



Life Source International Charter School

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.]

On March 13, 2020, Life Source International Charter School was met with the challenge of closing schools due to the COVID 19 health pandemic. This was a difficult decision to make, as the Life Source International Charter School realized the impact that public education has on the community of Lancaster at large. As all families were ordered to stay at home, LSICS was well aware of the inequity that would be caused by a full shutdown of the Life Source International Charter School system. As a city, and community Lancaster currently has just under 2,350 cases of COVID, and has sustained 31 deaths. Economically, the city has had to close the doors to many businesses, and as a result of lost business during the safer at home order, the city has sustained long term shutdowns as a result of the many months not collecting revenue. Additionally, we observed, as a system an increase in domestic violence cases, and a drop in the reporting of cases to child welfare. As teachers and schools are generally those most active in identifying cases of child abuse, this can only mean that children within the city of Lancaster, have been put into situations in which they have not been able to receive the much needed help.

As we began to plan for the implementation of a distance learning program in the fall or 2020, Life Source International Charter School began analyzing program offerings in order to continue learning, while having students remain in their homes. Life Source administration worked along-side parents and staff to provide offerings to students throughout the district. In order to ensure equitable access to quality learning materials for all students, the district handed out over 300 chrome books, and 50 hotspots in order to get the needed technological materials

into the hands of families and students. We developed an online curriculum platform at a cost of 50,000. Teachers and support staff are responsible for supporting parents and students while helping them achieve their language development goals and IEP goals. We will be providing students in our special education program with differentiated work that includes regular communication with their case managers and service providers in order to meet the requirements of their Individualized Education Program. In order to meet social emotional needs of our low income, foster and homeless students, the district counselors are working to create and provide social-emotional learning lessons to both students and families.

Life Source International Charter School prioritized regular communication with families through teachers, various written forms such as regular "Updates to the Community" from the CEO, written letters from school sites as well as Newsletters. LSICS has conducted the meeting of various parent decision making and information gathering via Zoom.

The plan that follows provides details and descriptions as to the specific actions that are to be taken to provide for full implementation.

Stakeholder Engagement

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

In order to get the perspectives and understanding of this plan, the Life Source International Charter School engaged all stakeholder groups. The District provided for 3 rounds of school wide surveys of families, various rounds of staff surveys to secure the perspective of families, staff (both classified, certificated, and management). LSICS will solicit student feedback through facilitated focus groups in order to refine distance learning options, and we will further utilize social-emotional support to engage families fully. As we begin to see students who are not engaged in distance learning, the district has provided for and created a process to reach out specifically to families of foster, EL and homeless students to determine the root cause of student disengagement.

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

Life Source solicited recommendations and comments through multiple, parent/family, pupil and staff surveys, allowed for input and public comment in synchronous board meetings held through Zoom, as well as through the implementation surveys. While other areas of remote

participation were seen to come by way of our teachers and support staff making targeted calls to families in order to engage parents that may not have the means to engage via a technological method.

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

Feedback from families provided that families were concerned with the health and safety of their students, and that they saw that access to student computers, internet, and childcare were all concerns as a response to Spring closures. In the fall, there was a concern with the idea of safety, access and childcare. We determined that of the respondents to family surveys that over 30% of our families have multiple students who attend school (K-12) in the household, warranting possible concerns for bandwidth and quality of internet

service. Families were concerned that there was a need for students to be engaged on a consistent basis. The student who attended summer school were excited by the prospect of distance learning, while the students who did not were concerned about access to technology. Parents were concerned about their ability to support their child technologically and academically at home, which led to the creation of teacher office hours to assist with technology and academic support from the teacher. The Life Source community decided to maintain a closed campus and adhere State legislature to remain closed in the coming school year. Life Source found that 80% of families agreed that coming back to school in a traditional manner would not be desirable. Many families opted for a hybrid model of instruction, in which students were present at school in a split AM/PM model. However, with the increase of the Covid-19 virus over the summer, the hybrid plan was no longer viable. At this juncture, the Life Source community decided a 100% distance learning model was safest and best.

Safety concerns have shifted, however from being about health concerns, to internet safety. SAC did remark that families were observing "Zoom bombing" and wondered how that might happen. We were able to provide information as to the need for students to report issues immediately to their teachers, and that this situation comes about by students sharing links for outside individuals to get into class meetings.

Teachers and support staff were required to build virtual relationships with students and parents over the summer, which helped our stakeholders grow in confidence and know our staff is there to support them in the new learning environment.

Teacher attended a 2 week bootcamp before school started to support them in the new virtual curriculum and instructional delivery style.

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

As a result of the consultation process, LSICS was able to provide for the following actions associated within this plan.

