



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.]

JCS-Mountain Oaks is considered modified homestudy, in which scholars have the option to either attend our academy 4 days/week with homeschool 1 day/week with some additional home study days throughout the year. Our academy scholars are approximately on campus about 120 days in a calendar year with the other days working in a lab type setting at home. For the 2020-2021 school year we have added a full home study program as well, in which students are at home 5 days/week. As a non-classroom based charter school the transition to fully working at home is not as challenging for us to address. As we learned from our school closure last spring though, other factors played into how well our families could manage learning from home. Most of our families did not experience job loss as a result of COVID, but moved to working at home. This likely caused some stress for parents who were trying to work while also providing instructional support to their children.

Stakeholder Engagement

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

At JCS Mountain Oaks, we continue to email families with weekly updates and ask for feedback via email. Our office staff contacts families via phone calls when emailing is not as effective. We have sent out three surveys since the beginning of the pandemic asking for stakeholder feedback on current needs/concerns, school reopening plans, meal needs, connectivity, and technology needs. Directors held a Q & A Parent Session on August 6th via Zoom to present our current reopening plans and our phase 1 virtual opening school plans. During this Zoom session, directors answered community concerns. Lastly, we have created a COVID-19 tab on our school website that displays our most current updates/information on our virtual learning plans and reopening plans.

During the first two weeks of school (August 17-26) we held 8 different Zoom meetings to gather parent feedback on our Learning Continuity and Attendance Plans for JCS-Mountain Oaks and our sister schools. Families without the internet had the option to participate by phone. Six of the meetings were held in the evening and were open to parents, students and staff with nightly reminders sent out via email that included the Learning CAP draft. An additional meeting was set aside during work hours for staff only to ensure hourly staff could participate. An 8th meeting was set for parents of students with special needs. While parents, students and staff were welcomed to attend any of the six meetings that worked for the theme, each meeting had one principal from each school. At the meeting with the JCS-Mountain Oaks principal we had about 15 parents participate. Approximately 2-3 other parents attended meetings on other nights.

Our school's English learner population is >1%. We know each family intimately and have determined that we are able to communicate to our families in English only. We also know that access to the internet is not an issue for the vast majority of our families as we regularly use the internet and devices to work with families virtually on home study days. Thus we feel comfortable that an online survey and Zoom are the best ways to gather feedback. We chose to hold our Zoom meetings in the late afternoon and evenings to accommodate our parents' work schedules as we haven't had as much parent engagement in the past (e.g. school site council) when meetings are held during school hours.

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

During our Learning CAP feedback meetings parents were encouraged to join our September Board meeting at which the plan will be addressed. A copy of the draft will be made available on our website in both English and Spanish prior to the board meeting and stakeholders will be notified via email of the document and the board meeting. The meeting will be held via Zoom as needed per the current safety requirements, but we always have a Zoom meeting open for anyone to participate virtually. For families and community members who have limited access to internet we have Zoom satellite meetings available at each of our sites. JCS-Mountain Oak's Board Meetings have been available through Zoom since August 2019. The public can join real time in these meetings through a link on our website <http://www.jcs-inc.org/>. All meetings are recorded and available on our website.

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

From our summer 2020 survey we received 167 responses, which we believe to be a good representation of the 296 K-8 students since we know many of our families have multiple students. Of the options for transitioning back to full days at site (Phase 2), parents were given the choice two full days on campus with three days of home study with half the student population on each track (hybrid schedule) or the option to continue virtually until students could return to campus full time (4 days/week). 34% of parents said they would prefer to continue with

virtual until students could return to their normal schedule. It should be noted that this was the case more so in grades 3-8 than K-2. 28% of parents said they would like students to attend a hybrid schedule where students attend every other day (i.e. M/W or Tu/Th track). It should be noted that this was the case more so in grades K-5 than 6-8. 27% of parents preferred a hybrid schedule with contiguous days on campus (i.e. M/Tu or W/Th track). Only 3.5% of parents reported they are essential workers and would need childcare during our Phase 2 learning model.

Our staff members were also asked for their input about our Phase 2 learning program. 10 staff members responded. 50% said they would like distance learning to continue until all students can safely return to their normal schedule. 30% were open to a hybrid model of students on campus 2 days/week: 10% wanted alternating days, 10% wanted contiguous days, and 10% had no preference. When asked about having half the student population during the hybrid model 70% of staff members said they were uncertain and 20% said they were not comfortable with it. 10% said they were in agreement with the plan.

