

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.]

The COVID-19 pandemic has affected all aspects of the lives of our entire Lake County Community, children and adults alike. The trauma associated with the closing of schools in March, 2020 combined with the shelter in place orders have impacted all aspects of our population in every way imaginable, including academically, socially, emotionally, financially and psychologically.

The pandemic has resulted in tremendous stress and insecurities in the most basic needs including access to basic medical care, housing, jobs and in some cases food.

Increased isolation and the corresponding lack of connectivity endanger those in our population already considered at high risk including our low-income populations and persons of color.

The racist pandemic has also impacted our community, causing people to more deeply consider its impact and our individual roles in perpetuating white privilege and it’s intended and unintended consequences.

As we consider our role as a center for educating our youth we must determine how best to protect and strengthen our families as they navigate and environment where so much of what had been considered normal/predictable/reliable has been turned up-side-down.

These circumstances will require us to grow ourselves, deeply considering our own biases in order to best support our students and community in becoming more culturally competent and more deeply integrate within our curriculum teachings related to social justice and social emotional development.

Lake County International Charter School offers a K-8 program in rural, Lake County, California. Historically, LCICS has served a high percentage of students who qualify for free/reduced meals (low income families). These students remain our targeted, unduplicated student population for the purposes of our LCAP while we continue to improve our academic, artistic and social-emotional programs for our community at large.

LCICS emphasizes academic excellence and artistic expression; respect and appreciation of diversity; personal, social, and environmental responsibility; and an understanding of the interconnectedness of all living things and our global environment. Students of diverse backgrounds and abilities advance academically, artistically, socially, and personally through the framework of the highly successful and proven teaching methods of the International Baccalaureate Primary Years Program.

The transdisciplinary program of inquiry is a multi-cultural curriculum, which engages critical thinking, research, exploration, creative expression, and technology. Thematic and project-based units of inquiry, differentiated materials, hands-on activities, and community action projects engage multiple intelligences and the whole child while providing meaningful context for all aspects of the curriculum. Thus, various kinds of learners, learning styles, abilities, and readiness are addressed in a child-centered and active learning environment inspired and created through the cooperation and collaboration of parents, teachers, staff, students, and community.

All of these standards through which we have chosen our teaching methods are challenged now and we are being called upon to maintain our focus on the whole child despite the necessary restrictions to maintain a safe environment free of infection.

As a learning community we have opted to re-open our doors using a hybrid model. Our families were invited to choose either distance learning only or hybrid model, which includes 1-4 days of onsite instruction, for their children.

LCICS intends to follow all of the public health orders in order to safely serve our students who have chosen to participate in our in-person instruction option. It is our goal to mitigate the learning loss caused by school closures beginning March, 2020 and address the many layers of trauma and stress that accompanied that closure.

We plan to focus on the health, safety and well-being of our students by grounding our actions in the science-based guidelines of the CDC and the Departments of Public Health.

We intend to offer a standards based, high quality curriculum and instruction.

We will remain flexible and willing to change and make adjustments as the situation requires including changes in infection rates or student/family needs.

Communication with all parties will remain a guiding principle and ensure that our community has the information and input to feel safe and be heard. We will provide clear and consistent communication in any language needed by our families and on a regular schedule.

All students will be offered access to high quality, comparable curriculum and supports.

Live interaction will be available to all students, each school day.

Google classroom and Seesaw will be the primary learning management system used in all classrooms.

Stakeholder Engagement

Description:

The LCICS Director was able to have direct conversations with each of the families enrolled in the program for the 2020-21 school year. These conversations were designed to solicit input from our stakeholders as well as design the program for the year. The Director was available for any and all follow up questions or communications as they arise following these phone meetings.

Open ended questions were employed to gain understanding of preference. Some of these included: “What style of learning do you feel will best support your student in the coming year?” Options provided included: on-site, distance only or a hybrid model of instruction. Families we also asked to share any other concerns they had related to their child’s education or the safety of returning to the classroom and to brainstorm solutions related to these. Many parents reached out on several more occasions to share ideas and concerns as they considered their options and the need to balance them with personal limitations such as work schedules and the availability of child care.

