



# 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>.

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## General Information

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

The COVID-19 pandemic has impacted Jamestown School District (JSD) and its school community in numerous ways. The immediate and sudden shift to at home distance learning was stressful on both teachers and families. With the stay at home order, many families had to juggle both working from home and supporting their children in distance learning, many of whom had multiple children in varying grade levels. Many families did not have internet access or reliable connectivity which created equity and access challenges. Paper/pencil packets were being copied and distributed weekly. Because of school closure near the end of the school year and the uncertainty as to whether students would be return to school to finish the year, there were challenges in student regular online attendance and work completion. Due to the poor participation rate, there is a high priority to address learning loss. JSD has a 75.07 % socio-economically disadvantaged rate, which means that the majority of the students qualify for support services and resources from the district including receiving two meals a day from school. This was the highest priority and between the cafeteria staff preparing and providing meals for all children 0-18, we served over 3,000 meals. We also have the Jamestown Family Resource Center, JFRC, that provided boxes of food to families daily, serving on average 150 families a week. Our greater community was incredibly generous and gave significant monetary donations to JFRC to assist in expenses. This plan will describe how Jamestown School District has addressed, and will continue to address, the impacts of COVID-19 on our staff, students, and families.

# Stakeholder Engagement

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

Since March of 2020, JSD regularly provided information to stakeholders (e.g. students, parents, certificated staff, classified staff, management, school site council, school board) through district informational letters sent out through our SIS autodialer system or email ( e.g. 3/15,3/18,3/27,3/31, 4/3, 5,15,6/3, 7/2,7/13, 7/17,7/30,8/27). We sent out three district-wide surveys from May through August via email and included a link on our website. The intent of the surveys was to collect input and feedback on returning to school plans and distance learning ( e.g. 5/26, 7/31,8/25). The first survey focused on food needs, and technology needs specific to devices and connectivity. The second survey focused on reopening concerns, especially around the willingness to return to in-person school, conduct distance learning, and transportation needs. The final survey was specific to gaining input on the Learning Continuity and Attendance Plan. All surveys were translated into Spanish and telephone calls were made to those that did not have email capabilities. The District used a COVID-19 planning considerations tool to lead the district in having meaningful conversations for the development of our Pandemic Response Plan, COVID-19 Preparedness Plan, Return to School and Reopening Plans and our Distance Learning Plan for the 2020-2021 school year. In addition, we participated in one Town Hall meeting on July 9, 2020 with all local school districts, Tuolumne County Superintendent of Schools and the Tuolumne Public Health Department.

After school closure, staff identified and responded to student and family needs such as distributing devices and printed instructional materials along with the provision of meals. For those families that the district was unable to make contact, staff followed up with home visits and deliveries. Our school counselor continued to work with students via Zoom and over the phone, and teachers solicited information about family needs from both parents and students. Finally, the district set up a hotline for families to call in with questions or concerns, and administration responds daily.

The District held multiple video staff meetings and sought feedback through surveys from March through August with certificated, classified and management to receive input and feedback on our response to COVID-19 in health and safety, our preparation in returning to school, and the Learning Continuity and Attendance Plan.

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

The District held tele-conferencing meetings through Zoom both both school site council and Board meetings. Board Meeting agendas are always posted in advance with a Zoom link for the public to join by computer or by phone. Postings are in multiple locations on site, the local Post Office and our website. Parents or guardians may also contact the school for any questions, comments, or feedback using our dedicated hotline at 984-5217 ext. 3196.

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

In May through August all stakeholders were provided the opportunity to give feedback through participating in several surveys, contacting the Superintendent directly by phone and/or email, and through a standing Board agenda discussion item regarding reopening school.

