# Learning Continuity and Attendance Plan_LCC

The instructions for completing the Learning Continuity and Attendance Plan is available at
https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx.

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
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# General Information

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

The impact of COVID 19 on Lighthouse Community Public Schools has been significant. The virus has been more deadly in the East Oakland zip codes where Lighthouse and Lodestar are located than any other zip code in the Bay Area. The other story though, is how the community came together to take care of our most precious resource, our students.

After closing our physical campuses on March 13, principals and teachers immediately got to work to make sure we are in regular communication with our students and that they have the essentials they need for learning from home. Within a week, donations started arriving from foundations and individuals who gave because, as one program officer said, "We know that you know how to best help your families who need it most." Our incredible community raised over $134,000 for families' immediate needs.

Because of our partners, we provided food, technology access, and direct financial support to 400 families to cover bills due to lost wages. To highlight one example of the need for this fund, we gave away up to 1,000 meal boxes to any family in need each week *continuously* beginning March 16 — though those numbers dropped when other local schools reopened for the school year and students who attend other schools were able to receive meals at their school. Each box contains 5 lunches, 5 breakfasts and 5 snacks for each child in a family. We also doubled down our commitment to LCPS staff — none lost wages or jobs this spring. Lighthouse Community Public Schools is committed to partnering alongside Oakland Unified School District, Alameda County Office of Education and the Alameda County Office of Public Health to ensure the safety of our students, staff, and community.

Over the summer, principals and teachers planned and prepared for a re-opening unlike any other. On August 10, 1,400 students began a new school year through distance learning. Our strong community response for students and families shows how we can come together and will continue to do so until traditional, in-person school can safely resume.

# Stakeholder Engagement

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

Families have historically given input on organizational decisions including budget, staffing models, leadership restructure, and leadership hiring in meetings with verbal and written translation from English to Spanish. Through these processes, families have been able to influence future decisions, gain greater insight into our organizational values and decision-making processes, give input on candidates for leadership roles. Families also engage in deeply understanding the annual foci of the school and have specific skill-building sessions to support their academic engagement in the lives of their students. At these input sessions, we are particularly careful to have a representation of students and families of our most vulnerable students including students with disabilities, with limited access to technology, and students who were hard-to-reach during the Spring iteration of our distance learning program. These student and family groups gave input on the quality of asynchronous videos, the clarity of online platforms, and most importantly the design of the Fall schedule with the goal of increased i

A group of teacher leaders offered input and critique on the distance learning model. the learning management system, and parent communication tools.

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

The Lighthouse Community Public Schools collects regular input and feedback leveraging our Family Engagement Coordinators, family advisory meetings, and surveys.  This feedback led to the formation of LCPS's Learning Continuity and Attendance Plan.  Additionally, all public meetings, public

hearings, parent town halls, and board meetings are open to the public and regularly posts agendas and minutes on the organization's website (lighthousecharter.org/about/accountability/).

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

Many parents advocated for a consistent daily schedule during distance learning, increased synchronous learning time to ensure learning, and support with accessing online learning. Parents advocated for all teachers to communicate clearly about learning expectations, and to deliver rigorous instruction during synchronous learning. Students indicated that asynchronous learning needed to be coupled with synchronous learning to meet their academic needs. In the Fall Schedule, these shifts are reflected in the structure of our current schedule, resulting in student attendance at about 96% with targeted efforts to connect with and engage our most vulnerable students represented by that 4%.

