



Learning Continuity and Attendance Plan Template (2020–21)

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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General Information

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

The mission of Johnstonville Elementary School District states "We will achieve academic and social success for all students." Although the school facility was shut down to student in-person attendance on March 18, 2020, the dedication to that mission statement remained as the students and staff shifted to distance learning for the remainder of the school year. We are preparing to offer in-person instruction to begin the school year, but are also developing back-up plans for distance and hybrid models should the need arise to again close down the facility.

Johnstonville Elementary is a TK through 8th grade school. The small school setting helps families feel a strong connection with the school at large. In partnership with our parents and our community members, we are ensuring that all of our students are competent in the basic skill areas and that all of our students are demonstrating continuous achievement toward educational excellence. This was never more evident than during the facility closure for the COVID-19 pandemic as almost overnight the switch was made from students being at school and in-class with their teachers to students being at home with their parents/guardians with classwork being provided via paper packets and online. The partnership between the students, educators, and families has put to the test during the Covid-19 pandemic. Shifting responsibilities and activities having put additional strain on student and families as they transitioned into home-based distance learning during the spring of 2020 and potentially sometime during this school year.

A tradition at the school is to begin each morning with the students and staff gathering for a morning ceremony. During the ceremony we recite the Pledge of Allegiance, our Johnstonville Pride Pledge, and discuss daily announcements. We plan to continue this tradition, despite

physical distancing, as it keeps us connected as a community. Our entire social system evolves around our Johnstonville Pride Pledge. First and foremost, we are here to learn and help others.

Our staff have become highly trained in content areas, cooperative learning, and distance learning. Flexibility is important in the time of COVID-19. We take pride in our ways of talking and performing here at Johnstonville. The district is geographically the smallest school district within Lassen County and has one elementary school serving transitional kindergarten through eighth grade students. We also house a Lassen County Office of Education program and we accept all students regardless of their needs or behaviors. Approximately forty-five percent of our students come into the school from neighboring districts. At Johnstonville, we are a family of teachers and learners with a student body of 189 students and nine full time educators. We serve the following student populations: ninety (90) socioeconomically disadvantaged students, thirteen (13) special education students, two (2) foster youth, zero (0) homeless students, and three (3) English learners. We have a part-time assistant to support our English learners as well as a full-time teacher to support our special education students. Additionally, Johnstonville Elementary has made it a priority to provide students access to a school/behavioral counselor.

Stakeholder Engagement

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

Johnstonville Elementary School District conducted seven surveys since the closure of our school to students due to Covid-19 in March 2020. These various surveys went out to school stakeholders, including classified staff, parents/families, and certificated staff. These surveys were conducted in an attempt to engage all. Certificated and classified staff surveys had an average response rate of 85%. The Parent/families response rate averaged 62%.

The primary focus of the surveys was to obtain feedback regarding the reopening of our school. The Learning Continuity and Attendance Plan was also presented at the School Site Council meetings (scheduled for early September). School Site Council meetings were held in-person with a virtual option provided. Social distancing and mask protocols were in place for the in-person meetings and virtual participants could access the meeting on their cell phone or other device.

Multiple opportunities were provided to the community, families, and staff to provide feedback for our reopening plan. A draft version of the reopening plan was provided to staff leaders mid-July and placed on our school website for stakeholder review, prior to the August school board meeting. We used the following to communicate with our families and students: conversations, surveys, Class Dojo, the school's website, Instagram, Facebook, email, and the Johnstonville Elementary School District Board of Trustee meetings. Messages through ClassDojo and our surveys were translatable into a multitude of languages for those families where english was not their primary language. Social distancing and mask requirements were implemented for those parents, community members, and staff members that wanted to meet face-to-face to provide feedback on the plan at the Johnstonville Elementary School District board meeting.

Information on how to attend the Johnstonville Elementary School District board meetings was provided in advance of every meeting on the posted agenda at the district office, local convenience store, and on the website. The public and staff were encouraged to attend and provide feedback on the plan. There were multiple opportunities for public comment during the meeting. The Board President introduced the public comments, kept time as outlined on the agenda, and indicated who would be speaking next. Time was allotted for all who desired to participate. Several families and students provided feedback regarding our reopening plan and their desired instructional model upon Johnstonville's reopening.

Stakeholder feedback was analyzed by the staff to identify areas of concerns, areas of strength, and new ideas were taken into consideration when editing the draft plan to its final version.

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

The Johnstonville Elementary School District Board of Trustee's agenda was posted 72 hours in advance of the meeting per Ed Code requirements. Johnstonville School established a dedicated email to provide families and stakeholders an opportunity to email the district/school board any comments regarding any item on the agenda prior to the meeting's start. This email address is printed on the school board agenda and on the school's website. This practice will continue for the 2020-2021 school year.

Stakeholder feedback was read during the appropriate time on the agenda. All stakeholders were provided an opportunity to discuss strengths, needs, barriers, accommodations, and concerns for the plan and the 2020-2021 school year.

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

Parents/Community: The vast majority (84%) of the survey respondents requested that Johnstonville School provide on-campus, in-person instruction 5 days a week with social distancing and hygiene protocols in place. Some families, representing approximately twelve students, indicated a desire for their students to participate in remote learning.

Certificated and Classified Staff: Sick leave, Family Medical Leave, safety protocols, and Covid-19 exposure protocols were several of the major items that continue to be discussed at great length. Some of the other items that were discussed were: the need to provide adequate PPE, provide professional development in identified areas of need, provide technology and technological training, cleaning schedules, additional sanitation stations, touchless thermometers, staggering schedules, the implementation of minimum days when needed, distribution of Chromebooks to students, changing Back to School Night and other parent meeting formats, training parents on how to use technology, and accessing the online adopted curriculum.

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

The vast majority of the parents/families indicated that they wanted school to return as normal as possible. The staff requested more PPE, revised cleaning and sanitation protocols, improved technology, training on virtual platforms, and school wide protocols.

As a result of stakeholder feedback, Johnstonville Elementary School District made several changes to its procedures and facilities. Masks were purchased for every student in the district. Some families indicated that internet access was problematic or non-existent in their homes. As a result, hot spots were purchased and will be distributed to students on an as-needed basis when, and if, Johnstonville Elementary School District goes to a blended or home-based distant learning model. Hand sanitizing stations were installed in each classroom and around high traffic areas on campus. Frequent hand washing was implemented and lessons in hygiene were developed by staff. Grade-level cohorts were established to minimize students mingling across grade levels. These cohorts have staggered recess and lunch times to minimize the possibility of germs being spread. Egress and ingress areas were established for different grade level groups. Staggered drop-off and pick-up times were also established by staff to minimize the comingling of students in different cohorts. Finally, plexiglas barriers were installed in several classrooms that had the largest student enrollment. Since the room space is fixed, the barriers are an attempt to further minimize the possibility of spreading germs amongst students and staff.

Unfortunately, the opportunity to have volunteers in the classroom has been eliminated for the 2020-2021 school year. Delivery personnel and campus visitors are required to wear a face covering and exit in a timely manner.

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.]

Johnstonville Elementary School District recognizes that in-person instruction is the most effective method for student learning. As the American Pediatrics Association has stated, it is critical that schools balance the risks of Covid-19 in children, which appear to be minimal, with the harms of school closure which negatively impacts their academic achievement, as well as physical and mental health. It should be recognized that it is not possible to remove all risk of infection and disease now that Covid-19 has become established in many communities. Lassen County is fortunate that this has not occurred here. However, the frequent utilization of the various highways and state roads in the community by individuals from higher risk communities and counties does play a factor in our continued vigilance to prevent the ongoing establishment of Covid-19 in our area. Johnstonville Elementary School District also recognizes the mitigation of risk, while easing restrictions, will be needed for the foreseeable future.

