

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>.

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General Information

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

John McCandless Charter (JMC) began the school year with a Distance Learning Model. During the summer the district had engaged stakeholders in making plans for a return to school that included both In-person and Distance Learning however, these plans were revised when the San Joaquin County Public Health Officer determined that local districts were not able to open schools for in-person learning. LUSD developed the Distance Learning model to continue to provide the educational programs and services to all students and families. The COVID-19 pandemic is impacting the John McCandless Charter (JMC) community in a variety of ways. Families have been impacted emotionally, physically and academically due to the pandemic. Adjustments to delivery of instruction, materials, and collaboration have been made to ensure student learning and progress. Learning loss due to the significant challenges regarding lesson delivery and student participation in the Spring of 2020 has greatly impacted student achievement and progress.

JMC students who did not already have a district device received devices in the spring of 2020. By the beginning of May 2020 the district had distributed almost three thousand additional devices to students and families. Devices continued to be provided through the end of the school year on May 28, 2020. Families were able to keep the devices over the summer so that students would have access to online learning. JMC began the 2020-21 school year prepared to refresh and replace devices as needed. JMC has continued to provide devices and support to families with internet connectivity to ensure students are able to access remote learning.

JMC has recognized the need to provide support to families both in identifying resources and social emotional support for students and families experiencing heightened need due to the effects of the pandemic on daily life. The district webpage is updated regularly with resources available to families and a Distance Learning Handbook has been developed to communicate resources for the Distance Learning Model. This includes supports for families developed by district counselors and school psychologists. Recognizing the importance of communication the district has partnered with ParentSquare in Aeries to allow for district to parent, school to parent communication and two-way communication from teacher to parent. This new communication platform will be implemented throughout the fall of 2020. Recognizing the need in our community the district has continued to provide two meals per day to all students 18 years or younger.

During the summer of 2020 and prior to the start of the school year professional development opportunities for staff to support virtual instruction were made available. Staff had access to a virtual professional development calendar with links to webinars which was updated regularly during the month of July. Virtual professional development to support both literacy and math instruction were provided to staff during the summer and prior to the start of the school year.

Parent concerns regarding a safe return to school, student access to instruction, remediation of lost learning, and collaboration will be addressed through JMC's Learning Continuity and Attendance Plan.

Stakeholder Engagement

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

To ensure involvement of our stakeholders, John McCandless elicits input from staff, parents, students, and community. Meetings were held via web-conferencing and parents could attend virtually or by phone to participate in the development of the Learning Continuity and Attendance Plan (LCP).

As JMC began to make plans for the 2020-21 school year the following forums were used to engage stakeholders:

- Principal Coffees
- Staff Meetings
- Back to School Night
- ELAC/SSC

The input of all stakeholders has been considered in the development and planning for both in-person and distance learning during the 2020-21 school year.

Families and community can provide feedback in various ways through email or by calling the school, and/or written letters delivered to the school. The various ways to provide feedback were shared with families, and on the notices shared with parents, on the district and school websites, and in designated areas in the school office. Families were also notified where to locate the LCP and how to provide feedback by phone and email message in English and Spanish. Feedback from the community and staff during the Public Hearing will also help to inform the direction of this plan. Individuals wishing to provide input during the meeting may submit written comments via email.

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

Understanding that not all JMC families may have accessed the technology provided or feel comfortable using online tools, alternate options were arranged for stakeholders to contribute to the public hearing for the Learning Continuity and Attendance Plan. In addition, to emailing comments, the community was notified that they could mail comments via US mail, or leave a message by phoning the school office. Emails and phone calls in English and Spanish communicated to JMC stakeholders opportunities for providing feedback. JMC uses Zoom as the virtual platform to have regular board meetings, special board meetings and public hearings. All participants have the opportunity to participate by submitting public comment prior to the meeting.

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

JMC values all feedback from each of the stakeholder groups to plan for and make adjustments to support students and families during these challenging times. An area of need identified by multiple stakeholder groups was the need to address the social emotional well being of both students and staff during Distance Learning. Staff and families identified supporting students with technology and technology troubleshooting as an area of concern particularly for English Learners and Socioeconomically disadvantaged students. Concern with providing intervention and support to students to address learning loss from the previous school year and ensuring that these needs are being adequately addressed were raised by staff and families.