Parents were also surveyed regarding their students' mental health and social/emotional well being. 27% reported they are Not At All Concerned, 35% reported they are Slightly Concerned, 30% reported Somewhat Concerned, 5% reported Quite Concerned and 3% of parents reported they are Extremely Concerned.

Below is a summary of the feedback received from our August Zoom meetings:

FEEDBACK FROM PARENTS OF STUDENTS WITH IEPs: Our parents feel that in addition to continuing support virtually with special education teachers and aides, some students need to be seen in person even while school is virtual.

FEEDBACK FROM ACADEMY PARENTS: Some parents expressed concerns about returning to in-person for only three 1/2 days/week during the transition phase. Some felt 4 full days/week of virtual learning might be more learning. Some parents would like to continue to Zoom into the classroom if they are not comfortable returning to in-person. Other parents expressed concern that the technical challenges could be disruptive to in-person learning. Parents would like to see staggered starts to allow for temperature checks. If students go only 2 full days/week parents would like siblings to be on the same track. Parents would like the two/day week option to be W at home to allow for cleaning, so M/Tu and Th/F as the options for in-person. Some parents asked about the ability to volunteer once in-person is allowed. In terms of virtual learning parents would like to see a standardized way of submitting assignments across teachers and breaks/lunches streamlined so that families with multiple students at home can take breaks together.

FEEDBACK FROM STAFF: Suggestions were made to offer learning opportunities outside as much as possible and buy better filters for the facilities. Staff asked if we can limit websites students can access, for student safety. Teachers would like to see resources put together to support students at home. Topics include accommodations for virtual learning (students with unique needs), community resources for family access (e.g. food available in addition to school meal program, mental health hotline for parents/students to access), lists of online virtual field trips and other fun online activities to connect with students socially, and video tutorials for parents on how to use our online tools. Staff almost recommended using "exit ticket" activities for both students and parents to monitor student participation and family engagement.

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

Stakeholder feedback directly influenced our virtual learning plan, our in-person instructional offerings, our special education service delivery model, our plan for access to technology and devices, and our plan to provide mental health and social/emotional well being resources.

1. As determined by need, SPED services will continue to be provided in person, following all safety guidelines per CDE and CDC, even while we are virtual.
2. Families who wish to remain virtual once we are able to open up in person will have the option to remain virtual.
3. To add to our COVID-19 resources available to parents on our website (<https://www.jcs-inc.org/covid-resources/>), we'll include a technology troubleshooting guide for families experiencing connectivity issues due to having many students on Zoom at home, community mental health resources, access to food beyond our free meal program.
4. Physical barriers and social distancing measures (i.e. visual markers) will be implemented to safely resume to partial or full day instruction in person.
5. Masks, face shields, cleaning supplies and a touchless thermometer have all been purchased or supplied.
6. We've created a folder in our Knowledge Base for staff to access with resources they need to support students (e.g. accommodations, best practices for virtual learning - like frequent breaks to reduce eye strain, online field trips). We'll continue to add to this folder and will encourage collaboration amongst staff. This is in addition to a COVID 19 folder that had previously been created for staff related to health and safety.
7. During Phase 2 of reopening, students will attend two days/week for a full day with half of our student population and three days/week of home study assignments.

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.]

Although in-person learning is not required pursuant to the charter petition, JCS-Mountain Oaks recognizes the need and value of providing regular instruction and will take these actions to provide classroom-based instruction for our academy students whenever it is safe and practically possible by:

ACADEMY

Phase 2

Limiting students capacity to 50% of normal class size. We will limit student mixing and implement distancing by following these steps:

- Students in the primary grades will remain in the same space and in small groups as practicable. Students will stay with the same students and teacher to the greatest extent possible throughout the day.
- Students in the middle school grades will remain in the same group and only move between subject area classes following social distancing guidelines (transitions - students will be 6ft apart and wear masks).
- Teachers will design classroom spaces that promote social distancing as evidenced in the maps/layouts provided.
- Teachers will develop lessons that maximize spacing and minimizes movement in their classrooms and in the playroom.
- Teachers will develop procedures for turning in assignments to minimize contact.
- To minimize congregate movement through hallways, we will stagger passing times and enforce social distancing through markers on the floor and walls (6 ft distance rule).
- Use plexiglass shields to add additional protection for students and staff.
- Use of COVID-19 safety posters posted all around the campus.

Common use areas will have limited use.

