

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.]

Jefferson Elementary School District located in Paicines, California consists of one school, Jefferson Elementary, which serves six students in grades K-8. It is located in a remote part of south San Benito County near Pinnacles National Park in the midst of cattle and horse ranches. The closest city of Hollister is located 35 miles away. The population is small and spread out with no major buildings such as libraries, housing developments, churches, or police stations, therefore, the school is a significant entity in this unique rural community. Thanks to a generous grant acquired in previous years, Jefferson enjoys reliable, high-speed internet access. Jefferson provides Chromebooks to all students to use at home or school and the students are well versed in using Google classroom to complete their work.

After consultation with the families, School Board, Public Health, and San Benito County Office of Education (SBCOE), Jefferson school shelter in place the week of March 16-20, 2020 and began preparing to change to remote learning. During the first week of shelter in place, student attendance was optional in order for staff to convert from an in-person to the remote program. 40% of students participated during this first week. A synchronous Distance Learning program began for all students on March 23, 2020. The staff's goal was to mirror an in-person instructional day as closely as possible through Google Meet with a primary focus on English Language Arts, social studies, math and science. Supplemental programs such as Physical Education and music were not included from March to June, however, the school received grant money to pay for a weekly, online photography class that focused on students' telling their COVID story through taking pictures. 100% of the students had internet access, devices, and the skills to meet with the staff and turn in assignments through Google Meet and Google Classroom which allowed for assignments to be posted and feedback offered on a daily basis. Some of the challenges during this initial time period included converting materials from paper to digital format, unreliable internet connection for some families, and adjusting to an online school day. Communication between staff and families took place through Google Meet, phone calls, and text messages.

Stakeholder Engagement

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

Jefferson's Stakeholder Groups

*Staff: Teacher Principal, Instructional Aid

*School Board

*Parents and Students: Six students from five families

*No local bargaining unit

*San Benito County Office of Education

*School Site Council: Two Middle school students, One parent representative, Teacher Principal and Instructional Aid

Efforts to solicit stakeholder feedback

Staff

Informal communication takes place on a daily basis. Formal meetings are scheduled on minimum days to discuss specific needs of students, families, and staff. Contact between the staff occurs at school and remotely.

School Board

Regular School Board meetings take place the second Wednesday of each month via Zoom. Emergency Board Meetings have been scheduled as needed to address the changing needs brought on by COVID.

Parents and Students

Communication occurs between staff and students on a regular basis. Three families' primary language is Spanish and the other two families' primary language is English. The staff uses Google Translate, Class Dojo, and local community translators to share information with Spanish speaking families. Formal documents are translated into Spanish with the assistance of the SBCOE. The SBCOE also offers access to a migrant liaison when additional support is needed for our migrant student.

San Benito County Office of Education

Jefferson contracts with the SBCOE to provide services including, but not limited to, Human Resources, Special Education, Financial, Professional Development, etc. The Teacher Principal attends regular meetings such as a weekly or biweekly Superintendent Collaboration, a biweekly Principal Learning Network meeting, and monthly Teacher Professional Development meetings. All meetings are offered through Zoom.

School Site Council: School Site Council Meetings are held once a month. The first 2020-2021 school year meeting took place at the end of August 2020, approximately two weeks after the first day of school.

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

Remote Participation in Public Hearings and Meetings

All regular School Board and Emergency School Board meetings are held via Zoom.

A link to the regular Zoom meeting is listed on the Board Agenda posted at the school 72 hours prior to the meeting. The school building is also available by request to the Teacher Principal when an individual needs internet access or a meeting space to participate in the Board Meeting. This happened twice from March to August and did not exceed more than two people at the school at a time.

Parents not in attendance at Board Meetings receive phone or text notifications of Emergency School Board meetings, as well as follow-up information for significant Board decisions from the Teacher Principal.

School Site Council: The meetings take place on Google Meet and/or in the classroom as needed by each participant.

