

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
Jurupa Unified School District	Elliott Duchon, Superintendent	educhon@jUSD.k12.ca.us ; 951-360-4168

General Information

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

Located in the northwestern corner of Riverside County, the Jurupa Unified School District serves 19,515 students in grades TK-Adult School. The district serves a student population that is 86.2% Hispanic with 76.4% of students coming from socio-economically disadvantaged homes. Just over 30% of the students are English Language Learners and 10.9% qualify for services for students with disabilities. Like every community in California, the pandemic has been a disruptive force that has had a major impact on many of our families. Riverside County continues to be on the governor’s watchlist for failure to meet state benchmarks for disease transmission. We see that an increasing number of our parents have lost their jobs and/or their homes during this time. This has resulted in additional hardships and has forced more of our high school students into the workforce to help support their families. The district also has a disproportionate number of parents who are essential workers who do not have the ability to work from home and struggle with child care needs. There are pockets of families that struggle with internet connection-either lacking internet at together or with unreliable/low bandwidth internet access.

The greatest strength of our country and the Jurupa Community is people—you, your children, your families and your neighbors. Working together to keep our children safe, to educate them, and ultimately tame the Novel Coronavirus we can and will become stronger. At the board meeting on July 6, our Board of Education unanimously approved a distance learning model for all our students. This decision was made with the health and safety of our students, staff, and families as a primary consideration. The recent and significant rise of COVID-19 cases in our community and Riverside County is a major concern. Many people are wondering how long it will be until students return to school for in-person instruction. Unfortunately, that is a difficult question to answer. We are continually monitoring the COVID-19 statistics in Jurupa Valley and Riverside County. In the end we will rely on many factors including guidelines from health officials, laws, and regulations. The most important consideration will be the health and safety of our parents, students, staff and community. Administration will provide updates to the Board of Education so they can determine the prudent time to offer in-person instruction. In the meantime, we are putting together answers to many of your questions which will appear on our website. You can access the website at

www.jurupausd.org. The distance learning program is quite different as we start school this year than it was during the spring school closures. The classes are a complete instructional program similar to an in-school model. Essential elements include:

- Instructional minutes have been modified pursuant to SB98 mandates:
 - TK/K: 180 instructional minutes
 - Grades 1-3: 230 instructional minutes
 - Grades 4-12: 240 instructional minutes
- Student daily attendance accounting, monitoring, and reporting will follow SB 98 mandates, including provisions for monitoring student attendance and engagement for live synchronous instruction and the completion of classroom work/assignments (synchronous and asynchronous).
- Instruction aligned to grade-level standards equal to the level of quality and challenge/rigor provided during “in-person” instruction.
- Daily “live” instruction provided by appropriately certificated teachers who have been trained for effective distance learning. Live instruction will feature appropriate opportunities for students to demonstrate learning, teacher feedback, formative assessments, student collaboration, and focused instruction.
- Preschool teachers synchronously engage with their students Monday - Thursday for 30 minutes daily of live instruction and 30 minutes of asynchronous independent learning. The daily schedule is organized in two groups between the AM and PM class time frames to allow for flexibility in family schedules. Families can choose to have their child participate in any group according to their needs.
- Elementary teachers synchronously engage with their students daily for 2 hours and 15 minutes per day. (1 hour and 15 minutes for TK and Kinder teachers). This includes a 15-minute morning meeting designed for teachers to do a social-emotional learning (SEL) check.
- Secondary teachers synchronously engage with students daily for a minimum of 45 minutes a day for each period they are assigned to teach (total minimum of 2 hours and 15 minutes per day for 3 “block periods”).
- Secondary teachers synchronously engage with their students minimally 20 minutes, 2 days per week for an Advisory period to utilize supplemental social-emotional curriculum (BASE).
- Designated and integrated instruction in ELD for ELL students.
- Academic supports/interventions for students who are identified performing below grade-level, or for students who are not engaging in distance learning at the appropriate level (e.g., below 60% engagement).
- Efficient access to instructional resources necessary for distance learning (e.g., connectivity, devices, etc.).
- Appropriate special education related services documented within the students IEP.
- Grades will be recorded and posted in the traditional manner (letter grades for secondary, 1-4 marks for elementary).

With distance learning, masks, social distancing, quarantines, this is not the new normal. It is not normal at all, but it is what we need to do. We also know that educating our children is not negotiable, and that is what we will do. Every student has and, by the way, for the past five years has had his or her own computer. We are blessed with excellent teachers and remarkable support staff and incredible administrators.

JUSD has responsibly provided our teaching staff with an abundance of instructional tools (e.g., LMS, digital software) and differentiated and targeted professional development to accelerate learning in a digital environment. Moreover, district leaders are providing school principals with ongoing coaching and mentoring to develop knowledge and skills to thrive in distance learning. We are confident that our overall plan, dedication, and commitment will propel our entire school community to “learn without limits!”