With regards to in-person instruction:

- Extensive purchase of personal protective equipment throughout schools
- Purchase of iReady tool kits to assist in mitigating learning loss
- Focus on SAI minute delivery
- Focus on tutoring objectives

With regards to Distance Learning Instruction:

- Technology devices for all students (TK- 8)
- Hotspots purchased for extensive support of internet
- Revised district website in order to provide for resources for parents and students
- Teachers and staff to reach out to homeless families to assist with academic needs
- Softphones provided to teachers contact families and provide support
- Zoom and virtual platform in order to allow for face to face online instruction, provide ongoing training to staff
- Continue with administrator's dashboard to track achievement in terms of attendance and academics, as well as social emotional outcomes as it pertains to our socio- economically disadvantaged student population.
- Continue with weekly school-wide counseling from school counselor

- Ensure all students have access to rigorous standards aligned instructional materials
- Purchase and provide headsets, microphones and mouses to students to enhance engagement with academic content □ Provide translation services for parents and community members whose first language is not English

With regards to Pupil Learning Loss:

- Provide professional development and coaching support for staff on programs and practices that will support all learners, students with disabilities, English learners, African American, foster and homeless students to ensure all students have access to rigorous content standards
- Provide a tiered system of support for academics, social/emotional and behavior through the implementation of Multi-tiered System of Support at each school which includes opportunities for personalized learning for each student.

Continuity of Learning

In-Person Instructional Offerings

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

The Life Source International Charter School will be beginning the 2020-21 school year in a distance learning educational environment. Life Source understands the relevance of in-person instruction, and the importance that our students have access to live teaching. Life Source International Charter School will begin to reopen the physical locations of schools as soon as it would be both recommended and safe. Based on guidance from the California State Governors office, as well as the California Department of Education, and as Life Source International Charter School is located in Los Angeles County, a county that is currently on the California Department of Public Health's watch list, Life Source International Charter School is not provided the ability to open in person instruction at this time, to any extent.

When the district is allowed to return, we will continue to offer the appropriate instructional minutes per grade level span. Whereas we are not currently providing in-person instruction, Life Source International Charter School has planned for in-person instruction as we continue through the 2020-21 school year. Should Life Source International Charter School resume instruction, the Life Source has determined that a phase in of in-person instruction would be the most adequate way in which we would be able to do so. Out of necessity, the district will use a hybrid/blended learning model in order to provide for adequate social distancing. The hybrid/blended learning model would prioritize the integration of English learners, foster students, and homeless students, and economically disadvantaged students allowing them to be reintegrated gradually. English language learners, foster, homeless, and students with special needs, would be among the first student groups to be brought back for in-person instruction, creating a phase 1. Phase 2 would incorporate our students of essential workers, and finally Phase 3 would establish the remainder of our student population.

In elementary schools, in-person instruction will be a program of choice that will have two times for students to attend live instruction at the site. Group A students would attend class every day from 8-11 a.m. then attend to asynchronous work for the remainder of the day at home. Social emotional learning will be integrated into the seat-based instruction portion of this model, and students will receive academic support via a digital format. Group B would complete asynchronous work in the morning, from 8-11, and then attend live learning from 12-3 pm. During asynchronous learning, students will be given the opportunity to receive support from tutors, or from para-educators should they be assigned to receive help from them (i.e. if they are and English learner, or receiving special education services). They would also be given the

opportunity to receive live help from their teacher throughout the day. Distance learning would be offered for elementary schools as well as the blended learning model in order to ensure freedom of choice for the family due to the Coronavirus.

Regarding our instructional program, the Life Source will continue to utilize adopted texts throughout the year with our students, in order to provide for district identified priority standards. Additional software will be used to provide structured lessons in all core instruction. The Life Source will continue to provide a dedicated social emotional learning program, with tiered counseling offered based upon student need, and teacher recommendation. It is important to note that both foster and homeless students will receive priority assistance from counselors in order to ensure their social emotional well-being and mental health. Physical education will be offered with the appropriate social distancing methods in place, and elective classes would be offered in order to provide for enhanced student engagement. Schools will further support students with additional needs, ie foster, homeless and English learners with the increased presence of instructional personnel. Furthermore, our foster, homeless and English learner student groups will receive additional instructional time in order to expedite gains in learning. Students receiving special education services will receive all services that are appropriate, as provided by students Individualized Educational Program.

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

Description	Total Funds	Contributing
Purchase materials to maintain social distancing within the classroom in order maintain a physically safe environment. (3.1)	300,000	No

Description	Total Funds	Contributing
Purchase personal protective equipment, to assist in creating a physically safe environment for students and staff. Ensure disinfection of facilities based on the recommendation of county and state health authorities (3.1)	150,000	No
Professional development - in person teaching strategies utilizing social distancing in order to provide for safety as staff and students return to the classroom (3.1)	100,000	No

iReady Instructional Toolkits will be utilized to provide for understanding of learning loss in terms of our student populations (1.5)	20,000	Yes
Designated ELD will be specifically scheduled to meet the needs of English language learners in both the middle and elementary grade levels, and integrated ELD will be present throughout the school day. (2.1)	15,000	Yes
Extra duty time for meetings/training of staff. (1.5)	450,000	Yes
Coaches to support teachers in implementing a hybrid model of learning (1.2)	90,000	No
Counselors will work with students and staff to provide tiered support for social emotional needs targeted to the needs of foster and homeless students (3.3)	180,000	Yes
Credentialed Teachers, paras, and tutors will be present for small group designated core curriculum practice, outside the school day to meet the need of struggling students and learning loss. (2.1)	250,000	Yes
Targeted instructional support will be provided for students who have experienced learning loss through individual tutoring, and small group instruction. EL students will receive access to set aside time for assessing English proficiency. (1.5)	210,000	Yes
Description	Total Funds	Contributing

