



Learning Continuity and Attendance Plan Template (2020–21)

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

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General Information

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

Paradise Unified School District (PUSD) has been impacted by the COVID-19 pandemic in the following ways:

During the 2019-2020 school year, PUSD stopped all in person instruction on March 16, 2020, and transitioned to distance learning for the remainder of the year due to the COVID-19 pandemic. Over the summer, stakeholders collaborated and created a plan to reopen PUSD schools in August 2020, to in-person instruction. Up until July 25, 2020, PUSD’s plan was to have in-person instruction. Unfortunately, Butte County was placed on the watch list due to COVID-19 cases increasing.

Butte County schools immediately transitioned to planning distance learning. This was not how PUSD wanted to start the school year, but they didn’t have a choice. Staff were impacted and quickly made the switch from in-person instruction to planning and training for distance learning. Families were impacted and had to make new plans for their children to accommodate distance learning.

In addition to the COVID-19 pandemic, Paradise has suffered great loss and destruction due to the Camp Fire on November 8, 2018. The devastating Camp Fire destroyed nearly 14,000 homes in a town with a population of 26,000. This led to 100% of PUSD students being designated McKinney Vento. Currently, the majority of families are still displaced. Students, families, and staff are not fully recovered from the Camp Fire and COVID-19 is causing more trauma for the community.

Paradise Unified School District staff is very concerned about learning loss and connectivity for families for the 2020-2021 school year. Students suffered learning loss during the 2018-2019 school year because of the Camp Fire and now this school year due to COVID-19. Lack of connectivity is still a major concern for PUSD and the community. Since a lot of Paradise was destroyed by the fire, the internet and services are slowly coming back, but not at the level the district needs or had pre-fire. Currently, the Superintendent is trying to work with multiple companies to see if a company could install a tower to connect all students to their teachers and virtual classrooms.

As a result of the impact of COVID-19, our Learning Continuity Plan has addressed and will continue to address the needs of staff, students and families during the 2020-2021 school. The Learning Continuity Plan was driven by stakeholder feedback and PUSD will continue to gather input to create the best situation for staff, students, and families as we move forward during these new times.

Stakeholder Engagement

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

The overall process for stakeholder engagement included many outreach opportunities and included different strategies for each stakeholder group.

In June 2020, The Reopening School Committee was formed with parents, classified and certificated staff, administrators, directors and the Superintendent to focus on reopening Paradise schools to in-person instruction in August. Families and staff were encouraged to be on the Reopening School Committee. The Reopening School Committee met three different times and put in over 12 hours of work to focus on reopening schools in a safe and effective manner. The committee used resources from California Department of Education, Center for Disease Control and Prevention, and California Department of Public Health as guidelines for the plan.

In addition, parent, staff, and pupil surveys were disseminated and PUSD notified stakeholders of the surveys through all calls, emails, texts, and social media. Families that didn't have internet benefited from phone calls and texting. Principals reached out and called individual families for input. In some cases, the Superintendent and director of Student Services went door-to-door checking in with students that struggled last year with engagement and didn't have connectivity.

The final product of the Reopening School Committee was a Reopening Schools Plan. The plan contains priorities for returning to school, PUSD options to return for 2020-2021, parent survey results, guiding principles to reopening school, safety and sanitization at the sties, food services information, and student and staff mental health and wellness.

The Reopening Schools Plan can be found on the webpage:

<http://www.pusdk12.org/COVID-19/index.html>

Once Butte County was placed on the watch list, the focus changed and PUSD focused on distance learning and the needs of staff, students and families. Surveys went out again to families to see if they had technology needs, and what learning/school option they wanted for their child(ren): Distance Learning Online Model, eLearning-online model or Independent Study. As stakeholder information came in, plans and training were put into place for distance learning.

Finally, we considered all stakeholder engagement before finalizing the Learning Continuity Plan in the following ways:

Parents wanted daily communication with teachers and better communication with the school. Parents asked for a daily structured schedule, more consistency across grade levels with platforms for learning, and training to help their children navigate their online programs and online teaching every day. Staff and parents were concerned with connectivity for all students, engagement in learning, and the social emotional needs of students. Due to the stakeholder feedback, grade level teams worked district wide to create distance learning programs focusing on essential learning, creating daily structured schedules, and planning social and emotional learning.

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

Paradise Unified School District promoted stakeholder engagement through remote participation in the public hearing and local governing board meetings in the following ways:

1. Stakeholder engagement for the The Learning Continuity Plan was gathered at a Parent Advisory meeting, Staff and Employee Advisory meeting, a public hearing School Board meeting, and a regular scheduled School Board meeting. These meetings were held through Google Meets or ZOOM.
2. The public meetings were also accessible telephonically.
3. Public meetings were announced to families and the district through emails, all calls, texts, social media, and the district and school sites websites. The links to sign on to the meetings are attached to the notifications for the meetings which are posted online.

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

Stakeholder feedback was gathered and analyzed to uncover ideas, trends, and inputs. The following information emerged from our stakeholders.

