

# 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.]

John Muir Charter Schools (JMCS) is a WASC accredited high school that specializes in serving the educational needs of young men and women, most between the ages of 16 and 25, who are seeking to improve their lives by earning a high school diploma while participating in vocational training opportunities. JMCS partners with state, local and federal programs such as the CA Conservation Corps, Local Conservation Corps, YouthBuild and Workforce Innovation and Opportunity Act programs which provide part-time and full-time vocational training for students. JMCS is the educational provider for these programs and commits to serving all students in need of a high school diploma who enroll in these programs. JMCS teachers work closely with partner agency staff to seamlessly integrate the work, life skills, community service and academic experiences of students. We are a committed and passionate team of educators dedicated to serving some of the most high-need students in the state and ensuring they graduate with the ability to attain lifelong, sustainable employment and become active and productive citizens in their communities.

100% of JMCS students are former high school dropouts; our students have attended an average of two schools before JMCS. Students enroll with JMCS because they are ready to change their lives and prepare themselves for a more successful future. 96% of our students are either low-income, homeless or foster youth or some combination of the three. They arrive with many challenges and barriers, such as housing instability, mental health challenges, addiction, lack of transportation, lack of childcare and basic academic skill deficiencies. We work diligently to support each student's individual needs by addressing academic, vocational and social-emotional development through a personalized approach.

Due to the variability in our partner agency settings and program types, COVID-19 has impacted all of our students differently. Some sites have remained opened and students continue to perform their daily work duties, such as at our residential California Conservation Corps sites, a state-run agency. These students have had minimal disruption in their learning as their setting and communities have not changed, with the exception of the teacher now calling in virtually to teach class. Other sites that have lost the vocational training component and have closed entirely have seen much greater disruptions in students' lives. For these students, their daily routines and community have been greatly modified. Teachers reach out to these students on a daily basis, continuing to plan instruction and support students' graduation goals

virtually. Many of our students began this pandemic already facing a large number of barriers such as those listed above. These challenges have been exacerbated by the pandemic and our teachers and support staff have worked hard to meet students' basic needs as well as to provide flexibility of learning options to support academic progress.

## Stakeholder Engagement

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

John Muir Charter Schools is a dynamic organization that is constantly seeking to improve services to our students and collaborating agencies. Although it is structured as one large school with over 500 students, JMCS has classrooms in more than 30 distinct geographical regions throughout California. JMCS works closely with all of its stakeholders, such as students, staff, client agencies and its Board of Directors, to collect, share and analyze data as well as school needs and progress. For this report, directors played a key role in communicating with staff, students and client agencies to drive our self-reflection and analysis. Surveys, formal and informal conversations and our open board meetings all played a key part in gathering stakeholder feedback. Due to our structure and partnership with client agencies, JMCS has a unique set of stakeholders. Our stakeholders include the following groups:

- Board members
- Client agency partners
- Directors
- Staff
- Students and Families

### *JMCS Board*

In order to keep our board apprised of our plans and hear their valuable input, this plan was presented to them at the August 12, 2020 board meeting. They provided feedback, revisions were made and **the plan will be approved at a subsequent board meeting**. Our client agency partners elect their board representative, thereby ensuring that each board member represents the interests of our client agency partners and their feedback.

### *Client Agencies*

JMCS' client agencies generally encompass the role of both parents and community stakeholders as many students are of majority age and parents and families are not involved in their schooling. Client agencies directly support students with vocational training and various support programs as well as work to appoint the members of the JMCS board. NEVCO, CCC, LCC, YB and WIOA coalitions are tasked with approving and appointing JMCS board members. As we looked to reopen our school sites in the safest and most effective ways possible, our directors have had multiple conversations with our partners regarding their needs, concerns and input for our reopening plans. The information gathered from these conversations has informed our plan and we will continue to work in close collaboration with our partners throughout the year.

### *Directors*

The JMCS administrative team has met regularly throughout the spring and summer to ensure consistent and effective planning when

considering reopening. As each director understands the needs of the client agency partners within their region, they are able to share concerns, questions and requests from these partners and these are discussed by the whole team. Importantly, the CEO and COO have a chance to share statewide school mandates and information with the rest of the director team as well, so that all of our decision making is made with full awareness of state required practices and protocols.

