

# Learning Continuity and Attendance Plan

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

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## General Information

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

Jacoby Creek School District has responded to the changes required by the COVID-19 pandemic. COVID-19 has drastically changed the lives of our students, families, and staff. The unexpected closure of schools in March 2020 has impacted the physical, emotional, social, and educational needs of our students and has caused increased stress. Our school closure has impacted many students and families by challenging their ability to access essential services, access to affordable internet, and provide care for their children while parents and caregivers continue to work. Students and families have also been impacted by the physical separation from targeted supports and services that are typically provided in-person, including many services for Students with Disabilities, English Learners, and our Foster/Homeless Youth. COVID-19 has also led to increased isolation and disconnection due to the physical and social separation from the classroom, peers, and school community. Curriculum pacing, traditional methods of instruction, and assessments of student learning have also been disrupted. The disproportionate impact is resulting in the exacerbation of inequities during a time that is already historic in the level of stress it is placing upon our collective community. We recognize the evolving nature of this pandemic, all of our learning models will strive to meet the needs of all students and mitigate learning loss, assuring that all students are given an equal opportunity to access high quality educational opportunities.

In this very uncertain time, Jacoby Creek School has planned for multiple scenarios in the coming year. The decision was made to begin the school year using an all distance learning model. The School Board, administration, and staff will evaluate the instructional plan monthly at the regularly scheduled school board meeting. Due to the fluctuating public health crisis, we will remain flexible to balance educational needs with public health and safety. Human and capital resource allocations will be informed by the academic, social, emotional and physical needs of our students and employees, as well as school communities.

Based on the support of our local government and the status of the virus' spread within our county, we will be ready to educate our students whether that happens in a classroom or using a distance learning model throughout the school year. While school will look different than it has in the past, the commitment of the teachers, leaders, and staff of JCS remains steadfast as we all strive for 100% student success. This requires that we work as a school community to adhere to all the processes put in place to minimize the risk of transmitting COVID-19. For

those families who are not ready to return to our school buildings, we will offer high-quality instructional learning options to meet the needs of your student. To continue to meet the needs of our community, this plan will be reviewed, adjusted and communicated in alignment with any changes due to COVID-19. We want all stakeholders to be confident that JCS has the processes and procedures in place for a safe return to our buildings. In order to be prepared for both high quality distance learning and safe in person learning, we have purchased additional supplemental curricula, software, supports materials, and PPE to assist students in the learning process. We will work hard to ensure student engagement and participation in our instructional programs and will develop a plan for family communication and outreach should a student appear to lack engagement and/or participation. We will continue to offer creative meal distribution opportunities for students wishing to participate in our meal service program.

## Stakeholder Engagement

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

JCS's efforts to solicit stakeholder feedback to inform the district's Learning Continuity and Attendance Plan began in June and have continued throughout the development process.

The teachers, support staff, counseling staff, and administration spoke via telephone with each family multiple times throughout the school closure. They gathered feedback on technology needs, internet access, class schedules, and extra social-emotional support needed for students. JCS sent out frequent electronic surveys to gauge families' intent to return, preferences on reopening models, and technology needs. These were distributed via text message, email, and posted on the school's website. Administration was available via phone and email daily during the summer to listen to stakeholder concerns and feedback. JCS developed a reopening team consisting of classified and certificated staff to offer a school-based perspective on reopening. The team met weekly during the summer. Staff was surveyed regularly to determine their needs for training, safety, and curriculum.

Telephone conversations with each family allowed us to feel confident that all families had access to digital materials and that there were no language barriers preventing families from accessing information. Should a language barrier present itself, the district will use a translator/interpreter to convey information. Should access to digital information become a barrier for a family, the District will provide a hot spot, a Chromebook, and necessary training for how to access information.

Students will be surveyed monthly by their teachers in order to solicit their feedback regarding accessing their education.

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

Stakeholders were encouraged to participate in public meetings via Zoom. Meetings were noticed well in advance and multiple links and reminders were sent out via text and email and posted on the school's website.

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

Parents, teachers, and administration all provided feedback that if the school uses a distance learning model, there needs to be more rigor and higher expectations for learning than there was in the spring. Parents expressed concerns about childcare during distance learning, access to internet and appropriate technology, and social interaction for students.

Parents and staff were surveyed regarding returning to school for in person learning and the majority of stakeholders expressed that they would only feel comfortable returning to school using a cohort model so that students could practice strict social distancing. A model that has students on campus two days per week in cohorts was preferred by the majority of staff and parents. The majority of stakeholders also expressed interest in having a robust safety and sanitation plan in place for when student return to campus.

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

The specific stakeholder input received throughout the summer months has significantly influenced the district's Learning Continuity and Attendance Plan both through the impacts on development of the district's various Learning and Safety Plans and through direct feedback on the plan itself. Key takeaways from the surveys and Zoom meetings included the need to provide daily, live, synchronous instruction; to create and maintain connection to staff and peers; to ensure student and staff safety while on campus; to provide engaging curriculum to all students; and to ensure access to technology for all students. This input has influenced the following aspects of the district's Learning Continuity and Attendance Plan:

Developing of clear expectations for daily, live instruction for all students every day. This includes the minimum number of minutes for both synchronous and asynchronous instruction for a total minimum number of instructional minutes per day. The district has also included as part of the plan the expectation that when requested by parents/students, the lessons will be recorded to provide students the option of participating in recorded instruction later. This is seen as a critical support for students who may have different learning needs and benefit from rewatching instruction as well as a support for those students who may not be able to attend specific lessons.

Partnering with our school counselor and emphasizing Social Emotional Learning (SEL) lessons focused on universal themes that support connecting, belonging, and other aspects of social and emotional well-being.

