



JCS
PINE HILLS

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-Pine Hills is considered modified home study, in which students have the option to choose one of the following programs: K-8 academy with onsite instruction 4 days/week and 1 day/week of home study; 6-12 academy with onsite instruction 3 days/week and 2 days/week of home study; independent study with up to 4 days/week of onsite instruction; or fully enrolled in home study 5 days/week. As such, the transition to fully working at home was 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. Although most of our students had internet access, low bandwidth would result in difficulty accessing online classrooms with Zoom for some of our students. With everyone at home, parents, students and siblings were all 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. The business of life at home would distract from the learning. We understood that families were facing new challenges and implemented a policy in line with the state's recommendation not to penalize students for not completing work. As we've transitioned into the new school year we've made plans to address both in person and virtual learning in anticipation of the continued impact of COVID on Southern California. Riverside County has been on the California Department of Health's COVID-19 watch list and remains on the list. As such, the Governor declared that all Riverside County schools will begin the school year with students at home learning virtually.

Stakeholder Engagement

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

At the end of the 19-20 school year a survey was sent to parents 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.

On June 12, 2020 we sent a survey to all parents in our programs - K-8 academy, 6-12 academy, INSITE, home study, and home study with learning center on Fridays. The purpose of this survey was to determine under what conditions families would feel comfortable sending their students back to a site in the fall and what they would like the transitional phase to look like.

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-Pine Hills principal we had about 25-30 parents participate, along with 2-3 students. Approximately 5-10 other parents attended meetings on other nights and 2-3 emailed in their feedback.

JCS-Pine Hills continues to contact families daily through a variety of communication platforms. We use Facebook, Parent Square, Canvas, and email groups to share updated information.

Our school's English learner population is 1.3%. 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-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.]

From our June 2020 survey we received 236 responses, which we believe to be a good representation of the 731 K-11 students since we know many of our families have multiple students. Of the 236 that responded 211 are families whose students attend a site-based program at least one day/week. On a scale of 1-5 rating the level of comfort to return to a site (5 being most comfortable) 51% of parents reported a 5, 17% reported a 4, 24% reported a 3, and 9% reported a 2 or 1. Parents were asked under what conditions they would feel comfortable sending their students back to school. Of the seven conditions, the top 4 conditions parents wanted to see in place to allow their children back to school were: (80%) daily temperature checks; (40%) 6 feet of social distancing; (35%) masks required for all students and staff; and (33%) no visitors allowed, including parents.

Of the options for transitioning back to full days at site, 48% of families reported that, as a first choice, they'd like to see students on campus two full days/week and 34% said they would like to see students on campus 4 half days/week. As a second choice, 31% reported they'd like to see students on campus two full days/week and 27% said they would like to see students on campus 4 half days/week. The overwhelming majority (52%) said their third choice was 1 day/week on campus.

The majority (62%) of home study families reported they felt safe meeting with their EF in person.

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 would like to see JCS-Pine Hills request a waiver to allow school to start in person now, while other academy parents are interested in an option to continue virtually even when Riverside schools are able to open safely in person. All academy parents wanted to know what cleaning would look like as students moved about throughout the day (including restrooms) and after students had gone home. Some parents expressed a concern with the use of bleach as a disinfectant. Parents want to see plexiglass installed at student learning spaces.

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 expressed a concern about the amount of time spent on Zoom, especially for younger students. A recommendation was suggested by a parent to allow an eye break every 15 minutes or so.

Some parents expressed an interest in opportunities for students to meet virtually or in small, safe in-person groups for social opportunities while we are virtual.

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 in our home study program.
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 as many possible days of in-person instruction per current CDE and CDC guidelines.
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. Phase 2 of reopening, if needed, will be a partial move back to in person learning at the K-8 Academy to two-day per week tracks with the classes at half capacity. Our 6-12 Academy and INSITE programs can safely distance on their traditional 2-day or 3-day per week in-person schedules.
8. 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.]

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

ACADEMY

Phase 2: Academy class sizes will be limited due to the need for social distancing. 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 will either eat lunch in the classroom or have staggered schedules to limit the number of students congregating together. 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.

