



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.]

Due to COVID-19, Janesville School shut down for in person education beginning March 19, 2020 through June 11, 2020. Distance learning began April 14, 2020 for all students. When the students went on distance learning, they were offered many avenues for distance learning. Chromebooks were provided to any families that needed a device. Families who had limited internet were offered packets and were given the option to access the school wifi in the parking lot. Students who were not engaging on a regular basis were contacted by staff to develop solutions to the lack of engagement. This proved to be helpful in re-engaging students. Approximately 95% of students engaged in distance learning through the shutdown. The consensus of the Re-opening Advisory Committee was that distance learning was an ineffective means of providing education to our students. The District had no consistency from class to class or grade to grade in delivery and quality of instruction. Many families live in areas where internet access is limited to non-existent. Approximately one third of our students were provided meal deliveries in coordination with the local high school. The reopening committee recognized that in person learning is ideal and made decisions to facilitate a safe and successful reopening of the school. Some of the new protocols are as follows: temperature checks for all staff and students at 5-6 stations to ensure social distancing. All staff are required to wear masks at all times when inside a building. All students in grades 3-8 are required to wear a mask unless they have a specific exemption. All water fountains have been disabled to prevent the spread of Covid-19. All meetings are offered via zoom to allow all parties the ability to participate.

Stakeholder Engagement

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

The school district used multiple methods to solicit stakeholder input/feedback regarding the means by which the school would provide an education to all the students in the district and the means by which we would address the need for learning loss mitigation. First, from July 14th through August 3rd, the school opened an on-line survey for parents/guardians and staff to address options and concerns regarding education at Janesville School in 20/21. We received an incredible response to the survey with 270 responses from a combined student and staff population of 420. No other survey in past years has garnered more than 85 responses, and most fewer than 50. The survey questions also included comment boxes, and the responses were valuable sources of feedback as the school developed its Reopening Plan. Second, on August 4th, the superintendent convened a reopening committee. The committee members included the entire school site council, extra representation from PTO, parents of our special population students, school board members, extra representation from our classified and certificated employee units, and management/administration. The committee reviewed the survey results, reviewed the key aspects of the school reopening and Learning Continuity and Attendance plans, and came to consensus on recommendations to make to the Board of Trustees. The committee requested a follow up survey with additional information regarding the school education options to be sent out to families. That survey went out, and responses representing 211 out of our 380 students have already come in and are being analyzed. All committee meetings were offered via Zoom or Zoom phone call which does not require internet access. The District currently has no English Language Learners at this time, however, if any enter the district, they will be considered. Families who speak a language other than English have another family member in the household who is able to communicate fluently with the school personnel.

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

All of our public meetings, including all school board meetings and hearings, are made available via the Zoom on-line meeting platform. Participants are able to interact real-time with the Board and the members of the public both present in person and on-line. Zoom includes an option for the public to phone in and participate and internet is not required for this feature.

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

In the original survey conducted from July 14th through August 3rd, 76% of the respondents indicated a preference for live and in-person education, 13% preferred distance learning, and 11% were unsure. Many comments expressed concerns for student safety, but there was overwhelming request to not require students to wear masks. In the same survey, regarding the manner of providing distance learning, 37% preferred online programs such as MobyMax, Khan Academy, and Google Classroom while 45% preferred paper packets with regular online meetings with the teacher. 17% wanted only paper packets. Many comments pointed out the difficulties they have with internet service in this community, and there were concerns about the amount of work and time involved in trying to teach the students at home, especially if there are multiple students in the home. When asked whether they prefer in-person education, distance learning, or a hybrid of the two, 63% still preferred in-person education, 7% preferred to do distance learning, and 28% preferred the hybrid model. The biggest concerns with the hybrid model were to ensure all the students in the family would be on the same schedule, and how would a teacher get through all the curriculum in half the time. Regarding the biggest concerns the respondents expressed for school reopening, when asked to pick their top three concerns, 77% were concerned about learning loss due to school closures, 59% were concerned about lack of teacher interaction

during distance learning, 33% were concerned about cleaning and sanitizing the school, 29% were concerned about no sports activities, 24% were concerned about social distancing, and 21% were concerned about face coverings and temperature checks.

