

Learning Continuity and Attendance Plan (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 |
|-------------------------------------|--|--|
| Agnes J. Johnson Charter School | Elisa Patterson, Executive Director | admin@ajjcharter.com 707-946-2347 |

General Information

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

Agnes J. Johnson Charter School (AJJCS) serves 80 students in grades TK-8 in its first year of the charter term. It is a public, Charter School with an inclusive community supported by families and educators using innovative instructional strategies including multiple modalities, experiential learning and practical applications to ensure academic excellence based on state standards, rural agricultural preservation, and civic responsibility in Weott, Southern Humboldt County. The Learning Continuity Plan (LCP) has been informed by the impacts AJJCS and its community have experienced because of the COVID-19 pandemic by providing a hybrid learning model, interventions for students who have experienced, or may experience learning loss, and a focus on supporting the mental health and social emotional learning of students, teachers, and classified staff. AJJCS has responded to COVID-19 by making the programmatic changes to offer distance learning and a hybrid program, offering interventions to mitigate learning loss, increasing professional development to teachers and classified staff, changing roles and responsibilities of current teachers and classified staff, providing mental health and social emotional support to students, teachers, and classified staff, ensuring student engagement and attendance, offering resources for families who are experiencing unemployment, housing issues, and food insecurity. The impact affecting AJJCS and its community includes anxiety in regard to the uncertainty of the future, fear of the pandemic, frustration about regulations, fatigue, isolation, missing family, friends, colleagues, teachers, and students, and meeting the dual role of caregiver and employee. AJJCS serves 60.3% of students who are socioeconomically disadvantaged (SED); therefore, COVID-19 has caused additional stress to families who were struggling to meet financial obligations prior the pandemic.

Stakeholder Engagement

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

AJJCS is committed to meaningful stakeholder engagement to ensure school planning and improvement, especially in the time of COVID-19. In the development of the LCP, AJJCS has ensured that teachers, classified staff, and families understand the current needs of AJJCS as it relates to the local, state, and federal guidelines. This LCP was informed by feedback received by students, families, teachers, and classified staff by means of a survey provided in English and Spanish. AJJCS made provisions for stakeholder engagement which promotes

remote participation and addresses language accessibility. To this end, input was collected through a survey to students, families, and educators, daily and weekly communication to families via telephone, text, and email to increase student and parent engagement, staff members calling families, staff meetings, parent meetings, observations, conversations, and input collected from School Site Council and Professional Development meetings where the LCP was discussed in detail, allowing stakeholders to provide contemporaneous or written feedback. In addition, parents, teachers, and classified staff are invited to attend Board Meetings and the Public Hearing where the LCP was reviewed. The input collected from students, parents, teachers, administrators, and classified staff contributed to the development of the LCP. AJJCS does not have any bargaining units. Prior to the finalization of the LCP, stakeholders had an opportunity to review the document, and AJJCS solicited recommendations and comments regarding the specific actions and expenditures proposed in the LCP. The LCP was posted on the website and copies in the main office, and stakeholders were encouraged to provide written feedback to the Executive Director. The Executive Director responded to the recommendations and comments in writing prior to the finalization of the LCP.

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

In order to provide remote participation in public meetings and public hearings if needed, AJJCS provides information about virtual meetings through a video conference format (e.g. Zoom) that allow stakeholders to attend from their computer or telephone. This will allow stakeholders to participate through the chat box or virtual participation. In addition, stakeholders can attend the Board Meeting at the school. If parents need interpretation, an interpreter is provided for them upon request. Agendas for public meetings and public hearings are posted on the Charter School website and are sent via email. To the extent the additional languages are required, AJJCS will add them.

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

A summary of the feedback provided to AJJCS by the specific stakeholder groups are as follows: Students shared how they miss their friends and teachers. Parents shared how they want students to receive distance learning, to attend school full-time, or at least to attend school hybrid, to receive quality instruction, and to receive a clear, consistent schedule. Teachers shared they want to return to the classroom with safety protocols, to support students whose parents choose distance learning, and support with logistics like monitoring attendance, participation, and progress. Classified staff shared they want to get back to work.

