

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 affected the James Jordan Middle School community in many ways. It created economic hardship, social isolation, loss, and physical and mental health challenges for many in the community. The pandemic necessitated physical school closure for spring and transition to remote learning beginning in mid-March of 2020 and through the remainder of the 19-20 academic year. The 19-20 Spring closure required school staff to reconfigure the program—operations, instruction, systems of support—for unprecedented societal challenges and remote format and with attention to the unique needs of this time. We are proud of the speed with which we were able to mobilize and continue serving our students and families, but we have all felt the impact and constraints and long to return to in-person programs and an end to the pandemic. We worked through the summer to reflect on our experience in the spring, monitor conditions and guidance, and develop flexible plans to implement our school programs effectively whether in-person, hybrid, or remotely and to attend to the unique needs of our school community in the pandemic.

JJMS used phone and Google surveys to determine the technology needs of our students. We learned which of our families needed high speed internet. Our LCP includes a plan for distribution of JJMS owned Chromebooks and a headset/microphone for every enrolled student.

During the end of the 2019-20 school year, we observed that a significant portion of our students (30%) struggled to complete assignments when work was not done under the immediate supervision and guidance of a member of the JJMS staff. During summer school, we tried a different approach that increased the amount of time students spent in live-streaming Zoom sessions. Student engagement and work completion increased dramatically in correlation to the increased time spent live-streaming. However, even students who were motivated expressed feeling tired and overwhelmed. The cognitive load of the emergency reduced their academic abilities significantly.

The success of live streaming instruction during summer school caused us to structure our teaching for the 2020-21 school year (online start by order of the Department of Public Health) to include live-streaming from 9am to 3pm for all of our enrolled students. This plan allows JJMS to meet the legal parameters of Distance Learning; such as 240 minutes per day of documented academic activity, as well as daily live interaction with a credentialed teacher and other students. Attendance will be taken every 60 minutes so that we can clearly document how each student has been provided with the required elements of Distance Learning.

We also observed that a small percentage of our students were spending their daytime hours in an environment that made learning nearly impossible. This influenced our LCP to include tutors being available from 3pm-8pm on weekdays and from 9-12 on Saturdays when a parent may be home to help create a better learning environment. This also caused us to include distribution of headset/microphones to reduce distractions and increase sound quality in noisy environments. Based on these observed challenges, we have engaged social work interns from local universities to provide support for our families. The Social Work interns will be assigned to provide individual problem solving sessions to the families of students with unworkable learning environments at home. When we are able to have some students on campus, we will prioritize a five day a week option for a pod of students that live in environments that make learning nearly impossible.

Our first plan detailed how we might provide some in-person instruction with a hybrid model that had 6th and 7th graders having two days per week on campus. The tremendous uncertainty and lack of clear legal guidance led the JJMS leaders to prepare three or four different structures for teaching and learning. When the governor's order forbidding in-person instruction for Los Angeles County was announced, we already had a detailed plan for conducting instruction 100% online.

From March to July, we observed that even our most engaged students and parents struggled to stay emotionally connected to school. In response, we have included online social activities in our LCP. Most significantly, the need for parents to have an easy way to communicate with the school about their child's progress and challenges prompted a major change in instructional grouping for our 2020-21 teaching plan. All of our 6th and 7th grade teachers hold multiple subject credentials. This allowed us to place all of our 6th and 7th grade students into self-contained classrooms with one teacher giving instruction in all subject areas. We believe that this will make it much easier for parents and students to have a clear idea of the expectations for learning. This will also promote greater emotional bonding between the students and their one teacher. In order to make this practical for our teachers, each teacher has been assigned a full time paraprofessional partner to assist in providing daily live-streaming instruction. If and when we are able to have some on-campus instruction, the paraprofessional partner will be essential to providing in person instruction with social distancing. The self-contained groups range in size from 28-35 students. When those students are divided into various classrooms to accommodate a 6ft distance between desks, having the second adult that is familiar with the students will make those smaller groups more effective.