Parent survey results:

- About 60% of parents that took the survey wanted to return to a normal, on site, 5 day a week school schedule.
- About 28% of the parents surveyed wanted the hybrid model option where half of the students attend on Mondays and Wednesdays and the other half attend on Tuesdays and Thursdays.
- Parents have asked for a structured and scheduled class time for distance learning to make it easier for families to follow.
- Need for a uniformed grading policy and clear academic expectations.

- Assistance and training for parents and their children with technology used in distance learning.
- PUSD to offer an alternative set up in distance learning for students with connectivity issues who cannot access online classes. (27% of respondents)
- Have a plan set up for academic interventions for distance learning.
- Provide a plan for teacher/parent communication that is consistent and reliable.
- A major parent concern is student motivation.

Certificated and Classified staff survey results:

- The hybrid model for teaching was the one staff chose most often.
- Staff are concerned about students who are home, but their parents have to work.
- Staff asked for teacher training and parent training on programs used online.
- When staff returns to campus, they want to make sure all staff maintain social distancing.
- Staff are concerned about supporting students' emotional needs.
- Teachers want students back in the classroom, but safety is a top concern.
- Staff want to build student relationships.
- Equity across the district.

During distance learning, parents have asked for more communication, a daily structured schedule, training on the programs their child(ren) will be working on, and more consistency across grade levels with platforms for learning. Connectivity for all students, engagement, and social emotional needs are concerns for parents and teachers.

Due to the stakeholder feedback, grade level district wide teams worked to create distance learning programs focusing on needs of families and students.

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

The stakeholder engagement process influenced the development of the Learning Continuity Plan in these specific ways:

1. Grade level teams created distance learning daily class schedules to inform students and families of the structure and routine of the day.
2. Grade level teams created communication plans to increase contact between school and home.
3. Trainings were offered to parents and upper grade students to become more familiar with the online programs PUSD teachers use during distance learning.
4. Consistent and fewer platforms and programs are being used.
5. Social Emotional learning is taking place with distance learning.
6. More classes have been created at the high school level for student support.

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.]

Paradise Unified School District is prepared to offer in-person instruction when possible and is allowable under state and local health orders. The classroom based instruction schedule model will look like this:

1. The TK-6 grade elementary half day model is from Monday to Thursday and half the students attend school for the am session and half the students attend school for the pm session. On Fridays, teachers would be on campus for online student check-ins, grade level meetings, collaboration time, and prep time. Teachers would focus on essential core curriculum areas: Reading, Writing, Math, and Science while students are on campus.*

The 7th–12th grade secondary alternating days model would have half the students attend Monday and Wednesday for all periods and half the students attend Tuesday and Thursday all periods. On Fridays teachers would hold scheduled online office hours based on the normal 7-12 schedules.*

2. PUSD has necessary protocols in place described in the IIPP Plan, a Reopening Schools Plan and a PUSD Return to Work Area Protocols when schools reopen.

The IIPP plan contains the following information: overview of Covid-19, procedures to help prevent the spread of Covid-19, guidelines for employees returning to work, hand hygiene, distancing, visitor access, steps to take if an employee or student is sick, Butte County Office of Education guidance regarding COVID-19 infection and exposure, PPE (Personal Protective Equipment), cleaning and disinfecting, employee training, and a chart that outlines measures being implemented as protocols designed to physically protect employees and students from the spread and infection of COID-19.

PUSD IIPP PLAN:

https://docs.google.com/document/d/1Nzlu-EJge7bKSH1RB1hrmtD50puzFu2gNfvuKc_dfvk/edit?usp=sharing

In addition to the IIPP Plan, PUSD has a Reopening Schools Plan, which was referenced in the first part of the Learning Continuity Plan. The Reopening Schools Plan outlines the safety of students and staff, the social emotional well-being of students and staff and high level of learning for all students. See steps below for safety and sanitization of the sites:

- Families/students, adults, and staff are recommended to take temperatures daily before going to school. Anyone with a fever of 100.4 or higher should not go to a school site.

- Families/students, adults, and staff should also screen themselves for respiratory symptoms such as cough and shortness of breath prior to coming to school each day.
- Families/students, adults and staff experiencing those symptoms should not attend school.
- Staff are expected to take their temperatures each day or be screened by other staff. The same will apply to any visitors or volunteers. The goal will be to minimize visitors.
- Student will have their temperatures checked each day when arriving at school. Temperature checks will be done using a touchless thermometer or a scanner.
- Wear masks as long as it is directed by the Governor.
- Additional sanitization will be done in each class and high traffic areas.
- Additional hand sanitization stations will be provided throughout the classroom and in each classroom.
- Additional hand washing stations will be provided at each campus.
- Windows and doors will be open as much as possible to provide ventilation.
- Additional disinfecting guidelines developed by Centers for Disease Control for school campuses including classrooms, workspaces, outdoor spaces and playgrounds will be followed.
- Provide appropriate signage as outlined by CDC, CDE, and CDHP.
- Provide appropriate training for staff regarding cleaning of classrooms as outlined by CDC, CDE, and CDHP.

Other General Safety Precautions for all sites:

- Students will not share supplies or materials
- Physical barriers may be installed where social distancing is not possible.
- All students and staff will be encouraged to wash/clean their hands regularly.
- Masks will be given to students and staff.
- Staggered recesses at the TK-6 level.
- Marked traffic patterns on campuses.
- Identified entry and exit points
- Social Distancing as practicable
- Provide a location for students who are not feeling well so that interaction is limited
- Use outdoor spaces as much as possible for classrooms.