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

A summary of the aspects of the AJJCS' LCP that are influenced by the stakeholder groups are as follows: A choice for parents that allow distance learning plan or hybrid plan that includes time for peer interaction and engagement; technological support for students, parents, teachers, and classified staff; computers and access points through hotspot connectivity; quality instruction provided with a clear schedule including synchronous and asynchronous support; clean, sanitized classroom and building; school supplies provided to students; professional development provided to teachers and classified staff; and formative assessments to inform instruction.

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.]

AJJCS takes a variety of actions for full-time, in-person, classroom-based instruction as allowed by local, state, and federal guidelines. In the hybrid model, students attend school from 9:00 AM to 3:00 PM two days per week on an alternating schedule: Mondays online, and either Tuesday/Thursday on site with Wednesday/Friday online or Tuesday/Thursday online with Wednesday/Friday on site. In the distance learning model, students attend synchronous and asynchronous instructional activities beginning with an 8:30 AM daily, live interaction with the teacher who explains the work to be completed throughout the day. In full-time, in-person, classroom-based instruction, students attend school on a regular schedule from 8:30 AM to 3:00 PM to ensure student learning, competency development, social emotional well-being while taking all necessary health and safety precautions as recommended. Precautions include, but are not limited to, handwashing, social distancing, face masks, cleaning and sanitizing the school, classified staff to ensure the health and safety of students, teachers, classified staff, and administrators, individual student supplies, and take home meals. Most importantly, AJJCS implements a systematic cycle of assessments, including initial screenings, formative assessments, and summative assessments. The initial screening and formative assessments include the Renaissance STAR assessments. The summative assessments include progress monitoring, curriculum based measurements, and teacher created assessments and lessons. Data from screenings and assessments are used to identify individual student strengths and areas of opportunity. Students who have experienced significant learning loss due to school closures or who are at greater risk of experiencing learning loss due to future school closures are identified and prioritized to receive a variety of interventions to accelerate academic growth. Some of the interventions that will take place are working with a classroom teacher or paraprofessional, receiving small group instruction either in the classroom, during intervention, or tutoring.

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

| Description | Total Funds | Contributing |
|--|-------------|--------------|
| Ensure paraprofessionals provide small group and individualized support for students to increase academic skills in ELA/Literacy and Math. The focus will be to remediate academic skills and to prevent/mitigate learning loss so that students will score meet or exceeds on formative, summative, and State assessments. Priority for intervention will first go to Foster Youth, Homeless Youth, English Learners, and SED students. | \$122,175 | Y |
| Provide Personal Protective Equipment (PPE) to students, teachers, classified staff, and administrators. | \$1000 | N |
| Provide cleaning and sanitation supplies and classified staff to ensure the school is clean and sanitized. | \$1200 | N |
| Secure staff to ensure the health and safety of students, teachers, classified staff, and administrators including campus access to include a custodian. | \$14,707 | N |
| Administer Renaissance STAR assessments to students at least three times per year. Administer summative assessments to students to monitor progress frequently. | \$1890 | N |

| | | |
|--|--------|---|
| Provide interventions in English Language Arts (Accelerated Reader) and Math (Freckle Math) to increase academic skills in ELA/Literacy and Math. The focus will be to remediate academic skills and to prevent/mitigate learning loss so that students will score meet or exceeds on formative, summative, and State assessments. Priority for interventions will first go to Foster Youth, Homeless Youth, English Learners, and SED students. | \$1775 | Y |
| Provide intervention instructional materials for students to increase academic skills in ELA/Literacy and Math. The focus will be to remediate academic skills and to prevent/mitigate learning loss so that students will score meet or exceeds on formative, summative, and State assessments. | \$1000 | Y |
| Provide social emotional learning curriculum, mindfulness, and opportunities to ensure sound, healthy well-being. | \$1000 | Y |
| Provide individual school supplies to students to use at home during distance learning to ensure continuity of learning and increase student achievement. Priority for computers will first go to Foster Youth, Homeless Youth, English Learners, and SED students. | \$1000 | N |

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.]