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

Based on the stakeholder feedback, LCPS Principals, Assistant Principals, and the CAO/Academic Team developed the distance learning school reopening plan. The plan was rooted in the organizational definition of equity (each student receiving what they need to develop into lifelong changemakers who realize their unique vision), and EL's three dimensions of achievement (Mastery of Knowledge and Skills, Character, and High-Quality Student Work)

LCPS aligned on 4 key conclusions from stakeholder feedback, which was reflected by our internal surveys as well as a survey given to families in the Oakland Community through GO Public Schools. :

#1 - More Instructional Time — LCPS schools will exceed the minimum requirements set by the state. Love and community are two of our core values and our stakeholders want to have the opportunity to rebuild our community, restore connections with our students and families, and leverage our resources to address the needs of our community. Additionally, teachers want to ensure all students are making progress

toward learning grade-level standards in our aligned scope and sequence, and have cycles of teacher coaching observations (in Zoom) so that our instructional leaders can observe and provide feedback.

#2 - Small Group Instruction and One-on-One Check-Ins for every child, and more for students who are most behind — LCPS principals will design Distance Learning in a manner that actively addresses small group instruction, intervention, and meeting the needs of our most vulnerable (Students with Individual Education Plans (IEPs), emerging bilingual students (ELD), students experiencing homelessness, and students who struggled with Distance Learning last spring). Additionally, we want to support our teachers with tools to better support students in their distance learning, data collection, and communication tools with their families.

#3 - Formative Assessments to measure and communicate student progress — During the spring, LCPS did not have a uniform way through which assessments were given to measure the effectiveness of distance learning. Hence, our teams planned for the following:

- Interim Assessments: In partnership with our school principals and assistant principals, LCPS will be launching Interim Assessments in ELA and Math across our family of schools for students in grades 2 through 11. These assessments are aligned to our core curriculum and will be used to measure the effectiveness of student learning during distance/hybrid / in-person learning throughout the school year.
- National Norm-Referenced Assessments: Additionally, we are considering remote administrations as well as running testing sites at our schools for NWEA MAP

#4 - Feedback on Student Work — Every LCPS student must receive feedback on their work every week to accelerate student learning and help parents support them. To that end, LCPS Principals will norm on the following:

- Grading Policies:  LCPS Principals norm grading policies so that feedback to students is clear and progress is monitored, along with weekly data roll-up.
- Normed Architecture and Student Experiences of  Altitude Learning Management System and other Instructional Technology Tools: LCPS Principals launched a new learning management system to assist in organizing student virtual learning experiences.
- Weekly Newsletter:  Each LCPS Principal and our Family Liaisons actively communicate with their families through a weekly newsletter, so that expectations around student work in each class, where to go for resources, and key dates and updates are clear for all stakeholders.

# 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.]

[For the 2020-2021 school year, Lighthouse Community Public Schools implemented a newly enhanced learning management system, Altitude, which allows a one-stop platform to house student-facing units, lessons, and virtual workspaces where teachers can leverage rubrics, give individual student feedback, and grades.  In addition, we scheduled additional synchronous learning time across all grades (beyond state minimums) to insure that teacher instruction alongside our use of Altitude leveraged student learning and demonstration of mastery of grade-level standards.

When it is safe for small groups of students or cohorts to return to campus, Lighthouse Community Public Schools is committed to returning to a cohort-based in-person instructional model with the implementation of strict health and safety guidelines. These guidelines include smaller cohorts of students, social distancing measures, personal protective equipment, the redesign of classroom spaces, and enhanced cleaning and sanitation measures per the recommendation of the Alameda County Department of Public Health.

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

| Description | Total Funds | Contributing |
|---|---|---|
| We are prioritizing a return to safe, in-person instructional when state and county guidance allows for that, and dedicating funds to operational and custodial needs that will provide a safe environment for students and staff. | 36,180 | N |
| We are creating sufficiently separate spaces to support smaller learning groups for our hybrid learning scenarios. | 57,371 | Y |
| Instructional Leadership and Culture Teams structure year-long learning arcs to address shifts from distance to in-person learning. | 41,558 | Y |

| | | |
|---|---|---|
| We provide enrichment courses to improve educational outcomes (this applies in Distance Learning as well). | 170,926 | Y |
| We provide providing in-class teacher residents to support the quality of instruction and to provide additional supports for student learning. | 58,140 | Y |

