

# 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.]

Stony Creek Joint Unified School District is the smallest school district in Glenn County. The district operates four schools, one of which is in Colusa County. The district serves 75 students TK-12 and has a large Native American population. The main industries that support the local communities are: ranching, forest service and small business. All schools qualify under Title 1, and all students are eligible to receive free breakfast and lunch. The district employs 25 employees. Included are support staff in the areas of speech, special education, psychologist, counseling and nursing services.

The school district closed down on March 15, 2020 in response to COVID-19. Students were given study packets for the remainder of the school year and were supported by teachers through phone calls, email, Zoom and Google Classroom. Due to the school district being rural, many families did not have internet access or even phone reception in order to receive teacher support during this time. The district did distribute Chromebooks to students and 4Winds Indian Education donated 10 internet hot spots to the neediest families on the Native American Grindstone Rancheria. Despite our best efforts to consistently reach our students, only 50% of the students received constant teacher/student support. The work that was turned in was, on average, letter grade B and C work, with about a 50% completion rate. Due to the school closure, our students lost approximately 45 days of teacher instruction. Additionally, our after-school program SPARK was cancelled, along with summer school for grades K-6. Although we had 100% graduation rate for Elk Creek High School and one graduate from Bidwell Point, four high school students failed courses due to the shutdown. With no summer school support, these students are now "credit deficient" going into the 2020-21 school year. Students have been out of school effectively for nearly 6 months and the first 1/3 of this school year will need to be spent on re-teaching or reviewing what was missed during the school closure.

We will begin the 2020-21 school year distance learning through at least the first month of school. The district plans to submit a waiver to open both Elk Creek Elementary and Indian Valley Schools soon. These two schools will be on a modified schedule AM/PM and the high school will alter its course scheduling. Only half of the campuses will be open to students at any one time to help prevent COVID-19 from spreading on the school district campuses. The district has used funds from a variety of grants to prepare the students and staff for distance learning. Technology will be a big factor this year and the district is purchasing up to 36 new Chromebooks for students to use at home, 40

hot spots for each household, and new online science and mathematics curriculum which have a "distance learning" component. Teachers have also been training in Google and through professional development to enhance their skills for distance learning.

The community has been in "shelter in place" for the vast amount of time through June 15th. With the "shelter in place" being lifted through July 2020 the cases of COVID-19 has expanded to the point to where Glenn County was put on the state watch-list. Due the county now on the state watch-list, SCJUSD elected to delay the start of school from the original date of August 11th until September 1st in an attempt to get off the state watch list. The district has invested heavily in technology to assist our students in successfully learning from home. Despite these best efforts, students nor parents are ready to be taught at home and supported by teachers. It is imperative the school district open to have students in the classroom where teachers are most effective at teaching an already vulnerable population..

## Stakeholder Engagement

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

June 15-Survey to parents regarding reopening and schedule changes. 4 return.  
June 24- First draft of re-opening plan presented to the Board, Parents and Staff.  
July 23-27- Certificated Staff Zoom meetings to discuss distance learning and schedules  
July 30- Classified Staff meeting regarding distance learning and schedules  
August 5- Board meeting adjusting the start of school from August 12, 2020 to September 1, 2020  
August 25- Parents called to verify needs for distance learning, new survey sent home

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

ZOOM has been the primary means to communicate for School Board meetings. Prior to this, Board meetings were held at Elk Creek Elementary School Multipurpose Room. Meetings at IVE have been postponed due to Covid-19 and the lack of room for appropriate social distancing. The district provides information for the community and staff to participate in these meetings using automated texts with information on times, dates, and access numbers.

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

Feedback regarding school plans for 2020 is mixed. All agree that distance learning is not effective. Restrictions placed on the students in regards to social distancing, temperature checks, masks, personal hygiene have all been met with skepticism. Masking being the main issue and that of students intermingling with peers. 50% of the surveys returned indicate that parents will do home school as opposed to having students return to school

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

Long term independent study is an option for students based on parent 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.]