Transportation General Safety Precautions:

- Students wear masks on buses as long as mandated by the Governor
- Revise routes to reduce the number of students on each bus
- Sanitize buses after each run
- When possible keep bus windows open to improve ventilation

Reopening Schools Plan:

<http://www.pusdk12.org/COVID-19/index.html>

PUSD created a Return to Work Area Protocol document that lists guidelines for:

- Daily Wellness Checks
- Facial Coverings
- Social Distancing at the worksite
- Hand-washing
- Breaks/lunch and use of staff lounge
- Restroom Use
- Entrances, elevators and stairs where applicable
- Hours of Operation
- Visitor Access
- Employees Returning to the Workplace
- Travel
- Cleaning and Safety Measures

Return to Work Area Protocol:

file:///Users/admin/Downloads/PUSD%20Return%20to%20Work%20Area%20Plan%20and%20Affirmation%20(1).pdf

3. Being trauma informed and focusing on supporting students with trauma are areas where PUSD staff have had a lot of training and supports in place before and after the Camp Fire. Due to Paradise suffering so much from the Camp Fire, PUSD staff has done a lot of work now post Camp Fire. Staff has been implementing Capturing Kids Hearts, Mindful Littles and creating classrooms that are trauma informed. PUSD has purchased RULER, which is a systematic approach to social emotional learning developed at the Center for Emotional Intelligence. Another program is Kelvin. Kelvin is an online platform that sends out pulse surveys to students and helps staff coordinate follow-ups and offer resources for students.

In addition to the SEL programs, PUSD has counselors available to students and staff. Youth for Change in Paradise, Butte County Office of Education (BCOE) and PUSD offer counselors to students with and without insurance. BCOE and PUSD worked together on a grant that will provide students support and education regarding substance abuse and mental health services. Lastly, PUSD is collaborating with Butte County Office of Education to rollout out the new health framework to support all students.

4.PUSD will identify students who have experienced learning loss by administering diagnostic assessments upon students' reentry into school. We will use informative assessment and summative assessments to develop an instructional model to address the needs of students. Staff are working hard on improving student learning and focusing on data to make sure students continue to learn with the challenges of COVID-19. PUSD has a systematic assessment schedule this year to focus on student learning. For K through 8th grade, students take the iReady diagnostic three times a year to show growth, areas of strength and areas that need improvement in Reading and Math. For 10th through 12th grade, students will take the MAP test for ELA and Math. In 9th grade, ELA teachers will assess with iReady and math teachers will assess with MAP. The tests mentioned are for initial data gathering and are given throughout the year. Teachers will also use formative and other summative assessment to monitor student learning. Monitoring student learning is a high priority for PUSD due to learning loss

from the Camp Fire and COVID-19.

This assessment data will help us determine the best implementation of intervention strategies to accelerate learning for students at risk for experiencing learning challenges due to the impacts of COVID-19. Small group interventions will be in place for academics and social-emotional learning.

*Since the LCAP has been developed, additional information has come from the state that could alter our original schedules.

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

Description	Total Funds	Contributing
PUSD will collaborate with West Ed for teacher training to create district wide leadership teams that focus on curriculum, instruction and assessment.	\$7,500.00	No
Educational Technician at Ridgeview Continuation High School	\$35,000.00	Yes
PUSD purchased iReady Program for Reading and Math for grades K-12. For grades K-6th grade, PUSD purchased the diagnostic with the individualized learning plans for each student. This diagnostic will be administered 3 times this year to monitor growth and plan learning.	\$51,406.00	Yes
PUSD paid staff for all mandatory trainings for learning programs relating to distance learning and in person learning.	\$127,892.52	No
Eight new sections were created for Paradise Junior and Senior High to help students become College and Career Ready.	\$140,000.00	Yes
PUSD is creating safe PUSD facilities for students and staff. Proper PPE equipment, supplies and cleaning materials are available.	\$61,152.42	No
Ridgeview Continuation High School hired a .2 for English and a .2 staff member for Social Studies.	\$40,000.00	Yes

Description	Total Funds	Contributing
TK-6th Training for Reciprocal Reading- 13 days of professional development	\$40,300.00	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.]

Paradise Unified School District will provide continuity of instruction and learning through the following specific ways:

1. PUSD will determine that the distance learning curriculum is of substantially similar quality by continuing to have grade level teacher teams work together through PLC time to review standards, curriculum and assessment. Teachers are focusing on essential learning for each grade level and assessing students on a regular basis to monitor learning. Grade levels have created daily schedules for synchronous and asynchronous learning and small group support. In addition, a district wide Curriculum, Instruction, and Assessment Committee is being formed to bring together teacher leaders from each grade level to focus on curriculum, instruction, and assessment.
2. PUSD will provide access to the full curriculum (of substantially similar quality regardless of method of delivery) by offering 3 learning styles. The first option is the Distance Learning Online Model where students in grades TK-12 will attend daily an online classroom environment via Zoom or Google Classroom and will be required to participate on a daily basis and engage in online learning using PUSD approved curriculum. Grade levels have created structured daily schedules for synchronous and asynchronous learning. There will be structured office hours for teachers, common curriculum across grade levels, common platforms, additional communications, and training for families. Students would transition to on-campus, face-to-face learning when allowed by county and state guidelines

