Learning Continuity and Attendance Plan (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.

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General Information

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

Lashon Academy City is committed to providing a quality and engaging education to all students regardless of whether it is in-person or virtual. In late summer 2020, Los Angeles County was placed on California's Coronavirus Monitoring List. Under guidance from Governor Newsom, schools cannot reopen for on-campus learning until Los Angeles county has been removed from the monitoring list for fourteen consecutive days. In response to the Governor's order, students at Lashon Academy City started the school year with virtual classroom instruction and distance learning expectations. The COVID-19 pandemic has led to a multitude of changes, and the impact has been significant and ongoing. This impact has informed the development of the Learning Continuity and Attendance Plan.

Teachers have focused their efforts on student outreach and providing motivation, encouragement, social emotional learning, and personalized learning experiences for their classes in order to support students during this challenging time. Principals and other staff are making tremendous efforts to reach out to parents of students who are not logging into virtual meetings. All of our families are dealing with the challenges of managing the day-to-day learning schedules of their young children. Balancing the learning time, keeping students motivated, and maintaining a sense of connection with teachers and school is our ongoing goal.

During this time of continuous change and uncertainty resulting from the global COVID-19 pandemic, Lashon Academy City continues to maintain its commitment to educating and supporting students and their families. Ensuring all students learn and thrive while remaining healthy is our top priority.

Major areas of impact include the following:

Preparing Staff

- Staff will continue to work virtually until health guidelines change

- Providing distance learning professional development for teachers and staff

- Purchased needed technology for staff to ensure they could effectively do their jobs

- Safety training and procedures for COVID-19

Meeting the Needs of Students and Families

• Special Education services and IEPs held virtually

• Classroom instruction delivered remotely

• Set expectations of distance learning

• Purchased needed technology for students to ensure access to the curriculum and instruction

• Implementing strategies to ensure at-risk students had accessibility to distance learning and were given extra support

• Outreach Coordinator working closely with foster and homeless youth, English Learners, and low-income students to support distance learning and provide resources for other needs

• Parent meetings, beginning of the year orientations, and distance learning trainings held virtually

• Continuing regular communication between the families and school to provide school updates

Stakeholder Engagement

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

Lashon Academy City is committed to involving its stakeholders in the input and development of the school's Learning Continuity and Attendance Plan. We value all input from stakeholders and use this input to help prioritize needs, safety measures, instruction and reopening plans. The stakeholder engagement process includes the following:

Stakeholder Information:

• Summer COVID-19 school updates

• Board Meeting June 2020 and August 2020

• School staff update families through email, ParentSquare/LivingTree, and phone calls

• Spanish translator available when needed to communicate with families

Stakeholder Input:

• Summer Reopening Committee Input Meetings

• Analysis of parent and teacher surveys to develop plan components (digital parent surveys were made available to parents in response to school closures during the summer of 2020; teacher surveys were provided online)

• Staff Input Meeting: June 16, 2020 and August 3, 2020

• Parent/Guardian Input Meetings: July 8, 2020

• Coffee with the Principal Input Meeting: September 1, 2020

- Follow-Up Stakeholder Meeting: July 22, 2020
- Plan review and input by the District English Learner Advisory Committee and School Site Council (DELAC/SSC)

Additional Feedback:

- Lashon Academy Governing Board Meeting and Public Hearing: 8/19/2020
- Lashon Academy Governing Board Meeting: 9/16/2020

Paper copies of the Plan have been made available at the Office for those without internet access. Interpretation in Spanish is provided by Outreach Coordinator at all meetings to maximize opportunities for feedback.

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

Lashon Academy City provided various options for families to participate in public meetings remotely. All governing board meetings were held through teleconferencing with a virtual and telephone option to join. Families were highly encouraged to attend the board meetings through email, and school updates.

A Notice of Public Hearing was posted 72 hours prior to the August 19th Board Meeting. The notice provided the phone number and meeting access code in order to participate telephonically or via Zoom. Remote participation was provided for all stakeholder input meetings via Zoom.

Meetings with key stakeholder groups were held via zoom, and in many cases, were open to the public. Public attendees at meetings were able to listen to presentations and discussions and, at identified times, participate or provide public comment. The DELAC/SSC meeting also featured simultaneous interpretation in multiple languages.

