JEFFERSON SCHOOL DISTRICT

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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
Jefferson Elementary School District	James Bridges Superintendent	superintendent@jsdtracy.com 209-836-3388

General Information

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

Starting in late January, the District took measures to increase the daily cleaning process to include spraying down all hard surfaces multiple days per week. In addition, staff members were provided guidelines on screening, identifying, isolating, and sending potential COVID-19 cases home. On March 13, 2020, the San Joaquin County Superintendents met with the San Joaquin County Public Health officer and made the decision to close all schools and enter distance learning. The Jefferson School District provided voluntary educational resources to students and parents in the first two weeks of the school closure. During this time instructional staff and administrators met regularly through Zoom to develop a distance learning model to provide students instruction to master the essential standards. Starting April 6, all students received daily distance learning. All staff members worked from home throughout the school closure as much as possible.

Beginning in June, staff phased into working a few days per week in the building following social distancing guidelines, wearing appropriate PPE, and additional daily cleaning practices. Following the guidance of the San Joaquin County Public Health officer the decision was made to open the 2020-2021 school year in a distance learning model. Parent and Staff surveys were sent out and Zoom meetings and webinars were held to provide information about the 3 programs offered to students: Distance Learning, Independent Study, and a new online program Jefferson Virtual Academy. Cleaning procedures and safety guidelines continue to be reviewed and updated.
JSD has over seven years of experience using the Google for Education suite, numerous online curriculum programs and been 1:1 for student Chromebooks. While the Chromebooks traditionally weren't sent home with students, the district owned enough to check one out to every student. The JSD tech department was able to acquire hotspots for students that had no internet or unreliable connectivity. The Student Service Department had experience creating online accounts utilizing Single Sign On (SSO) and spent the summer getting these ready earlier than usual to make sure students and staff were ready to go on the first day of school. Consequently, JSD has been relatively well-positioned to transition to distance learning across the program. For JSD, there was no break in learning continuity or enrollment opportunities for students.

JSD support staff are proactive in seeking to support the learning process and offer support to students and families in academic, social, and emotional domains. Support staff are regularly included in site and area zoom meetings, text or email groups, and conference calls.

Instructional aides, para professionals, intervention specialist, VCCS Counselors, and others in every type of staff support position continue to complete their assignments in support of teachers and students.

A direct impact for JSD is the student learning loss. This can be measured in terms of teacher feedback, student work completed, and learning loss assessment administered in the first two weeks of school. According to teachers, it was difficult to get students to attend and participate on a regular basis in live instruction at the end of the 2019-2020 school year.

Stakeholder Engagement

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

To ensure involvement of our stakeholders, JSD solicited participation from stakeholder groups, with active and effective representation of interested parties supporting a successful educational program. In an effort to gather meaningful input from all stakeholders, various methods of acquiring input was conducted. Meetings via web-conferencing, phone calls, surveys online and over the phone, and committee meetings were conducted to solicit input for the Learning Continuity and Attendance Plan. Feedback from the community and staff during the Public Hearing where the Learning Continuity Plan is presented will also help to inform the direction of the program. Individuals wishing to provide input during the meeting may join the meeting virtually or submit written comments via email or a Google form.

- JSD held a special board meeting in July to discuss the safe reopening of school and to hear from the public
- JSD held a regular board meeting for public hearing and open to public comments, available through web-conferencing and phone call in.
- Online surveys conducted to gather feedback from students, teachers, staff, community partners and parents.
- Emailed and texted survey to parents
- Daily meetings with staff that discussed the Learning Continuity and Attendance Plan.
- Surveys/phone calls/meetings with stakeholders from school administration, teachers, and classified staff on a monthly basis.
- All communication sent to stakeholders was sent utilizing Aeries Communication which allows the user to receive the information translated.
- JSD reviewed all stakeholder input prior to putting the LCP together. In addition, surveys were used to develop follow up surveys to refine the feedback and provide greater detail.

JSD developed a JSD Guide for the Safe Reopening of Schools document in preparation for all school openings that has taken into consideration the public’s concerns. In accordance with the San Joaquin County Public Health Services (SJCPHS) and California Department of Public Health (CDPH), the district will follow all heath guidance to ensure a safe reopening of schools.