In the event that a transition occurs between hybrid and distance learning to full-time distance learning, AJJCS has planned to provide a continuity of instruction to ensure that students have access to a full curriculum regardless of the method of delivery. During distance learning, teachers will connect with students through Google Classroom, Google Meets, Zoom meetings, virtual classrooms, and videotaped lessons. Intervention support will be provided by certificated teachers and paraprofessionals. Regularly scheduled interventions and accelerated support will be offered utilizing online sessions provided by teachers and paraprofessionals. Students attend school on a distance learning schedule. All students will attend online Monday through Friday in synchronous and asynchronous learning to ensure 240 instructional minutes receiving core instruction in English, Math, Science, Social Science, and SEL with integrated ELD, and designated ELD. This would occur between 8:30 AM and 3 :00 PM. Moreover, students receive learning acceleration and intervention in ELA and Math. Teachers will provide office hours online and on phone meetings daily, and there are additional opportunities for support through teacher office hours, intervention support, homework help, and question/answer clarification. AJJCS hosts virtual Parent Teacher Nights for parents and students to understand the expectations for distance learning. See Supports for Pupils with Unique Needs to show how Students with Disabilities (SWD) will be supported.

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.]

AJJCS has contacted all parents, including students and families with unique circumstances, beginning in August of 2020 to ensure that all students have devices and connectivity. AJJCS sent information about obtaining devices and hotspots through phone calls and email. AJJCS verified all student addresses and provided teachers with paper, stamps, and envelopes to send and receive paper packets when appropriate. AJJCS believes that instruction for students in grades TK-2 is more appropriate through a combination of print and online. In the event that devices or connectivity is impossible due to geographic location or the unique learning needs of the student, AJJCS has made all necessary accommodations like providing daily live interaction through phone calls, lessons through phone calls, and paper packets. AJJCS hosted a pick-up session for students and families to pick up instructional materials. All teachers and classified staff have a computer and support with access through a hot spot or Wi-Fi. AJJCS hosted training sessions for students, parents, classified staff, and teachers to ensure that they can utilize online tools or paper packet procedures for hybrid and/or distance learning.

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.]

AJJCS tracks and monitors student progress through live contacts, synchronous instructional minutes, and asynchronous instructional minutes. AJJCS has developed a weekly engagement record that teachers keep on each student which verifies whether the student is accessing daily educational opportunities, attending live lessons on the distance learning or hybrid model, attending school on the hybrid model, completing synchronous and asynchronous instructional activities, or has been contacted by the teacher. Teachers have received professional development and planning time to lesson plan, prepare their classrooms, develop expected time value for student work, analyze student work completion, and determine equity in the amount of work it takes an average student to complete an assignment. Teachers contact all students and parents of students who are not attending live lessons, attending school, or completing synchronous or asynchronous instructional activities. Teachers and parents will develop a reengagement plan for students to access daily educational opportunities and will follow-up to ensure students are making progress. The Executive Director tracks behavior interventions and academic intervention programs (English Learners, Foster Youth, SWD, SED students) provided during the instructional day, tracking the MTSS intervention program, ELD program, and teacher support. The Office Manager supports student engagement by increasing attendance, decreasing chronic absenteeism, and working directly with families to overcome obstacles to attendance.

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.]

AJJCS provided professional development and resources to increase the skillset of teachers to include providing their instructional delivery from site-based classroom to hybrid, site-based classroom and distance learning. The teachers are provided time, resources, and formal professional development to lesson plan, develop an online pacing guide, learn how to set up and utilize online platforms through Google Classroom, and the Charter School expectations for hybrid and distance learning. Teachers were trained on distance learning to include how to teach and support the students to use Google Classroom and turn in work, and to monitor the attendance and participation of all students. The Executive Director monitors teachers by attending live lessons, visiting classrooms, verifying student participation and attendance in synchronous and asynchronous instructional activities, teacher feedback, and grading. AJJCS will continue to provide

professional development and resources to track and monitor student progress through hybrid lessons, live contacts, synchronous instructional minutes, and asynchronous instructional minutes. In addition, AJJCS will continue to provide support to teachers and classified staff by building and nurturing relationships to reduce stress and build relationships. This is achieved through weekly meetings, activities, competitions, weekly drawings, snack boxes, buddy teachers, welcoming rituals, engagement with colleagues, and optimistic closures.