Stakeholder Engagement

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

Our Stakeholder Input Committee had representation from board members, union representatives, community (mayor), student board members, District Advisory Committee (DAC) and District English Learner Advisory Committee (DELAC) parents and district administrators. The input committee meetings were held on June 15, 2020; June 23, 2020; and June 29, 2020. All recommendations from the committee were outlined on July 1, 2020 at a special Board Study Session.

The Committee established a JUSD reopening timeline; determined values and priorities; and adhered to health guidelines. The Committee decided upon the following values: consider healthcare guidelines; continue to uphold our promise of “learning without limits”; continue student learning while maintaining LCAP goals and student achievement; establish protocols to keep students, staff, and teachers safe; and pursue effective communication and transparency. The following priorities were determined for students, employees, and the community: instruction; health and safety; technology; facilities and site operations; and communication. From these established criteria, a Draft Reopening Plan was created by Educational Services, Business Services, Human Resources, Technology, and Organizational Leadership and Planning. The Draft Reopening Plan provided three distinct instructional models: Traditional Learning, Blended Learning, and Distance Learning. The Stakeholder Input Committee reconvened to review the draft and offered continued suggestions based on their chosen values and priorities.

In June 2020, JUSD administered a family survey to determine family preferences on the three instructional models. With approximately 5,800 community responses, 41.2% preferred a Traditional Learning Model, 32.6% a Blended Learning Model, and 26.2% a Distance Learning Model. Through ongoing collaboration with both NEAJ and CSEA, a Memorandum of Understanding was established to help guide the district’s reopening efforts.

On July 1st, 2020, JUSD held a Special Study Session for Board Trustees and the community. The Stakeholder Input Committee process was detailed, instructional options presented and explained, community input read aloud, and Board Trustee questions answered. On the Jurupa Unified School District website, Frequently Asked Questions (FAQs) were solicited and the responses provided were regularly updated.

On July 13th, 2020, JUSD held a Board Meeting that included a community forum for verbal input. Board Trustees listened before making a final determination on the instructional model(s) offered for students to begin the 2020-2021 school year. After considering survey data and weighing community and staff input, JUSD’s School Board unanimously voted to open the school year in a Distance Learning instructional format.

We also presented the draft Learning Continuity and Attendance Plan (LCAP) to the DAC/DELAC on September 9, 2020 for review and feedback.

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

All of our current meetings, including Board of Trustee and DAC/DELAC, are done through Zoom, Google Meets, or Microsoft Teams meetings. In Board meetings, members of the public are given the opportunity to submit written comments that are read during the meeting. Board meetings are live streamed via Youtube Live.

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

The JUSD Fall Family Survey had approximately 5,800 responses on questions relative to options for reopening of schools and health and safety concerns. The three options they considered were traditional, blended, and distance learning provisions. Within these provisions, staff considered public health guidelines, continued learning while maintaining our LCAP goals and student achievement, establishment of protocols to keep students, staff, and teachers safe, communication and transparency as well as continuing to uphold our promise of Learning without Limits.

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

Feedback from parents helped to identify the need for connectivity support, the challenges of supporting their children on multiple LMS platforms, and the need to increase/coordinate communication efforts. Responses to this feedback included in the LCAP include:

- The purchase of 3,000 hot spot devices
- The use of a single LMS (PowerSchool Learning)
- Q Communications Trainings and scheduling reminders to help manage the influx of robocalls and regular outreach by staff to families.

Feedback from teachers and staff helped to identify safety and health concerns, technology/equipment needs, tools to support student engagement and digital learning and assessment, support for the social-emotional wellbeing of students, the need for ongoing teacher collaboration, and professional development to support distance learning. Responses to this feedback include in the LCAP include:

Those actions that resulted from the MOUs with NEAJ and CSEA:

- Purchase of PPE and social distancing facility improvements
- Purchase of document cameras that work with USB
- Purchase of Screencastify to support unlimited recordings of lessons and google meets enterprise licensing to support recording meetings.
- Purchase additional ALEKS licenses for math intervention.
- Purchase Little SIS to roster google classrooms.
- Purchase Ed Puzzle to assist with formative assessments.

- Purchase BASE social and emotional learning software.
- Purchase iStation grades K-6 to assist families with literacy assessments digitally.
- Purchase PearDeck to assist with formative assessment.
- Professional development
- On-going support for teacher collaboration using the Impact Team model differentiated for distance learning
- Purchase of online learning tools including SEL curriculum

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

The district is committed to providing in person instruction once it becomes safe to do so. In preparation for inviting students and families back to the school buildings, bulk purchases of personal protective equipment (PPE) and cleaning/sanitizing equipment and supplies including, but not limited to, thermometers, electrostatic sanitizing machines, portable hand sanitizer dispensers, masks, face shields, gloves, and gowns have been purchased. Additional resources have been obtained to support the amount of COVID related signage needed at schools.

Plans for hybrid learning models including students participating in a combination of in-person and distance learning have been made. In some cases, modification of classroom spaces may need to be made including the removal of built in cabinets and desks to provide the necessary space for social distancing. School days will be modified to allow for smaller cohorts of students to attend and maintain social distancing recommendations. Reviews of the safety of hybrid schedules will be conducted to put in place when deemed safe and appropriate.