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

Stakeholder feedback is a key component in adjusting and revising the Learning Continuity and Attendance Plan. Feedback taken from stakeholder input has been used in our plan in the area of Distance Learning - Access to Devices and Connectivity as well the area of Mental Health and Social-Emotional Well-Being, Academic Support and meals. Our English Learner parents and caretakers are struggling with how to help their student connect and access the various Google platforms (Meets, Classroom) and how to troubleshoot the hotspots and connectivity. To support this need, every TK-8 school site will provide parent education and support through Title I parent engagement and principal communication. IT is available during school hours to provide technology supports through a help-line. Another area of the plan that has been revised due to feedback is Mental Health and Social-Emotional Well-Being. A task force composed of school counselors, psychologists and administrators met during the summer to plan for the return to school. Monthly themes to address Mental Health and Social-Emotional Well-Being were identified along with resources to support classroom intervention at each school. Counseling services have continued to be offered for students in need of more intensive support and counselors are available to support staff. Two computer adaptive programs in use throughout the spring were identified by stakeholders as supporting student achievement and as a means to address learning loss, both of these programs were purchased and implemented for both in person and distance learning. Recognizing that the initial plans for providing meals were not necessarily adequate for the families in the community the schedules and drop-off locations were adjusted to serve more students.

Continuity of Learning

In-Person Instructional Offerings

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

John McCandless Charter will follow the lead from both Lincoln Unified School District and the San Joaquin County Public Health Officer and the San Joaquin County Superintendent to plan for in-person scenarios that are likely to occur in the school year ahead. JMC will continue to refine its plan for in-person learning using the work of committees and input from stakeholders to maintain student and staff safety and eliminate barriers to student success.

JMC will adopt a model for in-person learning that includes a blended model and/or staggered schedule for instruction that focuses on ensuring student learning and competency development while also considering a student's social-emotional well being. The model will be developed with input from JMC staff, committees and parent feedback. All students and staff will need to meet safety precaution standards upon entry of campus and JMC health and safety procedures will be adhered to at all times.

When the shift to Distance Learning occurred in March 2020 due to COVID-19, JMC recognized that the most significant impact would be the loss of learning in academic content and skills. To address learning loss, JMC is committed to offering a strong classroom based instructional program that is guided by formative assessment in the critical academic areas of English Language Arts, Mathematics and English Language Development. Teachers will monitor student attendance and evaluate student work to identify the learning loss areas. In addition to observation and monitoring of student work the following adaptive comprehensive assessments will be used to inform instruction and identify areas of learning loss.

Comprehensive Assessments:

- Reading Foundational Skills: DIBELS K-3
- ELA: Lexia Core5/Power Up K-6; MAP 4-8
- Math: Dreambox K-6; MAP 4-8 and grade 9
- ELD: English Language Proficiency Assessments for California (ELPAC) for English Learners

Assessment results will be analyzed to identify individual student plans for intervention. Once students have taken the adaptive comprehensive assessments (for ELA and Math), the system will share the individual student's plan for intervention to close the learning loss gap. Students in grades K-6 will be assigned daily minutes to use both Lexia and Dreambox to address learning loss gaps. In grades 7-8 students will be assigned Apex Math Tutorials and the Study Sync access lessons to address learning loss. Teachers will monitor progress in these programs and provide individual or small group instruction as needed. Intervention plans and programs have been adapted to focus on addressing learning loss from the start of the year by ensuring students are provided intervention early and within the regular instructional program. Intervention supports will be provided by Title I intervention teacher(s) in addition to support from the classroom teacher. Students will have access to web-based intervention whether they are participating in in-person, distance learning, or hybrid instruction. The benefit of these programs is that teachers will have access to additional lessons to support student progress in closing learning loss gap. Through the

use of Lexia Core5/Power Up, Dreambox, and Apex Math tutorials teacher reports, teachers are able to identify students' strengths and knowledge gaps and provide individualized learning and targeted small group instruction. Parents are also provided with reports to increase parent/guardian engagement.