Supporting parents and caregivers in supporting their own students' learning. The distance learning plan includes specific expectations for weekly communication from teachers to students and families. Weekly communications will include the week's learning intentions, schedule of zoom times for synchronous instruction, content to be taught, and a description of assignments with related rubrics and due dates. This communication is intended to provide parents some of the key information and tools they need to support students in meeting goals.

Teachers are also expected to be available to students and family members outside of instructional time. This includes maintaining open communication channels and identifying the times at which support is available.

Creating an equity-focused plan, particularly regarding the needs of students who are most vulnerable and at risk of learning loss during and after school closures. This priority has influenced the district's planning in a profound manner and is evident throughout. To accurately assess learning status and monitor growth, classroom teachers will meet in grade level groups to discuss common assessment practices and evaluation of student work.

Providing targeted supports to students through synchronous small group and individual instruction within a teacher's weekly schedule.

Continuously updating the district's Site Specific School Safety Plan to ensure it is consistent with all CDC, CDHP, and local health ordinances.

## 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.]

Through early August, the district was moving forward with plans to reopen school in a hybrid model, with students spending portions of the day/week at school sites receiving in-person instruction and completing the rest of their learning in a distanced setting. Providing as much in-person instruction as can safely be delivered is a priority of many stakeholders and acknowledged by the district as an important means of addressing learning loss, particularly for those groups of students who are most likely to be disproportionately impacted by school closures.

On August 1, the district, announced that the 2020-21 school year would begin with full distance learning. While current health conditions do not permit delivery of in-person instruction, the district is continuing to plan blended learning models so it will be prepared to bring students back once it is safe to do so. JCS will continue to align decision-making to public health experts at the state and county level and to orders and guidance provided by Governor Newsom. Included below is the district's current thinking regarding instructional models, including scheduling and delivery methods. This planning is tentative and will continue to be responsive to state and county guidance and the district's own monitoring of community conditions and needs.

Modes of Instruction:

- To meet health, safety, and learning needs, two modes of instruction will be offered for families to choose from. These will include a 100% distance learning model and a blended learning model which is part in-person and part distance. Students engaging in the blended learning model would receive part of their instruction each week at their school site.
- The district is preparing for potential shifts in instructional model as determined by public health conditions or student need. One strategy under consideration is the continued use of Google classroom in both in-person and distance learning. This would allow students at home to participate in instruction synchronously with students who are in the physical classroom space, including collaboration with peers in virtual groups. This model of delivery would maintain continuity of instruction in the event that one or more cohorts, schools, or the entire district needs to return to a full distance learning model.
- During times of the week when all students are engaged in the distance model, teachers will provide key supports that maintain the community of learning and meet identified student needs. These supports include small group and individual support for students, collaboration with co-teachers to prepare lessons, and professional learning with colleagues.

#### Proposed Schedule:

The school calendar will remain the same. 2020-2021 School Calendar

School will be a blended model of online and in-person instruction.

Monday to be a distance learning day for all students. One cohort will attend school on Tuesdays and Thursdays, and the other group will attend on Wednesdays and Fridays.

Students will attend school two full days per week and receive one day of distance learning instruction. The additional two days will be a time for students to work on assignments from previous lessons and/or prepare for the next instructional day at school.

An all at home learning option with support from the teacher will be available to any families who are not comfortable sending students back to in person school.

Drop off and pick up will be staggered. Drop off will begin at 7:55 and school will start at 8:30. Pick up will begin at 2:50 and be completed by 3:25.

Bus services and after school daycare are suspended.

Students will be placed in the same group as their siblings.

Families can request to be in the same group as other families in hopes that groups can work together to provide childcare on at-home days and carpool on at-school days. We will do our very best to accommodate requests.

Once all students and staff have become accustomed to health and safety protocols, and if the virus is stable in our county, we will reevaluate the plan and consider opening school five days per week. Should the number of COVID-19 cases increase substantially in our county, we will return to full-time distance learning.

Site-based instruction will focus on math and English language arts instruction as well as meeting our students' social and emotional needs. Music and arts teachers will supplement distance learning as well as on campus instruction.

An online curriculum and/or paper packets will be available for distance learning. Summative and formative assessments will be used across all subject areas and compared with each student's prior year performance in order to determine learning loss.

Cohorts of students will stay with their teachers throughout the entirety of their shift. Teachers will remain with students during recess times, and students will eat lunch in their classrooms if they are eating on campus.

Students will stay in one classroom with their cohort. .

If a family has a hardship they can fill out the Hardship Application and the District will try to accommodate if reasonably possible.

#### Classroom Spaces and Social Distancing

#### 2020-21 Learning Continuity and Attendance Plan for Jacoby Creek School District Page

Classrooms will be arranged with spaces between desks and students will be instructed on how to be safe in their classroom environment.

Teachers will arrange their lessons and choice time activities to facilitate space between students.

Teachers will instruct students to turn assignments in as they leave the classroom, or the teacher will walk around the classroom to collect assignments.

Art supplies will be provided to students, and teachers will sanitize them after each use.

Students in grades 2-8 will have access to their own Chromebooks and headphones in order to limit sharing, and younger students will have access to their own iPads or Chromebooks. Students will be instructed on how to wipe down their Chromebooks or iPads and put them away safely. Teachers will sanitize the cart when students have put their Chromebooks away.

If needed, parents/guardians will be able to check out a district Chromebook for distance learning during times students are not on campus. Chromebooks will be disinfected before returning to classroom use.

Face coverings are to be worn in order to adhere to state and county guidelines.

Increased cleaning and sanitizing of school facilities will occur on a regular basis.

### Non-Classroom Spaces and Social Distancing

Jacoby Creek School has suspended all outside Facilities Use Permits, even when these activities would take place after school hours.

Jacoby Creek School has suspended class and program volunteers, other than student teachers or interns. University fieldwork students will be evaluated on a case by case basis to determine possible risk factors.