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 PPE	7,500.00	No
Purchase of Plexiglass Dividers and Partitions	15,000.00	No
Additional Janitorial Services	24,000.00	No
Additional instructional aides for supervision, sanitizing support and tutoring.	30,000.00	Yes
Implement protocols to maintain clean and safe environment, including sanitizing stations, temperature checks and use of plexiglass shields.	0.00	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-Pine Hills academy students will be given the same curriculum throughout the school regardless of onsite or virtual learning. 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. We will create and provide science kits to be used at home for science classes. Teachers will provide consistent delivery

of assignments using Canvas, Google Suite, or Parent Square. 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 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 our home study program. 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-Pine Hills 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-Pine Hills) would be required to meet the same expectations as classroom based schools for daily interactions, our EFs have begun communicating with their homestudy families daily via email, ParentSquare, Zoom or phone. Social/emotional learning curriculum options will continue to be made available for home study families.

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-Pine Hills 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 at 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. For families in rural areas with poor connectivity we will also allow students to sign up for time on campus, one family at a time.

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.]

Students in the academy have regular meetings throughout the day via Zoom for reading and math instruction as well as morning meetings. Teachers provide weekly assignments for students to complete asynchronously with the support of their parents along with engaging activities. Middle and high school students attend live classes in each of their subjects and have access to tutoring and support through teacher Office Hours.

Teachers will take attendance each day and ensure that all students are encouraged to participate by offering breakout rooms, discussions and sharing screens when working on shared activities or assignments. Teachers use Google documents as a method of submitting assignments and provide regular feedback on student work.

Teachers will use a variety of formative assessment programs and activities both inside and outside of the Zoom classroom to monitor student learning and provide feedback.

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-Pine Hills 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 Adequate Progress Policy to document attendance issues and re-engagement strategies.

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.

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 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.]

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-Pine Hills students with unique needs include: 1.3% of our population as English Learners; >1% homeless; 0% foster youth; and 14.9% receiving special education services. 36.5% of our students are considered socio-economically disadvantaged.

JCS-Pine Hills 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 it is deemed safe for schools in Riverside to reopen in person. 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 that we may have will be monitored via our Concern Report process and provided additional tutoring support (via Zoom or in person) and other resources as needed 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.

Our students in rural areas who have limited cell service will be given access to school facilities on a sign up basis to use the internet. If this is not feasible for families we will look into other options.

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

Description	Total Funds	Contributing
Purchase Middlebury ELD curriculum	1082.85	No
Purchase additional Cengage textbooks for ELD curriculum	2,032.70	No
Purchase noise cancelling headphones for student use at home	1500.00	No
Change Zoom to user-based subscription to accommodate additional Zoom Classroom use	1400.00	No
Purchase additional security for Chromebooks (Securly)	3100.00	No
Middlebury training for teachers.	0.00	No

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.	7,000.00	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.	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 in reading and math 2-3 x year 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-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 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 (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: 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, the Concern Report process for Rtl 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
- 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 Reading and Math for 2nd-12th grade, 2-3 x year.	7,200.00	No
Continue to implement local screening tools for K-2nd grade Reading and Math, 2-3 x year.	0.00	No
Continue to implement MAP testing for Language for 2nd-12th grade English learners, 2-3 x year.	0.00	Yes
Purchase computers with capability for zoom instruction for teachers	75,000.00	No
Develop Individualized Learning Plan for each English learner, foster youth or homeless youth	0.00	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
Stipend for qualified teacher to provide additional Rtl	15,000.00	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.

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).

Sanford Harmony, an SEL program, was implemented last year for academy students in grades K-6 and will continue whether we are virtual or in person. Students in the elementary academy program will have morning meetings each morning to discuss topics that could include resolving conflicts, strengthening relationships and managing emotions. To further support middle and high school students, we have three teachers implementing GoZen, an SEL program targeted to older students.

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 Pine Hills.

ACADEMY STUDENTS:

When students are absent from Zoom classes or fail to turn in assignments, teachers reach out to parents via email, ParentSquare and Canvas. The school staff can make daily phone calls home to any student who is 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. Based on parent feedback we have created Canvas tutorials to help parents navigate Canvas so they can see what assignments their students are missing.

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 will also 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	Stipend for qualified teacher to provide additional counseling.	15,000.00	Yes

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Assess all students grades 4-12 with Holistic Student Assessment (HSA)	2,665.60	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
4.89%	\$303,636

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 4.89%. 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.