Assure that all administrators, teachers, and certificated staff members in transitional kindergarten through eighth grade are appropriately assigned and credentialed for their assignments in core, intervention and enrichment programs (1.1)	80,000	No
Virtual enrichment programs: Spanish, Chess, Music, Dance, Childcare	250,000	No

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.]

Students in the Life Source International Charter School distance learning program, will work online with teachers daily via Google Classroom Zoom, in order to receive age appropriate, designated minutes of instruction. Students will receive live instruction that will consist of core subject matter, allowing students to remain current on the instructional program. Students in grades TK-1 will utilize iPads as core technology, matriculating to Chromebooks throughout the year. Students in grades 2-8 will utilize Chromebooks at the beginning of the year.

Students in elementary schools will be split into two groups, group A and group B. Group A will attend live synchronous sessions in the morning from 8-11am. During that synchronous time, students will attend core instruction and an intervention block from 9:50am - 11:00am in order to remediate learning loss. Students will have lunch from 11:00-11:50, and begin asynchronous learning from 11:55 until the end of their instructional day at 2:55pm. Group B will receive their asynchronous time in the morning, then receive synchronous live teaching from 11:55am to the end of their day, with an intervention block embedded to remediate any learning loss. Intervention time will be utilized to provide students with time for small group work, one to one assessment, and to provide parent and student support. Both English language

development and social emotional learning will be provided daily. English language development will revolve around instruction in reading, writing, speaking and listening, and will be targeted towards supporting the language development English language learners.

Middle school students will receive live synchronous instruction from 8:00am-2pm. From 2pm-3:00pm students will attend small groups, receive direct teacher support. An intervention period is built into their school day. Consistent with the elementary school schedule, students will receive English language development daily. Social emotional learning will take daily.

In order to maintain a continuity of learning, and to create conditions for a seamless transition into hybrid instruction, Life Source International Charter School has developed schedules aligned with instructional minutes appropriate for all students based on age and grade level. Students will use core text books throughout the year, and will have access to those texts via online, and hard copy. The same texts used in distance learning will remain in use should students return to the classroom. District coaches have identified priority standards through "Achieve the Core," and texts that are used within the normal school day have been provided for students as a resource in gaining access to those standards. Additional software will be utilized to provide structured lessons in all core areas of instruction. Either Zoom or WebEx will be used to support live instruction, and Google Classroom will be used to provide students with assignments. In this method and overview, all certificated staff will be engaged with students on a daily basis. Counseling services are for participating students, in that at the tier 1 level they will focus on normal social interaction, and our Second Step social emotional learning curriculum. Initial work with students will be targeted towards students working to mitigate learning loss, and trauma associated with the pandemic. Special Education students will remain engaged with staff, and services identified within the IEP will be provided for.

In order to ensure consistency among teachers in the delivery of instruction, all ELA and Math teachers have been trained in the 2020-21 priority standards to focus on essential skills and concepts while addressing learning loss. In addition, all teachers have been trained on how to effectively use Google Classroom and Zoom to deliver synchronous and asynchronous instruction to all students. Teachers have been provided distance learning lesson planning templates that specify distance learning strategies and considerations to help in planning and delivering effective instruction that meets the needs of our students. The Life Source and site admin will monitor instruction through virtual walkthroughs, teacher lesson plans and leadership team meetings.

Teachers will support English learners in accessing the full curriculum along with ELD virtual curriculum.

All core subject area adopted curricula are available in a 100% digital format and all students will be given a device to access their curriculum.

All consumable books from each program are also being distributed to students for use at home.

Access to Devices and Connectivity

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

All TK-8 students will receive devices in order to access live instruction on a daily basis. In order to do so, students in TK-1 will receive iPads, whereas students in grades 2-8 will receive Chromebooks. Hotspots will be provided to students in need of internet access. Whereas we understand that students in our district reside in areas that do not have internet access, we have determined an increased need for Hotspots in order assist in securing adequate internet connection. We have also found that many of our students live in households where the internet is being used on a wide basis, lessening the amount of bandwidth available to students in the home. Due to this, the district has identified a need to purchase more hotspots. The Information Technology Department is able to analyze student internet access from our platform and provide solutions for families if they are within an area that has internet access. Given the previous, as we encounter issues in terms of connectivity, we continue to search for innovative solutions to assist. Where we are not able to assist, we do provide students with work packets in order for them to remain current when there is no way of connecting to the internet. When this is the case, teachers are deployed to contact families a minimum of two times per week.

