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.

<table>
<thead>
<tr>
<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joe Serna Jr. Charter School</td>
<td>Ms. Maria G. Cervantes</td>
<td><a href="mailto:mcervantes@lodiusd.net">mcervantes@lodiusd.net</a></td>
</tr>
<tr>
<td></td>
<td>Principal</td>
<td>(209)331-7809</td>
</tr>
</tbody>
</table>

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

The JSJCS learning community has been impacted in the following ways:
- Student learning was interrupted. Our students demonstrate a learning gap in reading, writing and speaking in Spanish and English.
- Staff have needed to develop additional knowledge and skills to provide Distance Learning.
- Parents have needed to develop technology skills to assist their children at home.
- Staff, students and parents have openly expressed frustration and other challenges in coping with COVID-19.
- Some families have been impacted by lack of employment.
- Some parents have had to resign from their place of employment to stay home with their children.
- JSJCS is a strong learning community that will strive to maintain open communication and ensure that students, staff and parents receive support during the school year.

The K-8 staff has started the 2020-21 school year providing an all Distance Learning (Level 1) model. All JSJCS staff is dedicated to providing a strong dual-language program in Spanish and English. The JSJCS Learning Continuity and Attendance Plan provides information to all stakeholders about Distance Learning. As we transition throughout the 2020-21 year, we look forward to providing in-person instruction to all K-8 students. The plan includes information regarding safety measures that will be implemented.

We anticipate that the next step for JSJCS is to move to a hybrid approach (Level 2) in which approximately half of our students are in class together two days a week, and engaged in Distance Learning on the days they are not receiving in-person instruction. On Fridays, all students will be engaged in Distance Learning. JSJCS may consider all students attend in-person (Level 3) with the contingency that recommended social spacing permits in classrooms. Health and safety modifications would be required to proceed with (Level 3) At this time we will continue to implement health/safety procedures on campus.
Once we move off Distance Learning model, parents that are concerned about having their child return to school may enroll in the LUSD all English Distance Learning program. JSJCS does not have the funding to provide a dual-language Spanish/English in-person program along with Distance Learning.

We understand that our parents face challenges as a result of the Governor's order for no in-person instruction at schools in counties on the State monitoring list. As a dependent charter of LUSD, we will continue to observe the commitment of the board and provide the best education for our students to be successful in life.

**Stakeholder Engagement**

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

Students, staff and parents have had opportunities to provide feedback to assist with the plan. Teachers have worked with their students to attain ideas from them in coping with Distance Learning. Staff meetings and grade level meetings have been scheduled for staff to process and generate ideas and needs to ensure Distance Learning is successful. Zoom parent meetings in Spanish and English have been scheduled to attain feedback. PTA has also provided meaningful feedback to assist students, staff and parents with Distance Learning.

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

The virtual stakeholder meetings were conducted via Zoom. This platform was selected to allow for participants to participate either through the internet or by calling a designated phone number. Members of the JSJCS learning community also have been encouraged to submit input via email or contact the principal.

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

The feedback received by the JSJCS stakeholders identified the following areas to be addressed:
* Technology challenges, high-speed internet access, network challenges
* Balance between synchronous and asynchronous learning
* Various devices such as headsets, monitors, printers, hot spots for students and staff
* Provide additional tutoring to reinforce language skills in Spanish and or English
* Staff needing additional planning time for Distance Learning
* Additional support to parents to develop their skills using technology and understanding the use of the various platforms for Distance Learning
The feedback provided by the JSJCS stakeholders has contributed to the development and implementation of the Learning Continuity and Attendance Plan. The following areas are included:
* Technology and Wifi access was an area of concern. Actions included in the plan are to, update outdated devices and expand Wifi access. Headphones for all staff and students will be purchased.
* Additional access to software resources in Spanish and or English will be provided to assist with Distance Learning.
* Video Conferencing software has been provided by LUSD.
* Additional PD will be provided to certificated and non-certificated staff using the various platforms, and digital instruction.
* Planning and articulation time will be allocated to provide a strong Distance Learning program.
* Additional materials will be purchased for students to have at home to support the highest level of participation in Distance Learning.
* Increased counseling services to provide social-emotional support to the JSJCS learning community.

**Continuity of Learning**

**In-Person Instructional Offerings**

JSJCS Operational levels
This framework provides general guidance on instruction and school operations based on the changing circumstances associated with the health pandemic. It is given that at each level, requirements from the Governor and the San Joaquin County Public Health Services will be followed. Level movement is fluid and dependent on health orders/guidelines and direction by the Lodi USD Board of Education.

**Level 1: All Distance Learning**
* No (or very limited) in-person instruction on school facility
* Order authorized agency or Board decision
* School Office may be open for business depending on health orders

**Level 2: Hybrid Learning**
* 50% of students at school at one time
* Social distancing
* Frequent disinfecting
* Temperature checks
* Hand washing/sanitizing
* Modified meal service
* Possible limited transportation
* Limited size of gatherings
* Masks may be required
* Some sports possible
* Optional Distance Learning with LUSD all in English

Level 3: In-Person Learning Full Time (with restrictions)
* All students on campus together
* Frequent disinfecting
* Hand washing/sanitizing
* Restrictions on gatherings, guests, and field trips
* Some sports possible
* Optional Distance Learning with LUSD all in English

Level 4: In-Person Learning-Full Time
* No restrictions
* Continued focus on proactive health measures
* Optional Distance Learning available through LUSD all in English

The safety protocols and procedures that will being implemented during all four stages of instruction can be found on the LUSD Safety (With COVID-19 Information) webpage:


On this page, you will find information regarding training of staff that has been provided, screener tools for parents and staff, protocols for meeting with individual students during distance learning, thermometer protocols and Pandemic Safety Plan.

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

<table>
<thead>
<tr>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Purchase Personal Protective Equipment for staff, and students, including face masks, no-touch thermometers, hand sanitizer, hand sanitizer dispensers, sneeze guards, face shields, and other similar items.</td>
<td>30,000</td>
<td>Yes</td>
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<tr>
<td>Description</td>
<td>Total Funds</td>
<td>Contributing</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------</td>
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</tr>
<tr>
<td>1.2 Provide additional training to certificated and non-certificated staff regarding safety measures to be implemented in response to COVID-19</td>
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<td>Yes</td>
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<tr>
<td>1.3 Extend the instructional school year by making adjustments to the academic calendar, increasing the number of instructional minutes provided during each week or school day, or taking any other action that increases the amount of instructional time or services provided to pupils based on their learning needs.</td>
<td></td>
<td>Yes</td>
</tr>
</tbody>
</table>

**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.]

JSJCS started the 2020-21 school providing Distance Learning. San Joaquin County is on the the state monitoring list for COVID-19, therefore the Governor’s Order of no in-person instruction applies to JSJCS.

