

# 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.]

As a small rural district in a remote area of San Diego County, the Spencer Valley School District is strongly connected to its community. The Superintendent and Staff know each student and every family and their needs so responding to community from the beginning of the pandemic and as it progressed was second nature to the staff of the district. The impacts to the community from COVID-19 included increased numbers of families experiencing homelessness and food insecurities. Food distribution was set up in partnership with another small district nearby and distribution organized to deliver food to both communities, as most students live in outlying areas.

Families also shared the additional hardship and loss of income due to parents needing to stay home to supervise their children and ensure learning occurred during the school day. In response, Spencer Valley did conduct a parent survey to determine if childcare arrangements for essential workers would be needed during ordinary school hours within the District's zip code. There were no essential workers within our zip code area. Should the need arise for supervision, the District would consider each family's needs and partner with local resources and referral agencies to connect families in need of child supervision during school hours. The District's survey also gathered childcare and other information to understand the number of potential childcare spaces that could be provided later for other families, if childcare restrictions were eventually relaxed and schools would be allowed to open childcare programs.

Connectivity still continues to be a challenge for families in the Spencer Valley area. Even though hotspots and devices were provided to families, they were not effective in some areas. Families with more than one student needing to be on line for live instruction, found it extremely difficult or impossible to maintain a stable connection. The potential for becoming less engaged with the learning process combined with parents' struggles to be available as instructors led the district to institute phone follow ups with some families.

Students have been adversely affected, socially and emotionally, by the sense of isolation they experienced when they are not able to attend school in person. This was amplified for families living in remote areas where some children were not able to see other children in person for very long periods of time.

## Stakeholder Engagement

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

Spencer Valley School District has consulted with parents, pupils, teachers, administrators, and other school personnel regularly since the initial school closures occurred in March 2020. Spencer Valley does not have local bargaining units and is not required to have an EL Parent Advisory Committee due to the small size of their EL population. Information from the earlier interactions, along with input from recent meetings, were used to prepare the Learning Continuity Plan (LCP).

Parent meetings related to the 2020-21 school year were held, virtually, on July 14, and July 28, 2020. Components of a Safe Reopening Plan were shared. All parents then received a written recap of the meeting, which included an invitation to contact the superintendent if the parents had concerns. In addition, surveys were conducted with parents regarding access to technology/connectivity, and regarding parent and student response and engagement to distance learning.

The LCP was presented to the Parent Advisory Group for review and feedback on August 20, 2020 and the Superintendent responded to comments received.

Staff meetings that included certificated staff, administrators and other staff were held on July 27 and July 29 and August 17. These meetings included discussions of curriculum, online management systems, training and materials, schedules and assessments related to the opening of school for the 2020-21 school year. Shortcomings of the Crisis Response models that were put in place March - June were discussed and data collected from surveys, assessments, student work quality, quality of parent/student engagement and rate of return were presented. The cumbersome task of tracking components in order to ensure rigor, responsibility and relationships was discussed. It was determined that all assignments, grading, and communication would flow through CANVAS - an online workflow management system. The State requirement for 240 instructional minutes per day was clarified during discussions, as were safety protocols that would be in place when in-person learning is allowed.

The LCP will be presented for a Public Hearing at the School Board meeting on August 19, 2020. Public input will be invited and used to make final revisions to the plan.

The LCP will be on the agenda for Board adoption at the September School Board meeting.

In order to meet the needs of the community, translation is available if needed, and information will be disseminated on the website.

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

Virtual meetings were conducted using Zoom and call-in options, and postings on the website provided information and updates. Communication with parents included the review on August 20 and parents were encouraged to personally call the Superintendent if they had input or concerns.

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

Meetings have been held since June 2020 with staff and School Board to discuss curriculum, online management systems, training, and materials.

Parent surveys and parent meetings describing type of program to be offered for the coming year determined that 80% of parents wanted in person instruction. During the July 14 meeting, input received afterward indicated that most parents wished for the proposed staggered schedule (Drop offs at 8 and 9) to be compressed if possible. Staff responded by reworking the daily schedule (8:00-1:00 and 8:30-1:30). During board, parent and staff discussions that studied hybrid or blended learning models, it was determined that district and staff preference of most parents was for offering either total in person instruction or, if distance learning is required, synchronous live instruction that mirrored the in-person schedule. The decision was based on surveys, restrictions on class size (on campus learning), limited staffing available and their multi-grade assignments, budget shortfalls, and a firm commitment to dedicate available resources and personnel in a responsible manner.