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

Parent and community members were provided access to all public meetings/hearings through the use of Zoom webinars. Parents could either login through a web browser or call in via a toll free number to listen and participate in the meetings.

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

The primary concern expressed by our parents and staff was the accountability during Distance Learning in the spring of 2020. The community wanted to see more daily live instruction, daily attendance, traditional grading, printed materials, and more time for teacher collaboration.

Community partners also shared that they wanted parents to have choice between in-person instruction and an out of school option. In the community survey 28.6% of the respondents stated that they did not plan to return their students to in-person instruction this school year. Stakeholders were also conflicted over whether or not students and staff should be required to wear masks, but the majority felt that students and staff should be required to wear them.

Community partners reported that they had adequate technology to access distance learning or hybrid learning. 94% of respondents reported having reliable internet at home.

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

Stakeholder feedback is a key component in adjusting and revising the Learning Continuity and Attendance Plan. Feedback taken from stakeholder input has been utilized in our plan through the distance learning program. For example, from community feedback JSD decided to offer multiple instructional models for students to master the essential standards during this pandemic. Parents were provided with a distance learning/hybrid model path and an independent study path that allowed students to learn remotely all year long (DISTANCE LEARNING-CONTINUITY OF INSTRUCTION)

Parents and staff also noted that technology was a barrier for some students at the end of the 2020 school year. This area of concern continues to be addressed by providing all students with technology. (DISTANCE LEARNING-ACCESS TO DEVICES & CONNECTIVITY)

A major concern expressed by our stakeholders was the need for increased accountability during distance learning. This feedback led to increased synchronous instructional time, daily attendance, traditional grading, and providing students with textbooks and printed materials. (PUPIL ENGAGEMENT OUTREACH)

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.]

JSD, under directions from San Joaquin County Public Health Services (SJCPHS), will follow the lead from the San Joaquin County Office of Education (SJCOE), California Department of Public Health (CDPH), California Department of Education (CDE), and the Governor's office to plan for in-person scenarios that are likely to present themselves in the school year ahead. JSD began this process several months ago and will continue to refine its plans using the input from all stakeholders. JSD understands that even when offering in-person instruction many parents may opt to keep their children home out of an abundance of caution, and we recognize that students will need additional support to recover from any learning loss and unfinished learning that might have occurred during Distance Learning.

To continue delivering instruction on site and in person, a hybrid model will be utilized prior to returning to regular instruction. Cohort A will attend school in-person Monday and Thursday, while attending distance learning Tuesday, Wednesday and Friday. Cohort B will attend school Tuesday and Friday, while attending distance learning Monday, Wednesday, and Thursday. All students and staff will need to meet safety precautions standards upon entry of the building and JSD safety procedures will be adhered to at all times. This cohort approach will support the students who have struggled to thrive in the Distance Learning platform and help them to regain their academic skills and knowledge. In addition, it will allow the district to maintain the social distancing requirements currently recommended by the state. Students will continue to have the option of continuing distance learning virtually.

JSD's focus and commitment to re-opening schools safely and resuming in-person instruction are evidenced by the following:

Safety – JSD is committed to following the SJCPHS and CDPH safety guidelines when bringing students back to the classroom. Appropriate safety measures will include safe distancing, temperature checks, and specific classroom procedures as related to safety, hand washing, mask procedures and sanitizers. Additionally, safety-training procedures are provided for all staff and students at school sites and district offices.

Academic Success – The foundation of JSD's school programs is a dedication to the highest levels of academic success for all students, which includes in-person instruction and Distance Learning with a highly-engaging and rigorous curriculum and staff to support the learning at all levels.

Social-Emotional Support – Providing social-emotional support to students through the pandemic and during the return to in-person instruction is essential to establishing a successful academic program. We will provide resources, strategies, and interventions to support engagement in learning

In-Person Instructional Offerings for students experiencing significant learning loss - JSD will assess all students utilizing the process detailed in the PUPIL LEARNING LOSS section of this plan. Once the state and local health authorities deem it safe for small group cohorts to return

to school, the district will prioritize students with the greatest learning loss. In order, priority will be given to students receiving special education services, EL supports (ELPAC Level 1 and 2), homeless students, foster youth, Title 1 students, and students receiving Tier 3 intervention. Students will receive instruction from their classroom teacher and participate in additional support services through Zoom on the school campuses. Schedules and specific plans will be dependent on state and local guidance that is fluid and changing all the time.