TK-6th Daily Distance Learning Schedules

<https://docs.google.com/document/d/1APliWWhfU5RHs00QBWYxs4wwt3RzByBzOIJ-5iFcVN0/edit>

7th-12th Daily Distance Learning Schedules

<http://pfs.pusdk12.org/About-Us/Bell-Schedule--Calendar/index.html>

Students can also choose Paradise eLearning Academy (PELA)- <http://elearning.pusdk12.org>

PELA offers online computer-generated courses with teacher support. Students would remain in this option for the entire first trimester. The third option for distance learning is Paradise's Independent Study program. Independent study is an option for all families, especially the families with connectivity issues. Grade level reading and math workbooks are sent home along with paper worksheet packets. This is provided by the independent study teacher. Students would remain in independent study for the entire semester.

3. PUSD will monitor and support student access to a full curriculum of substantially similar quality regardless of delivery method by ensuring that students have daily connectivity and by reaching all students on a daily basis. All students will also take part in initial assessments and formal and summative assessment as they move through the curriculum. PUSD has also purchased online curriculum to continue to meet all students' needs. Ongoing staff training will occur throughout the year for core and supplemental programs. Trainings are offered by PUSD staff, Butte County Office of Ed, Chico State Extended Learning and other core curriculum companies.

Curriculum and instructional resources have been developed and utilized to ensure instructional continuity for pupils when transitioning between in-person instruction and distance learning. The same K-12 curriculum that is being used for distance learning will be used for in-person learning for instructional continuity. We will work with staff to determine expedient instructional transitions should a school be required to change from distance learning to in-person instruction or visa-versa.

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.]

Paradise Unified School District will ensure access to devices and connectivity for all pupils to support distance learning in the following ways:

1. First we ascertained the needs of students by understanding access to devices and connectivity from our families and our teachers through surveys, emails, texts, and phone calls.
2. We provided technical support and training to students and families to ensure access to devices, connectivity, and the learning programs use for distance learning. TK through 6th grade teachers met online with families in small groups for the first two days of school. Teachers reviewed the structure of the school year, the expectations of the classroom, and discussed online programs that will be used for the upcoming school year. 7th through 12th grade students met in their homerooms on the first day of school to review structure of school day and online programs. Listed below you will find an outline of the first day of the high school where they went over student expectations and a document that outlines roles and responsibilities for students and parents.

PJSHS First Day Schedule- https://docs.google.com/document/d/1npktEePw4OSAs_HS0IPI_qUUigtKndfTvLFqUykPric/edit

PJSHS 2020/2021 Distance Learning Roles and Responsibilities-

<https://docs.google.com/document/d/1iJlxtIBPbw1Fo5kMFaKdvfQETTYhxIWtZN4bu5Sxo8E/edit>

3. PUSD also made efforts to ensure students and families with unique circumstances had access to devices and connectivity by passing out Chromebooks and over 350 hotspots. Phone calls, emails, texts, and social media have encouraged families to reach out to the district if they need any help with fixing Chromebooks and connectivity to wifi. Teachers and Support Services also reach out to students and

families if there is a lack of engagement.

4. PUSD used a variety of methods to reach students and families who were unable to access devices and connectivity following the school closure in the 2019-2020 school year, such as calling families before school started to check in, driving to families houses and talking to the student and parent, and having open office hours so families can come in an connect with the school.

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.]

Paradise Unified School District will track and monitor student progress through both live contacts and asynchronous instructional minutes. PUSD is using 4 key metrics for monitoring attendance: Contact, Connectivity, Relationships, and Participation. We want to reach students on a daily basis, ensure all are connected daily, establish and build relationships, and make sure students are participating in learning opportunities in daily live interaction or daily participation.

Daily attendance is reported by the teacher who marks the student present or absent in Aeries. A student is present if they participate in online activities (including completing assignments and assessments) or through contact between the school and the pupil or parent/guardian.

The following steps are taken by PUSD to determine daily attendance.

#1- If a student is absent from synchronous learning in the morning, the teacher marks the student absent and calls the family to connect and see if the child is working on distance learning or is absent for the day.

#2- If the student participated in asynchronous learning that day or the parent stated they were working on distance learning, the student is considered present in Aeries.

#3- If the student didn't participate in any type of distance learning and/or there is no contact from the pupil or parent/guardian, the student is absent.

#4- The teacher documents all contacts or attempts at contact on their class log.

PUSD has created a tiered level of support for re-engagement and attendance for students during distance learning.

Tier I- If a student misses 1 or 2 distance learning days, the teacher will connect with the family and make contact. In addition, each Friday the Site Attendance Clerk at each school runs the attendance report showing students with 3 or more absences per week. The Attendance Clerk will call each student with at least 3 absences and log into Aeries any notes from contacts or attempts at contact.