The goal of this plan is to help families regain a sense of normalcy, provide a rigorous standards-based education while minimizing risks, and help students develop academically, socially, and emotionally, as appropriate for their grade level. Teachers will utilize NWEA MAP as a universal screener to assess student academic levels within the first three weeks of school. The data from this assessment tool will help drive the development of interventions in an effort to minimize the learning loss that has affected the majority of Johnstonville's students, especially those students who are considered to be at-risk. Some of these interventions will come in the form of small group explicit instruction, adopted curricular interventions, and the use of digital software to help customize supports. Finally, in the area of mathematics, Johnstonville will utilize the MAP Accelerator program to develop individualized interventions through Khan Academy.

Johnstonville Elementary School District will offer on-campus, in-person school five days a week with all students while utilizing a variety of recommended practices that will help minimize the risk of spreading Covid-19. Each classroom exceeds this year's minimum instructional minutes as outlined by state law. As in previous years, our instructional program starts at 8:25am every day and ends at 1:30pm on minimum days and 2:40 pm on regular school days. As in previous years, within each school day, each teacher has a minimum of thirty minutes to be utilized for interventions and academic supports for those students who have experienced learning loss or are struggling academically.

Health and Hygiene Protocols

One of the most effective methods to prevent the transmission of Covid-19 has been through the establishment of thorough health and hygiene protocols.

Johnstonville School staff members will immediately begin teaching and reinforcing:

- Washing hands frequently with soap and water for at least twenty seconds each time
- Covering coughs by coughing into arms—not hands
- Wearing a face covering while on campus for all 3rd-8th grade students and all adults. Exceptions may apply. Transitional Kindergarten through 2nd grade are strongly encouraged to wear a face covering while on campus.
- Staying home when sick
- Avoiding touching one's face with unwashed hands
- Discouraging handshakes and touching of each other
- Limiting the number of visitors and volunteers on campus

Johnstonville School has installed hand sanitation stations inside each classroom and provided additional sanitizer stations in high-frequency areas throughout campus. These stations are in addition to the liquid soap and sinks in each classroom.

The Lassen County Department of Public Health has determined the local epidemiology data does not indicate a concern for increased transmission and, as such, is not requiring school staff to be tested at this time. However, Johnstonville School staff are encouraged to participate in regular Covid-19 testing. The school recognizes that testing does establish a level of safety to our students, parents, and each other.

Facility Cleaning and Sanitation

Johnstonville School maintenance and custodial staff have worked diligently over the summer to prepare the campus for the return of our students. In addition, they have participated in training regarding the specific cleaning and sanitation supplies and techniques used to neutralize the Covid-19 virus.

Johnstonville School has established a separate room that will be utilized in the event that a student displays Covid-19-like symptoms while waiting for parental/guardian pickup. This room has been designed to maintain extended physical distancing

In summary, Johnsonville has:

- Established and prepared an alternative room for students who have Covid-19 symptoms
- Converted classroom tables to desks to facilitate physical distancing
- Installed additional soap and hand sanitizer dispensers throughout the school
- Installed clear barriers for the front office, alternative room, and kitchen
- Established a disinfecting procedure outlining disinfecting to be completed daily on high volume touch points throughout the campus. These include, but are not limited to:
 - Door handles
 - Light switches
 - Sink handles
 - Bathroom surfaces
 - Tables/Student Desks/Chairs
- Established a cleaning and disinfecting schedule in order to avoid both under- and over-use of cleaning products.
- Ensured safe and correct application of disinfectant while keeping products away from students.
- Ensured proper ventilation during cleaning and disinfecting.
- Introduced fresh outdoor air as much as possible, for example, by opening windows where practicable.
- Installed HEPA/MERV13 hospital grade air filters to ensure optimal air quality.
- Temporarily suspended the use of drinking fountains and instead encouraged the use of reusable water bottles. Students are encouraged to bring their own reusable water bottles.

Face Coverings

The wearing of a face covering is now mandated by the state of California at Johnstonville School. All staff, third through eighth grade students, and visitors will be required to wear a face covering at all times while on campus. Transitional Kindergarten through second grade students are strongly encouraged, but not required, to utilize a face covering.

There are a few exceptions to this mandate: 1) if it is inappropriate for the developmental level of the individual and noted in their IEP, 2) during physical education and outdoor physical activities, and 3) a documented medical exemption. If a student wants a medical exemption to the wearing of a face covering, the parent must bring a signed medical doctor's note to that effect and participate in a 504 meeting to establish the on-campus face covering exemption.

Students and staff may bring their own face coverings from home or a face mask will be provided for them. Face coverings include an assortment of items, including: masks, face shields, and gaiters. The face covering must cover both the mouth and nose simultaneously and must be school appropriate.

Staff are understanding of students' needs, and at the staff's discretion, may provide students intermittent outdoor face covering breaks throughout the day. Face coverings are not required during outdoor activities while social distancing.

According to the California Department of Public Health, in order to comply with this guidance, schools must exclude students from campus if they are not exempt from wearing a face covering under California Department of Public Health Guidelines and refuse to wear one. Johnstonville School will offer distance learning for students who are excluded from campus.

Wellness Check

Students and staff will have a wellness check upon entry.

- Students:
- A visual wellness check for COVID-19 symptoms will be conducted.
- Any student who displays Covid-19 symptoms will be relocated to an alternative room and have their temperature checked via a touchless thermometer after a brief rest period.
- Students who demonstrate Covid-19 symptoms, or develop Covid-19 symptoms during the day, will be sent to an alternative room until they can be picked up by their parent/guardian.
- We appreciate a quick response to pick up the student; most employers will accommodate a request for this purpose.
- Staff:
- A Visual wellness checks of all students and temperature checks may be done on a random basis.
- Any staff member who displays Covid-19 symptoms will be relocated to an alternative room and have their temperature rechecked via a touchless thermometer after a brief rest period.
- Staff members who demonstrate Covid-19 symptoms, or develop Covid-19 symptoms during the day, will be sent home.

Each student and staff member will be required to wash their hands for at least 20 second or use hand sanitizer upon their entry into any school buildings.

Currently identified COVID-19 symptoms include:

- Fever (100.4 degrees Fahrenheit or higher)
- Cough-Shortness of breath or difficulty breathing
- Chills-Repeated shaking with chills
- Fatigue
- Muscle pain-Headache
- Sore throat, congestion or runny nose
- Nausea or vomiting
- Diarrhea

- New loss of taste or smell

Johnstonville School advises sick staff members and students not to return until they have met CDC criteria to discontinue home isolation, including at least 3 days with no fever, symptoms have improved and additionally, have had at least 10 days pass since symptoms first appeared.

During the school day, staff will report students displaying Covid-19 symptoms to the front office. Students will report to the alternative room if showing signs of illness and be sent home.

In compliance with the California Department of Public Health regulations, Johnstonville School will document/track incidents of possible exposure and notify local health officials, staff and families immediately of any exposure to a positive case of COVID-19 at school while maintaining confidentiality, as required under FERPA and state law related to privacy of educational records.

Parents/Guardians are asked to conduct a wellness check before leaving for school and look for any of the Covid-19 symptoms listed above. Please keep your student home if they have a temperature of 100.4 degrees or higher, or any of the other listed Covid-19 symptoms. This will help prevent parents/guardians from having to return to school to pick their student up.

Student Cohorts

To reduce possibilities of infection, students must remain in the same space and in cohorts as small and consistent as practicable. Each teacher's class will be a cohort unto themselves.