All SCJSUD schools will start the 2020-21 school year on distance learning. The school plans to modify its schedule to meet with smaller groups of students in all grades which will allow the teacher to provide much needed individual support of student needs due to the school closure in 2019-20. Upon opening to receive students, in- person learning will include, but not limited to, small group instruction, intervention, special education and tutoring support for all students. A blended model of in person and online teaching will be the framework for the 2020-21 school year.

**Blended Learning:** SCJUSD will offer blended learning to all students where students will attend classes as well as work remotely from home. The district anticipates that this model will be incorporated throughout the school year. This model of instruction will provide teachers the opportunity to personalize instruction to meet the individual needs of each student through small group learning on online instruction. It will encourage teachers to deliver direct instruction to students at home where lessons can be paused, repeated or slowed down for student understanding. In class, teachers will work with small groups, provide additional targeted instruction, and facilitate student discussion. Fridays will be used to focus on student needs for one to one instruction as well as be used for preparation for the coming week. This time will also be used by both teachers and administrators to analyze instruction, identify needs of students, implement intervention strategies and assess the effectiveness of instructional strategies.

**In person Learning:** In person instruction is the preferred model with both parents and staff. This model of instruction allows for both academic and social emotional needs to be met for students through effective instructional practices that incorporate technology, peer interaction and student-to-teacher interaction. Teachers have the flexibility to teach to an entire class, focus on a small group, or meet individual needs of students. The district will have a systematic timeline for assessments, using benchmarks and collaborative meetings between teachers which is built into the school calendar. This will allow teachers opportunity to assess, improve, implement and discuss intervention strategies.

Student Support: Student support is provided by two part-time counselors and one part-time special education teacher. Services for speech are provided by GCOE. There are five para-educators for Special Education and low performing students, in a pull out/push it model of 1:1 instruction or small group at all campuses.

The school has no ELL students at this time.

Special Education Students: Students with disabilities are included in all offering of school education. Individual Education Plans are customized to meet students needs and provide the support necessary for them to be successful. The IEP team is made up of parents, students, teachers, counselors and advocates and meet annually to discuss the plan's effectiveness. Meetings can be called by any member of the team at any time. Students are re-qualified for IEPs every three years. School staff work with families to determine what Free Appropriate Public Education (FAPE) looks like for each student. The Special Education Teacher works with General Education Teachers to ensure appropriate accommodations, modifications, and support are provided to all students regardless of how they are participating in their learning- whether on campus, through distance learning or in blended learning.

Homeless and Foster Youth: The district has a few students who are designated Homeless and Foster Youth. SCJUSD collaborates with GCOE to meet the needs of such students. Impact of Covid-19: The district understands that students currently or formerly in foster care, or who have experienced homelessness, have intensified challenges related to housing, education, employment, income, and health. SCJUSD ensures Homeless and Foster Youth students have equitable access to all school curriculum, instruction, school activities and mental health services. Caregivers are provided with information, resources and support for social and emotional well-being. These include trauma-informed approaches, mindfulness, and related strategies to reduce anxiety and promote positive learning environments.

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

Description	Total Funds	Contributing
<p>Screening Protocol: All students will have their temperature taken daily prior to entering the school campus. Parents will submit a daily form which will verify their child does not display symptoms of Covid-19 (flu-like symptoms) prior to dropping off or letting them on the school bus.</p> <p>Disinfecting Materials: All classrooms will have hand sanitizer in each room. In addition, portable hand sanitizing stations will be located in various high-traffic areas on all campuses. Routine disinfection materials for high-touch surfaces will be accessible in classrooms, student and staff areas. These items include: spray bottles, paper towels, gloves, masks, face shields. Additionally increased supplies of soap and hand sanitizer are being procured.</p> <p>Individual Supplies: Additional school supplies will be distributed to limit the number of individuals using shared supplies and objects.</p>		No

Description	Total Funds	Contributing
Hand Sanitizing foot pump stations. The district has ordered ten stations for use for outside classrooms and buildings.		

