

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.]

In March 2020 the rise of COVID-19 reached California. At that time we worked closely with the Mendocino County Office of Education, Public Health, and the other districts in our county in making plans to close the campus for in person learning and transition to distance learning. We continued to keep our cafeteria open to serve meals to students in the community. Otherwise, most of our staff transitioned to remote working. Throughout the summer we had a team of staff and parents watching the progression of COVID and following the responses from the Governor, the California Department of Education, and local and state public health officials. The work of this team prepared school to re-open in September. Due to the current local conditions, the district opened up primarily online in August.

Stakeholder Engagement

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

The district sent out multiple surveys to staff, students, and parents. Feedback was collected regarding how well distance learning worked in the Spring as well as what changes needed to be made. Parents were also surveyed about their concerns and comfort level with returning to in person learning. Staff was surveyed regarding their needs for additional professional development and other needed supports.

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

All school board meetings have been held via Zoom since March. The zoom links are available to all upon request. The parent communications also encouraged families to reach out to school administration virtually via email.

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

The community was divided on their willingness to support in person instruction. There were concerns around mask wearing and social distancing. Approximately one third of families reported that internet connectivity was difficult. The needs of students on IEPs was also brought up by the stakeholders.

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

The plan will reflect the district's efforts to address internet connectivity issues in our rural community. The plan will also reflect the district's commitment to the safety of the campus for students and staff who are present. Finally, the plan will address the needs of at risk students including students with disabilities.

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.]

Students needing in person support to address learning loss due to school closures are meeting in approved, socially distanced, cohorts with teachers. These meetings follow the guidelines from local and state public health officials. Students who lack appropriate internet access are given a safe space on campus for connecting to online classes.

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

Description	Total Funds	Contributing
Teachers have received additional professional development relating to COVID safety as well as meeting IEP goals through in person instruction.	8,200	Yes
Custodial services increased to support clean and safe spaces for in person instructional offerings.	7,500	
Additional PPE equipment has been purchased. This includes hand washing stations, facial shields and masks, plexiglass shields, and hand sanitizer.	11,451	

Description	Total Funds	Contributing
Outdoor spaces on campus are being modified for open air classroom spaces.	151,657	Yes
Additional days of preparation time paid to teachers for planning for virtual instruction.	4,100	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.]

The district has provided internet connectivity support to all students through either hotspots or making space on campus for students to connect to wifi. All students are expected to participate in synchronous virtual classes.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

The district has provided a school issued device to all students and ensured that all students have access to the internet by providing either hotspots or by making space on campus available. The district has a full suite of replacement devices available for all devices that are issued out to students.

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.]

The district has defined set times for synchronous online learning as well as independent work offline. Teachers take attendance with Aeries for online class time. They use Aeries gradebook to track assignment completion and they are keeping logs of all student and parent interaction 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 staff has been trained on COVID safety protocols. They have also received training on using the Zoom platform for online instruction. Staff devices are being upgraded to support the full features of the Zoom platform.

Staff Roles and Responsibilities

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

Teachers are now instructing primarily on a virtual platform. Instructional aides are also now joining virtual classrooms. Instructional assistants are also expected to use the virtual platforms to support students.

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.]

EL aides are pushed into the classrooms to support students. EL groups are also being served in pull out group times throughout the week. Special education staff are also pushing into virtual classrooms as well as meeting individual for extra help.

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

Description	Total Funds	Contributing
Devices have been purchased to replace lost or broken devices from the previous school year and to complete the inventory for at least 1:1 for checking out to students. Replacement devices are also available to provide seamless service if a device is lost or broken. Devices have also been purchased for teachers to improve their hosting capacity for online classes.	38,500	Yes
Hot Spots with unlimited service have been provided to students with connectivity issues.	4,200	Yes
Professional development and extra planning time for teachers to prepare for virtual instruction.	4,000	Yes

Pupil Learning Loss

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

Learning loss will be tracked with both attendance and academic measures. At the elementary, curriculum based measurements are being given to all students. At the high school assessments as well as credits are being monitored by the academic counselor

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.]

Small group interventions are in place for the elementary and junior high. The high school offers credit recovery opportunities as well as modified graduation requirements.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

The effectiveness of services and supports will be measured with academic as well as attendance data on each student.

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

Description	Total Funds	Contributing
Extra PPE was purchased to provide safe spaces for small group interventions.	6,650	
Special education and intervention teachers give professional development time and training.	4,100	Yes
Additional time for the speech and language services as needed to meet the needs for individual sessions.	5,687	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.]

The district has a contract with the Mendocino Youth Project to provide counseling services to students. The district also partners with counseling services through the Mendocino County Office of Education

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.]

When a student is not logged on to their virtual classrooms, school staff reaches out by calling and emailing. Students who show a pattern of not engaging are asked to come to a safe place on campus to access the internet for their classes. Students with network connectivity issues are put in touch with the district IT department.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

The district is offering free meals for students. This includes one breakfast and one lunch daily.

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

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

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
14.29%	383,197

Required Descriptions

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

The needs of at risk students were considered first for the following programs and services: Targeted Reading/Accelerated Reader/Write Bright, ELD assistants, Academic counselor, Math/Small group, Tech supplies, Arts and Foreign Language, Educational consultant, A-G course offerings above and beyond Necessary Small School staffing levels, Parent Communication, translators and child care, Go Guardian, Newsela, Liminex subscription fees

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

The supplementary services are serving the unduplicated pupils by supporting academic progress and college and career readiness.