### *Staff*

JMCS has gathered staff input through surveys, informal 1:1 phone calls between directors and teachers, site planning meetings and our open board meeting process. This information has also served to determine our reopening plans as we put staff and student safety first in all decisions.

### *Students and Families*

Students (and their parents, when applicable) are extremely important stakeholders at JMCS. Their input on our reopening plans has been gathered, when possible throughout the summer, through informal conversations with their teachers, who report back to our director team, as well as through conversations with our client agency partners who run students' vocational training programming. Information and student feedback is then passed from our partners to our teachers and/or our director team as well. This Learning Continuity and Attendance Plan will also be shared with students and families via the Remind 101 texting app, alerting stakeholders that the plan is available for review in English and Spanish on our website and reminding them of the public hearing at our board meeting on 8/12/20. If requested, we will mail a hard copy or a copy in another language.

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

Our August 12, 2020 board meeting was the public hearing for this report. Information regarding accessing the meeting via Zoom, either through a web link or phone call in, is posted on our school website, meeting all requirements of the Brown Act.

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

The following stakeholder feedback specifically informed this Learning Continuity and Attendance Plan:

### *Staff Feedback*

### *Client Agencies*

### *JMCS Board*

Our JMCS Board has reviewed and approved this report. They have provided valuable reflections and insights into our thinking, planning and revising of this final draft.

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

The following aspects of this Learning Continuity and Attendance Plan were specifically influenced by stakeholder input:

1.

## 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.]

#### **How and When Will JMCS Begin Regular Classroom Programming?**

The California Counties Monitoring List (<https://covid19.ca.gov/roadmap-counties/>) contains a map showing California Counties in three colors; Orange, Tan, and Blue. Orange designated counties have been on the monitoring list for less than three days, Tan designated counties have been on the monitoring list for 3 days or more, and Blue designated counties are not currently on the monitoring list. To safely reopen classroom operations, as of December 1, 2020 a county served by a JMCS site will be required to be designated a “Blue” county for a minimum of 14 days. When a county has reached the 14-day mark, JMCS and partner agency staff together will develop a reopening plan to be approved by both JMCS and partner agency administrators. While December 1, 2020 is JMCS’ target date for returning to regular, in class instruction; JMCS sites may open earlier or later than December 1 based on the California Counties County Monitoring map and approved reopening plans.

#### **Modified On-Site Services: Blended Learning**

The county of the school site location must be in Stage 2 or 3 of the California COVID-19 Response Resilience Roadmap, having submitted to and been approved by the State of California an attestation application (<https://covid19.ca.gov/roadmap/>).

The site must develop an in-class plan that meets the following requirements:

- Physical distancing: Through staggered class scheduling or arrangement of furnishings, JMCS staff and students shall maintain a minimum spacing of 6 ft distance between individuals.
- Daily screening of students and staff using the “Screening Questions”
- Masks/face shields are to be worn by staff and students at all times.
- Staff and students shall wash their hands or use hand sanitizer containing a minimum of 60% alcohol before entering and exiting the classroom.
- Desks, chairs, computer equipment, doorknobs, and all other items regularly touched by staff and students are to be disinfected using disinfectant wipes, cleaner, or bleach solution before class, after class, a minimum of 2-3 times daily
- Restrooms should be cleaned and sanitized on a regular basis in conjunction with partner agency COVID-19 cleaning COVID-19 protocols.
- In-class time may not exceed 15 hours per week using staggered scheduling; students should not attend on site classes more than 3 days in a week.
- Distance learning practices must continue in addition to limited in-class operations to account for all other education requirements.

- The JMCS CEO or COO AND the partner agency site director must approve the plan.
- If sites are unable to meet these guidelines due to space or scheduling issues, they may not begin medium in-class operations.

For students with significant learning loss or for those who require more intensive support, JMCS will offer increased instructional time once a site has been allowed to resume blended learning operations.

### Return to Normal Daily Scheduling

The county of the school site location must be in Stage 4 of the California COVID-19 Response Resilience Roadmap, having submitted to and been approved by the State of California an attestation application to enter Stage 4 (<https://covid19.ca.gov/roadmap/>) and the county has lifted stay at home orders.