Teachers and paraprofessionals shared anecdotes about students and families that were not practicing social distancing or mask-wearing. This led us to include COVID-19 testing as mandatory for any student who wanted to participate in on campus instruction. All JJMS employees are also mandated to have COVID-19 testing at least once per month even when instruction is 100% online. This anecdotal evidence also led the JJMS Board to establish on campus safety protocols that include an absolute mandate for mask wearing.

As the JJMS administration dropped in on various Zoom sessions with students, we took note of the variety of visual representations presented by teachers and staff. This has prompted us to include specific requirements for lighting and background when a staff member is online. This also prompted us to purchase high quality wide angle lens fixed cameras, 4k document cameras, and clip on wireless microphones as part of our LCP expenditures. The drive to provide a professional appearance and a visual experience as close to being in a classroom as possible, JJMS is providing the opportunity for our teachers to work from their empty classrooms during the mandatory online teaching. When on campus learning is possible, this equipment will be used to provide online access to classroom learning for students that are unable or unwilling to participate in person. We monitored our summer feeding program to ensure that we had enough meals for the demand of our community. When our church landlords mentioned the food insecurity in their congregation, we provided detailed instructions for the church community to access our meal distribution program.

Stakeholder Engagement

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

Parents:

We have discussed plans for summer and for next year with the parents, and we have taken their concerns into account when planning.

In the Spring, we used a Google form to collect parent input regarding the risks and benefits of in-person versus online instruction. A majority of our parents wanted their child to be on campus if possible. About 28% of our parents said that they wanted a 100% online option. Surveys were presented in both English and Spanish. For any parent that did not respond, a bilingual staff member followed up with a phone call to solicit input.

In the Spring of 2020, we announced our plans for hybrid instruction in August of 2020 in response to the majority of parents wanting some in-person instruction. Plans were shared via phone blast, email, text blast, video posted on the JJMS website and via Zoom meetings. We have held several parent meetings using Zoom that have had upwards of 100 parents signing in. Phone call in options were advertised. However, by March 31, 2020 JJMS was able to verify that every family had a computer and internet access, either their own or laptops and hotspots distributed by JJMS. We post the presentations after the meeting for anyone who was not able to attend.

When the Governor's order banning in-person instruction was announced, JJMS sent out a description of the plan for online education beginning August 17th was sent by email and text blast. School leaders also created a video explaining the plans and shared that via email and on the school website. The most recent version was distributed on August 3rd.

On August 6th we held two sessions for parents and students to provide feedback and answer questions regarding the plan for 100% online instruction beginning August 17th. We used a powerpoint presentation to review the details of our learning plan. We asked parents and students to ask questions and provide feedback using the chat function. We copied the chat record and used it to help us refine our plans. The August 6th sessions were attended by more than 130 families. No significant objections were raised in the chat records. A few parents did express despair regarding their inability to provide a quiet place for students to work at home.

All of our safety measures and our plans for hybrid instruction were debated and approved by the JJMS Board of Trustees. Our charter demands that there be an elected parent member on our board of trustees. Our parent board member provides input from her own and other parents' perspectives to inform our planning. During the 2020-21 school year, we are continuing the quarterly meetings of our School Site Council and English Learner Advisory Council in virtual format as needed.

We will send out a written survey for students, staff, and parents on August 18 to solicit feedback on our reopening. On August 19th, parents will be invited to a town hall to share their feedback from the first two days of school. This information will be shared publicly at the JJMS Board meeting on August 20.

Students: A student survey is scheduled for the second week of instruction, August 24-28 to solicit feedback and suggestions about the structure of online instruction. This information will be used to fine tune the Learning Continuity and Attendance Plan before final adoption by the JJMS Board of Trustees.

Teachers and other staff: Online faculty meetings were held in Spring of 2020 to gather input regarding the challenges and successes of online instruction as piloted in March-June. Teacher suggestions were taken. A survey was taken to determine which of our employees would feel comfortable returning to work on campus in a hybrid program. 85% of our employees expressed that they were willing to work on campus with students. The administration developed a plan for hybrid instruction and then held one-on-one meetings with each credentialed teacher on July 6, 2020. During these meetings, teachers were invited to ask questions and give feedback on the plans. The hybrid plan was unanimously rated as “the best possible under the circumstances.”