The Assessment Calendar for 2020-21 includes standardized time frames for assessment, thus increasing the percentage of students who are administered the programs and provided intervention based on these results. Assessment results are maintained in Illuminate to offer teachers and administrators greater access to individual and collective data for the purpose of academic goal-setting and supporting student learning needs. Other assessments include Interim Assessment Blocks (IAB) in ELA and Math for grades 3-8 and local district assessments in Reading, Writing and Math for all grades.

JMC is committed to following the guidelines provided by San Joaquin Public Health, the CA Department of Public Health and the CDC when bringing students back to the classroom. Safety measures including social distancing, safety related classroom procedures, hand washing, mask procedures, health screening and hand sanitizing will be included in a safe return to campus plan. All students will engage in learning from highly qualified staff, aligned instruction with current state standards and rigorous curriculum to maximize potential and be college and career ready through a blended and or staggered model for in person learning. JMC will provide support to students, families and staff in need of support during the COVID 19 pandemic and during a transition to in person learning from distance learning. The school will continue to provide resources, strategies and intervention through Multi-Tiered System of Supports (MTSS) to support engagement in learning and social emotional support. Recognizing that communication is the key to success, LUSD will be implementing a district wide communication system (Parent Square through the Aeries Student Information System). This platform will allow for two-way communication between students, families and staff in both English and Spanish. This will support family and student engagement and enhance communication and the learning experience during these changing times.

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

Description	Total Funds	Contributing
Purchase of technology devices to support live streaming of instruction in a blended model.	\$55,000	No
Lexia Core5 /Power Up ELA intervention program to assess and address learning loss	\$15,580	No
Dreambox Math intervention program to assess and address learning loss	\$3,645	No

Description	Total Funds	Contributing
Purchase of Personal Protective Equipment (PPE) for students and staff Examples: face shields, masks, hand sanitizing stations	\$68,000	No
Disinfecting and Custodial Supplies Examples: hand washing stations, touchless paper towel dispensers, disinfectant wipes	\$25,000	No
Safety Materials for staff and students Examples: Plexiglass shields, touchless thermometers, isolation tents	\$35,000	No
Air filter replacement and maintenance for HVAC systems	\$5,000	No
Additional staffing Examples: custodial, health services, mental health support, instructional support	\$30,000	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.]

John McCandless Charter is committed to providing high-quality instruction using standards-aligned, district adopted grade level curriculum in a Distance Learning Model. Students will engage in daily online interaction with teachers and peers for the purpose of instruction, progress monitoring, and maintaining school connectedness. Daily participation will be documented and may include, but is not limited to, evidence of participation in online instruction, completion of regular assignments, and assessments.

Distance learning includes the following:

- Both synchronous and asynchronous learning
- Learning from a remote location
- Required participation/attendance
- Grading and progress monitoring
- Daily teacher support and live interaction with both teacher and peers.

JMC will maintain the same instructional minutes during Distance Learning as were previously provided during in person learning with the exception of previously calendared minimum days and early release days. Students' daily instructional time will be a combination of both face-to-face instruction (Synchronous Instruction) and completing assignments, working in various instructional programs, assessments etc (Asynchronous Instruction).

Grading and Attendance will be following current board policy to ensure continuity and accountability for learning. Curriculum consumables and instructional materials were provided to students. Essential supplies that would usually be in student desks for in-person instruction in the classroom were distributed to students in this model. Teachers are utilizing a broad array of distance learning resources, adapting the tools to the needs of the students.

Examples of curriculum, supplemental resources/material being used are:

- Wonders/Study Sync (English Language Arts/English Language Development - Board Adopted Curriculum)
- Eureka/CPM (Board Adopted Curriculum)
- Science - Discovery Education
- Lexia Core 5/Power Up (Programs focused on ELA Learning Loss)
- Dreambox/ Apex Math Tutorials (Programs focused on Math Learning Loss)
- Google Classroom
- G Suite (Gmail, Google Drive, Google Docs, Google Sheets, Google Slides)
- Illuminate (Local Assessments/Data Management System)

- Various Ed Tech programs (examples: Clever, Flipgrid)

JMC teachers are creating videos to provide recorded instruction opportunities for students to access as needed to maximize student instruction. Intervention teachers are providing reading intervention and supports for students on Google Meets or Zoom that need more intense reading instruction. Paraeducators and primary language assistants provide support in the virtual classroom to students needing additional supports.