The site must develop an in-class plan that meets the following requirements:

1. Classes may resume in a traditional format.
2. Daily screening of students and staff using the “Screening Questions”
3. Masks/face shields are to be worn by staff and students at all times.
4. Staff and students shall wash their hands or use hand sanitizer containing a minimum of 60% alcohol before entering and exiting the classroom.
5. Desks, chairs, computer equipment, doorknobs, and all other items regularly touched by staff and students are to be disinfected using disinfectant wipes, cleaner, or bleach solution before class and after class.
6. Restrooms should be cleaned and sanitized on a regular basis in conjunction with partner agency COVID-19 cleaning protocols.
7. Class schedules may resume in their pre-shutdown format.

The JMCS CEO or COO AND the partner agency site director must approve the plan.

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

| Description   | Total Funds | Contributing |
|---|-------------|--------------|
| Monitor CA Counties Monitoring List for "blue" status for at least 14 days before developing a re-opening plan          | 0           | Yes          |
| Work in conjunction with partner agencies to develop school re-opening plan for individual sites                        | 0           | Yes          |
| County must have approved attestation application by the state before school may re-open                                | 0           | Yes          |
| Ensure physical distancing of staff and students (6 ft apart) through modified schedules and/or furniture rearrangement | 0           | Yes          |
| Daily screening of staff and students using standard set of questions   | 0           | Yes          |
| Masks or face shields are to be worn by all staff and students at all times   | 0           | Yes          |
| Increased use of sanitation procedures, including hand washing, sanitizing all surfaces, restrooms                      | 0           | Yes          |
| Purchase face masks for all staff and students  | \$1,500     | Yes          |

| Description  | Total Funds | Contributing |
|--|-------------|--------------|
| Purchase cleaning supplies for all classrooms                                      | \$5,000     | Yes          |
| Modify class schedules to accommodate physical distancing between present students | 0           | Yes          |

## 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.]

JMCS staff have full access to a variety of online, high quality learning platforms that represent all content areas and subjects, such as Odysseyware, The DBQ Project Online and Khan Academy. These platforms can be accessed seamlessly whether students are learning in class or at home in the event of school re-openings and subsequent shut downs. In addition, teachers will be requested to use Google Classroom, which will be a schoolwide mandate as of January 2021, in order to ensure efficient communication with students and provide a one-stop website for access to all class assignments, supporting websites, grades and messaging. JMCS also has curriculum meant for in-person instruction that our staff has worked diligently to transfer to effective online instruction. Throughout last spring and into this fall, we will support staff in continuing to identify effective practices for using this material in an online setting. For students who do not have internet access, we will continue our practices from this past spring of creating packets and distributing and collecting them weekly to ensure no learning is lost in the event of a transition between in-person and off-site learning.

JMCS' transition to distance learning has included multiple steps:

1. New Benchmark Course Outlines were created aligning our online curricula and learning platforms to each core subject area. Credits were determined for each new platform as needed. Our core curricula includes Odysseyware, DBQ Online and Khan Academy. Supplemental teacher-created and vetted resources are also available. For students who require print materials, curricula is printed and copied and given as packets either via mail or through pick-up times at each site.
2. Expectations for teacher and student contact were established and clearly communicated to staff and students. Teachers will provide daily, live class meeting times Monday-Friday, via Zoom or some other virtual meeting platform. Additionally teachers and meet one-on-one with every student at least once per week to discuss progress and additional support needed. Student progress is monitored regularly by the teachers and tracked via a Google spreadsheet that is shared with all teachers and administrators at the site. For students who cannot connect virtually, staff will contact them daily via text or phone to monitor progress and provide guiding instruction as needed.

3. Frequent and consistent professional development has been offered for all staff. All staff attended mandatory trainings on 1) JMCS values and mission during distance learning; 2) Available learning platforms and curricula; and 3) Distance learning expectations and recommended practices. Additional trainings are offered on an as-needed basis as staff begin to put resources and practices into place. All administrators have also made themselves consistently available for one-on-one support and have offered multiple informal collaboration sessions for interested staff as well recurring staff meetings.
4. A student-facing website was developed with links to each subject area and the curricula available for that subject. This site includes our core resources as well as approved supplemental resources. Instructional videos for accessing and navigating each resource are also included to support student navigation and access.