Following the Governor’s order banning in-person instruction in Los Angeles County, the administration revisited its plans for 100% online instruction with the new lens that 100% online might be the reality for the rest of the school year. Also, the online program was revised with reflection on the summer school experiences of the teachers. On July 29th, the detailed plan for long-term 100% online teaching was shared with employees during a Zoom meeting. Staff was invited to send feedback and questions that would be addressed when virtual PD began on Monday August 3rd.

On Monday August 10th, teachers and paraprofessionals were surveyed to solicit feedback on various aspects of the plan for online instruction. 90% of the teacher rated the plans as “good” or “excellent”. 95% of the teachers rated the instructions for beginning school as “good/30%” or “Excellent/65%”. 90% of the teachers gave an Excellent rating to the amount of resources that JJMS is providing to support teachers during the 2020-21 school year.

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

Meetings were held via video conference with call-in options and translation available. Meetings were publicized and promoted through agenda postings, website, and phone or text messages.

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

Parents: A small group of parents is concerned that they are unable to provide their child with a quiet place to work at home. Approximately 30% of our parents feel that it would not be safe to have their child participate in on campus instruction. Parents expressed concern that during the Spring of 2020, it was difficult for them to have a clear understanding of their child’s academic progress. About 20% of our parents called us for help because they could not convince their child to do school work at home. We have had several parents express that they don’t know how to find childcare so that they can return to work.

Students: Students, even those who usually like school and do well, expressed feelings of being overwhelmed and exhausted.

Teachers and other staff: Teacher feedback included praise for the resources and planning time provided. Almost every 6th and 7th grade teacher expressed that the self-contained model was the best possible option, especially when they may need to move from 100% online to hybrid instruction at various times of the year. Almost every teacher described feeling anxious but optimistic about the plans for the coming year. A few teachers commented that anecdotes from students who were not practicing social distancing made them afraid to return to in-person teaching.

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STAKEHOLDER FEEDBACK	LCAP IMPACT
<p>Concern about students being unmotivated and emotionally unengaged</p>	<ul style="list-style-type: none"> ● Increased rewards in the merit store ● Self-contained classes for 6th and 7th grade ● Social activities in the ASES program ● Make the online experience more like “real school” with better equipment and high expectations for student interactions. ● Second adult for every 8th grade teacher to follow up on students who do not participate. ● Adoption of “ Securly” software that allows staff to control what students can access on their laptops. ● Summer Bridge program offered in late July for incoming 6th grade students. Program included technology distribution and training, friend building activities and diagnostic testing to determine any need for academic support. ● Hourly attendance monitoring. Weekly participation grades to flag disengaged students for additional outreach and support.
<p>Parents desire to have more information and connection with teachers</p>	<ul style="list-style-type: none"> ● Self contained classes for 6th and 7th grade ● Drive Thru meet the teachers August 10-11-12 ● Parent workshops on how to use Zoom and how to monitor student grades in PowerSchool (SIS system). ● Quarterly administration of in-house benchmark assessments to measure academic progress in ELA and MATH. ● Drive through socially distanced teacher conferences following the first quarter report cards. (Zoom and phone options also available)
<p>Parent concerns regarding child care or a lack of a quiet place to work</p>	<ul style="list-style-type: none"> ● Plans for five day per week supervision for handful of students when allowed by CDPH ● Social work interns to connect families to community resources and help brainstorm solutions at home ● Purchase of high quality headset/microphone for all enrolled students.