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

Utilizing stakeholder feedback is an essential part of ensuring programs and services offered to meet the needs of all families are in line with our school community. The following big ideas and trends emerged from the process of gathering stakeholder input.

Family and Staff Reopening Surveys: Big ideas/trends that emerged were:

- Over half of Lashon families feel students should return to on-campus learning and less than half feel students should remain with virtual learning.
- Most families that feel students should return to on-campus learning prefer that students return to campus for two full days per week within a Hybrid Learning Model.

Family and Staff Distance Learning Surveys: Big ideas/trends that emerged were:

- Barriers to student success with distance learning included students' attention spans, technology issues, and the inability to access multiple online platforms.
- Students should receive grades for the assignments they complete in distance learning.

- Students need to have various opportunities for movement and and activity during virtual learning lessons

- School needs to find ways to incorporate social/emotional learning within virtual learning

- Looking at ways for teachers and staff to provide for student accommodations and resource support in order to be successful with distance learning

- Parents need streamlined online learning platforms and workshops on how to assist their child with virtual learning

- Staff development need on virtual student engagement techniques, management systems, and online learning platforms

Family Engagement Feedback: Big ideas/trends that emerged were:

- Families had difficulty connecting to multiple online programs

- Accessibility at home with internet and technology

- Families struggled to keep their children motivated and engaged

- Students need more connected time with their friends and create opportunities for socialization

- Protocols for safe school operations need to be established, communicated, and consistently implemented

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

Stakeholder feedback is highly valued. The following key areas of the Continuity Plan have been influenced by stakeholder input:

Devices and Connectivity: Parents reported a need related to access to devices and connectivity, resulting in an action related to large-scale purchases of additional Chromebooks. Families and students recommended more consistency in the tools and organization of the distance learning instructional program across grade levels. This led to Google Classroom being adopted as the single learning management system used in in conjunction with our SIS, PowerSchool parent/student portal, and ParentSquare. These three systems will be used in managing, recording, and communicating with students and families the participation, engagement, attendance, and academic progress of students. Additionally, the CORE team will be providing virtual distance learning and technology training for parents/guardians and students at the start of school.

Distance Learning Professional Development: Teachers provided input regarding technology tools and platforms that led to the development of an instructional staff professional development plan. The purchase of online subscriptions for digital learning programs and instructional tools were included in response to teacher feedback. The purchase of teachers' and classified staff technology devices were added based on recommendations from staff.

Staff Roles and Responsibilities: School leadership developed comprehensive plans for leveraging all team members to support virtual learning and school re-opening activities. This input also led to the development of the School Engagement Team.

Support for Pupils with Unique Needs: Input was gathered from all stakeholders to ensure that services are in place to support English learners, students with Individualized Education Plans (IEPs), students who are struggling academically or emotionally, students with specific

health needs, and homeless/foster youth families. In response, School Engagement Team was established, School Counselor and Behavior Coordinator established a Positive 360 program, and Outreach Coordinator was assigned to provide family support resources.

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.]

Classroom-based instruction will be offered as soon it is safe to do so as aligned with State and County health orders. Lashon Academy City will open with a blended (hybrid) learning model that allows all students in grades 1st-3rd to have live interaction with their teachers on a rotating schedule. The Hybrid Learning Model provides a combination of face-to-face instruction with safety and social distancing measures while on school campus, and at-home virtual learning. One learning block will consist of in-person classroom learning with half of the class to ensure physical distancing, during which the other half of the class will participate in high-quality online learning programs and engage in asynchronous learning activities from home. To the greatest extent possible, this model will ensure interaction with teachers and frequent assessment of student progress. Throughout all phases of returning to classroom-based instruction, students will continue to experience a standards-aligned curriculum in all core subject areas including English language arts, mathematics, science, history/social studies, physical education, and some Hebrew language.

Lashon will ensure the safety of students, staff, and parents on campus, by including:

•   Daily health screening

•   Required use of face masks/shields and other personal protective equipment as appropriate

•   Smaller student/educator cohorts are formed to minimize the mixing of groups throughout the day and physical distancing.

•   Classroom furniture is arranged to allow for physical distancing in the classroom.

•   Student desks are arranged to minimize face-to-face contact.

•   Movement in the classroom is limited.