- Play room schedule will be created for teachers to sign up to use for individual exercise (no group play). Play room will be cleaned after each use.
- At this time, students will be dismissed before lunch and there will be no use of the dining room or the middle school lounge. If we move into a rolling phase with increasing time on campus, we will utilize the lunch area. The dining area will be used to eat lunch. Students will be assigned seats with plexiglass shields in place for additional protection, limiting the number of students at each table to 3. Lunch time will be 30 minutes. Staff will clean tables and areas between lunch times for each grade level span. Students will be encouraged to bring their own lunch. If students order Ki's, it will be served as individually bagged meals. Students will be told to avoid sharing of foods and utensils.
- The Middle School Lounge schedule will be created for teachers to sign up to use for a quick break out. MS lounge will be cleaned after each use.
- The snack break will be held in classrooms.
- We will limit nonessential visitors, volunteers and activities involving other groups at the same time.

Limit Sharing

- We will create a list of on campus expectations for student responsibilities
- Students will be encouraged to bring their own scholarly tool box (pencils, erasers, crayons, markers, scissors) - could be a pencil pouch and placed in a binder
- Belongings must be brought home daily
- Students will need to have their own storage cubby to house supplies in the primary grades.
- Students will keep supplies with them in their backpacks that remain with the student

Technology Use

- Students will be assigned their own Chromebook or Ipad to use while on campus. This will limit the shared use of technology.
- Teachers and staff will wipe down the copier with sanitizing wipes after using the machine.

Play Area Use

(JCS Mountain Oaks has no outdoor play area and, instead, uses an indoor play area.)

- Students will not be allowed to use playground equipment such as balls and climbing wall.
- Students can use the Play area for activities that promote social distancing such as Go Noodle, etc.

Phase 3: Students will return to their classroom on all normally scheduled days with all students.

In both phases 2 and 3 all the following will apply:

- Special education services will be provided following state guidelines.
- Temperatures and symptom screening will be taken for both staff and students upon arrival. Persons with symptoms or temperature at or above 100.4 will be sent home.
- Safety signs and direction arrows for hallways will be posted. Hand washing routines will be established within the schedule so that students are regularly washing their hands throughout the day.
- Plexiglass shields are installed in the reception areas and a physical divider may be placed in classrooms on tables providing another barrier beyond social distancing.
- Social/emotional learning will continue to be integrated into the program following the guidelines outlined in the Mental Health and Social/Emotional Learning section below.

HOME STUDY

Home study students will be able to attend enrichment classes on Fridays once we return to campus following the same guidelines for academies. Field trips will be scheduled based on the guidelines set forth by the businesses providing the field trips. Home study meetings that occur in person will follow the same guidelines for safety set forth by the CDE and CDC (masks, social distancing, etc.). Families may choose to Zoom with their Educational Facilitator (EF) even when in person meetings are an option. Social/emotional learning curriculum options will continue to be made available for home study families.

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

Description	Total Funds	Contributing
Purchase plexiglass shields for classrooms needing them	7711.98	No
Purchase electrostatic cleaning machines and cleaner for cleaning between groups of students	2748.64	No
Purchase COVID-19 safety posters for campus	40.92	No

Description	Total Funds	Contributing
Purchase and install distancing markers for floor throughout the building	118.44	No
Purchase hand sanitizer containers and stations for use throughout the building	417.04	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.]

ACADEMY

We offer a hybrid homeschool program at JCS Mountain Oaks. Our scholars are on campus four days a week with one day of homeschool. There are other homeschool days sprinkled throughout the year. Our scholars are approximately on campus about 120 days in a calendar year with the other days working in a lab type setting at home. Our 2020-2021 Distance Learning Plan is linked here. In a nutshell, our teachers will be providing content through a combination of face-to-face conferencing, pre-recorded videos, independent work, small group, or assisted learning.

PLATFORM - GOOGLE AND ZOOM: Teachers will be using Google Classroom to house their student lessons, assignments and activities. It will be where students will get communication from their teachers as well as gmail. The video conferencing platform will be Zoom Room for face-to-face conferences and classes.

DAILY STUDENT SCHEDULE: Scholars should be logging into their gmail or Google Classroom Monday -Thursday for daily live interaction between teacher and other scholars. Teachers will be providing content through a combination of face-to-face conferencing, pre-recorded videos, independent work, small group, or assisted learning (synchronous and asynchronous instruction).

TEACHER STUDENT SUPPORT: Teachers will be holding office hours to help support scholars that may have additional questions or need extra guidance. Teachers can also be contacted via Google Classroom or email. Teachers will provide information regarding their available times.

ONLINE SAFETY AND CLASSROOM EXPECTATIONS: Scholars are expected to maintain classroom expectations and scholarly behaviors at all times while engaging with their peers and teachers via distance learning. Teachers will monitor this and conference with students privately when guidelines are not being followed.