Distance Learning. Instruction in which the pupil and instructor are in different locations and pupils are under the general supervision of a JSJCS staff member. Distance learning may include but is not limited to all the following:

* Interaction, instruction, and check-in between the teachers and pupils through the use of a computer or communications technology
* Video or audio instruction in which the primary mode of communication between the pupil and JSJCS staff is online interaction, instructional television, video, or other instruction that relies on computer or communications technology
* The use of print materials incorporating assignments that are the subject or written or oral feedback

The JSJCS office is open to the public for business. When visiting the office, the public will be required to follow health and safety protocols such as social distancing and wearing face coverings. Many tasks can be done over the phone or through email and we encourage parents to seek these options.

The Content of Distance Learning is aligned to grade level standards in Spanish and English to challenge our students in both languages.
The day will be similar to the regular school schedule and will include daily live interactions with JSJCS teachers (and other staff such as counselors, psychologists, and librarians, as appropriate) and peers for the purposes of monitoring instruction progress and maintaining connection with school.

Instructional time is based on the value of assignments as determined by the JSJCS teacher providing the instruction. Teachers will develop a schedule that includes high student engagement activities and provides breaks as appropriate, so that students are not online for extended time.

Student attendance will be documented each day and students will receive progress monitoring reports and or grades. The assigned grade level teacher(s) will clearly communicate expectations with students and their parents. JSJCS staff will put forth effort to assist all students to participate in Distance Learning on a daily basis. Parents will be contacted when students are not attending and or participating during live instruction.

English Learners

JSJCS teachers will continue to provide support for students identified as English Learners. The ELPAC will be administered to students enrolled in JSJCS. Students may be called to be assessed 1:1 following health/safety protocols. Staff will reach out to families to ensure students are participating in Distance Learning. Staff will provide support to students struggling to participate in Distance Learning.

After School Bridge Program

The After School Bridge Program began on August 10, 2020, in a virtual format. The JSJCS Bridge Program staff contacted students that were enrolled in the program last year to inform them of the virtual program offered at this time. Parents received a phone message and an announcement. Virtual activities are scheduled from 2:30-6:00 P.M. Activities will include, but are not limited to, enrichment curriculum, homework support, social-emotional learning skills, healthy choices and behavior, physical activities, and family nights.

Extracurricular Activities

At this time, in-person gatherings are not allowed. JSJCS sponsored clubs may operate in a virtual format. Dances, assemblies, and in-person celebrations are not currently permitted.

Lodi USD is closely monitoring health guidance from San Joaquin County Health Services and will allow JSJCS to make offerings accordingly.

JSJCS K-5 Education

The content is aligned to grade level standards in Spanish and English. Students are challenged in both languages. Students will receive virtual instruction from their assigned classroom teacher. In addition, music and physical education teachers will provide instruction on a similar schedule to in-person instruction. Students will also receive enrichment opportunities from an art and or dance teacher contracted
through San Joaquin County Office of Education. Grades K-2 will use Google Classroom and/or SeeSaw as the class shell, and 3-5 will use Google Classroom as the class shell.

Students will have daily live interaction with certificated and non-certificated staff, along with peers for purposes of instruction, progress monitoring, and maintaining connection to school. This interaction may take the form of internet or telephonic communication, or by other means permissible under public health orders.

A day may include any of the following (Grades K-5):

* Whole class online together
* Teachers working with small groups
* Teachers working with individual students for review and or re-teaching
* Other JSJCS support staff working with students as appropriate
* Students working independently online
* Students working independently offline

The class schedule will be similar to bell schedules from the past and learning activities will occur during this time. Teachers will use effective strategies and techniques to encourage high student engagement and will incorporate breaks for students. Students need to arrive to their virtual class on time as they would for in-person classes. Teachers will provide consistent schedules and establish routines and expectations to help students stay engaged and connected in a virtual format. Progress reports will be provided during Distance Learning and expectations will be communicated by the teacher. Parents/guardians will receive regular communication about their child's academic progress.

JSJCS 6th-8th Education

Google Classroom will be used as the course shell to post assignments and information for students. Other digital tools and or platforms may also be used for Distance Learning.

Distance Learning may include, but is not limited to the following:
Interaction, instruction, and check-ins between teacher(s) and student(s) through the use of a computer or communications technology.

Video or audio instruction in which the primary mode of communication between the students and teacher is online interaction, instructional television, video, or other instruction that relies on computer or communication technology.

The use of print materials incorporating assignments and or projects that are the subject of written or oral feedback.

A day may include any of the following (Grades 6th-8th Subject Specific):

* Whole class online together
* Teachers working with small groups
* Teachers working with individual students for review and or re-teaching
* Other JSJCS support staff working with students as appropriate
* Students working independently online
* Students working independently offline

Students will have daily live interaction with certificated and non-certificated staff, along with peers for purposes of instruction, progress monitoring, and maintaining connection to school. This interaction may take the form of internet or telephonic communication, or by other means permissible under public health orders.

The content will be aligned to grade level subject standards.

Students are expected to attend Distance Learning during normal school hours and follow the communicated class schedules. Attendance will be taken in each class block period.

Grades will be given during Distance Learning and grading expectations in each class will be communicated by the teacher.

Parents/guardians will receive regular communication about their child's academic program and progress.

Communication From JSJCS

JSJCS is committed to consistent communication with staff, students, parents and community.

JSJCS uses the following means of communication: Phone calls, text messages, emails, monthly newsletter, JSJCS website, PTA social media, Blackboard Connect messages, and US mail.

It is essential JSJCS has the most up-to-date information to ensure our parents/guardians and staff receive our communication. If you are a parent/guardian and need to update your contact information, please contact our office staff or log onto AERIES Parent Portal. If you are a staff member and need to update your contact information, please contact our office staff, along with logging on to Employee Self Serve.