•   Plexi glass partitions on teacher desks

•   "Grab and Go" packaged meal services

•   Frequent handwashing

•   Hand sanitizer readily available around the school

•   Regular cleaning and sanitizing of all high-touch services and common areas

•   All common areas are closed

Ongoing assessments and progress monitoring procedures will be in place to evaluate student learning loss and to provide intervention services as needed, including small group instruction and individualized support. All students will participate in the Edgenuity Learning Program, which aligns with each students' benchmark assessments and places each student in personalized instruction and practice that is appropriate for their needs. Detailed reports are provided through the program for teachers and support team members to identify which students are performing below grade level, their specific areas of need, and their rate of growth over time.

Student achievement data is reviewed regularly by the classroom teacher with the support of the Dean of Academics, school administrators, and support staff. Intervention services are planned accordingly, including small group instruction and targeted supports. Additionally, in-person small group instructional blocks of time will be dedicated to meeting the needs of students who have not yet met academic standards, have experienced learning loss as a result of school closures, or are a designated English learner. During these small group sessions teachers will target specific student needs, use a variety of instructional strategies to accelerate learning for students, and provide designated English language development instruction for students who demonstrate significant learning loss or are at-risk of experiencing future learning loss.

As students are identified who have experienced significant learning loss, the following actions will be implemented during in-person instruction:

• Small-group intensive interventions will be provided during designated instructional blocks

• Specific lessons assigned via Edgenuity to accelerate learning and fill identified gaps

• Close monitoring will be in place to ensure that student growth is charted using Performance Matters Intervention Tracking Program. Services and supports will be adjusted as needed with the support of the Student Study Team process.

• Provide access to teachers, counselors, behavior coordinator, and other personnel by email or phone, by appointment, or through established and clearly communicated "office hours."

• Coordinated counseling services are available to address student mental health and social-emotional needs. Services will be provided virtually or in-person (to the greatest extent possible) with safety protocols in place.

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

Description	Total Funds	Contributing
IP1. Personal protective equipment including masks for adults and children, face shields, Cleaning Supplies, and sneeze guards will be purchased and received from state to ensure safety of students and staff.	$200	N
IP2. Administrators, teachers, and staff create and implement a hybrid learning model that includes a combination of in-person learning, and online learning/independent work, additional Friday intervention instruction blocks for students specifically targeted toward the needs of those who have not yet met academic standards.	$3000	N

Description	Total Funds	Contributing
IP3. School administration team will create and implement a professional development plan for general and special education teachers that includes training and coaching in effective intervention strategies and integrated/ designated English language development to address student learning loss that may have occurred as a result of school closures. This is an improved service for students who are English learners, foster youth, and/or who have families with low-income, are English learners, and/or are foster youth as it increases the quality of instruction to ensure growth.	$2000	Y
IP4. Teachers will provide weekly intervention during in-person and virtual class times to address the needs of students who have not yet met academic standards through intervention and ELD strategies to address student learning loss as a result of school closures. This is an improved service for students who are English learners, foster youth and/or have families with low income, are English learners, and/or are foster youth as it provides instruction specific to students' individual needs to ensure increased achievement.	$1500	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.]

Lashon Academy City has recognized the need to support rigorous instruction through the consistent implementation of a standards based curriculum and formative assessment system. Therefore, Lashon City has developed a strong plan to provide continuity and quality of instruction regardless of the method of delivery. We are committed to supporting parents and students with virtual meetings, phone calls, virtual workshops and trainings, and access to resources. Additionally, the school is providing virtual enrichment opportunities and community building activities to support social-emotional needs.

Synchronous learning will be held virtually using Google Meets and Google Classroom with live instruction, assignments, resources, and offices hours daily. Student learning schedules will include full day learning blocks. Students will spend majority of their daily instructional minutes in a "Virtual Classroom" with their teacher, and the afternoon will be in independent learning blocks, during which students will participate in high-quality online learning programs, individualized assignments and enrichment opportunities, for the remainder of their daily instructional minutes.

Given the additional challenges of a virtual environment, including addressing learning loss, developing connectedness, and ensuring engagement of all students, it is extremely important to ensure access to targeted and effective instruction. Through baseline NWEA assessments that are aligned, purposeful and essential in identifying students' needs, small groups will be established for intervention and growth. Through these assessment process teachers are able to collaboratively develop a plan of instruction that supports students and concentrates on the most important learning areas for each individual student.

