



# 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 forced our school community to adapt to virtual learning and resources. We have used it as an opportunity to get caught up on our technology skills. All students have been issued technology and connectivity devices to ensure that they have access to uninterrupted learning. After trying several learning platforms we have determined that Google Classroom with zoom works best for assignments and instruction delivery. We have determine emails, texts and phone calls keep us on the same page as our families and we are using Class Dojo to help with this. We have found that our teachers need to focus on whole class, small group and one on one instruction throughout the day to keep kids up to speed on standard instruction. To facilitate this they hold live lessons three times a day with the whole class and small group zooms the rest of the time every day of the week except Wednesday. On Wednesday they hold one whole class zoom and the rest of the day is spent 1:1 phone or liv on zoom, small group zoom or in person 1:1 appointments with safety precautions in place. To maintain our schools electives and choice learning mandates we have contracted with Outschool for elective offerings that kids can choose from as long as the class does not conflict with core instruction with their classroom teacher. We have moved our board meetings online. We have moved our parent meetings online. Hands on materials such as science labs are sent home to students via bus every Tuesday. Materials are also collected this way OR students use their laptops to send a photo of completed work via Google Classroom. Nutrition services continue through the bus route. A week's worth of food is delivered every Tuesday to the regular bus routes in both North and South areas.

## Stakeholder Engagement

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

We use surveys, phone calls, emails, texts and snail mail on a regular basis to communicate with parents. Our parent meetings are held virtually via Zoom.

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

We use a zoom link with a waiting room for our meetings.

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

Our parents are split on the decision to offer full distance learning. About ten percent of families would like us to offer a hybrid model at some point and another ten percent want to return to school 5 days a week in a pre-covid capacity. 80 percent of parents feel like the distance learning is the best current option. 90 percent of parents are satisfied with the level of learning opportunities and how they are currently being provided through distance learning. 95 percent of parents report that they are enjoying good communications with the school. 20 percent of parents report that they have experienced some technical difficulties.

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

Weekly phone calls home.

## 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.]

We currently offer one:one in person appointments to help with specific learning needs and IEP goals. We will eventually come back in a hybrid model with the option of two days onsite or full distance learning with a switch in cohorts after Wednesdays.

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

Description	Total Funds	Contributing
Increased tech costs, increased hands on materials being sent home, increased online platform fees.	10000.00	Yes

Description	Total Funds	Contributing

## 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.]

We use Google Classroom and have scheduled daily zoom instruction. This will continue even if we return in person to some degree so that if school has a Covid Case the students can continue on with their learning routine.

### 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.]

We have provided chrome books and will provide hot spots as needed as soon as they arrive. We have several community partners who have also made wifi accessible to our 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.]

We require students to complete all assignments and to attend at least one live zoom class a day to meet their minimum instructional minutes. We have in person appointments available as needed. We do 1:1 and small group zooms as needed.

### 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.]

Staff have received webinar, onsite and instructional books. They have also received TIME the most precious tool of all to get caught up to the online expectations of our covid world.

## Staff Roles and Responsibilities

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

Staff must now have daily contact with families. If a student misses the first live zoom then the teacher must call immediately. Staff must follow all safety protocols to ensure health and safety including distancing, face coverings, hand washing and disinfecting.

## 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 students with IEP goals or other learning plans have a regularly scheduled weekly time to have additional help either online or in person depending on their preference. They also have accommodations and modifications as needed.

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

Description	Total Funds	Contributing
Daily and weekly zooms and phone calls. In person meetings as needed. Plexiglass barriers, face coverings, other materials as needed. Distance Learning Instructional Materials that enhance students interest in learning such as science kits, seed kits for growing plants, and an online program that offers multiple elective options	30000.00	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.]

We have begin addressing this with additional tutoring and 1:1 and small group instruction . We have partnered with an online tutoring resource for additional individualized help.

## 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.]

We are employing strategies that differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness. based on their immediate needs and plans in place. Students have the option to meet one on one as needed. Additional learning sessions, tutoring and differentiated goals. Every student will have a personally tailored plan.

## 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.]

We will measure based on learning growth and attendance.

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

Description	Total Funds	Contributing
1:1 meeting, specialized help, additonal devices and tutoring options, learning style teaching, parent training.	1500.00	No

## 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.]

SEL classes offered online, daily contact and monitoring. Peer socialization opportunities.

## 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.]

Home visits as needed, in person appointments, catch up sessions, daily contact, choice learning. Our parent meetings have been moved online. We are working to teach parents about how to work with students and about resources that can help them.

## 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.]

Our nutrition team assembles food to be delivered on a weekly basis and we deliver it to all bus stops. All families may sign up. All state nutrition guidelines are being followed and documented.

## 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
25.82%	160,182

## 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 foster youth, English learners and low-income students were considered in regard to how we offer educational, nutritional and SEL services to family while engaged in mostly distance learning. Our families both expressed and exhibited the need for frequent contact with the school community and we have worked to provide this. We met the need for tech and tech access by using funds to acquire what was needed. We knew our families needed continued meal support and we created a plan to deliver these services to our families on the bus stop and times they were already familiar with so that they would not have transportation services when trying to access food and materials.

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

Our low income students have increased access to all services through this plan. If and when we get more English learners and or foster youth we will increase support for them as well.