## 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.]

Students participating in Distance Learning will be accessing teacher-directed curriculum and content. These classroom-based program will provide students opportunities to participate in both live and virtual instruction, as well as self-paced learning that occurs at home. Distance may include video, audio, and/or written instruction in which the primary mode of instruction between student and teacher is online interaction, video (recordings) synchronous video (Google Meets, Zoom) and other instruction that relies on computer or communications technology. Distance Learning may also include the use of printed materials with written or oral feedback as well as on line education curriculum through the Edgenuity Program. Daily interaction with certificated employees and peers for the purpose of instruction, progress monitoring, and maintaining school connectedness will be provide to students. Attendance will be taken during daily live interaction per SB98. Grading will be similar to in-person learning through participation in on line lessons and appropriate completion of assignments.

In order to inform instruction and gauge student learning throughout the course of distance learning, Teachers will schedule a cycle of assessments, including initial and formative screenings and formative assessments. In order to analyze student outcomes, staff will have designated collaboration time to assess data, identify and change instruction to meet students needs as well as implement intervention strategies and assess the effectiveness of the instructional strategies. This will assist in the instruction of all students, including those with unique needs such as students with disabilities.

## 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.]

The district will have a 1:1 Chromebook to student ratio. In addition to this, AT&T Nighthawk Router/ Hotspots will be provided by the district, which is enough for each residence to receive one. A single device can run multiple Chromebooks. School desks are also being provided to students' residences to ensure students have an acceptable workplace to do their school work and studies.

## 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.]

Daily interaction will be required for all grades K-12. After three (3) unexcused absences from live check in/and or meetings, administration will contact the families to develop a strategy for success.

Pupil progress will be assessed through daily live interactions, district assessment, teacher created assessments, and a variety of curriculum assignments. Student attendance will be recorded in ARIES everyday at the start of the designated school time: 8:00 for Elementary School, 8:30 for High School and 8:45 for Intermediate School. Students will attend live interaction meetings with their class. During this time, attendance, lunch count will be taken. Participation and progress will also be tracked by assignments and weekly synchronous and asynchronous lessons and contact. Records will be made of live interactions, pupil and/or parent contact, assigned completion, assessments, and engagement in the Google Classroom platforms (or similar platforms). Participation and communication will occur through email, telephone, live video conferencing, and synchronous learning assignments. Weekly engagement records will include student attendance, participation, progress, assignment completion, and the time-value of the assignments. This time-value will be provided throughout lesson plans and student assignments from each teacher to include at least 180 minutes of instructional minutes for Kindergarten and 230 minutes for grades one through three and 240 minutes for grades four through twelve. The minutes will be verified by the certificated Teacher of Record and approved by the School Administrator.

## 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.]

Certificated staff have created Distance Learning documents and training workshops through GCOE to enhance their skills via Distance Learning.

## Staff Roles and Responsibilities

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

All staff will have their designated responsibilities altered to meet the needs of the students and site. Certificated staff will have the option to work remotely or may access and work from their assigned classroom/workspace during regular school hours until such time that is deemed safe to return to school full time. Both synchronous and asynchronous lessons will be prepared to support students at home. New accountability requirements will be the completion of a student engagement record along with the already required daily attendance. All

employees adhere to health and safety protocols. Classified staff may be asked to conduct other jobs related activities to support the instructional, emotional and safety needs of students.

### 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.]

The district does not currently have any ELL students.

Special Education Students: Students with disabilities are included in all offerings of school education models by using the IEP (Individual Education Plan) process to customize educational opportunities and provide support when necessary. The IEP is the roadmap for each student with a disability, and in these challenging and evolving times including Covid-19 restrictions, it is critical that the IEP team meets and works with the family to jointly determine what is working for each student as well as what accommodations and modality of learning allows for the greatest success. Staff will work with each family and student to determine what FAPE (Free Appropriate Public Education) looks like for each student and family. Since the onset of Covid-19, there may be needs arise that are different from the IEP developed prior to Covid - 9. Special Education staff will collaborate with General Education teachers to ensure appropriate accommodations, modifications, and supports are provided to students, whether or on campus or participating in the blended model or distance learning.

Homeless and Foster Youth: The district has a few students who are designated Homeless and Foster Youth. SCJUSD collaborates with GCOE to meet the needs of such students. The district understands that students currently and formerly in foster care and that they have experienced homelessness experience challenges related to housing, education, employment, income, and health. These have only been intensified by Covid-19. SCJUSD ensures Homeless and Foster Youth students have equitable access to all school curriculum, instruction, school activities and mental health services. Further, caregivers are provided with information, resources and support from social and emotional well being, trauma-informed approaches, mindfulness and related strategies to reduce anxiety and promote positive learning environments.