Lashon Academy City will prioritize:

- Live interaction with students to build relationships, maintain connectedness, and receive rigorous standards-based academic instruction

- Regular interaction opportunities with school-specific peers to increase connectedness and social emotional development

- Combination of daily LIVE virtual instruction (synchronous) and independent, self-paced practice and instruction (asynchronous), regular and meaningful online assessment

NWEA assessments will be administered to all students at the start of the 2020-21 school year to evaluate student academic needs. Learning loss mitigation will include small group instruction, supplemental supports using Edgenuity, and tutoring provided by support personnel. Core curriculum in English language arts, English language development, and mathematics as the primary tools, which will ensure that the virtual learning program is consistent in quality to in-person instruction. This virtual learning model will also serve as the framework for blended (hybrid) learning when schools reopen for in person instruction, allowing for a smooth transition between distance and in-person learning. Virtual learning will continue to be available for families if they choose to continue rather than in person on a school campus once schools reopen for in-person learning.

Lashon Academy City has added additional tools to support parents during distance learning. A parent portal is available in PowerSchool, our student information system, so that parents are able to monitor attendance, grading, and student information. The ParentSquare program will also be used this year, which will allow for robust online communications with parents via the parent portal in more than 100 languages, including school newsletters, instructional program updates, school messages, and teacher communications.

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.]

Lashon Academy City continues to monitor the needs of our students and families to ensure equity and access for all students in the areas of devices and connectivity through surveys and parent engagement events.

The administration team has been analyzing student engagement using online activity data in order to reach out via phone and/or email to those families who were not regularly online to determine barriers and ensure access. All students needing devices have been, or will be, issued a Chromebook to ensure access to online instruction and resources. Through the use of student attendance reports and engagement logs, school staff will continue to closely monitor student connectivity every day. Names of students who are not attending daily virtual classroom sessions will be submitted to our Student Engagement Team to ensure that families are supported with any needs related to devices, connectivity, or technology training.

Lashon Academy City's IT Coordinator develops and implements procedures to support families to troubleshoot students' devices via phone and email and replace/fix broken devices to keep students connected. Technology assistance is provided through an email support system. Families send emails to: it@lashonacademy.org and receive a timely response with support. The school also provides technical support, videos and workshops for families on uses of technology in both English and Spanish via translation. In addition, our Outreach Coordinator has been working with families to connect them with low and no-cost internet services.

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.]

Lashon Academy City students will have daily live synchronous instruction from their teachers during the virtual instruction times of the school day. Participation will be measured using Student Attendance and Engagement Logs, which will record student attendance and participation in the virtual classroom sessions. Teachers will assess pupil progress through daily formative assessments, student work products submitted via their Google Classroom or Seesaw learning management systems, unit tests, and NWEA assessments.

Daily attendance in the Virtual Learning Model is based upon student attendance in live synchronous lessons and/or the completion of independent study assignments. An absence is recorded in PowerSchool anytime a student misses a full day of virtual instruction and/or does not complete the independent study assignments provided for a given day. Teachers also record weekly student engagement in the Engagement Log using a variety of criteria such as daily chat questions, Google Forms, poll questions, or asking students to respond orally during morning meeting and/or advisory time.

Student work during both the virtual instruction and independent learning blocks will be aligned to content area instruction and grade level standards and be comparable in time-value and quality to that delivered during in-person instruction. Time value will be measured based upon the grade-level content and estimated time for student completion of each assignment.

All teachers will maintain class gradebooks via PowerTeacher Pro in order to monitor student performance on assigned work, provide constructive feedback, grade student assignments, quizzes and tests in addition to teacher observation and a systematic cycle of assessments to monitor student learning growth. Reports from the NWEA assessment system will be reviewed after each assessment to monitor student performance and progress on baseline and benchmark assessments. Assessments are administered during synchronous instruction time, so teachers can use mirror screening to monitor students.

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.]

Lashon Academy City has prioritized support to staff for the distance learning program and necessary tech support through needs-based workshops provided within our summer professional development, weekly professional development, and grade level meeting times as well. Professional development and resources will be focused on implementation of new school-wide systems, online training platforms such as G-suite applications and Edgenuity, Socio-Emotional Learning components, tech training within Google Classroom, and impacts of COVID-19 on staff and community.

Additionally, the school administration team monitors the needs of staff and provides needed and/or requested training for staff throughout the school year. Weekly virtual grade level support time held by our Dean of Academics allow teachers multiple opportunities for support with lesson planning. Our Technology Coordinator is also assigned to assist teachers with any needed technology support.

