancing in line. Meals are prepackaged and handed to the students (no more open salad bar or milk case.) Everything is handed to them by gloved and masked servers. Doors are locked except for school start, lunch and school dismissal. Hand Sanitizers are in every room. One way traffic flow has been established throughout the school. See our opening plan for more details.

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

Description	Total Funds	Contributing
Administer diagnostic assessments in English and Math upon students' reentry into school. Provide 2-week review of Spanish I prior to beginning Spanish II instruction. Low income and homeless students are less likely to have support at home that can assist in doing school work.	0.0	Yes
Administer interim assessments frequently in first grading period to measure gaps and improvement.	0.0	Yes
Provide frequent support to parents and guardians regarding how assessments work and where their child is in terms of progress utilizing Google Class, Power School, e-mail, phone	0.0	Yes

Description	Total Funds	Contributing
and mail, and when appropriate, with one-on-one appointments. To even the platform for low income parents.		
Insure parents and guardians have training needed to use computerized methods of communication mentioned above, and monitor their access to the on-line information.	0.0	Yes
Design support systems for students who need additional help to thrive especially homeless, foster and low income students.	0.0	Yes
Notify all students and parents/guardians weekly when student receives a grade of "D" or "F" in any class and follow up with communication in the form the parent/guardian requests (phone, e-mail, etc.) to increase the chances of low income, homeless and foster youth to graduate.	0.0	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.]

Distance learning is available for all students who elect to learn this way. The Superintendent/Principal and Counselor/Support teacher met with each distance learner and a contract was signed with each outlining the requirements for work and participation. Daily contact is required, and peer contact is enabled through zoom classes and email. Google Class is used to make and receive assignments, and Zoom sessions are used to augment learning. Attendance for each is recorded. All students have been assigned a Chromebook for the year. All core curriculum textbooks are utilizing their digital counterparts to assure each student is learning the same information.

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.]

Families have been surveyed to determine ability of student access to devices and internet access. Hot spots are being assigned to students with weak or no internet reception. Chrome Books have been assigned to each student, which are to go home with them and come back with them to school each day. Access will be monitored by the certificated staff to determine if access to assignments has occurred. Also, communication and assignment submission via Google Class and e-mail is readily determined.

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.]

A spreadsheet is utilized by each teacher to confirm synchronous and asynchronous instructional minutes, general communication and work progress. Zoom classes show each student that is logged on. Google Class issues and receives assignments. Daily participation may include evidence of participation in online activities, completion of regular assignments and projects, and contacts between employees of the local educational agency and pupils or parents or guardians.

Teachers have calibrated time value for assignments. They have shared ideas among each other via in-service days.

The Distance Learning contracts clearly define what constitutes daily attendance and this was discussed with both the student and the parent. Staff discussed this collaboratively at the first staff meeting day. To further support the process, the district will:

- Determine processes and provide training for certificated personnel to monitor and interact with students regularly and synchronously. Log interactions into Power School, Google Classroom and a log of our own design.
- Consider having teachers work together to determine attendance reporting when they share students (i.e. one teacher per content) for defined blocks of time.
- Have teachers make contact with ALL pupils daily (see first bullet) and take attendance by a specified time.

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.]

The school has obtained, and will continue to obtain, technology determined to be necessary so that each class can be zoomed and lessons and lectures can be filmed and posted. This includes laptops with cameras, cameras and cables, etc. The school technology coordinator will work with teachers to provide professional development where needed and to acquire the items necessary for them to successfully instruct and communicate with all in-class and distance learners. To insure adequate support is provided throughout the year, the District will:

- Survey staff and assess students academically and socially/emotionally before designing training opportunities and investing in resources.

- Review access and usage of Google Classroom and assessment management systems, asynchronous professional learning offerings, and communication tools to determine potential areas of need for professional development.