Surveys and letters were translated into Spanish or we had bilingual staff make phone calls to translate and address questions. The feedback is as follows:

- 60.5% of families are in favor of a hybrid ( part in-person, part distance learning) model of instruction with 39.5% who prefer only distance learning
- 73.9% are in favor and will support health and safety requirements (e.g. temperature taking, social distancing, face coverings and cohorting) during in-person instruction
- 84.2% support limiting visitors onto campus during in-person learning for health and safety reasons
- 49% of families have devices at home for distance learning, 34.4% need a device, and 16.6% only have one device and multiple children in the home
- 74.3% have reliable internet, 17% have internet, but is unreliable or slow, 4.3% use a personal phone as a hotspot, and 4.4% need internet service
- 53.4% of families have someone at home who can assist with distance learning, 36.4% stated that yes, they would be able to have someone assist, but it would be difficult, and 7.9% stated that it would not be possible
- The district should increase custodial services to handle the appropriate disinfection and cleaning needs and should make sure that cleaning is happening multiple times a day
- The district should provide professional development and training to staff ( both teachers and support staff) for distance learning and the implementation of technology such as Zoom or Google Meet
- Counseling and mental health services must continue to be supported along with additional training for staff
- Health and safety procedures must be taught and practiced for all students such as hand washing, hygiene, and social distancing
- The district should provide more outside learning spaces
- The district needs to assess student learning loss during school closure and help parents understand what is their child’s current academic level and how their child is progressing
- Distance learning must have a more regular academic schedule, daily routine, and accountability for attendance and work completion
- The district needs to help support struggling students with extra intervention support and tutoring
- Parents need more support in how to implement distance learning and how to use online programs and platforms along with general technology questions and needs

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

Stakeholder feedback influenced the Learning Continuity and Attendance Plan in the following ways:

A clear Distance Learning Plan was developed and shared with all stakeholders. In the plan it clearly explains the expectations for teachers, students and parents in the distance learning model. Numerous online digital programs (e.g. Nearpod, Freckle, STAR reading and math, Accelerated Reader, Transparent Language and Calico Spanish for Dual Immersion, Language Power for designated ELD, Study Island and Read 180 for reading intervention, New Classroom and Get More Math for math intervention) were renewed or newly purchased to facilitate a successful distance learning program for teacher instruction, as well as to address student learning loss and student academic

progress monitoring. Teachers and support staff have received professional development in distance learning through a two day Virtual Summit, and through TCSOS training opportunities such as Google Classroom, Google Meet, Zoom and Nearpod.

Custodians have continued to work through school closure as essential workers and have prepared the facilities with the necessary classroom adjustments in preparation for the cohort model upon in-person instruction. Preparations include: the purchasing of MERV-13 filters for HVAC units; disinfecting and cleaning our facilities as well as developing procedures and cleaning schedules; posting of social distancing markers and signage; purchase of numerous hands-free sanitizing stations; purchase of digital thermometers for each classroom and office area, and the procurement of appropriate PPE for staff and students. A COVID-19 Preparedness Plan was developed, posted to our website, and added to our Comprehensive Safety Plan. Health and safety procedures and protocols will be explicitly taught to students, and staff will be appropriately trained on COVID-19 health and safety protocols. Outdoor learning spaces will be designated for each cohort with installation of additional tables and provision of pop-ups available for classroom use in assigned areas.

Counseling and mental health support will be continued through the services of our school counselor, Safe School Ambassador, Behavior and Attendance Support Assistant and through our Jamestown Family Resource Center. A new counseling referral form has been developed and distributed to all staff, and a support team was developed for home visits to facilitate reengagement. Fun activities for students such as silly contests and spirit dress up days have been planned, and there is a dedicated Google Classroom from our Safe School Ambassador to provide opportunities to promote positive connections and engagement through virtual activities, as well as providing social emotional resources.

All classroom teachers have made contact with each of their students and families and distributed a structured academic schedule. Schedules include both synchronous and asynchronous learning and office hours for individualized student and parent support. Attendance is taken daily, and student participation recorded on the weekly student participation and engagement form.

Our After School Program support staff is providing extra academic tutoring support and enrichment activities virtually to all those enrolled in the program. The district chose one learning management system, Google Classroom, for consistency and ease for parents, especially those with multiple children. Parents have the availability to use teacher daily office hours or call the district hotline for any questions or needs during distance learning. Tutorials on how to use Google Classroom were pushed out by teachers and included on our website. Our IT staff has personally called families to determine technology needs based upon our survey results. Hotspots were purchased and distributed to those who needed them, along with providing assistance in procuring internet service.