Primary technology support for tools used by Lashon City educators for the virtual classroom include:

- Google Drive

- Google Classroom
- Google Meet
- Google Sheets, Docs, and Slides
- Seesaw learning management system
- ParentSquare communication system
- Learning A-Z for primary reading
- ThinkCentral/Holt McDougal for math
- Other virtual platforms: online textbook features, etc.

The following professional development plan is in place for the 2020-21 school year:

- Summer Staff Development Days (10 days): Training will be provided for certificated staff by IT coordinator, school administration, vendors, and school counselor on: school day schedules, attendance/engagement monitoring, curriculum and assessment tools, pacing guides, social/emotional curriculum for morning meetings, Google Classroom/Seesaw learning management systems, and PowerSchool for managing student assessments and data.

- Full Day PD (Sept. 4): Training will be provided for certificated staff in Trauma Informed practices and IB Learner Profile by our school counselor and behavior coordinator, which is designed to promote self-awareness, focus, and well-rounded student attributes.

- Staff Development Wednesday's: Teachers will receive 1.5-hour virtual training sessions on designated Wednesday's throughout the school year. Sessions will cover specific curriculum and assessment tools, IB program components, virtual engagement strategies, English Language Development practices, and continuing education on online platforms.

- Ongoing Coaching/Support: Embedded coaching and support will be provided by the Dean of Academics and school administration team.

Staff Roles and Responsibilities

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

Overall, the majority of roles and responsibilities of Lashon Academy City staff as a result of COVID-19 have remained the same, but distance learning will expand these responsibilities to provide additional remote support.

Expanded Responsibilities

Behavior Coordinator:

Collaborates closely with teachers and is responsible for monitoring and providing extra support to at-risk students with distance learning, mental wellness, and other needs.

Dean of Academics:

Has led initial professional development and trainings for staff regarding distance learning using input from stakeholder groups. The Dean of Academics will continue to develop and implement distance learning training for staff, students, and families throughout the school year.

Classroom Teachers:

Provide virtual classroom instruction, including Google meetings and implementation of a learning management system (Google Classroom/Seesaw). Maintaining Student Attendance and Engagement Logs in addition to communication/interventions in collaboration with site teams to address the needs of disengaged students to ensure that students have the materials and supplies needed for Virtual learning at home.

Resource Specialists:

Individualized Education Plan (IEP) services to students virtually or telephonically (during Structured Learning Block)

School Counselors:

Crisis Intervention for students, families, and staff, home visits as needed, and more robust social-emotional learning that supports students virtually. Provide second Step/Social Emotional Learning lessons for small groups.

Outreach Coordinator:

Provide parent education and outreach programs related to COVID-19 and virtual learning, assist with calls home for absent students and data verification procedures, providing additional support for struggling families with school meals, connectivity, mental health, and community resources.

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.]

A range of additional supports will be provided to assist pupils with unique needs including English learners, students with exceptional needs served across the full continuum of placements, foster youth, low-income students, and those experiencing homelessness. The Lashon Academy City administration team has created a professional development plan for educators that includes training and coaching in effective virtual intervention strategies and support. Additionally, ongoing personalized support is provided to families to reduce or eliminate identified barriers. These support include, but not limited to:

English Learners

- Live daily designated English Language Development (ELD) and curriculum for developing language.
- Integrated ELD incorporated into all content area lessons that align with the four domains of language development.
- Ongoing formative assessment, feedback, immediate remediation and acceleration support through computer adaptive technology.
- Use of research-based instructional methods .
- Scaffolds and supports during classroom instruction.

- Maintain assessment and reclassification procedures to ensure careful monitoring of student language proficiency.
- Interventions and supports for students at risk of being long-term English learners will be maintained, including small group and targeted lessons during Virtual Classroom instruction.

<u>Homeless and Foster Youth</u>

- Ensure students have access to technology and internet connectivity to equitably participate in learning activities.
- Parents are knowledgeable of food distribution and schedule.
- Outreach Coordinator provides parents with appropriate connections to community resources.
- School counselor will facilitate social emotional support services to identified students.

