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.]

How has the LCAP been informed by the impacts experienced?

The International School for Science and Culture (ISSAC) has been greatly impacted by the COVID-19 pandemic, especially as it occurred during ISSAC's first year in operation. The 12 weeks of school in 2019-2020 that were impacted by the pandemic provided useful experience and insight into the challenges and solutions of educating our students through tremendous difficulties. Distance learning, not being in the same space as the students, communicating through technology, making technology available, accessible and effective, understanding and adjusting to accommodate individual situations of our students, were just the beginning of the challenge, especially while staff members were managing their own home situations and dealing with uncertain and dangerous external conditions. We have taken this experience, analysis of our student body and their conditions, and the ideas, suggestions and research from community, educational experts, and other sources, into consideration in creating this LCAP. In the Spring of the 19/20 school year, ISSAC was engaged in 100% distance learning beginning asynchronously and quickly adding synchronous elements. We utilized this experience and made the necessary changes for the current school year to ensure that all students succeed. ISSAC was most affected in the following impact areas: student attendance, internet connection, childcare, support for students with special needs, and ready availability of materials. Considering these difficulties, ISSAC has taken many actions to accommodate everyone, in order to provide ISSAC's instructional program. These actions include providing Chromebooks, tablets, laptops, printed materials, school supplies, and science kits to all students, and delivering these materials to students' homes if needed. ISSAC created a three-week MODULE or cycle of effort including materials, projects and assignments to be turned in physically and exchanged for the next module. ISSAC has utilized community resources to connect parents with childcare for the students who (a) do not have an appropriate learning environment, or (b) have families who are essential workers and are unable to supervise their children during the school day (c)students with special needs, (d) English Learners, and (e) students who need additional academic support.

Stakeholder Engagement

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

How did you solicit feedback from the following groups? Include efforts to reach stakeholders who do not have internet access or speak a language other than English.

Parents: To solicit feedback from parents and close family members ISSAC conducted multiple surveys about their experiences with distance learning, what additional support is needed, and their schedule preference. These surveys were conducted in English and Spanish. To reach parents who did not have internet access, ISSAC staff made phone calls to these families to record their responses. ISSAC also hosted multiple Online Learning Orientations to provide the families with information about the upcoming school year, respond to their questions, and gather feedback on the school's learning plan. To support families without internet access, ISSAC recorded these sessions and made them available through Youtube and Facebook, and printed the Powerpoint materials for those who requested a printed copy of the information. Additionally, for the remaining families who had not been able to respond to the surveys nor had attended online orientations, ISSAC gathered feedback in person when students and their families came to the school campus for materials distribution.

Students: To solicit feedback from students, teachers engaged in daily morning meetings to check in on the students mental and physical well being, and to learn what worked for them through distance learning and what did not work. The teachers were then able to either help them through any issues that were preventing them from succeeding (ie. an unknown password or needing extra support navigating the environment) or were able to make adjustments to the learning plan to better support the students, for example, by increasing the proportion of student work that could be carried out and submitted on paper, and providing physical and virtual manipulatives to support math learning. Students had also completed various writing assignments involving how they learned best and what they needed to succeed. Their classroom teachers were then able to share the students feedback with the overall school community.

Teachers and other staff: 11 staff members engage in weekly staff meetings. Through these meetings, the staff provided feedback on what was working well, where they needed additional support, and what they thought needed improvement as a whole. The staff have been the main constructors of the learning plan, which has allowed them to incorporate immediate feedback on what they think is best for the school. Additionally, each staff member met one on one with the school and teacher leaders to analyze data and provide feedback.

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

How stakeholder engagement was promoted

Describe teleconference or telephone access

To promote stakeholder engagement ISSAC provided information about upcoming events, surveys, and meetings in multiple forms. This information was distributed by email, Class Dojo, Facebook, Instagram, and phone calls for those who were unable to access through other means. Additionally, fliers were distributed at material pickup days and signs were posted at our facility. Board meeting notifications were posted online and at ISSAC with zoom access information.

