

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.]

John Adams Academy Lincoln (JAA) is committed to our mission of Restoring America’s Heritage by Developing Servant Leaders, and has maintained that commitment through delivery of an excellent American Classical Education Model throughout the COVID-19 pandemic. JAA serves a community of TK - 12 grade scholars with a rich academic program, serving all scholars regardless of need, skill, ability or background. With a focus on our 10 Core Values, service of others, academic rigor, community engagement and multiple tiers of support, the JAA Board of Trustees, staff and community has worked together to provide continuity and support despite the COVID-19 pandemic.

John Adams Academy Lincoln, was closed in March due to the COVID-10 pandemic. All scholars were served through an emergency distance learning program. Due to the immediate closure of school, staff was required to quickly design and deliver a program to meet the academic needs of all scholars with little time for planning and preparation. As a result, multiple challenges were identified and supports were put in place in response to those needs.

The impact on staff and families was significant. Members of the JAA community were required to stay home to support their families in accessing the online distance learning programs and struggled to take time off or find care for their children. Staff was also challenged with providing an excellent distance learning program for their scholars while supporting their own children’s learning at the same time. Scholars who were not accustomed to using technology as their primary source of academics required high levels of support to access our academic program. Staff was tasked with not only developing and delivering academics, but ensuring communication and engagement with our parent and scholar community on a regular basis. Intervention staff found it challenging to provide effective, targeted supports in an online environment.

In response to the multiple needs of our community, John Adams Academy Lincoln quickly put in place a variety of supports including: essential standards based academic goals, distribution of technology, distribution of materials, social/emotional supports, meal/food distribution resources, access to academic support staff, technology supports, staff professional development, weekly staff support meetings

and trainings, online curriculum resources and subscriptions, regular family/staff communications, interventions, and virtual community meetings.

Stakeholder Engagement

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

At the onset of school closure in March, JAA has made regular efforts to engage the community using a variety of methods. Timely communication and feedback was collected through a process including online surveys, virtual public meetings, personal communication via phone or in person gatherings, email, online message boards, Board of Trustees meeting comments and scholar engagement and comments. This feedback was used in the development of distance learning programs, community support and drafting of the Learning Continuity and Attendance Plan.

Feedback from stakeholders was gathered in the following ways:

To determine needs for technology for distance learning, a technology survey was sent to all families collectively from the Academy. Additional technology surveys were sent to families from each elementary teacher as a means of personal contact and communication. That information was used to plan purchase of additional technology, distribution of devices, provide IT support and resources for hotspots and internet access.

To guide planning for the start of school in August 20/21, parent feedback regarding distance learning and in class instruction was gathered through community surveys and comments at Board of Trustee meetings. Time for public comment was extended at board meetings to ensure all participating stakeholders had the opportunity to provide input.

Using stakeholder feedback, a FAQ developed to answer questions including details on the Fall reopening plan, health and safety precautions, distance learning programs, technology supports, extra curricular/enrichment activities, curriculum, parent volunteers, meal service, interventions, special education and school culture.

Ongoing communication with staff provided regular feedback during regularly scheduled staff meetings, personal contact from administration, contact with personnel services, academic department/grade level leadership meetings, email communications and participation in Board of Trustee meetings.

Parent orientations and distance learning orientations were held for all community members new to JAA and/or those participating in distance learning, providing details regarding the JAA program along with open discussion and Q&A with administrative staff. Notes and presentation slides were made available to families unable to attend.

Virtual back to school nights were provided by each classroom/subject teacher and families were invited to attend. Teachers provided details on curriculum, communications, accessing online programs, training in online platforms as well as developing rapport and relationships with family members and scholars. For families unable to attend, syllabi and class details were provided via email and Parent Square online communication portal.

Stakeholder feedback and communication continues to occur regularly through the JAA Parent Square online communication portal, email, personal contact and at Board of Trustee meetings. John Adams Academy will continue to invite and engage our stakeholders as valued members of our academy community.

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

For all in person or virtual public meetings/hearings, the agenda and links are posted on the JAA website and links for participation are distributed to all stakeholders via our Parent Square online communication portal within the required time frame. Agendas are posted with all pertinent documents and attachments. Stakeholders are invited to attend and engage in public comment through participation in the meeting via Zoom (via phone or online) and detailed instructions for participation are provided throughout the meeting.