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

Feedback from Stakeholders

Initial Closure

Prior to the week of March 16 -20, the teacher recommended that the school remain open due to the remote location and the small school size of less than 10 people. Based on parent feedback, 80% of parents wanted to keep their children home. The teacher reported the concerns to the School Board, and the decision was made to close the school for one week, but offered remote learning as an option for students who chose to participate. 40% of the students participated during this week.

Emergency and Regular Board Meetings to Extend School Closure.

After the initial emergency closure, the School Board held an Emergency School Board meeting on March 20, 2020 to determine whether to reopen the school to in person attendance or switch to Distance Learning. The School Board voted to offer Distance Learning until Spring Break on April 10. The next emergency meeting was held April 10, 2020. Based on feedback from Public Health and the other school superintendents, the Teacher Principal recommended to continue Distance Learning until the end of the school year in June. The School Board voted to keep the school closed to in person instruction until May 18 and revisit the decision at that time. The School Board then voted for the school to remain on Distance Learning through the end of the school year at the May 18 Board Meeting.

School Calendar

100% of Parents participated in a Google survey to offer feedback regarding the 2020-2021 school calendar. The parents expressed an interest in following a calendar similar the San Benito High School, with the exception of a three week Winter Break instead of two weeks. This feedback was incorporated into the calendar that was adopted by the School Board in July 2020.

Parent Conferences

The Teacher Principal met with 100% of families in May and June 2020 on Google Meet or at the school using Public Health Guidelines for COVID safety precautions. Feedback was requested on Graduation, Summer School, and Distance Learning. Training was also offered to the parents of TK through 7th grade students on how to access student work through Google Classroom.

Graduation

Based on stakeholder feedback from parents, Public Health, staff, and the School Board, an 8th Grade Graduation ceremony was held on June 11, 2020 at the school and on Zoom. Only Jefferson students and their immediate households were invited to attend at the school and signed a document outlining safety precautions expected for attendance at the graduation. One eighth grade student was unable to attend the graduation, so the awards and other gifts were presented to her at a later time. All other participants, including county personnel, an Assemblyman, the Instructional Aid, and extended families participated on Zoom.

Summer School

100% of parents expressed an interest in their children attending a Summer School program one to four days a week focused on reading books and receiving direct, synchronous instruction in math through Google Meet and Classroom. A summer school schedule was then created based on parent feedback, and the School Board approved the plan at the June 17 regular Board Meeting. 67% of Jefferson students participated in Summer School through Google Meet.

Distance Learning

100% of the parents expressed satisfaction in the Distance Learning program offered at Jefferson including the amount of instructional support their children received from the Teacher Principal and Instructional Aid. One parent commented that his child was doing as much work as he did before the school closed, but it was good because they had the resources and support they needed to be successful.

School Reopening Plan

The Jefferson School Reopening Plan was presented and approved to the School Board at the July 8 Board Meeting. The plan include a parent option to attend school in person or through Distance Learning. The Teacher Principal met with 100% of the families in July and in August to review the requirements of school reopening and for the families to select which school format their children would participate. One student returned to in-person learning on August 17, 2020 after Public Health approved a waiver for our school to reopen for in-person instruction for K-6 students. The rest participated in the synchronous Distance Learning program. The number of students attending school in person increased to three students in September 2020. The daily school schedule is designed to equally serve students learning from home or school.

Supplemental Curriculum

Information regarding supplemental curriculum was presented to the staff, School Site Council, and School Board. Programs included Twig Science Distance Learning, ST Math Intervention, Reading A-Z, Footsteps to Brilliance, Meet the Masters and Virtual Field Trips.

Learning Continuity Plan Development

Supplemental Twig Science Program

Based on staff and student input, the weakest area of instruction in the prior year was science. The Teacher Principal attended a county training on using Twig science online resources. The resources offered through Twig was shared with students, parents, and the School Board and incorporated into planning for the 2020-2021 school year to improve science instruction.