<u>Students with Exceptional Needs</u>

- Collaboration between resource specialists and general education teachers.
- Ensure access to the general education curriculum through specialized academic instruction.
- Offer related services (i.e. speech therapy, counseling, occupational therapy) virtually to eligible students.
- Ongoing formative assessment, feedback, immediate remediation and acceleration support through computer adaptive technology
- Special Education students will receive targeted services in accordance with their Individualized Education Plan (IEP) to the extent practicable, including services via web conference and telephone as appropriate.
- Teachers will address students' unique instructional needs through the lessons, assignments, and small group or one-on-one sessions provided through in-person and/or distance learning.

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

Description	Total Funds	Contributing
DL1. Provide at-home access to technology to support student learning through the procurement, maintenance, and replacement of Chromebooks for every student	$7800	N
DL2. Math and ELA intervention for English Learners, foster youth, homeless students, and pupils with exceptional needs are provided through small group intervention blocks	$2000	Y
DL3. Purchase, implement, and provide staff training on distance learning resources including SeaSaw, Google Classroom, Edgenuity, etc. management system for Virtual Classrooms	$7,750	N
DL4. Purchase, implement, and provide staff training on ParentSquare to support home-school communications	$0.00	N

Description	Total Funds	Contributing
DL5. Technology infrastructure and staffing to procure and deploy equipment, provide help-desk services, and troubleshoot	$3500	N
DL6. Books and online learning materials, including core curriculum with accompanying online resources	$25000	N
DL7. Create and implement a professional development plan for general and special education teachers that includes training and coaching in effective intervention strategies and integrated/designated English language development to address student learning loss. This is an improved service for students who are English learners, foster youth, and/or who have families with low-income, are English learners, and/or are foster youth as it increases the quality of instruction to ensure growth	$2000	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.]

Lashon Academy City will monitor pupil learning loss by utilizing a diagnostic assessment (NWEA MAP) that will be administered to all students at the start of the 2020-21 school year to measure learning status and evaluate student academic needs in English language arts, English language development, and Mathematics. Because students participate in these test each year, results can be compared with student growth from previous years. A detailed analysis of the assessment results will be conducted to identify students who experienced learning loss or have not yet met academic standards.

In addition to NWEA MAP assessments, Lashon Academy City uses numerous ways to monitor student progress and achievement. Specific student academic needs will be determined through a cycle of assessments. All students will engage in the assessment cycle including:

•	NWEA MAP testing to monitor student growth in math and English Language Arts 3 times throughout the year

•	NWEA Fluency Reading assessment annually and then more frequent based on need

•	ELPAC Assessment and Reclassification

•	Content based tests, projects, and homework

•	Ongoing formative and interim assessment to measure student progress and identify learning gaps

•	Team data analysis meetings to identify necessary interventions and from small groups for targeted academic support

•	Review and Analysis of Student Attendance and Engagement Logs

•	Review and grading of classwork assigned during Virtual Classroom blocks and submitted via Google Classroom or Seesaw learning management systems

- Benchmark writing exams administered each trimester for all kindergarten through third grade students
- Interim assessments provided through the Smarter Balanced Assessment Consortium (SBAC) for third grade students.

Pupil Learning Loss Strategies

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

Lashon AcademyCity will implement a variety of strategies to address pupil learning loss and accelerate learning progress. Each classroom teacher will provide small group instruction that offers more time and support to target specific student needs as determined through assessments and ensure equitable access to grade level standards achievement.

Strategies to Address Pupil Learning Loss and Accelerate Learning:

- Frequent one-on-one communication with teachers

- Instructional lessons posted on Google Classroom

- Daily live instructional sessions

- Ongoing formative and interim assessments to measure student progress and identify learning gaps

- Additional teacher office hours as needed

- Small group instruction and interventions, with student identification, instructional support, and progress monitoring

- All students in grades K-3 will participate in the Edgenuity learning program, which will place students on an individualized learning pathway. This will allow students to receive personalized instruction based upon their needs with a focus on accelerating progress.

English learners receive designated English language development instruction by teachers during this instructional block. Additionally, special education teachers provide instructional support for students in accordance with their Individualized Education Plan (IEP) to the extent practicable. Students identified as having exceptional needs and English learners will also attend an increased number of small group sessions. Foster youth and students experiencing homelessness are provided additional resources and services.