## Distance Learning Program

### Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Lighthouse Community Public Schools is providing continuity of instruction throughout this school year by ensuring that all students have devices and connectivity, instructional supplies, curriculum materials, a predictable schedule of live instruction, asynchronous independent work through an organized learning management system, and teachers who are equipped with the materials and skills necessary to ensure a high-quality learning experience. Prior to the launch of the school year, additional supplies and curriculum materials were ordered and inventoried to ensure core curriculum is able to be embedded and that students who need physical texts (as opposed to eBook options) could check those out, including students with IEPs. New teachers received a full week of orientation and training prior to all staff returning to work, and all teachers engaged in a week of professional learning centered on building connected and rigorous distance learning environments. All teachers were trained on their core curriculum if they had not been already.

Parents attended orientation nights where they were given information on student schedules, access, and options as well as contacts for support. Students and families have received regular communication on materials distribution that has included packages of instructional supplies, work packets, workbooks, and required textbooks. Weekly schedules were developed to ensure that students receive daily live instruction and also have time for on-grade level independent work.

All lessons across subjects and grade levels are organized through the Altitude Learning LMS, in which all teachers received training and continual support in developing. This LMS allows teachers to organize bundles of content and instructions in a user-friendly interface for live and asynchronous learning. Within the platform, teachers can also embed questions to check for understanding, collect photos of student work completed on paper, share work in a class gallery, stream work to parents, and empower students to set goals and engage in the process of collecting evidence of learning as well, in alignment with our systems of student engaged assessment.

All courses continue to include on-grade level instruction, standards, and curriculum, with identified priority standards for ELA and Math when addressing unfinished learning. To adapt to the needs of distance learning, LCPS has invested significant resources to ensure that every

student has the materials required for continual use of high-quality adopted curriculum, from math manipulatives to ebooks to additional copies of textbooks and student resources.

## 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.]

LCPS has provided every student with a school-issued Chromebook. LCPS has also provided any student that does not have reliable internet access at their place of residence with a hotspot.  Tech support via phone, email, and weekly drop-in hours is also being provided to all students and their parents.  Tech support is available in English and Spanish Monday through Friday from 8:00 to 4:00 PM, with occasional weekend hours during peak times.

## 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.]

We will assess pupil progress through the design of instructional days that are almost exclusively synchronous, with the exception of the asynchronous block for 50% of the crew which gives teachers the opportunity to give feedback and revision opportunities with each pupil. Our internal learning management system serves to organize the instructional materials shared between students and teachers.  Our common calendars provide access to all classrooms with links and passwords to ensure that 50% of our staff is observed per week. Students must complete 50% of work in our learning management system, Altitude, which provides analytics on the percentage of completed tasks. Through Altitude's grading functionalities we will also be able to analyze the quality of work as compared to a grade level rubric. This will allow us to get a multifaceted look at each student's attendance, observed engagement, habits of work and learning (completion), and academic performance. This data is being collected from our LMS, shared with and analyzed by teachers, and used to shape purposeful, engaging instructional experiences.

## 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.]

LCPS has offered all staff a laptop for use at home, a google voice number, and a cell phone stipend. Hotspots are also available to staff members that experience a temporary internet issue at home. All core teachers have been offered an extra monitor and a doc camera to use at home.

All LCPS teachers have received and will continue to receive professional development and support to help them use a variety of software applications for distance learning. This includes but is not limited to: Altitude Learning Management System, Securely teachers tools, Google translation, Read Write, E-books, Audiobooks, Zearn, Dreambox, Clever, Khan Academy, various online assessments, G-Suite, and several other grade-specific software apps. Upcoming PD for teachers will include digital citizenship and online student safety and wellbeing.