It is hoped that prior to hybrid models, if deemed safe, small group support sessions will commence for students who have experienced significant learning loss due to school closures, especially Low-income, Foster Youth, Foster Care, Homeless Students, English Learner, and Students with Disabilities.

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

Description	Total Funds	Contributing
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Purchased PPE; disposable/cloth/N95 masks, plastic face-shields, gowns, no-touch thermometers, sneeze guards and plexi-glass barriers for publicly accessible locations.	\$110,000	N
Purchased cleaning supplies and equipment: disinfectant wipes, hand-sanitizing stations, bottled hand sanitizer, disinfectant solution, multi-task buckets with supplies, and disinfecting misting systems for each classroom.	\$350,000	N
Signage equipment and supplies	\$155,000	N
Upon returning to in-person instruction, the district will identify any additional items needed as indicated by current health and safety guidelines.	To be determined	N

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA’s plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

While these are indeed extraordinary times, and we are forced to make many changes in the way we deliver instruction. We will ensure all of our pupils will have digital access to a full curriculum through the ongoing use of our Units of Study, current online resources by publishers, and expansion of needed digital resources all of which will be used in a fully distance learning, hybrid or full face to face instructional model. Beyond our provision for all students having access to Chromebooks, the following software packages were purchased to support the instructional needs of our staff to provide an effective digital learning environment:

- PowerSchool Learning (PSL)
- Screencastify for recording video lessons
- EdPuzzle to assist with formative assessments
- Sanford Harmony online SEL (Social Emotional learning) portal for Prek-6
- BASE (Social and Emotional (SEL) software through Odysseyware) for all secondary schools
- Peardeck collaborative tool that provides formative assessment templates to improve equity
- SeeSaw for schools digital portfolios that provide easy access for families for grades TK-3, SDC 4-6 classes, SDC Preschool and Functional Skills classes
- Illuminate (online formative assessments)
- iStation additions-both adaptive assessments and adaptive curriculum in ELA and Math for students (ELA K-6 +DSA 7/8) (Math K-5)
- ALEKS a web-based artificially intelligent assessment and learning system for ALL students in grades 6-12 classes
- RazKids Plus with EL Component TK-6 supplements literacy and social studies and science along with SEL

- Kami--digital classroom application that supports text annotation, creative student work, drawing and collaboration opportunities.
- NEPRIS- Library of classroom presentations by industry leaders that can be used asynchronously or can be live, interactive presentations for use at the high school level to support work-based learning and career exploration/preparation.
- Google Meet Enterprise - record meetings, attendance tracking to see which students joined the call, breakout rooms for classes to split into smaller groups, Q & A to provide a way for students to ask questions without disrupting the flow of class discussion or lesson, and polling to engage students to share their voice.
- Additional e-Books are being added to the district's digital/online library system, along with makerspaces and mobile library access to allow for continued districtwide library services.
- Other district and site-based digital software, subscriptions, equipment and supplies needed for continuity of instruction

In addition to technology software support, distance learning kits have been purchased and distributed curbside to all elementary students.(Crayons, colored pencils, pencils, highlighters, erasers, paper, scissors and whiteboards) to support asynchronous instruction. Additional and an increase in print materials have been and will continue to be provided to support student engagement and learning continuity.

Family Math Games for grades TK-1 have been created to support early math routines (finger perception, rote counting/one to one correspondence), number sense activities, and vocabulary concepts. These games will be packaged with manipulatives: spinners, dice, counters, chalk, linking cubes, clothespins & whiteboard markers. Along with print materials: numeral & quantity cards, tens frames, tally cards, number lines venn diagram, Frayer model chart, and 100s chart. The accompanying parent guide will be in English and Spanish and all games will be referenced on a JUSD Family Math website. Distribution of materials will be curbside.

The district has standardized around the use of PowerSchool Learning (PSL) as the main learning management system in order to provide consistency and ease of use for students and families. In order to facilitate that ease of use, there are some common elements that are found on each teacher's home/landing page. Technology has created a template page for them to utilize, which contains the required scheduling elements.

There are important elements we continue through synchronous (live instruction) and asynchronous (non-live) learning to include: formative assessments to help inform learning, feedback and goal setting, teachers and students working collaboratively to identify success criteria and targets for learning, forging connections with our students, continue to value and maintain student relationships while creating an environment which allows students to feel comfortable to make errors. Appropriately, priority standards, evidence of student learning, and student engagement within a distance learning environment will drive teacher planning, PLCs, and interventions. We recognize that business as usual will not work in our new reality. Access and equity are more important than ever, as home-learning and home environment are fundamentally connected to student learning. Our plan includes strategic efforts to support learning at home. This includes a high volume of parent services, trainings, communications and messaging, and parental/instructional materials. Another key support for the continuity of instruction is our deliberate focus on our students' social and emotional well-being. Outlined in greater detail later in this plan, teachers regularly work to maintain strong connections to their students and families while including SEL lessons that help our students deal with

stress and build self-regulation and resiliency. These skills are critical now and will help support our students if and when we are able to transition to face to face instruction.