Staff Roles and Responsibilities

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

AJJCS is in its first year of the charter term so the roles and responsibilities of the staff are developed in the wake of COVID-19. Since the roles and responsibilities of the Charter School staff was initially designed in the charter petition for full-time, in-person, classroom-based instruction, therefore, the roles and responsibilities have shifted to hybrid learning and distance learning in a virtual environment. Charter School staff is accustomed to wearing many hats and working together relentlessly to ensure the success of all students.

Some examples of new roles and responsibilities have included the office staff making calls to parents to discuss the reopening plan and attendance. Food service shifted to providing grab and go lunches. The paraprofessionals shifted to supporting students in the hybrid model including providing students distance learning support. The teachers shifted to providing mentorship to students and following up with students needing additional social emotional support remotely. Teachers shifted to providing hybrid and distance learning to include using a virtual platform, digital resources, scanning and uploading assignments, video recording lessons, tracking synchronous and asynchronous instructional activities, and much more. The Executive Director shifted to providing support for stress and fatigue for teachers and classified staff, trauma training, and monitoring students.

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.]

AJJCS serves 1.6% English Learners (EL), 15% SWD, 0% Foster Youth, and 0% Homeless students. AJJCS provides ELD to all students who are identified as EL through integrated ELD in the classroom and during live to provide immediate support and designated ELD provided by the fully credentialed ELD teacher. EL students receive intervention support. AJJCS provides high-quality special education services to SWD. The special education department completed amendments to the IEPs if necessary, sent Prior Written notices to parents, and held IEPs for parents who request in person (with social distancing), telephone, or HIPPA compliant Zoom meetings. All teachers were provided a copy of students' current IEP and 504. The Special Education Coordinator monitors contact with students and parents through contact logs. The SWD receive services through HIPPA compliant Google Classroom meetings by AJJCS staff or contracted service providers. For push in services, the Specialized Academic Instructors or paraprofessionals attend lessons through Google Classroom or in the classroom with the students to understand what the classroom teachers' expectations and to provide immediate support. For pull-out services, the Specialized Academic Instructors provide services online to support the classroom expectations and to progress toward each student's IEP goals. The Executive Director serves as a liaison who provides supports to foster youth and homeless students by providing families with access to services, opportunities to be fully involved in their child's education, school supplies, interventions, and additional academic supports. The Executive Director addresses the needs of all students, especially Foster Youth, Homeless Youth, EL, SWD, and SED

students by sending updates and videos to students, verifying needs with parents via a Google questionnaire, and reaching out to students who are struggling. Students who are Foster Youth, Homeless Youth, students with exceptional needs, EL and/or SED are prioritized to interventions, assignment support, and direct support by teachers, and paraprofessionals.

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

| Description | Total Funds | Contributing |
|--|-------------------|--------------|
| Ensure paraprofessionals provide small group and individualized support for students including students with exceptional needs to increase academic skills in ELA/Literacy and Math. The focus will be to remediate academic skills and to prevent/mitigate learning loss so that students will score meet or exceeds on formative, summative, and State assessments. Priority for intervention will first go to Foster Youth, Homeless Youth, English Learners, and SED students. | Previously Listed | Y |
| Administer Renaissance Star Assessments to students at least three times per year. Administer summative assessments to students to monitor progress frequently. | Previously Listed | N |
| Provide intervention instructional materials for students to increase academic skills in ELA/Literacy and Math. The focus will be to remediate academic skills and to prevent/mitigate learning loss so that students will score meet or exceeds on formative, summative, and State assessments. | Previously Listed | Y |
| Provide intervention for students to increase academic skills in ELA/Literacy and Math. The focus will be to remediate academic skills and to prevent/mitigate learning loss so that students will score meet or exceeds on formative, summative, and State assessments. Priority for afterschool tutoring will first go to Foster Youth, Homeless Youth, English Learners, and SED students | Previously Listed | Y |
| Provide social emotional learning curriculum (mindfulness) and opportunities to ensure sound, healthy well-being. | Previously Listed | Y |
| Provide paper, envelopes, stamps to students who need to use paper packets. | \$1000 | N |
| Provide HIPPA compliant Zoom to host parent meetings and classes. | \$300 | N |
| Provide professional development dues and memberships to teachers and classified staff on distance learning tools, technology, restorative justice practices, and trauma informed instruction. | \$1250 | Y |
| Provide technological support to students, families, teachers, and classified staff. | \$4600 | N |
| Provide increased utilities to include telephones, internet, and electricity. | \$2000 | N |
| Provide constant communication (Google.edu and Bark) to students, families, teachers, and classified staff through phone and email. | \$200 | N |