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

Description	Total Funds	Contributing
Chromebooks will be provide for every student TK-12. An additional 12 Chromebooks were purchased to replace older models. The district received 21 Chromebooks form 4 Winds Indian Education for grades 5-12 Native American Students to use at home. Total funds related to this include Google licensing for all 33 new Chromebooks.	\$75,000	No
Purchase and implement supplies, curriculum, instruction and technology to support Distance Learning including purchase of 50 Hot Spots and monthly service costs in addition the costs		

Description	Total Funds	Contributing
of online programs to deliver distance learning. (ZOOM, Edgenuity, Renaissance Learning etc.,) as well as a school van to provide: meal service, pick-up and drop-off supplies, and for use for mental health support staff to have access to students at home.		

## 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.]

The District will administer to all students grades 1-12 reading assessment through STAR reading NEXTGEN grade level math assessments and district writing assessments three times per school year. It will measure learning loss as a result of COVID-19, as well as help monitor student progress throughout the year. Data from these three assessments will measure students learning, particularly in Mathematics, Reading and Language Arts.

### 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.]

Understanding school closures may have impacted the progression of student learning referred to as the COVID-19 slide, the District will take steps to ensure distance learning opportunities are available and meaningful to all students, including economically disadvantaged and students with disabilities.

Special Education Students: Students with disabilities are included in all offering of school education. Individual Education Plans are customized to meet students needs and provide the support necessary for them to be successful. The IEP team is made up of parents, students, teachers, counselors and advocates and meet annually to discuss the plans effectiveness. Meetings can be called by any member of the team at any time. Students are qualified for IEP every three years. School staff work with families to determine what Free Appropriate



Public Education (FAPE) looks like for each student. Special education teacher works with general education teachers to ensure appropriate accommodations, modifications, and support are provided to students whether or not participating on campus, distance learning or in blended learning.

Homeless and Foster Youth: The district has a few students who are designated Homeless and Foster Youth. SCJUSD collaborates with GCOE to meet the needs of such students. The district understands that students currently and formerly in foster care and that they have experienced homelessness, existing challenges related to housing, education, employment, income, and health have only been intensified by Covid 19. SCJUSD ensures Homeless and Foster Youth students have equitable access to all school curriculum, instruction, school activities and mental health services. Further, caregivers are provided with information, resources and support from social and emotional well being, trauma informed approaches, mindfulness and related strategies to reduce anxiety and promote positive learning environments.

### 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 effectiveness of the implemented pupil learning loss strategies will be measured through district diagnostic programs, classroom formative assessments throughout the year, and individual teacher evaluation of student participation and engagement. Staff will engage in weekly data chats to address student academic and social needs. Through the school community, resources, appropriate support will be provided as identified by a weekly review of data.

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

Description	Total Funds	Contributing
Additional GCOE support to provide intervention to support students with disabilities.		No
Academic enrichment student groups identified and implemented in both Distance Learning and in-person learning programs		
Implementation of technology resources such as Edgenuity, Renaissance Learning, NEXTGEN mathematics and STAR reading		

## 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 District recognizes the need to support the whole child. Social and emotional support will be provided first and foremost by the classroom teacher, with social and emotional learning (SEL) practices during distance learning, including but not limited to access to school counselors. Students in need of additional support will have remote access to school counselors, school psychologist, and/or outside agencies. Although the school site is not fully open, essential mental health services through GCHHS are available by phone, video conferencing or in person 24/7.

## 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.]

SCJUSD is committed to trust and transparency through active and continual two-way communication with clear, consistent, and specific communication protocols. During this pandemic, the District will utilize automated phone and email communication methods. The District maintains a webpage at [scjUSD.org](http://scjUSD.org) and also utilizes social media such as Instagram and Facebook to communicate to the community. The District learned from Distance Learning experience in the Spring of 2020 and recognizes it is vital that communication protocols, online platforms, and expectations are coherent and consistent in engaging parents and the community as partners in learning.