Weekly meetings between educators, support staff, and the Director has allowed for the sharing of best practices among colleagues and provided a forum for staff to request specific supports and resources to improve their virtual teaching strategies. Teachers also shared the feedback from student interactions and have received ongoing feedback from them on the use of technology, internet-based lessons, and the general status of their mental health and well-being. These communications and experiences have helped to inform the resources being made available to staff, students and families. While we intend to offer both site based and distance learning, we know that it is with our distance learners where we must remain most vigilant in efforts to successfully engage. It is our intention to ensure students are provided a continuity of learning regardless of the model of delivery chosen.

In conjunction with the other methods, consideration was also given to the expressed satisfaction level with the distance learning format which had been employed with school closures beginning March, 2020.

On August 24th, 2020 a public hearing was held to provide another opportunity for feedback.

Options provided for remote participation in public meetings and public hearings.

All meetings are held in Zoom format, enabling remote participation by members of the Council and the public. In addition, agendas are publicly posted in accordance with the Brown Act. All members of the community at large are invited to attend and are welcome to contribute to the conversation. Individuals who are not able to attend meetings, who wishing to provide input, may also submit written comments via email, US mail, have a conversation with the school’s Director or a Council member, or leave a message at the school’s phone number.

Summary of the feedback provided by specific stakeholder groups.

Key findings:

- A common theme among certificated and classified staff and school administrators was the importance of maintaining consistency and the establishment of a school day routine.
- Teachers described missing students and the rapport they had built over time through daily in-person interactions.
- Nearly all families indicated they were concerned for their child’s social-emotional well-being. They shared that their child(ren) felt sad, worried etc. about their lack of contact with their friends and teachers and the change to their mobility in all aspects of their lives.

- The majority of caregivers felt ill-prepared to support their child(ren) in their distance learning requirements.
- Distance learning also provided teachers a more personal glimpse into the student's home life raising awareness regarding the personal challenges some of our students face.
- 80% of families participated in online/Zoom lessons with their teachers, but perceived effectiveness depended largely on age. The youngest children doing best with one on one lessons and the older students being more satisfied with group lessons.
- Staff determined it would be essential that strict guidelines for participation in meetings be introduced and enforced for the 2020 school year to allow for more effective distance instruction.
- 50% of families expressed concerns related to their child(ren)'s academic growth
- Teachers reported that 75-85% of their students completed all of the work provided, with varied quality.
- 20% of our families need a device for distance learning.
- 15% of our families struggle with connectivity issues.
- The majority of families felt the amount of work provided was good, but there was a small group of families that felt it was too much for them to do and often did not turn in all of the requirements.
- A small group of students felt they were not sufficiently challenged by the work provided.
- Some staff members shared that the amount of information being emailed to them was, at times, overwhelming.
- Technology was also a challenge for some caregivers, students and teaching staff.
- Most all members of each stakeholder group felt safety of staff and students should drive the method of instruction for the year.
- About 40% of our families prefer to return to on-site instruction, 30% distance learning and 30% hybrid.
- Becoming infected with the COVID-19 virus was the primary reason for families to choose distance learning as their preferred model.
- Social interaction and parent work schedules were the primary reasons for families to choose a site-based learning model.

Aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.

To accommodate the desires of our families with regard to learning models, we have established small cohorts that will allow for on-site and hybrid instruction.

Clear expectations will be set for daily live instruction for all students, every day. This will be designed to include the minimum number of minutes for both synchronous and asynchronous instruction as well as daily teacher contact, work completion and attendance tracking. Lessons will be both live streamed and recorded to accommodate all students and provide the opportunity for re-watching lessons and direct instructions when students are unable to attend synchronously.

More clarification will be provided related to technology and how to access student accounts and workspaces.

Attention will be paid to ensure students are being properly challenged, academically.

Additional opportunities for whole group interactions will be made available.

Live streaming lessons in addition to smaller group Zoom meetings will be provided to accommodate both the social and academic needs of students.

Heightened cleaning and personal hygiene emphasis and instruction will be provided.