Strategies to Address Pupil Learning Loss and Accelerate Learning for English learners, foster youth and youth experience homelessness, and pupils with exceptional needs:

- Increase frequency of communication, live sessions, and follow-up from staff

- Special Education Coordinator provides additional one-on-one support for academics and other needs

- Provide resources from the community to help meet needs outside of school

- Ongoing family outreach, with additional support available from the Outreach Coordinator

Effectiveness of Implemented Pupil Learning Loss Strategies

The effectiveness of the services and supports to address specific student academic needs will be measured through:

- Ongoing formative and interim assessment measures
- Interim assessments provided through the Smarter Balanced Assessment Consortium (SBAC) for third grade students
- NWEA MAP Growth and Fluency assessments
- Edgenuity student progress reports
- Grades on student assignments, quizzes, and projects
- Teacher observation
- Daily attendance and participation

A system of data analysis meetings where teachers and support teams work in collaboration will be implemented to monitor student progress to determine the success of services and supports. If students are not demonstrating growth in comparison with prior data, services and supports will be adjusted. The effectiveness of strategies will be monitored in order to close the learning gap especially among various student groups including; foster and homeless youth, EL's, and students with exceptional needs. By implementing a robust monitoring system across grade levels and departments, Lashon Academy City will take ownership of each child's education and strive to close the learning losses that have occurred due to COVID-19 school closures.

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

Description	Total Funds	Contributing
PLL 1. PowerSchool Performance Matters student data management system will be purchased to provide visibility into students' academic, social, and behavioral needs. The program provides ongoing formative feedback and interactive reporting to ensure that teachers, support staff, and administrators have the information they need to address needs in order to prevent learning loss.	$250	N
PLL 2. Specialized staff to provide services and supports to students with exceptional needs during in-person and virtual learning: Resource Specialists, Speech and Language Pathologist, and Speech and Language Pathologists	$8000	Y
PLL 3. Para educators to support student learning and assist with intervention services for student groups including foster and homeless youth, EL's, and students with exceptional needs.	$750	Y
PLL 4. Purchase adaptive assessment system in reading and mathematics for kindergarten through third grade students that provides information on student learning loss, progress, and prescriptive lessons that target individual needs.	$1000	N

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.]

Lashon Academy City recognizes the need to prioritize and support mental health and social and emotional well-being of students and staff during these challenging times. COVID-19 and school closures have impacted everyone, and our school community needs some level of support. Feeling welcomed, safe and connected is what lays the foundation for students to engage in their learning. Lashon Academy City teachers and administrators will monitor the mental health and social and emotional well-being of students and staff through:

- Social-emotional weekly check-ins for students

- Positive 360 (Counseling/behavior sessions) for students and families

- Daily mindfulness posts to all families via ParentSquare

- Activities teachers may incorporate in their morning meeting/ reflection circles, as well as parents at home, including topics such as the importance of sharing and discussing feelings, strategies to use when feeling unwell, and how to focus on things we can control.

- Ongoing implementation of the Second Step social-emotional learning program

- Supports and services, including home visits as needed by the Engagement Team

- Crisis support by school counselor

- All staff will receive a training on Mindfulness care and classroom strategies during staff development days in summer 2020

- Staff self-care workshops provided by school counselor and behavior coordinator

- Time has been allotted at each staff meeting to check-in with staff and have time to discuss relevant issues.

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.]

Lashon Academy City has worked hard to implement systems and outreach that will support families with distance learning. Lashon has developed a strong plan to engage students and families throughout the school year including outlined procedures to reengage students who are absent and/or not engaging in distance learning. An Attendance and Engagement Team made up of school administrator, school counselor, behavior coordinator, and outreach coordinator has been developed in order to reach out to students and families who are not attending or engaging in virtual learning.

The Attendance and Engagement Team will work with staff and families to provide personalized assistance in eliminating barriers. The steps in the reengagement process are outlined below:

- Teachers will take daily attendance in PowerSchool based upon presence in virtual learning and completion of work.

- Office clerk will monitor daily attendance and call home daily to identify reason for student absence, and communicate the importance of daily attendance to parents. Phone calls and reasons for absence will recorded in the PowerSchool attendance system.

- Office clerk will alert school administrator of any student who has not attended for three days in one week. Engagement Team will contact families of disengaged students via multiple methods, including phone, email, ParentSquare, letters, or home visits if needed. All attempts and contacts will be noted in the Engagement and Attendance Tracking system.

- The Engagement Team will work to build rapport and support parents in order to address barriers to attendance and engagement. Services, referrals, and resources will be provided as needed.