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

What was the feedback you received from each group? Indicate ideas, trends, or inputs that emerged from analysis of feedback.

Parents:

A strong trend that was discovered in parent feedback was: (a) there were too many websites being used and (b) families were unclear how to help their child navigate them. Due to this feedback, each teacher created a pictorial classroom website where all technology based tools

would be able to be accessed from one central location. The online learning programs were streamlined to lower the number of programs being used. Additionally, the staff created "how to" videos for the most commonly used online programs.

Parents wanted to be more informed of what activities would be done in class and what materials were needed. To support this need, teachers posted their daily presentations on Google Classroom and sent out weekly materials and lists of needed items. Parents also wanted an organized schedule with easy to access links. To support this, teachers printed daily schedules with links and sent the schedules digitally as well.

Finally, parents requested to have regular meetings to keep up to date with the activities at the school. To support this, throughout the summer many New Parent Orientations and Online Learning Orientation meetings were hosted, and monthly "Chats with the Chief" were scheduled throughout the school year. We connect with the parents regularly face-to-face at the end of each three-week module to receive parent feedback and suggestions.

Students: As a whole, the students enjoyed certain aspects of distance learning and provided wonderful feedback and suggestions to make their learning experiences more positive. An overall observation with students as well was that they felt there were too many websites being used and they could not remember how to access everything. Students are benefited by each teacher creating a central bitmoji classroom website where all technology based tools could be accessed, and the online learning programs were streamlined to lower the number of programs being used.

Students wanted to have regularly scheduled synchronous live or interactive learning sessions. These were launched during the last six weeks of school in 2019-2020 using Google Hangouts and Google Meet. Students now have daily live Zoom lessons in all subject areas. They also wanted times and ways to communicate with their peers. To accommodate this, teachers regularly scheduled breaks where students were able to communicate with their fellow classmates. Students also wanted to have information about what materials they would need for class ahead of time, so students received a list of materials needed for the week on Sundays.

Teachers and other staff: As we wrapped up 2019-20, as a whole the staff felt that they wanted more consistency across the school. To support this, ISSAC created set schedules, created procedures, selected specific programs to be used school wide, and hosted regular staff meetings to keep all members in the loop of what was happening at the school. The staff also stated that they wanted additional planning time to support the transition to online learning. In order to support this, the teachers had an hour of additional planning time each school day. Professional Development was organized on selected online and academic environments and on the adjusted ways to track and review attendance and progress

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

The LCAP is developed with input from all stakeholders, in particular, the parents. There had been concerns expressed during the last 12 weeks of the previous year regarding the structure of a school day, which was adjusted. Teachers reflected on the use of the various websites and materials and streamlined the use of these websites and software. The extent of live or synchronous interaction on each instructional day and each day's schedule and activities was reviewed to better support the students. Additional in person time was introduced for specifically challenged populations.

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.]

Modes of Instruction:

When it is considered safe to offer in-person instruction, students and families will be given the choice of their mode of instruction: a 100% distance learning model and a hybrid or blended model (part in-person, part distance). The students participating in a hybrid learning model would receive part of their instruction each week at the school site in limited numbers with safety protocols. We will coordinate the timing of this development with local health authorities.

- ISSAC is preparing for the possibility of additional changes in instructional models after in-person learning has resumed. Depending on public health conditions or individual student needs, it would be possible for a full return to distance learning to occur. We will continue use of Google Classroom and virtual classroom sites for both in-person and distance learning. This would make the transition seamless as it would allow students at home to participate in instruction synchronously with students who are on campus, including collaboration with groups in virtual spaces (i.g. collaborative documents, Zoom breakout rooms, etc.). This model would permit continuity of instruction in the event that ISSAC needs to return to a full distance learning model.
- Lessons occurring in the classroom will be recorded, allowing for students at home to participate concurrently with students who are attending class on-campus. This will provide a record of direct instruction for the concepts and assignments that are introduced, which would allow students who cannot participate synchronously to watch at their own pace. This would also support students who need or would like to review instruction.
- During portions of the week when all students are participating in a distance model, teachers will provide support to maintain the community of learning and meet identified student needs. Supports would include office hours for students and family, and small group or individual support for students.