Relationship building and social-emotional well-being will be prioritized alongside physical safety and rigorous academics.

Streamlining instructional platform to reduce confusion and the need to learn multiple methods has been chosen

Chromebooks will be provided to those families who do not have a device available at home.

Thumb drives with lessons, videos, daily and weekly requirements will be provided to families without internet access (some areas in Lake County don't have the infrastructure to allow for internet).

Guidance related to expectations for attending school, including behavior and preparedness during Zoom lessons will be outlined and provided to parents.

Weekly communication from each classroom will include information about the week's learning goals, schedule of Zoom times and live streamed lessons/class meetings, criteria by which student success will be measured including rubrics where applicable, and a list of current and up-coming assignments and due dates.

Attentiveness and sensitivity will be given to those students whose families are least able to support them in the distance learning process. Allowing for additional support to these students in the form of added tutorials, conferencing and/or phone communications will be a priority.

Opportunities for tutoring in person or via Zoom will be available outside of the regularly scheduled class times to support both students and their families as needed.

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.]

LCICS intends to offer site-based, distance and hybrid learning options primarily based on family need and choice.

Our official start date was 8/24/2020. Due to the LNU Fire, evacuations became mandatory at the school's location. Due to the increased risk of Covid-19 exposure caused by these evacuations (contact with persons outside the County, hotels etc..) we will open in a distance model for the first 14 days to ensure a safe incubation period has passed prior to beginning on-site instruction. This is currently scheduled to begin September 14th.

In addition, the hazardous air quality, caused by the local fires, prohibits outdoor instruction and healthy breathing for our students. This delay, we hope, will allow for the air to clear sufficiently to enable outdoor learning and the opening of windows.

Lake County is not currently on the states Purple Tier, but we are aware that this could change at any moment. We are prepared to revert to distance only learning if that becomes necessary to protect the safety of our students and staff.

Priority for site-based instruction was given to our ELL students, those with current IEPs, students considered “at promise” and those who come from our low-income families. It was possible to accommodate the first choice of most of our families and still allow for our small cohort-based classrooms. We are limiting the number of students in our K/1, 4/5 and 6-8 classrooms to 12 students and our 2/3 classroom to 10 students. This will allow us to maintain the distancing guidelines when in the classroom.

Arrival and departure procedures have been established to ensure students from different cohorts do not mingle. Each class has been issued a specific drive up and drop off spot where the teacher will receive and hand off their students. All breaks have been staggered for the same reason.

Students participating in the in-person instruction model will be on the school site at designated days and times with regular handwashing and disinfecting throughout the day.

Each student participating in site-based and hybrid learning will be provided their own set of supplies to prevent sharing items.

Classroom meetings and activities will, wherever possible, provide for virtual peer collaboration between cohorts of on-site students and our distant learners.

Student supports will continue to be provided, primarily virtually, by our sponsoring District, Middletown Unified. An onsite paraprofessional will continue to offer pull out support to our students with current IEPs. Where possible, students with additional needs will be provided with addition in-person instruction. This includes our students with disabilities, ELL, homeless youth, foster kids, low performing and those who are low income (typically between 75-80% of our population).

COVID-19 mitigation plans:

- Physical distancing
- Face coverings: required for staff and students in grades 3-8 and strongly suggested for K-2. Exceptions for medical or behavioral contraindications. Face shields for teachers and students during instruction that requires visibility.
- Instruction will take place outdoors as much as possible.
- Students have been provided 6ft towels and a variety of outdoor seating options to support comfort and distancing.
- When indoors, HVAC systems will be on and windows open for air flow. Filters will be cleaned monthly.
- Indoor air filters will run at all times.
- Campus is closed to all but students and staff members.
- Designated care area will be established for sick individuals while they await pick up.
- Self-checks by all staff members will be completed daily and will be documented.
- Families will check their children and report any illness within the house or any contact with someone who is ill.
- No one may come to school if any symptoms are present and for at least 72 hours following any symptoms (without medication).
- Good hygiene practices will be modeled, taught and reinforced.