Communication – Frequent, two-way communication in multiple languages with students, families, and stakeholders will ensure the best quality, most effective learning experience and allow schools to adapt to the changing needs of our students.

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

Description	Total Funds	Contributing
PPE, additional hand washing stations, touchless water coolers	$50,000	No

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.]

JSD reviewed parent and staff input and decided to align the distance learning plan with the hybrid learning model to ensure continuity throughout the school year. By doing so the students will receive the same instruction as the district moves from distance learning to hybrid and back to distance learning if necessary. If the situation improves enough that students may return to full-time regular instruction, the students classes and schedules will remain the same, but the instructional minutes would be extended. In addition, the district is providing independent study for TK-5 that aligns with the distance learning model and a new Jefferson Virtual Academy (JVA) as well. JVA is an online independent study model utilizing the Florida Virtual School (K-5) and Edgenuity (6-8). Students participating in these programs complete their self-paced work during the week and have an hour meeting with their teacher to track progress.

Full-Time Distance Learning
Duration: Required until SJC Public Health Services provides guidance that schools may open to in-person instruction (Hybrid A/B Learning Model) Parents may continue to choose this model even when the district transitions to the Hybrid Learning Model
Curriculum Areas Covered: TK-3 Math, Reading, Writing taught daily Science, Social Studies, PE, and Music taught weekly 4-8 All subjects will be taught daily

Curriculum Used:: District Adopted Curriculum
Delivery Method:: Synchronous (Live) Live Video Instruction/Printed Materials
Materials Provided: Textbooks, Consumable Workbooks, and Chromebook
Schedule: TK-3 Live Learning Blocks 8:15 – 10:35 am, Independent Practice 10:35-11:45 am, and asynchronous instruction 1:00-1:35 pm
4-8 Students will attend their regular 7 period schedule with live instruction. 8:30 – 12:30 pm and Independent Practice 1:30 - 2:00 pm
Technology Requirements: School provided Chromebook and Internet access sufficient to support online video (Hotspots available for those in need)
Specialized Service Delivery: Spec. Ed, EL, GATE, and Interventions Online Sessions through Zoom or Google Meet
Grading: Traditional Grading Grades Monitored and Recorded in Aeries (4-8)
Attendance: Required Daily during each live session.
Enrollment: Students remain enrolled at home school site
Teacher: Assigned Classroom Teacher at Home Site

Hybrid A/B Learning Model
Duration: Required until SJC Public Health Services provides guidance that social distancing is no longer required.
Curriculum Areas Covered:
TK-3 Half in School & Half at Home Participating by (Live) Video - Math, Reading, Writing, At Home Recorded Afternoons/Wednesdays, Science, Social Studies, PE, and Music taught weekly
4-8 All subjects will be taught daily
Curriculum used: District Adopted Curriculum
Delivery Method: Synchronous (Live) Two Days per Week In-Person and Three Days per Week Live Video Instruction
Materials Provided: Textbooks, Consumable Workbooks, and Chromebook
Schedule: TK-3: 8:15 – 12:30 pm
Group A: M/Th In-person & T,W, F Distance Learning
Group B: T/F In-person & M,W, Th Distance Learning
4-8: 8:30 – 2:00 pm
Group A: M/Th In-person & T,W, F Distance Learning
Group B: T/F In-person & M,W, Th Distance Learning
Students will attend their regular 7 period schedule with live instruction.
Technology Requirements: School provided Chromebook and Internet access sufficient to support online video (Hotspots available for those in need)
Specialized Service Delivery: Spec. Ed, EL, GATE, and Interventions In-person and Online
Grading: Traditional Grading Grades Monitored and Recorded in Aeries (4-8)
Attendance: Required two days per week in-person and required three days during each live session.
Enrollment: Students remain enrolled at home school site
Teacher: Assigned Same Classroom Teacher as Distance 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.]

JSD decided to provide all students with district issued Chromebooks regardless of need to ensure that all students had equal access. In addition, the District has furnished wifi hotspots to families with no internet access or cases in which the families current internet access isn't sufficient to support multiple Zoom sessions at once.