Teachers are using Aeries to track and record student attendance, grades, and other supports. Teachers, principals, and district staff will be using ParentSquare as a districtwide communication platform to communicate with families. Families are accessing the parent portal in Aeries for students attendance and grades.

Feedback on student work is given through the various online forms and students have multiple ways to demonstrate mastery of standards. For online distance learning, feedback is provided through Google Classroom, G Suite, various programs, Google Meets/Zoom, and/or emails.

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.]

Technology plays a critical role in distance learning. Ensuring equal access to technology and internet connection was a goal for JMC. In order to meet this goal, JMC provides each TK-8 student the opportunity to check out a Chromebook. For families needing internet access, JMC provided a hotspot device. These opportunities were offered at the beginning of the pandemic, the school has continued to provide devices and internet hotspots to students. In response to the need, JMC purchased additional hotspot devices and Chrome books to replace or refresh as well as to fulfill continued requests for devices. The IT Department created a plan to support families with the equipment and connection. During school hours, an IT helpline is available to provide technology support. Bilingual paraeducators and primary language assistants provide support for Spanish speaking families. Parent education resources have been developed and shared with school sites to provide families assistance with accessing technology. With these additional purchases and IT support, students have the technology access and support needed to be successful.

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.]

JMC takes daily attendance in Aeries for primary and intermediate grades. For secondary grades, attendance is taken in Aeries every period. Daily instructional minutes are provided through both synchronous instruction and asynchronous instruction. Teachers have assigned a time value to the asynchronous instructional tasks and will grade aligned to the board adopted grading policy. Online curriculum platforms such as Google Classroom, Dreambox, and Lexia provide data documenting time on task and assignment completions. Evaluating the time value of distance learning assignments is the role of the credentialed teacher. Time value will be measured via online participation in oral, written, and electronic assignments, and high school teachers will utilize syllabi that clarify and calibrate assignment completion and credits earned within

the course description. Teachers will maintain a weekly engagement log detailing the time accounting for both synchronous and asynchronous learning assignments.

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.]

Beginning the school year for John McCandless Charter in a Distance Learning model was new for staff. Professional Development was key to a successful start of the school year for staff and students. During the Summer of 2020 all staff had access to a virtual Professional Development calendar with opportunities to expand professional knowledge of instructional strategies in remote learning. There were also opportunities for early literacy development, writing instruction and mathematics instruction provided. Prior to the first day of school on August 6, 2020 additional professional development options were available to staff.

Examples of Professional Learning Opportunities included:

- Google Classroom
- G Suite (Gmail, Google Drive, Google Docs, Google Sheets, Google Slides)
- Foundational Literacy TK-2
- Writing TK-5
- SVMJ Summer Coach Institute (Math) TK-12
- Dreambox
- Lexia
- Study Sync
- Wonders
- Every teacher was provided “The Distance Learning Playbook” written by Douglas Fisher, Nancy Frey and John Hattie and various modules were a focus at

school sites during staff meetings and collaboration

- SJCOE Modules for Distance Learning

Opportunities for continued professional learning and teacher collaboration will be provided throughout the year in response to the needs of staff.

Staff Roles and Responsibilities

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

As a result of COVID-19 and Distance Learning, JMC changed various staff roles and responsibilities to serve the needs of students and families.

At each school administrators, safety officers, para educators and campus monitors reach out to students not attending (connecting) or having difficulty connecting to distance learning. The outreach can be done by phone, home visit following all health and safety protocols (social distancing, masks), or email.

During Distance Learning, Bus Drivers are not transporting students. They are working collaboratively with Food Services to support packaging and distributing meals.

Since there is no on-campus After School Care due to students not being on campus, After School Care staff will provide after school homework and enrichment support virtually.

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.]

Lincoln Unified School District's Special Education staff will work collaboratively with JMC staff and families to include an Emergency School Closure Plan addressing the needs of the student in a distance learning environment in the Individualized Education Program (IEP). Our district has shared the expectations that our Special Education Specialists will collaborate with general education teachers in joining their virtual classroom(s) and their virtual learning platforms, e.g. Google Classroom in order to meet all Individual Education Plans and Requirements. Students with disabilities will continue to receive special education and related services during the distance learning period.