In order to determine the needs of the community in terms of connectivity and access to devices, the district provided a parent survey. Through that survey, we determined that on top of there being a need towards actual devices, there is a further need for other tech tools, such as headsets for students, and access to a technology helpline..

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.]

Elementary school teachers will take attendance, and monitor engagement during the synchronous portion of the school day using the district adopted student information system, Powerschool. Powerschool will also be used in the middle schools during each period of student attendance during the synchronous portion of the school day. Student participation will be documented each day of distance learning to ensure that students are actively present during synchronous time. Participation during daily synchronous instruction will be documented in the student information system and students are expected to participate and fully engage as communicated to by the teacher. A combination of synchronous and asynchronous participation will be used to document daily student attendance. Attendance will be taken daily and will be updated throughout the week utilizing student engagement logs to ensure appropriate documentation and accountability. Teachers will evaluate student work daily and assign a time value in cooperation with the site administrators. Teachers will be asked weekly to update attendance and engagement logs monitored by the site administrator.

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.]

Life Source International Charter School has identified various areas of need in order to successfully implement an online learning program district wide. The following training areas were identified: teaching pedagogy, in order to train teachers to utilize the various web based communication platforms, as well as strategies to implement the curriculum; Classroom management in order for teachers to have a clear understanding of the new management in the online setting; Curriculum training associated with priority standards, and English language development training to address the needs of English language learners. The district also trained teachers in reading data, and iReady assessments in order to provide for professional development in terms of reading data for evidence of learning loss. Administrators were trained in order to provide them with skills in coaching their teachers through the new teaching and learning situation. The specific trainings that were provided for teachers were: Nearpod, and Flipgrid. In terms of assessment we plan to provide training with regards to our iReady assessments, and assessment platforms. In terms of classroom management, we have decided to provide training on our core web based platform, Google Classroom throughout the year. In terms of curriculum, we have developed and plan on training our teachers on the use of priority standards in both mathematics and English language arts.

Staff Roles and Responsibilities

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

Special education para-educators will provide small group support in break out rooms during distance learning, and push in to online classrooms to offer support to teachers.

Antelope Valley Tutors for learning loss and intervention support

Campus supervisors/supervision aides will be repositioned to assist with meal distribution, provide for campus security and sanitizing efforts, and run errands on campus while helping with staff check in, and other tasks under the direction of the site administrator.

Instructional Coaches have been trained to support teachers in the required elements of distance learning, but they will be focusing especially on supporting teachers with ensuring learning is focused on rigorous, grade level content and scaffolded to address learning loss and intervention/enrichment needs. They will continue to visit teacher classrooms, provide professional development, and facilitate PLC meetings.

Educational Technology Coaches have been assigned to various sites to support all technology needs of teachers. The Ed Tech coaches will provide on-going professional development, troubleshooting and individual support for classroom teachers. They will continue to visit teacher classrooms and provide suggestions and feedback to improve instructional strategies using technology.

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.]

The District recognizes the need to provide services above and beyond core services to students in unduplicated student groups, specifically to English learners, foster students, students experiencing homelessness, students who are socio-economically disadvantaged, and students with special needs.

After determining the needs of foster youth through various analysis, the district will monitor foster youth on a weekly basis to determine additional services and supports needed based on daily engagement, academic grades, and student communicated needs. Educational liaisons and counselors will make phone calls to foster families when foster youth are not engaged in learning consistently. Social workers of foster youth will be contacted when several unsuccessful attempts have been made with caregivers to re-engage or engage foster youth in distance learning.

Students with special needs will receive all services as provided via their IEP in a combination of both push in and pull out services model. All services for speech will be conducted during small group, and special education teachers will modify all assignments for students with exceptional needs in order to provide student access to core content knowledge. Testing of special education students will take place in person to the extent possible, as the District will provide for special settings within each school site to allow for in person testing.

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

Description	Total Funds	Contributing
Ipads were purchased for use in grades TK - 1 (1.2)	60,000	No

Chromebooks were purchased to provide access to all students in grades 2-8 (1.2)	400,000	No
Purchased web based platforms in order provide for access for all students & trained teachers on the use of current web-based platforms in order to deliver instruction (1.2)	250,000	No
Provide parents with help in accessing technology programs (4.1)	20,000	No

Description	Total Funds	Contributing
Parent night for priority standards to provide parents with understanding of what students should be able to do at certain points in the year. (Teachers will train, extra time) (4.4)	5,000	No
Develop and maintain district remote learning website in order to maintain communication with families, and to provide resources to families in educating and accessing technology. (4.4)	10,000	No
Provide internet access for students in need. (1.5)	10,000	Yes
Rosetta Stone purchased in order to provide for monitoring of English language learners in terms of language development and Spanish Language Learners. (2.3)	40,000	Yes