Transition Between Distance Learning and In-Person Instruction

The JSJCS staff will work closely with students and their families to ensure a smooth and welcoming transition between distance learning and in-person instruction. As conditions in San Joaquin County improve, we look forward to providing in-person instruction. LUSD staff has ongoing communication with San Joaquin County Public Health Services Staff and San Joaquin County office of Education staff regarding when conditions improve to allow our students and staff to return to in-person instruction. The JSJCS staff will work collaboratively to provide direct support to students according to their specific academic needs.
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.

2019-2020 School Closures
For a specific description of how JSJCS addressed learning loss during the 2019-2020 school year, refer to the COVID-19 Operations Written Report that is posted on the JSJCS website.

All students have been provided with a chrome book to support distance learning. Families have also received WiFi hot spots to improve connectivity. Some families need multiple WiFi hot spots to support each student to access distance learning. Staff have a variety of devices to provide instruction and promote high student engagement while live streaming.

Remote Resources Website
To read more about troubleshooting device access and connectivity issues, review resources available on Remote Resources Website:
https://sites.google.com/lodiusd.org/lodi-usd-remote-resources/home

Distance Learning Technical Support
Starting on Monday, August 10 at 7:30 am., LUSD and JSJCS provided live technical assistance to our families. Technicians have been available to provide support in Spanish and English. The technical support will be available through the first quarter of the school year. Parents/guardians can use this support number for technical needs that may arise during Distance Learning. The service is available from 7:30am to 7:00pm, Monday through Friday. On Saturdays, the service will be available from 9:00am to 1:00pm. Parents/guardians will be able to access this service during the first quarter, through October 2, 2020. This is the current time period where LUSD has determined all students will be participating in Distance Learning.

Click on the following link to see the flyer that was shared with families wherein the information was provided in both Spanish and English:
https://resources.finalsite.net/images/v1596853228/lodiusd.net/rm0m3bfowyfukcm6fqcw/SupportLine_08072020_EngandSpan.pdf

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.

JSJCS K-5 Education
The content is aligned to grade level standards in Spanish and English. Students will be challenged in both languages.

Students will receive virtual instruction from their assigned teacher. In addition, music and physical education teachers will provide instruction on a similar schedule to in-person instruction. On Tuesdays, K-5 students will also receive enriching instruction in art or dance by an instructor contracted through SJCOE. Grades K-2 will use Google Classroom and/or Seesaw as the class shell. Grades 3rd-5th will use Google Classroom as the shell.

Students will have daily live interaction with certificated and non-certificated staff, along with peers for purposes of instruction, progress monitoring, and maintaining connection to school. This interaction may take the form of internet or telephonic communication, or by other means permissible under public health orders.
A day may include any of the following (Grades K-5):

* Whole class online together
* Teachers working with small groups
* Teachers working with individual students for review and or re-teaching
* Other JSJCS support staff working with students as appropriate
* Students working independently online
* Students working independently offline

The class schedule will be similar to bell schedules from the past and learning activities will occur during this time. Teachers will use effective strategies and techniques to encourage high student engagement and will incorporate breaks for students. Students need to arrive to their virtual class on time as they would for in-person classes. Teachers will provide consistent schedules and establish routines and expectations to help students stay engaged and connected in a virtual format. Progress reports will be provided during Distance Learning and expectations will be communicated by the teacher. Parents/guardians will receive regular communication about their child's academic progress.

JSJCS 6th-8th Education

Google Classroom will be used as the course shell to post assignments and information for students. Other digital tools and or platforms may also be used for Distance Learning.

Distance Learning may include, but is not limited to the following:
Interaction, instruction, and check-ins between teacher(s) and student(s) through the use of a computer or communications technology.

Video or audio instruction in which the primary mode of communication between the students and teacher is online interaction, instructional television, video, or other instruction that relies on computer or communication technology.

The use of print materials incorporating assignments and or projects that are the subject of written or oral feedback.

A day may include any of the following (Grades 6th-8th Subject Specific):

* Whole class online together
* Teachers working with small groups
* Teachers working with individual students for review and or re-teaching
* Other JSJCS support staff working with students as appropriate
* Students working independently online
* Students working independently offline
Students will have daily live interaction with certificated and non-certificated staff, along with peers for purposes of instruction, progress monitoring, and maintaining connection to school. This interaction may take the form of internet or telephonic communication, or by other means permissible under public health orders.

The content will be aligned to grade level subject standards.

Students are expected to attend Distance Learning during normal school hours and follow the communicated class schedules. Attendance will be taken in each class block period.

Grades will be given during Distance Learning, and grading expectations in each class will be communicated by the teacher.

Parents/guardians will receive regular communication about their child's academic program and progress.

Weekly Engagement and Daily Participation Log-
JSJCS K-8 teachers will use a weekly engagement and daily participation log to monitor student academic progress through live contacts and synchronous instruction. Teachers will determine student levels of participation in distance learning. The K-8 teachers will work with the JSJCS support staff and Child Welfare and Attendance personnel to conduct outreach to students who are not fully participating in distance learning. The counselors contracted through the One-Eighty Center will also provide direct assistance to students struggling to participate in distance learning.

Time Value of Student Work-
JSJCS teaching staff will monitor student participation and also work with students to collect and evaluate students work, including a combination of both physical copies of assignments, projects, and work submitted electronically. Teachers will identify time value of student work to ensure their participation levels in Distance Learning meet the LUSD instructional minute requirements. These instructional minute requirements exceed the minimum instructional minute requirements established by California Department of Education. Prior to parent/teacher conferences K-8 teachers may schedule 1:1 meetings with students to administer progress monitoring assessments.

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.]

On July 28 and 29, LUSD provided professional development opportunities to teachers through Learn Together, Teach Together virtual conference. JSJCS certificated staff were able to learn about resources, teaching tools, and teaching strategies to implement during distance learning. Teachers were also provided with 6.5 days to plan, collaborate, and make adjustments necessary to implement distance learning. The professional development and days for teachers to collaborate in-person or remote was a great support in preparing for distance learning.
The JSJCS Technology Assistant provided direct training to non-certificated staff using Google Classroom, and Zoom. This training was essential for non-certificated staff to be able to provide support to students and teachers in distance learning.

Professional Development Plan for 2020-2021
Certificated and non-certificated JSJCS staff will have opportunities to participate in professional development but not limited to the following platforms: ClassDoJo, Google classroom, SeeSaw, Blocksie, Dreambox, TCI, Benchmark, PearDeck, Flipgrid. JSJCS staff will have access to professional development focused on digital instruction to ensure a strong DL program.