Cohorts

- ISSAC will implement cohorts to prevent the spread of COVID-19 by limiting crossover between groups. Individuals within each cohort will limit physical proximity with other cohorts. This will help to decrease opportunities for exposure or transmission, create breaks in the chain of transmission, reduce contact with shared surfaces, facilitate efficient contact tracing and allow for targeted testing, quarantine or isolation of a single cohort in the event of a positive case.
- Cohorts of students engaged in in-person instruction will be on campus on designated days and times, with disinfection procedures occurring between groups.

Additional Student Services and Supports

- When possible, students with additional needs (students with disabilities, English Learners, students with special needs, foster youth, homeless youth) may be considered for additional in-person instruction or support.
- **After School Program** ISSAC offers a partnership with Boys and Girls Club- Costa Mesa, which would allow families the opportunity to enroll their students in after school care on campus where ISSAC is co-located.
- Mental Health: Within class checkins occur daily. Our resource teacher offers small group instruction with social-emotional support.

Health and Safety Protocols

- **Physical Distancing** Everyone must practice physical distancing, which means keeping at least six feet away from others at all times. Classroom furniture is arranged accordingly.
- **Face Coverings** Wearing a cloth face covering is required by all persons when on campus. Face shields may be used by teachers or staff to help students see their faces and avoid any impediment for phonological instruction.
- **Entrances and Exits** Parents/guardians will be encouraged to stay in their vehicle during drop-off and pick-up. Visual cues and signs will support the flow of traffic, maintain distance in line and minimize interaction between families.
- **Designated "Care Room":** The campus has a designated area for sick individuals where they can be isolated, assessed, and wait to be picked up.
- **Classrooms** Good hygiene will be required. Materials/supplies will not be shared and activities that would typically encourage students to be closer together will be modified.
- **Common Areas** Signs, and other visual cues, and clear instruction will be used to direct traffic flow, and help encourage appropriate distancing.
- **Frequent** hand sanitizing and hand washing.
- **Physical Education Classes** will be limited to activities that do not involve physical contact with other students or equipment.

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

Description	Total Funds	Contributing
[A description of what the action is; may include a description of how the action contributes to increasing or improving services] ISSAC will provide ten one-hour parent and guardian sessions training virtually with the use of Zoom. This training will include modeling on how to structure lessons and activities to support learning in the home.There will be live demonstrations on how to use the school-wide manipulatives and ISSAC strategies for introducing new vocabulary and concepts to the student. A stipend will be provided for staff who participate in this parent-school liaison program.	$ 1,649	Y
May include description of how action contributes to meeting increased or improved services requirement	$11,250	Y

Enter total amount of expenditures associated with action, regardless of funding source		
The recommendations and ideas organized under Orange County Together provides the framework for safety when the students are able to return.		
Preparation and planning of materials, and training for teachers, students and families; distanced seating		
The virtual training, reference materials and demonstrations will empower parents and guardians to support their student's learning beyond the distance learning lessons. This will also foster an understanding of the school's pedagogy within the community.		
We will prioritize on the "live in person" day, live science demonstrations and activities which support community building and social-emotional learning.		

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.]

Curriculum Scope and Sequence
To facilitate students' access to the full curriculum in both distance and in-person learning, comprehensive scope and sequence documents in English Language Arts and Math have been developed for each grade level and by content area (Social Studies, Science, and World Languages). These provide a guide for teachers to identify prioritized standards upon which to focus lesson planning that best supports student mastery of those standards.
Home-School Communication
One of ISSAC's key standards for distance learning is that the class material expectations for the week are communicated to students and families by the first day of the school week. Additionally, a virtual classroom with links to Google Classroom and other learning apps (curriculum management) will be provided and will include asynchronous assignments and scheduled Zoom meeting times. This communication will help parents or guardians understand their student's learning process and be able to collaborate in their education. The virtual classroom will support making the transition between in-person and distance instruction seamless for students.