The Learning Continuity and Attendance Plan was presented to the stakeholder community at the September 10th board meeting in public hearing. Stakeholders were also invited to provide additional feedback via email to the Headmaster. All public comment and feedback was reviewed and considered in the final Learning Continuity and Attendance Plan which was adopted by the Board of Trustees on 9/25/2020.

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

A summary of the feedback provided by specific stakeholder groups is as follows:

Parents and Community:

- Appreciation to staff for a quick transition from in-person instruction to online learning
- Appreciation to staff for commitment to American Classical Education program, Mission & Vision and school culture
- Appreciation for regular and timely communication from the academy
- Access to additional devices (chromebooks) for families with multiple children learning at home
- Desire for additional technology support for online platforms
- Desire for a single online platform for ease of use and balance of multiple children learning at home
- Access to additional devices (chromebooks) for families with multiple children learning at home
- Desire to resume in-person instruction as soon as possible
- Requests for clarification of health and safety protocols for all in-person scholars
- Concerns regarding screen time for scholars
- Requests for continued enrichment activities including choir, athletics, art, drama and scholar government
- 10.69.23% of families opted into a distance learning program
- 89.31% of families opted into an in-person learning program
- Desire for support with navigating Google classroom, accessing scholar accounts and turning in assignments
- Desire for their scholar's to build relationships with teacher during online learning

Teachers and Staff:

- Desire for scholars to have easy and consistent access to Chromebooks, Google Classroom and internet connections
- Desire for a single platform to deliver communication, lessons and instruction
- Concern with managing workload supporting both distance learning and in class scholars
- Desire to have clear expectations for scholar behavior and academic requirements universally across all campuses
- Concern with managing parent needs for supports in areas of technology, curriculum and engagement
- Desire to engage all scholars and addressing families who are not responsive
- Standards based grading for 4th - 6th grade
- Access to online resources including virtual textbooks, literacy programs, assessments, leveled readers
- Desire for all scholars to have paper copies of novels and workbooks
- Additional professional development in distance learning practices, methods and supports
- Addressing safety and social-emotional needs of all stakeholders upon the return to school
- Time allocated for planning, preparation, grading and maintaining online learning platforms
- Desire to continue enrichment and specials (art, music, physical education and library) for all scholars participating in distance or in-person learning

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

Based on stakeholder input, John Adams Academy implemented the following aspects of the Learning Continuity and Attendance Plan:

- Implementation of standards based grading for 4th - 6th grade
- Increased access to online curriculum supports (Lexia, Core Knowledge Language Arts, RAZ Kids leveled readers, Think Mathematics, virtual library, enVision Math)
- Multiple professional development offerings in distance learning, curriculum and classical education
- Continuity of enrichment and specials classes when possible
- Development of a modified 5 day in-person schedule
- Offering of a full time distance learning option
- FAQ for stakeholders distributed through Parent Square and posted on web page
- Extensive Health and Safety plan developed with school nursing staff. Two hour training provided to all staff by the school nurse on contents and implementation of plan.
- Adjustment of teacher schedules and professional development calendar to provide additional prep time for teaching staff
- Purchase and distribution of additional Chromebooks for scholars
- Development of a Distance Learning web page with resources, supports and contact information
- Development of a Distance Learning Handbook, Distance Learning Orientation and Distance Learning Agreement to set clear expectations and provide supports for distance learning scholars and families

- Hiring of additional IT staff to support staff and scholars

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.]

John Adams Academy has developed a school reopening plan that includes both distance learning and in-person instructional options. Once in-person instruction resumes, scholars will attend on campus Monday through Friday, for a shortened school day where they will receive academic instruction in all core (ELA, mathematics, social studies, science) and specials (physical education, music, art, library, foreign language, electives) subjects. Additional asynchronous learning, support services, enrichment and interventions will be provided throughout the afternoon. Teachers and support staff will prioritize English Learners, scholars with disabilities, scholars who are experiencing learning loss and struggling to achieve grade-level content mastery. The daily instructional schedule meets all required guidelines for minimum instructional time.

At the onset of the 20/21 school year, John Adams Academy was 100% distance learning due to required school closure due to COVID-19. In order to provide a smooth transition from distance learning to in-person instruction, all scholars were assigned to a classroom or subject specific teacher and will remain with that same teacher throughout the school year. This allows for continuity of curriculum and scholar progress monitoring as well as builds strong relationships between scholars and staff in this time of uncertainty.