Classes will have access to outdoor spaces during non-recess times. These areas can be used as outdoor learning spaces.

Break time will be with the class teacher and class cohort.

Playgrounds will not be accessible.

Hallways will have clear entry and exit spaces to encourage students to move through them in one direction.

Students will enter and exit the campus through different points, depending on their grade spans.

If students are eating in their classrooms, staff will bring a prepackaged lunch to them, rather than having students go to the cafeteria to get it. Tables will be set up outside to allow students to eat outside if they are eating with their cohorts.

Face coverings are to be worn in order to adhere to state and county guidelines.

### Personal Items

Students will not be allowed to bring personal items such as toys from home.

Students will have personal supply tubs for classroom use. These will contain items such as pencils, crayons, glue, scissors, and basic Math/ELA manipulatives. The tubs will be labeled with each child's name. Tubs will be stored in individual student desks if applicable, or in a designated space in the classroom.

Students will have assigned hooks/cubbies in their classrooms for their jacket/sweatshirt and lunchbox only.

We encourage students to bring water bottles from home. They may refill the water bottles in the classroom or at hydration stations on campus.

### Support Services

Students will be supported within their classroom cohort using a combination of push-in and pull out services.

Classroom cohorts or individual students may also receive direct instruction using a pull-out model when needed.

All materials will be disinfected after each cohort or individual use.

Whenever possible, materials will be assigned to individual students and kept in their own supply tub.

Pull-out services be scheduled with the specialist taking into account IEP and family needs.

#### School Arrival and Departure

There will be two points of arrival and departure: Front parking lot and Gym parking lot.

Grade levels will be assigned to each area.

Students will not be allowed on campus prior to their scheduled drop off time and must be picked up at their release time in the same designated area.

Parents/Guardians will not walk their children to class. Rather, they will walk them to the check in point, where students will get a temperature check and walk to class.

Schedule for drop-off and pick-up times will be sent out with the shift assignments.

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

Description	Total Funds	Contributing
Purchase of PPE and cleaning supplies.	\$5,000.00	No
Increase custodial staffing at site so that, in addition to standard maintenance and cleaning, facilities are routinely disinfected in high-touch areas.	\$10,000.00	Yes
Health Materials: Additional Thermometers to screen student temperature and additional supplies to respond to students who display any signs of illness.	\$1,500.00	No



Description	Total Funds	Contributing
Additional staff to help with learning loss	\$20,000.00	Yes
Staff Inservice	\$15,000.00	Yes
Plexiglass to provide barriers when close contact is likely and does not allow for physical distancing of 6 feet such as the front desk.	\$10,000.00	Yes
Individual Supplies: Additional supplies to limit the number of individuals using shared object	\$10,000.00	Yes
Signage, Posters, and Floor Decals: Visual cues throughout school sites to maximize social distancing. Cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing protocols.	\$5,000.00	No
MERV air filters: replace HVAC filters 2-3 times per year.	\$5,000.00	No
Rental of Hand washing stations for classrooms that do not have a sink.	\$15,000.00	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.]

Throughout the school closure, Jacoby Creek School teachers will provide students with instruction through a distance learning model. The District will provide instructional materials for students to access independently and self-pace their learning (for example: Raz-Kids, Moby Max, and Kahn Academy). Teachers may pre-record lessons to share with students. Teachers will offer online office hours and/or phone calls for feedback for students. Students will communicate through email, Google Classroom, or telephone. Teachers will provide face-to-face instruction through Zoom. Teachers will provide differentiated, small group instruction based on student needs.

Students must participate in learning activities for a minimum amount of time each day. Teachers will provide time values for each of their assignments similar to those they would in a normal classroom day. TK/K for 180 minutes per day 1st - 3rd grade 230 minutes per day 4th - 8th grade 240 minutes per day

Teachers will monitor students' participation in Distance Learning and will report this participation to District administration weekly. The District will work with teachers and families to try to resolve any issues that prevent students from participating in Distance Learning. Students are expected to complete all projects during the week that they are assigned.

Instructional Methods Throughout the school closure, teachers will provide students with synchronous (live) and asynchronous (activities, assignments, etc) instruction. Instructional materials will be provided by the District for students to access

Legislation (SB98) mandates daily live interaction. We understand that there may be extenuating circumstances for your family, causing difficulties for students to participate in these daily lessons. If daily live interaction is not feasible as part of regular instruction, Jacoby Creek School District will work with families to develop an alternative plan for frequent live interaction that provides a comparable level of service and school connectedness (Pursuant to Education Code Section 43503(b)(6)). The classroom teacher and Mrs. Nannizzi will work to design a program that suits the needs of your family.

Teachers will meet with families for conferences prior to or during the first week of school. During this time, they will work together to create a plan that will ensure the highest quality of education possible for each student. Back to School Nights will occur the week prior to the start of school so that we can dive right into learning.

There will be a weekly exchange of supplies on Friday afternoons so that student have access to paper/pencil work, library books, and art supplies needed for weekly lessons. Students work will be turned in weekly so that teachers can evaluate progress.

Below is the letter sent to families outlining the Distance Learning Program  
JACOBY CREEK SCHOOL DISTANCE LEARNING EXPECTATIONS

Dear JCS Families,

Although it is not what we expected, we are getting excited about the learning possibilities this coming fall. The staff and I are viewing last spring as "emergency learning" and this fall as true distance learning. Please take the time to read through the following information

regarding distance learning expectations. I cannot stress enough how important the home/school partnership will be in making distance learning successful for our children.

We are dedicated to building trusting and supportive relationships with families in order to make this experience successful for our students. Please feel free to reach out with questions. We may not have all of the answers, but I feel confident that we can work together to find solutions.