# 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.]

The return to in-person instruction is dependent on guidance from California Department of Education, Centers for Disease Control (CDC), the Governor's office, and state and local health agencies and a decision from the Jamestown School District Governing Board. Our district has created a Return to School Plan that has been reviewed by our Local Public Health Department. The in-person instructional plan is based on the cohort model. Each classroom design has been modified to adhere to social distancing guidelines of 6-foot distancing. Extra furniture and communal items have been removed, and desks appropriately spaced which allows for approximately 14-15 students in a class. Each classroom will be divided into an A and B cohort. The school week will be divided into the A cohort attending on Mondays and Tuesdays, while the B cohort is at home on distance learning; Wednesdays is an all distance learning day to allow for teacher preparation, collaboration, and professional development and training; and the B cohort attending on Thursdays and Fridays with the A cohort at home on distance learning. This offering will be for those families that are choosing in-person instruction. We understand that some families may want to continue to have an all distance learning instructional model for health and safety reasons, and the district will support this option.

The school day will have staggered start and ending times with designated ingress and egress locations for specific grade levels to avoid large gatherings of students. Entrance to campus will be facilitated by support staff with sanitizing stations and temperature screening. A digital app will be shared with parents for home student health screening prior to school attendance as well as for student pickup so that parents may remain in their vehicles. Instructional support staff will have flexible schedules in order to support supervision of small group cohorts, and there will be designated spaces for student cohorts to have recess, lunch, and PE outside, weather permitting. Paraprofessional support staff will also be responsible for added supervision, assisting with taking student's temperatures, and implementing site safety protocols related to COVID-19 during in-person instruction. The district is participating in the Community Eligibility Program, therefore all students will receive a free breakfast and lunch. Meals will be eaten in the class cohort either within classrooms or in the designated outdoor space.

All instruction is grade level standards-based focusing on the essential learning standards and learning targets. Students will be assessed through formative and summative assessments and all progress monitoring of skills will be recorded and shared with parents regularly. Any need for academic supports in order to address learning loss will be directed to the appropriate staff and will be assigned intervention support in reading, math, as well as English language development. Digital curriculums have been purchased so that intervention and skill practice will be uninterrupted when on distance learning. Those students with IEPs will be monitored closely and provided support to address IEP goals. In person interventions will focus on direct instruction of targeted skills and goal setting meetings. 1:1 and small group tutoring is available virtually. Daily office hours will remain in affect during all instructional models.

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

Description	Total Funds	Contributing
Additional custodial services during reopening of school preparation from March-August and the salary and benefits for an additional 7.25/hr. custodian for the 2020-2021 school year for in person instruction	36,353	Yes
Purchase of digital student pick up and home screening system for students--PikMyKid	6,000	Yes
Purchase of Personal Protective Equipment (PPE) and materials to ensure safety and to provide and prepare both students and staff for the implementation of health and safety guidelines ( e.g. office, cafeteria and classroom shield barriers, hands-free sanitizer machines and sanitizer, digital thermometers, masks, gowns, signage, oximeter, disinfectants, sprayers, pop-ups for outdoor learning spaces).	15,000	Yes
Purchase of a digital visitor sign in system, Envoy, with the added component for employees to remotely health screen prior to the beginning of their workday.	2,400	Yes
Purchase of MERV-13 filters to upgrade ventilation and filtration of classroom HVAC units to prevent the spread of COVID-19. These should be changed every 60 days.	7,200	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.]

Jamestown School district is focused on providing a continuity instruction to students during the school year in all models such as distance learning, or in the hybrid model of in-person and distance learning, or full in-person. Input from certificated and classified staff, students, families, and site leadership teams have informed the development of a comprehensive plan which addresses the necessary components of an effective instructional model.

Curriculum for all models is based on our district adopted materials ( Pearson Envision Math TK-5, Big Ideas Math 6-8, Journeys and Senderos for ELA TK-5 and Collections 6-8, Studies Weekly Social Studies TK-5, and National Geographic Social Studies 6-8, and currently we are in a pilot for Science through Amplify and Lab Aids) that all have digital access and supplemental components. Any curriculum that did not have this option was purchased by the district. Using Google Classroom as the district platform also helps to provide consistency to students and families and provides the opportunity for collaboration between teacher and support staff. Additional digital curriculum was purchased to assist in assessments and progress monitoring and will be used in all models of instruction. Art and Music teachers have recorded lessons and assignments that can be accessed by students during the week. Teachers and classroom paraprofessionals were provided training in order to access and successfully implement live instruction and support. It is important to note that instruction is both synchronous and asynchronous and that teachers are cognizant of the amount of screen time assigned and that the time is age appropriate. Teachers provide office hours daily to allow both parents and students an opportunity to ask questions and seek academic support, especially during distance learning. Parent surveys and teacher-to-parent contacts are used to determine needs, assess progress, and address gaps in learning, technology, and participation/engagement.