Art Program

Based on staff and student input, the academic program is rigorous for Jefferson students, but a need exists for a Fine Art program. An extended art program was included in the plan to support student creativity and the stress relief at the end of our very busy week. The staff is developing a plan for additional art supplies and Meet the Masters units. The Instructional Aid is creating art lessons based on her personal research and art classes she attended over the summer.

School Schedule

Based on parent, student, and staff feedback, Jefferson has adopted a Monday to Friday school schedule from 8:00 A.M. to 3:00 P.M. every day except 12:00 P.M. on Wednesdays for minimum day.

Instructional Aid

Based on feedback from parents, students, and the Teacher Principal, the School Board chose to continue the employment of the Instructional Aid for the 2020-2021 school year in order to meet the demands of the online and in person learning programs and to provide more intensive support for our high needs students including EL students, the migrant student, and our SPED student.

Supplemental Curriculum

100% of participants expressed support of the supplemental programs proposed at Jefferson Elementary. The School Board expressed an interest in incorporating the use of local resources to support the science program. The School Site Council expressed an interest in purchasing subscriptions for the students to use Prodigy Math, an online program. Both additions were incorporated into the Learning Continuity and Attendance Plan.

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.]

Jefferson Elementary School Board will offer in-person instruction for all students that include social distancing, enhanced cleaning, and other needed safety precautions as outlined in the School Reopening plan. Because of the small number of students and abundant space, the school opened on August 17, 2020 with the consultation of the San Benito County Office of Education and Public Health. This Jefferson Elementary reopening plan, which followed the guidelines from Public Health and SBCOE reopening documents, included assigned work areas for each student or household that exceeds the recommended six foot requirement. Students and staff wear a mask throughout the day. Daily cleaning and disinfecting takes place on a daily basis, and deep cleaning takes place every weekend by a contracted maintenance provider.

Screening Process for Students and Staff

Staff performs a temperature self check on a daily basis. The staff can offer remote instruction from home to students if needed for reasons such as exposure to someone sick, traveling to a high risk area, symptoms of illness, etc. otherwise, she will provide instruction from the school.

Students will remain in his or her car until a staff can check the temperature. If the student has a temperature of 100.4 or higher, the student will return home and utilize the Distance Learning option. Distance Learning will be offered if needed for reasons such as exposure to someone sick, traveling to a high risk area, symptoms of illness, etc.

Resources

The LEA has received donations and purchased supplies including several boxes of face masks, individual hand sanitizer bottles for each desk and work area, face shields, cloth masks, and COVID approved cleaning supplies. An additional hand sanitizer station is to be installed by the front door.

Cleaning and Disinfecting

The staff will clean high use areas including counters, desk tops, light switches, playground equipment, and so forth on a daily basis. A deep cleaning will be performed each weekend from a contracted maintenance provider using chemicals and processes recommended by Public Health.

Physical Environment

Jefferson Elementary has two buildings to house six students and two staff members. Each student and staff member has an assigned desk or table area within both buildings that is not shared between participants. The distance between each desk area exceeds the six foot minimum requirement. Students and staff move between the two buildings to assigned locations according to instructional needs.

Access to Campus

Only assigned personnel and students are allowed on campus during the school day. Other essential visitors, such as specialists, contractors, parents, or county personnel can schedule an appointment to come to campus as needed. These visits are scheduled outside of school hours when possible. The campus is otherwise closed to the general public.

Hygiene Practices

Hygiene practices include hand sanitizer stations next to each entrance. Individual bottles of hand sanitizer are kept at each desk area. Staff and students wear a mask throughout the day. He or she may take off the mask when sitting at his or her station when needed, but is required to wear the mask immediately upon leaving his or her station at all times. Six foot social distancing is required when moving through the buildings or outside. Reminders for hand cleaning is posted in the classroom and the restrooms and verbally offered to the students by the staff. Hand washing is required first thing in the morning and is scheduled throughout the day including immediately before and after lunch.

