

# 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
Surprise Valley Joint Unified School District	Audra Evans Superintendent/Principal	aevans@svjUSD.org 530-279-6141

## General Information

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

The Surprise Valley Joint Unified School District's mission is: In partnership with families and communities is committed to: Embracing diversity and value of our small community; Nurturing a safe, healthy school environment; Cultivating self-directed, respectful, confident, productive students; Fostering creative expression, critical thinking, meaningful collaboration, effective communication, and technological literacy; Implementing rigorous standards of teaching and learning; Providing opportunities for well-rounded learning in the classroom and community; Promoting a “college-going” culture with families and students; and Preparing students who will make successful transition to the next level of achievement in a global society.

Surprise Valley Joint Unified School District serves students from four communities: Cedarville, Eagleville, Lake City and Fort Bidwell. The district's current enrollment for the 2020-2021 school year is 123 students K-12. The number of student that qualified for free and reduced meals was about 62% for the 2019-202 school year. Our district has two schools, an elementary K-7, and high school 8-12, which the two schools have been consolidated to one site the fall of 2019.

The impact that COVID-19 has had on our LEA and community, is that our students lost over 50 days of academic seat time in their classrooms. Teachers did the absolute best they could to continue on with their regular classroom agenda in the two and a half months of distance learning. The guidelines were vague, so teachers felt they had limited guidance to follow. Our community had hopes of returning to the classroom, due to having no cases in our county in the spring. Our LEA did provide lunches for families through the month of June. We had some families whom lost positions at their job, but most transitioned to working remotely or continued working as normal. Our small community had to continue on to survive, so for the most part, things ran the same.

# Stakeholder Engagement

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

Surprise Valley Joint Unified School District made efforts to receive stakeholders feedback at our Site Council meeting which included parents, students, classified teamster/unit members, certificated teamster/unit members, and community members. We also conducted surveys throughout the end of the 2019-2020 school year and again preparing for the 2020-2021 school year. Teachers and staff members were actively involved with the feedback.

Meetings held on: Site Council: September 8, 2020, Staff meetings: August 17 & 26, September 2 & 9.

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

The Surprise Valley Joint Unified School District has provided Zoom access for board meetings on August 13 and September 10. Site Council meeting provided Zoom access September 8. Parent surveys were used in constructing our plan to return to school in person, which were emailed to families and the link on our website and social media pages.

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

Feedback provided by stakeholders included concerns, initial plans and suggestions which is listed below:

## Concerns:

- \* Social distancing concerns and difficulties, difficult for students with high needs, staff needs, letter sounds, trained and have supplies.
- \* Students having access.
- \* Staff needing extra support.
- \* Precautions for schools.
- \* Having options for curriculum would be helpful if distance learning happens.
- \* Learning Loss- it will be hard to play catchup with the lost learning, but the focus will be on the core skills as the priority.
- \* Distance learning does not work for the high needs kids, and it wasn't personal enough.
- \* Some time will be lost with temperature checks. (May need more support for this)
- \* IEP Assessment is going to create extra urgency.
- \* Expectations for school sites and staff.
- \* Student risk with COVID.
- \* Students not comfortable with masks.
- \* Eligibility for special education vs. regression from learning loss.
- \* Staff want in-person instruction with students with safety precautions.

## Plans:

- \* Handwashing will be a huge focus.
- \* iPads will be sent home with students.

- \* Distant learning plans- they were created, but may need to be updated.
- \* Assessments- Star, will be rolled out immediately. Renaissance Learning and teacher assessments.
- \* Professional development provided by MCOE.

#### Suggestions:

- \* Pouches for staff and hand sanitizer.
- \* Everyone is willing to wear a mask and set an example.
- \* Sanitation of iPads.
- \* Social Emotional Learning professional development.
- \* Individualized items for students so they are not sharing.
- \* Focus on SEL for students.
- \* Trauma Informed Practices.
- \* List of student names who might be struggling, so outreach can be provided.
- \* Intervention supports.

On August 10, 2020, a public hearing was held. There was no public comment.

On September 24, 2020, the board approved the Learning Continuity and Attendance Plan.

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

Even though there were concerns voiced around precautions being implemented for COVID, the overall consensus is that staff want to be working with students in-person. Because of these aspects of the Learning Continuity Plan that were influenced by stakeholder feed back consists of the professional development and coaching that will be provided to districts by the MCOE's Continuous Improvement team. Areas of focus will include data support, intervention and remediation, social emotional learning and trauma informed practices. To support data driven decision making for social emotional learning, MCOE will contract with Kelvin mental health management platform to collect student feedback and provide additional support by hiring a behavioral assistant. The Surprise Valley Joint Unified School District is using the monies to help with custodial time, adding two classes to reduce class size, SEL team and time and SEL training.