Johnstonville will:

- Keep the same students and teacher or staff with each group, to the greatest extent practicable.
- Prioritize the use and maximization of outdoor space for activities where practicable.
- Minimize movement of students and teachers or staff as much as practicable.
- Redesign activities for smaller groups and rearrange furniture and play spaces to maintain separation.
- Staff will develop instructions for maximizing spacing and ways to minimize movement in both indoor and outdoor spaces that are easy for students to understand and are developmentally appropriate.
- Implement procedures for turning in assignments to minimize contact.
- Limit nonessential visitors, volunteers, and activities involving other groups.
- Limit communal activities where practicable.
- Keep students together in their cohort groups, utilize staggered eating times, and consider assigned seating while eating in the cafeteria.
- Hold recess activities in separated areas and, at staggered times, designated by student cohorts.
- Larger classes (above 25) where social distancing is minimized will have Plexiglas barriers installed between desks to help minimize the possibility of infection.
- Establish more ways to enter and exit a campus

- Transitional Kindergarten and Kindergarten students will be dropped off/picked up by their classroom
- 1st-5th grade students will be dropped off/picked up by the main school building (100 Building)
- 6th-8th grade students will be dropped off/picked up by the gymnasium
- All students will enter and exit through their exterior doors

Social-emotional Well-being

In addition to the acquisition of academic understanding and skills, schools play a critical role in childhood socioemotional development. In an effort to help build strong connections to the school and with peers, Johnstonville will:

- Rearrange the school counselor's schedule to provide services two days a week, instead of the precious year's once a week
- Work with teachers to assist in developing a methods that explicitly teach social and emotional skills
- Encourage teachers to establish a trusting and caring teacher–child relationship that is based on respect and caring

There are four different phases of school operation for 2020-2021 that could be applied. The district will begin the 2020-2021 school year in Tier 2.

Tier 3: In-person Operations

No cases in Lassen County

- Regular school day attendance. Every effort will be made to reasonably social distance, as practicable.
- Stagger recesses and lunches to minimize large group gatherings
- Wearing a mask while on campus for all 3rd-8th grade students and all adults. Transitional Kindergarten through 2nd grade are highly encouraged to wear a mask while on campus.
- Encourage the use of hand-washing stations and/or hand sanitizer in both the classroom and in common areas.
- The level of cleaning and disinfecting will be accelerated in common spaces and classrooms.

Tier 2: Modified In-person Operations

Cases confirmed in Lassen County but not at school level.

- Regular school day attendance. Every effort will be made to reasonably social distance, as practicable.
- Stagger recesses and lunches to minimize large group gatherings
- Wearing a mask while on campus for all 3rd-8th grade students and all adults. Transitional Kindergarten through 2nd grade are highly encouraged to wear a mask while on campus.
- Visual wellness checks of students. Student temperature checks may be done on a random or regular basis depending on a number of factors.
- Temperature check for all staff
- Classroom volunteers are no longer allowed on campus
- The level of cleaning and disinfecting will be accelerated in common spaces and classrooms.

Tier 1: Home-based Instruction~ For 14 calendar days

Case confirmed with direct connection to the school—student or staff member has tested positive

- School campus will be closed to students. Staff and students will transition into distance learning instruction
- False positive case may result in a shorter time frame for dismissal
- School dismissal is subject to change based on county and state public health officials recommendations
- All sports and activities are cancelled
- After a positive COVID-19 case in the school, and Tier 1 has been completed, then re-implementation of Tier 2, unless mandated by public health, or other outside agency, to transition into blended instructional model

Student or staff member who tests positive will remain at home until they have met CDC criteria to discontinue home isolation, including at least 3 days with no fever, symptoms have improved, and at least 10 days since symptoms first appeared.

**Tier 2 (R-1): Blended In-person Operations~ Blended instructional model if required by public health or other outside agency

- Blended Learning model is implemented with students divided into “A” and “B” cohorts. The staff and student cohorts will follow the blended learning model as outlined in Johnstonville School’s Continuity of Learning Plan.
- Stagger recesses and lunches to minimize large group gatherings
- Wearing a mask while on campus for all 3rd-8th grade students and all adults. Transitional Kindergarten through 2nd grade are highly encouraged to wear a mask while on campus.
- Visual wellness checks of students. Student temperature checks may be done on a random or regular basis depending on a number of factors.
- Temperature check for all staff
- Classroom volunteers are not allowed on campus
- The level of cleaning and disinfecting will be accelerated in common spaces and classrooms.
- Upon completion of Tier 2 (R-1): Blended In-person Operations, school will return back to Tier 2 or 3 guidance as applicable

Johnstonville School will offer a limited optional distance learning program based on the unique circumstances of each student who would be put at-risk by an in-person instructional model. For example, students with a health condition, students with family members with a health condition, students who cohabitate or regularly interact with high-risk individuals, or are otherwise identified as “at-risk” by the parents or guardians, are students whose circumstances merit offering distances learning. In addition, Johnstonville will be offering a limited distance learning to parents who elect not to participate in on-campus, in-person instruction, whatever their reason. If parents choose to participate in the distance learning exclusively, a learning contract will be available for them to complete and return to the main office.

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

Description	Total Funds	Contributing
The Johnstonville Elementary School District has purchased cleaning and disinfecting products and equipment. The district will continue to resupply as needed. Having access to	\$8,000	No

Description	Total Funds	Contributing
<p>effective cleaning and disinfecting products will help to keep student and staff healthy, allowing them to continue attending school in-person which is the most effective method of student learning. For foster youth, English learners, or low-income students who may not have access to cleaning and disinfecting products at home, school can be a safe place to address needs for masks and cleaning. Funding for this action will come from the CARES Act funding and the district's general fund.</p>		
<p>The Johnstonville Elementary School District will continue to seek out and employ high quality paraprofessionals to support student learning and success. Having paraprofessionals available in the classroom is important to support all students, but especially the foster youth, English learners, and low-income students who may have not had access to the on-line distance learning offerings of the past. Those students may need extra support to be successful in catching up now that learning is being offered in-person. \$14,348 will be paid from the Supplemental Fund, \$12,742 will be paid from Title I, Part A, \$45,211 from Special Education, and \$45,628 from the General Fund.</p>	\$117,929	No Yes
<p>The Johnstonville Elementary School District will provide Social Emotion Learning resources and personnel. Closing school facilities and converting education to distance learning only was a stressful experience for everyone. The challenges of returning to school with PPE and worries about exposure to COVID-19 weighs heavily on all. Having trained personnel and resources to help students effectively manage their feelings about the new changes such as temperature checks, wearing masks, and keeping a distance from friends is important to help students then be able to address academics and learning. Funding for this will come from the Low Performing Student Block Grant.</p>	\$16,000	No
<p>The Johnstonville Elementary School District will provide Professional Development to staff targeting Explicit Direct Instruction, Google Classroom, Istation, and the new 6th-8th grade social studies curriculum. As the school year begins, flexibility is important as in-person instruction can quickly be turned into distance education should the need arise due to COVID-19 infection. Making sure that staff if prepared to implement any type of instruction needed will help all students, even the foster youth, English learners, and low-income students to be confident and successful. Funding for this will come from the Learning Loss Funding.</p>	\$12,483	No

Description	Total Funds	Contributing
The Johnstonville Elementary School District will provide classroom materials to allow students to have their own supplies and classroom cohorts will have their own equipment which will not be shared with others. Keeping students in cohorts will help to keep students and staff healthy, allowing them to continue attending school in-person which is the most effective method of student learning. Funding for this will come from the Supplemental Fund.	\$11,101	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.]

Johnstonville Elementary School District recognizes that no matter how effective blended or home-based distance learning instructional models are, they do not replace in person instruction as the most effective learning method for students. As such, Johnstonville Elementary School District prefers to return to normal operations in the tradition sense, much like the school's operations prior to Covid-19. However, Johnstonville Elementary School District may be required to reduce the number of students on campus or close the school to students and implement a blended or full distance learning program during the school year.

Johnstonville Elementary School District will focus on the follow items as it provides continuity of instruction:

1. Maintaining grade-level content, instructional rigor, and appropriate academic pacing
2. Maintaining access to the curriculum and instruction for all students
3. Utilize the same curriculum as in-person learning to the greatest extent possible
4. Prioritizing rigorous English language arts, English language development, and mathematics content standards and learning
5. Identifying and addressing academic gaps and skill deficiencies through both formative and summative assessments, focused instruction, and prioritizing essential standards for each grade level using adopted curriculum and supplementary materials.