## 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.]

The district sent out a needs assessment survey, and the classroom teacher contacted each family as a follow up to confirm needs. 49% of our families stated they did not need a device. The rest of the students in TK - 8th grade who requested a district assigned Chromebook have received one. Through the needs assessment survey results, the District purchased and distributed 20 hotspots and provided information and assistance in securing internet service. Those families that do not speak English were contacted by phone by our bilingual translator to provide information and access.

The district increased the technology support specialist time to accommodate the increased need for tech support for both staff and district families. The technology specialist communicates directly with each family who has technology issues or concerns and also reevaluates hotspot connectivity.



When there is a return to in-person instruction and the hybrid model, those students who have checked out devices will keep them at home to avoid bringing devices to and from school, and the district purchased additional devices will fill in classroom needs for in-person instruction.

## **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.]

The district will track each student's daily participation during distance learning using the CDE template for Pupil Daily Attendance and Weekly Engagement Form. Participation includes: Participation in online activities, completion of regular assignments, completion of assessments to monitor student progress and provide feedback, and contacts between the teacher and family. If a student does not participate in distance learning, they are marked absent by 3:00 PM and an autodialer message to those families goes out by 4:00 PM daily.

Each teacher will also complete a Weekly Engagement Record which records the time and how each student engages in both synchronous and asynchronous instruction along with completion of assigned work. These time values will be recorded daily and will track the total minimum minutes required by grade levels:

Transitional Kindergarten/Kindergarten: 180 minutes (3 hours) per day  
Grades 1st – 3rd: 230 minutes (3 hours and 50 minutes) per day  
Grades 4th – 8th: 240 minutes (4 hours) per day

All district teachers have set up a Google Classroom and have a set schedule with assigned times for both synchronous and a synchronous instruction, as well as daily office hours. Teachers will use Google Meet to provide live online instruction and many are recording lessons to provide options for all students to have access, such as for those parents/students that cannot attend the assigned live instruction time due to work or childcare needs. Digital curriculum is also used such as Freckle, Study Island, Read 180, Calico Spanish, and district adopted ELA and Math digital curriculum. Digital assessment programs are used frequently to assess student achievement and will also monitor and record academic progress such as: STAR reading and math; New Classrooms for math 4-8th grades; Lalilo for K-2 and special education; and Transparent Language for our Spanish Dual Immersion program. The reports generated from these programs will allow teachers to more effectively monitor student progress, adjust instruction to meet learning gaps, and provide targeted skill instruction in small groups or 1:1. In addition, parents will be able to see academic progress data which is something that many families expressed they wanted to see more of this school year.

Based on the CDE requirements, teachers will determine the time value given for the completion of independent assignments by students. Teachers will review the weekly engagement record and communicate with the families of students who are not meeting the required instructional minutes. Families will be notified daily of absences, and the reengagement team will make a home visit if a student has missed 60% of the days in a week (approximately 3 days per week).



## 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.]

Jamestown School District understands that we need to provide professional development opportunities to our staff in order for them to be prepared to deliver a rigorous distance learning program. The District purchased a two-day Virtual Summit with over 60 training sessions related to the successful implementation of distance learning in which all teachers were required to attend. A staff Google PD Classroom was developed for teachers to share what sessions they attended along with what they had learned and will implement in their instruction. In addition, in order to prepare and enhance teacher efficacy, multiple training opportunities were provided through Tuolumne Superintendent of Schools office including Google Classroom, Google Meet, Nearpod and other relevant distance learning topics. Special education teachers have met weekly to discuss and to be trained on best practices in the implementation student IEPs in a distance learning format including the development of individualized distance learning plans, how to hold virtual IEPs and conduct assessments. Special education paraprofessionals received training opportunities on autism, intensive behaviors, and registered behavior technician (RBT) strategies to aid in the development and implementation of behavior plans.