Each student's IEP plan will continue to be implemented during the distance learning period. Through telecommunications, we will continue to hold IEP meetings to review IEP goals and amend IEPs as appropriate. Case Managers will develop a process to communicate with parents and guardians regarding the provision of their child's services through distance learning. IEP meetings will be conducted utilizing telephone and video conferencing tools. Our district is prepared to provide translation and interpreter services for students and families. We will continue to work with our families to develop and provide instruction and support through distance learning. IEP meeting options include virtual meetings, teleconference meetings, on-site meetings (adhering to San Joaquin County Health guidelines, hybrid meetings (staff on campus/families virtual or phone).

As part of AB 98 requirements all IEPs during the regularly scheduled annual and triennials dates will have additional language that includes a description of the means by which the IEP will be provided under emergency conditions. The IEP team will be discussing services in the 2020-21 school year; including defining "distance learning".

IEP assessments are by appointment only scheduled by the assessors. The assessors will reach out to schedule the appointments with families and guardians. During the assessment process, all county and state health guidelines will be followed.

All related services are based on the individual student IEP and the documented services. Teachers and related service providers will share their instructional activities for families and students in one location through Google Classroom. Staff will provide individualized activities as determined by the IEP. Student services will be provided using virtual platforms both individually and in small group.

Families can reach out directly to the school site to receive 504 Plan guidance or support, or to the Child Welfare and Attendance office via email, phone, or district website. Students with a 504 plan can contact the site administrator for any concerns and/or new updates.

Recognizing the unique needs of Foster Youth, Socioeconomically Disadvantaged and Homeless students during this difficult time school and district staff are reaching out regularly to these students and their families to provide additional community resources and any support as needed. All students have been given an individual chromebook and a mifi to ensure connectivity. Patterns of not attending or connecting will be addressed by school staff and support provided to assist the student with engaging in distance learning. Principals and support staff would make check-in calls based upon teacher’s recommendations to offer help with technology or any additional available resources based on the unique needs of the student.

English Learners will be supported using various resources. Integrated ELD will be provided throughout synchronous and asynchronous instruction. Designated ELD will be taught with district adopted curriculum using Google Meets/Zoom for the daily face-to-face instruction by the credentialed teacher. English Learners were given an individual chromebook and a hotspot, as needed, per family to ensure connectivity. Primary language assistants and translators work with families to get English Learners connected to the resources through phone conversations, through Zoom/Google Meets, and support the learning platforms and programs by linking into the platforms and emailing the students and/or calling the students/families. Learning platforms and programs such as: Google Classroom, ELA/ELD adopted curriculum through Clever, Google Meets/Zoom, and extensions of support embedded into the Google platform provide English learners with access to English and grade level content.

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

Description	Total Funds	Contributing
Professional Development	\$5,000	No
Purchase of Educational Technology Programs for progress monitoring, instruction and assessment tools	\$9,000	No
Purchase of Mifi and Monthly fees	\$8,000	Yes
Distance Learning Playbooks (PD Book for Every teacher)	\$80	No

Description	Total Funds	Contributing
Districtwide Communication Platform (ParentSquare in Aeries)	\$2,434	No
Purchase of technology devices	\$50,000	No
Purchase Eureka K-8 Math Digital Tools (Insync, Affirm)	\$2,700	No

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.]

When the shift to Distance Learning occurred in March 2020 due to COVID-19, JMC recognized that the most significant impact would be the loss of learning in academic content and skills. To address this, JMC is committed to offering enhanced assessments and interventions in the critical areas of English Language Arts, Mathematics, and English Language Development, which will support accelerated learning across all subject areas. Teachers will monitor student attendance and evaluate completed work to identify the learning loss areas.

The plan to address learning loss will include the expansion and standardization of technology programs that will provide an adaptive comprehensive assessment and personalize pathways of interventions to support the areas of identified learning loss.