6. Explore methods to help address social-emotional and mental health.

If Johnstonville School is required to reduce the number of students on campus, we will start a blended instructional plan. This plan designates that approximately half of our student population will need to remain home, while the other half will be on campus during the school day. Each family, and their students, will be assigned a group designation. This group designation will determine when the student is to be on campus and when they are to remain home. The students in Group A will physically attend school Tuesday and Wednesday (8:30-1:30). On Monday, Thursday, and Friday, Group A students will receive their education through distance learning. Students in Group B will physically attend school Thursday and Friday (8:30-1:30). On Monday, Tuesday, and Wednesday, Group B students will receive their education through distance learning. Mondays will be utilized to help students who are academically struggling and are in need of small group instruction. These students will be identified and teachers will communicate with the parents regarding their student(s) inclusion in the on-campus Monday interventions. On Tuesday through Friday from 1:40-2:40, teachers will utilize Zoom conferences to communicate with the group of students who are distance learning on that particular day. This will help maintain staff and student relationships, answer any questions students may have, and check in on their well-being.

In addition, there is a possibility that Johnstonville School may be required to implement a home-based learning program, where the school campus is closed to students. If this is necessary, teachers will deliver instruction through both synchronous (live online lessons) and asynchronous learning models (students working at their own pace and schedule). In addition, teachers will maintain office hours to help facilitate the education of their students and help answer any questions they may have.

The following resources will support our blended and home-based learning models to help facilitate staff/student/family collaboration to ensure a quality learning experience when planning and delivering instruction remotely:

- ClassDojo is the most common communication tool used to contact and communicate with families.
- Johnstonville Elementary School District staff emails are also available to help facilitate communication with staff if the family does not have access to a mobile phone.
- Google Classroom is the primary distance learning platform for Johnstonville Elementary School District. Teachers may use other digital tools in lesson implementation with students and families.
- Zoom is a tele-conferencing tool that will allow staff to communicate with other staff and students in a face-to-face format.

Teachers, at each grade level, will identify and focus on the essential standards and keep the focus on grade-level content and rigor, addressing learning gaps and unfinished learning within the context of grade-level work. Work will be differentiated for each student based on the data obtained through various assessments. Teachers and administrators will establish a common protocol for regular and consistent communication to parents. Johnstonville teachers will utilize the same curriculum, to the greatest extent possible. In addition, students use platforms and programs such as: Google Classrooms, Istation, and Map Accelerator both for in-person and distance learning programs. These steps should minimize academic distributions as students move into, and out of, the distance learning models and ensure learning continuity.

Teachers and support staff will continue to take daily attendance and reach out to students who were not in attendance to find out how the school can support their learning. Teacher office hours will be established during the school day to help assist parents and students with the instructional materials. Grading will be the same as on-campus learning.

Teachers will be expected to teach and provide rigorous instructional materials in core academic subjects, with a special emphasis in English language arts, English language development, and mathematics at a minimum of 3-4 hours per day. Daily schedules will be provided to parents and students.

Blended or distance learning students will receive synchronous and/or asynchronous instruction each day as follows:

Transitional Kindergarten and Kindergarten students will receive 180 minutes

1st-3rd grade students will receive 230 minutes

4th -8th grade students will receive 240 minutes

From the beginning of the school year, all teachers will design lessons in Google Classrooms and other digital formats. This will allow teachers to quickly transition to either blended or distance learning models if circumstances change in our community.

In the blended and distance learning models of instruction, students will attend live sessions for community building, intervention, and/or enrichment. These live lessons will allow peer-to-peer interaction and relationship connections with teachers.

Optional Distance Learning Program

Johnstonville Elementary School District will also offer an optional distance learning program for a limited number of families that decide that on-campus learning would not be in their family's best interest while on-campus instruction is occurring. This optional program will be headed by a single teacher who will implement a standards-based instructional program and utilize district resources to develop a rigorous academic program. These resources will work to ensure vertical alignment is maintained for the eventual reintegration of the student back into on-campus learning. Student's understanding of the content will be monitored in accordance with the above outlined distance learning program. In addition, the teacher will reinforce any concepts that are below grade level standards. Feedback to students and parents will follow to allow for parent, student, and teacher to be engaged in the learning process this school year.

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.]

Johnstonville Elementary School District students will be provided materials needed for day-to-day instruction including a Chromebook and hotspots, if necessary. The Chromebooks that will be utilized will be the same ones assigned to them in their classrooms. This should help ease student transition into distance learning since the student will be familiar with the Chromebooks settings. Johnstonville Elementary School District has purchased a limited number of hotspots based on parent and community feedback. These hotspots will be assigned to families on a limited basis. Technical support for distance learning will be provided through either on-sight staff or LCOE staff.

Parents and students will sign a user-agreement at the beginning of the year. Chromebooks (grades TK-8) will be assigned to each student. A check-out process is in place the first week of school in case we are required to transition into a blended or distance learning model. In addition to our hotspots, Johnstonville Elementary School's parking lot/WIFI access points will be open 24/7 for parents and families to be able to access the internet.

Teachers will teach students how to use the various remote learning platforms and distance learning expectations within the first few weeks of school in the event we have to transition to a blended or distance learning model.

During Johnstonville Elementary School's virtual Back to School night, teachers will survey families to determine additional individualized information regarding the deployment of devices and available internet access at home. Teachers will also help parents in understanding Chromebooks, Google Classroom, attendance expectations, learning expectations and tips/tricks for teaching, and monitoring student work at home.

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.]

Feedback will be provided on a daily basis either through Google Classroom, student work and assignment completion, and/or ClassDojo. Progress reports will be provided and shared with the parents/guardians. At the end of every grading period, feedback and grade reports will be provided. In addition, parents will have access to the teacher's online gradebook.

Teachers will utilize a universal screener at the beginning of the school year to determine academic gaps and skill deficiencies. Johnstonville Elementary School District staff will use both formative and summative assessments to measure student progress and to adjust instruction to support student learning. Quick checks will also be used to track progress and content mastery

Students will access assignments, including assessments, projects, and communication through various remote learning platforms and/or by learning packets. Students are expected to complete assignments on a daily basis to receive attendance for the day. Teacher assessments will be delivered online through a variety of modalities including teacher-created questions or performance tasks placed in the Google Classroom.

Active Engagement:

Active engagement means a student is active in their coursework. The student is marked present when any of the following items have been achieved.

- Work on or completion of lessons which may include, but are not limited to: activities, assessments, and/or projects on a daily basis
- Attending synchronous (live session) for tutoring, intervention, enrichment
- Daily contact with the teacher.

A teacher will record the student's attendance, based on the student's engagement. Grades will be based on a student's demonstration of academic proficiency as measured through work submitted.

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.]

In the Spring of 2020, Johnstonville Elementary School District staff participated in synchronous and asynchronous professional learning and collaboration meetings. This year, staff and teachers will engage in ongoing professional learning on an as needed basis in the following areas:

- Google Suite (Forms, Calendar, Docs, Slides, Sheets, Meets, Classroom, etc.)
- Zoom Conference utilization
- MAP Growth
- MAP Accelerator
- Istation
- 6th-8th grade Social Studies

Technological support will also be provided to staff on an as needed basis. Both on campus resources and Lassen County Office of Education resources will also be utilized if necessary.

Collaboration time is conducted every week for staff to connect with their peers and to build staff capacity. Johnstonville Elementary School District teachers work together to teach one another tips and tricks for both in person and distance learning models. Johnstonville Elementary School District will continue to use grade level cluster teams to identify potential professional development opportunities.

Staff Roles and Responsibilities

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

The success of Johnstonville Elementary School District's blended and home-based distance learning programs rely on a partnership with our families in support of the continuity of learning for students. This plan is dependent on careful planning, appropriate student motivation and engagement, and strong parent and guardian support for this alternative mode of instruction. Flexibility will be the key to implementing new practices within our district. While this flexibility will result in many of Johnsonville staff members working within their job description, even that will look different if they are doing their work in a virtual environment. Every position within the school will be affected. Some of these changing responsibilities include:

OFFICE STAFF

- Take incoming staff members' temperature prior to the start of school
- Isolate students or staff with Covid-19 symptoms and have them escorted to the Wellness Room.
- Follow established Covid-19 protocols related to staff or students demonstrating Covid-19 symptoms.