## Staff Roles and Responsibilities

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

During COVID-19, many of the systems and structures have been re-envisioned to include a virtual learning environment. For example, we have asked students to set up their virtual accounts with the same names entered on the registration document including screen names on virtual platforms. We have assigned enrichment teachers, who teach asynchronously to support learning in core classes and to support compliance with virtual agreements. We have assigned our lunch and playground supervision team and our after school staff to specific grade levels to provide academic support while teachers provide intervention support. We have assigned our coordinator of After School program to support the ongoing growth of instructional aides; oversee the distribution of print and curricular materials; and manage the distribution of purchases. Our Dean of Students is planning virtual cultural events, including a virtual visit to Vida Verde Nature Education, leading outreach to hard-to-reach students, and responding to requests for support in the virtual learning space. All teammates have clearly defined roles, observation, and coaching, goal-setting and accountability.

## 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.]

Lighthouse Community Public Schools continues to provide the full continuum of special education services during distance learning, including specialized academic instruction, behavior intervention services, counseling, occupational therapy, speech and language therapy, amongst other related services.  Additionally, we provide integrated and designated English Language Development programming to our English Language Learners and newcomers.  The team has partnered with families to support students with the transition to virtual services, including helping families build routines and reinforce academic behaviors in the home setting. The team has also continued to pilot tools for supporting accessibility within the learning management system, including text to speech, speech to text, word prediction, on-demand dictionaries, etc.  Additionally, the team has designed individualized learning plans for students who are significantly impacted and are having a difficult time engaging in the current distance learning model. These individualized learning plans integrated modified learning activities and increased access to special education providers.  Finally, the special education team has worked closely alongside our general education teachers to support the rollout and implementation of our new learning management system. We continue to monitor students' progress to determine whether student services need to be adjusted and to ensure students are receiving the educational benefits.

Lighthouse Community Public Schools has created a system for capturing information shared by students and/or families with regard to housing insecurity/homelessness.  Having this data at both the school and organizational level allows us to plan individual and collective actions to address needs related to homelessness.  The team has prioritized the distribution of hotspots to our homeless youth while carefully tracking students' attendance and participation.  If students are experiencing high levels of absence, a representative from the school is meeting with families and students to connect them to additional resources and devise an individualized plan to increase attendance and school engagement.  The team is engaging in similar processes to support our pupils in foster care.


Pupils with unique needs are also being prioritized as we design a plan for return to in-person learning.  We want to ensure that our most vulnerable students have access to the supports and services they require to make progress within their educational program.

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

| Description | Total Funds | Contributing |
|---|---|---|
| We are ensuring connectivity for all students by providing: Chromebooks, hotspots or other access to connectivity. | 101,160 | N |
| We are providing office hours staffed by our technology team, to support the ongoing needs of students and staff. These tech supports will continue as instruction shifts back to in-person learning, as devices are managed and in-person technology services are transitioned. | 90,929 | Y |
| We are improving our communication systems to more effectively communicate with families and amongst stakeholders.<br>This includes, among our initiatives: a website update, licenses for video conferencing and implementation of project software. | 13,500 | N |
| We are providing weekly Professional Development, and additional planning days in the lead up to the school year, to support teachers with the implementation of distance learning practices. | 153,218 | N |
| We are providing targeted Professional Development to implement a streamlined academic platform (Altitude learning). | 10,800 | N |
| We are increasing available materials (physical copies of books, materials, etc.) to distribute to students and teachers to use in their individual learning spaces. | 25,169 | N |
| We are repurposing available non-instructional roles, and providing the necessary training, to support with direct student interaction. | 110,026 | Y |
| We are adding additional Special Education services to accommodate IEP needs during a distance learning environment. | 110,519 | N |
| We are adding ELD support services to ensure the fidelity of ELD instruction while in a distance learning environment. | 75,276 | N |

# 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.]

Lighthouse Community Public Schools will provide student assessments — both summative and formative assessments — in distance learning as well as in-person learning.  These assessments are built into our math and ELA curriculum.