- Outcomes of reengagement efforts will be reported to the student's teacher, school principal, and updated in the Engagement and Attendance Tracking system.

- Ongoing monitoring and follow-up will be provided to make sure attendance is maintained.

Reengagement strategies will include support with access to necessary resources such as technology, internet access, materials, etc. academic supports, school meals, behavioral and counseling support, and parent education workshops. The Outreach Coordinator will provide assistance to families in Spanish and additional languages.

If reengagement strategies above are unsuccessful, School Administration will follow outlined attendance procedures for students displaying a pattern of chronic absenteeism

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.]

During distance learning, Lashon Academy City will provide weekly meal service with the pickup location at the school site. Every participating child will receive a box containing a breakfast and lunch meal for each day of the week. Menu items are prepared and individually-wrapped by FreshStart Meals. Staff will verify that the student is enrolled and will place the requested meal box on a designated table set up at least 10 feet away from the staging area of the meals.

Once school resumes for in-person learning, a daily secure pickup process will take place to ensure that students and staff remain safe during meal distribution until it is safe to resume normal operations.

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

Section	Description	Total Funds	Contributing
Pupil Learning Loss	Coordinators, specialists, and lead teachers collaborate and support general and special education teachers to assist with program implementation, data collection, intervention, and progress monitoring for students who have not yet met academic standards	$1300	N
Pupil Engagement and Outreach	Administrators and teachers promote and encourage home-school communication to engage families through school website, ParentSquare, PowerSchool	$5000	N
Distance Learning	Coordinators and administration team collaborate to adopt standards based instructional materials in English Language Arts, Math, Science, and Social Studies	$4000	N
All	Classroom teachers to provide distance and in-person learning	$110000	N

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

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
32.13%	$69,481

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.]

Lashon Academy City is implementing many services to ensure successful distance learning, address pupil learning loss, accelerate learning, and to meet the needs of all students. Lashon Academy City's unduplicated count is 85.19%, leading us to provide many services outlined in this plan on a school-wide basis. The needs of foster youth, English Learners, and low-income students were considered a priority

in the actions that are provided to the entire school. The following key actions are principally directed and specifically designed to increase and improve services to these students by supporting access to high quality core instruction and support services:

- Chromebooks and hotspots to eliminate the "digital divide" for low-income students and foster youth

- ParentSquare to support parent communications and outreach in 100 languages to ensure outreach to families of English learners

- NWEA assessment systems for administering diagnostic assessments and progress monitoring and managing student data in order to track progress and identify needs of all unduplicated students

- Meal and nutrition services to ensure all students have access to school breakfast and lunch daily, which is particularly critical for Low-Income students

- Edgenuity to provide individualized learning pathways for all students, particularly those who are at-risk and English learners

- Seesaw learning management and other online curriculum and instruction tool subscriptions to support online learning that will make lessons accessible for all students with ample visual and audio supports, a key part of supporting English learners, foster youth, low-income students, and those academically at risk

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

Lashon Academy City is committed to serving all students including foster youth, low income students, and English Learners. When developing actions to support our students, we always consider our most at-risk students in order to ensure our schools serves the needs of all of our learners and provides comprehensive services that support academic continuity. The needs of foster youth, English learners, and low-income students are prioritized when evaluating the educational program to determine areas where additional support is needed, and actions are designed with those student groups as a priority.

When evaluating the immediate needs among students within a virtual learning environment, the need for devices and connectivity to continue the learning virtually was offered to all students, but benefited low-income students who may not otherwise have access to technology outside of the classroom. Ongoing technological support was provided to teachers, students and families. Additional teacher/student one-on-one support time and office hours was an increased support that was needed to assist low-income and foster youth.

English learner support provided through additional personnel, targeted support blocks, designated and embedded English Language Development instruction and supplemental intensive language development materials address the needs of English learners as they provide language acquisition support to meet students' individual needs and ensure accelerated growth and increased achievement. Additional support staff was also available during daily office hours to provide Spanish translation services to support students and families.

Lashon Academy City's school counselor and behavior coordinator continue to support the social and emotional well-being of our unduplicated students while also providing family outreach services and access to educational opportunities to ensure accelerated growth and increased achievement.

We have developed a robust and rigorous distance learning program with valuable input from all stakeholders, which will benefit, increase, and improve services for our foster youth, English learners, and low-income students.

Board Approved September 16, 2020