- Protect school facilities by keeping the public from entering campus.
- Become the intermediary between students/families and teachers with regards to the distribution of physical materials.

CUSTODIANS

- Clean and sanitize facilities in-between student and staff use including the cafeteria with multiple lunches, classroom areas, playground, bathrooms, and other high use areas.
- Keep classroom hand sanitizer, soap, and paper towels well stocked.
- Frequently review cleaning and sanitation procedures to ensure they are up-to-date and being followed.

INSTRUCTIONAL AIDES

- Assist in temperature checks
- Help facilitate effective student ingress and egress
- Assist as needed with Covid-19 related items.

TEACHER RESPONSIBILITIES

- Respond to student and family communication
- Plan and deliver instruction using designated platforms and communication tools
- Utilize Google Classroom and other methods to plan and implement instruction/differentiation for students
- Maintain a Student Engagement Log to track student contact
- Contact school administrator with any student concerns

SPECIAL EDUCATION TEACHER RESPONSIBILITIES

- Collaborate with general education teacher to develop appropriate adaptations and modifications to the grade level curriculum and provide learning supports
- Utilize Google Classroom and other methods to plan and implement instruction and differentiation for students
- Collaborate with parents/guardians and related service providers to develop an Individualized Distance Learning Plan for each student
- Communicate regularly with caseload students and parents/guardians to assess progress
- Maintain a Student Engagement Log to track student contact
- Contact school administrator with any student concerns

SCHOOL COUNSELOR RESPONSIBILITIES

- Provide TeleSupport (small group/individual counseling)
- Contact families of students on high-risk caseload
- Contact families or agencies in response to notifications from teachers who express concerns
- Provide resources to families through email/phone calls/website

ADMINISTRATOR RESPONSIBILITIES

- Preparing school campus for social distancing and safety procedures.

- Facilitating staff training on social distancing and safety procedures.
- Monitoring personnel to ensure adherence to social distancing and safety procedures.
- Providing training and support to staff for the virtual learning environment.
- Developing classroom assignment procedures factoring in family preferences and relationships.
- Coordination of remote learning systems.
- Ensuring equitable access to at-home technology.
- Conducting meetings with colleagues, staff, families and community members through video conferencing platforms.

SPECIFIC RESPONSIBILITIES OF JOHNSTONVILLE SCHOOL TEACHERS RELATED TO OFFICE HOURS/ZOOM CONFERENCES

- Teachers/Providers may not conduct a virtual conference session involving only a single student unless:
 - A parent/guardian is in the student's residence and is aware of the virtual conference sessions; or
 - A Johnstonville Elementary School District staff person, in addition to the teacher/provider, listens to and/or views (as applicable) the virtual conference session
- Teachers must not record, duplicate, or share/post any portion of the virtual conference session
- Teachers shall make available to the Superintendent/Principal, Parents/Guardians, and Students the schedule and purpose of virtual conference session.
- Teachers dress/apparel for virtual conference sessions shall be consistent with that which they would wear if in the physical classroom.
- Teachers, when delivering virtual conference sessions, shall utilize a background that is conducive to learning.
- Teachers will allow for some time during the office hours/zoom conferences for student peer interactions to take place. This occurred in the during Johnstonville's spring distance learning program and students stated they enjoyed this feature and desired for it to continue in the future.
- Teachers will continue to monitor student social-emotional health. If issues arise that cause teachers to be concerned for a student's social-emotional health, the teacher has the option of referring the student to the school counselor or county agencies for student support and/or counseling.

Teachers are reminded that mandatory reporting of child abuse or neglect applies to virtual conference sessions. Other concerns that teachers/providers may have regarding virtual conference sessions should be directed to the Superintendent/Principal as soon as possible.

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.]

Johnstonville Elementary School District will work with families and Lassen County Office of Education personnel to identify a distance learning delivery approach that accommodates, as much as practicable, the unique situations of each child. Johnstonville Elementary School District recognizes that our most vulnerable students may face multiple challenges. During this time, staff will seek meaningful relationships

and connections through personal contact through on-campus meetings, one-on-one virtual meetings or phone calls to monitor student success.

Technology devices will be provided to all students, based on needs, so they can participate equitably in remote learning while at home. Instructional materials and curricular resources will be available in a variety of ways including digitally and/or physically via learning packets. Assignments will be differentiated and adaptations will be provided, as needed, for individual students with disabilities, Foster Youth, Homeless Youth and English Learners.

Johnstonville Elementary School District, in collaboration with Lassen County Foster Youth Services, will work with each of our foster youth to provide needed supports for student success both inside and outside of school. Home visits may be utilized by a Lassen County Foster Youth Services liaison and/or counselor/administrator when students are not engaging with school.

English learner students will continue to receive integrated and designated English language development embedded within their English Language Arts curriculum. In addition, supports will be utilized to help strengthen student learning. The English Learner instructional aide is available to assist families with translation and other supports needed for their child to be successful in school.

Special education services will be provided in accordance with each student’s IEP. RSP services will support students' progress in their general education class. Other service providers may deliver services in-person or virtually, depending on whether the school is participating in a blended or a home-based distance learning model. For students with disabilities, special education teachers will work with general education teachers, students, and families to minimize barriers the student may experience in a remote setting. One of Johnstonville Elementary School District’s goals is to create multiple means of engagement through IEPs and 504 plans. This includes methods to generate student interest and motivation for learning, represent the information and content differently by providing appropriately leveled and personalized learning, and provide timely corrective feedback.

Johnstonville Elementary School District, in collaboration with Lassen County Office of Education, will work with the families of our students who are experiencing homelessness in an effort to reduce the number of barriers affecting the students’ academic success. Visits may be conducted by the school counselor, teacher, and/or administrator when students are not engaging with school.

Our most at-risk students will be assigned a staff member that will provide regular weekly check-ins to ensure students are receiving the necessary support to be successful. Teachers, administrators, special education teachers, counselor, and support staff will work collaboratively to ensure all students have contact with the school. Support staff will also be assigned to students who need additional support.

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

Description	Total Funds	Contributing
The Johnstonville Elementary School District will provide Social Emotion Learning resources and personnel. Closing school facilities and converting education to distance learning only was a stressful experience for everyone. The challenges of returning to school with PPE and	Previously Listed	

Description	Total Funds	Contributing
<p>worries about exposure to COVID-19 weighs heavily on all. Having trained personnel and resources to help students effectively manage their feelings about the new changes such as temperature checks, wearing masks, and keeping a distance from friends is important to help students then be able to address academics and learning. Funding for this will come from the Low Performing Student Block Grant.</p>		
<p>The Johnstonville Elementary School District will continue to seek out and employ high quality paraprofessionals to support student learning and success. Having paraprofessionals available in the classroom is important to support all students, but especially the foster youth, English learners, and low-income students who may have not had access to the on-line distance learning offerings of the past. Those students may need extra support to be successful in catching up now that learning is being offered in-person. \$14,348 will be paid from the Supplemental Fund, \$12,742 will be paid from Title I, Part A, \$45,211 from Special Education, and \$45,628 from the General Fund.</p>	Previously Listed	
<p>The Johnstonville Elementary School District will provide Professional Development to staff targeting Explicit Direct Instruction, Google Classroom, Istation, and the new 6th-8th grade social studies curriculum. As the school year begins, flexibility is important as in-person instruction can quickly be turned into distance education should the need arise due to COVID-19 infection. Making sure that staff if prepared to implement any type of instruction needed will help all students, even the foster youth, English learners, and low-income students to be confident and successful. Funding for this will come from the Learning Loss Funding.</p>	Previously Listed	
<p>The Johnstonville Elementary School District will provide access to on-line learning resources to help all students succeed. Those resources include the on-line components of the adopted curriculum, Istation, NoRedInk, Google Classroom, and Class Dojo. Funding for this will come from the General Fund and the Learn Loss Funding.</p>	\$15,000	No
<p>For students who's home situation does not easily allow them access to the internet, the Johnstonville Elementary School District will offer a limited number of free WiFi Hotspots through T-Mobile. For the foster youth, English learners, and low-income students who are most likely to experience a limited access to internet access, it is hoped these Hotspots will help. Funding for this will come from the General Fund and the Learn Loss Funding.</p>	\$4,000	No

Description	Total Funds	Contributing

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.]

