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.]

The district has been impacted dramatically because of the COVID-19 pandemic. Our last day of in-person instruction was Friday, March 13, 2020. We did not fully prepare for closing until we were called upon to so on Sunday, March 15, 2020. The remainder of the school year was held virtually. The community lacks adequate broadband connections and ten hot spots were needed to be provided to families. Even with those hot spots, the connections for some families are inadequate.

The district anticipated the need to return to online learning at some point in the fall or winter and decided to start the school year, in-person, in the middle of July. Only days before that planned opening, the state told the district, through the county's department of health, that we could not reopen. The district then intended to return to distance instruction the third week in August, with the county's other districts. Unfortunately, this start was cancelled due to the LMU Fire Complex. The fire caused the entire LEA's students and staff (except for one

teacher), to be evacuated for several weeks. While evacuated, the state changed the method for calculating COVID risk levels and county became eligible to operate in-person instruction on September 14.

With an agreement with the district's bargaining units in place, the district opened in a hybrid and cohort model. Students are split into two groups. They meet in-person two days a week, and online the other days.

As the students, parents, and staff continue to struggle with the COVID pandemic, learning loss is the largest concern. The LEA is no more or less impacted that other districts, but how we respond is different than most because of the size of our population.

Stakeholder Engagement

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

Through the reopening planning process, stakeholders have been surveyed through Google Forms, by phone, and even individual emails, calls, and zooms. The many false-starts, changes in state requirements and plans, and limited staff have all created a sense of confusion, loss, and frustration with the entire process. Eventually, it became very apparent to administration that the community was done talking, debating, or even thinking about reopening and mitigation efforts and that action was simply required move forward. The hybrid cohort model was developed in consultation with staff, two board members, and several parents.

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

Zoom meetings invitations were sent out through email. Due the small nature of the school, all public meetings on the topic were part of the various special board meetings over the summer.

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

At first (April and May), parents just wanted to return to school. By June, there were mixed feelings. By July, there was a lot of concern regarding the planned early reopening and many parents were planning on not sending their children back. By August, the planned return to online was accepted by most, but several were also wanting to return to in-person. By September, after the fires, when announced we could return to in-person, all but two children, in two separate families were ready to send their children back to school. 100% of staff was eager to return to work and when asked to get COVID testing to be able to do, they all got tested within four days of the request.

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

They hybrid cohort model was 100% developed due to input from stakeholders. Staff expressed concerns about too many students on campus at once, but also the need to reopen for in-person instruction. The parents were equally concerned and when presented with this

option, a majority of parents who had previously expressed concerns about reopening were pleased and willing to accept the model. There are many families (and staff) that would like us to return to full-time in-person instruction, and that could happen at a later date.

Continuity of Learning

In-Person Instructional Offerings

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

In-person classroom-based instruction is offered for all students in a cohort/hybrid model with one cohort in-person Mondays and Tuesdays, 8:40-12:00 and the others on Thursdays and Fridays. All students have at-home synchronous and asynchronous instruction using a variety of platforms and techniques.

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

Description	Total Funds	Contributing
In-person hybrid classes with social distancing and small cohorts. Custodial staff has been moved from afternoon/evening to morning/afternoon for continuous cleaning throughout the day. Breakfasts are delivered to the classrooms where students are dismissed individually to get them and eat at their desks. Students and staff are required to wear masks. Desks are placed in pairs with Cohort A on the left and Cohort B on the right. Each pair is separated six feet from each other pair and teacher stations. Chromebooks are issued to all students for at-home work. Hand sanitizer bottles are issued to each student for their use. Teachers take temperatures and monitor for symptoms throughout the day. Students are screen upon entering campus. Regular testing and assessment tools will continue to be used. One student with special needs is coming on campus both cohort group days.	no additional funds	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 will use the same tools used when a cohort is distant. The classes use Google Classroom, Seesaw, ScootPad, Edutype, vocabulary.com, and the various online tools and platforms provided by the adopted curriculum publishers. Teachers will continue to use Zoom and phone calls to meet with students.

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.]

Unfortunately, online access and connectivity issues can not be mitigated with all families. Cellular providers have poor or no coverage where several of our families live. The district has purchased T-Mobile hot spots and borrowed Verizon hot spots from the county library for several families. Some families continue to struggle to connect. The local provider of broadband has experienced degraded capacity due to the fires and service is unreliable. Current satellite offerings are not adequate for live zoom meetings and families that use that service are finding themselves with bandlimit and data cap restrictions. The district is continuously working with families to connect and provide asynchronous work whenever possible.

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.]