HOME STUDY

JCS-Mountain Oaks home study program is not significantly impacted by the transition between virtual and in person offerings since home study students primarily receive instruction at home with their parents, thus we do not expect continuity will be an area of concern. Field trips and educational enrichment courses will remain virtual so long as our school remains virtual. Once it has been deemed safe for schools to open students will be allowed to participate in educational enrichment courses with partners who follow the same guidelines our school is subject to for the health and safety of our students. Field trips will be selected and offered to students following the same guidelines. We will continue to use the practices we have always maintained for monitoring pupil participation and engagement to determine if home study is an appropriate learning environment for students. However, after recently learning that non-classroom based schools (like JCS-Manzanita) would be required to meet the same expectations as classroom based schools for daily interactions, our Educational Facilitators have begun communicating with their homestudy families daily via email, ParentSquare, Zoom or phone.

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.]

Prior to the COVID-19 shutdown JCS-Mountain Oaks had Chromebooks available for all students. At JCS Mountain Oaks, we sent several surveys collecting the following data: connectivity needs and technology needs. We had 2 families who requested connectivity and we have contacted T-Mobile to provide access to those families in need. We have sent home with all scholars in grades 2-8, a Chromebook to help support virtual learning. In K-1, scholars have Ipads to check out if families need these to support their child's virtual learning. Families have always had access to our "help ticket" program for any technology issues. Based on parent feedback we're also developing a technology trouble shooting guide to help parents struggling with connectivity. Noise cancelling headphones will also be made available for any student who wants them.

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.]

ACADEMY SCHEDULING EXPECTATIONS

Instructional minutes for the minimum allotted time for student school day:

- K: 180 minutes
- Grades 1-3: 230 minutes
- Grades 4-8: 240 minutes

Teachers are expected to be available for daily online sessions (8:30-2:30). Teachers must set up office hours to provide student/parent contact.

Teacher schedules for virtual learning should be similar to what it would be for on-campus instruction, in order to provide a smooth transition when we are able to return to in-class instruction.

- Daily LIVE interaction with scholars
- Teachers will create a daily schedule for Zoom Lessons meeting that at least meets the minimum time requirement for the grade span - must coordinate schedule with SPED
- Total time value of work assigned to scholars must at least meet the minimum time requirement for the grade level
- Teachers will host office hours for parent/teacher conferences, one-on-one student help, facilitate assessments as needed

Daily LIVE interaction with teachers and peers for purposes of instruction, progress monitoring, and maintaining social connectedness.

- Lesson plans will reflect time spent with students - shared with directors every week.
- Lesson plans will demonstrate the vision of the school's philosophy. (using GATE models of instruction)

Teachers will document daily participation for each pupil on each school day. Scholars who do not participate in distance learning will be marked as absent for that school day.

Daily participation may include the following as evidence:

- Documentation of participation in LIVE online activities (exit slips can be utilized as evidence)
- Documentation of other online learning activities
- Completion of regular assignments
- Completion of assessments
- Documentation of contact between teacher and student, parent or guardian (phone log or emails)

Each scholar will complete a Scholarly Reflection to indicate weekly engagement in distance learning verifying daily participation and tracking assignments.

Scholarly Reflection Handout (K-1): <https://drive.google.com/file/d/1anxAoPOXTZkRjWUqLN4NzkoKzLC4TtHO/view?usp=sharing>

Scholarly Reflection Template (grades 2nd-3rd):

https://docs.google.com/document/d/17Uyk3R9iHad4MjSnFLCQB_ApTOvS3Hn9zFHApdRrJss/edit?usp=sharing

Scholarly Reflection Template (grades 4-8th):

https://docs.google.com/document/d/1RusZU_wq6WVb4EsfbQYNpLhOldZehHrL9KC6DFD2n3l/edit?usp=sharing

Scholarly Reflection Template with sentence starters: https://docs.google.com/document/d/11L_PP1YRU4gaMF4Q6zE8JuLZ9MsS-H-FBhjn-lfDtHQ/edit?usp=sharing

COMMUNICATION

Each teacher shall communicate regularly with parents and guardians about each scholar's academic progress.

- Graded work with comments shared with parents and directors (online portfolio)
- Goal Setting Conferences
- Report cards
- Progress report check ins (2x a month)
- Scholarly Presentations

- Parent conferences (due to lack of daily participation in lessons, progress monitoring, work incompleteness, etc.)
- Emails (updates, class news, positive feedback to scholars, etc.)
- Daily communication is expected through email, phone call, or Zoom conference.