Johnstonville Elementary School District recognizes the schools closure from March to June will result in academic gaps and skill deficiencies. Although teachers and parents/guardians in the home taught the lessons, the depth of the concepts and expectations within the units may not have been met by all students. As a result, students will be assessed with a universal screener (NWEA MAP Growth) in the areas of English language arts and Mathematics within the first 30 days to identify academic gaps and areas of need. In addition, Johnstonville Elementary School District will continue to measure academic skill and learning acquisition through a variety of methods throughout the year. Some of these measurements will be taken through: follow up NWEA MAP Growth assessments in winter and spring, utilization of Istation (TK-5th grades), and the regular administration of benchmark assessments as outlined in the adopted curriculum. These evaluative tools will be used as a key means of assessing learning loss, along with the daily formative assessment conducted by teachers during live instruction and asynchronous activities. Over the course of the year, regular benchmark assessments in both ELA and Math will allow teachers and schools to continue monitoring student learning status, including the rate at which students are making up for any learning loss.

All teachers are expected to access the state standard documents and curricular guides in each subject by grade level. Other resources include: curricular pacing guides, the ELD curriculum with the adopted curriculum, and teaching strategies to identify academic gaps and skill deficiencies.

Johnstonville Elementary School District’s utilizes grade level cluster professional learning communities (PLC) to discuss a variety of topics including, methodologies, intervention techniques, and academic and behavioral support development. At least month, the PLCs conduct data meetings to examine students’ academic success and assessment results to determine if any students need for additional support. Once a student has been identified as needing intervention or support, the teacher develops and implements the appropriate help in a timely manner.

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.]

Johnstonville Elementary School District recognizes that the school closure and the unanticipated transition to distance learning has impacted all students and families involved. These impacts may have disproportionately affected our English Learners, students with exceptional needs, socio-economically disadvantaged students, foster children, and youth experiencing homelessness. It is critical that Johnstonville Elementary School District works hard to ensure that each and every student has equitable access to engaging grade-level content and instructional rigor.

Johnstonville Elementary School District will work with families to help reduce barriers to student acquisition of academic skills. A special emphasis will be placed on those students who are identified as being at-risk, including students who are experiencing homelessness, are socio-economically disadvantaged, have exceptional needs, English learners, and foster youth. The school will focus on the most essential standard and develop interventions and supports to help students find academic success. Staff will adjust curricula and instructional practices accordingly with the understanding that not all academic gaps will be caught up. Johnstonville Elementary School District will also provide students with a variety of instructional methodologies in an effort to help students engage in their own learning. Teachers will use these classroom practices to help increase active student engagement, which is key to improving the rate of growth for all learners.

Support staff will work with students who struggle academically in small groups and one-on-one to provide additional support due to learning loss and/or skill deficiency. Interventions will take place within the classroom throughout the school week. Using formative assessments, and the school's universal screener, teachers will identify the area(s) of academic need for each student. In addition, teachers will identify essential state standards for the current and prior school year utilizing diagnostic testing in order to address any learning loss. Teachers will prioritize the concepts and skills that are of immediate importance in helping students access grade-level work. Support staff, in collaboration with classroom teachers, will help provide these academic interventions and supports.

Teachers will ensure that all students have the opportunity to engage with Tier 1 instruction, allowing sufficient time to make sense of a task or problem before utilizing additional interventions and supports. Johnstonville Elementary School District recognizes that some students will need more time and engagement strategies through additional opportunities to practice, review, preview, and develop vocabulary to show growth. These Tier 2 interventions and supports will be developed and implemented in a small group or one-on-one setting with the teacher or support staff. Finally, Johnstonville Elementary School District acknowledges there will be students who may need even more intensified instruction to address academic gaps and skills deficits. These supports will not come at the expense of core instruction. Instead, the scaffolds that teachers and support staff employ to meet specialized student needs will be specifically targeted to individual student academic difficulties or language development needs and will serve to expand, not limit, their access to rigorous content and their development of higher order thinking skills that can convey their understanding of the academic materials and standards.

Research has indicated that for students with disabilities, the level of inclusion within the regular grade level class can have a strong predictor of academic growth. This research indicates that the greater the level of inclusion the greater the rate of academic growth. Johnstonville Elementary School District recognizes that removing students from core instruction in an attempt to remediate or catch them up can

contribute to the widening of the academic gap between students with disabilities and those without. As a result, students with disabilities will participate in core instruction as frequently as possible and as outlined in their IEP.

Johnstonville Elementary School District staff will make extra efforts to ensure students experiencing homelessness will have equal access to instructional curriculum, support, and school meals. Technological barriers will be eliminated through the district making available Chromebooks for check out and, if needed, internet accessibility through district owned hot spots. In addition, staff will coordinate and collaborate with Lassen County Office of Education and local community and county agencies to further eliminate any barriers to an academically rigorous program.

Johnstonville Elementary School District will provide English learners with deliberate and sound pedagogical approaches for developing their academic language to enable them to engage with grade-level content. One of Johnstonville Elementary School District's main goals with English learners is the acquisition of fluent English proficiency as rapidly and effectively as possible. The goal remains for Johnstonville Elementary School District English learners to receive the same challenging work and cognitive demands as their peers in order to develop academic skills necessary for educational success. To accomplish these goals, all English learners will receive a comprehensive program of designated and integrated English language development instruction targeted to their proficiency level, and appropriate academic instruction and supports within their classes.

Johnstonville Elementary School District staff will work closely with Lassen County Foster Youth Services to ensure students in foster care will have equal access to a rigorous academic program. If necessary, technological barriers will be eliminated through the district making available Chromebooks for check out and internet accessibility through district owned hot spots. Finally, additional tutoring and counseling services are available through the coordination between Lassen Foster Youth Services and Johnstonville Elementary School District on an as needed basis.

Johnstonville Elementary School District will work closely with low-income families to minimize learning loss and close academic gaps. As with other identified at-risk groups, Johnstonville Elementary School District will work hard to ensure equal access to an academically rigorous instructional curriculum. In addition, additional efforts will be made to ensure students have access to both breakfast and lunch on an as needed basis. Technological barriers will be eliminated through the district making available Chromebooks for check out and, if needed, internet accessibility through district owned hot spots.

Johnstonville Elementary School District believes engaging all families with at-risk youths, including English learners, foster youth, homeless youth, low income students, and individuals with exceptional needs is critically important during both distance and in-person learning. Communications will be made, regardless of the instructional model being utilized, so as to notify parents of these at-risk populations of the same information about any program, service, or activity that is shared with other parents in our district.

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.]

Johnstonville Elementary School District will be utilizing NWEA’s MAP Growth as a universal screener to identify specific areas where instruction or intervention is needed to improve student learning and address learning loss. In addition, the use of this universal screener within the first three weeks of school will allow for an individualized establishment of a baseline for academic understanding. Finally, MAP Growth will be utilized two additional times, once in the winter and again in the spring. This will allow Johnstonville Elementary School District staff to measure student academic growth.

Johnstonville Elementary School District’s kindergarten through fifth grade will also utilize Istation as a universal screener. This tool will be used more frequently than MAP Growth for these grade levels. This will allow teachers to address critical areas of learning loss before the academic gaps and skill deficiencies become embedded in the student's educational experience.