Tier II- If a student misses 4 or more days of distance learning in a week or 5 days in a month, the information is given to the Site Education Technician. The Education Technician calls each family with 4 or more absences per week to check in, find the student, and offer support and resources. The Education Technician documents the contact attempts on an attendance spreadsheet.

Tier III- If a student misses 5 days in a week or more than 12 days in a month, Student Services becomes involved and offers outreach. The Site Education Technician will also send a list of no contacts to Student Services on the last Friday of the month for more outreach and intervention.

Teachers and staff will measure pupil participation in the following ways: evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between school and families.

Instructional time for distance learning is calculated based on the time value of synchronous and/or asynchronous assignments made and certified by a certificated employee. All grade levels created structured daily schedules based on parent feedback from last school year. The daily schedules contain daily live interaction, time to plan for distance learning, time to contact students and families and office hours so families could reach out to teachers. All schedules were shared with students and families. Please see the schedules below. These were previously shared in the Distance Learning Section. Teachers track student attendance on a daily basis.

TK-6th Daily Distance Learning Schedules-<https://docs.google.com/document/d/1APliWWhfU5RHs00QBWYxs4wwt3RzByBzOIJ-5iFcVN0/edit>

7th-12th Daily Distance Learning Schedules
<http://pfs.pusdk12.org/About-Us/Bell-Schedule--Calendar/index.html>

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.]

In order to support our staff in the implementation of a high-quality distance learning program, teachers were surveyed and principals checked in with grade levels to determine what professional development was needed to support distance learning. Follow up surveys will be sent to all staff to assess current and ongoing needs for PUSD.

Paradise Unified School District has provided the following professional development opportunities and resources:

Professional Development

- K-6- Bridges Math
- 7-12 CPM Math-New User
- 7-12 CPM Math-Returning Teachers
- Google Classroom-Beginner Level
- Google Classroom- Intermediate Level
- iReady- New Teachers
- iReady- Returning Teachers
- SeeSaw
- IXL-Power Up Essentials
- ZOOM
- Go Guardian-Beginner
- Go Guardian- Intermediate
- CTA- Distance Learning Support Series

- Remind
- Screencastify
- TK-6- Wonders, Wonderworks
- 2nd-12th-Newsela
- Capturing Kids Hearts
- Butte County Office of Education Trainings
- California State University, Chico Distance Learning Trainings
- Grade level collaboration on essential learning and assessment
- COVID 19 Employee Safety Training

Resources

- Kelvin
- IXL Math
- Ready ELA and Math workbooks
- Newsela
- BCOE
- RULER
- Mindful Littles
- Counseling
- iReady and MAP assessments
- Butte County Office of Education
- Butte County Department of Health

Technical support was given to students and families on the first few days of school for TK-12. All calls, emails and texts have gone out to parents to let them know there is technical support for Chromebooks, hot spots, PUSD programs and platforms. Technical support is available to staff on a daily basis at school sites and at home if needed. Technical support was also offered through summer if the need arised.

Staff Roles and Responsibilities

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

As a result of COVID-19, the Paradise Unified School District has had to adapt staff roles and responsibilities in the following ways:

To meet the academic needs of students, we have yard duties and instructional aides running small intervention groups online with students.

To meet the social-emotional needs of students, we have classified staff calling on students and checking in. In particular, our Educational Technicians play a major role in the attendance process by contacting students and families and following up with absences. They track

students with 4 or more absences, keep information organized on a spread sheet and communicate with Student Services regarding students that are not attending or engaging in distance learning.

The changes to employee roles and responsibilities have been made as a result of not being feasible in a remote environment.

We will continue to support staff that is working in a new role by offering training if it is applicable and having supervisors follow up and check in.

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.]

Paradise Unified School District will assess all learners to determine what additional supports are needed. In K through 8th grade, initial assessments in math and reading will be assessed through iReady and STAR Reading and STAR Math. In 10th through 12th grade, initial assessments in math and ELA will be assessed through NWEA-MAP. In 9th grade iReady Reading will be used in ELA classes and MAP will be used in math classes. Math and reading diagnostics are being used for initial assessment. In addition, all teachers use multiple assessments throughout the year to measure growth and learning. During weekly PLC's, staff reviews data and plans instruction focusing on essential learning.

Once the needs of each unique learner is determined, we will provide additional supports for each student group below in the following ways:

1. English learners- Teachers will plan designated and integrated ELD to all English learners. Students will work on ELD lessons during ZOOM intervention classes. Teachers will check in with students and families often to offer services and identify needs. Teachers will administer formative assessments regularly to monitor progress and revise support as needed. Teachers will choose appropriate learning supports, make informed instructional decisions, and keep track of academic progress.

2. Pupils with exceptional needs served across the full continuum of placements have had very involved case managers reaching out to students and families. When the 2019-2020 school year ended, all case managers reached out to families and reviewed IEPs, created addendums and modified student plans as needed. Before the 2020-2021 school year started, each case manager called their students families to verify connectivity and other needs. Case managers are collaborating with general education teachers, relative services providers and families to focus on learning and mitigating learning loss. Robust progress monitoring is taking place and IEP goals are directly concerned with mitigation of learning loss. Students receive daily instruction, weekly check-ins and other appropriate services throughout distance learning.