# 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.]

The Surprise Valley Joint Unified School District is looking forward to returning to school in-person instruction for our students. Our instructional plan is guided by our focus on students who have experienced significant learning loss due to the interruption of in person instruction as a result of COVID-19 during the 2019-2020 school year. We started planning our return to in person instruction by conducting community surveys throughout June and August to gain an understanding of what our stakeholders are interested in for our students. In order to begin the process of resuming in-person instruction in compliance with local, state, and federal guidelines for safety, we have worked to create a plan for reopening our schools for in-person instruction and distance learning. We will follow the California Department of Health guidelines. We will be working as a staff and collaborating with MCOE to support our students and staff with intervention, data collection, student placement, social emotional learning, positive behavioral interventions and supports.

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

Description	Total Funds	Contributing
The entire district is using Google Classroom and preparing students early in case we have to go to distance learning and to support the students that are currently on distance learning. Teachers need G Suite enterprise for education	1,000.00	Yes
Primary teachers are going to use eSpark to help with reading and math	1,000.00	Yes
High school teachers are collaborating and trying new apps and resources. Jamboard is an app they have found and are trying to implement it into their every day instruction.		Yes
Primary and intermediate grades are using Khan Academy and Zearn resources		Yes
Increased teacher time and added classes to reduce the class size for two different periods. Increased .14 FTE.	15,000.00	Yes

Description	Total Funds	Contributing
PPE Sanitation Supplies	50,000.00	Yes
Homework Support at both the high school and elementary schools 2 to 4 days a week.	10,000.00	Yes
K-12 Fast Forward	6,000.00	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.]

The LEA will provide continuity during the school year to ensure pupils have access to a full curriculum by live streaming using Google Classroom and Google Meet. The entire district is using Eureka Math K-11. Our English Language Arts program is using Wit and Wisdom for grades K-8. By being able to live stream classes daily students are able to continue fluently between distance learning and in person.

### 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.]

Students will have access to devices and connectivity for all pupils by having students one to one with devices, with students using Ipads and Chromebooks. The LEA has also completed a survey of families on what devices they have and what their family connectivity is. The district has also purchased hotspots for families that have limited connectivity access. The district has purchased 15 hotspots to help families in need of connectivity. We received 40 Chromebooks from the SSDA over the summer in preparation of students learning through 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.]

Surprise Valley JUSD will assess pupil progress through live contacts and synchronous instruction minutes. The district will begin the year by preassessing all student using Renaissance Place (Star Reading and Star Math), and K-3 will also preassess with Results. As teachers are instructing they will use formal and informal assessment such as Google meets, written and verbal responses, emails, or daily class sessions. Teachers will continue to assess all students using Renaissance Place for both reading and math at the end of each quarter. Teachers will also be accessing all students on a daily basis through their curriculum and classroom discussions.

## 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.]

Surprise Valley Joint Unified School District will provide district wide professional development to all certificated and classified employees as needed and requested. The current professional development provided by the district and the Modoc County Office of Education has been in areas of distance learning, social emotional learning, and Google classroom.

## Staff Roles and Responsibilities

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

Due to COVID-19, areas that have affected the roles of the staff at Surprise Valley Joint Unified School District include: learning curve in distance learning, a larger emphasis on social emotional learning, more intervention support, self-care, additional data collection, taking and recording temperatures every morning, extra cleaning and disinfecting of desks and classroom more frequently by more staff members, changes in responsibilities of our classified to focus more on keeping students separated (social distanced) and cleaning instead of really having them focus on helping with academics.

## 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.]

Surprise Valley Joint Unified School District will provide supports to all of our students, including students with exceptional needs, foster care and those who are experiencing homelessness. By working with Public Health, we are to provide counseling, and Modoc County Office of Education provides counseling, Special Education, and speech. Our district is also conducting Student Support Team meetings, and participating with our county SARB board.

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

Description	Total Funds	Contributing
Google Enterprise	1,000.00	Yes

Description	Total Funds	Contributing
Devices to support distance learning	15,000.00	Yes
Hot spots for students who do not have internet plus monthly service fee	5,000.00	Yes
Computers/devices for teachers to support distance learning	10,000.00	Yes
Apps/programs needed for distance learning	5,000.00	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.]

Surprise Valley Joint Unified School District's instructional plan is guided by our focus on students who have experienced significant learning loss due to the interruption of in-person instruction as a result of COVID-19 during the 2019-2020 school year. The district is starting the year with in-person instruction with a distance learning option that has targeted instruction that include intervention support for students who are high risk of continued learning loss. We are starting the year by accessing all of our students 1st grade- 12th grade with Renaissance Place in English Language Arts and Mathematics.

## 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.]

Professional development is occurring in developing teacher capacity in essential standards, utilizing Universal Design for Learning and implementing social-emotional learning to combat the trauma that may have occurred during the shelter in place orders. A focus will be on English learners, foster youth, and pupils with exceptional needs, with a primary focus on our low income students.

- \*Providing after school tutoring
- \*Intervention groups
- \*Schedules and checklists
- \*Weekly assessments

## 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.]

The Surprise Valley Joint Unified School District will measure learning loss through Renaissance Place (Star Reading and Math), Results assessment, district writing assessments and other identified teacher quarterly assessments. Through these assessments teachers will be able to identify how students are doing academically. Teachers will use Professional Learning Time to review data results, to create a plan for the learning loss that has occurred. Fast Forward is a reading intervention program the district is purchasing to help close the learning loss gaps.