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

After reviewing the survey results and convening the committee, the decision was made to provide two options to families for education during the COVID-19 crisis: Option 1 - Live and In-Person daily or Option 2 - Distance Learning with daily real time interaction with the teacher and peers. This decision takes into account the expressed concerns for safety, learning loss mitigation, problems with one model or the other, and special situations such as special education needs.

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.]

Janesville School will be providing classroom-based instruction on a daily basis to approximately 93% of the students unless closed due to COVID-19 infection rates. Students in 1st through 8th grades will be assessed in September and twice more throughout the school year in language arts and mathematics using the MAP (Multiple Assessments of Progress) testing. Students who show a need for academic intervention will be assigned to intervention sessions with a certificated teacher during a part of the regular school day. All students in 1st through 8th grades will also be offered the additional option for help in the Wildcat After School Academic Assistance Program. This will be a one hour session offered four days per week throughout the school year. The focus for the sessions will be reading for 1st through 3rd grades, reading and math for 4th through 6th grades, and general homework help for 7th and 8th grades. Additionally, the students will be using on-line programs such as MobyMax and Discovery Education Online and using Chromebooks daily to improve skills and prepare for times where distance learning will require the use of those programs and devices. All staff have been trained utilizing the Keenan training platform. All staff are encouraged to keep a positive outlook and help students with their positive attitudes and alert the district administration at the earliest sign of concerns. Keenan training also emphasized the need to watch for neglect and emotional abuse. Students who ride the bus will have temperature checks up entering the bus. All students, regardless of grade, are required to wear a mask on the bus. The District has provided an additional staff member for each bus to monitor temperatures and ensure students comply with the mask wearing rules. All staff and students have their temperatures check prior to the beginning of the school day. Hand washing and hand sanitizing is emphasized throughout the day. Students are kept in small cohorts throughout the day. Students in 3rd through 8th grade wear masks whenever they are inside the classroom. Custodians are cleaning facilities at a higher rate for high touch surfaces.

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

Description	Total Funds	Contributing
The district will assign a certificated teacher to provide intervention instruction to students lacking in fundamental language arts and/or mathematics skills.	\$69,235	No
The district will pay stipends to certificated teachers to provide after school academic assistance four days per week for one hour to mitigate learning loss for four grade-similar groups in 1st through 8th grades. These programs will be principally directed toward low income, foster youth, homeless and ELL students.	\$11,123	Yes
The district will purchase additional Chromebooks to ensure every family has at least one Chromebook at home (preferred 2 student:1 device ratio) while maintaining the 2:1 ratio for the classrooms at school. The availability and use of the Chromebooks will be principally directed toward low income, foster youth, homeless and ELL students.	\$40,000	Yes
The district will purchase licenses for MobyMax, Discovery Education Online, and other programs that provide proven instructional quality in combination with classroom instruction or as a major component of instruction in case of distance learning. These programs will be principally directed toward low income, foster youth, homeless and ELL students.	\$7,896	Yes
The district will hire/assign two persons to ride the school buses in the mornings to take temperatures of each student prior to riding the bus in order to help ensure COVID-19 isn't spread into the school thereby causing in-person education to be interrupted or to cease.	\$9,862	No
The district will purchase PPE for staff and students and cleaning supplies rated for COVID-19 sanitation to help ensure COVID-19 isn't spread into the school thereby causing in-person education to be interrupted or to cease.	\$4,000	No
The district will, when applicable, purchase non-reusable books such as scholastic reading and science booklets instead of hardbound text books to help ensure COVID-19 isn't spread	\$2,091	Yes

Description	Total Funds	Contributing
into the school thereby causing in-person education to be interrupted or to cease. These items will be principally directed toward low income, foster youth, homeless and ELL students.		
The District will continue to employ a teacher in the lower grades to reduce class sizes. These programs will be principally directed toward low income, foster youth, homeless and ELL students.	\$86,185	Yes
The District will continue to employ a part-time behavioral counselor to meet the social and emotional needs of students. These services will be principally directed toward low income, foster youth, homeless and ELL students.	\$34,812	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.]