The district also had our liaison reach out to hispanic families to explain changes and personally gather input.

Parents continue to see connectivity as a challenge in their homes, even though hotspots and devices were provided to all students who requested them. Due to limited bandwidth in remote areas, some families are unable to ensure learning can take place when there is more than one child on-line at a time - both connectivity and quality of supervision of instruction from home are factors that have been reported privately and in meetings.

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

{Initial notes - to be completed after all Stakeholder Engagement events have been held.}

Based on input from staff it was determined that offering either total in-person instruction or distance learning synchronous live instruction that mirrored the in-person schedule would take place as determined by health orders. (see above for more detail).

And very specifically, initially planned start for the school year, and start and end times for the school day were changed in direct response to parent concerns.

## 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 preference for Spencer Valley School District is to offer in-person instruction if possible and if approved by the Health Department. Safety will be maintained with a schedule that will enforce social distancing through staggered start times, lunch times and end times. Grade levels of students will enter and exit through different doors to avoid mingling, and desks will be six feet apart. Masks for students, face shields for staff and hand sanitizing, along with taking temperatures and frequent cleaning will help maintain a safe environment.

The staff has spent most of the time off discussing and creating a seamless “geographically neutral teaching plan” that will be implemented during instruction on campus or at home in case of health conditions changing. The “Flexible Plan for Instructional Continuity” will include some key components to ensure learning stays strong whether students are on campus or must return to learning at home.

One important new feature will be the use of the online learning management System called CANVAS by all staff, students and parents. All communication, meetings and assignments, and most books and on-line materials, discussions, videos, assessments and grades will be accessed and tracked within this online system. Parents and students will be able to obtain most everything they need to learn at school or at home from one log-in spot. In addition, students will still be completing work from consumables and paper pencil activities as assigned.

### 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.]

The staff has spent most of the time off discussing and creating a seamless “geographically neutral teaching plan” that will be implemented during instruction on campus or at home in case of health conditions changing. The “Flexible Plan for Instructional Continuity” will include some key components to ensure learning stays strong whether students are on campus or must return to learning at home.

Live synchronous instruction, peer interaction and small group or individual follow up are components school day. Physical activity will be assigned as a home activity. English Language Arts and History Social Science instruction will be integrated and taught in a block. My World (K-5) or National Geographic (6-8) and the the Wonders program will be used as the instructional resources, for both in-person or online teaching. Math, Science and Writing, Art and Music are components contained in the 5 hour schedule for both in-person and online learning.

One important new feature in the "Flexible Learning Plan" will be the use of the online learning management System called CANVAS by all staff, students and parents. All communication, meetings and assignments, and most books and materials discussions, videos, assessments and grades will be accessed and tracked within this online system. Parents and students will be able to obtain most everything they need to learn at school or at home from one log-in spot, although consumables and pencil paper activities will continue to be part of the program.

### 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.]

A needs assessment regarding technology availability was conducted in March; and hotspots and devices were purchased and provided for all families who indicated they needed technology assistance. Spencer Valley was successful in getting technology to all students, and by the end of second week (of closure in the Spring), all families did have access to a device, had access to online service, and had participated in a trial of Zoom with their teacher. This same procedure will be in place at the beginning of the 2020-21 school year.

In June an online survey was sent to assess parent and student experiences with devices and connectivity at home. Some concerns were raised regarding insufficient bandwidth in some remote areas at the meetings in July. The district is working with SDCOE and within our region to address this concern before the opening of school for the 2020-21 school year.

Families will work with technology staff to check out these items, and address any technical problems that arise.

## **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.]

The instructional plan for Spencer Valley is 240 minutes of instruction that includes either live or synchronous instruction, including interaction with peers and support check-ins. Attendance will be taken in both scenarios. Regular instruction, check-ins and assessments, plus information logged in from several daily "checking for understanding activities/discussions" embedded into CANVAS calendar of assignments for the day, will determine in real time, levels of student access, engagement, and progress.