Purchase softphones in order to allow teachers the ability to contact families from their home offices. (3.4)	15,595	Yes
Administration Home visits is to track achievement in terms of attendance and academics, as well as social emotional outcomes as it pertains to our socio-economically disadvantaged student population. (1.5)	86,212	No
Provide teachers, staff and administrators access to high quality professional development, coaching and feedback related to the implementation of high priority standards using a variety of delivery methods (SED) (such as but not limited to Coaching Conversations PD for admin, and high priority standards training for teachers) (1.2)	120,000	No
Description	Total Funds	Contributing
Ensure all students have access to rigorous standards aligned instructional materials (all) (1.2)	80,000	No
Provide training and support for all staff implementing inclusive practices and interventions that support Socio-economically Disadvantaged, Foster, and Homeless students including students with disabilities in achieving academic expectations (2.5)	50,000	Yes
Provide adequate classified, certificated and administrative support to ensure high quality instruction, intervention and enrichment is implemented in core content areas (3.3)	250,000	No

Provide instructional assistants to support the needs of English learners to increase language development (2.1)	5,000	Yes
Provide Headsets with Microphones and mouses to students to enhance engagement in the distance learning program (1.2)	20,926	Yes

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.]

Life Source International Charter School will administer quarterly NWEA MAPS diagnostics in both math and reading to determine learning loss. We will compare 2019 fall and winter NWEA scores to 2020 scores. The diagnostic will be administered three times a year depending on the grade level. Once the student completes the test, he or she will be assigned online instruction to support his or her progress in mastering each skill. The NWEA program provides a series of comprehensive reports designed to make classroom instruction more effective. These reports include data about student performance as well as detailed teaching suggestions (whole group or small group instruction) that teachers can use to make informed decisions about the instruction that is right for their students. Data will be used by various stakeholders to analyze what students know, what they should know, and what can be done to meet their academic needs.

Life Source International Charter School will assess learning loss as it pertains to English language development through a formative language development assessment Rosetta Stone. This will provide the district with the information pertaining to reading, writing, listening and speaking necessary to further provide needed instruction pertaining to language learning for our English language learners.

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.]

During summer school, teachers retaught standards introduced March -May attempting to recoup learning loss. During summer bootcamp, grade level teachers created standardized pacing guides that identified specific standards, skills, and concepts that were not addressed during the remote learning spring season. Those documents, in combination with the identified high priority standards gives teachers a roadmap to what needs to be taught and mastered in each grade level. All students will take the NWEA diagnostic assessment within the first month of school to help pinpoint gaps and strengths. Teachers have been trained to begin with the grade level standard and scaffold down to address learning gaps and missing skills as needed. In addition, a specified portion of each school day is designed to support intervention and enrichment for students identified by diagnostic and formative assessments as needing support to master grade level standards. Targeted intervention programs such as Read 180, Expert Tutoring, and small group intervention, will continue to be used to accelerate mastery of foundational reading and math skills necessary to master grade level concepts. There is a specified time during the day for all students who are identified as English learners to receive English language development instruction synchronously. In addition, teachers will support and ensure student access to the core curriculum, by providing additional practice, small group discussion, frontloading through the expansion of key concepts, under the direction of the teacher. A specified portion of each school day (intervention block/period) is designed to support intervention and enrichment for students identified by diagnostic and formative assessments as needing support to master grade level standards. During the Intervention Block, students can receive small group instruction from their teacher and/or begin on their asynchronous assignments. Low income students will be prioritized for additional services that include enrichment one-on-one private tutors after school and virtual enrichment opportunities. One to one tutoring will be available through Foster Youth Services and will be offered to foster students in need of additional academic support. Counselors and teachers will refer foster youth who are struggling academically to tutoring and small group support at schools as needed. Counselors will also make contact with social workers to enlist their help when a foster youth is not engaged or participating in distance learning and school contact with the caregiver has not been successful.

Life Source will implement the special education distance learning plan in order to document how students with disabilities will receive their related services in their IEP's. Progress towards goals will be measured at the beginning of the school year to determine areas of need, and identify areas of focus as they relate to student services. Annual and triennial IEP's are conducted to review and discuss present levels of academic achievement and functional performance. Small group instruction will be provided utilizing all special education support providers to support areas of needs.

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.]

NWEA and Study Island online instruction system will be used to monitor all K-8th grade student progress in overcoming learning loss. In addition, teachers will implement frequent formative assessments based on high priority standards to adjust instruction as needed. Data from intervention programs, diagnostic assessments, and formative assessments will be routinely analyzed at the teacher, team, site, and district level on a consistent basis to monitor progress and identify areas for support.

