



**JCS**  
CEDAR COVE

# 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
Authorizer: Julian Union Elementary School District	Hillary Gaddis Principal	hbertran-harris@jcs-inc.org 760-230-2870

## General Information

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

JCS-Cedar Cove is considered modified home study, in which students have the option to choose of the following programs: TK-6 Academy with onsite instruction 4 days/week and 1 day/week of home study; or TK-12 Home Study with full 5 days/week homeschool. As such, the transition to fully working at home is not as challenging for us to address. We have systems in place to support at home learning including homeschool resources, online learning accounts, zoom classrooms, etc. Our staff and families are accustomed to homeschooling 1-5 days week. Facilitating 4 days/week of virtual learning for Academy families has been the greatest adjustment to teaching and learning. In preparation of this, we have allocated resources to professional development for staff and additional virtual learning resources.

As we learned from our school closure last spring though, other factors played into how well our families could manage learning from home. Although most of our students had internet access, low bandwidth would result in difficulty accessing online classrooms with Zoom for some of our students. They faced video and audio complications due to unstable connections. With everyone at home, parents, students and siblings were in competition for the use of a computer, internet or even a quiet space. Distractions came into play for a number of our families. Younger siblings required attention from a parent or even the student. Parents would assign chores and duties for a student to complete when the student was supposed to be in class, or the business of life at home would distract from the learning. Family members have lost jobs and experienced personal hardship, deprioritizing student learning.

Over the summer, the constant unknown and changing information related to COVID-19 and the reopening of schools has caused additional stress. Parents need schools to open for childcare and student well-being. This has been communicated through parent input surveys and, in

response, JCS-Cedar Cove has developed reopening plans to bring students back to school (in-person Academy instruction) as soon as it is permissible and in accordance with county guidelines and state mandates. We have provided a variety of program options for student choice, including in-person classes, and due to our small class sizes, outdoor areas, and building layout (multiple points of ingress/egress), we believe we are capable of resume in-person instruction with prioritized safety measures and procedures.

## Stakeholder Engagement

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

JCS-Cedar Cove created and gathered feedback from families through assorted surveys regarding shelter and food needs, internet access, amount of time online, support from teachers and administration, and re-opening options. Regular messages continue to be sent out to families with updates on plans and the start of school. The school maintained an open door policy where families were encouraged and took advantage of emailing and commenting on the posts sent out each week via our communication channels including ParentSquare. As we start school, online Back to School Orientations have been well-attended allowing parents to ask questions and receive information. As parents come by the school to pick up resources, they receive additional information and are given the opportunity to ask more questions.

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-Cedar Cove and our sister schools. Families without 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 them, each meeting had one principal from each school. At the meeting with the JCS-Cedar Cove 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 internet is not an issue for the vast majority of our families as we regularly use 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-Cedar Cove'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. Back to School Orientations and trainings are provided through Zoom and are recorded and disseminated to all families. School Site Council meetings were and held via Zoom and will continue to be held via Zoom this year. These are also recorded.

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

In April 2020, the school published two surveys (Academy and Home Study) to check-in with families on distance learning and personal needs. 70% of the Academy families completed the survey and results can be viewed here: <http://bit.ly/JCSCCacademyspring>

35% of our Home Study families completed the survey and results can be viewed here: <http://bit.ly/JCSCCacademysurvey1> . All parents reported that the communication and support they've received from their EFs has been just the right amount. Since home study has not been largely affected by COVID-19 we expected there would not be many issues.

In June 2020, the school published a survey for academy families called the JCS-Cedar Cove Fall 2020 Parent Survey. The survey was designed to get parent preferences for returning to school in the Fall 2020 and the survey received 78 responses. Results were share with the stakeholders via ParentSquare communication and they can be viewed here: <http://bit.ly/JCSCCacademysurvey>

It was assumed that most families preferred to return to a normal schedule as soon as possible. This survey was designed to get parent preferences based on if the school couldn't return to a normal schedule. On a scale of 1-5 rating the level of comfort to return to a site (5 being most comfortable) 37% of parents reported a 5, 20% reported a 4, 37% reported a 3, and 7% reported a 2 or 1. Parents were asked under what conditions they would feel comfortable sending their students back to school. Of the ten conditions, the top 5 conditions parents wanted to see in place to allow their children back to school were (highest to lowest): increased hand washing; daily temperature checks; no communal supplies; no co-mingling of grade levels; and lunch in classrooms. Nearly all families were opposed to no outdoor recess or meal breaks.