All JSJCS staff will be encouraged to attend an Annual Two-Way Dual Language Educators Virtual Conference and The California Association of Bilingual Educators Virtual Conference. Both conferences provide the strongest professional development to provide an effective dual-language program in Spanish and English.

Staff Roles and Responsibilities

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

The flexibility, patience and resilience the JSJCS staff has demonstrated in supporting distance learning is greatly valued. JSJCS Certificated and non-certificated staff have had to adjust their roles and responsibilities to ensure students are receiving the best support with distance learning. The following are staff titles and added responsibilities:

* Administrative Assistants-Provide direct and indirect support to parents and students when struggling to join instruction by remote. They have also assisted with distribution of study packets.
* Bilingual-Paraeducators- Provide small group instruction by remote, collate study packets, assist to distribute study packets, contact parents when students are not engaging with their teachers during live-streaming.
* Technology Assistant-Provides direct and indirect support to staff, students and parents when navigating challenges associated with technology devices and or networking. The technology assistant is also providing professional development to certificated and non-certificated staff using the various platforms used for Distance Learning. Also assists in organizing study packets and distribution of student materials.
* Custodians-Provide the highest level of support by cleaning and sanitizing all classrooms on a daily basis. Clean and sanitize classrooms and or work areas that are used by various personnel at different times in the scheduled work day. They are also organizing study packets and assisting with distribution of student materials.
* K-8 Teachers are now providing all instruction by remote, and assisting students and parents when struggling to access instruction by remote. They are also providing instruction focused on the use of technology devices and or software.
* K-3 Teachers are having to provide instruction to parents struggling to assist their children in Distance Learning.
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.

Special Education

JSJCS contracts with LUSD for all special education services. We value that the District’s priority is to comply with local health official directives and keep students and staff safe and healthy amidst the health pandemic. Right now, this means that all instruction, including special education and related services as outlined in a student’s Individualized Education Program (IEP), will be provided via Distance Learning. In the future, when it is safe to reopen, the instructional plan will incorporate in-person attendance and services for students with IEPs, consistent with public health guidelines.

Each special education student is treated individually. In determining how Distance Learning will be provided to a special education student, it is important to consider the unique learning needs, accommodations, and supports noted in each student’s IEP. Students will continue to receive special education instruction and related services during Distance Learning, aligned with the student’s IEP.

The District will send out a prior written notice letter to each family of a student with an IEP to more specifically discuss any changes expected during Distance Learning. Additionally, case managers will be reaching out to discuss/offer to hold IEP amendment meetings, if needed.

Some examples of what parents can expect for their children’s special education program during Distance Learning include, but are not limited to:

- Student IEPs will be implemented by site staff. IEP amendments will be called, as needed, to address any necessary changes. It is important to recognize that both special education and general education instruction can look different because of the health pandemic situation. However, regardless of the pandemic, the District is committed to providing a Free Appropriate Public Education (FAPE) to each student with an IEP during Distance Learning.

- Your child’s IEP will continue to contain the plan for normal school operations, unless an amendment is needed during Distance Learning, and will be implemented in full when normal school operations resumes.

- Maintaining open lines of communication with parents/guardians is particularly important as we navigate these new and changing circumstances. Your child’s primary special education teacher or case manager will contact you at the beginning of the school year to discuss your student’s IEP and how it will be implemented using a Distance Learning model, and to answer any questions or concerns you may have.
• JSJCS seeks and welcomes your input on how your child is doing in Distance Learning throughout this time. You can contact your child’s teacher or service provider, or request an IEP Team meeting to discuss your child’s progress or any difficulty your child may experience accessing education during this pandemic.

• Teachers and service providers will implement your child’s IEP goals, collect data, and report on progress during Distance Learning. At times, this may be difficult in the Distance Learning environment; however, your child’s teacher and providers will ensure that you receive progress reports on IEP goals.

• Annual, triennial, and required IEP Team meetings will continue to be held virtually (online or through telephone conference) at this time.

• Some special education assessments may be conducted at the school site on an individual student basis. This will take place with adherence to health/safety protocols. Case managers will be in contact regarding the process.

• We all must be ready to respond to new public health realities with agility. This means reopening schools when safe to do so, and if needed, pivoting back to Distance Learning should it be required.

While Distance Learning has some hurdles, our staff have been working, and continue to work, to ensure that every student in the District will be provided with a FAPE regardless of instructional setting. Please do not hesitate to reach out to your child's case manager with any questions or concerns.

English Learners

Throughout the delivery of distance learning, JSJCS staff will provide supports to our English Learners during virtual classroom meetings. During their distance learning lessons, our teaching staff will use adopted curriculum resources for English Learners, including the English Language Development Materials from Benchmark and Wonders. In addition, students are able to access online software resources from home using their Chromebook devices, including Rosetta Stone in Spanish/English, DreamBox in Spanish/English, myOn Spanish/English, System44, Read 180, and StudySync Software.

Low-Income Students

JSJCS with the support of LUSD provided resources for our low-income families regarding how to acquire low-cost internet access. LUSD worked with vendors to purchase WiFi hot spots to provide for our low-income families. In addition, our staff will be conducting outreach regarding availability of meal pick-up for our students. We realize our low-income students may have experienced a loss of learning during the school closures and want to take efforts to extend learning to the extent practicable. JSJCS is working with LUSD to identify evidence-based resources to accelerate learning during the 2020-2021 school year.

Gifted and Talented Education (GATE) Students
JSJCS works collaboratively with Lodi Unified School district’s GATE department to support the needs of gifted students, in the cluster classes. Teachers have access to and support from the GATE Instructional Coach. Teachers use Benchmark, Wonders, myON, StudySync, and Que Chevere curriculum that supports the dual-language program provided in Spanish/English as a base and supplement with resources such as Junior Great Books, Socratic Seminar with novel studies, and focus to add rigor and complexity to lessons. Project-based learning and cooperative learning groups are utilized, even in distance learning, to create an opportunity for exploration, creativity, and deeper learning.

Formative and summative assessments are used to not only determine areas of need but to accelerate and compact curriculum for advanced learners.