Staff Roles and Responsibilities

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

Staff has been instructed in covid-19 policies for a healthy school setting, such as social distance, hand sanitizing, and face mask requirements as well as assessing whether or not students appear to be symptomatic. They are constantly holding vigil with these concerns in mind, and monitor student progress from one classroom to another to insure rules are observed. Staff are creating video lessons for their students. They are re-designing their lesson plans to fit current requirements, and trying to include credible news about Covid-19 in a way that is empowering or uplifting. They are also expanding their availability for communication with students and their families. Creating meals required over 100 extra hours for the Cafeteria Coordinator. Several teachers and administrators have delivered meals to students. The District will continue to assess needs throughout the year by surveying teachers individually and by discussing collaboratively the changing landscape as certain programs have success or are not meeting expectations. Teachers feel their focus is split 3-ways between Synchronous distance learners and in-person students and asynchronous distance learners. They are also working way into the evening and weekends responding to e-mail questions, clarifying instructional matter and accepting and reviewing work, all affecting attendance reporting.

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.]

The school has no English Learners, but provides support to several students with IEP's or 504 plans. These students will be given additional one-on-one time via individual appointments with the Resource Specialist in a sanitary setting as needed. The Resource Specialist will document any additional instructional sessions given to mitigate learning loss or to overcome challenges exacerbated by Covid-19. The Resource Specialist is also the homeless Liaison for our school and will reach out to the administration and other resources to meet the needs a homeless student is facing, whether academic, emotional or other. The resource teacher will hold regular discussions with the parent of a special needs student and offer training and resources including social and emotional support necessary to enable success.

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

Description	Total Funds	Contributing
Obtain additional Chrome Books, hot spots, carry cases to ensure all students (low income, homeless) have devices on which to do electronic format learning	15,000	Yes
Obtain laptops and desktop computers with cameras/microphones for teachers to enable electronic format/zoom and google meet	20,000	No

Description	Total Funds	Contributing
Provide technical support for teachers	0.0	No
Provide technical support for parents/guardians	0.0	Yes
Design a Back to School night that is virtual and informational. Use that template for various parent meetings throughout the year.	0.0	No
Expand Google Class capabilities	0.0	No

Pupil Learning Loss

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

Each class is beginning with an assessment of knowledge. Teachers will collaboratively develop protocols to analyze results and determine appropriate next steps to address areas of pupil learning loss, and modify the plan per individual needs.

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.]

- Administer a diagnostic screening tool prior to September 1.
- Collaboratively develop protocols for teachers to analyze results and determine appropriate next steps to address areas of pupil learning loss.
- Implement formative practices (exit tickets, student work, and student discussions) during instruction.

- Use continuous “minute-by-minute” formative assessment that informs the teacher about student progress as well as their own instructional delivery and informs the students about their own learning progress building their disciplinary identity and flexibility.
- Employ targeted checks for very specific subject and grade-level instructional purposes.
- Focus on the depth of instruction, not on the pace. Avoid the temptation to rush to cover all of the ‘gaps’ in learning from the last school year.
- Provide actionable-feedback that encourages students to reflect on their learning and encourages them to continue learning.
- Develop and administer performance assessments that unveil students problem-solving and sense-making.
- Utilize portfolio-based assessments that describe students’ learning progress over time with student work.
- Initiate student-led parent teacher conferences that encourage students to prepare presentations about their learning goals, and reflect on their learning progress.
- Administrators can collect data by conducting classroom walk-throughs. This can be done in-person and virtually by gathering teachers’ synchronous classroom log-in information and logging in to virtual synchronous instruction and asynchronous logs and portfolios.
- Data can also be collected through in-person or virtual student focus groups, individual student interviews, teacher and parent interviews.

ELA/Literacy:

- Measure fluency with grade-level text to monitor progress periodically and provide additional supports.
- Utilize instructional aides in online instruction to join in instruction and help smaller groups of students who need support.

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.]