Sincerely,  
Melanie Nannizzi  
Superintendent/Principal

#### Work Space

In order to prepare for distance learning, please help your child establish a workspace in your home prior to the first day of school. Let us know if you need to check out a desk, a Chromebook, headphones (these may be essential as multiple Zooms may be happening in your home at one time), or a hot spot to make this possible for your child. A survey was sent out regarding these needs. Please let me know ASAP if you did not receive the survey.

Your child's workspace should be in the quietest and least distracting place possible in your home. We completely acknowledge that our homes are not quiet and lacking in distraction, but please do your best to make sure that the workspace is not right next to the toys or video game consoles on that may be more exciting to your child than an online Zoom meeting. :)

#### Teacher Communication

The teachers will be contacting families on Friday, August 14 to let them know when their classroom's Back-to-School Night will be held on Zoom.

Your child's teacher will also be sharing their classroom Zoom schedule as soon as possible. Once you receive the schedule(s), please feel free to reach out if you would like advice on how to best manage your child(ren)'s distance learning schedules. We are happy to be sounding boards and to help you come up with ideas.

#### Attendance

Attendance will be taken daily, and the new California Department of Education regulations require that every student have live daily interaction with their teacher and their peers (Zoom Meetings) in order to be counted as present at school.

The California Department of Education requires a number of minutes that students need to be engaged in school work each day of distance learning. Not all of the required minutes will be spent on Zoom, as this would far exceed recommended screen time for children, but work completion will also be documented for attendance keeping purposes. All distance learners are required to attend lessons and complete assigned work.

Student attendance for online meetings will be reported to the office. Absences from online class meetings will be counted as either excused or unexcused in the same way as for on-campus attendance. If your child misses an online class meeting, please contact the office and teacher(s) to explain the absence.

### Instructional Minutes Requirements

180 minutes daily for Transitional Kindergarten and Kindergarten

230 minutes daily for grades 1 through 3

240 minutes daily for grades 4 through 12.

Distance learning will be documented with student work as well as time online.

### Live Zoom Lessons

The JCS staff will be using Zoom for live interaction. They will also be using pre-recorded lessons which students will need to watch in order to be prepared for lessons.

### Expected Time on Zoom

\*Students who receive additional services such as resource, speech, and reading/math intervention may have additional Zoom time.

### Transitional Kindergarten, Kindergarten, and First Grade

Minimum 30 minutes

Maximum 1 hour

### Second and Third Grade

Minimum 45 minutes

Maximum 2 hours

### Fourth, Fifth, and Sixth Grade

Minimum 1 hour

Maximum 2 hours

### Seventh and Eighth Grade

Minimum 1.5 hours

Maximum 3 hours

### Expected Behavior on Zoom: BE SAFE-BE RESPONSIBLE-BE RESPECTFUL

Students have their supplies ready prior to the Zoom meeting.

Students have their video turned on during Zoom meetings. (Please reach out to your student's teacher prior to the first day of school if there is an issue with having video turned on.)

Students are wearing school-appropriate clothing.

Students use their first and last name on their Zoom video so that teachers can identify them when entering meetings.

All students follow their classroom teacher's rules regarding whether or not eating is allowed during Zoom instruction and other computer/digital device etiquette.

To the greatest extent possible, primary students have an adult or older sibling available during live Zoom meetings to assist with the use of technology.

Students should use a computer/chromebook for class meetings. Please check one out from the school if your child does not have one.

### Supply Exchange Day

In order to facilitate successful distance learning there will be a weekly supply exchange on Fridays. This will allow teachers to collect completed paper/pencil work and supply students with the supplies they will need for the next week of instruction.

Supply Exchange Day will be on Fridays from 2:00-5:30 pm. Students who need additional weekend time to complete school work can turn work in on Mondays before noon without being considered late. We will work with individual families who are unable to come to school on Fridays.

First supply pick up is FRIDAY, August 21!!

#### Communication with Staff

Please feel free to contact JCS staff with any questions. Email is the best way to contact us since many staff members will be working from their homes. Emails will be answered within 24 hours on weekdays.

## 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.]

As Jacoby Creek School begins the 2020-21 school year in a full distance-learning context and prepares for the possibility that much of the school year will be via distance learning, ensuring access to devices and connectivity for all students is imperative. The technology gaps identified at the outset of school closures deepened the district's understanding of inequities that existed prior to COVID-19 and will continue to require attention even after students and staff have fully returned to an in-person model. JSC's efforts in the spring to provide all students with access to devices and connectivity have significantly reduced the identified gaps. However, significant areas of need remain, particularly in ensuring that all students have access to sufficient connectivity to engage in distance learning.

JCS will provide any student who needs one with a Chromebook, headphones, and a mouse to use while at home. The district realizes that internet access is a barrier to families for geographic (rural areas with little access to cable or satellite internet, or spotty coverage at best) and economic reasons. The district will provide hot spots and will work with local providers to investigate internet access for those who could have access at home but are unable to afford it. If families need internet access, they may use the school's internet in the parking lot.

## 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.]

Distance Learning Activities Teachers will develop weekly educational activities for all students with a learning plan for the week that can be followed by families and students. The plan will contain resources including online and/or print reading, digital and/or print worksheets,

guidance about the use of online applications, and other at-home activities. Teachers will provide schedules for their lessons, small group meetings, and office hours.

Each teacher will have an online Google classroom with classroom expectations, resources, assignment information, enrichment opportunities, and links to past work.

Pupil participation will be determined based on multiple measures of a student's attendance and engagement in learning. Measures will include log-in records to the Google Classroom and other on-line applications used by the teacher, submission of assignments to the teacher, and other forms of contact/interaction with the teacher to be determined by the site and teacher.