Formally, we have planned for 2 administrations of the NWEA MAP assessments — one in the fall and one in the spring.  For the fall administration, we are planning for a remote administration of NWEA Map Reading and Math to identify percentiles and RIT scores for individual students. This data will be used to group students and identify specific needs and interventions for those who are behind or did not show growth.

Lighthouse Community Public Schools also plans to give 4 interim assessments in English Language Arts and Math to determine student mastery of standards throughout the year. These assessments are published by ANET and will be given every 9 weeks in grades 2 through 11.

## 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.]

It became evident that the 2020-2021 school year would require us to be flexible, we elevated the voices from our community and adjusted our grading periods for the upcoming school year.  A school-wide academic calendar was developed based on family feedback, particularly from our parents of English language learners and students with unique needs.  There were a few key design principles that led to this latest calendar:

- We heard feedback from parents and teachers that students began to "hit a wall" around Week 5 and 6 of Distance Learning this spring

- We heard the desire for shorter planning and feedback cycles from teachers and leaders

- We wanted to build infrastructure that would enable us to make quick and safely make adjustments throughout the school year without disrupting the flow of the academic school year.

Clearly laid out in this calendar, Lighthouse Community Public Schools has weekly data protocols and department meetings after school, Wednesday professional development and planning time aligned with asynchronous student learning, and professional development days after every 6 week grading period to assess our strategies and implement new ones to best meet the needs of learners struggling with distance learning, as well as assessing our instructional practices for ELL and special education students.

## 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.]

Lighthouse Community Public Schools will communicate the formal progress of in-class assessments using the Altitude Learning Management System to students and their families. Progress relative to Special Education and ELL Programming will be communicated to students and families as part of our practices aligned to state guidelines.

Data from our MAP and ANET assessments will be reported to our parents and family stakeholders, as well as to our Board of Directors on a bi-monthly basis, along with an action plan to address any gaps in standard mastery or any interventions for specific students. Our Organization's dashboard has specific data presentation with analysis by student group and trends by grade level bands aligned to our "Objectives and Key Results".

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

| Description | Total Funds | Contributing |
|---|---|---|
| We are purchasing and distributing additional copies of Curriculum for student use in a home setting. | 12,600 | N |

| | | |
|---|---|---|
| We are leveraging after school personnel to integrate into the core day and function as additional academic support staff during synchronous learning times. | 169,636 | Y |
| We provide online learning management systems to assess and provide instructional resources to address Learning Loss. | 32,400 | N |

# Mental Health and Social and Emotional Well-Being

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

Lighthouse Community Public Schools has a team composed of full-time mental health clinicians, along with mental health clinical interns or psychology trainees, that monitor and support the mental health and social-emotional well-being of all pupils.

Key Actions to Address Trauma and other impacts of COVID-19 on the school community:

- The counseling team works alongside administrators/teachers to develop crew lessons focused on stress management, suicide awareness, etc. These lessons are intended to supplement the tier 1 instruction that students receive in Crew. Crew is held daily and is a space for students to connect, engage with their peers, and build core social-emotional skills.
- In order to identify students in need of additional mental health supports, we will conduct a school-wide universal screener. This screener will be utilized to determine which students may benefit from individual and/or group counseling to build skills that support them in accessing their learning. Individual and/or group counseling will also provide a space to address trauma or other impacts of COVID-19.
- Students participating in counseling will have a comprehensive plan that includes individualized goals that are monitored regularly. Students' supports and services will be adjusted based on their progress on their individualized goals.
- The team is planning opportunities for family workshops to support families in navigating the new impact of COVID-19 and support their learners.
- Additionally, our family liaisons remain in regular contact with families in order to determine their need for additional resources and support as a result of the impact of COVID-19.

- The team is planning professional development opportunities for teachers to deepen their understanding of the impact of trauma on learning and build skills to address our students experiencing trauma.