Teacher concerns about working with potentially infected students	<ul style="list-style-type: none"> ● Rigorous policy for health/safety measures on campus including mandatory masks and hand sanitizing ● Mandatory COVID-19 testing for all employees and for any student that wishes to participate in on campus learning.
Parent concern about more than one child sharing a laptop or hot spot.	<ul style="list-style-type: none"> ● Plan includes distribution of one laptop per enrolled student ● Hot spots are distributed as needed
Student concerns regarding feeling overwhelmed	<ul style="list-style-type: none"> ● Provision of mental health services online via MOU with non-profit organizations ● Extended hours of tutoring weekdays and Saturday ● Appropriate amount of time in online interaction ● Reduce amount of work to be completed independently by students
Teacher concern regarding taking on unfamiliar content areas	<ul style="list-style-type: none"> ● 10 days of Professional Development training before school starts ● Friday afternoon faculty meetings for professional development ● Training paraprofessional partners on mandated curriculum

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.]

Hybrid model

We have prepared for a hybrid model of instruction to begin when we are ready to transition from distance learning to on-campus instruction. We have designed a plan that allows for pods of students and staff for grades 6 & 7 in self-contained classrooms w/ multi-subject credentialed teachers. Our 8th graders will be departmentalized with single subject credentialed teachers. We will be able to social distance the pods across 2 or 3 classrooms, depending on the groups size, with a paraprofessional to support in the second classroom and an appropriate supervisor in the 3rd room, if necessary. 7th grade will have an on-campus experience on Mondays and Wednesdays. 6th grade will have an on campus experience Tuesdays and Thursdays and 8th grade will be on campus on Fridays. When each grade level is at home, they will

follow the Distance Learning program described below. We designed a longer day on campus to provide childcare function as well. We will use our ASES program for tutoring from 3-6pm. In the Hybrid model, our SDC program will be in-person on the same days as 6th graders and mainstream as required by IEPs.

In compliance with the public health officers' orders, JJMS will offer in-person services, assessments, technical support, and activities for student engagement for students who fit the categories prioritized by the Los Angeles County Department of Public Health.

We created a robust health and safety plan based on public health guidance, including temperature checks, air purifiers, sanitation, mandatory testing for students and employees, and masks. Employees are having ongoing testing in either instructional model.

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

Description	Total Funds	Contributing
Health and hygiene equipment: Air purifiers, masks, sprayers, hand sanitizer, gloves, face shields, thermometers, pulse oximeters	\$36,649	N
Staffing for health and hygiene protocols	\$79,337	N
65% Additional F/T paraprofessionals to allow for supervision with social distancing	\$330,789	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.]

Our program models provide for continuity of instruction across distance learning, hybrid, or fully in-person models through common staffing, curricular resources, and schedule similarities. We will have the same teachers and paraprofessionals maintaining the same groups of students when switching from online to hybrid learning. Our teachers have the option to teach from empty classrooms in the distance learning components. Our teachers and classrooms are already equipped with high quality video-conferencing equipment (camera, microphones) which will be beneficial in both instructional models. Every self-contained teacher will have a paraprofessional to support instruction (in person and online). We will utilize our ASES funding for additional tutoring from 3-8pm when we are in 100% online Distance Learning mode. Saturday school will be held from 9-12pm to provide another opportunity for learning when parents are home from work to help create a quiet place for students. Paraprofessionals will conduct all instruction from 1-3pm on Fridays so that teachers can have weekly professional development meetings.

Curriculum

Our pre-pandemic program already featured a range of digital tools and online curricula, and this has served our students and teachers well in these times. We use the following digital tools in our classes:

MATH: IronBox Power Over Numbers, iReady

ELA: IronBox Power Over Words, iReady and Unbound Ed

SCIENCE: Science Alive!

HISTORY/SOCIAL STUDIES: My World interactive

PHYSICAL EDUCATION/HEALTH: We use the SPARK curriculum during normal operation. We use EdPuzzle for live and recorded physical activities. Health textbook has not been selected yet.

Schedule

In the distance learning program, students will be signed in and online (camera on and wearing a uniform shirt) from 9am to 3pm. There is time for teacher collaboration and student independent work from 8am to 9am and again from 3-4pm). A lunch break for students will take place daily from 12:30-1pm. Classified staff will supervise online "lunch rooms." Each credentialed teacher will have a paraprofessional assigned to work with them during the day. Honors students may have Homework assigned outside of 9-3pm.