Access to Devices and Connectivity

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

All students TK-12 have access to a personal Chromebook. Additional Chromebooks will be purchased to ensure students are able to immediately receive a loaner device in the event a Chromebook is in need of repair. In addition, all teachers have a district assigned laptop. Additional laptops will be purchased to ensure teachers have up-to-date technology available throughout distance learning. The Technology Department provides ongoing support services through student and staff password resets, technology work order requests, onsite technical support, and Chromebook upgrades and repairs. District will provide replacement document cameras for all teachers whose document cameras are not USB connected and can't be used for distance learning. We have also purchased 3,000 hot spots and built-out the needed network to support the hot spots and ensure that all students have reliable internet connectivity. An application process was developed to manage disbursement, with first access to students most at need, i.e., Foster and Homeless Youth. To support the ongoing impact of distance learning on the district's network, upgrades to network infrastructure are in process and will enable the district to deploy the latest security strategies and connectivity enhancements.

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.]

JUSD teachers will document daily participation of each student, in whole or in part, for which distance learning is provided in Q, our student management system.

If a student does not participate in distance learning, teachers will mark students as absent. Please note: participation includes, but is not limited to (1) participation in online activities, (2) completion of regular assignments, and (3) completion of assessments.

Our Pupil of Personnel Director and Technology department have developed instantaneous reporting procedures and reports to immediately identify students requiring engagement/participation intervention. Teachers, counseling staff, office staff, and classified staff are all strategically assigned roles/actions to support immediate re-engagement intervention strategies.

School re-engagement strategies for students who are absent from distance learning for more than three school days or 60% percent of the instructional days in a school week are tiered, beginning with teacher's level 1), counseling staff (level 2), and admin/office staff (level 3).

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.]

The Educational Technology Department has expanded its professional development offerings with two teachers on assignment providing services to help teachers, support staff, and administrators engage students in high quality learning experiences both in a synchronous and asynchronous model. This professional development includes live, virtual training on a variety of digital tools including Zoom, Google Meets, PowerSchool, Seesaw, Google Classroom, Google Suite, Microsoft Teams, Edpuzzle, and Peardeck. In addition to these weekly offerings, the district held two “Quarantine Jam” virtual PD programs before the start of school. These programs featured sessions on additional topics for digital learning that were led by teachers and administrators.

District Curriculum Teachers on Assignment will provide on-going instructional support to teachers. Literacy support teachers (intervention teachers) at each site will receive ongoing professional development on supporting literacy through distance learning. Monthly meetings will focus on small group instruction and the use of data from i-Station and other site assessments to inform small group instruction as well as EL support. Literacy support teachers will also be trained to support Seesaw and Raz Plus site questions.

Teachers at the secondary level will receive professional development on BASE, the online SEL curriculum that will support the Advisory program.

In partnership with Alludo Learning, we are also providing a professional development opportunity for all JUSD staff. The Alludo system will include both Alludo content and JUSD generated content from education services as well as our Technology Department. There are five levels of professional development with content ranging from Pedagogy, Digital citizenship, Classroom Tools, ELD, Wellness (including Socio-emotional learning (SEL), and more. Through this opportunity, staff can acquire digital badges to reflect the modules that they have completed, as well as earn a stipend based on the number of points completed. Alludo allows employees choice in their professional development while directly supporting the skills and planning necessary for quality distance learning. Being asynchronous, Alludo allows staff to complete this training at times that are convenient for them and keeps teachers in their classes to work with their students.

Additional professional development to support specific instructional needs, such as CTE and AP are also structured in more frequent, shorter modules so that staff don’t experience “Zoom fatigue” and so this professional development can be scheduled around the instructional day.

We recognize that our administrators are consistently offering support to their teachers, families and school communities. They also need support and mentoring during these most difficult times. We have contracted with The Core Collaborative to provide leadership coaching specifically designed to meet the leadership challenges during distance learning.

Staff Roles and Responsibilities

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

All JUSD employees have seen COVID 19 affect their work in varying ways. These include the specialized training maintenance staff have received as they implement stringent cleaning requirements to keep facilities clean and safe. Food service workers also work under the recommendations from the Health Department and have seen meal provision shift to a “grab and go” model that was especially demanding

this summer when meals were provided to all children in need, whether they attended JUSD schools or not. We have had to rethink how we provide office and technology services to support social distancing. Classified, certificated and administrative staff providing instruction and direct services to students have had to learn how to do this in a virtual setting often while learning how to use new technology tools to support this work. Resident certificated substitutes have been assigned to sites to support continuity of instruction across all curriculum areas. Bus drivers have been used to deliver instructional materials and other learning supplies while students are learning from home. During distancing learning, activity and campus supervisors have new roles that include supporting the distribution of instructional materials and supplies to students and assisting school staff with maintaining contact with students.