3. Pupils in foster care receive support from their teacher, student services and other service providers. There are Child and Family Team (CFT) meetings to identify case planning and safety goals and services. Relevant information from the CFT meetings are shared with teachers and staff. Trauma informed practices are used during ZOOM meetings to help students feel welcomed and comfortable. Staff

frequently reach out to families and offer support if needed. Once initial assessments are completed, data will be reviewed and analyzed to provide targeted support.

4. A lot of students are experiencing homelessness in Paradise due to the Camp Fire in November 2018. Staff offers frequent meaningful engagement with the student and families and they try to solve barriers for learning. Teachers implement trauma informed practices and focus on relationship building. 7th through 12th grade teachers will attend Capturing Kids Hearts on Sept. 25th. Capturing Kids Hearts is a research-based processes that improves the five key indicators of school performance: fewer discipline referrals, improved attendance, higher student achievement, lower dropout rates, and higher teacher satisfaction. Homeless students are assessed and monitored to continue to guide targeted support. A focus for PUSD is making sure homeless students have daily connectivity. Hotspots are handed out along with Chromebooks when needed.

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

Description	Total Funds	Contributing
IXL Online Math program that tracks students' progress, gives detailed feedback and guidance and is adaptive and individualized.	\$8,750.00	Yes
Ready Reading and Math program for K-8 students in Independent Study.	\$9,512.31	Yes
Wonder Works-Tier III ELA level curriculum that is researched based for students with unique needs.	\$9,524.53	Yes
STAR Reading and Math- An online assessment tool to help with reading and math in K-8.	\$23,540.00	Yes
Newsela Bundle- Online Math, ELA, History and Science articles 2nd-12th that can be adaptive by curriculum topic.	\$25,500.00	Yes
Go Guardian Cloud-based Web Filtering and Chromebook Monitoring (5 years)	\$47,873.00	No
New teacher for Independent Study Program due to large student numbers in the program.	\$120,000.00	Yes

Description	Total Funds	Contributing
160 Hot spots given to any PUSD that require access to wifi.	\$80,381.12	Yes
700 Chromebooks purchased and handed out to students for distance learning.	\$152,217.30	Yes
Toolbox from iReady- K-6th grade for all elementary schools	\$9,520.00	Yes
eLearning Curriculum and Supplies	\$1,168.95	No
Study Sync -ELA for 9th-12th Grade	\$73,141.82	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.]

Paradise Unified School District will address student learning loss that resulted from COVID-19 during the 2019-2020 and 2020-2021 school years by measuring learning status by assessing all students with iReady math and reading in grades K through 8th and 10th through 12th graders with NWEA MAP in math and reading. In 9th grade math teachers will use MAP and ELA teachers will use iReady.

iReady and MAP diagnostics were administered early on and staff will analyze results and determine next steps. Grade level teams are focusing on essential learning and discussing formative assessments that will guide grade level instructional purposes. English learners will be monitored closely looking at iReady and MAP scores.

English Language Development takes place in classroom instruction using the Wonders ELA program. ELD is woven in the program to offer resources and intervention for ELD. English learners may also receive more individualized instruction in small groups based on ELPAC levels and ELD needs.

In addition, Paradise Unified School District is creating a district wide Curriculum, Instruction, and Assessment Committee with TK-12th grade teachers. The focus of this committee will be ensuring the district is looking at essential state standards, most effective teaching and learning strategies, and assessment to guide grade level instruction.

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.]

Paradise Unified School District will address the learning loss for students and will accelerate learning progress for students by assessing, monitoring, providing essential learning, and offering targeted intervention in ELA and math. Staff will utilize the results from the initial assessments that will be given three times this year: K through 8th grade will use the iReady diagnostic for Reading and Math and for 10th - 12th grade teachers will use MAP for ELA and math. 9th grade will use iReady for reading and MAP for math.

Staff meet weekly in grade level teams and discuss essential learning, grade level standards, assessment data and learning. At the TK through 6th level, small group instruction and intervention takes place to support all learning. Teachers, Title I specialists and aides pull small groups and focus on academic intervention and social and emotional learning. At the 7th through 12th grade level, additional classes have been added to support all learners and provide more targeted small group help. In addition, at the 7th through 12th grade, homeroom teachers will build relationships and provide assistance with assignments, giving extra help, and providing social and emotional learning.

Specific actions and strategies for each student group is as follows:

1. English Learners- All initial assessment data will be analyzed and key learning targets will be identified. Teachers will focus on ELD instruction to support English Learners. Small intervention groups will support the ELD process. There will be ongoing monitoring of literacy skills to support decoding, fluency and comprehension. Regular communication will take place with the families to build relationships and offer support and resources.
2. Low-income students- Due to many students lacking connectivity, first and foremost is getting students connected on a daily basis. Paradise Unified School District provides Hot Spots to any PUSD family to connect to wifi. Curriculum is sometimes delivered to families that lack internet access by the transportation department. Teachers and Title I support staff monitor students' progress and offer interventions when students need extra support in certain academic areas.
3. Foster youth's progress is monitored often with targeted checks. Supports to intervene take place when needed in ELA and math. General education teachers connect with students and families weekly to make sure support is in place. Other personnel will also check in

and offer social and emotional support to the student. Student Services also communicates important information from the Child and Family Team meetings for the child.