## **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.]

JMCS will provide chromebooks to any student in need. Many of our sites offer computer labs and locations that will remain open in the event of a school closure to support connectivity issues. Every effort will be made to assist students in connecting at home and if this is not possible, JMCS offers a non-digital learning option consistent with our digital learning options that meets all state standards and requirements. Students will always have access to Zoom class meetings through their phone and teachers will use text messages and phone calls to engage with students if there is no internet access available. In addition, we are researching a possible device that will allow students to download online content, access it remotely and then have their work automatically uploaded when a connection is available.

## **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.]

All JMCS teachers will be required to maintain live daily interactions with students via Zoom, phone, email and/or text messages. Through these interactions, as well as through synchronous class meetings online, teachers will monitor and assess student progress. Teachers will also hold individual student meetings on a weekly basis to monitor progress and set and reflect on learning goals specific to each students' coursework needs and skill levels.

Students will also complete daily work logs in addition to logging time on our learning platforms, such as Odysseyware, where time spent online is automatically tracked and reported. Teachers will continue to track academic subject area attendance in PowerSchool. JMCS will also continue to implement a real-time tracking document that tracks weekly progress for every student and requires regular input from teachers.

## 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.]

JMCS has planned for a robust offering of professional development as we return to school this fall. Because we fund a dedicated IT support position and a Director of Professional Development, we have the support needed to ensure all professional development and needed resources, including technological support, is coordinated and prioritized. Initial support will include both direct trainings provided by directors and expert teachers as well as open teacher panels to center teacher voices and expertise. In June 2020, we asked staff to complete a Professional Development Needs survey in which they identified areas of growth as well as areas of strength. PD topics for our first weeks back are centered on these needs and self-identified areas of expertise, including but not limited to culturally responsive teaching, student engagement, curriculum implementation and effective online skills acceleration practices as well as practical how-to trainings for instructional technology platforms such as Google Classroom. Trainings will continue as needed throughout the year. In addition, we will be allocating portions of our CSI funding towards staff development including participation in Courageous Conversations About Race Academy workshops and other relevant training opportunities specific to serving our unique population of students in a distance learning model.

## Staff Roles and Responsibilities

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

All JMCS staff have had to pivot to implement effective distance learning practices for our students. All instructional staff have worked to re-imagine instruction and student engagement and continuously work to learn how to maintain some routines and expectations while creating new ones for a virtual classroom. Support staff has worked tirelessly to reach out constantly to students and families (as appropriate) to support success. With a return of on-site learning, staff will have the additional responsibility of navigating new schedules, maintaining consistent communication and work flow with students, monitoring new COVID-related practices such as the daily screenings and wearing of face coverings as well as increased cleaning and site maintenance duties.

## 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.]

JMCS has an extremely high unduplicated student count of 96%. Because of this, all of our actions and services are aimed at providing supports for these student populations. We employ a full-time Community Resource Coordinator whose position is dedicated to identifying support systems and resources for students most in need of support throughout the state. For students with exceptional needs, our contract with the NEVCO SELPA office ensures students will receive online support with limited in-person support as appropriate. Our ELL students are supported through the use of language support tools embedded in our online learning platforms, such as translation, dictionary and read aloud features, as well as through the use of Google Translate and small group instruction specific for ELD. Students experiencing homelessness are provided support in securing housing and food options. As mentioned previously, technology devices and connectivity are provided to students in need including all student groups comprising the unduplicated student count.