| | | |
|--|-------------------|---|
| Purchase and repair additional computers for students, teachers, and staff to ensure devices for distance learning to ensure continuity of learning and increase student achievement. Priority for computers will first go to Foster Youth, Homeless Youth, English Learners, and SED students. | \$6200 | Y |
| Purchase and provide hotspots to ensure students have connectivity for distance learning to ensure continuity of learning and increase student achievement. Priority for computers will first go to Foster Youth, Homeless Youth, English Learners, and SED students. | \$2000 | Y |
| Support school climate and culture through weekly drawings and rewards for school competitions. | \$100 | N |
| Ensure the teachers and Executive Director provide mentorship and social emotional supports for students including students with exceptional needs. Priority for mentorship will first go to Foster Youth, Homeless Youth, English Learners, and SED students. | \$100 | Y |
| Provide individual school supplies to students to use at home during distance learning to ensure continuity of learning and increase student achievement. Priority for computers will first go to Foster Youth, Homeless Youth, English Learners, and SED students. | Previously Listed | Y |
| Ensure Executive Director tracks behavior and academic interventions of students to ensure social emotional and mental health well-being for increased student engagement, attendance, connectedness, achievement, and self-esteem. Priority for counseling will first go to Foster Youth, Homeless Youth, English Learners, and SED students. | \$47,000 | Y |
| Ensure Office Manager supports families to ensure student attendance and engagement. | \$22,000 | Y |

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.]

AJJCS will implement a systematic cycle of assessments, including initial screenings, formative assessments, and summative assessments. The initial screening and formative assessments will include Renaissance STAR assessments. The summative assessments will include progress monitoring, curriculum based measurements, and teacher created assessments and lessons. Additionally, AJJCS will assess EL to measure learning status in the area of designated ELD in listening, speaking, reading, and writing through assessing forms and functions and Sheltered Instruction Observation Protocol (SIOP). AJJCS will assess EL in core content areas where students receive integrated ELD as measured by content area assessments and grades. Data from screenings and assessments will be used to identify individual student strengths and areas of opportunity. Students who have experienced significant learning loss due to school closures or who are at greater risk of experiencing learning loss due to future school closures will be identified and prioritized to receive a variety of interventions to accelerate academic growth. Some of the interventions that will take place are working with teacher or a paraprofessional, receiving one-on-one or small group instruction. The Executive Director will oversee behavior and academic intervention programs especially for Foster Youth,

Homeless Youth, EL, and SED students during the instructional day, monitor the MTSS programs for interventions, ELD program, analyze data, and support teachers in differentiated instruction.