4. Pupils with exceptional needs are closely tracked with progress monitoring. Multiple sources of assessment information is gathered to develop a comprehensive understanding of the student’s strengths and needs to help create an individualized instructional program. IEP goals are created to focus directly on mitigating learning loss and making sure accommodations and modifications are in place. Collaboration takes place regularly with the Special Education teacher, the general education teacher, service providers, the student and the family.

5. Pupils who are experiencing homelessness need frequent meaningful engagement. Teachers communicate with families to help solve barriers for learning. Students are monitored closely to make sure they meet learning targets. Intervention takes places when support is needed for learning. Since students need daily connectivity, Hot Spots and Chromebooks are available for distance learning. Staff works with the family if connectivity is not an option. Work is delivered or made available in the office to continue instruction and learning.

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.]

Paradise Unified School District will measure the effectiveness of services and/or supports provided to address learning loss by using diagnostic assessments, formative assessments, summative assessments, and surveys. When reviewing all assessment data, the focus will be on a continuous improvement learning model.

We will gather the data by using iReady and MAP for the diagnostic assessments. Both tests will be given 3 times during the year. STAR reading and math assessments will also help assess students for targeting areas of improvement that is needed.

We will review results of data analysis and discuss how to respond on scheduled grade level teacher meetings. All grade levels have detailed daily schedules that help with planning, instruction, and learning. Discussions around most effective instructional strategies and high leverage practices for all learners continues to take place at all levels.

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

Description	Total Funds	Contributing
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

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.]

Paradise Unified School District already had significant support for mental health and social and emotional well being of pupils and staff before COVID-19 due to the tragic Camp Fire on November 8, 2018. PUSD has been monitoring and supporting mental health and has extensive resources and grant funded programs that will continue this year and the following year for pupils and staff.

Professional development for staff will include support for Tier I, Tier II and Tier III supports. This year staff will be receiving training on Capturing Kids Hearts, Care Solace, trauma informed practices, Mindful Littles and administrators are receiving training on Ruler. In addition, Butte County Office of Education offers mental health and wellness trainings that are pre-recorded webinars.

Paradise Unified School District will also provide the following resources for students and staff to address the trauma and other impacts of COVID-19 on the school community by:

1. Crisis Counseling
2. Butte County Office of Education Counselors
3. Care Solace- A platform to connect children and families to mental healthcare resources and providers in their communities
4. Youth for Change Counselors
5. Screenings for students so that we may recognize need
6. Kelvin- An Aeries based program that allows communication and outreach to students
7. SAHSMA- A grant to assist in providing students support and education regarding substance abuse and Mental Health Services
8. RULER-Social Emotional Learning Curriculum to assist teachers in providing SEL lessons
9. Mindful Littles- Teaches strategies to our students that build resilience
10. Counseling for staff during the school day
11. Prevention classes
12. Substance and abuse intervention classes
13. Butte County Office of Education offers regular staff and resource support
14. Monthly meetings with multiple agencies to coordinate services, review supports and current needs of district
15. PUSD is supported by a Trauma Response and Support Committee
16. Nurtured Heart
17. PBIS Practices at each site
18. SEL Practices at each site

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.]

Paradise Unified School District will continue to provide engagement and outreach to students who are absent from distance learning. The tiered reengagement strategies we will use for pupils who are absent from distance learning are as follows:

Tier I-Universal- If a student misses one or two times per week, the teacher will reach out to the families by phone, texts or emails and check in.

Tier I-Personalized- If a student misses 3 times per week, the Site Attendance Clerk will contact the family, notify the family of the absences and reach out to all contacts to confirm information.

Tier II- Early Intervention- If a student misses 4 or more times per week or 5 absences per month, the Site Educational Technician will try to reach the family at all the phone numbers, try to help figure out barriers to attending and engaging in school, determine if resources or support are needed, and send a letter or postcard to the family.

Tier III-Intensive-If a student misses 5 times per week or over 12 times per month, Student Services will contact families across all modalities, try to do a site visit, send Chronic Absence Letter home, maybe do a welfare check and invite family to take part in a SARB meeting to help the student attend school. PUSD is still holding SARB meetings but not moving forward with citing for truancy. The SARB meetings try to resolve lack of engagement by using restorative practices.

When students are not meeting compulsory education requirements, or when a pupil is not engaging in instruction they are at risk of learning loss. Paradise Unified School District will increase communication to the family and go through the process of Tier III, Intensive Level of Support for Re-engagement, as stated above. Our goal at PUSD is to reduce barriers and offer support and resources to families so they can help support their child(ren) attend school. The SARB meetings are still taking place this year because it is a committee of community members and PUSD staff that are committed to helping students return to school. The full process of SARB is not in place this year, but meetings with families and offering support is still taking place. Steps were also taken before school started to reach out to students who struggled with engagement last year. Home visits occurred before school started to check in and offer support to families who had students that were not engaged at the end of the 2019-2020 school year. Communication takes place in print form, via texts, emails, and phone calls. If parents speak other languages than English, teachers reach out to other family members to communicate or have the child help with communication. In addition, schools can find staff who speak the home language of the family and help communicate with the family or in some cases a parent liaison can help facilitate family engagement. Lastly, notifications that go home for families can be translated into their home language.