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.]

- Parents are notified via phone, classroom DoJo, and with hard copies of all information to gain access to the internet for free during the pandemic.

- All students have had the opportunity to borrow a chromebook, tablet, or laptop to complete all work from home. Students and parents sign contracts for the devices and they are liable for damages to the equipment.
- ISSAC has open phone numbers to call for technical support during each business day. Teachers are offering individual instruction for parents and students to learn how to use digital platforms and their technology provided by the school.

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.]

- Students will be actively engaged in live Zoom sessions daily. During these sessions students will provide oral and visual feedback. Students will show their work with their camera. Students will also work on assignments and activities in Google Classroom which will allow teachers to access and monitor their work at all times.
- Teachers will use IXL Live to monitor student progress live during class sessions. IXL live shows how students are progressing, skills mastered, number of questions answered, and which students need help from their teacher.
- Teachers will use a participation and engagement template provided by administration in conjunction with School Pathways to measure student engagement.
- ISSAC teachers will actively work to assign time-value of various assignments, and determine the clear minimum required work for a single day. Teachers will track, record and analyze this data in order to help the 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.]

- Teachers participated in a 10-day professional development ramp-up for the new school year with a focus on preparation for an online environment. The 10 PD included synchronous and asynchronous training both via zoom and in person. The training was provided by the teachers and administrators as well as through professional webinars.

- Teachers were provided with a 2 part live webinar series with IXL. IXL is ISSAC's partner in individualized learning programs and now distance learning.

- 1:1 and small group guidance were provided for teachers from administration describing best practices in using hands-on and digital manipulatives to increase student engagement.

- Teachers were provided information regarding student engagement, how to assess engagement, and how to increase engagement in the digital classroom.

- Teachers joined online tutorials and webinars to increase understanding of creating digital classrooms and improving efficiency in digital environments.

- Teachers meet each week with administrators for ongoing professional development in 2-3 hour staff meetings to discuss individual students, engagement, and online learning.

- Tech support for teachers were set in place, with respect to devices, connectivity, software access/training and helpdesk access.
- Live Zoom is being used for communication, teachers will receive professional development in the use of Zoom and related specific technologies.
- Ongoing professional development is carried out each week for 2 to 3 hours.

Staff Roles and Responsibilities

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

Many staff roles have been dramatically changed or created due to COVID-19

- Enrollment coordinator - creates and facilitates enrollment opportunities during the digital environment. Enrollment was accomplished via phone and email rather than in person tours. Zoom and Facebook Live orientation and parent information nights were also created and highly effective.
- Parent Engagement Coordinator - Creates email lists, online resources, and digital platforms for communication to flow easily from parents to the LEA.
- SEL Coordinator - Social and Emotional Learning is included in each morning meeting and throughout the school day. SEL coordinator has led discussions of best practices, coping with the trauma of the pandemic, and strategies to integrate SEL into daily lesson plans.
- Technical Support - All teachers and staff have been open to and become familiar with many relevant technologies and have assisted parents and students on a daily basis.
- Information Liaison - Dissemination and bi-directional communication of important information in a digital platform does not spread as quickly or easily as in a face to face environment. The Information Liaison distributes information from administrators down to faculty and staff (and vice versa)
- LCAP Coordinator - Teacher distributed assignments and information regarding LCAP to complete documentation by specified due dates.
- Childcare services - Teachers and IAs have all increased their roles to support students who require a the childcare option.
- Distance Learning Coordinator - Selected, organized, developed/designed and unified the distance learning platforms like digital classrooms, Zoom, Google Classroom, classroom DoJo.
- Intervention - Face-to-face and remote/online help organized, supported with materials and information and provided to students in need
- Testing coordinator - ELPAC,NWEA and CAASPP have provided many opportunities for preparation during this pandemic. The Testing Coordinator has taken the role of deciphering the information provided and helping teachers integrate preparation for test into everyday instruction.