In the Spring, online opportunities to access extra curriculum, and log-ins for assignments within district adopted online resources were sent to all students. Compass Learning, Wonders, Everyday Math, Khan Academy, PBS Kids, Newsela, and YouTube, were some of the adopted and supplemental online resources that were made available to families. Tech support was given to parents who needed help with configurations and downloading apps. Teachers and Resource staff conducted Zoom meetings with Resource and EL check-ins. They kept logs, tracking the level of attendance, level of engagement and participation within live interactions, quality of work, and completion of their weekly assignments. Teachers were unable to track viewing behavior or participation on their assigned video lessons. Collecting information was a cumbersome process. The district and staff drew some to sobering, but solvable conclusions from the data to inform planning for the coming year.

Training and inclusion of interactive features of online tools using CANVAS and ZOOM - polling, think pair share, discussion responses, chat, visual assessment, Q and A will allow for effective tracking. Communication tools and grading, CANVAS Studio, and discussion features will be incorporated.

## **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.]

The teaching and support staff began training in June to learn how to use the online management system CANVAS, as the District was not using any formal online system at the time of the school closures. This training was held through San Diego County Office of Education. Student and class pages are expected to be functional in the fall of 2020.

Plans are also in place to train the two new teachers in the district on the curriculum and expectations in Spencer Valley.

## **Staff Roles and Responsibilities**

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

ALL STAFF

Increased time on the part of all staff for TRAINING, DOCUMENTATION and RECORD KEEPING within their newly assigned scopes of work due to COVID-19: Nutrition, Facilities/Maintenance - including HVAC, Custodial, Administrative Assistants, Health, Liasons, Teachers, Counselors, Yard Duty Supervisors, Instructional Aides, Special Education Service Providers

Increased training and SEL awareness and referral processes for family outreach and emotional support

#### ADMINISTRATIVE STAFF

Increased time spent in meetings and time spent online to remain current and compliant with regulations

Increased time to ensure compliance and quality through supervision and creation of (or updates to): Policies, Safety protocols, PPE acquisition, prevention plans, waivers, instructional programs for in-person and distance programs and training, Special Education needs and requirements, facilities reconfiguration, increase of custodial staffing and training, nutrition and meal delivery options, ordering of supplies, staff handbook and agreements, parent group input and communication, technology and connectivity agreements and purchases, and accountability reporting

#### ALL TEACHING AND SUPPORT STAFF

Increased training for CANVAS and other virtual supports like Zoom

Increase in planning time needed to preload assignments into online management system - CANVAS

Increased strain on technology and office staff to order, configure and trouble shoot tech issues

Increased cleaning protocols

Increased check-ins

## 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.]

English Learners, Foster Youth and Low Income students received hotspots and devices to access online programs if need was indicated through a family needs assessment that was conducted by the staff.

Teacher and resource staff collaborated weekly to plan and evaluate the online, paper, and Zoom meeting results, as they were completed by students receiving differentiated and integrated ELD instruction. English Learners were invited to extra individual and small group instructional support Zoom meetings that were held for students to access designated and integrated ELD instruction. A resource staff member created supportive extra assignments at each student's level to supplement the weekly work packets for differentiated and integrated lessons; and students also had the opportunity to complete these activities and paper and pencil assignments with their own teachers and designated resource staff each week during office hours.

Teachers held office hours and/or check-in times Monday through Friday to help support students who had additional questions or needed extra guidance. This included phone calls or email contact. Students with a 504 or receiving services through an IEP, low income students, Homeless and Foster Youth, and English Learners all were served by having extra staff assigned or available to them. Support staff was sometimes scheduled through regular Zoom time. But more often, School Psychologist, Counselors, and other resource staff members held additional lessons online to provide services for students and individual families based on their needs or Individual Educational Program or

English Learner designation. Students with disabilities were provided equal access to our learning programs and a free and appropriate public education to the “maximum extent possible”. A review of each child’s program was conducted and any updates to the IEP’s were completed, if necessary, through collaboration and agreements between the families, case managers, teachers and service providers.

**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.]

Students will complete pre-assessments at the start of school to determine baselines so that staff can assess each students' learning status and plan accordingly to provide appropriate instruction to address learning loss and move forward with attainment of current year standards. Assessments used may include, but are not limited to, NWEA and Reading Records.