The NWEA diagnostic in both reading and mathematics will determine unfinished learning and provide acceleration support. We will compare fall and winter 2019 NWEA to this year's 2020 Fall and winter 2020 NWEA to assess learning loss. The diagnostic will be administered three times a year depending on the grade level. Once the student completes the test, he or she will be assigned online instruction to support his or her progress in mastering each skill through Exact Path. The NWEA program provides a series of comprehensive reports designed to make classroom instruction more effective. These reports include data about student performance as well as detailed teaching suggestions (whole group or small group instruction) that teachers can use to make informed decisions about the instruction that is right for their students. In addition, Life Source will administer other formative assessments included in the Standards Plus Program. Data will be used by various stakeholders to analyze what students know, what they should know, and what can be done to meet their academic needs. Life Source has developed assessment guidelines and expectations to ensure that we get accurate and reliable data to address learning loss and to accelerate growth (academic and social-emotional behavioral) for all students.

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

Description	Total Funds	Contributing
Instructional Leadership Teams will meet outside of the school day in order to continue to monitor learning loss at the site, and to mitigate issues pertaining to learning loss throughout the school year. (1.2)	500,000	Yes
Provide opportunities and structures for teachers and staff to collaborate using data, both formative and summative, to inform instructional decisions (increased Service) (1.5)	120,000	Yes
Description	Total Funds	Contributing

Extra learning opportunities will be provided to students to target effects of possible learning loss. This will include but not be limited to after school tutoring and extra school taking place during both Fall, Winter, and Spring Break. (1.5)	250,000	Yes
Provide a tiered system of support for academics, social/emotional and behavior through the implementation of Multi-tiered System of Support at each school which includes opportunities for personalized learning for each student. (3.4)	80,755	Yes
Provide professional development and coaching support for staff on programs and practices that will support all learners, students with disabilities, English learners, African American, foster and homeless students to ensure all students have access to rigorous content standards (2.3)	100,000	Yes

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

In order to meet the needs of students in terms of mental health and social emotional well-being the Life Source has a full-time counselor who will be the cornerstone of the workers who will help students, with a focus on their greatest needs. In order to access assistance, the

counselor has created a referrals process for parents, school staff, and students to request counseling support. Counselors will offer counseling groups via Zoom on specific topics as they arise. Community agency resources are mailed to parents regularly. Information including: mental health support, virtual support groups, webinars related to mental health issues, social emotional learning tools, self-care tips, and crisis hotline numbers Information are also sent home via newsletter.

Life Source has partnered through Masada Holmes School Based Mental Health community agency (funded through Medi-Cal). Counselors and psychologists make referrals to the agency for students who need more support than the counseling offered at schools. School counselors and psychologists will provide counseling support as needed via Zoom in order to address social and emotional concerns including loss, anxiety, depression, and other areas. Counselors will be offering grade level Zoom sessions that will provide social interaction and activities for students to engage in, so that they are able to interact socially with their peers during distance learning. Daily Leader in Me lessons and videos are used for each grade level. The classroom teacher follows-up with discussion questions related to the video lessons when students are receiving live virtual learning sessions.

Family workshops will be offered to address various topics such as how to detect and respond to isolation, depression, internet safety, suicide prevention, and other relevant topics. The Leader in Me program will identify other topics of interest to families related to the social emotional wellbeing of students. Counselors will develop and deliver training to school staff on creating trauma-informed virtual classrooms, which will include information about how trauma is manifested, how to address it, and how to mitigate the trauma response within the virtual classroom processes and procedures. School staff will engage in an annual training regarding the signs of child abuse and the reporting procedures. Training will also be provided to include identifying abuse while engaging with students virtually. Child Abuse reports will be filed as appropriate and necessary. Counselors will be available to consult with school staff regarding mental health issues or social-emotional concerns, and will also be available for staff in the event that they experience mental health concerns.

As part of social-emotional learning lessons, students will learn about how to behave responsibly and appropriately when engaged in online learning. Behavioral expectations will be outlined by each school using matrices that are part of Positive Behavioral Interventions and Supports. Students, families, and staff will have the ability to call or email school counselors to receive crisis support or receive information about community agency services. Social emotional learning activities will be created and available for teachers to use in their virtual classrooms as a means of connecting with students and enabling students to connect with one another in order to create a safe, secure learning environment.

To specifically address the needs of foster youth, the school counselor will continue to provide intensive support to students through frequent video chats and other forms of communication in order to create and monitor goals and advocate for the students' educational needs. Communication will continue with social workers to address social-emotional support to students and as needs are identified. Social workers will also be contacted when students are not engaging in distance learning. Counselors will do weekly check-ins to monitor social, emotional and behavioral needs and make community referrals as necessary.

Staff will have access to the school counselors and school psychologists if they have personal mental health or social-emotional concerns. Referrals will be provided as needed. Staff will also be provided self-care examples and Employee Assistance Program information via email periodically to remind them of counseling and mental health support, legal, financial, and work/life services. Quarterly google form surveys will be provided to staff in order to reach out for help if they are feeling anxiety, depression, or overwhelmed and need mental health support.