Daily Schedule

The school day lasts from 8:00 A.M. to 3:00 P.M. Monday through Friday except Wednesday which is a Minimum Day when students are dismissed at 12:00 P.M. The instructional schedule is designed to accommodate the needs of students meeting in person and over the computer.

Social Emotional Learning

All students, whether meeting in person or through remote learning, attend a Morning Meeting every day at 8:00 A.M. This time is used to share information, share challenges and successes, and provide mini lessons based on the social emotional needs of the students. An extended art lesson is offered on Fridays to provide an outlet for stress relief, build creativity, and teach California art standards. A Fun Friday activity is scheduled at the end of the school on Friday to enable students to safely socialize with each other before the beginning of the weekend.

Learning Loss

Learning loss is assessed through daily observations, administration of the STAR 360 ongoing progress monitoring assessment in English Language Arts and math once a month.

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

Description	Total Funds	Contributing
Action 1.0: Purchase of consumable materials for both reading and math programs for grades TK-6 so students have access to aligned materials for both home and at school learning.	\$2000.00	Yes
Action 2.0 Purchase Intervention Math Program for in person learning (ST Math).	\$700.00	Yes

Description	Total Funds	Contributing
Action 3.0 Purchase science materials for the supplemental Twig science program .	\$3000.00	Yes
Action 4.0 Purchase of Personal Protective Equipment and cleaning supplies recommended by Public Health.	\$900.00	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.]

The students on a Distance Learning plan receive daily, synchronous instruction and feedback using Google Meet and Google Classroom. The daily schedule begins at 8:00 and ends by 3:00. The students who participate in Distance Learning program are given the last 45 minutes of the school day for independent study and Physical Education activities. The students have three different work periods: 8:00 A.M.-10:00 A.M., 10:30 A.M. - 12:00 P.M., and 12:45 P.M. - 3:00 P.M.. At the beginning of the each session, the students meet with his or her assigned staff member to receive instruction, review work requirements, and work on completion of assignments. The actual time the students meet with the teacher vary according to individual need, lesson requirements, and individual progress of each student. The staff tracks the work through a mix of face to face interactions as well as checking for assignment completion at the end of the session. When a student works independently away from the teacher, a Google Meet remains open so that the student can contact a staff member for additional help if needed. Some learning sessions are recorded on video and attached to assignments so that students may review the instruction as needed. Book assignments, particularly in math and ELA, are converted to Google Slide so that the staff can monitor the students work completion in real time and provide assistance and feedback in a timely manner. Jefferson Elementary curriculum for students include Houghton Mifflin: Journeys for English Language Arts (K-5), Houghton Mifflin: Collections for English Language Arts (6-8), Person: Envision Math (K-6), McGraw Hill California Math (7-8), Harcourt: Reflections for Social Studies (K-5), TCI: History Alive! for Social Studies (6-8) and Glencoe Science (K-5) and McGraw-Hill Science (6-8). Supplemental curriculum includes Reading and Vocabulary A-Z (K-8), Footsteps to Brilliance (K-3), ST Math (K-8), and Twig Science (K-8).

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.]

All students are provided with his or her individual Chromebook for work completion whether at school at home. iPads are also available to all students and assigned to take home on an as needed basis. The staff contacted internet service providers to increase internet connectivity for families experience difficulties. Books, papers, and other non-digital materials are available at the school for parents to pick up, or a staff member delivers needed supplies to the home. With these strategies in place, student connectivity and attendance in the Distance Learning program has been high, and minimal time has been lost due to outages or other issues impacting attendance. Over 90% of student work is completed online and submitted on Google Classroom. Emergency packets are being created for students to use if they can not access work on the computer due to an outage. They are also given opportunities to complete the work at an alternate time agreed upon by the staff, student, and parents. Due to a generous donation from Office Depot of new Chromebooks, no new Chromebooks have been purchased. 100% of families have internet access, therefore Hot Spots have not been purchased at this time.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