The district setup an online ticket system for students, staff and parents to request tech support. The ticket system notifies the IT and Curriculum Department and multiple staff members are handling these request for service.

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.]

Student attendance and participation will be monitored using online course participation and verified daily / weekly engagement log. Online curriculum platforms such Aeries and Google Classroom provide data documenting time on task, assignment completions, and course completions. Evaluating the time value of distance learning assignments is the role of the credentialed teacher. Students that don't attend school for three days in a row will be engaged by site administration to develop an re-engagement plan to ensure attendance and participation in distance learning.

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.]

JSD is committed to providing ongoing support, guidance, and resources for teachers to maintain high-quality distance learning programs for students. Due to School Closures for COVID-19 and reopening in a distance learning model for the 2020-2021 school year, Teachers were provided 2.5 days of optional PD and planning time to address learning losses and learn strategies to improve distance learning when students start the new school year. To enhance teachers' skills, in-depth training in the use of Google Classroom and other online applications is provided. Google apps afford teachers a means to provide instructional support, create class calendars, assign coursework, and deliver resources to students in a safe online environment. Google apps offer a user-friendly, content-focused design in a platform that cultivates interconnected, digital teaching and learning opportunities. Teachers have additional opportunities to further strengthen their skills and knowledge by participating in workshops, one on one coaching, and recorded online trainings facilitated by our district instructional coach team.

Staff Roles and Responsibilities

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

JSD support staff are proactive in seeking to support the learning process and offer support to students and families in academic, social, and emotional domains. Support staff are regularly included in site zoom meetings and text or email groups. All classified staff support position continue to complete their assignments in support of teachers and students. JSD provided support staff with Chromebooks and JSD Zoom

accounts to ensure access to the same technology available to certificated staff and students. For support staff in the administrative office, day-to-day business has been conducted as usual while students work remotely.

During distance learning there was no need for transportation in the district. Until school resumes in a hybrid model, the bus driver's schedules have been moved to 11:30 to 8:00 pm to provide additional custodial support to the campuses and district office.

Campus Aides were transitioned to one of two roles during distance learning. Some of them chose to take on instructional aide roles providing support to certificated staff and students through Zoom, while others took on the position of supervising our staff child care rooms. In both positions the campus aides are supporting the on-going instruction of students in our district.

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.]

For students who are English learners (EL), foster youth, and low-income, distance learning can pose an extra set of challenges when considering language or socio-economic barriers. In addition to providing all students in need with the necessary technology to access academic curriculum via an electronic platform, JSD is meeting the needs of English learners by providing virtual support with bilingual Para educators. They are in contact with teachers via phone calls, text, and emails in order to identify EL students who need additional support. Imagine Learning program is available in multiple languages. Bilingual staff reach out to parents and students if teachers are having difficulty communicating with the family. Teachers are using curriculum, strategies and resources that assist learning for English learners by using Guided Language Acquisition Development (GLAD) and Universal Design for Learning (UDL). These resources and strategies are embedded within their instruction.

For our students who are foster youth, the Foster Youth District Liaison connects with each school team to ensure the foster youth in JSD have what they need to be successful during remote learning. The Liaison continues to provide support between the school team and collaborative partners to assist with the coordination of services and continuity of educational programming, including school transitions, to minimize disruptions in enrollments for foster youth.

Students of low income families are provided with instructional materials and resources, including technology and connectivity, textbooks, and basic school supplies. Phone calls, text messages, and flyers are also provided to all students with information on community resources, including food distribution events occurring at JSD school sites.

Each student with an IEP has an individual learning plan that details the program and services being provided to the student during distance learning. Multiple attempts were made to contact each parent, ensuring parent input into the creation of this plan. All plans have been updated from the 2020 - 2021 school year. Plans reflect services and support as close to the IEP as possible. In addition, all plans detail how each IEP will be worked on and if there are any goals that can not be worked on during distance learning. Special Education staff are engaged in collecting present levels of performance on each student's goals and updating progress. Instructional practices are being altered

to reflect an interactive digital format approach to learning. As needed, specific specialized supplies have been sent to the home environment. Special Education and office staff have been trained in COVID-19 safety protocols for in person assessment. All parents who are in the assessment process have been contacted to set up 1:1 in person assessment following strict COVID-19 safety protocols. Assessments are being scheduled and in some cases have been completed. The Special Education Department has created a plan to address assessments that were pending due to the 2019 - 2020 school closure as well as current and upcoming assessments. IEP teams are mapping out IEP dates for the 2020 - 2021 school year using a digital format.