In addition to our universal screenings, formative assessments and progress monitoring will take place during the teachers’ lessons and provide critical data regarding student learning. These formative assessments may include collecting exit tickets (physical and/or digital) at the end of each class session, using an opener to reinforce skills and check for understanding on concepts recently taught; giving students opportunities to share what is working and what is not working; and the continued use of higher order thinking questions. Teachers will use data from formative assessments to adjust their instruction to help students continue on their path toward mastering the learning objectives.

Grade level PLCs meet three times a month to review student assessment data, collaborate regarding appropriate pedagogy and methodological practices, and participate in professional development. The core of many of the collaborative meetings is the analysis of student data and the effectiveness of the services and supports needed to help students be academically successful.

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

Description	Total Funds	Contributing
<p>The Johnstonville Elementary School District will continue to seek out and employ high quality teaching staff to support student learning and success. Having high quality teachers in the classroom is important to support all students, but especially the foster youth, English learners, and low-income students who may have not had access to the on-line distance learning offerings of the past. Those students may need extra support and expertise to be successful in catching up now that learning is being offered in-person. \$121,616 will be paid from the Supplemental Fund, \$212,656 will be paid from the Education Protection Act (EPA) Funding, \$84,727 will be paid from Special Education, and the remaining \$412,442 will be paid from the district's General Fund.</p>	<p>\$831,441</p>	<p>No Yes</p>
<p>The Johnstonville Elementary School District will continue to seek out and employ high quality paraprofessionals to support student learning and success. Having paraprofessionals</p>	<p>Previously Listed</p>	

Description	Total Funds	Contributing
<p>available in the classroom is important to support all students, but especially the foster youth, English learners, and low-income students who may have not had access to the on-line distance learning offerings of the past. Those students may need extra support to be successful in catching up now that learning is being offered in-person. \$14,348 will be paid from the Supplemental Fund, \$12,742 will be paid from Title I, Part A, \$45,211 from Special Education, and \$45,628 from the General Fund.</p>		
<p>The Johnstonville Elementary School District will provide classroom materials to allow students to have their own supplies and classroom cohorts will have their own equipment which will not be shared with others. Keeping students in cohorts will help to keep students and staff healthy, allowing them to continue attending school in-person which is the most effective method of student learning. Funding for this will come from the Low Performing Student Block Grant and the General Fund.</p>	Previously Listed	
<p>The Johnstonville Elementary School District will provide access to on-line learning resources to help all students succeed. Those resources include the on-line components of the adopted curriculum, Istation, NoRedInk, Google Classroom, MAPS, and Class Dojo. Funding for this will come from the General Fund and the Learn Loss Funding.</p>	Previously Listed	
<p>The Johnstonville Elementary School District has purchased Personal Protective Equipment and Signage to allow students and staff to safely access the school facility. For foster youth, English learners, or low-income students who may not have access to cleaning and disinfecting products at home, school can be a safe place to address needs for masks and cleaning. Funding for this will come from the CARES Act Funding.</p>	\$7,206	No
<p>The Johnstonville Elementary School District has purchased extra supplies to allow meal service to continue to all students who need it, including the foster youth, English learners, and low-income students. While meals are available during in-person instruction in the cafeteria which is set up for physical distancing and on-going cleaning, meals can also be offered for pick-up by families doing distance learning. The district has purchased containers and bags to allow for easier pick-up. Funding for this will come from the Cafeteria Fund and the CARES Act Funding.</p>	\$500	No

Description	Total Funds	Contributing

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.]

Research has repeatedly shown that student connectivity to their school and peers is critical to the development of positive social emotional health, a reduction of negative behaviors and absenteeism, and increased academic performance. Johnstonville Elementary School District believes that this connectedness is an important component of education and is critical to our school community. Student, family, and staff relationships are the foundation of students' connectedness to the school community and learning. In addition, student to student relationships allow peers to connect to each other and begin to understand diverse perspectives and develop the capacity for greater empathy.

Johnstonville Elementary School District recognizes that the past six months have been difficult. Covid-19 abruptly disrupted many aspects of our lives, leaving many of our students, families, and staff members feeling isolated, lonely, and frustrated. These factors, combined with the recent Sheep Fire, and resulting evacuations, have left many of our families reeling.

Johnstonville Elementary School District will continue to monitor the emotional well-being of students. The school counselor has been expanded to two days a week. While the counselor's hours have remained the same as the previous school year, the additional day will allow for an increased frequency of check-ins throughout the week and availability if an individual is having a mental health crisis. In addition, students who receive mental health services/counseling designated in their IEP will continue to receive these services either in-person or virtually as outlined in their IEP. The school counselor will monitor student well-being and will take appropriate measures to support students when it has been determined that an individual is struggling or in crisis. In addition, staff is skilled in establishing routines that contribute to safe and supportive learning environments. Staff explicitly teach and model expectations with their words and actions. These routines and procedures are continually reinforced throughout the school day and year to establish a sense of continuity and predictability.

A benefit to Johnstonville School's small school atmosphere and classroom sizes allows for our staff to know our students and our families well. This allows staff members to be aware of our students' well-being and needs. This, in turn, can lead to various measures of support including reaching out to families quickly and offering guidance and practices that help students learn how to manage and regulate their emotions. In addition, our staff is also here to provide social emotional support to our students in the event we have to return to remote learning. Resources and tips/tricks will be shared with the parents to support their students while learning from home. We will also incorporate academic and behavioral accommodations for all students who may still be having difficulty concentrating or learning new

information because of stress associated with the pandemic. Finally, the school counselor is available twice a week for students that are referred by staff members for additional support.

Professional development and resources will be identified as additional needs become evident. Lassen County Office of Education continues to offer various professional development to staff countywide and at Johnstonville Elementary School District. In addition, staff have participated in suicide prevention over the past year. Finally, staff have taken Covid-19 specific professional development as it pertains to awareness, managing stress and anxiety, and preparing households.

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.]

While there have been multiple models of ways schools can reach out and engage families in their student's education, the onset of Covid-19 has required Johnstonville Elementary School District to fundamentally rethink how we approach our families. Traditional methods such as parent teacher meetings, Back-to-School Nights, and sporting events are now virtual or non-existent. In addition, those families that either choose, or are required to participate in, distance learning are now taking a more active role in their student's education. These changes have necessitated families to transition from being stakeholders to being critical learning partners in the central work of teaching and learning.

Johnstonville Elementary School District will utilize a variety of communication tools to reach out to families, including in languages other than English, when students are struggling academically, not meeting attendance requirements, not engaging in instruction, and/or are at-risk of learning loss. Certificated staff will utilize a universal screener to help identify areas of learning loss and academic gaps. Students will then be given interventions and supports to help ensure students are receiving a quality education and are academically successful.

Johnstonville Elementary School District will re-examine components of previous parent engagement efforts and examine ways to provide parents with information regarding various instructional methodologies, learning goals, and technology tips/tricks to help ensure that learning continues if the school's blended or distance learning models are instituted. In addition, Johnstonville Elementary School District will use our social media platforms to help keep our families informed and engaged both academically and socially with Johnstonville Elementary School.

Habitual absenteeism and truancy have been a growing concern at Johnstonville Elementary School District for the past several years. A three-tiered system has been developed to collect engagement data and provide outreach to those families that have been identified as

being our most-vulnerable. Students who are not engaging in school via distance learning platforms or are not picking up meals are contacted to inquire further regarding any connectivity issues and to ensure their well-being.

Covid-19 Tiered Re-engagement Strategies for Blended and Distance Learning Models

Universal Support

- Priorities & practice supporting all families in their blended and distance learning experiences
- Expected Percent of Families Served: All
- Goal: 100% of students utilizing the blended and/or distance learning instructional models will have daily contact with their school

Communication

- Johnstonville Elementary School District will communicate with families to determine their technological and connectivity needs.
- Johnstonville Elementary School District will send out the distance learning plan to parents (using multiple methods) describing what off-campus learning will look like and ways students can engage in their learning.