The LEA assesses pupil progress through a combination of live contact, synchronous instructional minutes, and completion of pupil work. Asynchronous work periods require students to check in at the beginning of the session and they may be given prerecorded video to support their independent work. The student returns to the Google Meet after work completion so that the staff can check the amount of work completed compared to the time given. If no or minimal work was complete, resources and supports are identified and provided for the student, and an appropriate amount of work is assigned for homework. Examples of resources and supports include additional videos, examples, modification of the assignment, additional time, etc. Because of the small teacher to student ratio, currently 3:1 as of September 2020, the assignments and homework is tailored to every students' individual needs.

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.]

Superintendent Meetings

March - Present. These meetings take place with all superintendents across the county, County Office of Education staff, Public Health, and other officials as invited by the county superintendent to discuss closing and reopening plans, instructional requirements, health, and safety needs at the different districts. These meetings are held on a weekly or biweekly basis. These meetings were held each on Zoom. Meeting dates attended from March to September

Rural Principal Meetings

March - Present. These meetings are held bimonthly on Zoom and address the specific and unique needs of the small, rural communities.

Teacher Meetings

March - Present. These meetings are planned and provided by the San Benito County Office of Education and held at least once a month on Zoom. Topics include using Google Classroom, social emotional health of students, teaching science online, math strategies, etc. The teacher attends these meetings at least once a month from March to August. She will attend one or more each trimester based on student assessment data, staff needs, and as relevant topics are offered.

State Training

August - Present. The staff attends required state training through live Zoom sessions or recorded webinars covering topics such as CAASPP, ELPAC, CALPADS, etc.

Staff Collaboration

March - Present The two staff members collaborate daily whether online or in person to discuss needs of the students and school, organize and plan for instruction, discuss student progress, etc. Specific training times are set aside at least once a month on minimum days for PD needs.

Safety Training

August - Present. Hillyard provided staff training on the types of and use of the different cleaning solutions. The staff also participates in monthly 5-minute safety meetings provided by the SBCOE, and beginning of the year safety training covering Bloodborne Pathogens and Child Abuse Reporting from Keenan.

Staff Professional Development Plan

The Professional Development plan includes training from the Teacher Principal to the Instructional Aid on using technology, providing reading intervention using Fountas & Pinnell and Reading A-Z materials. Both staff members attend webinars and other online training related to topics such as safety, CASSPP, ELPAC, CALPADS, and other state requirements. Personal goal setting is encouraged and the teacher is pursuing areas of self study that include learning Spanish, building technology skills, and providing Professional Development to other educators. The Instructional Aid is currently taking university courses toward earning her teaching credential.

Staff Roles and Responsibilities

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

New roles and responsibilities for Teacher Principal:

PD is attended online. Weekly superintendent meetings on Zoom. All meetings are online instead of in person which is actually a benefit since it does not require the Teacher Principal to drive 45 minutes to attend in person meetings. Additional time has been needed to convert book materials to digital and online materials to ensure quality instruction is provided to every student. She also provides staff and student health screening and temperature checks each school day. Online training and support for online curricular programs, as well as support in monitoring social-emotional, health, and safety needs of students participating in Distance Learning.

New roles and responsibilities for Instructional Aid:

Helping to prepare instructional materials, learning how to meet with students online, meeting with students online from home or school. The Instructional Aid has been given increased opportunities to provide instruction to certain students for specific subjects including social studies, reading intervention, and art. These instructional programs are approved and supervised by the Teacher Principal. The Instructional Aid provides daily disinfecting of the school at the end of each school day. She also provides staff and student health screening and temperature checks each school day. She also helps monitor the social emotional, health, and safety needs of students participating in Distance Learning under the guidance of the Teacher Principal.

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.]

*83% of Jefferson students qualify as EL and/or SPED. No Foster Youth or Homeless students are currently enrolled

Additional supports provided:

*Extended time with the teacher or Instructional Aid.

*Modified assignments and extended time.