If we are able to provide on-campus instruction, paraprofessionals will provide supervision from 8-9am, classes will be held on campus from 9am to 3:30pm. Additional time is for extending the lunch break due to the logistics of providing in-person meal service.

Homework and Grading

Non honors students will not have homework. Dean's List merits will be issued as usual and there will be a merit store. Students will receive a grade for ELA, a grade for MATH, a grade for Science OR History, and a grade for PE. The central goal will be for all students to make typical academic growth as measured by iReady diagnostics given at least quarterly.

Continuity Self contained groups for 6th and 7th grade will transition smoothly from online to hybrid instruction. The same teacher, paraprofessional and curriculum will be part of both Distance Learning and our Hybrid model. The 8th grade departmental model will transition from Distance Learning to Hybrid model using the same teachers, paraprofessionals and curriculum.

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.]

We conducted an online survey and phone call follow up to determine family needs for devices and internet connectivity. We issued every student a JJMS Chromebook. We also issued 65 hotspots for households who did not have internet access in order to ensure that 100% of students have devices and connectivity for learning. We have also purchased spare devices and hotspots to provide for additional needs or back-ups. Our technology distribution is supervised by our Director of Operations. We created a 6th grade bridge program in order to teach our 6th graders how to use the devices and how to connect to the various programs and resources of our program.

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.]

During synchronous learning we will take attendance every 60 minutes on PowerSchool, our SIS system. All academic work will take place between 9am and 3pm for non-Honors students – with no traditional homework. Attendance and work completion will be analyzed in consideration of student supports. ASES tutoring will be offered for students who need support after school. Parents workshops will be held to help parents understand how to check the academic progress of their child on PowerSchool. Paraprofessionals will contact parents when a child is missing 25% of the work or learning minutes in a given 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.]

- Prior to the first day of school, 10 days of planning and training will take place with all JJMS employees.
- Credentialed teachers and their paraprofessional partners will be provided small group training on all of the mandated curriculum. For the IronBox products, the author of the curriculum will conduct a workshop for ELA and will provide links to recorded training for MATH. IronBox Power Over Words is particularly important for supporting English Learners.
- Paired teams of a credentialed teacher and their assigned full time paraprofessional partner will have a minimum of 10 hours of planning time.
- The Assistant Principal for Campus Climate will provide extensive training for paraprofessionals regarding behavior expectations and management strategies.
- The Assistant Principal for Special Services will meet with each grade level, teachers and paraprofessionals, to provide an in-depth briefing on the IEP and 504 plans created for each individual student.

We conduct p.d. on Friday afternoons. We conduct faculty workshops from 1-3:30 for PD from our teacher experts, including tips and tricks to use distance learning software (Flipgrid, Cahoot, Zoom, etc.). In these sessions, a teacher with the most expertise provides PD for the others. Every day from 8-9 and 3-4 is collaboration time for teachers to work with paraprofessionals to plan with paraprofessionals and work with colleagues with expertise in subject matter. Our p.d. also features coaching and training from creators of various programs. Many of our online programs and curricula include teacher packages with additional available training.

In terms of technology support, Charter Tech provides helpdesk support, including email support for teachers and telephone number for administrators for immediate support. They also support by maintaining servers, broadband, and firewalls. During the two weeks before school starts, group training was provided for using various online curriculum and the new Securly software for monitoring student use of laptops.

Staff Roles and Responsibilities

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

The following staff roles and responsibilities have been modified to better meet student needs as a result of COVID-19:

Positive Behavior Support Coordinator – role shifted to focus on social emotional supports for engaging students online. A new system for intervening with students that struggle to meet online behavior standards has been devised and explained to all staff.

Student Activities coordinator – this position has been modified to emphasize relational opportunities (dance parties and trivia contests) while students are limited to online instruction.

Assistant Principal in charge of Campus Culture -this role shifts to where the social emotional meets academic learning -- student motivation, and finding ways to ensure that school feels emotionally valuable for students to engage and make academic progress. This position will also provide coaching for credentialed teachers and paraprofessionals.