The use of standardized, benchmark assessments will continue at John Adams Academy through implementation of IReady, Lexia and Fountus and Pinnell. Assessments will be given at the onset of the school year, and data will be reviewed and appropriate supports will be put in place for all scholars through a universally applied MTSS program. Additional informal and formal assessments will be used to monitor progress and identify any gaps, needs or learning loss.

A robust MTSS/SST program is in place to address academic and social/emotional needs. A MTSS/SST team, comprised of administration, SPED staff, general education teachers, school psychologists, 504 coordinator, headmaster and other support staff met weekly over the summer months to further develop and refine the program. This refinement includes teacher training, universal systems and processes, identification and referral protocols and family partnerships. Initial training for all staff has been provided, with ongoing support and training planned for the remainder of the school year in order to be responsive to scholar needs, learning loss and other identified challenges as a result of prior school closure and other impacts of COVID-19.

School counselors are available to all scholars and will work closely with academic and administrative staff to monitor scholar progress, school culture and wellness. Working in partnership with the Placer County Office of Education and the Handle With Care program, counselors receive additional resources and training for scholars and staff.

In partnership with the school nursing staff, administration and local health offices, John Adams Academy has developed a Health and Safety plan for reopening the school. This plan includes state and local guidelines and is available to all stakeholders for reference and review. All staff has been trained all applicable protocols and resources have been made available to support the safe and healthy opening of school.

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

Description	Total Funds	Contributing
Health Supplies and personal protective equipment for scholars and staff	\$29,980	
Cleaning and disinfecting supplies, hand sanitizing stations, plexiglas safety shields	\$20,716	
Additional Sanitizing Services	\$33,950	
School Counselor	\$57,272	
ELL Teacher	\$73,830	
Office/Clerical Support	\$21,263	
Administrative Support	\$86,135	
Campus Supervision Staff	\$36,382	
Instructional Aide	\$131,888	
P/T School Psychologist	\$55,000	
School Nurse	\$43,683	

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.]

At the onset of the 20/21 school year, John Adams Academy was 100% distance learning due to required school closure due to COVID-19. All scholars were assigned to a specific teacher for each grade level or subject matter and will continue with that class/teacher assignment for the entirety of the school year or course. This allows for all scholars to interact with their peers and build relationships that can be maintained once in-person instruction resumes. Each class or course is comprised of both in-person and distance learning scholars, with opportunities to communicate and interact throughout the school year. This ensures equitable access to all curriculum as well as instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.

The distance learning program includes a combination of daily, live instruction, small group interactions, pre-recorded lesson content, synchronous and asynchronous learning activities. Scholars are expected to login daily using Google Classroom and Zoom for their assignments and live interactions. Materials applicable to each grade level and course were distributed to all scholars and included novels, workbooks, textbooks, math manipulatives, white boards, electronic devices, notebooks, printed work packets and planners.

In accordance with our Ten Core Values and in order to maintain the John Adams Academy cultures and traditions for all scholars, a daily Flag Ceremony is held and each scholar is expected to login and participate. School announcements, quotes of the day, and announcements allow for all scholars to maintain a connection to their peers and the academy.

Home to school partnerships continue to be a priority at John Adams Academy, and regularly scheduled events and communication will be maintained. Regular emails and parent communications, virtual back to school nights, town hall meetings, virtual assemblies and events will be a key part of our distance learning program.

Once in-person instruction resumes, scholars who have selected a 100% distance learning model will continue to receive the same quality instruction, access to curriculum and instructional resources, enrichment, support and interventions. Afternoons are set aside for distance learning scholars to continue participation in all distance learning instruction as described above. Staff will prioritize scholars with disabilities, learning loss, English Language Learners, and any other identified 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.]

Prior to the start of school, families were surveyed to determine need for devices and connectivity. Technology pick-up was coordinated with curriculum and materials pick-up, and all families who indicated a need were provided the tools that their scholars will need for distance learning.

Should families encounter difficulties with technology or other issues with distance learning, a central email address has been created for all distance learning inquiries. Parents without access to email may also call the school main office with any questions.

Resources for connectivity have been provided to all families.

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.]

Scholars are required to participate in a daily, virtual lesson or class meeting. This provides an opportunity for each teacher to take attendance, provide instruction, review daily activities and discuss any needs or concerns. Additionally, Google Classroom is utilized and monitored for scholar participation, assignment and assessment completion. Teachers will also monitor use of online learning platforms, such as Lexia, for ongoing scholar participation and progress. IReady assessments will be given three times throughout the year to provide benchmark and progress data.