When services and supports are collaboratively selected, determine which metrics are feasible and viable. Determine methods to collect and record data via remote access. Verify that data is recorded by student demographic factors so data can be analyzed to illuminate any gaps in access, opportunity, or achievement, particularly for Homeless, English Learner (if we have any,) low income, and racial/ethnic categories.

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

Description	Total Funds	Contributing
Train relevant staff in data entry, data collection, and data analysis to allow for collection and analysis of income, race, ELA, Foster, Homeless.	500.00	Yes
Schedule opportunities to review results of data analysis and discuss how to respond to effectiveness data. Communicate frequently about the trends and how the information will be used.	500.00	Yes

Description	Total Funds	Contributing
Provide manipulatives and deices to assist with focus issues, stress management and reading gaps.	300.00	Yes
Obtain hardware (hot spots etc) to insure teacher and student connectivity is robust enough to stream, participate in Zoom and Google Meet without being dropped.	6000.00	Yes
Compensate for additional time and energy spent by staff to cope with heavier workload, design and assess new routines, and handle increased stress.	60,000.00	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.]

Additional time has again been contracted with the Behavior Therapist so he can reach out to each student and staff member - on-campus and distance learners alike, to track social-emotional health and provide support as needed. Additional time has also been contracted with the school nurse, so she will be on campus more often and able to meet with all students. They have begun scheduling their first round of private interviews. The Nurse will then acquire interventions or additional services as needed. The District will provide the following guidelines and opportunities for students in order to ensure mental health objectives are identified and fulfilled as much as possible:

1. Work with district staff (e.g. Personnel, Risk Management) to determine the best method to respond to needs.
2. Utilize the Behavioral Therapist as a student mental health screener (Adverse Childhood Experiences - ACE; Whole Person Health Screener, RUHS; CoVitality). Based on screener results, offer mental and general health services.
3. Consider specific needs of diverse students when designing interventions (students with exceptional needs).
4. Conduct student circles (in-person or virtually) to facilitate student expression of impact. Document identified needs and initiate services as determined. Reassess needs over time to determine impact of services.
5. Consider differentiated resources for students with exceptional needs to address trauma and other impacts.

6. Facilitate student and family connections with no-cost community resources since many families have suffered losses of employment and medical benefits. Document available resources and log services in SIS.
7. Providing training to staff on how to identify the difference between normal levels of stress, chronic stress, trauma, PTSD, anxiety and other effective issues to determine appropriate tiered interventions.
8. Use Behavioral Therapist as an anxiety/depression/ behavioral screener to measure the level of emotional and behavioral impact on students' daily functioning (i.e. coping skills) due to fact that currently available trauma and PTSD checklists/rating scales (i.e. ACES) may not take into consideration the chronic life stressors experienced by students and families during this current global crisis (multiple losses - job, family death, livelihood, home).
9. Consider differences that might exist between what a student experiences during the pandemic in comparison to what their siblings, family, parent or teachers/staff might experience and why, and differentiate the level of support to be provided (i.e. staff may need on-going support whereas students may benefit from limited interventions).

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.]

The District will utilize the Multi Tiered System of Support (MTSS) team to inform development of documentation for tiered re-engagement.

To do so the school will:

1. Maintain documentation of pupils that are frequently absent (3 days/month or 60 minutes/week) and document methods used to re-engage them.
2. Develop and use a consistent attendance monitoring tool as developed and established by the administration.
3. Implement SART/SARB interventions, inclusive of guidance from Public Health, when creating written procedures since that SART/SARB processes are a form of tiered re-engagement for students.
4. Consult with SIS to determine if fields should be modified for taking attendance of distance learning. For example, develop a drop down menu representing how teachers know the student was in "attendance" for the day (turned in work, completed assessment, logged into a class meeting, phone call, virtual collaboration with a small student group with verification by teacher).

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.]