- Additional time for hand-washing will be allotted.
- Additional outdoor hand washing stations and hands-free disinfectant stations will be made available inside and outside the doors.
- Visual cues will help to direct classroom movement and how to stand 6 feet apart while waiting in line.
- Each classroom will have its own PE equipment and shared outdoor equipment will be cleaned between recesses.
- Regular disinfecting of common areas throughout the day will be supported and completed by all staff members.

LCICS is committed to continuous improvement as we navigate this new reality and will do so in conjunction with stakeholder feedback.

Our priorities:

- The safety of our staff, students and families
- Providing structure and the re-engagement of our community in being life-long learners. We are committed to providing daily live instruction to this end.
- Academic rigor and differentiated support
- Social and emotional development and trauma recovery
- Providing a safe space for our families to grow and learn in these challenging times
- Providing frequent and reliable two-way communication

Actions Related to In-Person Instructional Offerings

Description	Total Funds	Contributing
Pop-up tents for outdoor instruction. Lake County is still very hot through October and shade structures will be necessary for staff and student comfort (and focus).	2,450.	Y
Individual student 6' towels and mats to provide visual distancing, exterior in/out boxes to limit contact between classrooms and office and parents.	2,300.	Y
Outdoor seating options that support student learning	2,200.	Y
PPE: masks, shields, gloves, mask clips	2,000.	N
Signage: posters, visual cues throughout the school, floor decals to support student social distancing guidelines and hygiene protocols.	300.	N
Additional play equipment to accommodate for classroom sets and avoid potential contamination.	1,000.	N
Cleaning person to disinfect daily in addition to normal cleaning requirements	2,500.	N

Description	Total Funds	Contributing
Air filters machines and filters for all classrooms and the office to support clean air flow, Covid protection items including touch free towel dispensers and towels, sanitizer dispensers, pressure washers, foggers, santizers, cleaning solutions	5,000.	Y
Plexiglas barriers where close contact is not avoidable	1,000.	N
Individual student supplies to avoid sharing items	1,800.	Y
Portable white boards so instruction can move outside as well as secured white boards to outdoor areas	1050.	N
Containers for transporting materials for our hybrid learners	250.	N
Increase in maintenance hours to prepare and place all equipment necessary for outdoor instruction and additional cleaning/hygiene supplies	3,000.	Y

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.]

LCICS is committed to providing a high-quality distance learning model that is comparable to our on-site learning option. This means grade level, differentiated materials and instruction. Students will be assessed for learning loss and gaps and student progress will be monitored through both formative and summative assessments.

LCICS will be utilizing Google Classroom and Seesaw as its Learning Management Systems (LMS), making the materials both flexible and appropriate for in-person, distance, or blended learning instructional programs. All curriculum, that has been purchased for this academic year, has both online and hard copy components to ensure all students can access the content.

Teachers will live stream and record lessons to share with all their students whether participating in a distance or hybrid learning model.

Distance learners will be expected to participate in daily live instruction and have the option of additional individual or small group tutoring outside of the regularly scheduled class times.

Weekly letters will communicate learning goals, assignments, rubrics and due dates to our families and daily contact will provide opportunities for clarification and additional instructions as needed. This guidance will be essential to support our parents as they continue their prominent role in their child's education through distance learning.

Our distant learners will participate in synchronous and asynchronous learning for at least the minimum number of minutes per day required for their grade level.

Our teachers will have daily contact with our distant learners and provide feedback on all completed work. Access and availability to our staff is acknowledged as one of the key elements that will enable our students to fully access the curriculum whether in person or at a distance.

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.]

LCICS acknowledges the importance of access to devices and internet as key components to our learning plan. We have purchased additional Chromebooks to lend our students who do not have a functional device at home. In Lake County we still have some areas lacking the infrastructure to provide internet. It is our intention to use memory drives for these students so that they are able to access all of the same videos, assignments and materials as their counterparts. For these students who are unable to attend live streaming lessons, we will try to utilize phones, as possible, for classroom and teacher connecting opportunities.

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.]