Teachers will track participation and engagement using the Daily Participation and Weekly Engagement Log while tracking attendance utilizing our Aeries Student Information System. Minutes of participation and engagement will be calculated weekly and monitored by staff.

When scholars fail to meet the required participation and engagement thresholds, staff will implement the school adopted reengagement strategies.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

In preparation for distance learning, an online learning consultant was retained, and provided multiple training opportunities for staff in best practices, lesson development, scholar engagement, mental health supports, stakeholder connections and time management with a focus on Classical Online Learning aligned to the JAA model and curriculum. Additional training was provided to administrative staff to equip them with tools and resources to support their teaching staff by this consultant.

Two weeks prior to the first day of school, staff met daily for professional development including departmental/grade level meetings, materials preparation, curriculum specific training, health and safety protocols, online platform and IT training and other site specific training. Elementary staff meetings are held weekly. PLC meetings occur at least once monthly, with ongoing opportunities for grade level/departments to meet for planning and collaboration.

John Adams Academy has added a team of five mentor teachers to provide ongoing training and supports specific to our Classical Education Model. These mentor teachers will be providing hands on mentoring, coaching and support along with leading small group training and discussions highlighting our Socratic Method.

Staff Roles and Responsibilities

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

As an academy that prioritizes service, our staff has risen to the occasion, with many taking on new responsibilities and roles as a result of COVID-19 and the challenges it presents.

Many of the staff, including administration, SST/MTSS team, certified staff, healthcare, counselors, administrative support and teachers spent much of their summer break preparing for the 20/21 school year. Collaboration increased as site leaders worked closely with their academic and instructional teams to design an engaging and effective distance learning academic program. Healthcare staff created procedures and resources. In-person learning schedules as well as all necessary reopening plans were developed and are in initial implementation.

The Academic Services Manager was identified as the distance learning coordinator, and all responsibilities related to distance learning took priority in preparation for the school year. A distance learning handbook was written, and headmasters and site leaders held online parent orientations for families so that they could understand the distance learning program.

The online learning consultant trained administrators and teachers, giving guidance on how best to fulfill their role online. As a result, site leaders identified one point administrator for each campus to steward distance learning. Central emails were also created for parents to send inquiries regarding distance learning, and one front office staff person added stewardship of incoming queries to their role, and works closely with the administrator in charge of distance learning to support parents, students, and staff with their needs.

Some classified staff has shifted their roles to provide additional support in the areas of childcare, interventions, teacher clerical support and site preparation and management.

All staff has also taken on new roles and responsibilities in supporting the health, safety and the social/emotional needs of our community.

John Adams Academy is prepared to continue to shift roles and responsibilities as necessary to maintain our high quality academic program, support all scholars and families, and maintain a commitment to our Mission and Vision.

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.]

Throughout school closure English learners (EL) will be supported through weekly use of literacy software (LEXIA, iReady), one-on-one check-ins from EL teaching staff, continued small group instructional groups (via Zoom) and GLAD strategies used across all curriculum delivered online. Meetings include assessment, progress monitoring, content specific supports, IT/access supports and targeted academic coaching.

Foster youth scholars will receive counselor check-ins and individual tutoring (online) throughout closure. Counseling and support services will be made available to low income, foster youth and EL families.

School counselors will facilitate social groups (via Zoom) for at-risk scholars. Staff will provide referrals to school counselors for support and check-ins as needed with school or district personnel reaching out to determine individual needs and provide adequate supports.

School Closure Resource Page on the JAA website provides links to resources for meals, mental health supports, academic supports, enrichment activities and contact information for support agencies throughout Sacramento and Placer County.

Scholars receiving Special Education support are provided with specific plans of support for distance learning. Regular contact with the assigned Education Specialist as well as their general education teacher provide appropriate accommodations and services. Additional supports are offered through support providers as needed using virtual, in person and telephone meetings.

Students with 504 Plans are provided access to appropriate accommodations provided by the general education teacher and support providers as needed. Communication will be provided to families regarding temporary programmatic changes and supports for students during distance learning.

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

Description	Total Funds	Contributing
Distance Learning Consultant for professional development	\$1137	
IT support staff	\$52,000	
Novels, Instructional Materials	\$4,173	
Online curriculum subscriptions	\$6732	
Additional Chromebooks, Chromebook Carts and Licenses	\$66,737	
Distance Learning professional development	\$25,185	

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.]