Breakfast and lunch for all students will again be free via CEP. Since we are CEP, there is no danger of revealing Free/Reduced price information while acquiring meals. All foods will be prepared to CNIPS standards. Distance learners can request meals to pick up curbside before the regular lunch bell. They will be given breakfast and lunch at the same time. On-site students are dismissed for lunch at staggered times and are handed their trays, plastic-ware, food and beverages by masked and gloved servers. Seating has been restricted to accommodate 6' distancing. Eating is also permitted on the deck and outside. During bad weather the gym will be available to assure adequate space during the breakfast and lunch periods. The Consolidated Applications Coordinator will compare distance learning meal distribution numbers with attendance records to determine if there is a correlation, or a trend that should be monitored.

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	Behavior Therapist - in addition to School Nurse.	16,800	Yes
Mental Health and Social and Emotional Well-Being	Additional hours beyond normal for School Nurse	\$16,000	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
11.85%	\$154,788

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.]

We have no formal foster youth or English learners, to date. Most of our students are from low-income families and may experience occasional homelessness (unassigned youth).

We consulted with our Site Council and shared data on student engagement and achievement from the student records, particularly from March to May 2020. We surveyed all our families to find out about their ability to get on the internet: service, strength, devices, etc. This revealed that internet connectivity is the biggest factor for our low-income families.

This year, connectivity is crucial, particularly for our distance learners, 70% of which are low-income. For that reason, ChromeBooks are being assigned to all students to take home and bring back to school each day. Carry cases are being provided. Hot spots are being provided to those who have weak internet access.

As discussed in the Section entitled General Information, health and mental health issues are crippling particularly our low-income students, as parents lose their benefits due to loss of jobs, as tensions rise at home and already existing negative lifestyle choices are exacerbated (drugs, alcohol, violence). Therefore we have contracted for additional school nurse hours beyond the basic allotment, and have also contracted for a behavioral therapist, beyond the County access to a psychologist. We believe this support will enable our struggling students to attend school more often and be able to engage in class more thoroughly.

It will be crucial this year to stay on top of grades and learning gaps, and it is our low-income students who are at highest risk for dropping below average. We need to find additional ways to harvest data and analyze it and share it among staff effectively in order to buoy our at risk students. Therefore we will be trained more with attendance recording, Power school, and CAASPP records in order to identify, understand and rectify poor student progress.

We have a significant population (>15%) of students who have disabilities. We consulted with our Resource Specialist, site council and support staff to determine what aides might most benefit those students with ADHD, anxiety, reading difficulties and math difficulties, and acquired various manipulatives to assist our teachers with those students. It will help them track better while reading, tangle therapy helps with math, stress balls and fidgets help with focus and anxiety problems.

This year, reaching out to students is requiring more time and effort on the part of teachers, particularly those low achievers (who are mostly low income), Therefore staff was awarded a stipend in order to handle the extra one-on-one work with these students. Also, two Academic Resilience classes were included above and beyond the core educational plan in order to give students who need more time, those who have less parental support for their academics, time to catch up.

The hardest class for our low-income students traditionally has been math, as seen in our assessment scores. Consumer math was made available to them in order to give them a workable full flight of math classes.

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

We have no foster youth or English learners. The following actions address needs of low-income students, unassigned youth, and students with disabilities:

Chrome books, hot spots and carry cases for all students -	\$15,000.00
WiFi hot spots to boost connectivity and prevent learning loss. -	\$60,000.00
Behavioral Therapy -	\$16,800.00
School Nurse extra hours -	\$16,000.00
Train relevant staff in data entry, collection and analysis -	\$500.00
Work with teaching staff to discuss results of data -	\$500.00
Manipulatives and devices for students with disabilities -	\$300.00
Additional compensation for time and workload -	\$60,000.00
Academic Resilience Classes -	\$29,392.00 (from REAP)
Consumer Math class -	\$15,521.00 (From Title I)
TOTAL:	\$160,013.00