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

| Description   | Total Funds | Contributing |
|---|-------------|--------------|
| Offer internal professional development through administrative-led workshops on topics requested by staff   | 0           | Yes          |
| Offer internal professional development through teacher-led panel discussions on topics requested by staff  | 0           | Yes          |
| Maintain yearly access to full Odysseyware learning platform  | \$50,000    | No           |
| Maintain yearly access to full DBQ Online curriculum  | \$3,000     | No           |
| Offer external professional development in accordance with staff and director identified needs  | \$15,000    | Yes          |
| Maintain subscription to Google Apps for schools to ensure consistent functioning with Drive, Docs, Gmail and Classroom, for example                        | 0           | No           |
| Provide chromebooks and internet access to students in need   | \$295,400   | Yes          |
| Provide paid Zoom accounts and access to other online platforms for effective distance instruction as needed  | \$8,100     | Yes          |
| Maintain full-time Community Resource Coordinator position  | \$87,621    | Yes          |
| Maintain consistent schoolwide tracking of attendance through internal tracking sheets, daily student work logs and formal PowerSchool attendance reporting | 0           | Yes          |
| Offer small group instruction online for EL students and those with significant learning needs  | 0           | Yes          |
| Provide online support services for students with exceptional needs through contract with NEVCO SELPA office  | 0           | Yes          |
| Maintain full-time IT Coordinator position  | \$90,705    | Yes          |
| Maintain part-time Director of Curriculum and Professional Development position   | \$60,000    | Yes          |
| Provide appropriate technology and connectivity support for staff as needed   | \$45,000    | Yes          |
| Purchase ergonomic work station support for staff teaching in distance learning settings as needed  | \$4,000     | 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.]

JMCS will continue to use the RenSTAR/TABE assessments for English and math for all incoming students as we have always done. These assessments are used to identify skill gaps to allow teachers to provide targeted skills acceleration lessons for students using our relevant curricula, JUMP Math and New Readers Press. In the event students cannot be tested immediately, we will use the diagnostic skills tests from Odysseyware to determine initial placement. Odysseyware's SPARK English and math lessons will also be used to fill in gaps in student skills. Students are tested every 4 months throughout the year to identify growth as well as areas for targeted skills instruction. Additionally, teachers will be monitoring student progress through weekly 1:1 meetings with students to set learning goals and monitor progress. These meetings will assist staff in identifying potential learning loss. JMCS will continue the practice of initial ELPAC testing for EL students along with local ELD level testing and progress monitoring.

### **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.]

JMCS has an extremely high unduplicated student count of 96%. Because of this, all of our actions and services are aimed at providing supports for these student populations. For English learners, we will target learning loss with specific resources from our ELL curriculum, English No Problem, as well as with supportive tools from Khan Academy and Odysseyware, including translation and definition features. Teachers will also run small groups for skills acceleration and EL students, during both in person and distance learning, to provide targeted skills instruction as needed. We employ a full-time Community Resource Coordinator whose position is dedicated to identifying support systems and resources for students most in need of support throughout the state. For students with exceptional needs, our contract with the NEVCO SELPA office ensures students will receive online support with limited in-person support as appropriate. Our ELL students are supported through the use of language support tools embedded in our online learning platforms, such as translation, dictionary and read aloud features, as well as through the use of Google Translate and small group instruction specific for ELD. When on-site instruction is possible, JMCS will offer extended instructional time for students most in need of support to address learning loss or progress concerns.

### **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.]

JMCS will use our RenSTAR/TABE assessments to measure student progress as we normally do, with assessments given approximately every 4 months. In addition, informal student data regarding engagement, skills progression, SPARK course acceleration and credit completion will be consistently monitored by staff and administration to ensure student progress is effectively measured. We will also continue to use our K12 data reporting system to gather and monitor student data in a consistent and organized fashion.

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

| Description  | Total Funds | Contributing |
|--|-------------|--------------|
| Use of RenSTAR/TABE assessments  | \$6,690     | Yes          |
| Use of Odysseyware diagnostic tests and skills acceleration curriculum   | \$50,000    | Yes          |
| Use of English No Problem diagnostic tests and curriculum  | 0           | Yes          |
| Provide targeted skills acceleration instruction both in person and online (Zoom, other online platforms)        | 0           | Yes          |
| Use of K12 reports for consistent student progress reporting   | \$45,000    | Yes          |
| Purchase JUMP math digital lesson slides to support distance learning teaching of math skills acceleration       | \$625       | Yes          |
| Offer continuous professional learning opportunities specific to distance learning skills acceleration practices | 0           | Yes          |
| Offer increased in-person learning time when possible for students facing significant learning loss              | 0           | 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.]