Some of these functions are provided by teaching staff as part of their regular duties, some are compensated separately, and others involve personnel outside of the regular staff.

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.]

ISSAC Charter provides additional support for students with unique needs in the following ways.

For English learners, virtual 30 minute small group classes were provided daily for integrated English Language Development with the Launch To Literacy Curriculum. Daily students with unique needs were provided visual presentation of key vocabulary terms and step by step instructions. Staff implemented the use of sentence frames to give students practice with academic language. Academic vocabulary using neuroplasticity-based approaches have been integrated into the ELD classes.

The support provided for students with exceptional needs served across the full continuum of placements (IEP, 504, etc.) included their mandated services provided virtually. The individualization (i.e. one-on-one sessions, tools and supports being sent home with the student, assignments being adjusted and weekly check-ins) of those services was provided in response to the pandemic. The services offered were comparable to those offered in person and they were appropriate for each student during the school closure.

During distance learning, IEP meetings continued to take place despite the school closure. Parents and guardians of the students with exceptional needs participated in the planning and goal-setting of the student's new IEP plan during virtual meetings. Peer interaction was facilitated between students with exceptional needs and their peers through online grouping for academic and social engagement. Students with exceptional needs made progress on their IEP goals based on data tracking, informal assessments, and IXL diagnostic data. At the start of the 2020-2021 school year, families and guardians of students with exceptional needs have been provided pandemic planning virtual meetings to discuss meeting the student's IEP goals and how to provide continuous accommodations and support during virtual learning. The IEP team has been meeting at the beginning of the school year to determine the different supports needed to address each student's social and emotional needs.

The support being provided during distance learning for students in foster care and who are experiencing homelessness include consistent monitoring of each case and weekly meetings discussing each student's situation (i.e. foster care and homelessness).

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

Description	Total Funds	Contributing
[A description of what the action is; may include a description of how the action contributes to increasing or improving services] ISSAC is providing after school in-person support for students with acute needs based on state mandates. The staff members present for after school in-person learning support are being financially accommodated.	$ 93,724	Y
May include description of how action contributes to meeting increased or improved services requirement Enter total amount of expenditures associated with action, regardless of funding source	$ 26,100	Y

| These services are providing students with direct, personalized instruction and allowing staff to be able to identify areas of needs for these students that would otherwise be challenging to identify online (i.e. fine motor, processing, handwriting, and executive functioning skills). | | |

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.]

ISSAC has been identifying and monitoring learning loss (particularly in ELA, ELD, and Math) during the pandemic by using tools to assess learning status and completing these assessments weekly in order to use the results to support the learning loss. The tools used to assess learning status include IXL and informal classroom assessments. In IXL, the students completed the Diagnostics tests for staff to determine any learning loss in these areas. On a weekly basis, staff monitor progress of students on IXL and adjusting their learning goals accordingly. Informal classroom assessments and teacher observation during distance learning live sessions and the review every three weeks of student packet content are used to determine appropriate learning placement continuously. The frequency of the assessments are as follows. The initial diagnostic assessment on IXL was completed and then weekly updates are completed to allow for student growth. The results of these assessments are then utilized to determine next learning goals and to address the needs of those students that need additional support in key standard areas. Additional visual assessments are done online by teachers on a daily basis and monitored tri-weekly based on student academic work.