## Staff Roles and Responsibilities

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

Staff's roles and responsibilities have changed dramatically and flexibility has been key for all staff. Teachers and our paraprofessional support staff have transitioned to distance learning, which includes the use Google Classroom and Google Meet to assist with the delivery of instruction and videoconferencing. Significant training, practice, and support was provided to all necessary staff in order to be prepared for distance learning. Classroom paraprofessional staff are working collaboratively with their classroom teachers to assist with classroom management support and small group instruction. Teachers have a greater responsibility in engaging students and in making daily contact with students and families through a variety of means. Many support staff have had roles shifted to accommodate District needs such as in the areas of food service, custodial needs, and the implementation of home visits. Counseling and mental health support staff have had to adjust to virtual check-ins and format of counseling support. All staff have had to increase their training and awareness of suicide prevention, human trafficking and cyber safety. In addition, there is the added responsibility for all staff to health screen and record daily. The district purchased a digital program so that staff can remotely screen and record, and this is a new process to learn and adjust to.

## 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.]

Jamestown supports our English learners (EL) during distance learning by providing designated ELD services virtually through digital programs such as Language Power and Escalate. Extra tutoring support is available to assist EL students with their academic needs, and there is regular collaboration with classroom teachers who engage in integrated English language development using appropriate strategies and offering multiple modalities of instruction. We have a significant number of bilingual staff due to our Dual Immersion Program and translation services and English support are provided to those students and families. Many of our families with unique needs (EL, low income, homeless/foster youth) have been offered and provided devices and assistance in acquiring internet service either through

promotional program service providers such as Comcast or Conifer, a local internet provider, or have been provided hotspots to provide reliable access to digital instruction.

All students with exceptional needs will continue to have access and the support of their IEP team who will regularly monitor student progress on goals, including but not limited to academic, behavioral, social/emotional and health/medical. During distance learning, the special education teachers will provide individual distance learning plans and will regularly communicate with parents via video conferencing, emails, and phone calls. Teachers will report academic progress through the use of online programs such as Read 180 and Lalilo. Special education teachers will communicate and collaborate regularly with general education teachers. Students will be provided the flexibility in accessing subject matter based on their individual learning needs ( e.g. video, audio, closed captioning, text to speech, etc...). Behavioral supports and resources are provided and shared with families through videos, tutorials, and in written form and will continue to be updated in order to help support parents at home as they balance their child's behavioral needs and the challenges of distance learning. Related service providers will continue to meet virtually and provide services. All IEPs during distance learning will be held virtually.

Students who are foster youth or experiencing homelessness are provided with the supports they need to be successful during remote learning. The district's foster youth and homeless liaison is responsible for reaching out to our families in order to provide information and resources and conducts regular check-ins. The liaison conducts a needs assessment with all families experiencing homelessness and connects those families to school-and community-based supports through a referral process. Supports during distance learning include assisting in the application for internet services, food services, and resources for other basic needs. In addition, the Jamestown Family Resource Center is open and available to all students and families within the community. The Resource Center serves as a safe distribution point for groceries, hygiene items, clothing, and school supplies.

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

Description	Total Funds	Contributing
Cost of professional development for teachers to prepare for distance learning through a Virtual Summit (Over 60 sessions ) and the purchase of new technology platform, Nearpod, to assist in distance learning instruction as well as paid webinars to assist with new budget and HR needs related to COVID.	3,392	Yes
Purchase of technology devices for students and staff (e.g. Chromebooks, hotspots, mobile document cameras for teacher instruction during distance learning)	35,125	Yes
Increase time for technology specialist to support distance learning	1,500	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.]

Jamestown School District recognizes that due to school closure in March of 2020 and the immediate shift to a distance learning model that was not effectively in place, students will have a loss of learning and it must be addressed as we enter into the 2020-2021 school year. Several new digital assessment programs have been purchased specifically for appropriate grade level and subject matter needs in order to gain baseline achievement data and conduct frequent progress monitoring of student achievement in order to guide teacher instruction. Teachers have identified the essential grade level state standards and learning targets and will focus on filling in learning gaps and developing mastery in those areas. Targeted intervention services in reading and math will continue to be offered and supported. Digital assessment tools such as: Nearpod, STAR reading and math, Freckle, New Classrooms for math, Lalilo, Splash Learn and Study Island will be used to gather evidence of learning and skill mastery. Professional development opportunities and weekly teacher collaboration will be provided for teachers to maximize opportunities for student access and mastery of grade level subject matter, and to assist them in making informed and effective instructional decisions.