JSJCS staff have professional development opportunities through California Association for the Gifted (CAG) and the National Association for Gifted Children (NAGC). Additionally, district virtual professional development classes are offered in the areas of differentiation, self-regulation, and the GATE iconic prompts to add depth and rigor to the curriculum. Quarterly newsletters and/or Zoom teacher trainings provide research-based practices, articles, and links to educational resources based on the National Standards for teaching gifted students.

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

<table>
<thead>
<tr>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
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<tbody>
<tr>
<td>2.1 Provide supplemental Professional Development, Planning, and collaboration opportunities for certificated/non-certificated staff.</td>
<td>65,000</td>
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</tr>
<tr>
<td>Content area topics and additional areas identified by JSJCS staff.</td>
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<tr>
<td>* English Language Development</td>
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<td></td>
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<tr>
<td>* Spanish Language Development</td>
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<tr>
<td>* Mathematics K-8</td>
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<td>* Differentiated Instruction</td>
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<tr>
<td>* Effective Digital Teaching Practices</td>
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<tr>
<td>* Technology</td>
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<tr>
<td>2.2 Provide supplemental support/intervention opportunities in Spanish/English for K-8 students, based on teacher recommendations and assessments.</td>
<td>30,000</td>
<td>Yes</td>
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<td>* English Language Arts, Spanish Language Arts, English Language development, mathematics, science intervention</td>
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<tr>
<td>* After hours tutoring</td>
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<tr>
<td>* After School intervention</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Description</td>
<td>Total Funds</td>
<td>Contributing</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>* Summer school</td>
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<tr>
<td>2.3 Provide a variety of technology devices for students and staff technology enhanced work stations. This includes ensuring all K-8 students have access to a chromebook device for distance learning. For families who lack access to WiFi hot spots or similar device to provide WiFi access. During distance learning, staff, and students may need access to additional technology resources to ensure access to remote instruction.</td>
<td>10,000</td>
<td>Yes</td>
</tr>
</tbody>
</table>
| 2.4 Provide additional compensation for certificated and non-certificated staff assisting with the following areas:  
  * Technology device acquisition, distribution, and accessibility  
  * Direct support to students and or families when struggling to log on or trouble-shooting with the use of technology devices  
  * Assisting with purchase of additional school supplies and or resources  
  * Duplication and distribution of study packets | 30,000      | Yes          |
| 2.5 Provide supplemental materials as needed to accelerate student learning. Provide additional classroom materials and supplies for students to support distance learning. | 30,000      | Yes          |
| 2.6 Purchase software licenses to provide additional resources to support the JSJCS dual-language program in Spanish/English for K-8 students during distance learning. Some resources are but not limited to:  
  * DreamBox  
  * Rosetta Stone Spanish/English  
  * Happy Numbers Spanish/English  
  * myON Spanish/English  
  * TCI-4th-8th science | 45,000      | Yes          |
<table>
<thead>
<tr>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
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<td>* Imagine Espanol Site License</td>
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**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.]

For a specific description of how JSJCS addressed learning loss during the 2019-2020 school year, refer to the COVID-19 Operations Written Report that is posted on the JSJCS website.

For the 2020-2021 school year, we have developed a systematic approach to measure learning status, including English language arts, Spanish language arts, English language development, and mathematics.

We have a variety of local measures and statewide standardized assessments to measure student progress. Below, we outline some of those measures:

- **Early Literacy:** In grades K-2nd, we administer the DRA in Spanish/English to monitor student progress on developing essential reading skills in both languages. This tool will be administered at the middle and end of the year, for a total of two administrations.
- **Reading Inventory:** In grades K-8, we administer the Reading Inventory, a computer-adaptive measure of reading proficiency. The Reading Inventory is administered quarterly.
- **English Language Arts, Spanish Language Arts and Math Benchmarks:** In grades K-8, we administer quarterly benchmark assessments to measure student progress.
- **Science:** In grades 4th-8th, we administer science benchmarks quarterly to measure student progress in science.
- **Smarter Balanced Assessments:** For grades 3rd-8th, staff will analyze Smarter Balanced Assessments and compare current student performance to prior year results. These assessments are administered annually.

The administration of these assessments will vary, depending on the mode of instructional delivery in place at the time of assessment—distance learning, hybrid, or in-person instruction. We have developed protocols for administering assessments remotely during distance learning. The California Department of Education has also identified protocols for administration of statewide assessments during the various modes of instruction.
Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

Pupil Learning Loss Strategies

At this time, JSJCS does not have foster youth or pupils experiencing homelessness.

For the 2020-2021 school year, K-8 teachers will be able to administer benchmark assessments in content areas. Students will complete the assessments online from their remote locations. In addition, in English language arts, we administer the Reading Inventory, which is a computer-adaptive measure of reading proficiency. We will analyze student progress over time on both content area benchmark assessments and the Reading Inventory to identify students who have experienced learning loss. JSJCS staff and Child Welfare and Attendance staff will also measure attendance data and student participation logs to identify students who may need additional support or resources. K-8 teachers will work with the Instructional Support Team to identify supports for students struggling academically or to overcome barriers for participating in distance learning.

For students who belong to specific student groups, including a) English Learners, b) low-income, and c) pupils with exceptional needs, we will work to support these groups to provide additional resources. JSJCS will work collaboratively with LUSD departments include: 1) Educational Support Services, 2) Special Education, 3) Assessment Research and Evaluation, and 4) Child Welfare and Attendance. After analyzing student performance data and determining current student proficiency levels, we will strive to provide additional supports and resources.

Based on assessment data and analysis of student progress, JSJCS staff will determine actions and strategies to address pupil learning loss. Some examples of strategies that will be implemented are: 1) after-hours tutoring, 2) primary language support by bilingual para-educators for English Learners, 3) providing access to additional educational online software for students, 4) extending the instructional year by providing summer school and intercession learning opportunities for struggling students, and 5) providing professional development to JSJCS certificated and non-certificated staff. 6) JSJCS staff will provide differentiated instruction and or materials to assist students with associated learning loss.