Of the options for transitioning back to full days at site, 62% of families reported that, as a first choice, they'd like to see students on campus four full days/week (normal schedule) with no more than 20 students per class. As a second choice 41% said they would like to see students on campus 4 half days/week with no more than 10 students (a morning and afternoon track). As a third choice 48% of parents said they would like to see students on campus for a full day 2 x week with no more than 10 students (two tracks of students).

Upon developing the first draft of the school reopening plan, staff were consulted and adjustments were made based on their feedback. The JCS-Cedar Cove school reopening plan was published on July 22, 2020. It can be viewed here: <http://bit.ly/JCSCCreopeningplan>

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 that they would like us to submit the waiver to allow for in-person learning now. Some parents reported that they would like an option to continue virtual learning once in-person learning is allowed in the event they feel it's not safe for their family to return to in-person. Some parents suggested using our outdoor spaces as much as possible for learning since we have a mild climate. In terms of virtual learning, parents with several children shared that connectivity is a problem when too many of their children are on Zoom at the same time in the home. Parents reported that they want to make sure they know how to monitor their student's progress and track whether assignments are being completed. They would like all teachers to use a standardized way of storing the materials and website links online (e.g. Google classroom, Canvas, etc.).

FEEDBACK FROM HOME STUDY PARENTS: Our families would like to know how field trips will be handled once we're able to be in person and whether masks will be required for home study meetings that will be held in person.

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. The following actions have been or are being addressed in this plan as a direct result of stakeholder feedback:

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 a 4 day/week modified (half day) schedule to offer daily instruction and prioritize physical distancing in the classrooms. Zoom meetings in the afternoon for those students who did not attend in-person instruction that day will be conducted.

## 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-Cedar Cove 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: Academy class sizes will be limited to 10-15 students based on classroom size. Students will attend four consecutive days for at least half the day in Phase 2 of reopening. As much as possible, students will remain in the same classroom with the same group of students. Opportunities for outdoor learning and/or play with appropriate social distancing will be provided as much as possible. Students breaks will occur in the outdoor eating and playground areas. Snack/Recess times will be staggered to limit the number of students congregating together and reduce commingling. Teachers will continue to offer Zoom instruction, office hours and tutoring on days students are scheduled to stay home during the transition to a full week. They will also be available during regularly scheduled home study days.

Phase 3: Students will return to their classroom on all normally scheduled days with all students. Virtual learners will need to join the Academy track or move to the Home Study track if they are not comfortable returning to in person.

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.
- We will follow county guidelines for closing classrooms or moving to virtual instruction due to health concerns and/or illness.
- Safety signs have been posted around the Academy building and ingress/egress maps with traffic patterns for movement in hallways and between building will be developed.

- Hand washing routines will be established within the schedule so that students are regularly washing their hands throughout the day. Sanitization stations and materials to conduct outdoor hand washing procedures have been purchased.
- Portable plexiglass shields for all staff have been received and will be placed in classrooms and on tables to provide another barrier beyond social distancing and face coverings.
- Cleaning and disinfection will be increased and prioritized on a daily basis. Cleaning machines such as an electrostatic sprayer and materials on Environmental Protection Agency (EPA)-approved list “N” will be utilized.
- 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 half day 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 desks and tables	1767.90	No
Purchase sanitizing stations and hand washing equipment	536.60	No
Purchase PPE gear (masks, gloves, face shields, thermometers) for students and staff	845.56	No
Purchase cleaning supplies and equipment to ensure proper cleaning and disinfection	1312.37	No
Walkie Talkies to be used for communication when on campus	205.79	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.]

JCS-Cedar Cove academy students will be given the same curriculum throughout the school regardless of onsite or virtual learning. Academy students on the Home Study track are utilizing a Recommended Curriculum Bundle that will make a potential transition back to the Academy in Spring 2020 or Fall 2021 seamless. We will maintain rigorous expectations according to standards and rubrics whether in person or virtual. Hard copies of assignments will be provided for families who do not have a printer or have limited access to internet connectivity or just require additional assistance navigating the online portion of schooling. Academy teachers will coordinate materials pick-up including workbook, worksheets, guided readers, and science kits with families as needed. Teachers will provide consistent delivery of assignments using Canvas, Google Suite, or other learning platforms. Smaller classes when on campus for focused instruction while also using Zoom to broadcast classes for those who choose virtual learning (when reasonable). Links of Zoom recordings provided to parents and students. Virtual office hours and regular periods for student support will be provided by all teachers along with regular virtual meetings and communication from teachers to parents. Additionally teachers will be available by email, text and phone. When it is deemed safe to return to in-person learning, families who are not comfortable returning to the site may continue with virtual learning using Zoom and have the opportunity to submit assignments digitally. Social and Emotional Learning curriculum will continue to be integrated into class lessons, whether in person or virtual, as outlined below in the Mental Health & Social/Emotional Well-being section.