With the small class sizes and dedicated staff, connecting with students is easier than expected, provided the parents are responsive. There are several families who struggle maintain communication channels with the school. Disconnected cellular numbers, full-voicemail boxes, and ignored emails are a constant problem for some families. For most families, teachers are able to keep in constant contact with parents and students. While in a hybrid model, all students are connected with their teacher through in-person, zoom, or phone conversations (with the few exceptions noted earlier). Students are being held to high expectations to complete online, paper, or textbook assignments. All four classroom teachers are constantly evolving instructional techniques, and tools to meet the various needs of students and to be as flexible and accountable as possible.

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.]

Teachers and staff have been provided a series of professional development lessons and opportunities including use of Zoom, Seesaw, Clever, Zoom, and curriculum resources. Teachers are already proficient or expert at use of Scootpad and NWEA/MAP. All teachers are encouraged to seek out, find, and utilize additional resources and professional development opportunities. Staff share ideas on an almost daily basis.

Staff Roles and Responsibilities

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

Certificated staff now take temperatures and monitor symptoms, in addition to the infinite other responsibilities they have.
Classified staff have changes in hours, additional responsibility in cleaning, student health screening and monitoring.
Administrative staff (one person, also a full-time teacher), has a myriad of extra responsibilities, including completing unnecessary and redundant state reporting requirements.

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.]

All instructional is already highly modified to meet individual needs of children. Exceptional needs children are provided additional opportunities for in-person instruction instead of the hybrid. Students experiencing homelessness for whatever reason, but currently the fire, are provided whatever materials and time they need.

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

Description	Total Funds	Contributing
Hybrid instruction.		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.]

The primary tool for assessment of actual learning loss will be the MAP/NWEA assessments. We will also be using records of progress and mastery with ScootPad for Math and to a lesser extent ELA. Teachers will be adapting curriculum to meet the needs of students. Some students did very well maintaining, while others who did not connect well while completely virtual learning will have fallen behind. The district provided additional materials for students to work on over the summer, hybrid classroom instruction so far is showing students may not be as far behind as first feared. It is inappropriate to assign strategies without first adequately identifying the 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.]

It is inappropriate to assign strategies without first adequately identifying the needs. Students needing extra assistance, regardless of circumstances will receive the extra assistance.

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.]

Strategies will measured for effectiveness through weekly staff meetings and data analysis of informal and formal assessments.

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

Description	Total Funds	Contributing
Actions will be created upon completion of formal assessments on a per student or per group basis.		Yes

Mental Health and Social and Emotional Well-Being

Daily check-in is key. Students, staff, parents, and community are all struggling. With the added stress of fires, power outages, and loss of neighborhood homes, for many, we are merely enduring at this time. As we come back to school, we are attempting to establish a new base or normal and allowing our children a safe place. We are establishing routines. That is key. As we continue to move through this pandemic, our children will need to be able to communicate with each other, with our staff, and to know they are cared for, even if not physically at work. As needed, families will be referred to outside professionals for extra assistance.

Pupil and Family Engagement and Outreach

Phone, email, txt, zoom, mail, in-person visits. The LEA will do whatever is needed to get connected.. Unfortunately, there are some families that will actively attempt to avoid communication and connection with the school. Being a small school, we have very few times when we can not get in touch with a family. The biggest struggle as we have begun to reopen in a hybrid cohort is the training of the parents that "school looks different". Frustration is high, patience is low. Parents have different levels of engagement with their children and the school. The staff is working diligently to get all needs met, but parents need to remember that their child is not the only child and that txt messages or emails to teachers in the middle of a school day will not necessarily be returned for an hour or more. Things are going well, but there is need for improvement. Every day sees concerns being addressed and more and more engagement.

School Nutrition

School meals are provided by Howell Mountain Elementary School District. HMESD has continued to serve meals through the summer learning program. Meals are delivered to Pope Valley on Mondays and Thursdays. Cohort A students will go home with five lunch meals on

Monday and Cohort B will go home with five lunch meals on Thursdays. All students are given meal bags. Breakfast is served in the classroom daily while in person. Parents can ask for breakfast meals to also be included in lunch meal bags.

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
10%	n/a

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.]

Unduplicated students are provided extra opportunity in the learning center, ELL students receive extra instruction in ELD, low-income students are watched for needs for connection to outside agencies and assistance with food and clothing. All students receive chromebooks, hot spots if necessary, textbooks, instructional materials including pencils, paper, crayons, etc. All classes are kept clean and comfortable to provide a stable environment. Foster students, typically in grandparent care, are also provided with extra assistance through the learning center. All students are considered unique. The district's unduplicated count is high and all students are granted services to meet their needs.

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

Mostly through use of the Learning Center