LCICS has established an online electronic attendance process that all teachers will use to document student daily attendance. This system contains the ability to note the method and frequency of communication between the teacher and student. Teachers will ensure daily live contact with students utilizing in person meetings, phone calls, and synchronous meetings using Zoom, video conferencing tools, and Google applications. Student attendance and participation will also be monitored using daily online course participation and/or verified daily assignment completion. Evaluating the time value of distance learning assignments is the role of the credentialed teacher and is student specific.

Also, important to assessing pupil progress are assessments. These allow teachers to conduct accurate analysis of student progress related to specific learning standards. The results of these, inform instruction and support in the differentiation process. Assessments also highlight gaps in knowledge that can be targeted for intervention and growth. Interventions can be done through Zoom, as one on one or small group instruction.

Establishing a trusted partnership between families and teachers functions as an additional layer of student monitoring. Consistent communication with families will provide important information about progress but also enable students and guardians to provide feedback and clarifying information to their teachers.

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.]

All teachers have been participating in professional development related to Google Classroom, Seesaw, Accelerated Reader, Great Books, Khan Academy, Positive Discipline, Prodigy, how trauma affects the brain, COVID-19 protocols, and multi-cultural sensitivity. With each step, it becomes apparent that there is more to learn and like our students, we have and will continue to pursue relevant knowledge!

Staff Roles and Responsibilities

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

Teachers, will, in addition to all of their other responsibilities provide site-based, distance and hybrid learning to their students and disinfect their classrooms high touch areas throughout the day. Teachers will implement new means of student bonding and the establishing of positive classroom culture while also teaching student guardians how to follow through with instruction. Teachers will have to evaluate the minutes associated with each assignment and track the student's completion of these, as well as their participation in on-site, synchronous, asynchronous participation daily and weekly. Teachers will have to ensure daily contact with parents, even those that avoid daily contact as a matter of course. Teachers will continue to be the world's heroes who do more for less every day 😊.

Attendance duties have moved from our Administrative Assistant to our teachers in each classroom. In this new distance/hybrid model of education, teachers will need to monitor student's assignment completion, presence in the synchronous activities as well as maintaining a weekly log documenting all of the above.

Our Administrative Assistant will track attendance in the Aeries system as it becomes more refined to adapt to this new learning model as well as taking on additional duties with disinfecting common areas and playground equipment and supporting the teachers by reaching out to families who have fallen off the radar. This position will also facilitate collecting and tracking any illness related information.

Special Education Services will continue to be provided by our sponsoring district, Middletown Unified.

The onsite Resource Specialist will shift her interactions to be more pull-out than push-in to accommodate the recommendation of limiting the number of teachers in each classroom (pending MUSD/SELPA approval).

Food Professionals will need to navigate food distribution and procedures that are in line with safety protocols, ensure distance food distribution, eating, playing and hygiene.

The Director, will support all public health measures, be responsible for responding to COVID-19 concerns. The Director will continue in the role of ensuring staff are providing students with appropriate learning opportunities, reinforce stay home when sick requirements, supervise isolated individuals exhibiting symptoms while they await pick-up, collect and track illness-related information, maintain supply of PPE, schedule and supervise disinfecting protocols, and continue to be the point of contact for emotional stress and debriefing for staff, students and families.

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.]

English Learners will receive daily integrated and designated instruction in English language development, including assessment of proficiency and support with accessing the curriculum. This may include Read & Write for Google Chrome, online and in person tutoring support, or access to Rosetta Stone language instruction as needed. All materials can be translated in English and Spanish to promote communication amongst all stakeholders.

Foster youth and homeless students will receive priority access to teacher and support staff during afternoon hours to help personalize instruction and will receive the resources and referrals needed to allow for full participation in school activities and to reduce the potential negative impact of their current situation both academically and social-emotionally.

Special Education students, with the guidance and support of our sponsoring District, Middletown Unified, will receive services as required by a student’s individualized education program. This will be made available with the accommodations necessary to ensure that IEP can be executed in a distance learning environment. MUSD’s Education Specialists will work collaboratively with LCICS core teachers and paraprofessionals to provide access to lessons and activities as indicated in the student’s IEP. Individual check-ins and communication through virtual environments with students will be provided to support virtual learning and ensure appropriate and meaningful access to technology and online curriculum content.