Adaptive comprehensive assessments:

- Reading Foundational Skills (DIEBELS K-3)
- ELA: Lexia Core 5/Power Up K-6; MAP 4-8
- Math: Dreambox K-6; MAP 4-8
- ELD: English Language Proficiency Assessments for California (ELPAC) for English Learners

Once the students have taken the adaptive comprehensive assessments (for ELA and Math), the system will share the individual student's plan for intervention and all students will spend 20 minutes daily (Lexia/Dreambox) in order to close the learning loss gap. These programs are web-based intervention programs and accessible whether students are receiving in-person, distance learning, or hybrid instruction. Also

in these programs is the opportunity for teachers to monitor progress and provide face-to-face lessons as needed. The programs have the lessons and additional resources for teachers to access to support student progress in closing the learning loss gap.

The benefit of using an advanced diagnostic tool means data from the student assessment is transformed into meaningful, actionable insights that make differentiating instruction a reality for teachers. A suite of intuitive reports provide a common language through which both teachers and administrators can work toward the shared goal of student achievement. Through the use of Lexia Core 5/Dreambox, teachers are able to pinpoint students' strengths and knowledge gaps at the sub-skill level; deliver individualized learning paths; offer targeted instructional recommendations; spot trends across student groups, and send valuable reports to parents/guardians to increase engagement.

The 2020-21 school year's implementation of these programs will include a standardized assessment time frame, thus increasing the percentage of students who are administered the programs and provided interventions per their results. Assessment results will be transferred into Illuminate (data system) to offer teachers and administrators even greater access to individual and collective data for the purposes of academic goal-setting and allocating to support student learning needs. Other assessments include Interim Assessment Blocks (IAB) in ELA and Math for grades 3-8 and local district assessments in Reading for grades TK-3 and ELA and Math for grades 4-8.

A student profile is created in Illuminate with all of the student assessment data. MTSS teams at JMC meet regularly to review the student data and discuss supports needed (Academic, Behavior, and Social Emotional) to improve student outcomes.

Other intervention opportunities that will be provided whether students are in-person, distance learning, or hybrid instruction to support learning loss will include: small group targeted literacy instruction for students provided by Title I intervention teacher and paraeducators.

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.]

Site administrators work with classroom teachers and support staff to identify students' academic and social emotional needs. Based on assessment information and the student's profile the school plans for comprehensive intervention support. The administrative team and support staff analyze the data (attendance, assessments, social emotional supports and work completion) and identify a plan for individual supports needed for the student. The supports could include: access to interventions, social skills groups, accelerated technology programs and instructional opportunities, and family resources (such as food and counseling).

For students who are English Learners, primary language assistants are providing interventions, supporting in the classrooms (virtually and in-person) to support student access to curriculum and language barriers to instruction, and contacting parents acting as a liaison between school staff and families. Also, English Learners will have access to interventions for more support in ELA/ELD in both distance learning or in-person instruction.

Outreach to families of socioeconomically disadvantaged students is provided by site administrators, safety officers and counselors. Often a lack of food resources in the home can contribute to a decline in a student's academic performance; therefore, families are provided information on food resources, including food distribution events occurring at school sites.

Our site team of administrators, safety officers and counselors will continue to track and support foster youth with the technology programs (Lexia Core5/Dreambox) and have 1:1 virtual and/or phone meetings to discuss progress, supports, and needs. Food distribution is provided to support nutritional meals opportunities for Foster Youth.

Students with exceptional needs can experience regression if instruction is not consistent and comprehensive. To address any potential student learning loss, Individualized Education Program (IEP) teams are meeting to address each student's individual progress on goals, services, and supports to ensure growth for the student. If students are in need of revision on goals or new goals due to regression, IEP teams are working together to address these needs.

Students experiencing homelessness are at a higher risk of learning loss than peers who are permanently housed. Factors that can contribute to learning loss for these students include irregular attendance, communication barriers, and insufficient internet access. To address these issues, school site staff are working closely to identify, reach out, and support any students who are not attending remote learning sessions, logging into the learning loss programs, or submitting assignments regularly. Site administrators, safety officers and counselors are also doing outreach to support any resources needed for the student/family.

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.]