*English Language Development (ELD) lessons with a strong emphasis on Vocabulary development.

*Recording lesson sessions for students to review at a later time.

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

Description	Total Funds	Contributing
Action 1.0 Student online math subscriptions: Prodigy and ST Math	\$1,000.00	Yes
Action 2.0 Student online ELA subscriptions: Footsteps to Brilliance, Reading A-Z, Vocabulary A-Z	\$300.00	Yes
Action 3.0 Virtual Field Trips	\$1,000.00	Yes

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

Jefferson will assess the initial student learning status in ELA, and math through use of the STAR 360 Assessment test and local control indicators such as the Johnston Spelling Inventory, Reading A-Z placement test, and writing samples. These tests will be made available to all students in an online or in person format depending on the students' Personal Learning Plan. Initial ELD learning status for entering kindergarten students will be assessed through the ELPAC. Arrangements will be made for students participating in Distance Learning to take tests such as ELPAC and CAASPP at the school. Although optional, the end of year 2019-2020 ELPAC and CAASPP Summative Assessment will be offered to ELD students in the upper grades for language re-designation purposes.

After the initial assessments, students will be assessed informally in math, English Language Arts, social studies and science using ongoing observations, assessments, and conferences. English Language Development is integrated throughout the day and designated ELD lessons are provided for students on a daily basis in 15 increments for both English Language Arts and math. Staff meet informally on a daily basis and monthly Data Team meetings and Instructional Planning meetings are scheduled on Minimum Days at least once a month. The STAR 360 assessment for ELA and math will be administered once a month with the individual results reported to the families, students, staff, and overall results to the School Board. These ongoing assessments will be used to modify each students Personal Learning Plan.

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.]

Because of the 3:1 teacher to student ratio, different grade levels, and small number of students, every student receives a Personal Learning Plan according to his or her needs for intervention and enrichment. Supports for all students include leveled instruction using scaffolding and other Universal Design for Learning (UDL) strategies, differentiation of pacing for all students, transfer of learning activities to a digital format, and recording lessons for later review. English Learners and students with special needs are offered additional one on one time from the teacher and Instructional Aid. No Foster Youth or Homeless students are currently enrolled at Jefferson.

Summer School

The LEA offered an online, six-week summer program from June - July 2020. The students met with the Teacher Principal 1-4 days a week as selected by parents. These sessions were scheduled on Monday through Thursday from 8:30-10:00. The teacher monitored independent reading through a Reading Log or completion of leveled reading books in the Reading A-Z online program and offered direct instruction for math on Google Meet. Students who completed the program were given \$10 gift cards for participation in the summer program, but attendance, while strongly encouraged for EL, SPED and other special need students, was optional for the families. 100% of SPED and 66% of EL students participated in the summer school program.

Professional Development for Staff

The Professional Development plan includes training from the Teacher Principal for the Instructional Aid on using technology, providing reading intervention using Fountas & Pinnell and Reading A-Z materials. The Teacher Principal attends webinars and other online training related to topics such as safety, CASSPP, ELPAC, CalPads, and other state requirements. Personal goal setting is encouraged and the teacher is pursuing areas of self study that include learning Spanish, building technology skills, and providing Professional Development to other educators. The Instructional Aid is currently taking university courses toward earning her teaching credential.

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.]

The primary metric used to measure ongoing progress of students is the STAR 360 ELA and math assessments administered once a month. The results of these tests are reported to staff, students, parents, and overall results to the School Board. The STAR 360 data includes overall progress, grade level range, and an instructional strategy report that targets students' primary learning needs. These results are discussed in a conference with each student and his or her Personal Learning Plan based on the test results, teacher observation, and student reflection.