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 actions and strategies that AJJCS will use to address learning loss and to accelerate learning progress for students will include whole group, small group, and individualized instruction. Interventions in ELA, Math, and ELD will be provided during the instructional day provided by certificated staff and paraprofessionals under the direction of certificated staff. Teachers will host office hours to provide one-on-one support to students. AJJCS will analyze the needs of students and will provide a variety of differentiated instructional strategies to include providing students with an appropriate level of instructional materials either online or in print. The strategies will differ for Foster Youth and Homeless Youth will include identifying a safe place to work, nutritional meals, devices and connectivity, supplies, tutoring, and counseling. The strategies will differ for EL by measuring language acquisition and comparing EL level to academic success in core content areas. Integrated ELD will occur during core content areas in the classroom/virtual setting to focus on the domain areas of listening, speaking, reading, and writing. Additional periods for designated ELD by a certificated teacher to help mitigate pupil learning loss, increase four domains that need support, and conduct summative and formative assessments. The strategies will differ for SED students by ensuring access to devices, connectivity, and instructional materials, and overcoming any obstacles which may be caused by lack of educational experiences and income. The strategies will differ for SWD by meeting with parents and discussing any strategies that may support the student to be more successful to include progress monitoring consistent with IEP timelines and annual/triennial IEP reviews consistent to monitor progress on goals. The strategies will differ for high-achieving students by providing lesson extensions, independent projects, and deeper level opportunities to express knowledge.

The Executive Director will provide individualized coaching to teachers in area of implementation of curriculum in the hybrid and distance learning environment, Tier 1 class supports for academic improvements, analysis of student performance data, instructional strategies to address the needs of Foster Youth, English Learners, and Socioeconomically Disadvantaged students, and student engagement. AJJCS will increase student engagement, school climate, and provide social emotional learning and school connectedness. AJJCS teachers will continue to coordinate and implement projects related to state standards, rural agricultural preservation, and civic responsibility which may include writing letters to elderly people in assisted living homes, making thank you cards for first responders, gardening, collecting gifts to donate, or running a canned food drive. AJJCS will host Back to School Night to display student work, encourage community participation, and relationship building. AJJCS will provide robust parent education to ensure a partnership in the students' academic success especially during COVID-19, the importance of student attendance and engagement, tools of mindfulness, supporting social emotional and mental health for the family, and information about Google Classroom.

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.]

AJJCS will determine the effectiveness of the services or supports provided to students by measuring learning loss. In addition to the aforementioned assessments, AJJCS will set goals, determine benchmarks, and analyze data to compare student growth to projected outcomes. AJJCS will use Google Classroom to collect and house student data which will be analyzed by teachers to inform instruction. There will be regularly scheduled teacher meetings to engage in cycles of inquiry around student data. AJJCS will establish a common protocol for regular and consistent communication to parents about student progress. AJJCS will assess students' social emotional well-being through daily live interactions to include greetings, warm-up games, check-ins, social emotional learning, clear articulation of learning goal, use of an essential question, giving students opportunities to share, discuss and interact, and collecting exit tickets. Students will have the opportunity to revise and resubmit work after reteaching or receiving teacher feedback. AJJCS will review the data and focus on a continuous improvement learning model.

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

| Description | Total Funds | Contributing |
|--|-------------------|--------------|
| Provide robust parent education to ensure a partnership in the students' academic success especially during distance learning, the importance of student attendance and engagement, tools of mindfulness, supporting social emotional and mental health for the family, and access to tools to support student distance learning. | \$200 | Y |
| Ensure paraprofessionals provide small group and individualized support for students including students with exceptional needs to increase academic skills in ELA/Literacy and Math. The focus will be to remediate academic skills and to prevent/mitigate learning loss so that students will score meet or exceeds on formative, summative, and State assessments. Priority for intervention will first go to Foster Youth, Homeless Youth, English Learners, and SED students. | Previously Listed | Y |
| Administer Renaissance STAR assessments to students at least three times per year. Administer summative assessments to students to monitor progress frequently. | Previously Listed | N |
| Provide intervention instructional materials for students to increase academic skills in ELA/Literacy and Math. The focus will be to remediate academic skills and to prevent/mitigate learning loss so that students will score meet or exceeds on formative, summative, and State assessments. | Previously Listed | Y |
| Provide intervention for students to increase academic skills in ELA/Literacy and Math. The focus will be to remediate academic skills and to prevent/mitigate learning loss so that students will score meet or exceeds on formative, summative, and State assessments. Priority for intervention will first go to Foster Youth, Homeless Youth, English Learners, and SED students. | Previously Listed | Y |
| Provide social emotional learning curriculum (mindfulness) and opportunities to ensure sound, healthy well-being. | Previously Listed | N |

