

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 COVID-19 pandemic has caused significant disruption to the learning community. Our area is a tourist destination and much of the revenue that is generally generated has stopped. This has caused economic hardship for many families. In addition, because our topography and general isolation internet access for our families is limited and non-existent in large areas of our district. The gathering restrictions has also made things increasingly complicated because a large percentage of our students take the bus to school. In an area socially isolated school is often students only means of socialization. The isolation impacts students access to social engagement, with potentially negative effects.

Stakeholder Engagement

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

The district conducted a community survey, student survey and staff survey as well as held several board meetings. They also formed a district distance learning committee for ongoing feedback in restructuring distance learning for the 2020-2021 school year.

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

The LEA has hosted community ZOOM meetings to provide information to the public and receive feedback, answer questions and address concerns. The district has also hosted its regularly scheduled board meetings via Zoom.

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

1. Parents are worried about their children's safety and are looking at home school options for their children.
2. 10% of our students do not have reliable internet at home which makes distance learning difficult.

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

The biggest request our stakeholders wanted the school to consider was how to mark students that were absent from their Zoom classes. Their concern stemmed, because of internet or power outages that our community may be faced with again this fall and our already unreliable internet. Also of concern was the amount of time students spent on zoom and wanting more of a balance to address rigor but not overwhelm students with screen time.

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.]

Point Arena High School has chosen to allocate additional resources for students that are English Language Learners or have IEP's. Students that are part of either subgroup has an Instructional Aid assigned to them to make sure that they are attending class, have the resources they need for class, and the accommodations needed for them to have an opportunity for a successful learning experience. PAHS is also giving students the MAP test in order to quantify the learning of students. Freshman tested in-person following state and local health guidelines. The library will be made available from 7:30-3:30 daily and in accordance with all county and state health guidelines for students with no internet access. Transportation will be offered to those in students utilizing the library in accordance with all county and state health guidelines. Students may make appointments with teachers during their office hours to receive in-person assistance while staying in compliance to all county and state health guidelines.

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

Description	Total Funds	Contributing
1. PAHS is utilizing its instructional aides to contact students and families, in order to maintain & foster academic progress. 2. PAHS has purchased PPE supplies.	284,832	Yes

Description	Total Funds	Contributing
3. PAHS has purchased computers for instructional aids so they can contact parents and students.		

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.]

PAHS has changed very little with in its class structure. PAHS is still offering all of it core content classes and most of it elective courses. Core classes and Spanish will be taught Monday, Wednesday, Friday while elective classes are on Tuesday and Thursday. This reduces the amount of time students are on Zoom, but offer student access to the full curriculum with a similar quality in rigor. Should we go back to in-person instruction a hybrid model with synchronous and asynchronous instruction would be used unless otherwise directed by state or local mandates.

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.]

PAHS has purchased Chrome books for all of our students. Connectivity has proven more difficult. Many of are families live in areas that connectivity is not possible within the limits of our budget. The district is purchasing wifi hotspots and 3 mobile wifi busses.

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.]

Teachers will be using formative and summative assessments. During synchronous instruction formative assessments will inform teachers instruction. Teachers will be monitoring individual student work that is being produced through our ECHO program. Student will continue to have class work, homework, tests and quizzes. Student's participation will be measured through class discussions, collaborative document and group work. Teachers are focusing on power standards. All work should relate to these power standards, no busy work.