

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
Capay Joint Union Elementary School District	Jim Scribner Superintendent/Principal/CEO	jscribner@capayschool.org 530 865-1222 ext 40

General Information

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

Capay Elementary School closed it's doors to students at 6:00 pm on March 16, 2020. At 9:00 am on March 17, 2020, the staff met to address the need for continued education, meals and supervision for all of our students. That afternoon, each teacher contacted every student in the if class to assess the needs of the students and families. On March 18, 2020, Capay Elementary School began serving grab and go breakfast and lunch to students. Student work packets and Chromebooks were passed out to students. Zoom meetings and distance learning began weekly and successfully continues in the 20/21 school year.

Stakeholder Engagement

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

Invitations were sent out to solicit input from all stakeholder groups. Staff also made phone calls to each family to conduct a needs assessment for planning purposes.

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

Zoom links were sent out to provide for remote access to meetings.

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

All stakeholder groups (staff, students, parents and community) indicated that in person learning was their first priority. All groups indicated that live lessons were preferable to asynchronous activities. The results of the surveys that were provided in both english and spanish

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

Both synchronous and asynchronous learning is being offered. All aspects of the stakeholder input is evidenced throughout the plan. Because most families indicated in person 8:45 - 2:45 day

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.]

No in person instruction can take place due to the Governor's order. Proposed plan to for in person instruction and moiney needed. PPE, classrooms to make them safe. Proposed schedule slow date social emotional well being how do we stayed connected with all our students anticipate we will add whole school distanct activities that all can participate in

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

Description	Total Funds	Contributing
Actions for in person learning.. hiring a person/ Pe /social emotional	\$\$\$	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.]

Capay Elementary School closed its doors to students at 6:00 pm on March 16, 2020. At 9:00 am on March 17, 2020, the staff met to address the need for continued education, meals and supervision for all of our students. That afternoon, each teacher contacted every student in the if class to assess the needs of the students and families. On March 18, 2020, Capay Elementary School began serving grab and go breakfast and lunch to students. Student work packets and Chromebooks were passed out to students. Zoom meetings and distance learning began weekly and successfully continued until June 5, 2020.

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.]

All students will be given a Chrome book and the district will make every effort to provide internet access to all families. Distributed 20 hot spots and provided technology support. Teachers were provided both hardware and software to facilitate distance learning.

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.]

Students will participate in online meeting through Zoom or Google meet on a daily basis to take attendance and provide instruction. Time value will be calculated using the independent study criteria.

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.]

Glenn County Office of Education continues to provide support and resources for distance learning and technology.

Staff Roles and Responsibilities

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

All staff will be trained in proper health and safety practices surrounding COVID-19 and in person instruction. How roles have changes for staff, drivers, tech support emotional support, parent coaches

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.]

Additional supports may include increased live contact frequency to conduct small group and individual instruction.

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

Description	Total Funds	Contributing
Any and all COVID-19 related expenses to increase or improve the distance learning model. Purchasing and aquisition Odddysware, Hire 1 FTE distance learnign teacher Software/hardware \$\$\$\$	\$108,000	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.]

All students will be assessed in ELA, math and English language development to determine their learning status. Use the BPST and assessments witrhin the curriculum in both ELA and Math inorder to idenfy potential learning los both academically and emotialnny the initial ELPAC awas given Beachmark ELD

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.]

Once students are assessed, strategies will be put in place to meet their needs and make up for measured learning loss.

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.]

Students will be assessed during learning loss instruction to measure growth and drive instruction.

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

Description	Total Funds	Contributing
Any and all actions and resources needed to address learning loss will be implemented. Provide cohort model inperson instruction to EL and low income students Costs associated with this intervention, PD Para support	\$108,000	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 need to support all staff and students socially and emotionally. Social and emotional support will be provided first and foremost by the classroom teacher, with teachers implementing social and emotional learning (SEL) practices during distance learning, including but not limited to the Toolbox program. Students in need of additional support will have remote access to a school counselor, school psychologist, and/or outside agencies. Although the school site is not fully open, essential mental health services through the Glenn County Health and Human Services are still available by phone and/or video conferencing.

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.]

In order to support the engagement of students in the Distance Learning the following re-engagement Strategies will be implemented:

1. Site staff reach-out to student and family through phone calls, emails, Remind messages, and virtual meetings.
2. After 3 days of no contact (with parents or students) and/or no work turned in by the student, administration will contact the family via email or phone call in order to perform a well-being inquiry.
3. After 6 days of inactivity and/or no communication, administration will notify the family via certified letter.
4. After 2 weeks of inactivity and/or no communication, administration will collaborate with the Glenn County Sheriff's Office for a family wellness check. Results from the family wellness check may involve the Glenn County School Attendance Review Board (SARB).

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.]

Nutritionally adequate meals will be prepared according to state and federal guidelines and served on a daily basis. Parents and students will come by the school to pick up meals or we will deliver them the the home.

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
9%	134,872

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.]

In 2020/21, Capay Joint Union Elementary School District is projecting it will receive \$134,872 based on the enrollment of foster youth, English learner, and low-income students. Capay Joint Union Elementary School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. Capay Joint Union Elementary School District plans to spend \$195,000 on actions to meet this requirement.

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

- 1.1 Continue schoolwide Rtl model to target students below grade level standards in ELA
- 1.2 Continue employing Intervention/After-school Coordinator to provide Rtl student support in ELA.
- 1.3 Continue .2 Education Specialist to provide Student support in ELA.
- 1.4 Continue Bilingual Aide time to provide instruction and support to all EL students in Language Development and Core Subjects.
- 2.1 Continue schoolwide Rtl model to target students below grade level standards in Math
- 2.2 Continue employing Intervention/After-school Coordinator to provide Rtl student support in Math.
- 2.3 Continue .2 Education Specialist to provide Student support in Math.
- 2.4 Continue Bilingual Aide time to provide instruction and support to all EL and at risk students.

MOVE ALL ABOVE TO ACTIONS:

Capay will increase or improve services by 9% by using the following initiatives for them. The Hi risk groups EL and low income were the priority in creating these actions.