JAA will continue to support scholars in all areas of need throughout the 20/21 school year. Using benchmark assessments, scholar progress will be monitored regularly and any identified needs or learning loss will be addressed specifically. Priority will be given to the essential standards and prerequisite skills for ELA/Math, with significant supports provided for scholars in special populations.

Regularly scheduled grade level meetings will continue with ongoing review of scholar progress. Appropriate and responsive adjustments will be made to instruction and intervention in order to address unfinished learning. Tutoring and interventions will be conducted in small groups and one-on-one meetings to target identified needs. The SST/MTSS process will be followed and partnerships with families in supporting scholar academic progress build and fostered.

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.]

John Adams Academy understands that all scholars will be impacted differently as a result of school closures and transitions from distance learning to in-person learning. Additionally, we understand that the supports available at home for scholars participating in distance learning vary greatly. It is our goal to continue to provide a variety of responsive strategies to meet the needs of all learners regardless of the challenges they are facing.

504 scholars will be supported by their general education teacher in consultation with the 504 coordinator, applicable support staff and parent/guardians. Delivery of accommodations through distance learning will be discussed with parents and appropriate adjustments will be implemented as needed.

Scholars with IEP's will continue to receive support and accommodations as outlined in their plans. Progress on goals, targeted accommodations, supports and additional services will be provided with regular collaboration to include general education teachers, SPED staff and service providers will provide continuity for scholars participating in distance learning or in-person programs.

Our English Language support staff will continue to provide targeted instruction for our English language learners. Continued access to Lexia will be provided and assigned, and staff will monitor progress and engagement. Communication between the classroom teacher and EL support staff will be ongoing, and GLAD strategies will be utilized in the classroom and during small group learning times. All required testing and service minutes will be provided for our English learner population.

Low income scholar support will continue through small group instruction, targeted interventions, free/reduced meal programs and ongoing teacher support.

School counselors continue to work closely with local county offices of education to support our homeless and foster youth population and are in regular communication with administration and staff to ensure support of identified scholars.

As additional needs are identified school staff will collaborate with administration and counselors to provide any necessary supports for low-income, foster and homeless youth.

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.]

To measure the effectiveness of our services and supports, John Adams academy will administer a variety of diagnostic and benchmark assessments throughout the school year (IReady, Lexia, Fountas and Pinnell) along with curriculum and content specific assessments. These assessments will be administered to all in-person and distance learning scholars as appropriate.

Monitoring of progress will be prioritized in regularly scheduled grade level/department meetings and teachers will use progress data to create responsive interventions and instructional adjustments. Interventions will be tracked and monitored by classroom teachers, intervention specialists and the SST/MTSS processes and procedures, instruction and interventions will be adjusted to provide the appropriate tiered interventions for struggling scholars.

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

Description	Total Funds	Contributing
Maintain licenses for IReady, Lexia, Fountas, and Pinnel in order to administer diagnostic testing to students and also assign supplementary lessons to struggling students for skill remediation. Programs are specifically chosen to support EL students, low income students and students showing learning loss.	See actions for DL instruction	
Additional ELL Teacher	See actions for DL instruction	
Addition of Instructional Aides for Intervention, Small Group Instruction and Distance Learning Supports	See actions for DL instruction	

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.]

To support the mental health and social and emotional well being of all scholars, John Adams Academy utilizes its teaching staff as the first line of contact and identification for all scholars. Using the daily live interactions as a means to connect with scholars, teachers build positive relationships through face to face connections. This interaction allows the teacher to assess and monitor mental health through observation of participation and discussion. When a need is identified, teachers use resources including the SST/MTSS process, on site counselors, administrative support, attendance support and partnerships with local agencies to meet specific mental health and social and emotional needs. Teachers will continue to reach out individually to families who are not participating in distance learning and will alert administration if additional family supports are required.

The school counselor position was increased from a part time to full time position.

The school counselors are available to serve all families and scholars. They can be contacted through the school website counseling page, in person on campus, by phone or through a counselor referral form available at the school office. Additional mental health and social and emotional community resources have been made available to families on the school web page distance learning resource page.

Ongoing professional development for staff will have designated training on best practices in supporting scholars in trauma informed care, suicide prevention, school culture, positive relationships and available resources. Mental health staff (counselors, school psychologist) is available for collaboration with staff to provide additional support for scholars on an as needed basis.