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

Description	Total Funds	Contributing
K-12 Fast Forward	6,000.00	Yes
Educational Apps	3,000.00	Yes
Tutoring	10,000.00	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 Surprise Valley JUSD has Continuous Improvement Coaches from MCOE that will be supporting the district with implementation of social emotional learning. Teams for each school site were created in June to support students and staff for the 2020-2021 school year in the areas of social emotional learning, trauma informed practices and positive behavioral interventions and supports. Three areas of focus include staff self care, empower staff to make SEL a priority, and restorative practices for highest needs students. Anticipated areas for SEL needs for teachers/practitioners in the areas of compassion, fatigue, explicitly teaching social skills with passion, and healthy self care. In addition, anticipated the SEL needs for students will be in the areas identifying emotions, managing emotions and healthy coping skills. To help support this, MCOE will be purchasing Kelvin a social emotional data base program to help with identified needs to support students and staff.

MCOE has offered 2 SEL webinars for teachers and staff in 2019-2020 school year and is providing additional SEL training for the 2020-2021 school year. Our team will continue working with MCOE throughout this year. MCOE was also able to increase the time of our Behavioral Assistant support.

## 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.]

The Surprise Valley Joint Unified School District is working closely as a staff for pupil engagement and outreach to our families. Our district's instructional program is designed to promote, encourage, and engage full participation of our students and their families. Our approach to reach student engagement through our Distance Learning Program includes the following components:

Tier 1:

1st-3rd day of absence: Teacher makes a phone call to student's home and documents the contact with the student and family.

4th-5th day of absence: Attendance liaison will attempt to reach out to family and emergency contact. The communication with the family or emergency contact is documented.

**Tier 2:**

6th-7th day of absence: The program administrator will attempt to reach out to family and send a letter of concern for non-participation to the student's home. A copy of the correspondence will be made and added to the documentation for this action.

**Tier 3:**

8th-10th day of absence: A socially distanced home visit that follows the guidelines by the federal and state health officials will be made to the student's home by the program administrator and attendance liaison. A written communication will be left at the residence requesting that immediate contact be made with the program administrator or other authorized MCOE designee. The visit and parent correspondence letter will be documented.

**II. Instructional Engagement**

Teachers will provide instruction that engages students and promotes daily participation. The use of small group video lessons taught through Google Meet will provide an additional layer of continued outreach to our students. Our daily teacher/ student meetings will further assist our outreach to our students and assist with identifying the specific areas in the curriculum that our students are in need of support. Our interactive distance learning program will assist with mitigating the number of students who advance from our Tier 1 Attendance level to Tier 2 and beyond.

**III. Communication- Students/ Parents**

Students - Students will engage with lessons and meetings with their teachers daily/weekly. Students will be reminded of their expectations as learners which includes daily attendance, participation, and completion of all assignments, assessments, and projects.

## **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.]

Surprise Valley Joint Unified School District is following all of the USDA and CDE guidelines for approved meals for all student while attending school in person and offering pickup and delivery to specific sites if school closure becomes necessary. During the COVID 19 shut down, Surprise Valley JUSD continued to provide meals for our families. To help our families in Fort Bidwell, every day we delivered lunches. This helped many of our families who are eligible for free or reduced priced meals. This is roughly 60 miles round trip.

## 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
7.44%	106,625.00

### 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.]

Foster Youth, English learners and low-income students are considered at risk in the areas of academics, behavior and social-emotional/trauma. The effects of COVID-19 have magnified these areas. Because of this, Surprise Valley Joint Unified School District unduplicated population represents about 65% of students. The district plans to use the supplemental/ concentration funds generated by these students as outlined above. All services are planned to be implemented district/school-wide because of the high percentage of targeted students. The primary benefit is for the targeted students, but all students will benefit from the plan. The district believes these are the most effective uses of the additional funds to improve the educational program for the targeted students. Additionally, the planned services will avoid the potential negative stigma from a traditional targeted or pull out program and will allow students to maintain access to

all other services available to students without interruption. Funds will be used primarily to support maintaining lower class sizes and to provide instructional aides as a support to the educational program. The district also plans to offer a tutoring program primarily targeting the unduplicated pupils but offered to all low performing students. Also, the district will use funds to purchase classroom computers and additional educational software. Benchmark assessments and Renaissance Learning will be used targeting the unduplicated pupils but offer to all low performing students to determine strategies needed to improve student learning, along with on-line resources for credit recovery.

Professional development is being provided to staff. The areas of professional development include:

Professional Development

- \* distant learning
- \* selfcare
- \* trauma informed practices
- \* grading practices
- \* social-emotional learning
- \* learning loss intervention
- \* data collection
- \* Universal Design for Learning

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

Due to our population of low-income students, our professional and academic support services are principally directed and effective in supporting students need.