## 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 district will address learning loss for students through a multi-tiered system of support (MTSS):

Tier I: Core Instruction with on-going differentiated supports

- Conduct baseline assessments in reading and math and determine where gaps are in grade level learning due to school closure in March of last year (what are missed standards

and subject matter that are prerequisites to grade level learning)

- Determine essential grade level standards and learning targets for instructional planning for this year. Teachers will incorporate prior grade-level knowledge and skills, when

necessary, to support access to current grade-level content

- Integrate on-going practice and review into the teaching of current grade-level content

#### Tier II: Core Instruction and Targeted Interventions

- Identify students not meeting grade level expectations
- Provide additional targeted, small group intervention time in reading and math to students
- Provide research-based curriculum/programs and research-based practices
- Frequent progress monitoring of student achievement to drive instruction

#### Tier III: Core Instruction and Intensive/Strategic Interventions

- Identify students with significant learning loss
- Provide intensive and strategic interventions focusing on foundational skills
- Provide research-based curriculum/programs and research-based practices
- Frequent progress monitoring of student achievement to drive instruction

Tier II and III supports will be provided through a combination of in-person instruction, when the district moves into a hybrid cohort model of instruction, online learning programs, tutoring, and teacher office hours where 1:1 support may be provided. Personalized intervention digital platforms include: Study Island, Freckle, Read 180, Lalilo for K-2 language support, New Classroom for 6-8 math, Language Power and Escalate to support English language learners, Transparent Language and Calico to support our Dual Language Program.

- English Learners: Targeted/Strategic support will focus on interventions to ensure students make progress toward English language proficiency and meet grade-level academic achievement; ensure accessibility to curriculum; and provide frequent communication with parents
- Students with exceptional needs: Special education teachers will develop distance learning plans while in both distance learning and hybrid models. The IEP process will customize educational opportunities; identify student needs and determine targeted/strategic supports when necessary; ensure accessibility to curriculum; and provide frequent communication with parents
- Low-income, Foster Youth, Homeless: Our reengagement team in conjunction with our homeless and foster youth liaison will use targeted/strategic interventions to meet students social-emotional and academic needs; address absenteeism; address any barriers to reengage students in learning; and provide frequent communication with parents

## 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.]

Teachers will regularly monitor the success of students based on data from digital programs and services implemented. Discussion with students, parents, grade level team members and grade span teams will help monitor the effectiveness of instruction and supports. The district will continue to implement Student Study Teams (SST) to facilitate the Response to Intervention (RtI) process. The Leadership team will meet regularly to discuss the trends in data and address any systemic changes necessary to improve programs and services for students.

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

Description	Total Funds	Contributing
Digital software programs to address student learning loss, provide assessment and progress monitoring and assist in the implementation of instruction for distance learning (e.g. Study Island, Language Power, New Classroom, Transparent Language, Lalilo, Splash Learn, Mystery Science, Happy Numbers).	10,000	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.]

Jamestown School District understands the impacts that school closure and COVID-19 has had on the mental health of our students. Our number one priority in the first weeks of school was to build relationships, connectedness, and to foster a safe, respectful, learning environment. Staff has been trained in trauma informed practices and those practices (e.g. Class meetings, coping skills, scaling of feelings, check-ins, mindfulness, etc...) are specifically included within the structure of the day. Clear routines and visual schedules are used to provide consistency and allow greater access to learning for our students with exceptional needs. Social emotional curriculum such as Second Step and Say Hello are available and will be presented by both the school counselor and the Safe School Ambassador (SSA) . Video resources on developing social emotional skills are on the SSA's Google Classroom, along with the development of fun activities such as spirit days and a photo gallery. In order to better be prepared for identifying mental health warning signs, staff have been trained on Suicide Prevention, Human Trafficking, and Cyber Safety. These topics along with digital literacy will also be an age appropriate part of each student's education. Special education teachers and paraprofessionals have been provided specific training on how to respond effectively to

more intense behavioral needs, as well as how to assist families at home. Our counseling referral system and procedure was revised in order to provide a more streamlined response.