JCS-Cedar Cove 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-Cedar Cove) would be required to meet the same expectations as classroom based schools for daily interactions, our EFs have begun communicating with their home study families daily via email, ParentSquare, Zoom or phone. Home Study families are permitted to use the Academy office work space by appointment or place an office "work order" for pick-up with their designated teacher of record.

## 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-Cedar Cove had Chromebooks available for all students. These have been made available to all academy students to facilitate virtual learning. Home study families are also able to check out Chromebooks from our Resource Center as needed. Internet will be provided for students with economic needs. 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 students on the virtual learning track have regular meetings throughout the day via Zoom for instruction in all core content areas (ELA, Math, Science, and Social Studies) as well as morning meetings, art, and P.E.. Teachers also provide weekly assignments for students to complete asynchronously (prerecorded lessons, self-guided online playlists, online learning subscriptions, paper worksheets, etc.) with the support of their parents. All Zoom sessions are recorded and provided to students for review or if they are absent.

Teachers will take attendance each day to track student engagement. Active participation and interactions around learning are encouraged through breakout rooms, discussions, and sharing screens. Google Classroom will be used as a method of submitting assignments so teachers can provide regular feedback on student work, allowing students to improve their work prior to submitting it for a grade.

Teachers will use a variety of formative assessment programs and activities including Kahoot, Google Forms, Quizlet, Nearpod, and Padlet both inside and outside of the Zoom classroom to monitor student learning and provide feedback. Assessment will vary from verbal interaction, written documents, shared Google docs and student presentations. Both formative and summative assessment will continue. Student progress and work completion can also be monitored by parents, students, and teachers through Google Classroom. Parent/Teacher conferences will be scheduled within the first quarter and parents, students and teachers will discuss and review student work online using Zoom.

Home Study students will continue to have access to their teachers as they always have by phone and email, as well as Zoom. Per new state requirements, teachers will contact Home Study families daily to offer support and promote learning engagement.

Student work will be submitted either through Canvas, Google Drive or School Pathways. Since JCS-Cedar Cove is a nonclassroom 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. Since March 2020, staff have engaged in professional learning around effective virtual instruction through educational articles, free webinars, in-house training, and paid professional development. Some topics have included Teaching for Learning in a Digital World (Okapi Balanced Literacy), Online Resources and Instructional Strategies for Teaching Math Virtually (JCS Math Coach), Effective Strategies for Virtual Learning (staff meeting). Additional webinars were collected and shared on a padlet: [https://padlet.com/hbertran\\_harris1/318he3j9b5ki0611](https://padlet.com/hbertran_harris1/318he3j9b5ki0611)

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. We have increased the frequency of departmental staff meetings to address common best strategies and concerns regarding virtual learning. The principal also sends out a daily message to teachers with three things to focus on; many times throughout the week this includes best practices for virtual learning. 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 via surveys.

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 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.]

All of our academy teachers, special education teachers and instructional aides will be spending more time on Zoom during the virtual learning time period. While all of them have had experience with Zoom, they're learning how to use it most effectively and maximally engage students while they're online. 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.]

JCS-Cedar Cove currently serves 183 students. Of these our students with unique needs include: 1% of our population as English Learners; 0% homeless; 0% foster youth; and 6.6% receiving special education services. 23% of our students are considered socio-economically disadvantaged.

JCS-Inc 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 as 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.

Any 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
Change Zoom to user-based subscription to accommodate additional Zoom Classroom use	1400.00	No
Purchase additional textbooks for Cengage ELD curriculum.	310.32	No
Purchase headphones for student use at home.	400.00	Yes
Purchase additional security for Chromebooks (Securly)	3100.00	No
Purchase BrainPOP ELL for supplemental English Language Development support and primary language support.	3,370.50	Yes
Provide internet in home, as needed, for low income students.	4,500.00	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

Description	Total Funds	Contributing
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.	500.00	Yes
Teacher Professional Development on Virtual Learning for Balanced Literacy	500.00	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.]

