

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
Canyon Elementary School District	Lucia Sullivan Principal/Superintendent	LSullivan@canyon.k12.ca.us 925 376 4671

General Information

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

The Governor's orders to Shelter in Place on March 16th forced Canyon Elementary School District to move to a District learning Model. As the start of the 20-21 school year arrives, our county is on a COVID-19 watchlist that prohibits schools from opening for in person instruction at this time. We plan to start the school year in a fully distance learning model and await improvement of health metrics that would allow for a hybrid reopening following CDC, CDE and CDPH guidelines.

Stakeholder Engagement

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

Multiple surveys were administered to parents, kids and staff through out the distance learning of the spring and through the "reopening envisioning process" of the summer. Town hall meetings were held via zoom as well.

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

All meetings have been held over zoom with opportunities for public engagement.

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

Parents and community stakeholders are not monolithic. Some people want in person instruction as soon as possible, many do not as their concerns about transmission make them wary.

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

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.]

At this time we are not offering any in person instruction.

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

Description	Total Funds	Contributing
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

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.]

From the day the Governor ordered the Shelter in Place our staff was able to provide immediate, synchronous classrooms experience. We have improved pedagogically over the summer and have acquired additional learning tools to strengthen online learning.

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 a device to every child who needs one.

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 will do this in multiple ways. Teachers are providing daily synchronous instruction and are taking attendance on a daily basis. We have also built out a new learning Management System that will track each child's engagement with online learning on a daily basis generating a spreadsheet that will show minutes worked online. Further, many of our curriculum resources track student progress. Teachers are also able to quantify time value of recurring offline learning tasks. Families have agreed to make weekly trips to the school to drop off and pick up materials which will further allow teachers to measure student progress.

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.]

1. We have built out a new learning Management System and Eric Reynolds, our web master, is offering daily (hourly) consult and endless instructional videos for learning to navigate the LMS
2. Teachers participated in Corwin's 5 hour Distance Learning webinar
3. Teachers participated in ISTI's 4 Distance learning modules
4. Upper Elementary and Middle School Staff are taking a two day training on the implementation of Document Based Questions digital curriculum
5. Elementary Staff participated in the Kern County Distance learning training
6. Upper elementary staff participated in Common Sense media webinar
7. Upper elementary staff participated in FOSS science curriculum webinar
8. Early childhood staff engaged in *CKA 1st 30 Days
9. Early childhood staff engaged in *CKA Nature Class
10. Early childhood staff engaged in *CKA Bitmoji Class
11. Early childhood staff engaged in *CKA Work Smarter
12. All staff received copies of Corwin's Distance learning Playbook (Fisher, Frey, Hattie)

Staff Roles and Responsibilities

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

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.]

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

Description	Total Funds	Contributing
[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

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 are using adaptive online assessments to determine student performance levels and identify students in need of support. We will use the data from these adaptive formative assessments to create targeted intervention groups. We have established a schedule that builds extra time for all who students who need additional support.

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.]

Teachers are meeting with students in small groups or 1:1 on a daily basis and then creating targeted activities each vulnerable learner (such as direct instruction with teacher).

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 engage in on going formative assessment to measure efficacy of teaching strategies.

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

Description	Total Funds	Contributing
Additional small group or 1:1 interventions.		

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.]

We are attempting to incorporate SEL strategies into each aspect of our instructional program. Classes include movement breaks, yoga and breathing exercises. Teachers are focusing on CASEL supported resources and tools to help students integrate SEL strategies into their daily activity.

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.]

We have built out a new website and Learning management System. All students and parents log into this portal to access classes and meetings. Assignments are posted here and there is a virtual community. We are hoping this will act as a magnet and pull families in. So far we have had almost 100% engagement in distance learning. If any child does not log into class as expected we immediately contact the

family and attempt to support them with the log in process. If we were unable to reach the parents we would continue using phone and email until we were able to do so.

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.]

We have contacted every family that is currently receiving free or reduced price lunch. We administered a survey to see if families would like to pick up meals daily, weekly, or a combination and we asked about nutritional preferences (vegetarian, gluten free, etc). We expect 100% participation. We may begin offering a paid lunch option as well if families express interest in this.

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
1.29%	

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.]

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