Tracking Student Engagement

- Teachers take "attendance" on a daily basis to see which students have engaged in either the pick-up of a physical work, completion of work, and/or visually with the student online. This attendance will be shared regularly with Johnstonville Elementary School District's front office and administration.
- School lunch personnel will coordinate and track student pick up of breakfast and/or lunch. This information will be shared regularly with Johnstonville Elementary School District's front office and administration.
- At the end of each week, Johnstonville Elementary School District staff will identify if any student has become disengaged whether through distance learning or meal accountability.

Additional Attempts at Communication

- If no student engagement has been made that week, someone from the school will call (could be the teacher of record, office staff, or administrator) at least twice to clarify ways for families to contact the school so their student can engage, using an emergency contact list if needed.

Referrals will be reviewed by Johnstonville Elementary School District staff and, based on available information, options may include:

- Termination of the student's participation in Johnstonville Elementary School District's distance learning
- Utilization of the School Attendance Review Team (SART) process.
- Referral to the School Accountability Review Board (SARB)
- A request for a Welfare Check completed by Law Enforcement.

- Johnstonville Elementary School District’s engagement and outreach program’s ultimate aim is safe and healthy students who are engaged in distance learning and being academically successful. We will endeavor to achieve this by using support from within Johnstonville Elementary School and community/county agencies.

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.]

Johnstonville Elementary School District will continue to provide nutritional meals (as outlined by the California Department of Education and USDA) for all pupils, including those students who are eligible for free or reduced-price meals, for both in-person and distance learning. Working in collaboration with custodial and kitchen staff, Johnstonville Elementary School District has reviewed the changes in food service operations provided on pages 43–44 in the “School Services” section in the CDE’s Stronger Together: A Guidebook for the Safe Reopening of California’s Public Schools (<https://www.cde.ca.gov/ls/he/hn/documents/strongertogether.pdf>). As a result, several operational changes have occurred in an effort to minimize possible Covid-19 infections.

These operational changes include:

In-person learning:

- 1) Cleaning and sanitization procedures for kitchen/food preparation areas, food serving counter, and student eating areas have been reviewed and updated.
- 2) Plexiglas barriers have been installed to separate the kitchen/food preparation and food serving areas from areas in which students will be eating.
- 3) Lunches are staggered to minimize the number of students in the cafeteria at one time. A maximum of two classes will be in the cafeteria at one time.
- 4) At both breakfast and lunch, students will be spaced as far apart, as practicable while in both the cafeteria line and eating areas.
- 5) If two classes are present in the cafeteria at one time, the classes will leave through two different doorways to minimize cohort mingling.
- 6) Milk will be served by staff to minimize student contact with common items.
- 7) Tables, and high touch areas, will be sanitized between each student group.
- 8) Students will utilize hand sanitizer when entering the cafeteria.
- 9) Food preparation/serving staff and point of service monitors will wear gloves and masks while doing their various duties.

Distance learning:

- 1) All students participating in distance learning will have their meals prepared in the manner described above in the in-person learning section.

- 2) Parents will communicate with Johnstonville School by 9:00 am if they desire to participate in the school's meal program that day.
- 3) The day's lunch and the next day's breakfast will be packaged and available during the school's lunch period between 11:00 am and 1:00 pm.
- 4) Lunches will be packaged upon the arrival of the parent and combined with the previously prepared breakfast package.
- 5) Parents will remain in the office while the meals are processed in the kitchen area.
- 6) The meals will be brought to the office where the parents will then pick the meals up.

Johnstonville Elementary School District's procedural changes and ordering processes will be communicated through social media, the district's website, and the school's first newsletter.

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

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
10.20%	\$147,065

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.]

Equal access to a rigorous academic curriculum in a supportive environment is at the forefront of every decision we have made with the supplemental/concentration funds. Johnstonville Elementary School District believes that we have an unprecedented opportunity to improve how our educational services are provided and implemented in a more student and family-centered designs. Johnstonville Elementary School identified the areas of need for the schools foster youth, English learners, and low-income students and reached out to their families via a variety of modalities, in effort to provide the necessary tools and resources for their students to be successful in school.

All actions and services will be provided on an LEA-wide basis in our small rural school district. The supplemental funds will be principally directed to support the unduplicated pupils and enhance the overall academic program.

With this analysis, Johnstonville Elementary School District has determined that the implementation of the following actions and services are the most effective uses of the supplemental dollars to meet the needs of our identified student group populations of socioeconomically disadvantaged, Foster Youth, and English Language Learning students:

- Use of Explicit Direct Instructional practices
- Early intervention in reading and math
- One-on-one support and small group instruction
- Establishing high expectations for learning
- Assisting parents with tips and tricks for educating their students at home
- Family outreach and individual check-ins with our most vulnerable students
- Utilization of a social emotional counselor to help students struggling with social-emotional health
- Student Study Team, Student Data Systems, Grade Level Cluster Professional Learning Communities
- Regular collaboration meetings to identify students that need targeted support
- Research and development of a cohesive and consistent multi-tiered system of support
- Tiered system of support for distance learning student engagement and attendance
- Professional development in the areas of online and personalized interventions and supports
- Access to personal protective equipment which may not be available at home for some students
- Parent engagement and effective communication
- Use of signage to help all students and parent know the expectations of participating in school during the pandemic
- Working closely with our Foster youth and Homeless youth liaisons.

Johnstonville Elementary School District believes these actions are effective in meeting the academic and social emotional goals for these student groups as they provide the additional resources needed to help students be successful. Using engagement and online/local assessments as a measurement, we will be able to see the progress students made throughout the school year. Johnstonville Elementary

School District will review student and school wide data to help reevaluate the actions and services that support these student groups and adjust accordingly.

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

For the 2019-20 school year, Johnstonville Elementary School District's estimated unduplicated count percentage of students identified as low income, homeless youth, foster youth, and English learner will be approximately 51.37%. Our district will receive approximately \$285,521 in supplemental and concentration funding in fiscal years 2019-20 and 2020-21 to provide improved or increased services for identified students.

Many actions and services throughout this 2020-2021 Learning Continuity and Attendance Plan reflect Johnstonville Elementary School District's efforts to increase and improve services provided for unduplicated students. The district proposes to spend approximately \$ 311,412 on the actions listed above in an effort to increase and improve services for our most at-risk student groups

Unfortunately, cleaning supplies continue to be in short supply in our community due to the pandemic. They are even more difficult to obtain if a family is in financial stress or if there are language barriers. The school is able to provide access for the students to both instruction in hand washing and awareness of physical distancing as well as access to soap and basic cleaning supplies to help students stay healthy. The increased services also include providing masks and classroom supplies other students normally have from home.

During the spring the school was changed to distance learning due to the pandemic which put many students at a disadvantage when families were unable to provide consistent access to instruction. In an effort to mitigate learning loss, Johnstonville Elementary School District has increased its spending on digital assessments to establish a baseline in which to build individualized interventions and supports for students. In addition, the district has redirected funds toward professional development for staff members implementing the above mentioned digital assessments. Finally, a limited number of families were unable to access the internet which put them at a disadvantage for receiving and completing classwork. The district was able to obtain a limited number of hot spots which will be made available to families in need to them if the district needs to return to a home-based distance learning model. This will help those students by increasing their access to the materials and services they need.

Johnstonville Elementary School District has worked hard to ensure that all parents and students know the expectations of how to participate on-campus. This includes hand washing, physical distancing, and wearing face coverings. To reinforce these expectations, Johnstonville Elementary School District has purchase and created signs which are posted prominently around campus.

Last but not least, Johnstonville Elementary School District wants to make sure all students who need access to meals are able to do so. This includes meals for those families that are utilizing Johnstonville Elementary School District's home-based learning model. In order to be prepared to take meals home, the cafeteria has had be made some purchases of to-go type containers. This program will help students and families who are in financial stress or who need help access food.