Paraprofessionals – staff members are shifting from tutoring to implementing more academic activities under direction of credentialed teachers. 10-13 new full time paraprofessional positions have been added to support social distancing and to reduce group size for online learning.

Office Staff – this role is shifting to incorporate more telecommunications with families.

Overall Communications – In order to facilitate family and student communication with staff while addressing the needs of staff, we developed Google numbers and related guidelines for staff -- texting, calls, transferred to emails for tracking, turning on/off forwarding features to control work hours.

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.]

Our Assistant Principal for Special Services is responsible for Special Education, 504 plans and overseeing homeless youth services and is also our Foster Liaison. We are contracting with a 3rd party vendor to bring on additional special education professionals to support students with IEPs – expanding an additional 40 hours a week in supplemental resource teacher hours to allow for small group or 1-to-1 supports. We will be continuing our Special Day Program with a 12: 1 ratio and dedicated teacher. We have one RSP teacher assigned to each grade level to work with General Education teachers and come into Zoom classes for pull-out or push-in support via breakout rooms.

We have also contracted hours for support of students who are struggling with the online instructional format, enabling us to provide more one-on-one or paired support. This could be push-in while a student is participating in class activity or pull-out in breakout room, depending on the needs of the student. Students in danger of learning loss will be prioritized for these and other supports.

Our English Learners receive Integrated and Designated ELD. All of our teachers have EL authorization. Our Designated ELD is overseen by credentialed teachers with English Learner authorization. Parent input and partnership is solicited through quarterly meetings of our English Learner Advisory Committee.

Our Assistant Principal is responsible for monitoring the academic and emotional success of Foster or Homeless youth. Any student who needs additional support is referred to the Principal for academic support, the Assistant Principal for Campus Climate for social/emotional support- usually including consultation with our Social Work interns.

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

Description	Total Funds	Contributing
50 new Chromebooks- CARES New hotspots - LLM 25 ELMO cameras - CARES 26 cordless microphones - CARES Earphones and microphones for every student - LLM Wide-angle lens cameras with tripods	\$315,128	N
English Learner Supports	\$50,890	Y
English Learner Online Tutoring	\$50,400	N
English Learner Parent Engagement	\$2,903	Y
Added online history book-Savvas Learning	\$25,000	N
Google Suite for Education, Securely --student screen monitoring software, Zoom account upgrades,	\$7,099	N
65% Additional F/T paraprofessionals to allow for supervision with social distancing	Represented in In-Person Learning	N
Teacher professional development	\$25,750	Y
Teacher stipends for additional support for high needs students	\$251,669	Y
Additional RSP Teacher to support small group instruction	\$100,000	N
Assistant Principal to support low-income students and students most at risk for dropping out	\$113,400	Y
Assistant Principal to support students with IEPs and 504s	\$113,400	N

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.]

We will begin the year with a formative assessment of ELA and MATH skills using the iReady diagnostic programs. ELD skills will be assessed with IRONBOX Power Over Words assessments. These benchmarks will be completed during the first two weeks of school and

the resulting data will be used to design additional academic support as necessary. After the initial pre-assessment, we will conduct quarterly evaluation for additional support – reviewing indicators such as chronic absences, assignment completion, and progress on online learning platforms. Results will be utilized to inform and adjust our tiered supports for all students (described below).

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.]

We used a tiered system of increasingly intensive supports assigned based on the criteria listed above to address and prevent learning loss.

- Tier 1: breakout small group instruction for academic support on targeted skills within school day
- Tier 2: additional tutoring support outside of classes 8-9 or 3-8 or Sat 9-12 if not making sufficient progress
- Tier 3: Social worker/counselor supports
- Tier 4: in-person prioritized supports and possible assessments for SPED/504 programs

When permitted by CDPH, JJMS will have a small cohort of students that are provided with the opportunity to have on campus adult supervision five days per week. We also plan to provide periodic in person Special Education and 504 instructional activities when the CDPH allows.