LCICS recognizes that the supports considered appropriate for pupils with unique needs benefit all students and will be made available to all students to the best of our ability and not solely as a result of being considered a student with unique needs.

Actions Related to the Distance Learning Program

Description	Total Funds	Contributing
Chromebooks and teacher computers	13,000.	Y
IT support needed to trouble shoot recording and storing video material	1,500	N
Document cameras and projectors for each classroom	1,000.	Y
Wireless hubs to increase bandwidth to all classrooms and allow for online interaction with distance learners	500.	Y
Web cameras, lighting and microphones to live stream and record lessons for hybrid learners and for collaboration with distance learners	1,600	Y
Thumb drives for areas in Lake County that do not have the infrastructure for internet for distance and hybrid learners	300.	Y
Online version/component to all curriculum (math, social studies, science) for to allow for comparable instruction for distance learners	3,000.	Y

Description	Total Funds	Contributing
Mileage expenses to deliver materials and do home checks	500.	Y
Additional paraprofessional hours to provide check-ins and offer clarification on material as needed	See Actions to Address Pupil Learning Loss	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.]

The first step in addressing student learning loss will be to establish a routine for learning and a positive trusting school and classroom culture. Students must first re-engage with their love of learning. Students will need to have the time and space to communicate their experiences and voice their concerns with their peers and trusted staff members. Once the learning environment is considered a safe and supportive place, LCICS will begin to identify learning loss through initial grade level assessment data. LCICS uses a teacher created assessments as well a variety of assessments generated by other sources including:

- Mobymax Benchmark, Quick Skill, and Quick Placement assessments used to establish current skill level, gaps and monitor progress throughout the school year
- Accelerated Reader diagnostics that include information about grade level, percentile rankings, and growth reports that show progress over the course of a period of instruction
- Star Math which is an additional layer of math-based assessments also capable of summarizing individual and whole group progress
- Blooms Taxonomy, used to assess student reasoning skills and ensure teachers are not teaching solely to the bottom levels and that they are checking for deeper understanding and competencies
- Utilization of the International Baccalaureate Learner Profile to track student development of “softer skills” such as curiosity, kindness, risk-taking etc.... and to target instruction where needed to increase these social-emotional necessities
- Initial ELPAC assessments for entering K and end of the year summative assessments for all ELL students.
- Interim assessments through CAASPP, including sources through the digital library and practice tests in ELA and mathematics
- Ongoing assessments related to physical health including skills tested on the summative physical education tests
- Other assessments as discovered and deemed appropriate

All assessments will be initiated early in the school year and continue throughout to ensure all members of the LCICS teaching team can differentiate and support each student in achieving their personal best. Ongoing assessment, grades and a student history of achievement will inform our overall picture of student progress and guide the strategies we employ.

Pupil Learning Loss Strategies

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

The primary means we intend to utilize to mitigate learning loss for our students is through the direct instruction delivered during our synchronous instructional time. It is already our practice to address each individual student's learning gaps and gifts as part of our normal school program. This differentiation will continue and support our use of interventions where needed, accelerate where possible and differentiate for each child.

All students will receive standards aligned instruction with a focus on the most critical concepts for grade level/content mastery and an emphasis on depth rather than breadth.

A variety of assessments will be utilized to determine gaps in knowledge and the data will be used to target instruction through a variety of means, including:

