



# JCS LIVE

## 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 LIVE is a non-classroom based charter school and is completely virtual. As such, when COVID hit there was no real change to our program. As we learned from our school closure last spring though, other factors played into how well our families could manage learning from home. Our students come to us from four counties in Southern California, and thus the impact of the pandemic in terms of COVID cases has varied greatly.

Prior to the 2019-2020 school year JCS LIVE was known as Julian Charter School, with many different home study options. Our school reinvented itself in 2019-2020 as a virtual school and opened with just about 50 students. With the coming of the 2020-2021 school year we have tripled our population as families come to us seeking a different alternative available to them at their previous schools. Our emphasis will be on supporting these families who are new to virtual schooling.

# Stakeholder Engagement

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

At the end of the 19-20 school year parents were surveyed online and by phone to gather feedback about the spring semester. The purpose of this survey was to determine how the learning experience had been in our emergency shutdown.

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-Pine Hills 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-LIVE principal we had about 15 parents participate. Approximately 2-3 other parents attended meetings on other nights.

JCS-LIVE continues to contact families weekly through a variety of communication platforms. We use email, Parent Square and Canvas to share updated information.

Our school's English learner population is 3.3% (4 students). 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 use the internet and devices daily to work with families virtually. 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 the internet we have Zoom satellite meetings available at each of our sites. JCS-Pine Hills'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.]

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

**FEEDBACK FROM PARENTS:**Parents would like to see options for classes in person for extracurricular activities when it is deemed safe to be in person. They would also like to have opportunities for field trips again once it is safe. Some parents reported needing support in how to access and complete the learning log. Parents would also like daily communication via ParentSquare or Canvas on setting up a schedule and knowing what classes are held each day.

**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. 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.
2. Daily communication via ParentSquare, email and Canvas to support parents and students in navigating their classes.
3. Video tutorials have been created for parents on how to use Canvas.

## 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.]

In-person learning is not required pursuant to the charter petition. However JCS-LIVE will ensure that in-person extracurricular activities and educational enrichment courses will only be offered once it has been deemed safe for schools to reopen in the counties in which our students

live. We will require our families and educational enrichment partners to follow all CDE and CDC guidelines regarding social distancing, wearing masks and proper hygiene.

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

Description	Total Funds	Contributing
N/A as JCS LIVE is a virtual school.	0.00	

**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 LIVE will take these actions to for virtual instruction for all students:

- Provide online learning tools and curriculum for all students.
- Provide daily classes that are optional for students to attend who need additional help or support.
- Provide multiple methods of instruction and assessment to meet the needs of all of our students.
- Create personalized schedules and plans to support individual learning and growth.
- Provide mentor teachers to assist students, as well as peer mentors when needed.
- Provide classes via Zoom that are recorded, allowing students to review materials as needed and offer flexibility in timing.
- Small group tutoring and instruction with both mentors and teachers, individual tutoring sessions based on student need offered via Zoom.
- Special education services will be provided following state guidelines offered via Zoom.
- Provide paper-based materials and copies of materials for families who do not have a printer and limited internet access.
- All learning period meetings will be held virtually and work samples will be submitted electronically.
- 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.

We also have a private website containing all student information by grade level including assignments, projects, and calendars.

Parents and students are provided training videos to use our learning management system, online programs and our virtual learning communication system, ParentSquare. We also offer an orientation video for the program. All students have a 1:1 interview with a teacher prior to the start of school to identify strengths, needs and interests.

## **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-LIVE had Chromebooks available for all students. 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.]

JCS LIVE records the sessions for anyone needing it at a later time or additional viewings. Attendance will be recorded. Quizzes or checks for learning and engagement will be given to monitor the engagement of students who participated at a later time. Assessment will vary from verbal interaction, written documents, shared Google docs and student presentations. Both formative and summative assessment will continue. Grades and progress can also be monitored by parents, students, and teachers through our LMS, Canvas. Students in grades K-12 will complete assessments and benchmarks through Edgenuity curriculum or Canvas.

Student work will be submitted either through Canvas, Google Drive or School Pathways. Since JCS-LIVE is a nonclassroom based charter school, attendance 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. Students, parents, and mentor teachers meet to determine the best strategies and methods for students to make adequate progress each week. 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. 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. Additionally, our teachers participate in on-demand trainings to support their virtual teaching.