JMCS consistently provides mental health and social and emotional support to our students. We have small class sizes so teachers and support staff develop close relationships with students and get to know their situations, families, challenges and strengths in ways that are not possible at traditional schools. Additionally, because we partner with job training programs, these client agency partners also provide support staff for students and most students have case managers who are responsible for monitoring their well being and providing support as needed. Through our daily live interaction, including synchronous classes, texts, emails and phone calls, we can ensure that we maintain close relationships with all students. Issues of mental health, trauma and SEL are also regularly addressed in our class content and curriculum through monthly writing prompt topics, class discussions, class meetings and current events assignments. In addition, we employ a full-time Community Resource Coordinator who works to support students with mental health and social and emotional resources as needed and will work to coordinate online mental health support groups this year. JMCS will provide professional development on trauma and other impacts of COVID-19 as needed throughout the year. Our Director of Curriculum and Professional Development works closely with teachers and directors to identify areas of need for professional learning as well as to coordinate trainings once a need is identified. JMCS PD time this year (total of 5 working days) will maintain a focus on conversations about race as well as mental health, social and emotional well being, equity and best practices for distance learning for our student population.

## Pupil 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.]

One of JMCS' core beliefs for distance learning practices is to "be intrusive". Teachers are directed to engage with students every day, reach out constantly to check in and offer support and to generally maintain as much of a presence as possible in students' lives to support their progress and ensure students feel seen and heard by their teachers every day. We have small classes with a 1:15 teacher-student ratio on average so consistent teacher-student interaction is possible. We have also implemented a case management model, requiring all available support staff to monitor a case load of students to support teachers and student progress. In addition to connecting daily with students, teachers will also hold individual weekly meetings with all students to reflect on progress and set and monitor progress towards individual academic goals. All student contact and progress will be tracked regularly on a schoolwide tracking sheet. Because JMCS also works in conjunction with partner agencies, these agencies often employ additional case managers to support student engagement and outreach. JMCS staff and partner agency staff meet regularly to share student concerns and progress and ensure that all available supports are provided to students as soon as a need is identified. For students who are minors, prompt and consistent notifications to parents in the form of emails, texts and phone calls will be provided if students are absent or not engaging in instructional opportunities. In the coming weeks, JMCS will work to draft a tiered re-engagement policy with clear action steps to address student absences.

## 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.]

JMCS' meal program prior to COVID-19 consisted of offering daily shelf-stable lunches. In response to the social distancing requirements, JMCS sites have shifted to offering meal distribution 1-2 times per week. At the meal distributions, students can pick up up to 5 meals, enough for one week. Each site's protocol is unique to their physical location and all sites ensure proper physical distancing is followed, masks are worn by staff and students and group sizes are limited to maintain healthy distancing. JMCS sites at residential centers are following the partner agencies' food distribution protocols that are also aligned with non-congregating principles and utilize multiple meal shifts, additional spacing and allow students to take their meals to their rooms in lieu of using a common dining facility.

## 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 | Contract with external online mental health and social emotional support services for students | \$20,000    | 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 |
|--|--|
| 36.72%                                     | \$1,667,118  |

### 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.]

Unduplicated funds will be principally directed to foster, homeless and low-income youth, the majority of the JMCS student body. The JMCS student body is comprised of 96% unduplicated students, therefore the needs of foster youth, English learners and low-income students comprise the needs of almost all JMCS students and represent the focus of our actions. The funds will be effective in improving the quality of instruction by ensuring high quality and well-rounded distance learning curriculum and professional development, and timely and accurate data reporting, including student assessment, as well as by focusing on technological support for improved instruction and access for students. The funds will also be effective in increasing the quality and amount of curriculum available to support distance learning, skills acceleration and rigorous instruction as well as providing mental health and social-emotional support opportunities for students. Additionally, the funds will be used to support the physical safety of all staff and students through the increased availability of PPE, classroom sanitation supplies and modified school schedules when in-person learning is available.

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

#### IMPROVED SERVICES

- Distance learning curriculum
- Physical safety of classrooms
- Distance learning teaching resources and practices

**INCREASED SERVICES**

- Curriculum Adoptions and Implementation Materials
- Staff Support
- Technology
- Mental health and wellness support