Another metric used to measure student progress is daily observation and assessment by the Teacher and Instructional Aid for student work completion. The daily schedule is divided into three learning sections with one section covering ELA, the second session covering Social Studies and science, and the 3rd covering writing and math. The students meet with his or her assigned staff member to receive required work, receive direct or video instruction, and feedback. The students report back at the end of each session for the staff to monitor assignment completion and offer feedback to the students on their work. These results are used to monitor completion and to determine readiness for the next learning objective. If a student is not able to meet a learning objective or loses learning time due to factors such as emergencies, loss of power, technology problems, etc., the issue is discussed and time is planned to make up for the loss of instructional time through homework or extra time after school hours. These daily observations and results are regularly shared between the Teacher and Instructional Aid at the end of the school day after the students are dismissed.

Other local indicators used to monitor student progress include attendance logs, report cards, end of unit tests and state assessments such as ELPAC and CAASPP.

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

Description	Total Funds	Contributing
Action 1.0 Provide Summer School Tutoring	\$1000.00	Yes
Action 2.0 Extended school hours for student intervention support.	\$0	Yes

Description	Total Funds	Contributing
Action 3.0 One on one support to students with special learning needs from the Instructional Aid.	\$4,500.00	Yes
Action 4.0 Monthly STAR 360 are administered in ELA and math.	\$600.00	Yes

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

The Social Emotional Learning (SEL) supports used by Jefferson staff include Positive Behavior and Intervention Support strategies, Morning Meetings, and Marvin Marshall's Discipline Without Stress theories and model. Based on staff, student, and parent feedback, Jefferson offers a weekly art and Fun Friday program.

PBIS strategies include students earning points for attendance, assignment completion, accomplishment of goals, and academic achievement and so forth. Students use these points to purchase treasure box items, gift cards, special activities, etc.

Marvin Marshall strategies include lessons in identifying Levels of Behavior, setting goals, and teaching student self reflection and choice. These strategies are integrated throughout the learning day.

Morning Meeting: Every school day begins with a class meeting where all students and adults are given time to share items of personal interest. This daily meeting gives time for the students to connect with the adults and each other. It also alerts the staff to special needs such as upcoming doctor visits, worries and/or concerns that the students might have, as well as fun activities or accomplishments. Sometimes the students have a great deal of information to share, and other days, they are ready to begin their academic day.

Because the academic program is so tailored and rigorous for the students at Jefferson, we implemented an online Fun Friday activity for the students to connect socially playing games such as Pictionary, Catan, Kahoot, etc. On Friday morning, the Instructional Aid offers an extended art lesson through Meet the Masters, or art projects that she researches or creates. Art supplies are delivered or offered for pick up to the students as needed. The students have named art as one of their favorite times of the week, and enjoy the break from regular academic schedule. This activity provides a creative outlet for students and staff as well as emotional relief.

Jefferson has a referral plan in place in collaboration with the SBCOE. One student received counseling services during the 2019-2020 school year for emotional support needs, and continued to receive that counseling support throughout the COVID closure. The SBCOE offers SEL meetings with other schools across the county, and the teacher shares resources and other information with parents through flyers, posting on Google Classroom, and direct contact such as a phone call when there is a known need. Staff from the county meet with SPED students on a weekly basis and help act as liaisons with the SBCOE for SEL and other academic supports as needed primarily for SPED but including other students as needed. They serve as a valuable connection between Jefferson and other schools within the county.

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.]

The students at Jefferson have experienced high levels of attendance throughout the COVID crisis. As of September 2020, 100% of students have an attendance rate in the 90-100% range. The daily attendance for each learning session is recorded on a Google document, and attendance reports are offered to the School Board each month. Parents are called if the student is absent, but because of the high levels of communication using phone calls and texts among our small cohort, the staff typically knows when a student will be absent in advance and make up work is planned and completed.