Homeless students have been provided access to our school parking lots or in some cases to an instructional space on campus to be able to have the necessary supplies and connectivity to participate in distance learning.

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

Description	Total Funds	Contributing
Hotspots for student who do not have access to internet at home	45000	No
Chromebooks for students to use at home during distance learnning	380000	No
Professional development for teachers to provide distance learning	100000	No
Technology equipment for teachers to assist with distance learning (webcams)	45000	No
Educational software programs to assist teachers with distance learning	200000	No
Teacher stipends for virtual academy	90000	No

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.]

Learning Loss Assessment and Intervention Plan 2020/2021: As we work to safely reopen schools, the Jefferson School District has created a plan to address the loss of learning due to the COVID-19 school closures. Educators are predicting a COVID-19 slide more severe than the typical summer slide and JSD is committed to address learning loss and engage students who need additional supports. This plan will include tiers of support with intervention opportunities occurring online and other offerings focused on remediation and enrichment.

Comprehensive Assessment System: Assessments provide real time data to identify areas of student learning that need to be addressed. Using the data and other tools, teachers can plan instruction to meet the needs of all learners. Whether we are in a distance learning or classroom environment, educators can keep learners on track with expected grade level standards and skills. JSD Teachers will screen all students immediately in the fall and will then utilize a variety of assessments to identify target areas for remediation.

Intervention Plan:

Identify Needs - Administer key assessments as soon as possible at the beginning of year

Instruct and Intervene - Utilize data and align supports to student needs.

Tier 1: Instruction

Tier 2: Targeted, Group Interventions

Tier 3: Intensive, Individual Interventions

Monitor Progress - Use progress monitoring assessments (Tier 2 and Tier 3) and formative assessments (Tier 1) to track effectiveness of instruction and intervention efforts

Evaluate and Adjust - Use data to measure effectiveness and make adjustments throughout the school year

Pupil Engagement and Outreach:

- Teachers will communicate daily assignments through Google Classroom. Teachers may use an additional source if they choose to communicate with families. (IE. Email, Remind, ClassDoJo, Aeries Communication, or Classroom Website.) Parents need to be included in communication with students (Google Classroom Link).
- Staff should respond to parent and student emails during regular school hours the same day if possible, the next work day at minimum.
- Teachers should host office hours daily, drop in or scheduled. Meet with parents through Zoom as necessary.

- Teachers will monitor student engagement and participation and report lack of engagement/participation to the parent. If this doesn't improve it should be reported to the school site administrator to develop a Re-Engagement Plan. Staff should refer student to the site administrator to address any trauma or other impacts of COVID-19 on the student or family.
- Aeries Communication has translation available.

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.]

Key Actions and Strategies with Remote Learners:

- Collect assessment data with a specific purpose in mind
- Start with a small set of high-impact data questions and scaffold
- Analyze assessment results alongside other whole child data
- Utilize tools and resources that address common student needs
- Host virtual meetings with small groups
- Use collaboration, motivation, and varied learning activities to improve engagement
- Focus on connection when students struggle
- Help parents understand how assessments are aligned to their child's needs
- Provide accommodations/modifications following the IEP/504
- Provide optional extension activities for GATE students

For students who are English Learners, time away from the classroom can impact the language development skills they were building during daily in-person interactions with teachers and peers as they practiced academic language. To address this learning loss, the English Learner team will monitor students' academic progress.

Students who are low-income or foster youth may have less familiarity with the use of technology outside of the classroom. To address this need, staff and online tutorials are available to guide students through the distance learning process and offer virtual presentations on how to use various learning platforms. Outreach to families also provides an opportunity to assess the needs of the family to determine appropriate resources. Often, a lack of food resources in the home can contribute to a decline in a student's academic performance; therefore, families are provided information on food resources, including food distribution events occurring at school sites. While students experiencing homelessness face many of the challenges above and will receive the same supports, additional supports are necessary. Students facing homelessness need access to connectivity, a place to work, supplies, and basic necessities. The district is working with homeless families to provide designated areas where students can come to campus and complete their work and have their basic needs meet. In addition, the district is working with community partners to provide homeless families with the resources they need.