HOME STUDY

Home Study students will continue to have daily access to their teachers as they always have by phone and email, as well as Zoom. Student work will be submitted either through Canvas, Google Drive, or School Pathways. Since JCS-Mountain Oaks is a non-classroom based charter school, attendance for all school programs will continue to be based on work completion, per state guidelines, with a minimum of 80% work completed as measured by teacher records and evaluation of time value. If a student is not meeting this minimum expectation we will develop a plan with the family for more intensive communication and support using our Strike process to document attendance issues and re-engagement strategies. If there is a COVID related illness in the family, it will be documented.

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.]

All of our teachers have had experience with Zoom prior to COVID, but we have provided targeted training as needed to ensure staff and students have a virtual experience that is engaging and as free from technical issues as possible. JCS Mountain Oaks provided in-house distance learning professional development. (virtual choice boards, SDCOE distance learning webinars, Renzulli learning)

Resources shared with staff: Apps and platforms for sharing student content: Adobe has compiled a list of applications and platforms that can be used to share content and create discussions during distance learning, Tips and Tricks: Teachers Educating on Zoom, tech tutorials for students and parents: comprehensive spreadsheet of goodness! And there is a teacher version too!, Distance Learning Strategies to Bring Back to the Classroom, : How to Use Games to Build Community in Distance Learning Our Technology and Training Department offers a weekly "drop in" Zoom meeting for all staff to address technical issues and support as well as to identify solutions to problems. e.g. Based on parent and staff feedback to limit student access to certain websites our TnTD team will purchase a filtering system to install on our Chromebooks to ensure greater safety for our students. Our help ticket program offers staff and parents additional technical support.

Teachers and parents have been provided training materials, including videos, for virtual testing this fall. A folder has been created in our Knowledge Base with resources for staff regarding best practices in virtual learning including things like accommodations for students, frequent breaks from Zoom to reduce eye strain, etc. Students should find their time on Zoom with teachers engaging, with opportunities for movement and breaks, and connected to activities away from the computer. Teachers will monitor student understanding with formative assessments such as exit tickets, quizzes or other informal assignments. We'll continue to measure the effectiveness of our virtual offerings with regular communication with parents.

Teachers with English Learners were given training in the use of our new online curriculum, Middlebury, for grades 4-12 so they can implement the curriculum and support their students using the curriculum. With teacher support students should find the program easy to navigate and know what their daily learning targets are. Teachers will check in weekly via Zoom with students to ensure they understand what is expected of them in the program (e.g. how to submit work, how to know what the daily assignments are, etc.)

Staff Roles and Responsibilities

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

JCSMO instructional aides will be working with our academy support teacher to be directed to provide one-to-one contacts with students and families. The aides will be providing one on one academic support for students who demonstrate learning loss due to COVID-19 school closures. Aides will assist teachers in making contacts with students who are not showing daily engagement. Aides will provide child care assistance to staff that have children whose school remains closed to in-person instruction. All teachers (academy and educational facilitators) who have English Learners will be responsible for monitoring and assessing their students' progress in Middlebury (grades 4-12) or Cengage (TK-3) for designated English Language Development (ELD). They will also be meeting with their English Learners weekly to address the speaking and listening ELD standards. All academy staff will also now share responsibility for sanitizing classrooms and office spaces when students are not present.

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.]

JCSMO currently serves 296 students. Of these our students with unique needs include: >1% of our population as English Learners; 0% homeless; 0% foster youth; and 7.8% receiving special education services. 13.9% of our students are considered socio-economically disadvantaged.

JCS-Mountain Oaks purchased a new online ELD curriculum (Middlebury) for our English learners in grades 4-12. The program is self-paced and is monitored by the teacher of record to ensure students use it daily. Our English learners in grades TK-3 will continue to use Cengage, which will have a combination of online activities and a textbook. Assignments have been created and paced out for students, but it can be modified as needed. For students in all grades, weekly Zoom meetings will be held with a teacher in a small group (2-5 students) to address speaking and listening ELD standards, to give feedback and support to students, and to provide opportunities for students to connect with other students for social/emotional engagement. Technical issues are handled via email or phone.

This year we have also added BrainPOP ELL as supplemental practice for all grades which parents can easily provide at home with only minimal technical support to students. BrainPOP ELL has a placement assessment which determines where the student should start. This year we are also implementing an Individualized Learning Plan for each English Learner to identify their learning needs and goals. ELL students who have difficulty engaging or who have attendance issues will receive additional support - i.e. more regular calls, texts or emails. Translation will be provided as needed to parents. Mental health check-ins will be built into our weekly Zoom meetings and counseling will be provided as needed.