Pupil Learning Loss Strategies

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

The strategies and actions being used by ISSAC to attenuate learning loss and accelerate learning progress differ for: English learners, students with exceptional needs, and students in foster care and experiencing homelessness. At ISSAC, English learners are being provided strategies focused on key academic terms with visual access to content information. Information is being presented in video format and the students receive step-by-step instructions from a general education teacher. Instruction for English learners is done in small groups and content is taught using the I do - We do- You do approach. For students with exceptional needs (IEPS, 504s, etc.) ISSAC provides additional support to Low-income students, Foster youth, Students experiencing homelessness including meeting as a team weekly to identify the resources and materials needed to support the students and their families in the community. Where indicated, free childcare resources have been identified, in person small-group instruction and intervention is provided, along with technology connectivity support such as hotspots.

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.]

How and by what methods will school measure effectiveness of services or supports?

The students' increased scores on academic IXL assessment provides continuous feedback which will allow us to determine the effectiveness of services. With small group instruction and working one on one with students this will allow us to visually observe the student bloom with confidence as they succeed. NWEA MAP test will be administered as soon as the situation permits, and the engagement statistics being collected as well as completed work will be evaluated for effectiveness in preventing learning loss.

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

Description	Total Funds	Contributing
[A description of what the action is; may include a description of how the action contributes to increasing or improving services] ISSAC is providing a formal assessment on a student's academic achievement in the form of the Woodcock Johnson IV Achievement test and the use of NWEA Map testing materials. This standardized test supplies ISSAC with data to use to identify student's cognitive development and how their learning has developed during distance learning.	$ 3,000	Y
May include description of how action contributes to meeting increased or improved services requirement Enter total amount of expenditures associated with action, regardless of funding source A formal assessment will be conducted by a consultant. This assessment will increase the teacher's abilities to meet the student where they are at both academically and cognitively.	$ 2,100	Y

Mental Health and Social and Emotional Well-Being

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

To support students:

- Both students and families are provided with on-going meetings with all teachers to share ideas for growth, ask questions about learning materials used daily, and a chance to address any concerns. To create efficiency and stability, all students and parents are provided with a weekly detailed list of materials needed each day for all classes and subjects. This strategy has proven to be extremely helpful for parents in having their children organized and work independently without stress.

- **PD provided to staff** - Staff are provided with weekly professional development in which colleagues discuss strategies that promote student learning, ways to encourage peer engagement for social-emotional learning, and offer software training for various learning tools available for both staff and students.
- **Resources to address trauma** (eg. school psychologist) - Contracted school psychologist and social worker are readily available to address any student issues regarding trauma by offering appropriate counseling to both students and families. As a school, we embrace social emotional learning by beginning each day with a dedicated morning circle time where students can comfortably express their feelings and thoughts in confidence. Furthermore, we also practice restorative justice where students have the opportunity to discuss any issues with their teacher and/or admin. We provide special education services that provide ongoing assistance to students who need additional help or show the need for counseling and guidance.
- **Activities to keep students engaged or to support their emotional needs -** Students will be provided with special elective courses of their interest which allow the child to be motivated and engage with others in open discussion, attend virtual field trips provided for social emotional and academic learning, and daily morning check in where students will (virtually and/or on campus) have the time to discuss a social emotional related topic. The daily morning circle time provides all of the students a time to engage with each other, discuss their feelings and/or thoughts with their peers, sometimes integrated with a writing assignment. Additionally, students will be provided with various mindfulness practices weekly during PE such as qigong or breathing yoga to maintain a healthy mind-body balance with a focus on relief of anxiety, mindfulness talk with visuals, and daily breaks where virtual learners are encouraged to relax and stretch. Furthermore, there are several times during the school day where students in each class have a time to engage by sharing their own work and providing positive feedback to others. Students have requested and received opportunities to engage with each other non-academically and just chat utilizing the same connectivity resources, as the peer support and connection is seen as most valuable for each student. At the end of the school day, teachers make time for parents and students both to ask any questions they have regarding academic materials, need assistance with technology and/or login issues, and offer support to those who need it.
- **To support staff**
- Resources to address trauma (eg. health insurance benefits that include counseling services) To offer full support to staff, the school provides health insurance benefits that includes professional counseling by qualified specialists to ensure physical and emotional well-being. The staff also meets weekly as a team to discuss any concerns of employees, opportunity to share ideas for a positive learning environment, and provide ongoing support to each other.