# 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.]

Our students have a commonly held understanding that engagement includes presence, focus, and cognitive engagement in academic discourse and collaborative learning. Attendance is the first indicator of engagement and we have averaged 96% historically. Students who drop below 90% ADA receive outreach calls, texts, and emails from their crew leader, which is the caring adult who ensures that students are matched to resources for any need disrupting learning including a wide range of supports from technology challenges to significant socio-emotional needs. These students also have the opportunity to attend Wednesday Intervention Night Session to receive and have explained the missed learning, in this way we inextricably connect attendance to learning. Technology and access issues have been resolved through pick up and limited drop off services. Students with continued absences will have multi-generational family outreach to shift from student-dependent communication to adult communication. These students will attend an additional period to complete and submit late or revised work with feedback from one teacher from each content team. If the student does not engage in any of the supports, the Dean of Students will schedule a socially distant, home visit adhering to Public Health Department guidance for use of PPE and maintaining more than 6 feet distance between resident and guest. The plan has resulted in maintaining a 96% attendance rate during distance learning. We have a wide range of teammates in varying roles who are proficient in written and verbal communication in Spanish, in addition to a dedicated team of translators who ensure that all parent communication, written or spoken is translated.

# 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.]

Lighthouse Community Public Schools continues to ensure that our student community has access to healthy and NSLP compliant meals during our distance and in-person learning school year. During remote learning, LCPS, in partnership with Lunch Master, is offering meals to all families on a weekly basis. All families have access to pick up a boxed meal through a drive-through process that is comprised of 5 breakfasts, 5 lunches, and 5 snacks. LCPS makes these meals available to all enrolled students regardless of their meal eligibility status. Breakfast, lunch, and snack will continue to be offered for drive-through pick up and also delivered to students when we resume any type of in-person learning on campus. Our meal program team members strive to ensure that all families in need are receiving the right resources and have been making personalized outreach efforts to notify families that we have meal distribution available.

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

| Section | Description | Total Funds | Contributing |
|---|---|---|---|
| Mental Health & SEL | The Deans on staff are providing Professional Development support for teachers & staff as they communicate with families and students. | 11,291 | N |
| Mental Health & SEL | We are providing counseling through virtual touchpoints during distance learning. | 50,122 | N |
| Engagement and Outreach | We provide additional translation supports to ensure that students & families have access to materials and information from the school. | 15,480 | N |
| School Nutrition | We are shifting our staffing needs during Distance Learning to accommodate meal pick-up by families, rather than distribution during a normal school day. | 18,852 | N |

| Engagement and Outreach | We ensure that our additional administrative and support roles are in a position to provide outreach with families, by holding 1:1 check-in's, sending regular communication, providing hard-copy materials, and other activities to support distance learning. | 378,594 | 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 |
|---|---|
| 29% | 1,125,356 |

## 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.]

Lighthouse Community Public Schools has focused on tracking and disaggregating attendance and engagement data for our foster youth and low-income students. Based on this data, staff is providing targeted follow-up and interventions for our students who are trending toward chronic absenteeism. Interventions that the team has provided include access to a hotspot, support from the tech team in order for families to navigate the new tech platforms or additional support and services from our instructional aides. Additionally, when we are able to provide in-person instruction, the team will prioritize foster youth and low-income students experiencing significant disruptions in their education, per attendance and engagement data, for an early return to campus for targeted interventions and instruction.

Lighthouse Community Public Schools has also identified resources to improve student achievement for English Language Learners. There are plans to use the funding to collaborate with a nationally-recognized professional development partner in improving our integrated and designated English Language Development programs.

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

Lighthouse Community Public Schools assigned additional personnel whose on-site program roles were impacted (specifically our after school program instructors) to work with small groups of students - specifically English Learners and low-income students throughout the school day.  Additionally, all schools have a partnership with Seneca Family of Services, that allows for additional or increased support for students for counseling and socio-emotional support.