Students with disabilities can experience regression if instruction is not consistent and comprehensive. To address any potential student learning loss, teachers and special education teams work collaboratively to ensure learning gaps are identified and filled and IEP goals are monitored.

Teachers, staff, and administrators will be monitoring: attendance, behavior and credits. If any of these indicators are lagging, or not meeting what the team feels is adequate progress, interventions will be initiated. Students who are not attending, not participating, or exhibiting atypical behaviors receive more frequent communication via phone, text or e-mail or possibly an in person home visit (following safety guidelines). Teams may also initiate an IEP team meeting to discuss the need for additional goals.

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 implementation of learning loss assessment strategies are a necessary step in addressing the needs of students. However, the use of any strategy or program will only serve the needs of the students with a prescriptive and consistent system in place to measure their effectiveness. JSD is committed to supporting teachers and support teams to assess students, review the data, and act with appropriate strategies. Ongoing teacher based formative assessments and analysis of student work and course completion will provide evidence that any learning loss a student may have experienced has been or is being addressed. The district believes relationships have a huge impact in student learning so daily communication is necessary. Teachers, administrators and any staff interacting with students can request interventions for students they feel are struggling. SST meetings will be utilized when appropriate. Student supports will be individualized to meet the needs of students.

Students with disabilities are consistently assessed for learning loss as part of their IEP process. The IEP reviews progress on goals and objectives based on specific reporting periods outlined in the student's IEP. Progress is also reviewed following extended school breaks. These data driven practices will continue to be implemented to determine the type of learning loss, strategies needed to address the learning loss and the effectiveness of the intervention on the learning loss. Adjustments and modifications will be made based on the individual needs of the student and documented in the student's IEP.

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

Description	Total Funds	Contributing
District Librarian	$85,000	

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.]

Providing social-emotional support to students through the pandemic and during the return to in-person instruction is essential to establishing a successful academic program. JSD will provide resources, strategies, and interventions to support engagement in learning and provide social emotional consultation through Multi-Tiered System of Supports (MTSS). To support the needs of students, teachers will provide students with weekly Second Step lessons to address the Tier social emotional needs of students.
For students that have been referred by staff, parents or administration for more intense social emotional supports, the District has contracted with Valley Community Counseling Services (VCCS) to provide counseling sessions. VCCS is providing parents a choice of brining their students into their offices in Tracy or having their student participate in Zoom counseling sessions.

JSD will be designing a Mental Health Staff Development Module that will include the following trainings: Suicide Awareness, Mental Health 101, and Trauma Informed Practices. These trainings will either be presented at staff development meetings or available online. Additional trainings will continue to be developed which will include, but are not limited to Racial Sensitivity.

JSD will continue to reach out to students and staff to develop trainings and services to address social emotional needs so that students are able to thrive at school and in their jobs.

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.]

According to staff and parents surveys, student participation in distance learning at the end of 2019/2020 school year needs to be improved. Teachers provided daily synchronous/asynchronous instruction, but student attendance and traditional grading were not utilized. For this reason, many of the middle school students completed minimal work to be able to earn a passing grade from their teachers. During this period teachers were expected to reach out to students that weren’t regularly attending and find out why. In addition, if attendance didn’t improve the school attendance clerk and school administration became involved to improve engagement.

Based upon our survey responses the following requirements were put in place to increase student engagement. All teachers are expected to take attendance each period/learning block to ensure that students are attending asynchronous instruction. For students that are absent the parents receive a nightly phone call notifying them of the absence and requiring them to clear the absence. If students are regularly not attending the District will utilize the SARB process to reengage the student. Second, teachers will be utilizing traditional grading to ensure that students/parents are able to track their progress and know how they are doing in mastering the essential standards. Finally, the District took steps to eliminate barriers to participation by providing every student with a Chromebook every student with printed curriculum and internet connectivity for families that needed it.

The District had a handful of students that were disenrolled for home schooling. The District communicated with each of these families to let them know what their responsibilities are and to ensure they are meeting the compulsory education requirement. Staff will follow up in early October to ensure each of these students is properly enrolled in school.