Our students who receive special education services will continue to have services provided by their service providers and instructional aides virtually until our school has implemented its reopening plan. Wherever possible, students will receive services in small groups (2-5) to allow for peer interaction and social engagement. Instructional aides and special education teachers may also "push in" to Zoom classes to support

students. As deemed necessary by the IEP team students will have in person services, following health and safety guidelines, even when we are virtual. IEP meetings and triennial assessments will continue to be held in accordance with all mandated timelines. IEP meetings will be held via Zoom. Assessments will be done in person following health and safety guidelines.

Students with IEPs who have difficulty engaging or who have attendance issues will receive additional support - i.e. more regular calls, texts or emails. Mental health check-ins will be built into special education Zoom meetings and counseling will be provided as needed.

Our students who are socio-economically disadvantaged will have access to any resources that may be needed to ensure participation in our virtual program, such as internet services provided by the school, a school meal to ensure proper nutrition, and additional resources as needed.

Our foster/homeless students will be monitored via our Concern Report process, as needed, and we will provide additional tutoring support (via Zoom or in person) and other resources based on student need with the aide of our foster/homeless youth liaison. This year we are also implementing an Individualized Learning Plan for each foster/homeless child to identify their learning needs and goals. A monthly survey will be sent out to assess family needs in terms of learning, access to internet and devices, food and shelter.

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

Description	Total Funds	Contributing
Purchase of licenses for iReady Math, CPM Core Connections Math, History Alive, Amplify science for online use	15,478.95	No
Change Zoom to user-based subscription to accommodate additional Zoom Classroom use	1400.00	No
Purchase Middlebury ELD curriculum	360.75	No
Purchase wireless headphones for teachers	172.14	No
Purchase additional security for Chromebooks (Securly)	3069.52	No
Middlebury training for teachers.	0.00	Yes

Description	Total Funds	Contributing
Use BrainPOP ELL for supplemental English Language Development support and primary language support.	0.00	Yes
Provide internet in home, as needed, for low income students.	750.00	Yes
Provide additional support for engagement and attendance (calls, texts, emails, Zoom, etc.) for English learners, foster/homeless students, low income students and students with IEPs.	0.00	Yes
Provide additional mental health check-ins for English learners, foster/homeless students, low income students and students with IEPs.	0.00	Yes
Send monthly survey to assess family needs in terms of learning, access to internet and devices, food and shelter.	0.00	Yes
Copies of materials will be provided as needed for families who do not have access to a printer, if materials need to be printed, or they can submit assignments electronically.	350.00	Yes

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

ALL STUDENTS:

- Grades 2-8 will take the MAP 3 x year in reading and math to identify areas of need, set learning goals, and monitor progress.

- Grades 2-8 will take the CGI Math Interview 2 x year
- Grades K-2 will be screened with in-house assessments (K skills assessment, ongoing running records) 2-3 x year in reading and math as a tool to identify and provide early intervention.
- Grades 1-6 will take DIBELS/DAZE 1-2 x year for reading
- Grades 3-8 will take ongoing reading assessments (Readworks/Reading Detective)
- Grades K-8 will take a writing assessment 2 x year
- Grades 1-8 will take the ongoing math assessments 3 x year to identify areas of need, set learning goals, and monitor progress in math.
- Grades K-8 will be given formative assessments in all subject areas to measure engagement and progress in learning as well as the effectiveness of virtual learning strategies, either teacher-generated or through online programs.
- Grades K-8 attendance and participation will be measured based on work completion, per independent study requirements - 80% minimum requirement.
- Grades K-8 student progress will also be measured based on teacher grades.
- Science benchmark assessments
- History benchmark assessment

ENGLISH LEARNERS will also:

- Take the MAP Language assessment 2-3 x year with the reading and math MAP to identify areas of need, set learning goals, and monitor progress.
- Take the pre-assessment in Middlebury (4-12) or Cengage (1-3) to align their curriculum with their current English language skill level.
- Take formative assessments within Middlebury or Cengage to monitor progress and measure the effectiveness of the curriculum.

STUDENTS WITH IEPS will also:

- Be given informal assessments to monitor current levels in relation to their IEP goals.
- Be given formative assessments to measure progress related to IEP goals.

STUDENTS IN Rtl PROCESS (Concern Report) will also:

- Be given informal assessments to monitor current levels in relation to their Rtl goals.
- Be given formative assessments to measure progress related to Rtl goals.

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.]