Small group instruction, 1:1 tutoring by remote. Small group instruction, 1:1 tutoring in person when approved by San Joaquin County Public Health Services.
Effectiveness of Implemented Pupil Learning Loss Strategies

Effectiveness of Implemented Pupil Learning Loss Strategies
- Early Literacy: In grades K-3, we administer the DRA in Spanish/English to monitor student progress on developing essential reading skills in both languages. This tool will be administered at the middle of the year, and end of the year, for a total of two administrations.
- Reading Inventory: In grades 2nd-8th, we administer the Reading Inventory, which is a computer-adaptive measure of reading proficiency. The Reading Inventory is administered quarterly.
- English Language Arts, Spanish Language Arts and Math Benchmarks: In grades K-8, we administer unit / quarterly benchmark assessments to measure student progress.
- Science: In grades 4th-8th, we administer science benchmarks quarterly to measure student progress in science.
- Smarter Balanced Assessments: For grades 3rd-8th staff will analyze Smarter Balanced Assessments and compare current student performance to prior year results. These assessments are administered annually.

* Teacher feedback, informal assessments, and work submitted by student will also assist to determine support needed by students.

The administration of these assessments will vary depending on the mode of instructional delivery in place at the time of assessment, distance learning, hybrid, or in-person instruction. LUSD has developed protocols for administering assessments remotely during distance learning. The California Department of Education has also identified protocols for administration of statewide assessments during the various modes of instruction.

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

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<thead>
<tr>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
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<tbody>
<tr>
<td>[A description of what the action is; may include a description of how the action contributes to increasing or improving services]</td>
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</table>

Mental Health and Social and Emotional Well-Being
JSJCS has contracted with the One-Eighty Center to provided social-emotional support to students and their families. The counselors are highly trained and are able to assist students and their families to cope with some of the challenges associated with COVID-19. JSJCS staff is also able to reach out to the counselors to assist them in coping with distance learning and adjustments required at this time.

JSJCS staff, students and parents have clearly expressed the social, emotional stressors and challenges experienced due to COVID-19 and distance learning. Many difficulties have been experienced on an ongoing basis. Feelings of frustration, sadness, and depression were expressed during the stakeholder meetings. JSJCS staff have identified and referred students to the JSJCS counselor. When students demonstrate struggling with depression, anxiety, loneliness or frustration, parents are encouraged to contact the school principal and or teacher. The counselors are working with the 6th-8th grade AVID teachers to provide the Why Try curriculum in Zoom meetings to provide social emotional support to students. Parent training will also be scheduled to support families. The counselors that work with the JSJCS learning community are highly trained clinicians.

The counselors are able to provide support in-person, by phone, Zoom sessions, emails and texts. Services are offered liberally to all students that are referred by staff, parent or student request.

JSJCS staff along with LUSD Child Welfare and Attendance staff work collaboratively to provide support and outreach to students that are not participating in distance learning. These students may need additional support and interventions to assist them with distance learning.

Pupil and Family Engagement and Outreach

As JSJCS starts the new school year in the full distance learning mode, it is important our school community understands some requirements and terminology for the start of our year. Attached to the governor’s budget approval package was trailer bill SB 98 that included guidance and language for distance learning in California. As a public school system, we must include daily live interaction and participation of
students. Definitions of interaction and participation are outlined below.

Definition of Daily Interaction
Education Code Section 43503 requires that distance learning include “daily live interaction.” Daily live interaction is two-way communication between a certificated employee and student each instructional day, at the actual time of occurrence. Daily live interaction is required for every student with both a certificated employee and their student peers. In particular English learners, and students with special needs benefit from daily oral language development opportunities. Examples of daily live interaction include in-person and virtual communication or interactions, including, but not limited, to synchronous online instruction (per statute) and phone calls where both parties communicate at the time of occurrence. One-way communication, including voicemails, emails, or print materials, is not considered a live interaction. All students are required to receive daily live interaction alongside their peers with a certificated employee for the purpose of instruction, progress monitoring and school connectedness. Teachers may meet individually with students but this alone does not meet the requirements for daily live interaction.

Definition of Daily Attendance
Daily participation is used to track attendance and ensure daily engagement by all students in learning activities. However, documenting daily participation may be met through daily live interaction with a teacher or virtual assignments. Daily participation may also be documented through participation in online activities, completion of regular assignments, and contacts between employees of the LEA, (including those other than teachers) pupils or parents and guardians.
For more in-depth information please consult the California Department of Education's FAQ on Distance Learning at the following address: https://www.cde.ca.gov/ci/cr/dl/distlearningfaqs.asp

Attendance
On time daily attendance and participation is expected just as it is for in-person instruction. Parents should continue to follow the JSJCS procedures for reporting an absence. Teachers will document student attendance and schools will develop procedures to address issues related to attendance. Continued absences can result in truancy procedures.

Reengagement Strategies
Throughout the spring school closure, the JSJCS staff and LUSD Child Welfare and Attendance staff worked together to communicate with students and family that were not attending or engaged. This contact included connecting students and families to resources (i.e. nutrition services, technology, etc.) in an effort to support and reengage with the learning process. Students who are disconnected or disengaged from school are more likely to be absent on the first day of school and are more likely to be absent or disengaged in the fall. Students who have had a traumatic experience are more likely to be chronically absent from school.

Students who do not feel a sense of belonging and connectedness are at greater risk to be absent and/or unengaged. Social isolation has increased during the pandemic causing a lack of connectedness and belonging. JSJCS staff outreach efforts are concentrated in an effort to reestablish and maintain the vital connection to each and every student.

Tiered re-engagement strategies for students that are absent from distance learning are organized within a Multi-Tiered System of Supports (MTSS) mode:
Tier Definition Re-Engagement Strategies
1 Students attending school regularly: Positive relationships, engaging school climate, clear and consistent communication between school and families
2 Students who attend/engage moderately: Phone calls home, informational letters, and provide technical devices for distance learning (as needed)
3 Students who attend 40% or less: Referrals to and Action Plan created with student and family, School Attendance Review Team (SART/Team Meeting)
4 Unreachable students with no contact or engagement: Home visits, referrals to outside agencies, Student Attendance Review Boards (SARBs) and Referrals to District Attorneys

To support implementation of the above strategies, JSJCS staff and the Child Welfare and Attendance Advisors will work together to do weekly data reviews and conduct data-based site level planning to address identified issues. Data review is supported by the Aeries Student Information System (SIS), a tool that generates real-time student data to inform targeted intervention and daily practices. The data helps JSJCS identify students who exhibit attendance, behavior, or course performance that puts them at risk of failing. The counselors contracted through the One-Eighty Center are also providing student and family outreach.