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. 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.]

JCS-LIVE teachers have only worked virtually so they do not have additional roles or responsibilities. Some changes have been made to allow for flexibility needed for teachers who are also schooling their children at home. We work as a team to support all of our teachers and learners.

All teachers 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.

## **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-LIVE currently serves 119 students. Of these our students with unique needs include: 3.3% of our population as English Learners; 1.7% homeless; 0% foster youth; and 20.2% receiving special education services. 33.6% of our students are considered socio-economically disadvantaged.

JCS-LIVE 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. Achieve3000 has an EL component. Savvas/Pearson online also has an EL component. Students can access vocabulary and passage reading in their native tongue on Savvas/Pearson and BrainPOP Espanol. 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 virtually. Wherever possible, students will receive services in small groups (2-5) to allow for peer interaction and social engagement. The special education teacher 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, 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
Edgenuity curriculum	1500.00	No
Purchased additional Chrombeooks	30,000.00	No

Description	Total Funds	Contributing
Purchase additional Edgenuity online curriculum.	16,000.00	No
Purchased Doc Cams for teacher use in virtual learning.	1000.00	No
Change Zoom to user-based subscription to accommodate additional Zoom Classroom use	1400.00	No
Purchase Middlebury ELD curriculum	481.00	No
Purchase additional security for Chromebooks (Securly)	1151.07	No
Middlebury training for teachers.	0.00	No
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.	1350.00	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

## 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 2-3 x year in reading and math 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. Our Edgenuity platform is synced with the MAP results to provide targeted, individualized learning paths for each student. Small group and individual tutoring will also be provided for students who are struggling.

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, 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 for 2nd-12th grade, 2-3 x year in reading and math.	780.00	No
Continue to implement local screening tools for K-2nd grade, 2-3 x year in reading and math.	0.00	No
NWEA and Pathblazer integration to mitigate learning loss	1280.00	No
Continue online curriculums (e.g. Pathblazer & Newsela) to personalize student learning	2875.00	No

Description	Total Funds	Contributing
Develop Individualized Learning Plan for each English learner, foster youth or homeless youth	0.00	Yes
Continue to implement Response to Intervention (RtI) and Concern Report (CR) process.	0.00	Yes
Provide small group or individual virtual 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), virtually.

In addition, our special education teacher has virtual sessions for all students to discuss any SEL issues that arise. We also offer a Life Skills class and open communication sessions with all students to help support their unique needs and concerns.

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 been invited to periodic mental health/well being "check ins" with peers and supervisors to decompress and discuss frustrations. Staff also 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-LIVE. Mentor teachers contact students and families every week to gain a clear understanding of how students are engaging and progressing, and to monitor effectiveness of family outreach. Our curriculum tracks the amount of time a student spends on a task, which enables us to get excellent data on student engagement. Our staff meets weekly to discuss how student engagement/family outreach is progressing and if there are identified needs. The director of the program provides feedback and information on students who are identified as needing extra support, and then staff members are assigned to check-in and provide resources and/or tutoring as needed. Concerns are discussed at our weekly staff meetings, and Concern Reports are created for students who need additional support or who have been absent for long periods of time without contact.

Our MTSS process is in place to respond to students' social-emotional, physical and/or academic needs with a team approach. Each teacher has a group of mentees (students) that they are responsible for contacting prior to each scheduled meeting. Students' attendance, engagement, and progress are captured on the metrics weekly. The MTSS team consists of a school administrator, parent, SPED team member, and teacher. These teams are responsible for contacting students who may be absent, disengaged, or experiencing difficulty in accessing the instruction. The administrator and their team, on a weekly basis, review the best way to connect with the students and family in an effort to ensure every student is making progress and has the resources they need.

Weekly videos are sent to parents, as well as a parent guidelines and a parent handbook. We also send a weekly newsletter with guidance for parents who are supporting students at home. 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.]

The meal program is not applicable because our school is virtual. However, we will be creating a 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.

## 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)	255.00	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 ( <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
5.2%	\$28,516

## 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 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 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 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.).

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, 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 5.2%. Services will include additional calls/texts/emails for re-engagement, additional tutoring via Zoom, individualized learning plan, additional mental health check-ins virtually, counseling virtually. English learners will be given translation services as needed. 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.