## 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.]

Jamestown School District sent out several needs assessment surveys, parent letters, and district messages on our autodialer system. Documents were translated into Spanish to make sure it was accessible to all families. Classroom teachers called and emailed every student prior to the start of school and continue to have daily interaction with students. Teachers use communication Apps such as Class Dojo and Remind. The District has a reengagement team made up of the school Principal, the Behavior and Attendance Assistant and the Family Resource Center Manager who make home visits after three days of no student contact with the goal to uncover the barriers to distance learning and reengage and provide support. The district works closely with the Director of Differentiated Assistance Programs and Coordinator of Student Support from Tuolumne County Superintendent of Schools ( TCSOS) for extra resources and support, if continued lack of contact occurs. Finally, if there is further lack of contact, the SARB process will be utilized. To provide positive encouragement to students, Positive Behavioral Intervention Support ( PBIS) strategies will be used and promoted as well as the purchase of reward gift cards and items for frequent student drawings to acknowledge and support regular weekly student engagement.

## School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

The district participates in the Community Eligibility Program and provides free breakfast and lunch to all students. For in person instruction we have implemented a Breakfast After the Bell program and will be serving breakfast in all classrooms. For lunches students who opt for school lunch will have a staggered lunchtime dismissal to allow for social distancing and will pick up their school lunch and return to their classroom eating area. For those students participating in at home distance learning, the district will continue drive-through grab and go

breakfast and lunch meals. Further discussion will occur to determine whether driving meals to designated bus stops for student/family pick up will be necessary. In addition the Jamestown Family Resource Center (JFRC) will continue to provide food support to families within our community by appointment. The JFRC manager also distributes information to families with additional resources to help support them with other basic needs.

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

Section	Description	Total Funds	Contributing
Pupil Engagement and Outreach	The shift in the Behavior and Attendance Support Assistant responsibilities to include following up with students that are not participating in distance learning. Including phone calls and home visits to promote student engagement and to identify barriers. Providing additional supports in a tiered intervention system including referrals to community agencies to provide any necessary wrap around services.	2,803	Yes
Pupil Engagement and Outreach	Provision of Positive Behavior Intervention Support incentives and rewards	1,000	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
24.92%	770,645

## Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

The needs of foster youth, English learners and low-income students make up 78% of our district, so they are always the priority when making decisions and implementing plans. Each of these subgroups have a designated support team with roles and responsibilities that are specific to each group's needs. The biggest areas of need for these students were in the provision of food, technology support specific to the provision of devices and connectivity, and mental health support services. The district's food service program provides daily meals to students and the Family Resource Center is providing food boxes (along with school supplies) to any family who asks. Our district needs assessment allowed us to gain specific information, so that we had a better understanding of how many devices we needed to distribute, how many hotspots to order, who needed assistance in applying for internet service, and who needed technical support to prepare for successful distance learning. In the meantime, with support from Tuolumne County Superintendent of Schools, parking lots on both campuses ( and around the county on all school sites) have wifi access allowing students to access live instruction and maintain health and safety requirements. In the area of mental health support, the needs of homeless/foster youth, students who are English learners, and low-income students are also prioritized for services. Through teacher observation and referrals students are identified in tiered levels of need with the priority on our highest risk subgroups. Our mental health team analyzes referrals, and implements a service plan as well as provides a coordination of services with outside agencies as needed. Staff is trained in trauma informed practices and additional professional development in mental health has been offered.

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

Programs for our foster youth, English learner and low income students are improved by increased technology for students in Transitional Kindergarten and Kindergarten through the delivery of Chromebooks, daily use of trauma informed practices such as social emotional check-ins, mindfulness and class meetings, home visits and support for acquiring resources to assist in technology needs, Parent Education tutorials, a district hotline, and teacher office hours which are available to support families with children participating in Distance Learning.

Programs and Services continue to include: counseling, behavior and attendance support assistant, safe school ambassador, classroom instructional support aides, bilingual education in our Dual immersion Program, designated English language development, staff professional learning focused on the needs of unduplicated students, and supplemental materials to support learning of California state standards in English language arts and mathematics.