ALL STUDENTS:

Our teachers track all of their MAP, ongoing assessments and local tools in a tracking sheet to initially identify students' areas of learning loss. Teachers also use the MAP Growth Report to identify specific areas of instruction for learning loss and to promote growth, which they then connect to programs like IXL or Khan Academy to target specific standards in reading and math.

Our Concern Report, Response to Intervention, and SST process is used to identify (using all data listed above) students in need of additional teacher support in reading or math. Benchmark goals are set and informal assessments are used to monitor progress (as outlined above). Regular meetings are set with parents to discuss and adjust the plan for intervention. Our intervention teacher will set up Academic Support time via Zoom or in person when feasible any one on one or small group intervention instruction. The academic support team (instructional aides) will receive training on specific intervention strategies to support students learning targets. Each scholar will receive at least 15 minutes of academic support each day for 4 weeks. The Academic Support team will be documenting progress toward the specific learning targets per child on a weekly basis. Intervention curriculum varies but may include (and is not limited to) the following, based on individual student need: Barton; Seeing Stars; Read Naturally; Rewards; Explode the Code; direct phonics instruction; Visualizing & Verbalizing; Memory Joggers and Georgia Numeracy Project.

ENGLISH LEARNERS:

English Learners will have an individualized learning plan that identifies their current language level based on ELPAC, MAP and other informal assessments. The plan will outline areas to target based on the English Language Development standards. English Learners who are struggling once the plan is implemented are identified based on classroom grades and informal assessments. Teachers work to identify barriers to success (e.g. participation, engagement, access to connectivity) and, as needed, a the Concern Report process for Response to Intervention will be implemented.

FOSTER/HOMELESS YOUTH:

Foster/Homeless Youth will have an individualized learning plan that identifies their current skills (needs and strengths) along with additional information relevant to their learning. Foster/Homeless Youth who are struggling once the plan is implemented are identified based on classroom grades and informal assessments. Teachers work to identify barriers to success (e.g. participation, engagement, access to connectivity) and, as needed, the Concern Report process for Rtl will be implemented.

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.]

ALL STUDENTS:

After each testing period (Fall, Winter and Spring) the following data will be reviewed by administration and teachers to determine the effectiveness of learning strategies:

- MAP ELA and Math data
- Ongoing math assessment data
- K-1 ELA and Math in-house assessment data

ENGLISH LEARNERS:

- Middlebury & Cengage data

STUDENTS IN Rtl:

- Benchmark assessments aligned with Rtl curriculum

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

Description	Total Funds	Contributing
Continue to implement MAP testing for 2nd-8th grade, 2-3 x year in reading and math.	3000.00	No
Continue to implement local screening tools for K-2nd grade, 2-3 x year in reading and math.	0.00	No
Purchase of licenses for IXL, ReadLive for online use	1377.00	No
Develop Individualized Learning Plan for each English learner, foster youth or homeless youth	0.00	Yes
Staff Development for Georgia Numeracy Project for intervention.	500.00	Yes
Continue to implement Response to Intervention (Rtl) and Concern Report (CR) process.	0.00	No
Provide small group or individual tutoring as needed.	0.00	Yes

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

All students will take the Holistic Student Assessment (HSA) virtually in early fall as a social/emotional measure and screener for mental health needs. Staff will be trained on how to read the report and use it for goal setting with families.

Our Concern Report process is, and always has been, used for students dealing with mental health or social/emotional challenges. With the extenuating circumstances of COVID-19 we will also be looking for students affected by social isolation. Teachers will now be able to identify a concern based on the results of the Holistic Student Assessment along with informal data and/or parent feedback. As needed counseling will be provided as the intervention, individually or in small group (based on goals and need for confidentiality), either in person or virtually.

Our intervention teacher will act as our liaison for students, families and staff to monitor and support their mental health and social/emotional well-being. We will send out a weekly check in surveys that include a question for addressing the trauma and impacts of COVID-19.

We are doing the Sanford Harmony program with our scholars daily. We are also having our teachers hold "morning meetings" for primary and we have an "advisory" period where we will address any concerns and class discussions.

We are continuing to provide resources to parents on our website to address mental health needs for both parents and students. We have created a folder for staff on best practices in virtual learning including resources for engaging students in virtual social activities (e.g. virtual field trips, virtual viewing parties, virtual games with teachers and peers).

Staff have access to a hotline and counseling services free of charge through benefits.

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.]

Pupil engagement is a high priority at JCS-Mountain Oaks.

ACADEMY STUDENTS: Teachers will track student engagement daily.

Steps for re engagement will be:

1) Teachers will contact families via phone, email or Zoom meeting.