Counselors will provide appropriate referrals. The district counseling website and each schools' counseling websites include videos and information related to social, physical, emotional and mental health for staff to access. Staff development videos will be created to assist teachers while setting up a virtual classroom, including how to set class norms, transitions, how to integrate PBIS, and other essential elements to create a positive classroom.

Additional mental health supports have been identified during the pandemic by the Department of Mental Health. Counselors make referrals to these resources as needed. Information is discussed at parent meeting and sent to the homes of the students. Information pertaining to community resources, such as support groups for grandparent, caregiver, mothers, and Living Through the Pandemic are also being sent home.

Pupil 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.]

Attendance will be taken each day for distance learning during synchronous live instruction to monitor student participation in teacher directed lessons. During asynchronous instruction, students are expected to log into their Google Classroom(s) in order to be marked present. Attendance will be taken during a specific time of the day to ensure appropriate documentation and accountability. All teachers will enter attendance daily for students in PowerSchool by 10:00pm. Attendance can be earned through attendance in live instruction- whole group, attendance in live instruction- small group, Google Classroom work submitted, weekly engagement records or time value work assigned by the teacher.

call/message will be sent to parents informing them of student absence by 3:00pm on the same day of the absence. In addition, attendance data will be synced nightly PowerSchool and reviewed by various stakeholders to develop action plans at all levels. Daily attendance can be modified based on weekly engagement logs as needed.

Contact with families will be initiated by staff to help resolve barriers getting in the way of engagement and participation. Contacts will be documented in our student information system. Depending on the barrier discussed, district personnel will involve district departments to resolve concerns or provide materials needed to assist with student re-engagement. During each contact, the following will occur: □

Assistance will be provided regarding access or connectivity issues

- An update to families regarding student academic progress
- Assistance in connecting student/family to counseling/guidance support services

Counselors will assist families with community agency referrals and make school based mental health referrals, as appropriate. School Nurses will provide guidance related to medical issues, as appropriate. Family Ambassadors will make contact with families to help problem solve barriers and refer families to the appropriate school professionals depending on the issue.

Preventing Student Disengagement

Intervention is required once a student is absent for more than three days of distance learning. In the case of absence, the following actions shall be taken.

- Phone call/message will be sent to parents informing them of student absence by 3:00pm on the same day of the absence. It is recommended that teachers communicate with parents daily if students are absent from instruction.
- Staff will assist with access or connectivity issues when contacting families.
- For students who miss three days of instruction, the school will implement re-engagement strategies for the student/family.
- School sites will document all contacts/attempted contacts through our student information system log entries/distance learning. Reengagement actions will be planned based on information received from contact.
- School sites will communicate student academic progress to student/family at least every two weeks through the student information system grade book.
- Staff members assist in connecting students/family to counseling services or health services as needed
- Counselors will monitor Foster student engagement on a weekly basis. Phone calls to check in will be conducted and documented every two weeks.

Re-engagement Plan

Tier 1: In order to provide a tiered intervention system in terms of attendance, All students will be offered attendance and engagement incentives schoolwide. Synchronous and asynchronous instruction will be designed in such a way that students are engaged and connected to their teacher, classmates and schools. Community building activities are built into the regular school day for all students. Time will be provided for students to communicate and “hang out” with each other to strengthen the home school-bond and student interpersonal relationships.

Tier 2: Students who begin to be absent regularly (not participating asynchronously or synchronously), will receive contact from various staff members to help problem-solve and eliminate barriers, if necessary (including internet issues, technology device issues, student login information, etc.) . Automated phone calls will be sent daily to parents notifying them if their child was not in synchronous attendance for the day. School counselors will provide community agency referrals, as needed, to address mental health resources and other financial resources.

Tier 3: Our students showing the highest need will be monitored by Attendance Review Teams and our Counselor on Special Assignment in order to work towards improvement in attendance, they will help to address issues with engagement that have not been successfully addressed through the previous means. An interdisciplinary team will meet to problem-solve and find ways to re-engage students and support families.

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.]

Students participating in distance learning are able to receive Grab n Go style meals (breakfast and lunch) by either drive thru or walk up service. Meals may be served in a combination of cold/frozen/shelf stable. No food is served heated, so that the district has the ability to serve multiple meals for multiple days, limiting the number of days that meals will need to be picked up. Currently we distribute meals Monday-Friday.

If it becomes apparent that there is an issue with our distribution plan the district has provided the ability to be flexible and work to create solutions asking for parent input.

We are using the following waivers:

1. The waiver allowing parents/guardians to pick up meals without students present, allows students to stay safe at home.
2. The waiver allowing flexibility in meal service times allows us to provide both breakfast and lunch together in Grab n Go meals.
3. The waiver allowing non-congregate feeding allows meals to be taken home and consumed off campus.

These waivers will remain in place until June 30, 2021.

When we return back to in-person learning, we will likely implement a hybrid model. In that case, when students return to in-class instruction, we will serve Grab n Go style meals (which will include a breakfast and lunch) just before dismissal, that the students will take the food home to consume. Foods are not cooked; they will be distributed in a combination of cold/frozen/shelf stable. If we return to regular instruction, we will return to regular meal service unless otherwise decided.