Weekly asynchronous distance learning activities may consist of Lessons for each of four subject areas: Math, English Language Arts, History/Social Studies, and Science. Teachers will provide instructional videos for assignments and then meet with students on zoom to support them and answer questions. Students will have daily PE requirement, simple experiments, art projects, and will utilize online platforms such as Moby Max and Kahn Academy.

Weekly synchronous activities may consist of virtual whole or small group class meetings and instruction and virtual or phone meetings with individual students.

Synchronous instructional minutes delivered during distance learning will be scheduled in strategic chunks and include whole-class, small-group, and independent activities. Consistent and effective formative assessment practices will enable staff to best utilize these minutes to meet collective and individual student needs. One example of such practices is the building into lessons of frequent 'Checks for Understanding.' This might be a series of short comprehension questions following a reading or a practice question following a math lecture segment. These brief, informal opportunities are embedded into lessons and provide teachers a real-time assessment of collective and individual student understanding of a specific concept or skill. This information in turn allows a teacher to determine whether additional practice or reteaching is needed before moving forward with the lesson. It also allows for identification of specific students' needs and supports differentiation of instruction.

Grading Students will be instructed using Common Core State Standards-aligned curriculum and will be assessed on the essential standards, work completion, and participation. Students will be graded using District assessments. Report cards will reflect the student progress for each given trimester/reporting period.

Teachers will keep a weekly record documenting each student's synchronous or asynchronous engagement for each school day. This will include verification of participation as well as a record of student assignments. With portions of synchronous instruction being used to provide targeted small group and individual instruction, the total weekly amount of instruction received within the synchronous context will vary by student, though all students will be provided the minimum threshold of minutes through a combination of synchronous and asynchronous instruction. Teachers will be responsible for assigning the time value of assignments given in their respective classes/courses. This will allow for more precision in assignment of time value given that teachers are routinely modifying instruction and assignments based upon ongoing assessment of individual and collective student needs.

## 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.]

JCS certificated staff was provided with four preservice days and classified staff was provided with two preservice days in order to prepare for distance learning and participate in professional. Professional development on using mail merge, Zoom, Pear Deck, and Moby Max were provided district wide.

Families and students should expect that all educators are provided professional development on the strategies needed to deliver high-quality instruction and on the District's learning management system (Google Classroom or Seesaw) to provide students access to learning grounded in the essential standards.

Teachers will have opportunities to participate in county-sponsored professional development activities related to distance learning. They will have time to participate in a county-wide PLC for digital educators.

The District will provide professional development related to curriculum, assessment, and online pedagogy. At a minimum, teachers will have one afternoon per month dedicated to professional development around technology and distance learning. This may be staff-led, or may involve outside presenters.

## Staff Roles and Responsibilities

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

Classroom Teachers

Develop high quality Distance Learning lessons/assignments for all students.

Develop strategies to support students with individualized needs, working with support staff as necessary.

Observe established office hours and meeting times during the regularly scheduled work day.

Provide instructional resources and materials through digital learning means such as Google Classroom, Moby Max, Khan Academy.

Communicate regularly with families regarding expectations and student progress.

Attend District meetings; monitor District communications; support all students.

Monitor attendance and engagement using multiple measures.

Monitor student submission of assignments, presence within the learning management system (Google classroom or Seesaw), attendance at live, synchronous instruction, and other forms of contact determined at the site.

Maintain a weekly record documenting a student's synchronous and/or asynchronous engagement each day.

### Special Education

All staff supporting students with disabilities will continue in their roles and performing their broad responsibilities, with modifications to reflect the distance context. Modifications include:

- Support teachers with the set-up and completion of virtual IEP meetings, including how to engage parents to be meaningful participants and to facilitate the 'paper requirements' of conducting an IEP in a virtual or telephonic setting.
- Support a range of distance learning-related actions, such as monitoring assessment processes and student progress and coordinating with Title 1 and instructional aides.
- Instructional Aides will be more systematically used to support individual students than they were in the spring. Aides that are assigned to classrooms and aides that are assigned to individual students will be assisting students during distance learning and helping the teacher manage instruction. In accordance with the student's IEP, instructional aides will provide support in breakout rooms and, as appropriate, during targeted synchronous instruction.

Health and Safety responsibilities emerging as a result of COVID that are specific to types of staff are outlined below:

#### Administrators:

Actively model and support all required public health measures.

Ensure staff are providing students with appropriate distance learning opportunities and accurately tracking attendance/engagement.

Support staff and students

Reinforce stay at home requirements.

- Office Staff:

Actively model and support all required public health measures.



Encourage electronic communications wherever possible.

Reinforce stay at home requirements.

- Operations/Custodial Staff:

Actively model and support all required public health measures.

Maintain a stock of personal protective equipment to ensure readiness - order additional supplies as needed.

Routine disinfecting of all high-touch areas on a daily basis.

- Food Service Staff:

Actively model and support all required public health measures.

Ensure work space has appropriate personal protective equipment and cleaning/disinfecting materials.

- Support Staff:

Actively model and support all required public health measures.

Provide one on one and small group instruction on Zoom.

Support classroom teachers on Zoom by facilitating break out groups.

Prep learning supplies for weekly supply exchange.

Facilitate weekly supply exchange.

Encourage activities and strategies that promote positive coping during times of stress for adults and children

After school employees were laid off or their duties were transferred to work during school hours to support students and teachers.

## 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.]

### English Language Development

Teachers with English Learner (EL) students will integrate instruction into the generalized education Distance Learning program, or recommend online resources to students to support their ongoing growth in English. Teachers will be responsible for maintaining ongoing contact with their EL students and will maintain an electronic log of their interactions with students.

### Special Education

Special Education teachers will provide supplemental support to students on their caseloads, in keeping with the goals described in each student's Individualized Education Plan (IEP). To the extent possible, the Special Education teacher should attempt to modify IEP documents, with parent consent, to reflect the current conditions and their impact on the availability of services.