| | | |
|--|-------------------|---|
| Ensure Executive Director tracks behavior and academic interventions of students to ensure social emotional and mental health well-being for increased student engagement, attendance, connectedness, achievement, and self-esteem. The Executive Director will track behavior and academic intervention programs, especially for Foster Youth, Homeless Youth, EL, and SED students during the instructional day, monitor the MTSS programs for interventions, ELD program, analyze data, and support teachers in differentiated instruction. | Previously Listed | Y |
| The Executive Director will provide individualized coaching to teachers in area of instructional strategies to teachers to increase academic skills in ELA/Literacy and Math. The focus will be to remediate academic skills and to prevent/mitigate learning loss so that students will score meet or exceeds on formative, summative, and State assessments. The focus of the coaching will address the needs of Foster Youth, Homeless Youth, English Learners, and Socioeconomically Disadvantaged students. | \$10,000 | Y |
| Host Back to School Nights and events to display student work, encourage community participation and build relationships with students, families, classified staff, and teachers. | [\$ 0.00] | Y |

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.]

AJJCS will monitor and support mental health and social emotional well-being of students, teachers, and classified staff by conducting social and emotional check-ins for each staff member and for each student on a weekly schedule. The Executive Director will send out monthly surveys to families to garner information about student and family mental and social emotional health and well-being. The teachers will receive professional development that will include secondary traumatic stress and self-care (e.g. Support for Teachers Affected by Trauma (STAT), staff social supports, stress reduction, trauma informed instruction to identify and meet the needs of students who have experienced trauma. These may include establishing and implementing daily routines, student stress management, or mindfulness practices in daily routine, use of classroom meetings in daily routine, and resources on Resilient Educator. Teachers and classified staff will be provided resources on the Employee Assistance Program (EAP), Social Emotional Learning, and Resilience. The Executive Director will address the needs of all students, especially EL, Foster Youth, and low-income students by sending updates and videos to students, verifying needs via a Google questionnaire, reaching out to students who are struggling, and also providing families with resources on mental health and social emotional well-being. The teachers will provide mentorship to students and providing students with additional social emotional support. The office manager will increase student engagement and school connectedness by supporting mindfulness techniques, providing training to students, classified staff, teachers and families, and building an active culture inclusive of all students especially subgroups. AJJCS will plan and hold multiple acknowledgement activities throughout the school year to recognize academic achievement and personal qualities development.

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 is not engaging in instruction and is at risk of learning loss.]

AJJCS is committed to ensuring student engagement and positive attendance. The outreach plan for engagement and attendance will be clearly articulated to students and parents prior to the start of school to include the procedures for tiered reengagement strategies for students who are absent from distance learning. If a student is not attending school or participating in synchronous or asynchronous instructional strategies, the teacher will call home, email and/or text the same day. Translation in English and Spanish will be provided. If there is no response, the office manager will also follow-up with parents. Still no response, the office manager will send home a certified letter encouraging the parents to reach out to the teacher(s) to set up a reengagement plan. A meeting will take place with the student and/or parent to encourage attendance at school and develop the reengagement plan. Other strategies that will be used will be contact from a former teacher or other employee with a positive relationship with the student, the teacher reaching out to student and parent to offer services like mentorship to the student, the teachers will support the implementation of social emotional learning, and the Executive Director reaching out to the parent to develop the reengagement plan. The tiered reengagement strategies may include identifying a mentor employee for daily check in, setting up interventions, having the student serve as a peer mentor to a student in a lower grade, setting up an SST, ensuring that the relationship with the teacher and the class peers takes priority to ensure student engagement and school connectedness, and ensuring there is time every day for daily live interactions with the teacher and class peers.

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.]