- Daily synchronous instruction either in person or via Zoom/Google Meets
- Class meetings that reinforce the social emotional component of education that must be present for deep and lasting learning to occur
- Focusing on the joy of learning rather than taking a "drill and kill" approach
- Fostering confidence and a sense of safety by providing a warm, encouraging and strengths-based environment
- Providing devices to families in need and the instructions necessary to access it
- Targeted structured support for small groups and/or individual students
- Teachers will provide simple, clear rubrics with assignments/projects to ensure clarity of expectations where applicable
- Information will be presented in smaller chunks and over a sufficient amount of time to allow for revisiting topics and deeper understanding
- After hours tutoring
- Pre and post assessments whose data will be used to further hone instructional strategies. These cycles of assessment are used to identify and remediate learning gaps in order to establish a strong foundation before tackling additional/more challenging material
- Lessons developed and individualized based on the essential standards
- Director added as co-teacher to all online classrooms
- Weekly (or more as needed) communication and support for guardians to ensure they are prepared to help support their children from home. This may include parent conferences via Zoom, phone calls, one on one meetings, prepared videos related to accessing technology and general encouragement.
- Ongoing professional development for our staff in both academic and social-emotional development
- 2X weekly staff collaboration
- Teachers and support staff will use additional small group instruction to mitigate extreme learning loss that may occur in greater numbers among homeless, foster, ELL and low-income families.

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.]

This will be done through formative and summative assessments, teacher and staff observations, progress reports and grades. This data will be reviewed by the LCICS educational team in instances of concern where all parties participate in analysis and brainstorming methods for improvement. At LCICS this method is employed so that all members of the school community take ownership of each child’s educational development and are therefore invested in each student’s success.

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

Description	Total Funds	Contributing
Paraprofessional Aide hours	\$39,000.	Y
Membership to Prodigy, Mobymax, Renaissance Reader, Star math to support ongoing assessments	3,000.	Y
Summer learning loss curriculum	400.	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.]

Priority will be given to social-emotional well-being and development for all students. LCICS provides an environment that supports students (and staff) in understanding and accepting their emotions, building empathy and personal responsibility, maintaining positive relationships, and recognizing the innate value of all community members regardless of our diverse beliefs, histories, appearances or backgrounds. Throughout all of our instruction we will focus on incorporating concepts of gratitude, perseverance, collaboration, mindfulness and personal reflection.

Our daily schedule includes class meetings which provide our students with an opportunity to communicate their feelings, practice empathetic listening and promote peer problem solving.

We will also monitor our student’s emotional well-being through surveys and ongoing assessments related to student engagement and participation. These will support our staff in assessing student involvement, level of enthusiasm or disengagement, and emotional connectedness to their peers and teachers.

Ongoing professional development for our staff in the areas of trauma-informed instruction, Positive Discipline, restorative justice practices, mindfulness, self-care and growth mindset will be sought out and provided on an ongoing basis.

LCICS primary focus for this school year includes creating a safe environment for our students and staff, providing reliable routines and structure, acting as a support system for our school community, promoting healthy habits including eating, sleeping, exercise and learning. When students are identified as needing additional support, referrals to community resources, based on assessed needs, will be provided. Additional supports may include parent-teacher home visits, Zoom meeting or in person support, mentoring, behavior agreements, restorative justice, racial/gender identification sensitivity training, special education advocacy, 504 advocacy, School Attendance Review Board process, and child abuse reporting, as necessary.

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.]

LCICS is committed to ensuring that all of our students receive an ongoing positive educational experience. We have the expectation that all of our students will actively participate and engage in their learning process. To support this, devices have been provided to all of the families that needed them to participate in our distance learning option. We have had direct communication with each family that included the opportunity to choose the method of instruction. The options given were: distance learning, on-site and hybrid.

Attendance in daily live instruction, engagement with the material presented and completion of assignments are all considered requirements and are recorded by the teacher each day and certified weekly.

Students who meet the attendance requirements will be receive positive feedback and encouragement.

A tiered re-engagement strategy for students who are absent from distance learning are organized into the following Multi-Tiered System of Supports (MTSS):

- Tier 1- For students who do not fully participate:

- The teacher will reach out to the family to ascertain the reason for any absences or missing work.
- If the teacher is unable to reach the family by phone notifications will be sent via email.
- Verification of contact information
- Brainstorming may occur with and between stakeholders about how to address any issues preventing full participation (supplies, connectivity, devices etc.)

- Tier 2 – For students who do not respond to Tier 1

- The office will reach out to the family by phone and email. If contact is made the teacher will be notified.
- If there is no response, the Director will call and send a letter reminding families of the expectations for participation credit. If contact is made, teacher will be notified.