In addition to the tiered intervention system of supports, we have ASES tutoring available to all students 3-8pm. We also have a system for making calls to parents when students fail to turn in assignments or attend classes, in which we strongly recommend participation in tutoring. The first response is to have the assigned paraprofessional contact the parent and work to create a plan for improvement. The second response is to have the credentialed teacher schedule a parent meeting. The third level of response is to have an Administrator organize a MSST intervention meeting with all stakeholders.

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.]

We will measure the effectiveness of our supports to address learning loss by the following criteria:

- Progress on In-house assessments - iReady diagnostics, IABs
- High ADA
- Passing grades on academic coursework
- Scores on commercially available software benchmarking programs
- CAASPP scores—as available

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

Description	Total Funds	Contributing
I-Ready student licenses	\$41,200	Y
Extended learning opportunities (breaks, summer)	\$117,415	Y
Extended learning opportunities (afterschool)	\$237,346	N
Extra summer instruction in July 2020	\$38,413	N

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.]

Social and Emotional Learning

Classified staff will provide adult supervision for online “lunch rooms” to promote daily social interaction for students. The Positive Behavior Support Coordinator provides one to one coaching for students who are referred for not meeting behavioral expectations.

Relational Activities

Our Student and Staff Activities Coordinator coordinates initiatives designed to foster social emotional learning and connectedness among students and staff through activities. Examples include trivia contests, games and dance parties. We have a virtual merit store for student recognition for participation and behavior; at no time is academic achievement rewarded with food.

Our Positive Behavior Support Coordinator has also shifted focus in the role to provide social emotional supports for engaging students online. Our Assistant Principal in charge of Campus Culture will also be actively involved in assessing and bolstering student motivation.

Teachers have reported the following plans for Social Emotional Support Activities:

- Weekly friendship building activities between 9am and 3pm.
- Daily opportunities to have discussions with other students in pairs or small groups.
- Quarterly survey prepared by our PPS school counselor to allow students to self report levels of stress or emotional trauma
- Daily virtual lunch rooms to encourage social interaction in a non-academic setting.

Mental Health

Staff members are trained in trauma-informed practices in accordance with our suicide prevention policy. This includes training in flagging behaviors that may indicate a need for mental health support. We have established a referral system for mental health supports. Triggers for referral include failure to attend classes and academic and/or behavioral challenges. Parents can also request referrals. Supports are provided by two bilingual social work interns, and external referrals are made as needed to Tarzana Treatment Center and Bridges—two local non-profits that provide counseling in the community we serve.

Resources to address trauma:

PD provided to staff-All staff are trained annually on suicide prevention and trauma monitoring.

-We have a PPS credentialed school counselor.

-We have Social Work interns that are supervised and coached by University provided mentors.

-We have an MOU with Tarzana Treatment Center and BRIDGES mental health services to provide students with additional counseling and therapy.

-We work with the Child Guidance Center on referrals for urgent or profound needs for mental health services.

Supporting Staff

We incorporate weekly shoutouts of appreciation in our weekly Friday faculty meetings so staff members can recognize and support each other informally. Site leaders hold regular check-ins with staff and address how they are doing and work/life balance. Staff health insurance benefits for full-time staff include mental health services.

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.]

We have a tiered attendance response plan that identifies levels of support for students who are not consistently attending or engaging in classes.

Students who miss 3 consecutive days or 60% minutes of any week will have the following steps taken:

- I. First time--Documented parent contact by email OR text and phone call by a coordinator.
- II. Second time--Parent contact (live) with administrator and letter sent to home address.

III. Third time--Parent meeting with mandatory 2x per week session with Social Work intern. Social work intern does analysis of environmental support for academic work. Students who after MANY attempts to get engagement, need to be on campus every day—when possible.

All communication is available in English or Spanish according to parent preference. While no other language group reaches the 15% threshold for mandatory translation, we do employ professional translators to support communication with parents that have a primary language of Vietnamese.

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.]