Parent/Guardians will also have the opportunity to participate in Jump Into English. This program provides distance learning classes for parents/guardians. The focus is learning how to speak English, develop technology skills such as navigating the internet, connecting to WiFi, accessing district and school websites, using email and much more. Parents/guardians also learn how to connect with JSJCS staff through the Jump Into English Parent Platform materials.

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.]

LUSD Nutrition Services provides meals to all JSJCS K-8 students.

Level 1-All Distance Learning Meal Service Plan
Nutrition Services will continue to provide safe, nutritious meals to JSJCS students.
Meal distribution is provided three days per week. Monday meal service will include Tuesday meals, Wednesday meal service will include Thursday meals, and Friday will include same day. JSJCS does qualify for CACFP-at risk program, that include weekend meal service. These meals will be distributed on Fridays. Meal service times range from 10:30 am to 1:00 pm for JSJCS students. All meals are provided in
a non-congregate setting and not consumed on site. Parents/guardians and or students may pick up meals in a designated location near the main entrance. JSJCS families may attain meals at various schools. Social distancing protocols and wearing a mask will be in place at meal pick up locations.

All JSJCS enrolled students were mailed a color-coded card that includes the student’s identification number, site, code and bar code. This post card must be presented and scanned by parent, guardian, or student, to receive meals. If there are multiple children in the household enrolled in JSJCS/LUSD, a bar code card must be presented and scanned for each child. JSJCS is an approved Community Eligibility Provision (CEP) site. Students will not be charged for meals.

To view specific site information regarding school meal pickup, refer to the following flyer from Nutrition Services: https://resources.finalsite.net/images/v1596677116/lodiusdnet/bbntwwradne8qwqqt3aq/MealService_EnglishandSpanish.pdf

All information from LUSD Nutrition Services listed also pertains to meal service for JSJCS student moving from level 1, 2, 3, and 4.

Lodi Unified School District Nutrition Services Level 2– Hybrid Learning, In Person and Distance Learning Meal Service Plan.

Parameters:
- 50% of students at school at one time
- Optional all distance learning
- Social distancing
- Frequent disinfecting
- Temperature checks
- Hand washing/sanitization
- Masks or facemask with drape if needed
- Limited transportation
- Limited size of gatherings
- Modified meal service
- Some sports possible

Nutrition Services will continue to provide safe, nutritious meals to students to access across the district during the hybrid learning model. During Level 2, Nutrition Services will continue to provide meal distribution three days a week for those students enrolled in distance learning in parallel with onsite learning. Monday meal service will include Tuesday meals, Wednesday meal service will include Thursday meals, and Friday will include same day. If available through site CACFP-at risk program, weekend meal service, including Saturday, and Sunday will also be included in Friday’s meal distribution. Meal service times will range from 10:30 am to 1:00 pm for all enrolled distance learning students. All meals will be provided in a non-congregate setting and will not be consumed on site. Parents/students can pick up meals in a designated location near the main school entrance. Social distancing protocols and mask will be in place at meal pick up location.

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For students on campus, meal service will take place at the determined bell schedule which will limit students in the cafeteria receiving their
meals at the same time. Students will either consume their meals in the MP room, outside or in the classroom during lunch period depending on the site needs. All items will be pre-wrapped, some components bundled and depending on age, may be served to the students. All enrolled students have a student ID that will be used to scan and track meals served. Distance learners will have a color coded card that includes the student’s identification number, site code and bar code. This post card must be presented and scanned by parent, guardian, or student, to receive meals. If there are multiple children in the household enrolled in Lodi Unified, a bar code card must be presented and scanned for each child. If the school is an approved Community Eligibility Provision (CEP) site, then student’s enrolled will not be charged for meals. If the student is enrolled in a non CEP school, their account will be charged for meals based on the family household income eligibility for free, reduced, or paid price meals. On site students have ID cards or meal cards that will be scanned when served. For safety and sanitation, school meals for distance learners will be pre-plated, contain all components of a reimbursable meal, and bundled for quick access to families. Families, and staff, abide by all social distance protocols, including maintaining social distance of 6 feet apart, and wearing a mask. While preparing meals, staff maintain 6 feet distance when possible and wear face coverings, gloves and aprons. Every 30 minutes, kitchen staff stop food preparations to clean and sanitize work surfaces, wash hands and change gloves in a process known as Rub-a-Dub-Dub.

Counting/Claiming:
All meal waivers have been applied for with CDE and being used as needed when supply or operational cost are barriers. The POS/ Nutrikids software will be used to scan the student ID and track meal participation at each location for both distance learners and those eating on site. The NS office will run a reconciliation report and delete any duplicate meal pickups. Those families will be contacted by an auto call and notified that only one meal is allowed and all others will be charged to their account. Multiday meal pickup counts are tracked on an excel spreadsheet for claiming based on end of day reports and reconciliation.

Parameters:
All students on campus together
Optional all distance learning
Frequent disinfecting
Social distancing/mask/facemask as directed by CPH
Handwashing/sanitization
Restrictions on gatherings, guests, field trips
Some sports possible

Modified meal service if needed
LUSD Nutrition Services will continue to provide safe, nutritious meals to students to access across the district during the In-person learning model.
During Level 3, Nutrition Services will continue to provide meal distribution three days a week for those students enrolled in distance learning in parallel with onsite learning. Monday meal service will include Tuesday meals, Wednesday meal service will include Thursday meals, and Friday will include same day. If available through site CACFP-at risk program, weekend meal service, including Saturday, and Sunday will also be included in Friday’s meal distribution. Meal service times will range from 10:30 am to 1:00 pm for all enrolled distance learning students. Meals will be provided in a non-congregate setting and will not be consumed on site. Parents/students can pick up meals in a
designated location near the main school entrance. Social distancing protocols and mask will be in place at meal pick up location. For students on campus, meal service will take place at the determined bell schedule and will be provided in cafeteria. Students will either consume their meals in the MP room, outside or in the classroom during lunch period depending on the site needs. All items will be prewrapped, some components bundled and depending on age, may be served to the students.
All enrolled students have a student ID that will be used to scan and track meals served. Distance learners will have a color coded card that includes the student's identification number, site code and bar code. This post card must be presented and scanned by parent, guardian, or student, to receive meals. If there are multiple children in the household enrolled in Lodi Unified, a bar code card must be presented and scanned for each child. If the school is an approved Community Eligibility Provision (CEP) site, then student’s enrolled will not be charged for meals. If the student is enrolled in a non CEP school, their account will be charged for meals based on the family household income eligibility for free, reduced, or paid price meals. On site students have ID cards or meal cards that will be scanned when served.
For safety and sanitation, school meals for distance learners will be pre-plated, contain all components of a reimbursable meal, and bundled for quick access to families. Families, and staff, abide by all social distance protocols, including maintaining social distance of 6 feet apart, and wearing a mask. While preparing meals, staff maintain 6 feet distance when possible and wear face coverings, gloves and aprons. Every 30 minutes, kitchen staff stop food preparations to clean and sanitize work surfaces, wash hands and change gloves in a process known as Rub-a-Dub-Dub.