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.]

Supports for Pupils with Unique Needs

Special education staff in the District will continue to implement each Individualized Education Plan (IEP) to the greatest extent possible during distance learning. All students will receive a free appropriate public education (FAPE) during distance learning. Case managers will monitor the implementation of special education and related services during distance learning and revise accordingly, with input from the IEP team and parent.

An Individualized Distance Learning Plan (DLP) was developed for each student to describe how the District will implement specialized services and supports in a student's Individualized Education Plan (IEP) during the distance learning instructional model. Case managers will engage parents in an individualized discussion about effective distance learning instruction and related services that align to their child's IEP.

The District has proceeded with scheduled in-person assessments for initial and triennial evaluations. The following procedures have been implemented: assessment rooms contain the necessary assessment materials and cleaning supplies to keep the environment as safe as possible for the student and the assessor; no more than one assessor and student will be allowed in an assessment room at a time; after each assessor completes his/her assessment with a student, the assessor will clean all surfaces and testing equipment; custodians will clean the assessment rooms at the end of each day. Once assessments are completed, IEP meetings will take place as scheduled through either an online platform or phone. Parent input on the online platform is requested prior to scheduling the meeting.

All JUSD students have access to a Chromebook to access their teacher's virtual classroom. Many platforms that are being used, such as Google Hangouts, Microsoft Teams, Seesaw and Zoom. Each platform has built-in universal tools, i.e., magnification, closed captioning, and keyboard navigation for student accessibility. IEP teams, with the support from the Technology Teachers on Special Assignment, make sure everyone is familiar with the accessibility features those platforms support. Voluntary professional development has been offered to all staff to gain an understanding of accessibility tools.

Students who use assistive technology (AT) also have the ability to utilize their AT device and their own AT software to support accessibility to their teacher's virtual classroom. Teachers who instruct students who have an IEP or Section 504 Plan showed students the platform's layout including the features and ways to navigate the site, such as how to screen share, share documents, use the chat feature, raise a hand, and

find the mute button. Special Education teachers are explicit in their instruction, letting students practice, and repeat many times for fluency. Many students, teachers, and parents are using online tools for the first time.

The transition from home life to school life in the student's home can be jarring. Mental health therapists and counselors are helping prepare students for online learning which can ease anxiety about the unknown. Transitions can be especially difficult for students with disabilities and teachers are being trained to take time to implement mindfulness and consider social and emotional needs before starting instruction. Advisory periods at the secondary level are utilized to support students' social and emotional needs.

Due to the nature of video conferencing, it may be challenging to gauge how much students with disabilities are actually learning during synchronous sessions and how engaged they are. Paraprofessional staff work collaboratively with special education teachers and participate in the online platform to best support students. For example, a paraprofessional might be assigned to take notes during the synchronous session then later in the day can meet with the student during asynchronous time to review notes with the student. That way, other students can focus on actually engaging with the activity or lecture knowing that they will be able to supplement their notes with the ones from an "official" notetaker. Paraprofessionals are being trained to record student engagement data as well as specific behavioral data that might be a barrier to a student's learning. One-to-one paraprofessionals are working alongside their assigned student via a Chromebook or laptop.

Distance learning presents some special challenges for our high school seniors as they work on college and financial aid applications and complete the steps in their post-graduation plans. Counseling and guidance staff are receiving specialized training to support seniors "through a screen" and the district is funding expanded office hours beyond the instructional day so counselors can meet one-on-one with students while minimizing their time out of class. Guidance staff will also offer additional one-on-one support for students with greater needs, including Foster Youth, homeless youth, students who are first generation college-bound students and students with disabilities. Guidance staff is also participating in professional development in partnership with ASCA/RCOE on best practices for providing counseling services during distance learning.

As mentioned above all Jurupa students have access to a chromebook, hot spots are being made available to students who need them in order to be able to join class/es and have access to daily instruction. English learners continue to receive designated and integrated ELD daily. Jurupa also provides assistance for ELs through bilingual language tutors. Bilingual language tutors are available at each site and their job is to support English learners in levels 1 and 2. Professional development continues to be offered to bilingual tutors which has supported their work via distance learning. Jurupa also offers dual immersion at 5 school sites. This program is offered at 3 elementary schools, one middle school and one high school. Two district bilingual resources teachers in the department of language services are supporting teachers and bilingual tutors with professional development, both in language development as well as technical assistance to support the teaching and learning during distance learning. Professional development continues to be offered for teachers and administrators to support their work with English language learners. Professional development is focused on second language acquisition, English language development, culturally responsive teaching, and the EL roadmap all of this supporting distance learning of course. Personnel from Language Services meets with newcomers to ensure they understand what is available to them and to assist in understanding how the american school system works. If needed a backpack with school supplies is provided. In order to support our families DELAC and ELAC meetings have continued during the closure of schools and distance learning via zoom. Additionally, the parent group-Cafe Literario, has also continued to operate and read, discuss, and analyze literature and learn ways to support their children at home, especially during distance learning.