The implementation of learning loss assessment strategies are a necessary step in addressing the needs of students. However, the use of any strategy or program will only serve the needs of the students with a prescriptive and consistent system in place to measure their effectiveness. JMC is committed to the following protocols/process:

- Setting standardized assessment windows during which time students are administered the assessments
- Increased teacher and student accessibility to student results
- Professional time set aside to assess, review data, action planning, and collaborate
- Site teams analyzing student data and monitoring progress

Additionally, ongoing teacher-based formative assessment, local assessments, analysis of individual student work, and completion of assignments will provide evidence of any learning loss a student may have experienced has been or is being addressed. JMC will collect assessment data to look at growth and achievement for each grade level and an analysis for each subgroup (English Learner, Foster Youth, Socioeconomically Disadvantaged, Pupils with Exceptional Needs, and Pupils experiencing Homelessness) after each grading period. Site Administrators will meet with District Administrators to discuss the data to look for trends and needs. Site Administrators will share the data with teachers to create a site action plan addressing the needs.

The most visible aspect of learning loss can be seen in the area of academic achievement, but there are other equally important aspects of learning loss that will be monitored. The social-emotional and mental health aspects of learning loss will also be monitored and measured. A teacher's relationship with the student and the daily face-to-face instruction allows the teachers to monitor student motivation, engagement and participation. Teachers will monitor students for signs and symptoms of emotional distress and behavioral changes that could signal social-emotional issues. Teachers, administrators, or any staff that interact with students can request interventions for a student that they suspect is struggling. These interventions can start with a student- teacher conference, a teacher-parent conference or a more formal Student Success Team (SST) meeting. Once these interventions are identified, the SST meeting will identify the learning loss indicators,

provide interventions and monitor the effectiveness of the interventions through the collection of data. Student supports can include help from paraeducators, school counselor, district nurse, safety officer, counselor, school psychologists or administrators. Supports will be individualized to meet the needs of the students.

Students with disabilities are consistently assessed for learning loss as part of the IEP process. The IEP team reviews progress on goals through objectives on specific reporting periods outlined in the student's IEP. This data driven practice will continue to be implemented to determine the individual needs of the student, strategies to address the learning loss and the effectiveness of the strategy. Adjustments and modifications will be made based on the individual needs of the student and documented in the student's IEP.

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

Description	Total Funds	Contributing
Lexia Core5/ Power Up ELA intervention program to assess and address learning loss Referenced in In-Person Instructional Offerings	N/A	No
Dreambox Math intervention program to assess and address learning loss Referenced in In-Person Instructional Offerings	N/A	No

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.]

Lincoln Unified School District’s Student Services Department recognizes the impact of the COVID-19 pandemic on the school community and provides a wide array of services and supports to engage JMC students and families during distance learning, from individual and group support to ongoing mental health and social and emotional well-being opportunities (e.g. webinars, parent classes, staff professional development). JMC is dedicated to supporting the whole child in their learning.

The following supports are provided to pupils, families and/or staff to address trauma and other impacts of COVID-19 pandemic:

- A Counselor and School Psychologist are assigned to provide mental health support and trauma-informed services. These specialists help to identify the social, emotional, and behavioral needs of students and support them through individual, group and family therapy. During distance learning these supports are provided through virtual platforms. We work diligently to connect students to the right service to fully support their mental health through these challenging times. This means providing ongoing and timely support and guidance for crisis situations as they arise.
- Behavior support staff provide positive behavioral interventions and support strategies for students and families to increase engagement with distance learning in the home, ranging from teacher consultation and parent education to individualized behavior plans.
- At the TK-8 schools, counselors provide classroom lessons based on monthly themes identified to support mental health and social emotion learning. Students in need of intensive support work with crisis counselors.
- Recognizing the need to provide ongoing support to staff counselors and mental health providers are available at all school sites.

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.]

John McCandless Charter recognized pupil engagement was not strong in the spring when the pandemic first occurred. Communication of the JMC Distance Learning plan to parents, staff, students, and community was essential to begin the 2020-21 school year with the distance learning model. JMC focused on communication with families through email and direct phone calls. The school reached out directly to families at the start of the year to ensure all students had devices and internet connectivity.