- Referrals to mental health therapists will be made if it is suspected that there are blocks caused by social-emotional issues that might best be addressed by these professionals or as requested by the parent/guardian.
- If contact is not made after three attempts a certified letter will be sent requesting a meeting. If the letter is not responded to within 5 school days, we will conduct a home visit.
- If we are still not able to make contact with the family, we will move to tier 3.

- Tier 3 – If Tier 2 strategies are unsuccessful

- Student will be transitioned to full-time on-site learning if possible.
- The student’s home district will be contacted as will Child Protective Services. This may result in fine/legal action.

Throughout this process, should it be needed, close attention will be paid to our populations considered most at risk. These include our homeless and foster students, students who carry IEPs, ELL students, low income families, LGBTQ students and students of color.

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.]

Our food program is provided through our local District and Charter sponsor, Middletown Unified. The District adheres to all of the requirements for nutritionally adequate meals as well as safety guidelines and fully includes our students in their meal program. Students are able to have meals on-site at LCICS or pick up meals from MUSD daily or weekly.

Currently, all students have been designated as “free” through the end of December so there are little, if any blocks to their participation in the program.

LCICS also refers families to the various food pantries available throughout the County as information is made available.

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

Section	Description	Total Funds	Contributing
Postage for certified mail	To alert families to their level of truancy and to offer support	300.	Y

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
14.54%	\$85,546

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.]

LCICS has purchased and distributed Chromebooks to students without devices. These students are primarily our unduplicated population, our families who qualify for free/reduced lunches. The number of families requesting these has greatly increased since March, 2020.

Individual student kits have been created and made available to all students to use during distance learning as well as on-site and hybrid learning for both safety and accessibility reasons. No student will go without supplies due to limited or no income.

We have determined that the best way to support all students, including our low-income students, is through access to paraprofessionals who will extend, clarify and support the instruction received from their core teachers. To this end, collaboration time between all staff members will increase and be utilized for reviewing data, student work, planning for instruction and determining the best use of paraprofessional time and skills. This collaboration time is made more relevant as we attempt to address the inequitable outcomes of distance learning that occur largely due to differences in support available in the home. We will focus specifically on addressing learning loss and accelerating the growth possible for students demonstrating the most need.

LCICS is committed to professional development that will support our vulnerable populations. We are always looking for opportunities to improve and increase our staff's skill set to better serve our students.

LCICS is dedicated to the mission of educating the whole child and in so doing focuses on providing a safe and loving environment that supports learning for all of our students.

As stated and clarified throughout this document, LCICS is committed to, and understands the importance of, supporting our homeless, foster, ELL, IEP and low income students in a variety of ways and with all supports at our disposal. Some of the items listed in this document that are designed to specifically support our unduplicated student population include:

- Daily integrated and designated instruction
- Priority enrollment in site-based learning programs
- Priority access to teachers and paraprofessional support including extra tutoring in both one on one and group settings
- Class meetings designed to improve social emotional support and a sense of safe community

- Instruction targeting gaps in learning
- Visual supports, verbal repetition and checking for understanding
- Referral to outside services as needed
- Home checks as required

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

The majority of actions is school-wide and aimed at improving the entire educational program. Strategies are directed to improve the educational outcomes of our unduplicated student population, ELL students and our homeless and foster youth as with the remaining members of our learning community. Priority is given to our at-risk students with regard to additional tutoring opportunities and small group instruction with our teachers and paraprofessionals. Priority was also given to these students when scheduling the hybrid vs. distance learning programs.

The expenditures are focused on increasing access to paraprofessionals and teachers, maintaining a positive school environment, ensuring access to technology and providing family contact to support student participation and engagement in our programs.

The online learning platforms and their corresponding wealth of material have benefitted our students by increasing equity in access to online learning. The online assignments offer these students an equal opportunity to complete coursework using digital tools and online resources. Information about student participation and progress are immediately available to their teachers who can then monitor and personalize assignments to meet individual student needs and quickly identify those students who are at greatest risk and in need of additional supports.