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

Description	Total Funds	Contributing
Hotspot devices for households without access to high-speed internet.	\$540,000	Y
New technology based programs to directly support distance learning, including PowerSchool LMS, Raz Kids Plus, SeeSaw, Screencastify, Ed Puzzle, PearDeck, Kami, NEPRIS, BASE, Sanford Harmony Online SEL, and Google Meet Enterprise.	\$350,000	Y
Technology hardware to support distance learning including updated laptops and document cameras for teachers, and updated network infrastructure. All hardware purchases are in support of distance learning.	\$1,517,000	Y
Additional student Chromebooks to ensure students have immediate access to a loaner Chromebook	\$825,000	Y
Alludo - Professional Development (PD) modules/activities	\$760,000	Y
Teachers on Assignment in Technology and Curriculum provide scheduled weekly PD & Support	\$460,000	Y
Resident substitutes assigned to schools	\$700,000	Y
Expansion of the district’s e-Books, makerspaces and mobile library access	\$1,050,000	Y
Administrative Coaching in a distance learning environment	\$107,000	Y
Elementary student learning supplies for distribution to parents to support distance learning, Family Math at home--math games for TK-1 students	\$120,000	Y
Equipment & Supplies to support customized print materials	\$1,400,000	Y
Bus Driver support - delivery instructional resources	\$25,000	Y

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.]

Schools, no matter what instructional is in place, must be hubs of response and recovery, a place to support emotional recovery and promote social togetherness—and this is as important as any achievement gains. This foundational belief drives our recovery plan. Our first few days of school were devoted to addressing students’ social-emotional needs and developing connections with peers and teachers. Psychological safety and attention to students’ emotional health are foremost in our plan (e.g., SEL curriculum). That said, we are also in the business of schooling and learning.

Rather than approach the “learning loss” through a deficit model, our approach was to strategically integrate priority standards that were NOT taught in the spring into our existing/paced Units of Study. The idea of spending the first several weeks of 2020-21 fall teaching all that what was missed from the spring would only exacerbate the learning loss for students by placing them even further behind (e.g., jeopardizing

access to ALL grade-level standards necessary for the 2020-21 school year). Consequently, district support staff worked during the spring and summer to thoughtfully identify integration opportunities for this learning loss into this year's curriculum plan. This information was then provided to grade-level teams for ELA and Math teacher planning and instructional purposes.

Similar to the way that expert teachers always diagnose prerequisite knowledge or enabling skills for grade-level instruction, JUSD teachers, including designated intervention teachers, will be taking strategic similar actions to measure learning and respond accordingly. We believe our existing "Impact Teams" structures, processes, and protocols are perfectly designed to successfully address student learning needs. Processes and protocols include, but are not limited to:

- Identifying of the most essential skills and knowledge for teaching/learning focus
- Developing clear success criteria (evidence of learning) aligned to priority standards
- Frequent used of short-cycle formative assessment and use of the formative process to assess student learning and drive planning
- Engaging students in peer and self-assessment to maximize feedback
- Developing students' self-regulation and metacognitive skills to necessary for goal setting in distance learning

Elementary sites will support literacy and math learning loss through small group scaffolded instruction led by intervention teachers. Istation assessment results as well as Raz plus literacy assessments will provide next steps in instruction.

Early Math skills will be supported in grades TK-1 through the distribution of math numeracy games that contain math manipulatives and a step-by-step parent guide. An accompanying website will provide math videos and more resources to support math at home in both English and Spanish.

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.]

As mentioned above, grade-level and/or subject specific Impact Teams are designed to accelerate learning. In fact, the instructional strategies emphasized in this model are those known to be the most impactful according to research (e.g., Teacher Clarity, effective feedback, developing students' metacognitive and self-regulatory skills, formative assessment).

Specifically to ELLs, teachers will appropriately design distance learning lessons to integrate ELD instruction. This includes specific learning intentions and success criteria for language acquisition. Furthermore, the district has developed monitoring strategies for low-income, foster, homeless, and exceptional use students for early identification of students who are not either engaging or experiencing academic success.

Activity and Campus Supervisor roles have adapted to support the implementation of outreach to students and families to improve student participation in the learning process.

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.]

- Services designed to support learning will be assessed using a variety of measurements. This includes, but is not limited to:
- Formative and summative assessments designed and used by Impact Teams
 - Principal and district monitoring of Impact Teams and student learning/progress
 - Student data (e.g., iStation, Reading Inventory, Aleks math assessments, a-g completion, CTE participation, student attendance, grades,
 - Student progress reports
 - Average Daily Attendance and Participation/Engagement reports

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

Description	Total Funds	Contributing
iStation resources and assessments and Raz Plus literacy for all elementary students	\$395,000	Y
Illuminate assessment system to monitor student learning through Impact Teams	\$106,425	Y
Aleks math and assessments for grades 6-12	\$80,500	Y
Intervention Teachers will support small group scaffolded instruction and focus on mitigating learning loss	\$4,985,000	Y
Activity and Campus Supervisors will support the implementation of the re-engagement plan	\$1,698,800	Y

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.]