At the beginning of the school day, students are required to log into Google Meets/Zoom with their teacher to take attendance. For middle school students, it is a requirement for every period. The teacher will take attendance in Aeries (Student Information System). If a student is marked absent, the school site attendance clerk, office supervisor, site administrator, safety office and/or counselor will contact the parent by phone, email, or home visit to get the student connected to the class as soon as possible. This immediate response to an absence allows staff to make sure there are no technology barriers and to remedy any technology barriers that exist for the student to participate and allows the teacher to focus on instruction. If the student is absent (excused or unexcused) for the entire day, the student will then move to the district's Attendance Intervention Plan. This plan has various layers of support embedded into it in hopes the student will not reach the layer (Referral to Student Attendance Review Board).

The options for support include:

- Teacher/Administrator focus on establishing relationships with student and families
- Parent Technology and Support Resources are shared by Site administrator
- Teacher/Counselor/Attendance Staff/Administrator call home to express concern
- Development of a Home Based Learning Plan
- Home Visit
- Student Success Team (SST) meeting held to explore barriers to attendance
- Attendance Success Plan is created and reviewed and revised as needed
- Assign daily/weekly progress reports to Counselor to monitor
- SART meeting and develop SART contract
- Follow up on previously identified barriers
- Refer to community providers for resources and support
- SART contract reviewed
- Provide daily monitoring and support
- Provide in-person support as allowed by county public health guidance
- Last option: Referral to SARB

These options for support are in the tiered reengagement strategies for pupils who are absent. We know this is a difficult time in this pandemic and want our parents to know that we have support in place so students do not miss valuable instruction and learning loss. Administrators are monitoring attendance engagement daily and school staff are very proactive to keep students engaged during Distance Learning. Outreach supports for engagement are translated and interpreted in Spanish using primary language assistants and district translators.

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.]

The Lincoln Unified School District Food Service Department along with guidance from California Department of Education, the USDA and San Joaquin County Public Health Department will be serving meals in distance learning and when students return to in-person learning. LUSD is providing meals to all JMC students 18 years or younger. Students are being provided meals two days per week. Students receive three breakfasts and 3 lunches on one day and two breakfasts and two lunches on the second day each week. The district is operating meal pick ups at school sites and at bus stops. The hours of meal distribution were expanded based on stakeholder input. Families are being encouraged to complete a free or reduced meal application during this pandemic. Families can apply through online or paper application in both English and Spanish.

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	Mental Health and Social Emotional Learning supports for students and families have been expanded to include not only crisis counseling but also services for students in need of support to cope with the effects of school closures and other impacts of the COVID-19 pandemic.	\$45,000	No
School Nutrition	Meal services for students was expanded to include breakfast and lunch for all students 18 years or younger.	\$50,000	No

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
7.91%	\$290,116

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.]

Several of the actions outlined in the plan are being implemented districtwide and contribute to increasing or improving services for unduplicated pupils. There is one action that LUSD identified as meeting specific needs for Foster Youth, English Learners, and low-income students first.

Hotspot devices and monthly costs: For families needing internet access, the district provided a hotspot device. These opportunities were offered at the beginning of the pandemic to all students within the district, however, the district realized there was an increased demand for these devices particularly for Foster youth, English learners, socioeconomically disadvantaged and Homeless students. The intent of acquiring additional devices is to ensure all of our most vulnerable students had access to devices and internet to participate in Distance learning.

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

The actions described in the LCP are consistent with ongoing efforts that LUSD has implemented and will continue to implement regardless of the instructional mode to increase services for unduplicated students. Although some of the actions addressed in the current plan are implemented districtwide they are intended to primarily benefit unduplicated pupils. In the current implementation of distance learning, the additional acquisition of Chromebooks and hotspots will ensure that socioeconomically disadvantaged students, foster and homeless youth and English Learners who may lack solid internet connectivity or access to an additional home device are still able to engage in their instructional day. Furthermore, the devices, hotspots and educational platforms acquired will assist teachers in providing additional services remotely such as designated English language development as well as Tier II and Tier III academic and social emotional supports. This access has also allowed bilingual translators and primary language assistants to provide additional support to English learners, and for safety officers, counselors, health services staff to engage and support the families of our foster and homeless youth. The use of assessment platforms, the implementation of the District assessment calendar and ongoing progress monitoring through formative assessments will assist in determining the effectiveness of the services being offered.