In order to support the engagement of students in Distance learning and the long term Independent Study models, the following Tiered re-engagement Strategies will be implemented:

Tier 1: Site staff reach-out to students and family through phone calls, emails reminder messages and virtual meetings

Tier 2: After three (3) days of no contact and/or no communication or returned work by the student, administration will contact the family via phone, letter, email or perform a well-being inquiry.

Tier 3: After six (6) days of inactivity and/or no communication, administration will begin SARB process

Tier 4: After two weeks (10 school days) of inactivity and/or no communication, administration will collaborate with the Glenn County Sheriff Department for a family welfare check. Results from this family wellness check may involve SARB (School Attendance Review Board).

# 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.]

SCJUSD operates under the NSLP and NSBP programs The LEA will provide both breakfast and lunch services for all students whether or not they are leaning on Distance Learning, in-person, or blended instructional model of instruction. Some parents may come to the school sites to pick up student meals, while most will have breakfast and lunch driven to designated areas in the communities the district serves.

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

Section	Description	Total Funds	Contributing
Distance Learning Program	School supplies are being secured and will be distributed to students at the start of the school year to help ensure student success in the Distance Learning environment.		No

## 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
19.8%%	\$218,274

## 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.]

### Low Performance Block Grant:

In 2019-20 The school implemented for the first time in several years a summer school intervention program for grades 1-4 to provide an opportunity for students to review, relearn and master skills in reading and mathematics. The program lasted 12 days and was taught by a certificated teacher with a Para Educator in support. The program is still currently budgeted but the COVID-19 shutdown has postponed the program until further notice. Further, the district has also budgeted for new curriculum with the express purpose in assisting foster youth and low income and assist them in reading and math. Two programs include NEXTGEN Math which is a computer based program that allows the teacher to assess and support specific needs that the student needs remediation for. The other program is STAR Reading or Accelerated Reader. It was introduced in Grade 2/3 and will be expanded through Grade 8 in the 2020-21 school year. This program focus is on reading speed and comprehension. Both programs can be integrated into the Distance Learning format which will allow for greater flexibility. The programs also allow academic summary to be analyzed to enhance the instruction that the teacher needs to give to the individual student.

### Maintain Para Educator Support:

The district currently expanded the number of full time Para Educators from two to three in the 2018-19 school year. The three full-time Para Educators are supplemented by two part-time Para Educators and an after-school program director who provides additional support for grades K-6. Para Educators support foster youth and low income students in a variety of ways: 1. Helping students with academic support in math, writing and reading. Assist the teacher by reinforcing teacher designed lessons; 3. Increase school/home communication and collaboration; 4. Providing a community role model. During distance learning, Para Educators can also support foster youth students via distance learning by tutoring individual students who need support in specific areas. All Para Educators are directed and supervised by certificated staff.

### Maintain Part Time Mental Health Clinician:

The district currently shares two counselors, one for academic guidance and one for mental health, to meet the needs of our foster youth and other students who require such services. A UCLA study in 2002 identified in a 12 month period 2-3% of children ages 3-5 years old and 6-9% of children and adolescents 6-17 years old used mental health services. Of the Children and adolescents in ages from 6-17 years old who were defined as needing mental health services, nearly 80% did not receive mental health care. The study indicated that the rate of unmet need was greater among Latino than white children and among uninsured than insured children. In order to support students who may struggle with depression, anxiety, trauma, anger, etc. a part- time mental health clinician is employed to supplement the academic guidance counselor to help prevent, support and treat these emotional problems. Our goal is that the clinician assisting students with self esteem, stress management, or other areas of need including interpersonal relationships with peers and adults began in 2019-20 and has been expanded in 2020-21. This service will continue to be funded as long as the need exists and the budget allows.

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

Stony Creek Joint Unified School District is a small, four school district with an unduplicated account of (DUSTY NUMBERS in 2020-21, a decrease/increase of from in 2019-20 ) yet below the 55% of enrollment for the concentration grant as determined pursuant to 5 CCR 15496(a)(5). The district recognizes that these funds are generated to serve low income, foster youth and English Language Learner pupils. In most circumstances, the needs identified are not unique to those populations; thus, supplementary grant funds will be used in a district-wide manner as specified in 5 CCR 15496.