Health professionals, current research and our own observations/experience tells us that the pandemic and its effect on families, communities and schools has created increased mental health challenges for our students and community. In response to these needs, JUSD has increased staffing for mental health and family support services through our Parent Information and Community Outreach (PICO) Department. The district has also expanded its partnership with Borrego Health and the Riverside University Health Care System (County) to help connect students and their families to services.

The district uses an online referral system that is easily accessible for staff members to make referrals as well as for families to make self referrals.

Social and emotional learning has been a priority strategically designed into our fall reopening plan. Teachers began the year with targeted lessons from research-based SEL curriculum and continue to integrate SEL learning into weekly instruction. Students at the elementary level have a daily “check in” time with their teacher(s) and at the secondary level, students have a dedicated Advisory period that meets twice weekly to support social-emotional learning.

Specialized providers, including case carriers, school psychologists, mental health counselors, and secondary counselors/guidance coordinators regularly check in on students and have established protocols and mechanisms for students to request an individualized appointment with their counselor. Foster youth and homeless youth are priorities for these check ins and services.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

JUSD has developed a multi-tiered attendance and reengagement plan to monitor student engagement, and when necessary, provide resources for families to remove barriers that lead to learning loss from absenteeism. The tiered supports are provided in partnership with school site teachers, attendance staff, and site administrators as well as district support from the Pupil Personnel Services, Education Technology, and Parent Involvement and Community Outreach (PICO). All communication is provided to families in languages other than English as needed.

Tier 1 establishes support and communication for all students. School sites will establish incentives for students with good or improved attendance, communicate the importance of attendance with families and students, set attendance goals for the school site and grade levels. Initial tracking of student attendance and engagement begins with daily attendance during synchronous instruction by the classroom teacher. The attendance office will provide notification to parents/ guardians of absent student daily and teachers will communicate with students and families during their office hours. They will also provide access for students to retrieve assignments from absences from the online classroom platform. Other measures for student attendance, engagement, and participation will be verified by completion of assignments, assessments, or communication with teacher or school. Students who are absent for 60% of a given week will be reengaged by contacting families and continue to monitor ongoing attendance.

Students who continue to have excessive absences after Tier 1 supports have been implemented are provided a second level of reengagement supports (Tier 2). Indicators that at student needs Tier 2 support for attendance: Student is “Chronically Absent” by being absent 60% of a school week for multiple weeks or 10% for the school year, identified as not having sufficient internet access to attend class, other identified barrier preventing student from participating daily online instruction. School site attendance teams will work with the student and family to monitor progress, identify barriers to student engagement and attendance, and meet student needs. If needed, the team will develop an alternative attendance plan that may use time value of assignments to receive credit for daily attendance that may use student

work packets or complete assignments using asynchronous learning options. If internet access is a barrier, students will be provided a mobile “hotspot” and free/ reduced lunch application if applicable. Students may also be referred for behavioral health services through the PICO office to address mental barriers to attendance and engagement.

Tier 3 supports are provided for students who continue to have excessive absences after Tier 2 supports have been implemented or exceed 20% absences in the school year. The attendance team will work with the Pupil Personnel Services department in a non-punitive SART process. If needed, the student may be referred to the social services or the SARB process to address barriers to reengage the student.

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.]

DISTANCE LEARNING:

For the 2020-21 school year, the district’s Nutrition Services department has expanded grab-n-go pre-packaged meals to 21 of its 24 school locations. A cold breakfast and hot entree lunch is served at each of the 21 schools Monday through Friday (except for school holidays) from 11:00 AM to 1:00 PM. The 2-hour meal distribution window was selected to accommodate the instructional schedules of elementary, middle and high schools students. Students from any school or any grade level may receive a meal from the nearest location. For the convenience of our families, parents, and students, meals are offered at both drive-up and walk-up locations. Due to 100% distance learning, meal counts are well below district averages. The district will need to subsidize the Nutrition Services program for any shortfall in revenue.

Maintaining the health and safety of our community and staff, while continuing to provide nutrition meals to all students, is a JUSD priority. Whether at a walk-up or drive-up distribution, all persons must maintain 6 feet of distance and wear a face covering when picking up meals. Students do not need to be present when picking up a meal, but the parent or guardian must provide the Nutrition Services staff the student(s) lunch number(s). Student lunch numbers are entered by staff or scanned into the point-of-sale system to allow for no-touch transactions.

HYBRID LEARNING

Currently, all JUSD students are distance learning. In the event, some students return for in-person instruction and others continue distance learning, JUSD will continue to offer grab-n-go prepackaged meals from 11:00 AM - 1:00 PM through walk-up and drive-up locations. However, the locations will be reduced and geographically located to accommodate the number of students who are distance learning.