All employees have access to our Employee Assistance Program that provides confidential emotional support. The highly trained clinicians are available to support family members in areas including anxiety, depression, stress grief, loss and life adjustments, relationship and marital conflicts.

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.]

For the 20/21 school year, John Adams Academy has developed written procedures for tiered reengagement strategies for scholars who are absent from distance learning for more than 3 school days or 60 percent of the instructional days in a school week as follows:

Tier One:

As a universal intervention, an automatic phone call is sent home each day that a student is absent from John Adams Academy. In the case of two absences in one week or multiple absences over a short period of time, the scholar's teacher makes a personal contact to check in on the child and with the family.

Tier Two:

In order to monitor multiple absences from Distance Learning, each day the site Registrar will run an attendance report covering the last 5 days of instruction. If a scholar has been absent three times within that period, a written communication will be sent home and the site administrator will take preventative action and contact the family by telephone to determine the reasons and causes for the unexcused absences or other attendance problems. The scholar's teacher will continue to contact the scholar/family in an effort to provide ongoing support.

Tier Three:

If, in a subsequent 5 day period, the scholar is again absent three times, the Academy will call the family to schedule a face-to face meeting (conducted in-person or via Zoom) with a parent/guardian and administration to discuss the unexcused absences. At this time, the scholar may be referred to the Academy's Pre-SST process in order to provide/gather data and provide robust support.

In addition, per the Family/Scholar Handbook, the Academy's Attendance Policy for multiple unexcused absences operates with the same steps of intervention whether the scholar is on Distance Learning or on campus, regardless of whether the absences occur within a specific timeframe.

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.]

John Adams Academy will continue to provide meals to all scholars including those qualified through the free and reduced school lunch program for both in person and distance learning programs. Applications for free and reduced school lunch programs are available online, and staff is available to support families in completing the application process.

For the 20/21 school year, John Adams Academy will be providing breakfast service to all scholars. A convenient pre-order system is in place to allow families who are participating in the distance learning program to pre order meals and pick up several days of meals at one time. Once school resumes on site, scholars on campus will have a designated meal break. Throughout the year, both on-site and distance learning meal service will be offered.

Meal service staff will continue to adhere to all health and safety guidelines for food handling, preparation, storage and distribution.

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

Section	Description	Total Funds	Contributing
N/A	Childcare for JAA essential staff	\$25,300	
Mental Health and Social and Emotional Well-Being	Employee Assistance Program (EAP)	N/A	

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

Percentage to Increase or Improve Services	Description
4.4%	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students \$263,002

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.]

John Adams Academy will continue to utilize a system of targeted interventions, SST/MTSS process to address scholar learning loss due to COVID-19. These supports include high quality first instruction, review of assessment data, early identification of concerns, consistent parent communication, collaboration with grade level/department teams, targeted academic intervention, progress tracking, utilization of intervention staff, academic conferences, and consultation with mental health staff, administration and other support providers as needed. These supports are applied to all scholars at JAA participating in distance learning or in-person programs.

Additionally, John Adams Academy prioritizes its LCFF supplemental funds to provide support, enhanced programs, interventions, activities and curriculum to serve our highest-need scholars. We ensure that those funds are utilized to provide services that best meet the needs of our unduplicated scholars.

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

In order to provide a robust distance learning program, distribution of devices was a top priority for JAA. Prior to school closure, scholars had access to Chromebooks a few times a week, with many scholars never engaging in a Google Classroom or online platform with consistency. When distance learning began, JAA purchased additional Chromebooks and ensured distribution to any scholar or family who needed technology support. Additionally, support for acquiring internet access was provided to all families. All scholars received support in logging in and accessing their Google Classroom account and parents were provided training videos, tutorials and IT support to ensure access. This improvement guaranteed access for all scholars including foster youth, English learners and low income scholars.

Universal access to Chromebooks has also increased access to counseling services, support services and family meetings for our highest need scholars. Parents who may have been able to attend meetings in person are now able to participate virtually in meetings and be present for supports provided to their scholars. Families are also able to view and access English learner support by attending and participating in EL lessons and other interventions.

Prior to distance learning, tutoring and office hours were offered onsite in the classroom. With instruction via distance learning, scholars have increased access to their teachers, not restricted by location or travel to and from the school site. Scholars may attend office hours or scheduled intervention with more ease, and from any location.