**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.]

Daily check-ins and follow up with students will be scheduled. Students will be provided with physical packets that include pencil and paper assignments to allow students different modes of learning and expression. Enrichment activities will continue to be scheduled into each grade level.

Staff meets with a counselor each week and monitors student academic or behavior goals to determine what support is needed.

## 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.]

Growth from baseline will be the primary measure of effectiveness.

## Actions to Address Pupil Learning Loss [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]		

## 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 School Psychologist, Counselors, and other resource staff members held additional lessons online to provide services for students and individual families based on their Social Emotional needs. The School Psychologist will be designing new virtual supports and resources for students and families. This may include a virtual Mind Up class, or class in Restorative Circles.

Families will be referred to Care Solace for additional support.

## Pupil 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.]

Again, as a small district, teachers know their students well and have the ability to address the academic or social/emotional needs as they arise. Students do not "fall through the cracks" in Spencer Valley, which is one of the strengths of the district.

Family training for Zoom access was provided by teachers or the district's technology staff if families were unable to access Zoom meetings. Follow up phone calls with a Spanish speaking liaison were conducted to ensure apps and processes were fully understood by parents who spoke only Spanish.

Special arrangements for class meetings and work exchanges were made for families that became homeless and had to move during this time so that they could still remain enrolled and engaged until the school year ended.

Superintendent Weaver has personally contacted families of students who were not regularly engaging with distance learning in the Spring. The schedule for the upcoming year was shared, along with options and recommendations for families who feel they need a different instructional model.

Possibly most importantly, there will be a purposeful effort to promote the attitude that whatever configuration instruction takes during 2020-21 it is "real school" with a focus on attendance and learning. Regular check-ins and follow-ups will reinforce that attendance and learning are being monitored and there are expectations for success.

## 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.]

School lunches will be provided for the 2020-21 school year. Both the new kitchen, (when completed) at Spencer Valley and the ongoing partnership with Julian will support the in-person lunches or lunch delivery as needed. Food pick up locations will be advertised to parents regularly.

Julian Pathways Inc. is working locally to connect food to individuals and families. A family experiencing any irregularity in food security has received information on how to call or text to get individual assistance.

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## **Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]**

Section	Description	Total Funds	Contributing
School Nutrition	Building an Annex - Capability to improve nutrition program. More opportunities to mitigate learning loss and enrich for social and emotional well being, ability to hold in person classes without enlisting office space.		

## **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
%	

### **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.]

## Draft

Students receive extra reading and math intervention support provided by a support teacher in the primary classroom during core instructional time with the classroom teacher to help students meet grade level expectations within three years.

The District will continue to implement in class (or virtual) coaching support for teachers to develop robust Integrated and Designated ELD programs, monitor implementation and solidify EL placement and designation criteria, and continue emphasis on staff development for Writing and integration of HSS and RLA. VAPA and NGSS curriculum will be reviewed.

If in person learning is allowed, lower grade students receive extra attention during built in flex group time, and are double dosed during the day. Plan Do Review (developmental learning time) is designed for ESK, Transitional K (although the district is currently not offering these levels), K, and some 1st grade students needing remediation or different instructional methods to increase reading, writing, math, communication, technology, and organizational skills for struggling students.

In the upper grade (3rd through 8th) classroom, two teachers provide instruction for a six grade level span in six core subjects daily.

Funds are currently used to support low income students and students with disabilities and reduce class size by enabling the school to hire additional credentialed staff and implement a peer tutor program. This allows for grade level instruction and individualized support throughout the day, before and after school by the student's own credentialed classroom teacher, and a full time hourly support teacher, admin/teacher and technology person. After school hours - 1 to1 tutoring by certificated teachers is available for qualifying upper grade students who have tested basic and below basic on district measures and on classroom and performance tasks. Students receive extra individual support during the day and three days during the week after school hours, receiving small group or one-on-one tutoring.

When in-person class or as space becomes available, Homework Club would be held three days a week and is for available for students needing extra homework support. Staff meets with a counselor and School Psychologist each week and monitors student academic or behavior goals at least once per week to support student social and emotional will being. Implementation of these learning practices will not only have an impact on the learning environment and positive climate of our school, but have a disproportionately positive impact on the targeted subgroups.

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

TBD