Janesville School will be providing distance learning throughout the COVID-19 emergency period for any students who request it. One or more certificated teachers will be assigned to be the distance learning teachers. They will be collaborating on at least a weekly basis with the in-person class teachers to plan instruction and develop assignments. Grade level curriculum will be the same as or comparable to in-person learning. The adopted curriculum that has an online component will be used when possible for distance learning. Mobymax and other quality programs will be used in both in-person and distance learning. When there is a need to transition to or from in-person and distance learning, the materials and programs in use will be consistent for both instructional models.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

The district will check out Chromebooks to families needing devices during any period of distance learning instruction. The district is not able to ensure connectivity for all students due to the lack of general internet infrastructure in the community. However, the school's wireless

network is set up to enable student use from the school parking lot and the District will work with families to obtain internet access. Phone contact via the parent notification system was disseminated and WIFI was made available in the parking lot of the school. Students who have limited or access to internet will be offered office hours to complete work. The office hours will be available to any students needing technology support, homework assistance and other help. Contact has been initiated with all distance learning students and their families to ensure they have adequate resources for distance learning. Students who identified as not engaging in 19/20 were contacted via phone by staff and provided paper packets, office hours and other alternatives for distance learning as needed. Should the District be required to move to distance learning, staff will be provided Chromebooks and other available technology to support the distance learning model as well as any equipment that is currently available to them in their classrooms. If staff have insufficient connectivity at home, they will be allowed to work at the school in their designated work site.

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.]

All distance learning students will have real-time contact with their teacher every day. The real-time interaction will be used for instruction and/or help. The school work will be parallel to that assigned in the in-person classrooms, and the time value will be analogous to the in-person time value. Participation will be measured by the quality and grades earned on the distance-learning assignments.

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.]

Many of the teachers at Janesville School took spring and summer classes through CUE (Computer Using Educators) for distance learning. Collaboration time will be set aside weekly for all the teachers to work together to help each other develop their distance learning skills. Staff providing distance learning instruction will have access to their devices and school resources on site and/or at home as appropriate and needed. Mobymax training was provided for all teachers and an online library of training materials is also available. Support for technology needs is provided by the District computer technician and Lassen County Office of Education techs as needed.

Staff Roles and Responsibilities

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

The following roles and responsibilities have changed due to COVID. Distance learning teachers and in-person teachers will be collaborating to develop and deliver the distance learning instruction in parallel, as best as possible, with the in-person instruction. The school secretary will be maintaining attendance for students on distance learning and communicating attendance problems with the students' families and with the principal. The principal will be holding frequent SART (Student Attendance and Review Team) meetings as needed for attendance issues. The school's computer technician will be helping with computer issues district-wide, including with those using devices at home while distance learning. Ongoing professional development is available for Mobymax, Google classroom, Discovery Education online and COVID safety. Additional Professional Development will be determined based on needs and staff input.

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.]

Janesville School does not, at this time, have students identified as needing extra supports due to English learner status. Students in special education will be served in accordance with their IEPs, however mutually agreed upon modifications may be made in order for the student to make progress on their IEP goals while in distance learning mode. Students in foster care, low-income students and students experiencing homelessness will have access to meals, technology, and education to the same extent when on distance learning as they would in-person to the greatest extent possible. The on-site distance learning teacher is providing on-site office hours for individuals needing extra academic and technology assistance. This service is targeted to low income, foster youth and homeless students but is available to all students.

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

Description	Total Funds	Contributing
Hire/Assign one or more certificated teachers to the distance learning classroom(s).	\$69,235	No
Purchase additional Chromebooks for distribution to ensure all families have a suitable device in a preferred ratio of 2 students to 1 device when engaged in distance learning. (Expense included in prior section)	0.00	No
Survey distance learning families to ensure students have access to an adequate internet connection to partake of all the available features of distance learning.	\$360	No

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.]