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

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	The District will provide counselors in order to ensure students' social/emotional and behavioral needs are addressed (this action will be targeted to our foster homeless student groups) (3.3)	80,000	Yes

Pupil Engagement and Outreach	School sites will implement Positive Behavior Interventions and Support plans at each school in an online manner. (3.4)	40,000	No
Pupil Engagement and Outreach	The District will develop and implement a system for tracking students who are chronically absent to insure rapid response and intervention (3.5)	10,264	No
Distance Learning Program	The District will assist the school sites in implement programs and supports for families to increase their engagement (4.3)	42,980	No
Section	Description	Total Funds	Contributing
Distance Learning Program	The District will implement parenting programs that increase parent capacity to assist students in academic achievement at each school (4.4)	39,218	Yes
Distance Learning Program	School sites with the assistance of the District will provide translation services for parents and community members whose first language is not English (4.1)	32,000	Yes
Pupil Engagement and Outreach	All sites will establish attendance intervention teams. The teams will include, the site Nurse, Counselor, Health Clerk, Office Assistant, Site Administrator, teachers and other members as determined by the site. (3.5)	50,000	No

Increased or Improved Services for Foster Youth, English Learners, and LowIncome Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
70.76%	3,888,570

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.]

Life Source will prioritize direct teacher instruction for students with the greatest needs - including but not limited to English learners. This will provide our system with the ability to ensure that upon return to the regular teaching classroom we will have the opportunity to bring English learners back in the first phase of hybrid learning.

-Counselors will work with students and staff to provide tiered support for social emotional needs targeted to the needs of foster and homeless students. This will allow for our counselors to focus the bulk of their SEL work on our foster students.

- Life Source will schedule designated ELD to meet the needs of English language learners in both the middle and elementary grade levels, and integrated ELD will be present throughout the school day. This will ensure that ELD is taught during the regular school day, and allow for students to develop their English speaking, listening, reading and writing skills. Targeted delivery of hotspots will be provided and afforded to students from low-socioeconomic households, as well as foster and homeless. This will allow for internet access to families that do not currently have access, or whose access is limited in terms of bandwidth. We also recognize that many of the families that we serve who are low-income, also have multiple students in their household, meaning that these students, being online at common times, could pose a possible issue in terms of bandwidth.

This action was developed in order to allow for sites to actively monitor learning loss for their socio-economically disadvantaged students. Allowing them to close gaps, and continue to actively engage in school work. It also follows that this action will be combined with the following action that teachers and staff will be offered time above and beyond the time being offered for staff meetings, and trainings in order to collaborate around the needs of targeted students, including socio-economically disadvantaged students, EL students, and students with disabilities.

- Extra learning opportunities will be provided to students to target effects of possible learning loss. This will include but not be limited to Saturday school, after school tutoring, and intersession during Fall, Winter, and Spring Break. This has specifically been targeted towards our socio-economically disadvantaged population, as well as our English language learners.
- Life Source will provide a tiered system of support for academics, social-emotional and behavior through the implementation of a multi-tiered system of support at each school which will include opportunities for personalized learning for each student. This action was specifically targeted towards our special needs population, as well as our socioeconomically disadvantaged student groups in order to allow for varying levels of support prior to utilizing punitive measures. ensure that our most at-risk student groups are provided with rigorous, grade level instruction, and content, scaffolded to their current knowledge base. By completing this action we promote the rigor of instruction that is required of these students to bring about meaningful gains.
- Life Source will provide counselors to ensure students social emotional and behavioral needs are addressed, specifically to our foster and homeless student groups. Based on our needs assessments, it was determined that our foster and homeless students groups were specifically in need of social-emotional support. Counselors will fulfill this need coming out of this pandemic.
- Implementation of parenting programs that will increase parent capacity to assist students in achieving academically. The focus of this strategy is to meet the needs of our socio-economically disadvantaged student group, and allows our families to be more aware of support they will need to be able to offer their students in a distance learning environment.

-Provide translation services for parents and community members whose first language is not English. This is targeted towards our English learning student group, which will bring about a common knowledge of information being provided to all parents regarding student progress, and understanding of expectations.

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

Foster students will be provided with counselors that will be responsible for providing assistance in growth in terms of social-emotional needs of foster students. Foster students will also receive extra time in terms of tutoring, and access to intervention, and help outside of the students' academic day.

Homeless families will be provided targeted access to our family ambassadors who will be responsible for providing resources and acting as a liaison between teachers and homeless families. Students will be provided with targeted tutoring to meet their learning loss needs.

Students with disabilities will also be offered access to increased academic assistance, as well as one on one help through their para educators. In terms of social emotional learning, students with disabilities will be provided access to counselors to assist in providing support, as well as outside service providers.

All of our SED students will be receiving access to tutoring, extra social-emotional support as well.