Special Education teachers may provide support through the following options:

Additional support through Google Classroom with accommodations and modifications to materials and curriculum as appropriate.

Electronic chats with individual students or small groups through Zoom or other teacher selected digital platforms.

Regular parent consultation via emails or phone calls Live online instruction for individuals and small groups through Zoom.

### Physical materials to support student learning

Case Managers will strive to track students' engagement in home learning activities in coordination with their general education teacher, similar to tracking services during the school year. Case managers and special education teachers have an important role to play in supporting the coordination of contracts for related services as well. The Special Education Department will continue to review and follow guidance from state and federal officials about Special Education in a Distance Learning setting and communicate with families concerning this guidance.

### Homeless Youth

- Coordination & communication with applicable shelters to engage students in distance learning
- Contact with parents/students to determine if they have special or unmet needs for accessing distance learning and address their

technology needs, including provision of Wi-Fi hotspots on a case-by-case basis.

- Communication with schools/teachers & parents/students to locate 'missing' students or students who are not engaged in distance learning, and identification of special needs or services
- Coordination with parents/students & school as necessary for optional distance learning delivery of assignment materials and provision of necessary school supplies.
- Provision of community resource information for parents/students, such as shelter, housing, food, clothing, health, COVID resources, etc. and referral of parents/students to appropriate community agencies and/or district departments/services when educational, health, or welfare needs are identified.

#### Foster Youth

- Case management to support all eligible foster youth
- Weekly and/or bi-weekly check-ins with students and foster parents via phone, zoom, and e-mail, if determined
- Monitoring of attendance/engagement and communication with teachers and administrators when needed.
- Referrals to both district and community agencies for additional support/resources as needed.
- Online tutoring services will be offered to eligible foster youth.
- Collaboration with Student Hearing and Placement and Special Education offices so that any new youth entering the district are placed in the appropriate school in a timely manner.

#### Mental Health Counseling

The current period of the COVID-19, shelter-in-place orders and mass school closures will create stress for many students. Educationally Related Mental Health Services (ERMHS) will continue as defined in the IEP via teletherapy or telephone. School counseling services will continue for those students previously receiving school counseling and new referrals will be reviewed and monitored by school counseling staff. Mental Health and Social Emotional resources will be available to students through the school counselor. The counselor will work with all classroom teachers to provide social emotional support to students.

#### Instructional Aides

General and Special Education Instructional Aides may engage in weekly or daily support of students' academic progress as determined appropriate and directed by general and special education teachers, speech and language pathologist, administration, and in coordination with families.

#### Reading Specialist

The reading intervention specialist will provide Zoom intervention instruction with small groups of students in second and third grade and provide push in small group instruction with first grade students. Reading intervention specialist will also do initial reading assessments with all students new to the school if requested by the classroom teacher.

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

Description	Total Funds	Contributing
Certificated Pre-service days	\$60,000.00	Yes
Classified Pre-service days	\$10,000.00	Yes
Zoom Contract	\$5,700.00	No
Chromebooks, mouses, headphone	\$58,000.00	Yes
Document Camera	\$3,000.00	No
Printers with Scanners and associated hardware	\$15,000.00	Yes
Mail merge add on	\$4,500.00	No
Hot spots	\$12,000.00	Yes
Wagons	\$1,500.00	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.]

Jacoby Creek School recognizes that students will experience learning loss due to lack of in person instruction during the 2019-20 and 2020-21 school years. The district will monitor students' progress on grade level appropriate assessments and adjust supports based on student results. Families and students should expect assessments during learning and throughout the school year that evaluate how students are progressing both in the moment and over time to address learning loss before and after the school closure. Over the course of the year, regular benchmark assessments in both ELA and math will allow teachers to continue monitoring student learning status, including the rate at which students are making up for any learning loss.

School sites are being provided a full month of time in which to administer the initial assessment to allow teachers to effectively establish a safe learning environment and re-engage students in school. It is important to reiterate that assessment of students' learning status will begin the first day of school and continue each day. The formative data being gathered by teachers throughout instruction is a critical component to understanding what learning loss has occurred and each student's individual learning needs.

## **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.]

The primary means of addressing learning loss and accelerating learning for pupils will be the tiered instruction delivered through synchronous instructional time. At Tier 1, all students will receive standards-aligned instruction focused on priority standard clusters. This will allow for depth of instructional focus on the key skills and concepts that are most critical for the respective grade level/content area. Tier 2 supports will be provided primarily through synchronous, small-group instruction that is targeted to identified student needs. As teachers assess learning loss and their students' individual and collective learning needs, they will not only adapt Tier 1 instruction, but also schedule small group sessions to provide additional support. Similarly, students who require even more intensive (Tier 3) and pupils who are English learners, low-income, foster youth, and pupils experiencing homelessness support will be provided 1 on 1 instruction through individual sessions. Both the small group and individual sessions will take a 'just in time' rather than 'just in case' approach. This entails the focusing of small group and individual sessions on the key prerequisite skills that students need to successfully master the content rather than broad reviews of large chunks of information for the whole class. For example, one or more students who are having difficulty adding fractions of different denominators might need to first know how to add with the same denominator and/or find the lowest common denominator. A teacher, upon identifying the gap, might arrange a small group session with other students who have the same learning need or an individual session. These sessions would allow the teacher to provide more individualized attention to the student and support them in mastering the prerequisite skills so that they can fully participate in the lessons that are occurring for the whole class.

Strategies will include

- Use of Google Classrooms
- Weekly teacher collaboration
- Daily live instruction
- Targeted, structured support for small groups and/or individual students
- Specific supports for students with IEPs and for English Learners
- Use of the ELA and Math scope and sequence to focus on essential standards
- Pre and post-assessments aligned with the content
- Weekly communications to parents including learning goals, content to be taught, success criteria, and assignment details
- Professional development for online learning and teaching

Students with IEPs will be provided with accommodations and modifications as outlined and adjusted through the IEP process. IEP goals may be reviewed, adjusted, or added based on the students needs or at annual IEP meetings.

### Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

The effectiveness of the services and supports provided to address learning loss will be measured by the ongoing assessments of student progress. This will include the interim/benchmark assessments for Math and ELA administered at 3-4 points over the course of the 2020-21 school year.

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

Description	Total Funds	Contributing
Increase Math Intervention Support Time	\$10,000.00	Yes
Increase Special Education Intervention Support Time	\$10,000.00	Yes
Pear Deck, Moby Max, and Scholastic News Subscription	\$7,500.00	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.]

**Mental Health Counseling** The current period of the COVID-19, shelter-in-place orders and mass school closures will create stress for many students. Educationally Related Mental Health Services will continue as defined in the IEP via teletherapy or telephone. School counseling services will continue for those students previously receiving school counseling and new referrals will be reviewed and monitored by school counseling staff. Mental Health and Social Emotional resources will be available to students through the school counselor. The counselor will work with all classroom teachers to provide social emotional support to students.

To effectively support the social and emotional well-being of students and staff during the school year, teachers will include themes such as collaboration, confidence, gratitude, perseverance, and perspective-taking, in their online instruction. Each class will open with a welcoming activity such as a community circle, lessons will be engaging and will involve collaboration and group interaction, and the day will close with a time for group reflection. In addition to holding office hours, many of our teachers are holding 'tea times' to foster interpersonal relationships between themselves and their students.

The monitoring of student mental health and social emotional well-being will include regular collection of student emotional engagement data via regular surveys and ongoing assessments by staff of student engagement and participation. Regular emotional engagement surveys will help staff assess a student's involvement in and enthusiasm for school as a whole as well as their emotional connectedness to others on campus. Support staff will help connect the highest need students with community resources when appropriate.

Professional Development to support staff in addressing students with trauma will be provided by our school counselor.

Jacoby Creek School will use the Zones of Regulation, Second Step, and Mindfulness curriculum with students.

## 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.]

Legislation (SB98) mandates daily live interaction. If daily live interaction is not feasible as part of regular instruction, Jacoby Creek School will work with families to develop an alternative plan for frequent live interaction that provides a comparable level of service and school connectedness (Pursuant to Education Code Section 43503(b)(6)). Teachers will meet with families for conferences prior to, or during, the first week of school. During this time, they will work together to create a plan that will ensure the highest quality of education possible for each student. If attendance and participation becomes a problem or barrier to student achievement, teachers will meet with families to create a plan. If the plan is not followed, teachers and families will meet with administration and community resources will be provided.

School attendance and engagement are critical for student success. The district has adopted plans to return to school in person or virtually in the safest way possible, and to monitor student attendance and engagement and provide support to students and families when needed. The COVID-19 pandemic has presented numerous challenges to the effective monitoring of attendance and engagement. During the spring school closures, the district learned new best practices as a result of the efforts of teachers, administrators, and staff. A significant change made to the district's strategy for measuring engagement and informing outreach and tiered re-engagement is the expansion of the district's definition of student engagement and monitoring methods. In the spring, engagement was limited to physical actions such as logging in to a software platform, being present at a virtual meeting, or sending an e-mail. Moving forward, student engagement will be defined as having three components: Behavioral engagement (physical actions) The physical actions a student uses to interact with the learning material such as attending, writing, reading, studying, or watching Cognitive Engagement (Cognitive Processing) Reflects the extent to which a student is thinking about the learning activity, or attending and focusing on the task Emotional Engagement (Motivation and Emotional Response) Reflects a student's involvement in and enthusiasm for school as a whole as well as their emotional connectedness to others on campus. The three components of engagement will be monitored and assessed through regular engagement surveys, completion of weekly exit tickets, frequency of use of various online tools, participation in online discussions, percentage of assignments completed, number of days logged in, and participation in expanded learning, co-curricular and extracurricular activities. The district is committed to using multiple measures to determine whether students are engaged at the level needed to maximize their academic, social, and emotional progress. This is also being viewed as a collective responsibility. In the spring, engagement was viewed primarily as a student responsibility. Moving forward, teachers, administrators, and staff across the district have shared responsibility in ensuring the engagement of all students. The core expectations for each stakeholder group for attendance/engagement are:

Students and families: Attend/engage daily with their teacher and report absences for ANY school day to the school.

Teachers: Document attendance/engagement every school day for each scheduled class period, regardless of the instructional model.

Attendance Staff: Monitor attendance/engagement and communicate with administration and teachers as necessary. Administrators: Ensure that attendance/engagement is being documented as required, work with teachers and families, and provide tiered interventions when necessary.



Students attending school/participating regularly (90+%)  
 Daily notification of absences Regular student check ins Class meetings  
 Students attending school/participating moderately (70-89%)  
 Daily notification of absences  
 Regular student check ins  
 Class meetings  
 Teacher phone calls home and verification of contact information  
 Letters home Training with technology  
 Offer of additional devices for distance learning (as needed)  
 Referral to support services  
 Students attending school//participating irregularly (40 - 69%):  
 Daily notification of absences  
 Regular student check ins  
 Class meetings Teacher and administrator phone calls home and verification of contact information  
 Letters home  
 Training with technology  
 Offer of additional devices for distance learning (as needed)  
 Referral to support services  
 Action Plan created with student and family, School Attendance Review Team (SART) meeting  
 Students not attending school/participating: (0-39%)  
 Daily notification of absences  
 Regular family check ins  
 Class meetings  
 Teacher and administrator phone calls home  
 Letters home  
 Training with technology  
 Offer of additional devices for distance learning (as needed) Referral to support services Action Plan created with student and family  
 School Attendance Review Team (SART) meeting  
 Home visits Referral to outside agencies  
 Potentially bringing the student on campus for daily instruction  
 Referral to School Attendance Review Board (SARB)

## 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.]

Jacoby Creek School contracts with Arcata Elementary School District for food services. Menus are emailed to families monthly and posted on the website and families are asked to call in or email in their breakfast and lunch orders. Families pick up food on Mondays and Fridays. During in person instruction, bagged breakfast and lunch will be provided for students when they choose to order.