Janesville School will measure all the students' academic levels in language arts and mathematics using the MAP (Measures of Academic Progress) assessment. Students who show need for intervention will have two avenues for improvement outside the classroom in addition to

extra help in the classroom. First, the district will hire an intervention teacher for pullout academic intervention sessions during the school day. Second, the district will offer an after school academic assistance program (Wildcat After School Academic Assistance Program). Both intervention programs will focus on reading for 1st through 3rd grades, and ELA and mathematics for 4th through 8th grades. The district is investing in a schoolwide license for the MobyMax, and online instructional delivery program with built-in differentiation, assessment, and engagement tracking. Janesville School does not, at this time, have a population of English Learner students.

Pupil Learning Loss Strategies

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

The teachers will be working intensively in the classroom environment to accelerate learning for students found to have academic weaknesses identified through the MAP testing. Students with severe needs will receive further intervention in a pullout academic intervention program and after school in the Wildcat After School Academic Assistance Program. These programs are open and available to all students regardless of their English Learner, income, foster youth, exceptional need, or homeless status.

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.]

MAP testing will be used three times during the 2020-2011 school year to assess the effectiveness of the instructional supports provided. The first MAP test will be completed by the end of September to identify students with academic weaknesses in 1st through 8th grades. The second MAP test will be completed mid-year, by the end of January to gauge the students' progress, especially for those involved in intervention programs. The third MAP test will be completed by mid-April/early May to ascertain end-of-the-year progress and assess the effectiveness of any additional intervention steps taken.

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

Description	Total Funds	Contributing
The actions and services described above have already been addressed in previous pages of this document (hire additional teachers/pay stipends for intervention, purchase MobyMax license).	0	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 district has hired a social-emotional counselor for on-site services two days per week. This service is available to all students K-8. Professional Development is available through Keenan is assigned and available. Due to the size and configuration the of the community, staff are able to obtain a high level of information regarding family circumstances. Staff work in collaboration with the school and community resources to provide assistance to students with social and emotional needs to address trauma and other impacts of COVID-19.

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.]

When students fail to engage 60% or more of any school week for unexcused reasons, the school administration will contact the parent/guardian of record by phone/text/email to determine the cause and work with families to improve attendance. Continued engagement problems will be referred to the Lassen County juvenile probation department and/or the Lassen County Sheriff's Department school liaison deputy to make in-person contact with the student and parent/guardian. If the student continues to fail to engage or has repeated periods of nonengagement, the school administration will convene a Student Attendance Review Team (SART) with the parent/guardian to develop an attendance intervention plan. Continued problems will be referred to the Lassen County Student Attendance Review Board (SARB).

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.]

Janesville School operates a school meal program with approximately 40% of the students qualifying for free or reduced meals. During those periods when in-person instruction is occurring on site, the full breakfast and lunch program will operate as normal for students attending school on-site. Students will be seated in class cohorts, and physical distancing will be maintained as the students wait in line for their food. For students engaging in the distance learning program, those who are eligible for sack lunches will be able to make arrangements to come

to the school at a specific time to pick up meals. If the school is required to go to all distance learning, meals will be provided to all students who qualify for free or reduced meals.

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
7.49%	\$205,057

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.]

While all students will benefit from the additional actions implemented, the needs of foster youth, English learners and low-income students were considered first and these groups were represented at stakeholder meetings to ensure the needs of those students were being considered. These actions are effective for these specific groups because of their accessibility. Additional use of supplemental funds are as follows: High quality professional development and collaboration for alternative supports for students. The majority of the actions are included in this document and account for \$182,107 of expenditures. The remaining \$22,950 in expenditures is for a variety of small expenses such as supplies for after school program, student recognition, family events and the purchase of additional intervention materials.

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

The Janesville Union Elementary School District believes that the services provided in this LCP, provided on a district-wide basis, are the most effective use of funds to meet the needs, conditions and circumstances for all pupils, including all unduplicated pupils. The basis for determination is to use funds on a district-wide basis is based on prior experience/successes, alternatives considered and educational theory. The above activities and funds will be used to implement district-wide services that are principally directed towards all unduplicated students and targeted towards specific subgroups, with the goal to increase the percentage of students reaching proficiency on the ELPAC, CAASPP, and other locally determined measures. The three major actions described in this plan, the intervention program, the expanded after school program and the purchase/distribution of additional Chromebooks is especially beneficial to the unduplicated students due to historical need for similar services