AJJCS will identify a COVID-19 Food Services Coordinator who teaches and reinforces handwashing and the use of PPE (face mask, disposable gloves and aprons). AJJCS has a handwashing station with hot water and hand soap. The Food Services Coordinator will ensure standard operating procedures for the sanitation of food preparation and distribution areas to include correct application of disinfectants. Food service staff will maintain physical distancing with each other and the students or families collecting meals. AJJCS will provide nutritionally balanced meals that meet the requirements of the USDA school meal patterns during distance learning and during lunch times during in-person instruction ensuring social distancing. AJJCS will provide grab-and-go meals and arrange for safe drop off for students who are quarantined or unable to pick up meals at the school site as needed.

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 Emotional Well-Being | Provide professional development on STAT to support teachers and classified staff to address personal mental health and social emotional well-being to better support students who have experienced trauma by Executive Director. Special attention will address the needs of Foster Youth, Homeless Youth, English Learners, and Socioeconomically Disadvantaged students. | \$500 | Y |
| Mental Health and Social Emotional Well-Being | Provide resources to students, parents, teachers, and classified staff on stress management, trauma informed instruction, and restorative justice practices by Interventional Specialist. Special attention will address the needs of Foster Youth, Homeless Youth, English Learners, and Socioeconomically Disadvantaged students. | \$500 | Y |
| Mental Health and Social Emotional Well-Being | The Executive Director will increase student engagement and school connectedness by supporting mindfulness techniques, providing training to students, classified staff, teachers, and families, and building an active culture inclusive of all students. Special attention will address the needs of Foster Youth, Homeless Youth, English Learners, and Socioeconomically Disadvantaged students. | \$1000 | Y |
| Mental Health and Social Emotional Well-Being | Host multiple acknowledgement activities throughout the school year to recognize academic achievement and personal qualities development. | Previously Listed | N |
| School Nutrition | Provide PPE for Food Servers and cleaning/disinfecting supplies. | Previously Listed | N |

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 |
| 10.77% Based on LCFF Calculator Provided by FCMAT | \$90,478 |

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.]

AJJCS considered the needs of Foster Youth, Homeless Youth, English Learners, and Socioeconomically Disadvantaged students first when developing the LCP by considering the impact and needs of these students and their families. Most specifically, the LCP to increase academic skills in ELA/Literacy and Math. The focus will be to remediate academic skills and to prevent/mitigate learning loss so that students will score meet or exceeds on formative, summative, and State assessments. AJJCS is principally directed on educating and supporting the most vulnerable youth served. AJJCS designed the LCP to effectively address the distance learning program, devices and connectivity, communication with students and families, social emotional support for students, and addressing the learning loss or potential learning loss of the students. The actions in the LCP were developed to meet the needs of students in response to the COVID-19 pandemic. The actions listed in the LCP are effective in meeting the needs of these students as recommended by Stronger Together, research, and best practices. These actions include professional development on online instruction, trauma informed instruction, and STAT; purchasing computers and hotspots; interventions provided by teachers and paraprofessionals; social emotional professional development and supports for students, teachers, and classified staff; intervention instructional materials; school supplies at home; staff support to include mentorship and counseling; engaging with families; tracking student interventions; teaching mindfulness practices; focusing on state standards, rural agricultural preservation, and civic responsibility; coaching teachers; overseeing student interventions; increasing parent engagement; robust parent education; resources to support teachers, classified staff, and families; and, displaying student work.

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

AJJCS has increased and improved services to students for Foster Youth, Homeless Youth, English Learners, and Socioeconomically Disadvantaged students. The actions that contribute to the increased and improved services are significantly proportionate for unduplicated students as compared to the services provided for all students. The actions have been identified to increase student achievement, mitigate student loss of learning, support the social emotional and mental health of the students, ensure student engagement and school connectedness. The actions and services provide additional layers of service for Foster Youth, Homeless Youth, English Learners, and Socioeconomically Disadvantaged students by providing additional support and training for teachers specifically designed to focus on the needs of the unduplicated student groups, intervention, and resources for these students, and personnel to support the continued and regular progress of students. These supplemental funds are critical for AJJCS to maintain its support systems. This percentage serves as the benchmark with which AJJCS will measure the plan to increase or improve services to unduplicated pupils as compared to services provided to all pupils. Through the actions set in the LCP, AJJCS believes sufficient services will be provided to meet or exceed the mandated minimum percentage.