When schools across the county initially transitioned to remote learning in March, the staff initially wanted to keep the school open due to the population size and remote location. The teacher contacted each family, and 80% of the families expressed a desire to move to a Distance Learning model. This feedback was shared with the School Board and the decision was made to close the school and offer Distance Learning. The School Board held two emergency meetings between March and June to discuss possible reopening needs. Each time, feedback from the families was solicited and the School Board used that information, as well as recommendations and requirements from Public Health and the county to keep the school closed in June. Over the summer, the teacher discussed possible reopening in August. The families were given the Jefferson Reopening Plan that presented the Distance Learning and in person options. On August 17, 2020, 40% of families opted for in person learning and the other 60% chose Distance Learning. This number of students attending school in person increased to 50% within the first three weeks of school.

The main strategy for engaging students in school each day whether meeting in person or through Distance Learning is through a combination of personal contact and family choice. The schedule is developed to enable all students to receive full instruction whether from home or at the school. Students on a Distance Learning plan meet with the teacher and Instructional Aid at the end of each learning session to receive feedback and to monitor completion of assignments. If a student is unable to meet learning requirements for a particular session,

he or she is given the opportunity to make up that session through the use of videos, homework, or extended time at the end of the day. Students receive attendance credit for meeting at the beginning and the end each session, and for completion of an appropriate amount of work for their independent study time. If a student is absent at the beginning of a session and have not provided prior notification for the absence, a staff member makes a phone call or sends a text message. When one student had difficulty attending the Distance Learning expectations, arrangements were made in consultation with the family for how the student could return to the school through extended hours or transportation support.

An reward incentive was offered to students to attend the Summer School program and we had 67% participation. Other incentives are provided through the PBIS program, but this is not as impactful as the direct contact between the staff and students.

40% of families at Jefferson speak English as their first language, and the other 60% speak Spanish as their first language. 100% of these families have at least one household member who is bilingual in Spanish and English and can provide language support members of the household who are not proficient in English. Informal documents and announcements are translated into Spanish using Google Translate and reviewed by bilingual community members before being sent home. Any announcements, information, and other documents provided by the San Benito County Office of Education are offered in English and Spanish and given to the families by the Jefferson Elementary staff. Jefferson Elementary contracts with an outside service provider to translate formal documents such as the Learning Continuity and Attendance Plan into Spanish.

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.]

Jefferson does not offer meals to the students. Students bring lunches to school each day. If a student forgets to bring or does not have a lunch, snacks and meals are kept at school to provide food for the student with parent permission. Information about county food services are provided to the families through conferences, flyers, and phone calls. Support to apply for food programs is given to families from a LEA staff member.

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

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Art Program - Meet the Masters program and student art kits	\$1500.00	Yes
Distance Learning Program	Virtual Field Trips	\$1000.00	Yes
School Nutrition	Snacks and Emergency Meals for Students	\$250.00	Yes

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
5.77%	\$12,291

Required Descriptions

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

The actions listed in the LCP that are intended to prioritize and accelerate learning outcomes for EL, FY and Low income students include the funds for Summer School, the Instructional Aid salary for increased student teacher support, the ST Math and Reading A - Z level

program, extended instructional minutes, and the Twig online science program. With these supports, Jefferson hopes to increase or improve services by 5.77%

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

Increased services that are available for our English Learner and low income students include a reading intervention program with the Instructional Aid utilizing Fountas & Pinnell and Reading A-Z. The instruction and assessments results are monitored by the Teacher Principal. When grade level, Core instruction has been completed with the teacher in ELA and math, additional support is provided utilizing the Instructional Aid. We were able to create a summer school program geared toward EL student needs to support continued math and reading over the summer. Also through LLMF funds, a supplemental Twig online program will be purchased with science materials and digital subscriptions that help build language, vocabulary, and meaningful world knowledge and experience. The EL students had Chromebooks prior to COVID closure, and Jefferson continues to provide the Chromebook for these students to work with at home and at school during their synchronous and asynchronous learning time. Through the use of the Chromebooks, instructional lessons are often prerecorded for students to view and review as many times as needed as they complete their work. Face-to-face lessons are also recorded as needed. In person, asynchronous, and synchronous learning are all part of the services available to current and future Foster Youth, English Learners, and low-income students at Jefferson Elementary.