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 is not engaging in instruction and is at risk of learning loss.]

- **Procedures for tiered re-engagement strategies for students absent from distance learning-** Pupils who are absent from student learning have required learning material available on both their Google Classrooms with a video and /or document including directions for the day. Furthermore, all pupils are given at the beginning of each three week period a binder filled with all of the work that will take place

over that time period. This allows pupils attending virtually or on campus for daycare the opportunity to complete all work in a timely manner with full access to all subject materials. Additionally, students are provided with a translator and materials in Spanish for our community's non-english speakers. After assessing the work completed by all students once submitted, teachers and admin monitor their learning progress and provide additional support through the use of additional visuals, learning videos from external resources and/or teachers, direct support instruction, and chat time with the teacher to create a positive learning outcome.

- **Include details of outreach, including in languages other than English, when pupils are not meeting compulsory requirements or are at risk of learning loss.** - ISSAC addresses any students who are at risk of learning loss by providing immediate counseling to them by staff in both Spanish and Mandarin. ISSAC provides a translator to those in our community in Spanish and Mandarin to assist all pupils needing both academic and social emotional support. All pupils are provided with a weekly newsletter that covers all announcements for the school in both English and Spanish. The teachers and staff immediately address the needs of any student who is tracked as struggling academically or social-emotionally with ongoing support. ISSAC has weekly meetings where all staff collaborate on the lifelong learning of all students. At these meetings, tracked data regarding attendance, submitted work, and observed mood are discusses; the teaching team creates strategies to meet the needs of learners through additional differentiation of instruction, direct learning support for any struggling students, and counseling with contracted school psychologist and social workers if needed.

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.]

- ISSAC has distributed information to parents and the surrounding community regarding where to pick-up lunch for every student everyday while schools were shut down.
- During the school closure, ISSAC has organized options for childcare. Students are allowed to bring lunch and eat either in the classroom at their appropriately spaced desk or appropriately spaced at outside lunch tables. All student lunches must be in completely disposable packaging and be placed in the trash cans after lunch.
- Once ISSAC is physically reopened, students will continue the same lunch policies, and ISSAC will continue its meal service program. ISSAC's four-tiered plan for reopening will have students will only be on campus one day a week to begin and expand to two days a week before returning to normalcy. This will provide space for lines at lunch distribution to be marked off with 6 feet of space for students to be appropriately socially distanced.
- Students may remove masks only while eating.

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

Section	Description	Total Funds	Contributing

[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services] ISSAC will provide in-class space for children without the internet at home during the distance learning period for SPED Students. Extra aid will be provided to assist in school work for English-language learners students, low performing students, and students with unstable home conditions.	$ 12,880	Y
Examples: Mental Health, Pupil Engagement, or School Nutrition	[A description of what the action is; may include a description of how the action contributes to increasing or improving services] ISSAC will provide the cost of nutrition for children who cannot finance their lunch while in-class space during the distance learning period.	$ 1,264	Y

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

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
13.73%	$75,889

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.]

Appropriate services are to be provided for foster youth, English learners, and low-income students. All listed students are offered access to free internet and devices to continue their learning at home. All students are offered childcare during and after school hours on a sliding pay scale to accommodate families' financial needs. ELD instruction is being provided in synchronous Zoom meetings daily. Low income students are offered all services before all other students.

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

Services for foster youth, English learners, and low-income students have focused on access to technology, safe and effective spaces in which to learn, food availability, and additional support for academic instruction. All listed students are offered access to free internet and devices to continue their learning at home. All students are offered childcare through community resources during and after school hours on a sliding pay scale to accommodate families' financial needs. ELD instruction is being provided in synchronous Zoom meetings daily with additional face to face instruction and support as needed. Low income students are offered necessary services as a priority at ISSAC.

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