2) Teacher will set up a meeting to come up with a plan similar to our SST process. Daily check ins with families to ensure students are engaging in lessons. Our Intervention teacher will be present for the meeting.

If there is a lack in connection with families,

3) Our Intervention teacher will contact families via phone, email, or Zoom meeting daily until engagement is consistent.

HOME STUDY STUDENTS:

Home study families receive daily contact from Educational Facilitators via email or ParentSquare with tips on planning a homeschool routine, ways to engage students, curriculum choices, etc. EFs meet with parents and students every 20 days to assess work completed.

For all programs, if a student has not completed 80% of work assigned or if a family misses a scheduled Learning Period meeting the student receives a Strike Report and steps are put in place to ensure the family receives additional support.

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.]

Prior to COVID we offered food from a local restaurant. When we surveyed our families in the spring, we did not have any requests for food. We provided a list of community resources for our parents at that time. We will also be creating an updated list of resources for families on our website (<https://www.jcs-inc.org/covid-resources/>) that lists community resources, including locations for free food offered by churches, farmer's markets, food banks, etc. We will continue to assess the need for school-provided meal by staying in contact with our families who qualify. We will also reach out to families who indicated on our surveys any food insecurity, and we will provide shelf stable items to be NSLP compliant, we will provide 2 servings of whole grains (or 1 whole grain and 1 meat alternative), 1 serving of fruit, and 1 serving of dairy.

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

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Assess all students grades 4-12 with Holistic Student Assessment (HSA)	975.00	No
Mental Health and Social and Emotional Well-Being	Use HSA data to screen students for any mental health needs using our Concern Report process.	0.00	No
Distance Learning Program (Supports for Pupils with Unique Needs)	A list of community resources will be made available for families on our website (https://www.jcs-inc.org/covid-resources/).	0.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
1.97%	\$47,418

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.]

The needs of our foster/homeless youth, English learners and low-income students were considered first and we determined that the following actions were needed to meet their unique needs above and beyond what will be provided for all students. Since the number of students in these groups is small we know our families well and can easily personalize learning.

Low Income: Internet will be provided for students with economic needs. A school meal package will be provided upon need while we are virtual. A daily meal will be provided once we are able to return in person. A list of community resources will be made available for families on our website (<https://www.jcs-inc.org/covid-resources/>). Additional resources that are needed will be provided. Copies of materials will be provided as needed for families who do not have access to a printer, if materials need to be printed, or they can submit assignments electronically.

English Learners: All teachers (academy and EFs) who have English Learners will be responsible for monitoring and assessing their students' progress in Middlebury (grades 4-12) or Cengage (TK-3) for designated English Language Development (ELD). They will also be meeting with their English Learners weekly to address the speaking and listening ELD standards. Teachers were given training in the use of our new online curriculum, Middlebury, so they can implement the curriculum and support their students using the curriculum. With teacher support students should find the program easy to navigate and know what their daily learning targets are. Teachers will check in weekly via Zoom with students ensure they understand what is expected of them in the program (e.g. how to submit work, how to know what the daily assignments are, etc.).

English Learners will have an individualized learning plan that identifies their current language level based on ELPAC, MAP and other informal assessments. The plan will outline areas to target based on the English Language Development standards. English Learners who are struggling once the plan is implemented are identified based on classroom grades and informal assessments. Teachers work to identify barriers to success (e.g. participation, engagement, access to connectivity) and, as needed, a the Concern Report process for Response to Intervention will be implemented.

Foster/Homeless Youth: Foster/Homeless Youth will have an individualized learning plan that identifies their current skills (needs and strengths) along with additional information relevant to their learning.

Foster/Homeless Youth who are struggling once the plan is implemented are identified based on classroom grades and informal assessments. Teachers work to identify barriers to success (e.g. participation, engagement, access to connectivity) and, as needed, the Concern Report process for RtI will be implemented. Additional resources that may be needed (e.g. transportation to and from school, school supplies) will be provided.

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

Services for foster/homeless youth, English learners and low-income students will be increased by 1.97%. Services will include additional calls/texts/emails for re-engagement while virtual, additional tutoring in person or via Zoom, individualized learning plan, meal program daily in person or weekly while virtual, additional mental health check-ins in person or virtual, counseling in person or virtual. English learners will be given translation services as needed, foster/homeless youth will be provided transportation to school if needed (i.e. public transportation pass). Low income students will be provided internet at home, and copies of materials will be made available if they limited/no access to a printer. Community resources will be provided on our website for foster/homeless youth and low income families.