During distance learning: We will be providing meal service once a week for enrolled students in the form of grab-and-go meals (breakfast, lunch, and afterschool snack daily) The pick up hours are 7-9am on Wednesday mornings.

During Hybrid instruction: While continuing meal pick up once per week. We will also provide breakfast and lunch on campus and snack if participating in the after-school program.

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

Section	Description	Total Funds	Contributing
Pupil and Family Engagement and Outreach	25% cost of f/t additional paraprofessionals	\$127,226	Y
Mental Health and Social and Emotional Well Being	University Supervisor for supervision of Social Work interns	\$3,090	Y
Mental Health and Social and Emotional Well Being	PPS School Counselor	\$90,846	Y
Mental Health and Social and Emotional Well Being	Campus Life Coordinator - small group instruction and activities for high needs students	\$45,016	Y
Mental Health and Social and Emotional Well Being	Behavioral Support Coordinator and Mentor	\$47,664	Y
Pupil and Family Engagement and Outreach	Additional hours/days for parent conferences	\$45,905	Y

Pupil and Family Engagement and Outreach	Office clerk for attendance support	\$50,210	Y
Pupil and Family Engagement and Outreach	Parent engagement tools for communication and advertising meetings, including phone blasts	\$4,120	Y

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
29.6%	\$998,466.88

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.]

In considering how best to utilize the LCFF Supplemental/Concentration funds, we first considered the needs of our low-income students, English learners, and foster youth first. We added a high quality personalized learning platform to accelerate learning and fill gaps. We planned for additional support for students, targeted p.d. for teachers in best practices for our students, extended learning activities that increase the amount of instruction for students to fill learning gaps. We created specific supports for English Language Development. We also planned for added parent engagement services, including for English learners. We developed extensive SEL and mental health supports, and attendance supports. James Jordan Middle School has a high percentage of unduplicated pupils, with a majority of students socioeconomically disadvantaged and approximately 17% English Learners, and therefore we provide the services school-wide. We have included the following actions in the Learning Continuity and Attendance Plan that are contributing to the increased/improved services requirement:

Distance Learning Program

EL Supports

EL Parent Engagement

Teacher P.D.

Teacher stipends for support of high needs students

Assistant Principal to support low-income students and students most at risk for dropping out

Pupil Learning Loss

I-Ready student licenses

Extended learning opportunities (breaks, summer)

Mental Health and Social and Emotional Well Being

University Supervisor for supervision of Social Work interns

PPS School Counselor

Campus Life Coordinator - small group instruction and activities for high needs students

Behavioral Support Coordinator and Mentor

Mental Health Services

Pupil and Family Engagement and Outreach

25% cost of f/t additional paraprofessionals

Additional hours/days for parent conferences

Office clerk for attendance support

Parent engagement tools for communication and advertising meetings, including phone blasts

Extended learning activities (afterschool, breaks, summer)

English Learner Supports

English Learner Parent Engagement

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

The I-Ready program increases student access to academic content personalized to their skills and with built-in supports. A robust parent engagement program, including communication resources and staffing, increases the connection between parents and the school and enhances the ability of parents to support their children in learning. Attendance tracking provides critical monitoring to support our re-engagement and thereby increase student engagement. The provision of ELD support and parent engagement specific to our English learners adds instructional support and support for parents to increase their ability to support student learning. By providing high-quality professional development tailored to the needs of our students, we increase the quality of instruction they receive. Teacher stipends for support of high needs students increase the amount of time and attention our students receive for their learning. The provision of a school leader devoted to supporting our low-income students and those most at-risk of dropping out increases the progress monitoring, coordination of support, and direct support available to our students. Academic support provided through our breaks and summer program dramatically increases the amount of instructional time that students can receive. Mental health, behavior support and counseling increase support for the whole child and have the potential to remove a barrier to learning for any students in need.

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25% cost of f/t additional paraprofessionals

Additional hours/days for parent conferences

Office clerk for attendance support

Parent engagement tools for communication and advertising meetings, including phone blasts

Extended learning activities (afterschool, breaks, summer)

English Learner Supports

English Learner Parent Engagement