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.]

Paradise Unified School District will continue to provide nutritionally adequate meals for all pupils during distance learning and in person learning.

While distance learning PUSD is providing breakfast and lunch for all five school days every Thursday. PUSD is a CEP (Community Eligibility Provision) which means that all enrolled students receive free meals. We are offering these meals at all PUSD campuses from 8:00-3:00 every Thursday. These meals follow the USDA Meal Pattern and includes milk, meat, grains, fruits and vegetables for five days of school. Food Services, with approved USDA waivers, are able to deliver food on Thursdays to families that are living in Magalia, Stirling City, Oroville and Chico.

PUSD Nutrition Services- <http://www.pusdk12.org/Departments/Food-Services/index.html>
 Distance Learning Flyer- file:///Users/admin/Downloads/B2S%20Distance%20Learning%20Flyer%20Full%20page%20(1).pdf

When students return and are in-person learning lunches will be provided onsite and meals will be served in the classroom, cafeteria or on outdoor seating areas. PUSD Food Service will still provide one day a week pick up for families that choose to continue with distance learning.

Outreach for families has taken place through emails, texts, phone calls, and school and district websites.

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	7th through 12th grade PUSD staff will take part in a social emotional learning training, titled Capturing Kids Hearts on September 25, 2020.	\$24,500.00	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
30.46%	\$4,264,286.00

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

Actions Related to Technology Access for Low-Income, Foster Youth, and Homeless Pupils

Actions related to increased technology access contribute to the increased and improved service requirement because it was evident that students from low-income families and homeless pupils struggled to access instruction in distance learning at the end of 2019-2020. We have provided these students with access to digital learning devices and internet connectivity through the distribution of wifi hotspots and Chromebooks because we believe it will be effective in mitigating learning loss, allow for daily live interaction with teachers, and keep these students engaged.

Actions Related to Assessment and Curriculum for Low-Income, Foster Youth, Homeless and English Learners

Actions related to increased assessment and curriculum access for teachers and students contribute to the increased and improved service requirement because we know diagnostic assessments are used to identify specific areas where instruction or intervention may be needed to improve student learning for these students. We know that formative assessments and progress monitoring can guide a teacher to adjust their instruction and ensure students progress towards the learning goals. We purchased online curriculum that can be differentiated for these students when the need arises. PUSD wants to make sure the curriculum implemented to support distance learning ensure access and equity for all students.

Social-Emotional Learning and Additional Class Offerings

These actions principally support low-income, foster youth, homeless and English learners. These student groups can experience significant challenges in the transition to distance learning and academic data shows a need for academic and social-emotional increased support. We have prioritized these needs and believe that creating support classes at the Paradise Junior and Senior High School and at Ridgeview Continuation High School will directly help these students receive the academic and social-emotional support they need. In

addition, we added an independent study teacher and curriculum for students doing independent learning because these students seem to lack wifi connectivity and we want to make sure we are mitigating learning loss and keeping our students engaged.

Social-Emotional Training and Literacy Training

Actions related to teacher training contribute to the increased and improved services requirement because it is necessary that students from low-income, foster youth, homeless and English learners are supported emotionally and supported with effective literacy instruction. The Capturing Kids Hearts training will strengthen student connectedness to others by enhancing strong healthy bonds with teachers. The Reciprocal Reading training will also increase and improve services by improving students' reading comprehension by teaching strategies to obtain meaning from a text. Students discuss with their teacher how to apply four comprehension strategies—generating questions, summarizing, clarifying, and predicting—to passages of text.

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

The 30.46% to increase or improve services is reflected in providing additional monitoring, supports, enrichment opportunities and interventions for low income, foster youth, and English learner students as well as continuity to focus professional development on evidence-based approaches to best support students with the most need.

All actions are principally directed and required in order to serve our students in most need as determined by our needs analysis and input from stakeholders.

The transition to distance learning for PUSD provided a unique and unexpected opportunity to reexamine the services and resources for students from a new perspective. In reopening schools for 2020-2021, we not only wanted to maintain the quality of the school program, but we also wanted to find ways to increase and improve the services for foster youth, English learners, and low-income students.

In order to operate a fully-functional distance learning program, students needed to have devices and access to wifi. When distance learning began, PUSD purchased and distributed devices and hotspots to students, which for many low income families gave them a device and constant internet access that they might not of had before.

Another improvement for our families of foster youth, English learners and low-income was the increase of ELA and math diagnostics and online curriculum that was purchased. Teachers can now virtually assess students with initial screenings and formative and summative assessments. Online curriculum resources were purchased for all levels and materials can be presented to the student in a way that is comprehensible.

Creating strong relationships is very important for foster youth, English learners and low income students. Increasing the amount of classes offered at Paradise Junior and Senior High School and Ridgeview Continuation High School creates smaller class sizes which will help support students becoming college and career ready and also support social-emotional wellness.

Lastly teacher training to help pupils socially, emotionally, and with literacy are areas that are necessary to support foster youth, low-income and English learners. The trainings will help teachers become more knowledgeable on how to improve student wellness and reading for all students.