As a result of our community partner's feedback, we are conducting weekly meetings with support staff, teachers, and community partners to ensure students engagement of those students that aren't participating. In these meetings, student weekly attendance and work completion are discussed, as well as identifying whom the teachers and community partners feel could provide extra support in reengaging them with school. In addition, support staff will continue reaching out to students and supporting them in removing barriers to participation.

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.]

The District is participating in the National School Lunch Program and continues to offer breakfast and lunch during distance learning. Meals can be picked up at all school sites and are nutritionally balanced according to the USDA guidelines. Additional care has been taken to ensure all students who are eligible for free or reduced-price meals are aware of the offerings. Communications with families regarding the link between good nutrition and success at school will continue as we transition from distance learning to in-person instruction.

Students or parents are able to drive through any of the four school sites between 11:00 am and 1:00 pm to pick up lunch for that day and breakfast for the following morning. The District is providing all students in the community between the ages of 2 and 18 with meals.

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
7.7%	$1,404,429

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.]

JSD determined that our unduplicated pupils are going to need intensive engagement strategies and additional instructional time focusing on their current grade level standards to make up the learning loss from 2019-2020. Instead of taking an approach of teaching previous year standards, the District is working with instructional staff to identify the areas of learning loss for each student and providing just-in-time intervention to provide them scaffolding to make up the learning loss in context of the on-grade level curriculum. To do this teachers are going to need professional development in UDL, scaffolding, and online engagement to meet the needs of students. To do this JSD plans the following two actions in response to the learning loss created by the COVID-19 pandemic.

- A variety of professional learning opportunities will be provided for all staff. Some professional learning is paid with Supplemental, and for that reason this is considered district-wide use. District-wide use is justified because the PD days are designed to increase learning for unduplicated student groups. District-wide is the most effective use of funds because students benefit from teacher growth and these services are principally directed toward meeting the district's goals for unduplicated pupils in state priority two, Academic Standards. Weiss & Pasley state, "Ongoing, intensive professional development that focuses on supporting teachers' planning and instruction has a greater chance of influencing teaching practice and in turn, raising student achievement."

- The District provides all school and district teams with time to collaborate in Professional Learning Communities. Some of the PLC time is paid with Supplemental, and for that reason this is considered district-wide use. District-wide use is justified because the PLC time is used to collaborate around the needs of English learners, Socio-economically disadvantaged, Foster Youth and Students with Disabilities.

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

- The District is providing all teachers with GLAD training to support the language development of EI students. GLAD® (Guided Language Acquisition Design) is one of a handful of existing instructional models that aim to help teachers by providing differentiated strategies to integrate instruction in English and grade-level content in a heterogeneous, mainstream classroom. Supplemental funds are justified to be used on this action/service as they are primarily intended to benefit unduplicated students. For the scope of services the District is justified in selecting LEA-wide as this training for staff can't be limited to benefiting unduplicated student groups. Project GLAD is a multi-component K-12 instructional model designed to build academic English and grade-level content knowledge for students at varying levels of English language proficiency. (Goldenberg, 2013; Echevarria, Short & Powers, 2006) found that GLAD strategies provided marginal gains to English Learners vocabulary and writing skills, but no longitudinal studies have been done to date to assess the long-term effects of the strategies. The GLAD program is recommended by the California Department of Education and the Orange County Office of Education.

- The District continues to utilize supplemental funds for targeted interventions for unduplicated student groups not mastering the essential standards. Making Summer Count a research study by the Rand Corporation recommended the following, Research shows that a number of practices are associated with improved student outcomes, such as smaller class sizes, involving parents, providing individualized instruction, and maximizing students' attendance. Other best practices include providing structures that support high quality instruction, aligning the school year and summer curricula, including content beyond remediation, and tracking effectiveness.

- The District continues to utilize supplemental funds for Multi-Tiered System of Supports as a way to extend the number of instructional minutes for all unduplicated student groups. While this program is primarily directed to provide increased services for unduplicated student groups, it is impossible to guarantee that only these student groups are identified for RTI/MTSS. For this reason the district is justified in using supplemental funds in a district-wide manner. The District selected the MTSS model as it incorporates numerous research based strategies to address academics, behavior and social emotional skills. Archer & Hughes,

2011, found that, "Effective interventions also require more explicit instruction, such as instruction that is focused on critical content, is highly organized, and provides frequent opportunities for student responses and practice".