Students participating in in-person instruction will receive meals within the school setting. Breakfast will either be delivered to the classroom (labor permitting), or provided during staggered scheduled breakfast breaks. If during a scheduled break, social distancing markers will be applied to the ground/floor to maintain 6-feet of distance between students while moving through the serving line. Lunch will be served in the same manner; either in the classroom (labor permitting) or during staggered scheduled lunch breaks. All staff will have plexi-glass barriers and students will not have access to salad bars or self-selected food items. All food items will be pre-packaged and served by Nutrition Services staff.

After receiving a breakfast or lunch, students will either return to the classroom (labor permitting), eat outside, or inside at marked/designated seating to maintain 6 feet of social distance.

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]	[\$ 0.00]	[Y/N]
[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]	[\$ 0.00]	[Y/N]

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
26.53%	\$41,948,447

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 may receive some of the services, the actions and services provided are principally directed at increasing or improving services and effective in improving outcomes for unduplicated students. Based on annual reviews of programs, we believe no action provides a disproportionate increase or improvement in services for the 22.82% of students who are not foster youth, English learners, or low-income students. Leading indicators are monitored and reported internally to ensure the focus and determination of effectiveness remains centered on outcomes for foster youth, English learners, and low-income students.

The reviews of student participation during the spring school closures in which foster youth, English learners, and low-income students participated at lower rates, as well as, responses from surveys indicating a higher need for technology access and support for these students demonstrates the need to continue to maintain, modernize, and increase technology staff, programs, and resources including student and staff computing devices, internet access and supportive web-based resources in all models of instructional delivery. We strive through expanded access to materials, and increased educational time outside of school to meet the needs of foster youth, English learners, and low-income students.

A continued need to support all levels of English Learner students in attaining proficiency in English by maintaining English Learner support services staff, programs, and resources is demonstrated by the continued success of reclassifying English Learner students at a rate (14.8%) exceeding the State (13.8%). English Learner families having a primary language other than English indicates the need to maintain Bilingual clerks and classroom tutors to engage with all families and English Learner students.

The reviews of student participation and performance during the spring school closures in which foster youth students participated and performed at lower levels, as well as, responses from surveys in which families indicated the need for additional support demonstrates the need to continue to develop and refine monitoring and supports for foster youth as well as expanded internet access options.

Teachers also indicated they worried about being able to support the neediest students and indicated the need to maintain class size reduction, staff development options, intervention teachers, and the lowest number of combination classes to maximize teachers' effectiveness in meeting the needs of these groups of students.

Parent surveys demonstrated the need to maintain Parent and Community Involvement staff, events, and resources to actively engage all families, especially those of English Learner, Low Income, and Foster Youth students to ensure access to community and mental health resources and active participation in improving outcomes for students.

The reviews of discipline data and participation in mental health services indicate the need to maintain or increase Positive Behavior Intervention & Support (PBIS) and Social Emotional Learning (SEL) programs and resources to improve the climate and culture of schools and ensure students mental health is tended to in addition to academic progress.

All funding to sites is on an unduplicated per pupil basis of foster youth, English learners, and low-income students to ensure that funds are targeted to those students. The use of the monies is determined by the School Site Councils based on student achievement data and survey results and are accounted for in the site's School Plan for Student Achievement (SPSA).

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

Approximately 77.18% of students in the district are unduplicated low income, foster youth, or English Learner pupils. There are no areas of the district not impacted by poverty, in addition, English Learner students, and foster youth are at every school site. The district provides school sites support with federal funding by utilizing funds in a School Wide Program in order to improve the entire program with the most impact for students with the most need. The majority of actions do not target specific school sites but are instead districtwide or grade level

initiatives aimed at improving the entire educational program in all cases using strategies principally directed to improve the educational outcomes of foster youth, English learners, and low-income. In order to ensure the monies are targeted with those groups in mind and in order that they receive the most benefit from, monies given to the sites for their determined needs will be allocated on an unduplicated per pupil count of low income, foster youth, and English learner students under LCFF and by free and reduced rates for Title I federal funds. The use of the monies is determined by the School Site Councils based on student achievement data and survey results and are accounted for in the site's Single Plan for Student Achievement (SPSA).

The expenditures are focused on the following whether through distance learning or in-person instruction:

1. Development and implementation of Units of Study for English Language Arts/English Language Development and Mathematics development and implementation of units for Next Generation Science Standards (NGSS)
2. Professional development on Impact Teams which is a model that provides the processes to build teacher efficacy and increase learning through the formative assessment process
3. Multi-Tiered Systems of Supports (MTSS) including Social and Emotional Learning (SEL), academic interventions, and inclusive practices
4. Digital Gateway 1:1 Chromebook professional development support for technology skills, integration of instructional technology, online learning, and device support and maintenance
5. K-4 Literacy focus on inclusion, prevention, guided reading, and intervention with grades 5-6 intervention support
6. College and Career initiatives through expanded Career pathways, Credit Recovery, Counselor and Guidance Coordinator support, a-g readiness, AVID, and AP courses
7. Student and family support including behavior, safety, and mental health services through focus on student wellness