Counting/Claiming:
All meal waivers have been applied for with CDE and being used as needed when supply or operational cost are barriers. The POS/ Nutrikids software will be used to scan the student ID and track meal participation at each location for both distance learners and those eating on site. The NS office will run a reconciliation report and delete any duplicate meal pickups. Those families will be contacted by an auto call and notified that only one meal is allowed and all others will be charged to their account. Multiday meal pickup counts are tracked on an excel spreadsheet for claiming based on end of day reports and reconciliation.
Lodi Unified School District Nutrition Services Level 4– In-person Learning, Full Time Meal Service Plan.
Parameters:
No restrictions
Optional all distance learning
Frequent disinfecting
Handwashing/sanitization
Continued focus on proactive health measures

LUSD Nutrition Services will continue to provide safe, nutritious meals to students to access across the district during the in-person, full time learning model. During Level 4, Nutrition Services will continue to provide meal distribution three days a week for those students enrolled in distance learning in parallel with onsite learning. Monday meal service will include Tuesday meals, Wednesday meal service will include Thursday meals, and Friday will include same day. If available through CACFP-at risk program, weekend meal service, including Saturday, and Sunday will also be included in Friday’s meal distribution. Meal service times will range from 10:30 am to 1:00 pm for all enrolled distance learning students. Meals will be provided in a non-congregate setting and will not be consumed on site. Parents/students can pick up meals in a designated location near the main school entrance. Social distancing protocols and mask will be in place at meal pick up location.
For students on campus, meal service will take place at the determined bell schedule and will be provided in cafeteria. Students will either consume their meals in the MP room, outside or in the classroom during lunch period depending on the site needs. All items will be prewrapped, some components bundled and depending on age, may be served to the students.
All enrolled students have a student ID that will be used to scan and track meals served. Distance learners will have a color coded card that includes the student's identification number, site code and bar code. This post card must be presented and scanned by parent, guardian, or student, to receive meals. If there are multiple children in the household enrolled in Lodi Unified, a bar code card must be presented and scanned for each child. If the school is an approved Community Eligibility Provision (CEP) site, then student’s enrolled will not be charged for meals. If the student is enrolled in a non CEP school, their account will be charged for meals based on the family household income eligibility for free, reduced, or paid price meals. On site students have ID cards or meal cards that will be scanned when served.
For safety and sanitation, school meals for distance learners will be pre-plated, contain all components of a reimbursable meal, and bundled for quick access to families. Families, and staff, abide by all social distance protocols, including maintaining social distance of 6 feet apart, and wearing a mask. While preparing meals, staff maintain 6 feet distance when possible and wear face coverings, gloves and aprons. Every 30 minutes, kitchen staff stop food preparations to clean and sanitize work surfaces, wash hands and change gloves in a process known as Rub-a-Dub-Dub.

Counting/Claiming:
All meal waivers have been applied for with CDE and being used as needed when supply or operational cost are barriers. The POS/Nutrikids software will be used to scan the student ID and track meal participation at each location for both distance learners and those eating on site. The NS office will run a reconciliation report and delete any duplicate meal pickups. Those families will be contacted by an auto call and notified that only one meal is allowed and all others will be charged to their account. Multiday meal pickup counts are tracked on an excel spreadsheet for claiming based on end of day reports and reconciliation.

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

<table>
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<th>Section</th>
<th>Description</th>
<th>Total Funds</th>
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<tbody>
<tr>
<td>Mental Health and Social and Emotional Well-Being</td>
<td>4.1 Provide additional social-emotional support and resources for K-8 students.</td>
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<td>Yes</td>
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### Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

<table>
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<tr>
<th>Percentage to Increase or Improve Services</th>
<th>Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students</th>
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#### 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.]

JSJCS at this time does not have foster youth, or students that may be experiencing homelessness, enrolled. Fifty percent of the K-8 students are English Learners and approximately seventy-four percent are identified as low-income.

JSJCS believes that a strong instructional program should be the entry point for supporting all students, especially those at risk. JSJCS has selected to use the majority of its proportionate share of the total LCFF and additional COVID-19 related funding to increase and strengthen core dual-language Spanish and English instructional program. Resources would be primarily focused on, instructional coaching support, assessments, services to support the social and emotional health, and professional development opportunities to support EL students along with digital instruction. Academic support and intervention will be provided to students struggling in the dual-language program in Spanish and or English. A detailed explanation can be found in the Actions sections of this Learning Continuity Plan document.

The core academic dual-language Spanish and English instructional program is strengthened through high quality professional development, parent involvement, and interventions. Highly-trained teachers, instructional materials, 21:1 K-8 class size average, and a secure and safe environment are necessary to increase student academic achievement.

The above actions and services are principally directed and effective in meeting the specific needs of JSJCS unduplicated students. School-wide spending is justified because all students benefit from highly qualified-trained teachers and staff who provide learning opportunities that are inclusive and effective for all students but specific to meeting the individual needs of low income students and English learners.
School-wide spending is justified because all students benefit from emotional and social interventions and support. In addition, JSJCS will be providing an additional layer of support services that focus on meeting the individual needs of low income students and English learners.

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

For many of the actions, the educational resources and opportunities provided serve all students, including English learners and low-income students. In addition, the JSJCS staff works to identify how these supports can be adjusted or modified to ensure they are meeting the needs of, English learners, and low-income students. School-wide spending is justified because all students benefit from emotional and social interventions and support, but specific to, and with an additional layer of support services, that focus on meeting the individual needs of low-income students and English learners. JSJCS staff recognizes these student groups are vulnerable to experiencing learning loss during these challenging times in coping with the COVID-19 pandemic. We are working closely with students and their families to monitor progress and provide additional supports as necessary.