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

Section	Description	Total Funds	Contributing
School Nutrition	School Nutrition Nutrition Services Materials and Supplies: Additional materials needed to provide meals during school closures and, upon return, in a manner that is safe and consistent with public health guidelines. Includes additional kitchen equipment, sanitation supplies, and Personal Protective Equipment.	\$10,000.00	Yes
Mental Health and Social and Emotional Well-Being	Positive Behavior Intervention and Supports (PBIS) and Social Emotional Learning (SEL): Maintain existing staffing and supports to implement district programs and support school initiatives. Professional learning expanded to address distance learning context, particularly to support teachers in utilizing practices that increase connectedness and address trauma within the remote context. Integrating mindfulness and Zones of Regulation Curriculum.	\$9,000.00	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
5.45%	\$200,107

## 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.]

### Devices and Connectivity

All students were offered to check out a Chromebook, mouse, headset, desk, chair, and hot spot at the beginning of distance learning. It was a priority to ensure that these supplies were provided to our foster youth, English Learners, and low-income students. The school librarian met with all classrooms to explain the digital book check out system, but will work individually with students in the above groups to ensure that they have access to ample literature during distance learning.

### Support Services and Teacher Leaders

Support Services and Teacher Leaders provide a range of professional development to all staff. Their recent work has been focused in a number of areas that are specifically targeted at supporting the needs of unduplicated students. They are coaching colleagues in ways to make curriculum more equitable.

### Teacher Collaboration Time

Teacher collaboration time is intended primarily for staff to engage in collaborative review of data, student work, and planning instruction that best meets the need of students who continue to demonstrate inequitable outcomes in our schools and district. This includes English Learners, Foster Youth, Homeless Youth, Students with Disabilities, and other student groups. As distance learning and school closures continue, this collaboration time has become even more critical as a resource for teachers to improve their individual and collective capacity to address inequitable outcomes remotely via synchronous and asynchronous modes of instruction. These focus areas are specifically aimed at (1) addressing learning loss and (2) accelerating growth for students demonstrating the most need.

### Positive Behavioral Interventions and Support (PBIS) and Social Emotional Learning (SEL)

These actions are jointly focused on providing both students and staff the training, skills, and tools they need to establish and maintain a positive school climate and culture. They are also intended to develop each individual's social and emotional capacity to be successful in college, career, and life. While a positive school culture and climate are important for all students, they are particularly important for unduplicated pupils and other groups who have historically and continue to experience disproportionate discipline and other unhealthy impacts of a negative school climate and culture. Foster Youth and Homeless youth in particular experience higher rates of discipline and lower attendance. English Learners and Low Income students are also more likely to be impacted by negative school culture and climate. These programs, while continuing their previous work, will adapt their range of supports for staff and students during distance learning. As the survey results discussed in this plan showed, connectedness during distance learning is challenging and many reported feeling less of a sense of belonging to their class or school. The PBIS and SEL programs will be critical elements in communicating and teaching best practices for integrating SEL into daily instruction and establishing clear classroom and school wide supports to build positive culture and climate.

### School Counselor

This action represents those school psychologists funded above the amount specified for special education. Assessment plays a critical role in the early identification of learning needs and referral to appropriate supports. This is crucial in normal years, when the most vulnerable student groups are often at risk of falling further behind without the appropriate and early assessment of need and support provision. During school closures and distance learning, the role remains critical as many students will have, layered upon their existing learning gaps, additional learning loss. Being able to appropriately assess individual student needs and connect them to appropriate supports is a key component of the district's plan to address learning loss and accelerate growth for unduplicated students and other vulnerable student groups.

The district intends to gradually reopen school as it becomes safe to do so. Foster Youth, English learners, Low-Income students, and students with IEPs will have priority for returning to school in a small learning pod.

School breakfasts and lunches are available for free and reduced prices for low income students. The school will work with each family to ensure that they are able to access the food.

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

Jacoby Creek School serves a very small foster youth and English learner population. With few students falling in these categories, it is practical for the administrator or EL coordinator reach out individually to each family to ensure they have all that is needed to support their child in the distance learning model. English learners and foster youth are offered additional small group or one-on-one support on Zoom to help with work completion and to help fully access the curriculum. Foster Youth are given priority for establishing weekly meeting times with the school counselor. Low income students are given priority for access to the reading specialist and are also offered intervention Zoom support if they are struggling with accessing the curriculum.

Specific outreach is being facilitated by case carriers, school psychologists, school counselors, teachers, and our Superintendent/Principal.

Teacher Collaboration is a critical component to our distance learning plan. This time is intended primarily for staff to engage in collaborative review of data, student work, and planning instruction that best meets the needs of students who continue to demonstrate inequitable outcomes in our schools and district. This includes English Learners, Foster Youth, Homeless Youth, Students with Disabilities, and other student groups. As distance learning and school closures continue, this collaboration time has become even more critical as a resource for teachers to improve their individual and collective capacity to address inequitable outcomes remotely via synchronous and asynchronous modes of instruction. Focus areas for the year will include Universal Design for Learning (UDL), Multi-Tiered Systems of Support, and formatively assessing student needs so that targeted small groups and 1 on 1 synchronous instruction can be used most effectively. All of these focus areas are specifically aimed at (1) addressing learning loss and (2) accelerating growth for students demonstrating the most need.