### ALL STUDENTS:

- Grades 2-12 will take the MAP 2-3 x year in Reading and Math to identify areas of need, set learning goals, and monitor progress.
- Grades K-2 will be screened with in-house assessments in Reading and Math 2-3 x year as a tool to identify and provide early intervention.
- Grades K-6 will take the ongoing math assessments 3 x year to identify areas of need, set learning goals, and monitor progress in math.
- Grades K-12 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 (e.g. BrainPOP, Reading A-Z).
- Grades K-12 attendance and participation will be measured based on work completion, per independent study requirements - 80% minimum requirement.
- Grades K-12 student progress will also be measured based on teacher grades.

### 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 given 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 given 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 (e.g. K-1 assessments) 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, Student Success Team (SST) and Response to Intervention (Rtl) process is used to identify (using all data listed above) students in need of additional teacher support in reading or math. Once a need is identified, a Concern Report is generated and a teacher begins Tier 1 interventions. If a student continues to struggle after a period of 6-12 weeks, an SST meeting will be held with parents and the team will identify areas of need for Rtl. Benchmark goals are set and informal assessments aligned with intervention curriculum are used to monitor progress. Regular meetings are set to discuss and adjust the plan for intervention. Intervention support will be provided multiple times per week in small groups, either in person or virtually. 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; and Memory Joggers.

**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 in Reading and Math for 3rd-12th grade, 2-3 x year.	1320.00	
Continue to implement local screening tools in Reading and Math for K-2nd grade, 2-3 x year.	0.00	No
Provide small group and individual tutoring, as needed.	0.00	Yes

Description	Total Funds	Contributing
Continue to implement Response to Intervention (Rtl) and Concern Report (CR) process.	0.00	No
Develop Individualized Learning Plan for each English learner, foster youth or homeless youth	0.00	Yes
Purchase Doc Cams to enhance student learning virtually and mitigate learning loss.	877.94	No
Parent workshop, "Helping Children Learn"	500.00	No

## 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.

Elementary teachers utilize Sanford Harmony SEL curriculum with their K-5 classes. This includes class goal-setting for expectations, class meet-ups, partner buddy-ups, and specific lessons around the 5 priorities of CASEL. Middle/High students have weekly check-ins with a mentor teacher. These conversations center around student needs, goal-setting, and habits of success. Teachers also use Eduguide a blended online component that focuses on evidence-based activities allowing them to coach students to build connections and think deeply on self-reflection. While we are learning virtually JCS-Cedar Cove is offering a FLE2X option for families to meet outside for extracurricular activities (following all CDE and CDC safety guidelines) to allow students to engage with peers in social interactions.

We are continuing to provide resources to parents on our website to address mental health and our team of school psychologist are available to support students and families with challenges related to the pandemic. 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 received training on prioritizing Social Emotional teaching and learning for their students and themselves. JCS offers and Employee Assistance Plan for staff in need of mental health support services.

NewsELA and BrainPOP are purchased educational subscriptions that have SEL components. Home Study students have access to these programs and teachers will support social-emotional learning and engagement through assignments. Learning Explorer/Lesson Planet is also an open source teaching/learning platform with SEL resources which our teachers use to assign student work.

Home Study students have daily check-ins with their assigned educational facilitator and monthly meetings to assess student progress and collect work samples. Monthly meeting conversations center around student needs, goal-setting, and habits of success.

## 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-Cedar Cove.

### ACADEMY STUDENTS:

When students are absent from Zoom classes or fail to turn in assignments, teachers reach out to parents via email or text message. The school secretary makes daily phone calls home to any student who is unknowingly absent to ensure parents are aware and to gather any new information on the family's situation. Emails and ParentSquare posts are sent out weekly regarding class assignments, and a summary of learning. For the purposes of virtual learning, a Virtual Learning Hub website is being used for one way communication and Google Classroom is being used for two-way assignment communication. In addition, parents and students have access to recordings of the Zoom lessons.

### HOME STUDY STUDENTS:

Home study families receive daily contact from EFs 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.]

While our school site is closed we will continue to provide meals to families weekly. Families can drive up and get meals. When we are meeting in person, students eligible for free/reduced lunch as well as all other students will have a breakfast meal daily. We also promote the good work and accessibility of an ongoing food drive and distribution for families in need at our Academy location, sponsored by our landlord, Venture Church. We will be creating a list of other 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.

## 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)	312.55	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

Section	Description	Total Funds	Contributing
Distance Learning Program (Supports for Pupils with Unique Needs)	A list of community resources will be made available for families on our website ( <a href="https://www.jcs-inc.org/covid-resources/">https://www.jcs-inc.org/covid-resources/</a> ).	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
4.62%	\$68,598

### 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 weekly, available for pick up, while we are virtual. A daily meal will be provided once we are able to return in person. A list of additional 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 4.62%. 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.